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Introduction

Real Life is a five-level course for upper secondary students, many of whom are preparing for a school-leaving exam. It recognises that most classes have students of a wide range of language ability and offers different ways of dealing with this in the classroom. It also notes that teachers are working in a range of situations, with different facilities and time constraints. Therefore, Real Life Advanced offers core material of 100 lessons with a flexible range of extra elements and components to supplement where necessary.

Why Real Life?

Teenage students learn best when they are motivated and when they recognise the relevance of a subject to their lives. They become more confident in using English in interesting and familiar contexts. In Real Life, we want to develop learners' language skills as well as their cultural awareness and knowledge of the world. We deal with topics through the eyes of people of the students' own age, drawing on real teenage experiences and viewpoints in conversations, interviews and vox pops. We look at real life issues, like image or healthy eating, as they affect young people around the world.

Central to our 'Real Life' approach are the Real Time sections, which follow a group of characters through everyday situations, like defending a point of view or preparing for an interview. Real life language and tasks are integrated in these sections and the model functional language is practised further in realistic contexts in the accompanying DVD for each level.

Real Life and exams

We recognise the importance of exam preparation in secondary schools, the time when students have to prepare for a school-leavers' exam or an entrance exam for further study. Real Life prepares students for typical exam task types and the Workbook Exam Trainer provides comprehensive exams training and practice tests.

Real Life and the Common European Framework

The Real Life syllabuses are linked to the Common European Framework (CEF). The Teacher's Handbook contains a list of things students can do at the end of each lesson.

The table below shows how the Real Life levels fit both the CEF and the UCLES exams.

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The course components - at a glance

Students' Book

The Students' Book contains:

- ten units covering all the typical exam topics
- each unit has six lessons of grammar, vocabulary and skills, plus:
  - a Real Time section which focuses on speaking and writing skills
  - even units which end in an Active Study revision section
  - odd units which include in a Writing section. This focuses on writing skills.

At the back of the Students' Book, there is:

- a Mini Workbook for more grammar and vocabulary revision and practice to give your lessons total flexibility
- a unit by unit wordlist.

DVD

For each level of the course, there is a DVD that focuses on the language introduced in the Real Time sections of the Students' Book.

- It provides a fresh context for the situational dialogues. There are interactive on-screen activities for each episode.
- Photocopiable practice activities are provided in the Teachers' Resources which are part of the Active Teach component, also available on the website.

Class Audio CDs

The Class Audio CDs contain all the listening activities in the Student's Book, plus:

- recordings of the reading texts
- recordings of the Words2know and Phrases2know.

Workbook

The Workbook reflects the order and reinforces the content of the Students' Book. It also provides additional training for writing and exam skills.

The Workbook contains:

- grammar practice with a Grammar reference on the same page with simple explanations and examples
- exam practice tasks in the skills sections
- extensive writing practice to build skills for typical exam text types, with model texts and explanations on the structure and content
- five self-assessment tests corresponding with the Active Study sections in the Students' Book. The answer key is provided for students to assess their progress before attempting the tests in the Test Master.

There is also a unique exam preparation programme:

- fifteen Exam Trainer sections with three Exam Tests
- activities to build reading, listening, speaking and English-in-use exam skills
Exam Tips on how to deal with exam tasks

an Exam Test for every five Exam Trainers, with an answer key for students to assess their progress.

Also in the Workbook is:

- a full word list organised by topic.

The audio for the listening exercises is on the Skills Multi-ROM.

Skills Multi-ROM

The Skills Multi-ROM (supplied with the Workbook) is a unique skills builder that gives students the opportunity to interact in greater detail with the reading and listening texts in the Students' Book and the dialogues in the DVD, as well as the topic vocabulary. The activities can be used in class or for homework and checked in class. It contains:

- more skills practice exercises for each of the ten units including interactive communication tasks where students can roleplay and record their part of the dialogue
- five self-assessment tests (from the Workbook)
- mid-year and end-of-year tests to prepare them for the class tests
- practice exercises on the topic vocabulary
- wordlists that can be sorted by unit or topic, with audio and example sentences
- the audio for the Workbook.

The Skills Multi-ROM is included in the Active Teach DVD-ROM so that the teacher can use the exercises in class.

for the teacher

Real Life provides a full range of teaching support materials for use in the classroom and to upgrade your teaching skills.

The Teacher's Handbook

The Teacher's Handbook contains:

- teaching suggestions for key exercises
- background notes (Culture2know) on the content of the lesson
- answers for Students' Book and Workbook activities
- tapescripts for the Class and Workbook activities
- ideas for warm-up exercises, extension activities and discussions topics
- a Now your students can list summarising the points that students have learned in each lesson
- board plans to give support when teaching grammar
- teachers' notes and information on when to use Mini Workbook, Workbook, Multi-ROM exercises and photocopiable activities in the Active Teach DVD-ROM.

Abbreviations used in the Teacher's Handbook:

- SB = Students' Book; TR = Teacher's Resources (in the Active Teach and Website); WB = Workbook; MR = Skills Multi-ROM (with the Workbook and in the Active Teach);
- TS = Tapescript; BP = Board plans.

Active Teach

This DVD-ROM is the perfect teaching resource with everything you need and more to help you create perfect lessons.

for the classroom

- an interactive whiteboard of the Students' Book, with zoomable areas, integrated audio, DVD and interactive activities
- the Skills Multi-ROM so that the teacher can use these exercises in the classroom
- a bank of teaching materials in the Teacher's Resources section of the Active Teach to add a personal touch to lessons, with:
  - extra photocopiable/downloadable grammar, vocabulary and skills activities
  - activities to activate language introduced in Can you do it in English?
  - activities based on the listening material in the Students' Book
  - worksheets for the DVD
  - ideas for short classroom activities.

to create test materials

- the Test Master so teachers can photocopy the tests or manipulate them to prepare endless versions:
  - placement tests (Upper Intermediate → Advanced)
  - ten short tests (one per unit), in versions A and B
  - five skills tests and five Use Of English tests (one for every two units), in versions A and B
  - speaking tests (for every unit)
  - writing tests (one for every unit)
  - mid-year and end-of-year progress tests
  - audio for the listening comprehension tasks
- all test material is also available in the Test Book and accompanying Audio CD.

Website

The Real Life website provides extra practice and reference material for both the student and teacher:

- visit the website at www.pearsonlongman.com/reallife for fun activities and downloadables
- find out more about the authors
- watch and download video clips on a range of topics
- find lots of ideas for classroom activities
- get more information about other related teaching materials.
Introduction

How does the Students' Book work?

The Advanced Students' Book contains ten thematic units. Each unit consists of five two-page sections, each taking two forty-five-minute lessons. The Teacher's Handbook suggests where to break the two lessons but the boundary between them is generally flexible, making it easy to adapt the lessons to different learning styles.

The first two sections of the unit contain a vocabulary/skills lesson and a grammar lesson (Grammar Focus), so each unit has two grammar lessons.

The third section of each unit is an integrated skills section with extended reading skills and vocabulary work.

In odd units, the fourth section of each unit is a writing skills section which focuses on extended writing skills and vocabulary work. The final section is a Real Time section. Real Time focuses on functional language via listening and speaking and exam-type communicative writing tasks.

In even units, the fourth section of each unit is a Real Time section. The final section is an Active Study section. Active Study provides revision of the grammar and vocabulary from the previous two units and exam-type skills practice.

The Mini Workbook at the back of the book provides extra grammar and vocabulary practice exercises, suitable for class work or homework. The appropriate Mini Workbook exercises are signposted at the end of each lesson. These exercises are graded (from one to three stars), so that teachers can see at a glance which are appropriate for their students.

Grammar in Real Life

Grammar is key to building a student's confidence in using a foreign language and it is central to the syllabus of Real Life. Our aim is to revise and extend students' knowledge in as simple and straightforward a way as possible, while gradually developing their noticing and analytical skills. Grammar Focus provides clear explanations of the core grammar.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching grammar.

Vocabulary in Real Life

Vocabulary in Real Life is systematic and thorough. Lexical sets on key exam topics like jobs, education or the environment are presented, developed and recycled through the topics. High-frequency 'power vocabulary' is also presented to help students understand texts and express themselves fluently, including many phrases and collocations, for example come of age or over the moon.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching vocabulary.

Reading in Real Life

Real Life contains a wide variety of text formats: magazine and news articles, fact files and encyclopaedia entries, quizzes and questionnaires, web pages, blogs and chat rooms, literary extracts, postcards and emails, brochures and notices. Reading is often integrated with work on the other skills, especially speaking and writing. Further reading material is included in the other course components (see pages ii-iii).

Visit www.pearsonlongman.com/reallife and download the video clip on teaching reading.

Listening in Real Life

There is a wide range of listening material in Real Life, including conversations and interviews, vox pops and monologues and radio and TV programmes. Each unit provides listening skills sections, and as with reading, key sub-skills and exam task-types are practised. There are also short pieces of listening material in other lessons. Wherever listening material contextualises target language, it is reproduced on the page, so that learners can see as well as hear the new language. The Skills Multi-ROM provides more practice exercises based on some of the listening texts in the Students' Book; the Teacher's Handbook has references to the listening exercises on the Multi-ROM that relate to the tasks in the Students' Book.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching listening.

Speaking in Real Life

Speaking is an area in which many teenagers particularly lack confidence, both in their linguistic skills, and because they don't know what to say, or feel self-conscious in front of their peers. Our approach is to integrate speaking little and often, around topics that will motivate learners, and to choose issues that they have something to talk about. We provide models or a stimulus to get students thinking about the topic, and where useful, we include prompts to give students ideas and the language for expressing them.

In more extended speaking activities, for example Can you do it in English?, students are encouraged to plan what they want to say and are given useful phrases to help them communicate and express their ideas, for example they explain to their partner their reasons for going on a particular trip.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching speaking.

Writing in Real Life

In Real Life, writing skills are presented in the Real Time sections, where we deal with typical communicative writing tasks (commonly set in exams), for example a description of an event, a formal letter and a CV. We always provide models and key phrases to support students and focus on the relevant sub-skills, such as paragraphing, as well. Writing skills are also developed in the writing section which appears in the fourth section of each odd unit. In each section, a model essay is provided, for example a 'for and against' essay, and analysis is made of the structure. A Language4writing box provides useful phrases for the students to use, for example listing arguments and introducing contrasting points. Each section ends with the student writing a first draft of an essay. There is a full writing skills section in the Workbook and further practice exercises in the Skills Multi-ROM, also referenced from the Teacher's Handbook.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching writing.

Learner Training and study tips in Real Life

Learner training in Real Life is simple and manageable. Active Study tips encourage learners to notice aspects of vocabulary, for example collocation, word formation, multi-word verbs and compound nouns.
Vocabulary, Skills and Grammar

Wide range of listening tasks, including typical exam tasks.

Words2know recorded on Class CD and Skills Multi-ROM to help students with pronunciation.

Vocabulary contained in Words2know to provide clear focus and make revision easier.

Vocabulary presented in context, through quizzes, fact files and other short texts.

Two grammar input lessons per unit.

Target language always on the page.

Controlled and less controlled practice exercises, with consolidation in the Mini Workbook at the back of the book.

Vocabulary, Speaking

1. Look at the picture showing a 21st-century classroom and try to describe the image you see.

2. Discuss the questions below in pairs:
   a) Describe the classroom you are in.
   b) Describe how your classroom has changed.

Grammar Focus

1. Look at the examples of objects and count the number of items in each sentence. Then write out the numbers in the correct form.

2. Look at the examples of places and count the number of items in each sentence. Then write out the numbers in the correct form.

3. Look at the examples of people and count the number of items in each sentence. Then write out the numbers in the correct form.

4. Look at the examples of time and count the number of items in each sentence. Then write out the numbers in the correct form.

Introduction
Introduction

Skills

Skills such as skimming, scanning, predicting and guessing meaning from context developed systematically.

All reading texts are recorded.

Modern, authentic-looking texts that are within the students’ grasp.

Real Time presents functional language in real situations and teaches typical speaking exam tasks in realistic contexts.

Useful functional and situational language in Phrases2Know boxes helps students prepare for exam tasks.

Model dialogues with appropriate phrases, prompts and structure provided to support students’ learning.

REAL TIME
Active Study

Regular revision of vocabulary and grammar.

Mini Workbook

Mini Workbook with more grammar and vocabulary practice.

Word List

Full word list with phonetic transcription for each unit at the back of the book.
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Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Articles, Reference
- **Vocabulary:** Parts of the body (e.g. elbow, heel, thighs), Danger and preferences (e.g. dangerous, risky, hazardous; I sometimes like to ..., I quite fancy the idea of ..., I prefer to ... rather than ...), Speculating (e.g. I'm absolutely certain that ..., it's highly unlikely that ...), Defending a point of view (e.g. I hear what you're saying, but ..., That may well be so, but ...)

**Culture** 

This background information will help you to answer any questions students may have about the theme. You may want to give students some of this information, but you should tailor it according to the needs of the class.

Using a hoop for exercise and entertainment originated in about 1000 BC. There are reports that the practice was recommended by doctors in England in the fourteenth century as a treatment for patients who had suffered back injuries or heart attacks. Meanwhile, Native Americans independently developed hoop dances as a form of storytelling; the hoop represented the circle of life with no beginning and no end, and hoops of different sizes represented types of animal.

The name 'hula' was added in the nineteenth century, when British sailors visited the Hawaiian Islands and noticed the similarity between the movement of the hula with those seen in the twelfth century, and have become popular again in recent years as part of fitness routines. An Indian Holiday World Hoop Class has been introduced, where hoopers have become popular again in recent years as part of fitness routines.

Qi Gong (pronounced /tsi:ɡong/) is a form of exercise and meditation that originated in China more than 5000 years ago. It aims to balance the 'qi' or 'life energy' in the body. Qi Gong combines rhythmic breathing with slow movements to produce a calm state of mind. Nowadays, people practise Qi Gong to give students some of this information, but you should tailor it according to the needs of the class.

Indoor 

- Basketball, aerobics, squash, badminton, martial arts, dancing, volleyball, handball, gymnastics
- Skiing, snowboarding, ice-skating, ice-hockey, sledging
- Golf, tennis, football, rugby, hockey, hiking

Outdoor

- Walking, cycling, tennis, sailing
- Swimming, windsurfing, surfing, rowing

Water sports:

- Windsurfing, surfing, swimming, rowing, sailing, water polo

Listening & Vocabulary 3B p.4

1. Tell students to look at the pictures. Ask:

   What kinds of sports and physical activities can you see?

   (hula hooping, tennis and motor-racing)

   Have students read the questions and make sure they understand spectator (someone who watches a sporting event), armchair fan (someone who watches a sport on TV) and live sporting events (being at an actual sporting event).

   Put students into pairs or small groups to discuss the questions. When they have finished speaking, select different students to answer each question and open up a discussion with the class about the best ways to keep fit.

   **Answers:** Students' own answers

2a. Students look at Photo C and answer the questions.

   **Answers:** Students' own answers

2b. Tell students to read the topics. Suggest they think about the information they expect to hear either individually or in pairs. Play the audio. Students listen and put the topics in the order they hear them.

   **Answers:** 2 a 3 e 4 c 5 f 6 b

3. Tell students to read the information and answer any questions they can remember from the first listening. Play the audio again. Put students into pairs to compare answers before checking with the class.

   **Answers:** 1 X (over 70 hours) 2 V (it burns about 500 calories an hour) 3 V (over two years) 4 X (they date back to Ancient Egypt) 5 X (a professional hoop is bigger and heavier)

4a. Review parts of the body students already know, e.g. head, face, neck, arms, hands, fingers, legs, feet, toes. Students then check the Words2Know in their dictionaries.

   Play the audio. Have students repeat each word. Draw attention to the silent letters in: wrist (silent 'w'), limbs, thumb (silent 'b'), palm, call (silent 'l') and thighs (silent 'gh').

   Students do the exercise.

4b. Play the audio. Students listen to the rest of the interview and check their answers.

   **Answers:** 2 hips 3 belly button 4 lower back 5 torso 6 arms 7 shoulders 8 knees 9 thighs 10 spine 11 limbs 12 foot 13 hips

Say the names of some sports and activities and ask students to choose the category they belong to, e.g. basketball, windsurfing, snowboarding, horse-riding, cycling, aerobics, skiing, walking and tennis. Ask students to add as many other sports and physical activities as they can to the lists.

**Suggested answers:**

**Indoor:** Basketball, aerobics, squash, badminton, martial arts, dancing, volleyball, handball, gymnastics

**Outdoor (winter):** Snowboarding, skiing, ice-skating, ice-hockey, sledging

**Outdoor (all year):** Horse-riding, cycling, tennis, football, rugby, hockey, hiking, golf

**Water sports:** Windsurfing, surfing, swimming, rowing, sailing, water polo
5a Tell students to look at the pictures. Ask:
Do you know what type of physical activity this is? What do you know about Qi Gong?
Use the information in Culture2Know to tell students about the activity.

Tell students to read the instruction and make sure they understand rainbow (the curved line of colours that appears in the sky when the sun shines during rain). Play the audio. Students listen and put the pictures in order.

Answers: B or C A 3 or B 4 D

5b Put students into pairs to explain how to do the movement. Encourage them to include as much detail as possible, and use the Words2Know. If you think students would benefit, have them make notes of the instructions. Play the audio again for them to compare their instructions to the original. If students missed some instructions the first time, have them repeat the activity.

Suggested answers: 1 Stand with your feet apart. Breathe in and lift your arms above your head with your palms facing each other and elbows and wrists bent. 2 Move your weight to your right leg and bend your knees. Extend your left arm to the side with your palm facing upwards. 3 Turn your head to the left and put your right arm over your head. Bend your waist to the left. 4 Return to the centre, breathe out and repeat to the right-hand side.

EXTRA DISCUSSION
Discuss hula hooping and Qi Gong with the class. Ask:

How popular are these activities in your country? Do you know anyone who does them? Which of the two activities would you prefer to do? Why? Which do you think is best to keep fit? What other unusual sports or activities do you know?

MINI WORKBOOK exercise 3 page 105

Answers: 1 thighs 2 arms 3 head 4 hips 5 knees 6 arms 7 torso 8 head

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about hula hooping. Write some key information on the board and ask students how the facts relate to hula hooping:

70 500 Egypt 1950s 100 million grass and plastic

Answers: the world hula hooping record is over 70 hours, hooping burns about 500 calories an hour, it started in Ancient Egypt, it became popular in the United States in the 1950s, more than 100 million hula hoops were sold in the 1950s, originally hula hoops were made of grass and now they're made of plastic

Grammar Focus 58 p.5

Articles

6. Students do the exercise.

Answers: 1a a/an 1b the 2a a/an 2b the 3 zero article

Grammar 2 Know

Draw or display Board plan 1.1. If you think students would benefit from having a written record, have them copy it into their notebooks. Alternatively, have students refer to the Grammar rules on page 124 to check.

7. Students do the exercise. When checking answers, ask students to justify which article they chose with reference to the rules in exercise 6.

Answers: 2 a (one of many) 3 zero article (hula hoops in general) 4 the (the craze was mentioned before) 5 the (there is only one) 6 the (there is only one) 7 an (one of many) 8 the (there is only one)

8. Ask students what they know about 'tango'. Ask:

Where is it from? What type of dance is it? Do you know any people associated with the dance or music? Is it popular in your country?

Have students read the text quickly and see if any of the information is the same. Students do the exercise. Have them compare answers in pairs before checking with the class.

Answers: 2 zero article 3 zero article 4 the 5 The 6 the 7 zero article 8 a 9 the 10 a 11 a 12 a 13 zero article 14 zero article 15 the 16 zero article 17 a 18 an 19 the 20 A 21 the 22 the

Can you do it in English?

9a. Ask students which sports, physical activities and dance are popular in their country and make three lists on the board. Read the instructions with students and make sure they understand what to do. Encourage them to make notes but not to write full sentences. While they are making notes, monitor and provide support with vocabulary and ideas.

9b. Put students into pairs, Student A and Student B. Set a time limit of about two or three minutes for Student A to fill in the table and Student B to ask questions including those in exercise 9a. At the end of the set time, tell students to change roles. Make notes on good use of language and any common problems, in particular with vocabulary for parts of the body and articles, while students are speaking.

When students have finished speaking, select some students to describe their sport, physical activity or dance to the class. Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

EXTRA DISCUSSION

Write a debate question on the board:

Sports programmes on TV should show a wider range of sports and activities. Do you agree?
1 get active

Have students discuss the question in pairs. Then select different students to give their opinion and open up a discussion with the class. Try to involve as many students as you can.

**MINI WORKBOOK exercises 1 and 2 page 104**

1

**Answers:** 1 a 2 the 3 o 4 a 5 o 6 a 7 o 8 o 9 o 10 the 

2

**Answers:** 1 a 2 o 3 The 4 the 5 the 6 o 7 o 8 the 9 o 10 o 11 an 12 the 13 o 14 o

**Now your students can:**
- listen for gist and specific information in a radio interview about an unusual exercise.
- understand and use words for parts of the body to explain how to do an exercise movement.
- describe a sport, physical activity or dance using articles appropriately.

**SB pp. 6-7**

**Lesson 3**

**Culture (B) know**

The name BASE jumping is an acronym for the four types of fixed objects that people jump from, B for buildings, A for antennas, S for spans (or bridges) and E for earth (or cliffs). When base jumpers have completed a jump from all four of these objects, they can apply for a 'BASE number'. These numbers are awarded sequentially; the first person to complete all four jumps was awarded BASE number 1, the second BASE number 2, and so on. Since 1981, over 1400 BASE numbers have been awarded. There is also a separate award for people who complete base jumps at night.

**Warmer**

Write a question on the board:

*What’s the most dangerous sport or physical activity you’ve ever done?*

Have students discuss the question briefly in pairs, and then invite some students to tell the class.

Tell students to look at the photos. Write the names of the activities in random order on the board and have students match each one with a photo:

- tightrope walking (D),
- riding on a rollercoaster (C),
- rock climbing (B)
- base jumping (A).

Ask: *What do these activities have in common?* (they’re all dangerous). Teach *extreme sports* (sports that have a high level of danger) and tell students they are going to talk about extreme sports in this lesson.

**Vocabulary & Speaking** 

**Danger and preferences** 5B p. 6

**1 (1.6) Words (B) know**

Students look at the photos and answer the question. Tell them to check the words they are not sure about in their dictionaries. Write the students’ word choices on the board next to the activity names from the Warmer task.

When checking answers, ask students whether they think the words have a positive, negative or neutral meaning. Draw a chart on the board and ask students where you should write each word.

<table>
<thead>
<tr>
<th>activities</th>
<th>neutral</th>
<th>positive</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>extreme</td>
<td></td>
<td>exciting</td>
<td>dangerous</td>
</tr>
<tr>
<td>thrilling</td>
<td></td>
<td></td>
<td>risky</td>
</tr>
<tr>
<td>hazardous</td>
<td></td>
<td></td>
<td>foolish</td>
</tr>
</tbody>
</table>

Point out that *thrill seekers* is the only noun and that it describes people who enjoy extreme activities.

After checking answers, focus on the pronunciation of the *Words2Know*. Play the audio and have students repeat each word.

**2a** Put students into pairs or small groups to discuss the questions. When they have finished speaking, elicit ideas from different pairs and ask others if they agree or disagree.

**2b** Set a time limit of one minute. Students read the text and compare their ideas from exercise 2a with the information in the text.

**Answers:** Men are more likely to enjoy thrill seeking than women. People in their late teens and early twenties, and people who are high-sensation seekers are more likely to enjoy it.

**3** Have students discuss the questions in pairs. Ask students to put up their hands if base jumping appeals to them and select some other students to say why. Ask the others why it would not appeal to them.

**4a (1.8) Words (B) know**

Draw students’ attention to the words in blue and ask them to check them in their dictionaries. Point out the use of gerunds and infinitives in the phrases:

*You would never catch me*

*I love the feeling of + gerund*

*I quite fancy the idea of + infinitive*

*I doubt if I’d enjoy*

*I sometimes like to + infinitive*

*I’d never want to + infinitive*

*I often wish I could + infinitive*

Ask students if they agree or disagree with each statement (1–10) and encourage them to mark the statements as follows:

- ✓ ✓ strongly agree
- ✓ agree
- X disagree
- XX strongly disagree

Focus on pronunciation. Play the audio and have students repeat each phrase.
4b Students compare their answers with a partner. Encourage them to develop their conversation by asking each other for reasons for their answers. Tell students to turn to page 134 to check their results. After they have checked the results, ask some students if they agree or disagree with what the answers say about them and why.

5 Elicit different ways to change the first phrase as an example, e.g.:

Base jumping
Parachuting
Flying a plane

Students change each phrase in blue in the quiz to make statements that are true for them. Have them compare their sentences in pairs or small groups. Select different students to tell the class how they changed each phrase and ask if anyone else wrote the same.

EXTRA DISCUSSION

Write a debate question on the board:

People who are injured doing extreme sports shouldn't receive free medical treatment. Do you agree?

Put students into pairs or small groups. Have them discuss the question, and then report their ideas to the class.

**MINI WORKBOOK exercises 1 and 2 page 104**

**Answers:** 1 brave 2 thrilling 3 extreme 4 risky 5 brave

**Answers:** 1 doubt 2 fancy 3 appeal 4 prefer 5 catch 6 find

**Lesson 4**

**Warmer**

If there has been a gap between the previous lesson and this one, find out what students remember about base jumping. Read the following statements and ask students to say if they are true or false:

1. Base jumping is more dangerous than parachuting.
2. There have been sixty fatalities in the sport.
3. Nasr and his trainer were the first people to jump from the building in Dubai.
4. Base jumpers always get permission before they jump.
5. Young men are most likely to be thrill seekers.

**Answers:** 1 True 2 False (at least 147) 3 False (two men had jumped before) 4 False (base jumpers often jump without permission) 5 True

**Grammar Focus** 58 p. 7

**Reference**

**6a**

Tell students to look at the example of referencing and remind them that pronouns are used in place of nouns to avoid repetition. Students decide what the other words in bold in the first paragraph of the text in exercise 2 refer to.

**Answers:** this: jumping from the 160th floor of the Burj Khalifa in Dubai; its: the building (the Burj Khalifa); they: two other men (who jumped from the Burj Khalifa); this: being arrested

**6b** Students underline other examples of reference pronouns and demonstratives in the text and write what each one refers to. Have them do this individually, and then compare in pairs before checking with the class.

**Answers:** 1 It had even been finished 2 It is unbelievably dangerous (base jumping) 3 his or her parachute (the sky diver's) 4 Since its invention (base jumping's) 5 it is all a question of (the popularity of hazardous sports)

**7a** Students look at the examples of substitution and decide what the words in bold replace.

**Answers:** 1 ones (base jumpers) 2 such (this kind of) hazardous sports like base jumping

**7b** Show students other examples of substitution. Draw or display **Board plan 1.2**. If you think that students would benefit from having a written record of the board plan, have them copy it into their notebooks.

Students do the exercise individually. Have them compare answers in pairs before checking with the class.

**Answers:** 2 did 3 do 4 does 5 such 6 so

**8 Grammar**

Underline

Explain that ellipsis is the practice of leaving a word or words out of a sentence when they are not necessary for understanding it.

Students read the sentences and identify what words have been omitted or substituted.

**Answers:** 1 to open his/her parachute 2 are 3 naturally drawn to enjoy thrills and danger, both types of people

**9a** Students do the exercise individually. Have them compare answers in pairs before checking with the class.

**Answers:**

1 High-sensation seekers can be the kind of people who do well in business as well as enjoy extreme sports. Society needs such people.
2 People enjoy extreme sports because these days ordinary life is a bit too dull and safe. Because of this, people need to get their thrills elsewhere.
3 Enjoying extreme sports is a sign of immaturity. This is why it is something people grow out of as they get older.
4 When Nasr Al Niyadi and Omar Al Hegelan jumped off the Burj Khalifa, they were watched by a fascinated audience. I wish I had been there to see them jump.
5 High-sensation seekers are at one end of the scale, while low-sensation seekers are at the other. Most people fall in the middle. They like new experiences but don't want to take too many risks.
Tell students to read the statements from exercise 9a again and tick the ones they agree with and put a cross next to the ones they disagree with. Put students into small groups to discuss the statements. When they have finished speaking, ask different groups if they agree or disagree with each statement and why. Open up a discussion with the class about each statement and try to involve as many students as you can.

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

it, which, These, as

A kite board is a surfboard with a large kite attached to it. Kite boarding uses wind power to propel the surfboard across the waves. Using wind power means that it can go much faster than an ordinary board. In fact, a kite board can travel at over 90 kilometres per hour. The fact that they can travel so fast means that kite boards can be dangerous to surfers and other beach users. The dangers of kite boarding can be reduced by taking professional instruction.

Now your students can:

- understand and use adjectives to describe extreme activities and the people who do them.
- use phrases to express likes and preferences.
- understand and use reference pronouns, demonstratives and ellipsis to avoid repetition.

Lesson 5

Culture2know

The novel Bend it Like Beckham (2003) was written by Narinder Dhami after the release of the film in the previous year. It tells the story of Jess (Jesminder), the 18-year-old daughter of Punjabi Sikhs living in London. Jess loves football and is a fan of David Beckham, but her parents forbid her to play because she is a girl. In spite of this, she secretly joins a local team, where she makes friends with Jules and falls in love with her coach, Joe. While Jess’s parents are distracted by preparations for her sister’s wedding, Jess travels to Hamburg to take part in a tournament.

Back in the UK, the team reaches the final of the league but the match is due to take place on the same day as the wedding. Eventually, Jess persuades her father to let her play and she scores the winning goal. After the match, both Jess and Jules are offered football scholarships at universities in the US.

The film, starring Parminder Nagra as Jess, Keira Knightley as Jules and Jonathan Rhys Meyers as Joe, was a surprise success. It is a light-hearted comedy that deals with issues such as sexism, the integration of immigrants in a multi-cultural Britain, friendship and love.

Warmer

Do this activity to revise sports venues and equipment. Draw a chart on the board and write the names of six sports. Put students into pairs and ask them to write the place where each sport is played and the equipment used. When they have finished, elicit answers from different students and write them on the board.

Answers: football pitch ball, goal, football boots, shorts, strip
tennis court racquet, ball, net, trainers
golf course clubs, ball
swimming pool swimming costume/trunks, goggles, hat
ice-hockey rink skates, stick, net, pads
motorbike racing track motorbike, helmet, gloves

Reading & Vocabulary (SB pp. 8-9)

1 Put students into pairs to discuss the first set of questions. When they have finished speaking, ask students to name the sports in the photos and find out who plays each one by asking them to put up their hands if they play it. See if more boys than girls play the sports and discuss the second set of questions with the whole class.

Answers: The photos show football, tennis, volleyball and hockey.

2a Find out what students know about the film Bend it Like Beckham. Ask:

Do you recognise the players in the first photo?

Have you seen the film Bend it Like Beckham, or have you read the book?

What do you know about the story?

Use the information in Culture2know to give students background information about the story. Have students read the questions and make sure they understand score (result, the number of goals in a game) and full time (the end of a match). Students read the extract and answer the questions.

Answers: 1 nil-nil; deadlock 2 one-nil; we were one-nil down 3 one-all; a draw 4 the German team; they scored more goals in the penalty shoot out

2b Students read the extract again and answer the question. Point out that they should look for words and phrases that describe how she felt physically and emotionally. Have students compare answers in pairs before checking with the class.
Answers: At the beginning, Jess ‘felt OK’ (line 1).
After twenty minutes, she was beginning to tire. ‘I began
to wheeze a bit. My pace started to drop, and I was having to
push myself hard …’ (lines 4–5).
She was disappointed when her opponent got away from
her and was about to score a goal. She says ‘with a sinking
heart’ (line 8).
She is very tired near the end of the match. ‘I was almost on
my last legs, …’ (lines 19–20).
However, she regains some energy when a gap opens up in
front of her. ‘I got my second wind …’ (line 22).
When her team score, they were all very happy. They ‘were
all screaming with joy’ (lines 30–31).
She is ‘relieved’ that she will be last to take a penalty (line 40).
She is nervous when Hannah takes her turn. ‘My stomach
was turning over and over …’ (line 47).
She was ‘incredibly tired’ (line 57) and felt as though her legs
‘were made of lead’ (line 58) as she stepped up to take her
shot.
She tries to overcome her tiredness. ‘I made a superhuman
effort …’ (line 61).
She was disappointed with herself when she missed her
shot. She ‘groaned’ (line 62) and felt ‘like someone had
grabbed hold of my insides and ripped them out. Gutted, in
other words’ (lines 67–68).
3a (15) First ask students to read the missing sentences a–g.
Explain that they should also read the sentences before and
after the gaps carefully to help them decide where the missing
sentences are from. Make sure they are aware that there is one
extra sentence.

Play the audio for students to check their answers.

Answers: 2, 3 f, 4 g, 5 b, 6 a
3b Students do the exercise.

Answers: a take the penalty and score a goal  b the German
player taking their last shot  c the fact that her lack of fitness
had allowed the German team to score a goal  d at full time,
after an exhausting match  e the crowd at the match  f Jules
also scored  g a penalty

EXTRA DISCUSSION
Write a quote from David Beckham on the board (included in
the ‘Impossible is Nothing’ Adidas campaign):
‘You will go through tough times. It’s about coming through that.
Put students into pairs and ask them to discuss what they
think the quote means, and if they think sports can help
people cope with problems in life. When they have finished
speaking, elicit answers from different pairs and open up a
discussion with the class.

Lesson 6

Warmer
If there has been a gap between the previous lesson and this
one, help students to remember the extract from Bend it Like
Beckham. Dictate the following sentences or write them on the
board. Have students put them in the correct order and then
look back to page 8 to check.

The fourth German player scored a penalty. (4)
The match ended in a draw. (3)
Jules scored a goal. (2)
Jess missed her penalty shot. (5)
Jess’ team was losing one-nil. (1)

4 [1.10] Words2know

Students check the words and phrases in blue in the extract
on page 8 in their dictionaries and match them with the
definitions. Point out that they should look for the word in the
same part of speech as in the definition. Tell fast finishers to
write their own example sentences using the Words2know.

When checking answers, point out that kick off can be used to
describe the start of any game, not only one which involves
kicking a ball.

Answers: 2 pass 3 dribble (dribbling) 4 kick(ed) off 5 mark
6 pace 7 catch (her) up 8 bang(ed), thump(ed) 9 blow
(blew) the whistle 10 ricochet(ed)

5a [1.11] Tell students to read the instruction and the
questions. Discuss how each of the games is scored (in
volleyball the first team to win 25 points wins a set and
matches are the best of five sets, in hockey teams score goals).
Tell students they will hear about the volleyball match first.
Play the audio. Students listen and answer the questions.

Answers: 1 Exeter, Charlton 2 London 1 Exeter 3, Charlton 2 Hoppewell nil

5b [1.11] Play the audio again. Students listen and note down
the sports-related vocabulary they hear. If necessary, have
students compare their notes after listening once, and then
play the audio again for them to complete their notes.

Answers:
volleyball: team, match, sets, neither team playing very well,
the pace (quickened), passing (improved), win the set, send
the ball out of court, losing points
hockey: match, teams, the match kicked off, saves by the
goalkeeper, half-time, deadlock, to score, the second half,
slot the ball into the net, a second goal, the ball hit the post,
ricocheted into the goal, final score. 2-nil

Can you do it in English?

Speaking

6 Give students about five minutes to prepare to talk about
a sporting event before they start speaking. Encourage them
to make notes but not to write full sentences. Tell them to
use some of the sports-related vocabulary they have learnt in
the lesson. Monitor and provide support while students are
preparing.

Put students into pairs, Student A and Student B. Set a time
limit of about two or three minutes for Student A to tell their
partner about their sporting event and encourage Student B
to ask questions. At the end of the set time, tell students to
change roles. Make notes on good use of language and any
common problems while students are speaking.

When students have finished speaking, select some students
to describe a sporting event to the class.

Write examples of good use of language and common
problems on the board. Put students into pairs to correct the
mistakes before an open class check.
Now your students can:
- read for specific information in a text about a sporting event and guess the meaning of words and expressions in context.
- understand and use vocabulary to describe games and matches.
- describe a sporting event they have watched or taken part in.

Lesson 7

Culture 2: Know

The World Health Organisation suggests that young people should do at least one hour of physical activity a day. However, research shows that many young people do less than this (in the UK, 70% of young people do less than one hour of physical activity a day).

In general, people between the ages of 16 and 45 do less exercise now than they did in the past. This is because they spend more time in sedentary occupations, watching television or using a computer for recreation, and travelling by car or public transport rather than cycling or walking. Older people, in contrast, tend to exercise more than they used to. As people live longer, they choose to participate in physical activities in order to stay fit and healthy and to establish a network of friends.

Warmer

Introduce the topic of sports and activities for different age groups. Write some activities on the board:
skateboarding, football, yoga, cycling, golf, walking, skating

Ask:
Which of the activities are most suitable for young people, for middle-aged people and for elderly people?

What other sports and activities do you associate with the different age groups?

Tell students they are going to talk about participation in sports and physical activities for different ages in this lesson.

Writing & Vocabulary 38 p. 10

Describing data

1. Put students into pairs to discuss the questions. When they have finished speaking, ask students to say if they think they take more or less exercise than their parents did at their age. Discuss possible reasons with the class.

Answers: Students' own answers

2. Tell students to read the information about Chart A above the chart. Students then look at the chart and compare the data with their own answers from exercise 1. Have them discuss the question in pairs.

Ask different pairs if anything surprises them and ask others if they agree or disagree.

Answers: Students' own answers

3a STRUCTURE

Students read the report based on the chart and match the paragraphs and the topics.

Answers: b 1 c 5 d 2 e 3

3b Do an example to show students what do. Have them read the first paragraph again and ask:
What tells you how many people took part in sports or physical activities between 2002 and 2011? (The three bars show the different years.)

Put students into pairs to point out the other features which relate to each of the paragraphs.

Play the audio for students to listen to pronunciation.

3c Students find comparisons in the report.

Answers:

Paragraph 2: the younger age groups participated in sporting or physical activities much more than the older age groups. Around eighty percent of those aged between 16-19 took part in some activity, compared with less than twenty percent of those aged 70+.

Paragraph 5: In contrast, the youngest age group were the only group participating less in 2011 than they did in 2000, ...

4 Tell students that they are going to look at features of report writing. Read the instruction with students and make sure they understand paraphrase (use different words to those someone else has said or written). Explain that paraphrasing helps to avoid repetition. Tell students to look at the examples of paraphrasing and ask: How are words paraphrased? (a different verb is used, or the part of speech is changed from a noun to a verb).

Students do the exercise. Have them compare answers in pairs before checking with the class.

Answers:
different sports or physical activities → a sporting or physical activity
on at least one occasion → at least once
in four weeks → in a four-week period
over a nine-year period → between 2002 and 2011

EXTRA DISCUSSION

Put students into pairs or small groups and ask them to think of ways to encourage young people to participate in sports or physical activities. Suggest that they think about school and local facilities. When they have finished speaking, ask different groups what strategies they came up with. Then ask each group to think of a slogan to encourage participation in sports.

Suggested answers:
school: start each day with PE (as in some countries, e.g. China), make sports and PE fun and less competitive, have more options for activities so students can try them and find one they enjoy, invite sports celebrities to school to talk about their experiences

local facilities: reduce fees for gyms or make them free, have free trials so people can find an activity they enjoy
Lesson 8

Warmer
If there has been a gap between the previous lesson and this one, find out what students remember about participation in sports or physical activities. Ask:

Who does more sports, older or younger people? (younger people)
Did younger people do more or less sport in 2011 compared to 2002? (less)
What about older people? (more)
In which age group has participation increased most? (over 60)

Tell students they are going to look at more phrases to talk about data in this lesson.

5 Language 4 writing SB p. 11

Draw students’ attention to the phrases to talk about data in the Language 4 writing box. Ask which phrases mean numbers go down (decreases), go up (increases) and stay the same (lack of change). Students underline the phrases from Language 4 writing in the report.

After checking answers, point out some differences in meaning in the phrases in Language 4 writing.

- soar → increase very quickly to a high level
- peak → reach the highest point before falling again
- plunge / plummet → decrease suddenly to a low level
- gradually / steadily → slowly
- slightly → a little
- dramatically / sharply → suddenly, quickly
- noticeably / significantly → by a large amount

Answers:
- a very noticeable increase (line 7)
- climbed between 2002 and 2006 (line 8)
- had dropped back down by 2011 (line 9)
- activity levels rose steadily (line 10)
- a significant increase (line 11)
- fell a little in 2011 (line 12)
- a brief rise in 2006 (line 14)

Tell students to look at Chart B. Ask: What does it show? (the overall percentage of people taking part in sporting and physical activities between 2000 and 2011)

Students do the exercise individually. Suggest fast finishers write more sentences about the chart using phrases from Language 4 writing.

Answers:
- the percentage of people taking part rose/climbed/increased steadily OR there was a gradual rise/climb/increase in the percentage of people taking part
- the percentage of people taking part soared OR there was a significant/dramatic rise/climb/increase in the percentage of people taking part
- peaked: plunging/plummertime
- the percentage of people taking part fluctuated/oscillated/ varied OR there was a fluctuation in the number of people taking part
- the percentage of people taking part remained stable/flat/steady/about the same level

7 Tell students to read the information about Chart C and to look at the chart. Ask: What does it show? (the number of Americans who participated in various extreme sports between 2002 and 2010)

Students do the exercise individually.

Answers: 1 rose/climbed/increased slightly 2 slight/small fall/drop/decrease 3 inline skating 4 paintball 5 artificial wall climbing 6 inline skating

8a Point out that students can use the sentences in exercise 7 to help them. Suggest they make notes first and then write a first draft. Monitor and provide support with ideas and language as they write.

When students have finished, tell them to swap their report with a partner. Have them check their partner’s work with reference to the guidelines in the exercise. Allow two or three minutes for one student to comment on their partner’s work and then give a signal for them to swap.

8b Students write the final draft of their report either in class or for homework.

MINI WORKBOOK exercise 5 page 105

5

Answers: 1 c 2 a 3 f 4 d

Now your students can:
- read a report and interpret data in chart.
- use phrases to describe data, including comparisons, increases, decreases, lack of change and frequent change.
- write a report using paraphrasing and phrases to describe data.
get active

Real Time

Lesson 9

Culture2know

The story in Real Time revolves around two students, Jess and Pablo. They are both students at university. In the Real Time section, students listen to informal conversations between the two characters and to presentations that they give at university. In the first section, Jess and Pablo go to a sports centre to play squash and discuss the facilities there.

The three unusual sports that the students speculate about on page 13 are underwater hockey, bog snorkelling and cheese rolling. In underwater hockey, two teams push a puck along the bottom of a swimming pool using 30-cm long sticks. Players wear snorkels and have to come up for air during the game. Bog snorkelling started in Wales and involves racing along a bog trench without using conventional swimming strokes. The cheese rolling competition takes place every year in Gloucester, England. People roll a cheese down a very steep hill and have to follow it as fast as they can.

Warmer

Ask students about sports facilities in their town or area. Ask:

Is there a sports centre?
Have you ever been there?
What facilities does it have?
Do people use it a lot?
What would you do to improve the sports centre?

Tell students they are going to listen to a conversation about a sports centre in this lesson.

Speculating SB p. 12

1 Students answer question 1 and 2.

Answers: 1 Jess and Pablo are students at the university. Pablo is from Granada in Spain and Jess is from Manchester in the UK.

2 Students' own answers

2 Tell students to read the statements. Play the audio.

Students listen and mark true or false. If students need extra support, play the audio once for students to mark true or false and repeat the audio for them to correct the false statements. Have them compare answers in pairs before checking with the class.

Answers:

1 X – Jess thinks the gym is always busy.
2 X – He had to wait ages to use the machines.
3 √
4 X – The sports centre wanted to create a bit of mystery and get people to ask about it.

Phrases2know

Tell students that Jess and Pablo are speculating about the poster. Tell them to read the Phrases2know for ways to speculate. Point out that the phrases are grouped according to the degree of probability. Show students how the phrases are used on the board.

Defending a point of view SB p. 13

6 Tell students they are going to listen to a conversation between Jess and Pablo after their squash match. Have them read the questions and make sure they understand vending machine (a machine that you can buy things from, for example drinks or sweets). Play the audio. Students listen and answer the questions.
After checking answers, ask students if they agree with Jess’s point of view.

**Answers:** 1 She thinks it should have healthy drinks and snacks. 2 No, he doesn’t. 3 They decide to go to the whole food café.

**7a Phrases 2 know**

Students look at the Phrases2Know and try to remember who said each phrase.

Play the audio again to check answers.

**Answers:**

Jess: As I see it, a sports centre should try to promote healthy eating habits.

In my opinion, this vending machine should sell some healthy drinks and snacks.

Well, I still believe that they should have some fruit, too.

It doesn’t matter what you say, I think the vending machine should have more choice.

I don’t really agree.

Pablo: Everyone’s entitled to a point of view. Some people prefer chocolate.

I hear what you’re saying, but not everyone’s interested in healthy eating!

I agree up to a point, but fruit doesn’t stay fresh for long.

That may well be so, but most people want things that give you instant energy.

I’m not so sure.

**7b** Give students two to three minutes to prepare what they are going to say. Then put them into pairs to discuss their ideas.

When they have finished speaking, select different students to give their opinion and ask others if they agree or disagree.

Open up a discussion about each topic with the whole class and try to involve as many students as you can.

**Answers:** Students’ own answers

**Can you do it in English?**

8 Make sure students understand kayaking (a kayak is a canoe for one or two people that is moved with a single paddle). Tell students to read the website. Ask:

*Who is the website directed at? (young people)*

*What does it want young people to do? (challenge themselves)*

*How will the website help them? (It will help them organise the challenge they want to do)*

Put students into pairs, Student A and Student B, and tell them to read their instruction. Give them about five minutes to think of reasons to defend their opinions. If students need extra support, put two Student As and two Student Bs together to prepare. Monitor and help with language and ideas.

Students roleplay the discussion. Make notes on good use of language and any common problems while students are speaking.

When students have finished speaking, ask them what they personally think of the website and open up a discussion with the class.

Finally, write examples of good use of language and common problems on the board that you heard during the roleplay. Put students into pairs to correct the mistakes before an open class check.

**Suggested answers:**

**It’s a good idea:** it encourages young people to do physical exercise, it helps to improve self-esteem, it gives them a hobby/interest, it teaches them to face challenges that will help them later in life.

**It’s a terrible idea:** people could injure themselves or even die, it takes a lot of time to train and young people don’t have much free time, these challenges are expensive to organise and equip, not everyone can afford to do these things.

**Now your students can:**

* listen for general and detailed information in an informal conversation.
* use expressions to speculate.
* use expressions to give and defend opinions.
Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Past tenses  
  Modal verbs

- **Vocabulary:** Celebrations and special occasions (e.g. ceremony, traditional dress, throw a party)  
  Domestic tasks (e.g. take out the rubbish, vacuum the floor, dust the surfaces)  
  Idioms (e.g. never lift a finger, wait on someone hand and foot)

- **Phrases:** Developing an argument (e.g. This brings me to my next point, ..., it's not only ... but also ...)

**Culture 2 know**

Most cultures mark a young person's transition from childhood to adulthood in some way. These 'coming of age' celebrations sometimes have religious significance, for example the Bar Mitzvah in the Jewish religion, and sometimes they require a young person to demonstrate their skills, such as fighting or hunting in some tribal communities. In Europe, Australia, New Zealand and the US, young people come of age at either eighteen or twenty-one, when they are legally regarded as adults. Eighteenth and twenty-first birthdays are often celebrated with extravagant parties.

In this lesson, students find out about three 'coming of age' celebrations: the Seijin no Hi festival in Japan, a quinceañera party in Argentina and a school leaving party in the UK.

**Warmer**

Introduce the topic of celebrations. Ask students what days they celebrate and write a list on the board, e.g. birthdays, name days, Christmas or other religious festivals, New Year, weddings, anniversaries, etc. Tell students they are going to listen to some young people from different countries talking about celebrations in this lesson.

**Listening & Vocabulary  58 p. 14**

1a Tell students to look at the photos. Ask:

*Which countries do you think they're from?*

*What are they wearing?*

Use the pictures to teach vocabulary for the listening exercise:

- **Picture B:** *furisode* (a kind of *kimono* with long sleeves)
- **Picture A:** *tuxedo* (also *tux*, a formal suit), *prom* (formal dance for high school students)
- **Picture C:** *tiara* (a small crown worn by women on their head), *gloves*, *high-heeled shoes*, *buttons*

Make sure students understand *dressed up* (wearing clothes that are more special than you usually wear). Students answer the question.

1b Put students into pairs to discuss the question. When they have finished speaking, select different students to tell the class on what occasions they dress up.

**Answers:** Students' own answers

2 (1.15) Play the audio. Students listen and match each person with a picture and answer the follow-up question.

**Answers:** 1 Andrea Photo C 2 Aki Photo B 3 Amy Photo A

They are all special 'coming of age' celebrations.

3 (1.16) **Words2 know**

Students check the words and phrases in blue in their dictionaries. Tell them they should look for the infinitive of verbs, e.g. reaching → reach, throwing → throw a party. Tell fast finishers to write their own sentences using the Words2know.

Have students read the sentences and complete any answers they remember from the first listening. Make sure they are aware they should write no more than three words and/or a number.

Play audio 1.15 again. Students listen again and complete the sentences. After checking answers, focus on the pronunciation of the Words2know. Play audio 1.16 and have students repeat each word or phrase.

**Answers:** 1 15 2 15 3 20 4 second Monday 5 expensive to buy 6 best friend 7 big white car / limousine 8 her dress 9 tiny lights 10 voted Prom Queen

4 Put students into pairs or small groups to discuss the questions. When they have finished speaking, ask different students to answer each question.

**EXTRA DISCUSSION**

Tell students to imagine that they are going to plan their ideal party for the end of their school year. Write some prompts on the board:

- **venue,** *music,* *decorations,* *food and drink,* *theme,* *clothes,* other
- Put students into pairs to plan a party. When they have finished, ask different pairs to describe their party for the class.

**MINI WORKBOOK exercise 2 page 107**

2

**Answers:**

Across: 4 festival 7 come 8 traditional 9 ceremony  
Down: 1 speech 2 celebrate 3 venue 5 throw 6 fortune 10 moon
Lesson 2

Warmer
If there has been a gap between the previous lesson and this one, revise the Words2Know to talk about celebrations and special occasions. Read the definitions and ask students to complete each one:

Another way to say 'reach adulthood' is ... (come of age)
Seijin no Hi is an example of a Japanese ... (festival)
A furisode or kimono is a type of ... (traditional dress)
Lighting fifteen candles is a type of ... (ceremony)
Another way to say 'have a party' is ... (throw a party)
If you spend a lot of money, you spend ... (a small fortune)
If someone has a big celebration in the evening, it's because they want to ... (make it a night to remember)
When you speak in front of a group of people, you ... (make a speech)
The place where you have a party is called the ... (venue)
If you feel very happy, you are ... (over the moon)

Grammar Focus [SB p. 15]
Past tenses
5 Ask students which tenses and other ways they remember to talk about the past (past simple, past continuous, past perfect, used to and would).
Put students into pairs to do the exercise.

Answers: 1 past continuous – f 2 past simple – a
3 used to – d 4 would – e 5 past perfect – c
6 would – b and were/were going to – g

Grammar2Know
Draw or display Board plan 2.1. If you think students would benefit from having a written record, have them copy it into their notebooks.

6 Put students into pairs again to discuss the differences in meaning, if any, between the pairs of sentences. When they have finished, discuss the answers with the whole class.

Answers: 1 no difference in meaning 2a Means that the event was on 15 January in the past, but is not any longer.
2b Means that the event will take place in the future on 15 January. 3 no difference in meaning 4a Means that the people influenced her in the past, before the time of the ceremony. 4b Means that the people continued to influence her at the time of the ceremony.

7 Students do the exercise individually. Have them compare answers in pairs before checking with the class. Encourage them to justify their answers with reference to the rules in exercise 5.

Answers: 2 would 3 had already gone 4 rushed 5 was 6 was hiding 7 had forgotten 8 used to think/had thought

Speaking skills
8 Tell students to read the instructions. Remind them of the celebrations they listed in the warmer in Lesson 1 that they can choose from.
Give students about five minutes to prepare their talk. Encourage them to make notes but not to write full sentences.

While they are making notes, monitor and provide support with vocabulary and ideas.
Put students into pairs, Student A and Student B. Tell Student A to speak first and encourage Student B to ask questions.
Set a time limit of two or three minutes. At the end of the set time, tell students to change roles. Make notes on good use of language and any common problems, particularly with past tenses, while students are speaking.

When they have finished, select some students to describe their own or their partner’s memorable celebration to the class.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

**MINI WORKBOOK** exercises 1 and 2 page 106

1 Answers: 1 had saved up 2 painted 3 were studying
4 used to be 5 spent 6 were decorating 7 were going to
8 had finished 9 started 10 put on 11 wore 12 set
13 put on 14 would

2 Answers: 1 had visited 2 used to get up 3 was going to
4 had been 5 saw 6 would be 7 was working

Now your students can:
- listen for general and specific information in interviews about coming of age celebrations.
- understand and use words and expressions related to celebrations and special occasions.
- use past tenses to describe a memorable celebration they have had or attended.
Lesson 3

Culture know

For many young people, leaving home and going to university is one of the first steps towards becoming independent. In countries such as Spain, students tend to live at home while they are studying but in the UK, nearly 80% of students choose to live in shared houses or halls of residence. Living away from family is considered an important part of the university experience; as important as gaining knowledge and a qualification. It is seen as a time for personal development; an opportunity to learn how to get on with different people, to manage money, and to cook and look after oneself.

In this lesson, students read advice for young people who are facing the challenges of living away from home for the first time.

Warmer

Introduce the topic of being independent. Write some prompts on the board:

- make my bed
- clean my room
- choose how to decorate my room
- choose my clothes
- wash my clothes
- cook or prepare my meals
- manage my money
- decide what time I come home
- organise my schedule

Ask students to put up their hand if they sometimes do each thing themselves. Leave the prompts on the board for students to refer to in exercise 1.

Grammar Focus SB p. 16

Modal verbs

1. Tell students to look at the pictures and describe each one. Tell them to read the questions and make sure they understand challenging (difficult to deal with). Put students into pairs to discuss the questions. When they have finished speaking, ask different pairs what they think will be the best things about living away from their parents and things they might find challenging. Write two lists on the board, e.g.:

<table>
<thead>
<tr>
<th>Good things</th>
<th>Challenging things</th>
</tr>
</thead>
<tbody>
<tr>
<td>more freedom</td>
<td>managing money</td>
</tr>
<tr>
<td>able to come home late at night</td>
<td>having to do housework</td>
</tr>
<tr>
<td>able to invite friends to stay</td>
<td>cooking</td>
</tr>
</tbody>
</table>

2. Tell students to look at the leaflet. Ask:

Who is it written for? (new students at university)
What is the purpose of the leaflet? (to give advice about living away from home for the first time)

If you think students need support, teach the following words and expressions before they read the leaflet. Alternatively, ask students to guess the meanings after they have read it.

dauting: something that makes you worried because you think it will be difficult

make a budget and stick to it: make a plan about how to spend money and follow the plan

Answers: Students' own answers

3. Students do the exercise.

Answers: 1 must, need to, had to 2 didn't need to, don't need to, didn't need to, needn't have 3 should, ought to 4 can, (are) able to 5 shouldn't have

Grammar 2 know

Draw or display Board plan 2.2. If you think students would benefit from having a written record of the board plan, have them copy it into their notebooks.

4. Tell students that a student welfare officer is someone who is employed by a university or college to provide support in managing finances or help with personal problems.

Tell students to listen and make notes about the advice he gives. Play the audio.

Put students into pairs to compare his advice with their ideas in exercise 2. If necessary, repeat the audio before checking ideas with the class.

Suggested answers: create a budget, try to cook fresh food, don't feel obliged to cook for everyone else, set aside money for rent, keep 10% for unexpected expenses, don't spend all your money every week unless necessary, choose your housemates carefully

5a. Students do the exercise.

5b. Tell students to make a note of the verb they hear if it is different from the one they wrote but not to change answers. Play the audio again. Students listen and check their answers to exercise 5a. Have students compare their answers in pairs and discuss if any alternative verbs they wrote are possible before checking answers with the class.

Answers: 1 ought to have (should have) 2 didn't need to, don't need to, didn't need to, needn't have 3 should, ought to 4 must, need to 5 need to (have to) 6 should 7 don't need to (don't have to/needn't) 8 ought to (should)
Lesson 4

Warmers
If there has been a gap between the previous lesson and this one, revise the advice for people living away from home for the first time. Write three prompts on the board: money, food, and friends. Put students into pairs and give them one minute to remember the advice they read in the previous lesson.

Write some words on the board. Ask students to match them and check the advice.

1 make takeaway food
2 put aside the cooking
3 don't get to socialise
4 share house rules
5 make an effort some money
6 agree on a budget

Answers: 1 make a budget 2 put aside some money 3 don't get takeaway food 4 share the cooking 5 make an effort to socialise 6 agree on house rules

Vocabulary & Listening 5B p. 17

Domestic tasks

8a 1.18 Words 2 know

Students check the Words2know in their dictionaries. When they have finished, focus on pronunciation. Play the audio and have students repeat the words.

Students write the words in three categories and add any other tasks they can think of.

Suggested answers for other domestic tasks: lay the table, clear the table, do the washing-up, do the washing, hang out the washing, take in the washing, do the ironing, make the bed, tidy (a room), mop the floor, polish the furniture, paint, change a light bulb, take up a dress/skirt/trousers, mend a hole/zip

8b Put students into pairs to compare their answers and answer the questions. When they have finished speaking, select different students to tell the class two or three domestic tasks they do all the time, do occasionally and have never done.

9a 1.19 Tell students to read the instruction. Suggest they put a tick (✓) next to the items in the Words2know box which they hear in the recording. Play the audio.

Answers: put up a picture, change a plug, put a piece of flat-pack furniture together, take out the rubbish, unblock the u-bend
24
grow up!

9b 1.19 If your students need extra support, teach some vocabulary before doing the next listening task.

to take advantage (of someone): to unfairly get someone who is easily persuaded to do something for you
a screw: a thin pointed piece of metal used to join things together; you push and turn it instead of hitting it like a nail
wobbly: unstable, moving from side to side
houseproud: an adjective to describe a person who likes to keep a house clean and tidy
to draw the line (at something): not allow or accept

Give students two or three minutes to read the questions and circle any answers they can remember from the first listening. Play the audio again. Have students compare answers in pairs. If necessary, play the audio again before checking answers with the class.

Answers: 1 b 2 a 3 b 4 c 5 b

Speaking
10 Put students into pairs, Student A and Student B. Tell Student A to look at the two photos on page 17. Tell Student B to look at the pictures on page 134. If necessary, teach blocked (if something is blocked, there is something that stops water passing through) and cockroach (an insect that lives where food is kept). Give students one or two minutes to think about their answers to the questions.

Students take it in turns to talk about the photos and answer the questions. Set a time limit of two minutes for Student A to speak. Then tell students to change roles and set another time limit of two minutes for Student B.

When they have finished speaking, select different students to answer the questions for the class.

Answers:
Photo 1: the sink is blocked; unblock the u-bend and remove whatever is blocking it
Photo 2: there’s a stain on the carpet (someone has spilt coffee); remove the stain by washing the carpet
Photo 3: there are cockroaches in the kitchen; always take out the rubbish, keep food in containers, keep the kitchen clean, put down poison
Photo 4: the wall is mouldy; keep the room clean

EXTRA DISCUSSION
Write these phrases on the board:
... usually do more domestic tasks than ...
... usually know how to cook.
... are good at putting flat-pack furniture together.
... are good at sewing.

Put students into pairs and ask them to complete the sentences with: Boys, Girls or Boys and girls. When they have finished speaking, ask different students to complete the sentences and ask others if they agree or disagree. If students think there are differences between boys and girls when it comes to doing domestic tasks, ask why and how they can change this.

Now your students can:
• use modal verbs to give advice about leaving home.
• understand and use vocabulary to talk about domestic tasks.
• listen for specific words and detailed information in interviews on a radio show.

Lesson 5

Culture know

Sibling rivalry is especially common during teenage years. One of the main reasons is to get attention from parents. A second reason is jealousy, especially if a teenager thinks a brother or sister is allowed to do things that they are not. Other common problems include having to share clothes or personal items, wanting to have personal space and time, and differences in opinions and tastes. Although sibling rivalry can be the cause of arguments, it may be a healthy indication that a teenager is growing in assertiveness and independence and wants to express his or her individuality.

In this lesson, students read letters to a problem page about disagreements between brothers and sisters.

Warmer

Ask students who young people can ask for advice when they have a problem and make a list on the board, e.g. parents, a relative (brother, sister, aunt, uncle, cousin, grandparent), a teacher, a sports coach, a friend, a professional.

Put students into pairs and ask them to discuss who they prefer to talk to. Does it depend on the type of problem? When students have finished speaking, elicit answers from different students in the class.

Reading & Vocabulary 58 pp. 18-19

1a Put students into pairs to discuss the questions. When they have finished speaking, ask different students why they think problem pages are popular.

Suggested answers: People read problem pages for entertainment, to get advice for themselves or for a friend, to improve their skills, or to reassure themselves that they’re okay compared to other people, that they’re normal.

1b Students look at the photos and answer the question.

Answers: Students’ own answers

2 Set a time limit of one minute for students to read the problem. Make sure students understand layabout and laze around. Ask them to guess what the words mean from the context.

layabout: someone who is lazy and avoids doing anything that requires any effort, usually a noun, used here as an adjective
laze around (or about): relax and enjoy yourself, doing no work

Have students think about the answer they would give to Cathy’s problem individually. Then put them into pairs to compare their ideas.

3 (126) Set a time limit of two to three minutes for students to read the answer and comments and answer the question. Have them compare their answer in pairs. When they have finished speaking, select different students and ask:

Do you agree with the Susan’s answer? Why? Why not?
Which of the comments do you most agree with? Why? Which don’t you agree with? Why?

Play the audio for students to listen to pronunciation.
4 Students read Problem 1 and the comments again and answer the questions.

Answers: 2 Newbie 3 Cathy 4 Cathy and Superhero 5 Superhero 6 Just me 7 Cathy and Superhero 8 Susan

EXTRA DISCUSSION
Write a question on the board:
Which is better, having brothers and sisters or being an only child? Why?

Have students discuss the question in groups of four, then open up the discussion with the class.

Lesson 6

Warmer
If there has been a gap between the previous lesson and this one, find out what students remember about Cathy's problem with her brother. Read some sentences or write them on the board and have students decide if they are true or false. Ask them to say why in each case.

1 Cathy and her brother are both full-time students.
2 Cathy's parents pay everything for her and her brother.
3 They pay for her brother because he works hard at university.
4 Cathy is fed up because her brother never helps at home.
5 Susan suggests she should talk to her brother about it.
6 The people who wrote comments all agree with her point of view.

Answers: 1 True – Cathy's brother is a full-time student at university, Cathy is studying for her A levels. 2 False – they pay everything for her and her brother. 3 True – they don't want him to get into debt. 4 True – he spends most of his time relaxing or going out with friends. 5 False – she suggests that Cathy talk to her parents. 6 False – the responses are mixed (that it's none of her business, that he should take responsibility for himself and that he's missing out)

Notice Idioms
Remind students that idioms are expressions whose meaning is different from the meaning of the individual words.
Tell students to read the text again and underline idioms in the text. Students then do the exercise. Draw attention to the example to show them what to do.
Tell fast finishers to write their own sentences using the idioms.

When checking answers, you might like to explain the meaning of some individual words:

sponge: a type of material that absorbs liquid, used for cleaning and washing yourself

Cotton wool: soft cotton that is used for cleaning cuts or removing make-up

Answers: 2 sponge off other people. 3 waits on her hand and foot 4 wrap him in cotton wool. 5 take advantage of you. 6 run round after you. 7 stand on her own two feet. 8 bailing him out.

6 Phrases to know

Students look at the Phrases to know. Tell them that the phrases are used to give tentative opinions. In other words, the speaker does not want to cause offence. Point out that You might consider ... is used to give advice and is followed by a gerund.

Students underline the Phrases to know in the reply and comments.

7 Tell students to read Problems 2 and 3. Ask students to guess the meaning of the expression: she is always poking her nose into my stuff (showing too much interest in my things).

Students complete each of the Phrases to know with an opinion about the two problems. Put them into pairs to compare their sentences. Then select different students to read their sentences to the class and discuss what advice they would give.

Play the audio for students to listen to pronunciation.

Can you do it in English?

8 Students either choose one of the situations on the page or make up their own problem.

Put students into pairs or small groups. Set a time limit of about two to three minutes for each student to explain their problem and receive advice. Remind them to use the Phrases to know. While students are speaking, make notes on good use of language and common problems.

When students have finished speaking, select different students to tell the class the best advice that they received.

Then write examples of good use of language and any common problems.

When your students can:
- read for general information and interpret opinions in problem letters.
- understand and use idioms about behaviour and responsibility.
- give tentative opinions and advice about problems.

 MINI WORKBOOK exercise 3 page 107

Answers: 1 finger 2 foot 3 cotton wool 4 feet 5 bailing 6 sponge
Tell students to do the task. When checking answers, make sure students understand the language, including the ability to learn a foreign language. Apart from these benefits, learning an instrument teaches discipline because it is necessary to practice regularly, relieves stress, and gives a sense of satisfaction and pride as the ability to play improves. Playing in a band or orchestra enhances teamwork skills as all members work towards a common goal, the performance.

In this section of Real Time, Jess gives a presentation about a campaign which aims to encourage children to play a musical instrument.

Warmer

Introduce the topic of music. Give students a minute to write down as many musical instruments as they can and then compile a list on the board, e.g:

- violin, guitar, drums, piano, trumpet, clarinet, flute, trombone, saxophone, cello, tambourine, double bass and recorder

Ask students to put up their hands if they play a musical instrument. Ask:

- What do you play?
- How long have you played it?
- Do you play in an orchestra or band?
- What are the benefits of playing a musical instrument?

Developing an argument

1a Find out what students remember about the characters in the Real Time section. Ask:

- What are the names of the two characters? (Jess and Pablo)
- Where are they from? (Jess is from Manchester in the UK and Pablo is from Granada in Spain)
- What do they do? (They are students at university)

Tell students to do the task. When checking answers, make sure students understand fundraising (trying to persuade individuals or organisations to give money, for example to a charity).

Answers: 1 She's in the Students' Union and she's giving a speech about Music for Education. 2 Why the organisation started, their work and their latest fundraising activity.

1b [122] Put students into pairs to answer the question. Then select different students to tell the class. Write ideas on the board. Then play the audio. Students listen and check their ideas.

Answers: 1 It's not only... but also 3 One example of this is... 4 For instance/example 5 Which brings me to my next point/What is more/Furthermore 6 Finally

Can you do it in English?

6a Students choose a topic and write a plan for their talk using Jess's plan in exercise 3 to help them.

Give them about five minutes to prepare their talk. Monitor and provide help with language and ideas while they are preparing.
Lesson 8

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about Music for Education. Ask:

What does MFE do? (it buys instruments, pays for classes, gives free classes, organises an orchestra, holds a concert every year and gives songwriting workshops)

Ask students to think about how to organise a concert. Put them into pairs to make a list of things they would have to do. Then select different pairs to tell the class.

Suggested answers: book a hall, sell tickets, advertise, organise refreshments, make a brochure, organise lights and sound, etc.

A formal email [SB p. 21]

7 Students read the email and answer the questions.

Answers: 1 to enquire about using the Student Union Hall for a concert and to request some information 2 Music for Education 3 six 4 information about special licences and about the lighting

STRUCTURE

8 Remind students that formal letters and emails have a set structure and use certain fixed phrases. Discuss with students the purpose of this (to make the information clear and easy for the reader to understand).

Students match the items with parts of the email.

Answers: 2 C 3 I 4 D 5 F 6 B 7 E 8 A 9 G

LANGUAGE

9 Students read the email again and find the expressions.

After checking answers, highlight the form of indirect questions used after the expressions in Question 1.

Would it be possible to hold a live event? →
We would like to know if it would be possible to hold a live event.

What would it cost? →
Could you tell us what it would cost?

• Indirect yes/no questions – add if/whether
• Change from a question form to a statement
• No question mark after: I would like to know if we are wondering if

Answers: 1 we are wondering if ... could you tell us: Could you confirm ... could you explain ...? 2 I am writing to enquire about ... 3 We look forward to hearing from you. 4 Yours sincerely
2 grow up!

10 Students do the exercise. Have them compare answers in pairs before checking with the class.

Answers: 2 I would like to know if you can/could play on the 24 November. 3 Could you confirm how long you usually play for? 4 Could you explain what sort of music you play? 5 I was wondering if you would consider playing for free.

11 Tell students to read the instruction.

Students write a first draft of their email. Remind them to follow the structure of the email in exercise 8, and to use the expressions in exercise 9.

After students have written a first draft, have them swap their email with a partner. Ask students to read their partner's email and check the structure and the expressions (including word order in indirect questions). Give them two or three minutes to give feedback to each other. Students then write the final version of their letter either in class or for homework.

Now your students can:
• listen for detailed information and specific language in a speech.
• plan a speech and use expressions to develop an argument.
• use an appropriate structure and expressions to make inquiries in a formal email.

Active Study 1

For the exercises on the Active Study pages, it is useful if students do the exercises individually and then work together in pairs or small groups to discuss their answers. Encourage them to try and explain the rationale for any of their answers which are different from those of the other students in the group. Where relevant, have students try and do the exercises first before they look back through the unit to check.

Vocabulary

Active Study Learn collocations

1 Remind students that collocations are words that naturally go together and that it is useful to learn them as a single vocabulary item.

Answers: 2 d 3 e 4 a 5 c

2 Write some examples of expressions with make and do on the board e.g. make a complaint, do housework. Ask students to notice if they use the same or different verbs for make and do in their language.

After checking the answers to the exercise, see if students can notice any patterns in the use of the two verbs, e.g.:
don't is often used with physical activities
make often emphasises the end product of an action more than the activity itself. It is also used with speech acts connected with communication.

Answers: 2 do 3 do 4 make 5 make 6 do 7 make 8 do 9 make 10 make

ACTIVE STUDY Word formation

3 Guide students to notice the form of the word in brackets in the sentences, and to look for clues in the sentences that will help them choose the form that is needed, e.g.

1 hazard = a noun
Hang-gliding is a rather ___ sport. (an adjective is needed before the noun)

Answers: 2 fluctuation 3 dramatically 4 risky 5 noticeable 6 thrilling 7 resentful 8 supportive

Grammar

4 Have students do this exercise and then look at the Grammar2know on page 125 to find the rules that correspond to each verb choice. When checking answers, encourage students to explain why the tense is used.

Answers: 2 would be 3 beat 4 broke 5 were returning 6 was teasing 7 had beaten 8 was sitting 9 turned 10 hit 11 was driving 12 used to feel

EXAM PRACTICE Sentence transformations

5 Tell students to notice if the first sentence is in the past or present to help them choose the correct form in the second. Tell them they may use between two and four words to complete the gaps.

Answers: 2 succeeded in passing 3 feel obliged to 4 ought to have 5 are required to wear 6 so did

Reading skills

ACTIVE STUDY Read for gist

6 (123) Discuss some strategies for doing this type of reading exercise before students start, e.g:
• read the text quickly to get a general idea of what it is about.
• read the section with the gap carefully, including what comes after the gap as this will often contain clues that will help them choose the correct sentence.
• read the options and choose the best one.
• read the section with the additional sentence to see if it fits.
• after choosing the correct sentences, read the text a final time to check.

Answers: 1 f 2 b 3 c 4 d 5 a

Play the audio for students to listen to pronunciation.

Speaking skills

7 Tell students to read the question. Give them two or three minutes to prepare what they are going to say before they start speaking.

Tell students to look at the phrases to give and defend opinions on page 13.

Put students into pairs to discuss the questions. When they have finished, ask different pairs what they said and open up a discussion with the class.
Answers: Students' own answers

Possible ideas to increase girls' participation include:

- Have separate PE classes for girls so that they don't feel self-conscious around boys.
- Provide more variety of sports activities for students to choose from in schools, e.g. hip hop dance.
- Have campaigns to persuade girls of the benefits of participation in sport.
- Increase the profile of female sports and physical activities on TV and in publicity campaigns.
- Offer reduced membership rates for girls (and groups of girls) in sports centres.
- Invite successful female athletes to give motivational talks to girls.
- Provide more attractive kit for girls to wear.
- Encourage parents to accompany girls to sports activities.
Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Linkers
  - Perfect verb forms

- **Vocabulary:**
  - Travel (e.g. *city breaks, tourist traps, off the beaten track*)
  - Colours (e.g. *bronce, scarlet, violet*)

- **Phrases:**
  - Opinions (e.g. *I'm convinced that ..., I honestly feel ..., I just don't see why ...*)
  - Expressing reactions (e.g. *That's good to hear. How awful! Isn't that what you were expecting?*

**Culture know**

Technology is influencing the way that travellers find out about their destinations. User-generated websites contain general advice about places and reviews of hotels and restaurants. TripAdvisor is the most popular of these, attracting over 40 million visits a month, although its reliability has been questioned because anyone can post information. Blogs, written either by travellers who have visited a destination before or locals in the area, are also a good source of information.

Smartphones can be used to find out about places to go and things to do. There are many apps for travellers too. Finally, there are apps which use ‘augmented reality’ technology. This overlays digital information on a real-world view so the user can point their phone at a building or painting and information about it appears on the screen.

**Warmer**

Introduce the topic of travel. Write the title of the unit on the board and explain that *blue yonder* is an idiom; if you go into the *wide blue yonder*, you go somewhere far away and exciting because it is new and unknown.

Ask students to think about the preparations they make before they travel. Elicit ideas and write these on the board, e.g. *book accommodation, book a flight, buy a train or bus ticket, find out about the destination, pack a suitcase/rucksack, change money and have vaccinations*.

**Speaking & Vocabulary**

1 Tell students to read the questions. Make sure they understand word of mouth (comments that people make to each other in an informal way), user-generated websites (websites that are written by members of the public) and location-based software (software that is able to identify the location of the user). Put students into pairs or small groups to discuss the questions.

When they have finished speaking, select different students to tell the class how they find out about a destination. Elicit ideas about how technology can help a traveller and find out if anyone has used this technology.

2 Students read the article and compare it with their own ideas. Play the audio for students to listen to pronunciation.

**Answers:** Websites such as TripAdvisor give reviews of accommodation, restaurants and tourist attractions. Blogs written by local people give information about destinations. Twitter users can post questions for others to answer. Location-based apps display tips on restaurants and tourist attractions nearby.

3a Tell students to read the statements and make sure they understand *get mugged* (be attacked and have money/valuables stolen). Tell them to tick the statements they agree with and put a cross next to the ones they disagree with. Put students into pairs to discuss their ideas.

3b Students think of other advantages and disadvantages, either individually or in pairs. Select different students to tell the class.

**Suggested answers:**

**Advantages:** it's convenient, it saves having to carry a guidebook or a map, it can help you meet people you might otherwise not meet.

**Disadvantages:** people spend too much time with the gadget and not interacting with their environment, some people want to switch off their phone to get away from daily life, information may be unreliable (posted by people who want to promote their hotel or restaurant).

4a Students check the phrases in blue in the text in their dictionaries and match them with the definitions. Tell fast finishers to find other words they can use to talk about holidays in the text, e.g.:

- a hidden gem: a special place, not usually seen by tourists
- stunning views: very beautiful views
- tourist attractions: popular places for tourists to visit
- bustling (city breaks): with a lot of activity
- remote, unspoilt desert island: a far away island, beautiful because unchanged by people

**Answers:** 2 stumbled upon 3 off the beaten track 4 recharge your batteries 5 tourist traps 6 an over-priced dump 7 getting ripped off 8 get away from it all

Focus on pronunciation. Play the audio and have students repeat each phrase.

4b Give students two or three minutes to prepare to talk about a trip they made. Encourage them to make notes but not to write full sentences. Remind them to use the Words2know. While students are preparing, monitor and provide support with language and ideas.

Put students into pairs, Student A and Student B. Tell Student A to describe their trip and encourage Student B to ask questions. Then tell them to change roles. Make notes on good use of language and any common problems, in particular with the Words2know, while students are speaking.
When students have finished speaking, invite some students to tell the class about their own or their partner's trip. Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

**EXTRA DISCUSSION**
Tell students to think about the information they would include on a blog for visitors to their town. Write some prompts on the board:
- accommodation, places to eat, nightlife, how to get around, what to do and see, what to avoid

Put students into pairs to discuss their ideas. When they have finished speaking, elicit ideas from different pairs and ask others if they agree or disagree.

---

**MINI WORKBOOK exercises 1 and 2 page 109**

1.

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

2.

**Answers:** 1 getting ripped off 2 stumble upon 3 an over-priced dump 4 get away from it all 5 city break 6 tourist traps 7 recharge your batteries

---

**Lesson 2**

**Warmer**

If there has been a gap between the previous lesson and this one, find out what students remember about using technology on holiday. Write prompts on the board:
- user-generated websites
- blogs
- location-based software
- mobile phone

Ask students to think of advantages and disadvantages of each. Encourage them to use *Words2know* in their answers.

**Answers:**
- **user-generated websites**: they help you avoid getting ripped off by an over-priced dump of a hotel; you can stumble upon a hidden gem; some hotels bribe guests to write favourable reviews
- **blogs**: they are written by locals, so they help you avoid tourist traps
- **location-based software**: allows you to wander off the beaten track
- **mobile phone**: if you go to a desert island to get away from it all, you won't have a signal; if you want to recharge your batteries, you won't want your phone

**Grammar Focus** 58 p.25

**Linkers**

5a Tell students to cover the main text on pages 24–25. Have them do the exercise individually and then compare their answers in pairs. Tell them to discuss any answers that are different but not to change them.

5b Students check their answers in the text.

---

**Answers:**

1 and 2 as well as 3 so that (so is also possible) 4 since (as is also possible) 5 so 6 alternatively 7 too (as well is also possible) 8 because (since is also possible) 9 while 10 or 11 however

---

**Grammar 2 know**

Write the function of the linkers on the board: *addition*, *reason*, *result*, *contrast*, *purpose*, and *alternative*. Tell students to write the linkers from exercise 5a next to the function. Then draw or display *Board plan 3.1*. If you think students would benefit from having a written record, have them copy it into their notebooks.

6 Ask students if they have been to Santiago in Chile or what they know about it. Elicit ideas about the sights, food and drink, shopping and the countryside. Then tell them to read the text quickly to find out if any of the information is the same.

Students complete the text with linkers.

**Suggested answers:**

1 However 2 Although 3 or 4 but 5 While 6 because 7 so 8 also

**Writing**

7 Tell students to read the instruction. Suggest they use the text in exercise 6 as a model for their writing. Have them write notes first under the headings:

- Visit the sights
- Eat and drink
- Go shopping
- Get away from it all

Students write the text either in class or for homework. Remind them to include a range of linkers and some of the *Words2know* from page 24.

**EXTRA DISCUSSION**

Write a quote from St Augustine on the board:

The world is a book and those who do not travel read only one page.

Ask Do you agree? Put students into pairs to discuss the quote. When they have finished speaking, select different students to say whether they agree or disagree and open up a discussion about why people travel. Try to involve as many students as you can.

---

**MINI WORKBOOK exercises 1 and 2 page 108**

1.

**Answers:**

1 Although 2 so that 3 While 4 As well as 5 because 6 even if

2.

**Answers:**

1 Due to 2 yet 3 in order to 4 Furthermore 5 Alternatively 6 even though 7 Since 8 despite

---

**Now your students can:**

- read an article about technology and travel for general information.
- use words and phrases related to travel to describe a trip they made.
- understand and use linkers in a text about a description of a place.
Lesson 3

Culture 2 know

Jessica Watson (born 1993) became the youngest person to sail non-stop around the world unassisted in 2010. The journey took seven months. During that time she endured severe storms and had to do repairs on the boat herself as, according to the rules, she was not allowed to moor to any port or other boat or receive anything that another person gave her.

She was inspired to make the voyage after reading a book written by the previous record holder, Jesse Martin, who sailed around the world at the age of 18. Since completing her voyage, Jessica has written her own book called True Spirit.

Jordan Romero (born 1996) became the youngest person to climb Mount Everest in 2010. He was accompanied on the climb by his father. He was inspired to achieve this feat after seeing a painting at his school which showed the seven continents' highest peaks.

The parents of both Jessica and Jordan have received criticism for allowing their children to put themselves in danger. One sixteen-year-old girl lost five fingers from frostbite while attempting to climb Everest two years before Jordan, and a Dutch court took a girl away from her parents and put her into state care to stop her attempt to beat Jessica's record.

Warmer

Introduce the topic of goals (things that people want to achieve). Ask students to write down three things they would like to achieve in the next five years, e.g. learn to speak another language, travel to a particular destination, get an interesting job.

Select different students to tell the class one or two of their goals and ask others if they have the same ones.

Listening & Speaking 5b p. 26

1 Tell students to look at the pictures and read the newspaper extracts. Ask:

What goal did Jessica achieve? (to become the youngest sailor to go round the world solo and unassisted)
What goal did Jordan achieve? (to become the youngest person to climb Mount Everest)

Put students into pairs to discuss the questions. When they have finished speaking, select different students to answer each question. Open up a discussion with the class about whether their parents should have stopped them.

Answers: Students' own answers

2a Tell students to read the statements. Make sure they understand over-protective (too worried about someone's safety, preventing them from being independent). Tell students to tick the statements they agree with and put a cross next to the statements they disagree with. Put students into pairs to discuss their ideas.

When they have finished speaking, ask students to put up their hands if they agreed with each statement and select some students to say why.

2b Tell students to read the instruction. Play the audio. Students listen and match the opinions with the speakers.

Answers: 1 d 2 c 3 a 4 f 5 e
Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, remind students about Jessica Watson. Ask:

What was her achievement?
What difficulties do you think she faced while she was sailing around the world unassisted?

Elicit ideas from students and write them on the board.

Grammar Focus 58 p. 27
Perfect verb forms

6 Students read the extracts from Jessica's blog and note the difficulties she faced.

If you think students would benefit, ask them to guess the meaning of some words after they have read the text.

- the wind picking up to 25 knots: (the wind getting stronger)
- ended with a bit of a bang: (ended suddenly)
- gale: (a very strong wind)
- knockdown: (when the boat turns on its side so that the mast is parallel to the surface of the ocean)
- marshmallow: (a soft pink or white sweet)
- bruises: (a mark that appears on the skin when it is hit)

Answers: strong winds and rough seas, losing her wind instruments, not sleeping and getting bruised in a storm

7a Elicit the forms of the perfect tenses and write these on the board.

Present perfect simple: have + past participle (passive: have + been + past participle)
Present perfect continuous: have + been + verb-ing
Past perfect: had + past participle (passive: had + been + past participle)
Past perfect continuous: had + been + verb-ing
Perfect -ing form: having + past participle

Students underline examples of each form in the blog. Have them compare in pairs before checking answers with the class.

Answers:

Present perfect simple: the quiet days we've had, I've aged a good ten years, Time has flown, I've been away from Ella's Pink Lady, so much has happened, I've had a chance to catch up with everyone, my voyage has shown them

Present perfect continuous: The sea has been making life interesting, I have been having a very interesting time, I've slowly been sleeping better

Past perfect simple: The wind had been expected

Past perfect continuous: I had been getting very used to, I'd been dreaming about, I'd been longing to do

Perfect -ing form: After having cleared up

7b Students do the exercise.

Answers: 1 will have completed 2 will have been sailing
3 to have broken

8 Ask students what they remember about Jordan's achievement from the previous lesson.

Students do the exercise.

Answers: 2 Having reached 3 rang 4 had reached 5 had broken 6 had promised 7 climbed 8 will have completed
9 has learnt 10 to be climbing/to climb 11 has trained

9 Elicit some ideas about achievements, e.g. learning to play a musical instrument, winning a sports competition, getting a good mark in an exam, travelling somewhere alone, organising an event.

Have students prepare to talk about their achievement before they start speaking. Encourage them to make notes but not to write full sentences.

Put students into pairs, Student A and Student B. Tell Student A tell their partner about their achievement. Then tell them to change roles. Make notes on good use of language and any common problems, in particular with perfect tenses, while students are speaking.

When they have finished speaking, select some students to tell the class about their own or their partner's achievement.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

EXTRA DISCUSSION

Write a quote from Jessica Watson on the board:

I wanted to challenge myself and achieve something to be proud of. And yes, I wanted to inspire people.

Ask:

Is it important for people to challenge themselves? Why? Why not?

What other young people have achieved amazing things? Who inspires you most?

Select different students to answer the questions and open up a discussion with the class. Try to involve as many students as you can.

MINI WORKBOOK exercise 3 and 4 pages 108–109

3

Answers: 1 has invented 2 has been using 3 began
4 had taken/took 5 was watching 6 encouraged 7 had never tried 8 took 9 completing/having completed
10 has featured 11 has recently been working

4

Answers: 1 have been learning English for 2 Having got into bed 3 I haven't seen Mary since 4 has drunk half 5 will have been married 6 her parents had left

Now your students can:

• listen to and infer opinions.
• understand and use phrases to give opinions.
• use perfect tenses appropriately to talk about achievements.
Lesson 5

Michelle Paver is an award-winning novelist, best known for the six-book series Chronicles of Ancient Darkness. In this lesson, students read an extract from her novel Dark Matter, published in 2010. It is a ghost story set in the Arctic region in the 1930s. Paver was first inspired to write the novel during a visit to the area and many of the sensations described by her main character Jack are based on her own experiences. While she was writing the novel, she spent time in the Arctic region in winter in order to get a feel for the polar night. She experienced the unsettling feelings of going out in the snow in the dark, hearing the echo of her snowshoes in the silence and living in a freezing cabin full of shadows.

The details of Jack’s expedition to the Arctic are modelled on real ones that took place in the 1920s and 1930s and two books written by trappers’ wives who spent winters there.

Warmer

Introduce the topic of reading. Write some questions on the board:

- How much time do you spend reading?
- What do you usually read?
- What kind of novels do you prefer? Why?
- Do you have a favourite author? Who?

Have students discuss the questions in pairs in preparation for the lesson.

When students have finished speaking, elicit different genres of novel and write them on the board, e.g.: adventure, comic novels, fantasy, historical novels, horror or ghost stories, romance, thrillers, science fiction, westerns.

Tell students they are going to read an extract from a novel in this lesson.

Reading & Vocabulary 58 p.28

1 Tell students to look at the photos. Ask:

- What can you see in the pictures?
- Where do you think this is?
- What genre of novel do you think you are going to read?

Make sure students understand blurb (information printed on the back cover of a book to describe it). Students read the blurb and answer the questions.

Answers: 1 Gruhuken in the Arctic; January 1937. 2 Jack; he goes to work as a wireless operator on an Arctic expedition (a wireless operator is the person who operates a radio for communication). 3 A ghost story (‘Jack feels a creeping unease’ (a growing nervousness), ‘Something walks there in the dark’).

Play the audio for students to listen to pronunciation.

2 Students read the first part of an extract from the book and answer the questions. Have them compare their answers in pairs before checking with the class.

Answers: 1 about midday; the text says ‘the sun struggled to rise’, ‘an abortive dawn’ (unsuccessful dawn) and ‘the sun sank back’ (went down again) and it is in the Arctic. 2 some bits of rock on the mountains were ‘black’ where they jutted out through the snow; the rocks sloping down to the sea were ‘white’ (covered in snow); the sea was ‘dark purple’, the sky was red (‘bloody’) and later there was a ‘crimson’ glow.

Play the audio for students to listen to pronunciation.

3a Students check the Words2know in their dictionaries and match them with a definition. After checking answers, focus on pronunciation. Play the audio and have students repeat each word.

Answers: 2 azure 3 maroon 4 mauve 5 turquoise 6 indigo 7 crimson 8 violet 9 silver 10 scarlet 11 bronze 12 gold 13 magenta 14 jade.

3b Have students think about the colours they can see individually first. Then put them into pairs to describe them. When they have finished speaking, select different students to describe the colours they can see in the photos and in the classroom.

Answers: Students’ own answers

Extra Discussion

Write a question about colours on the board and have students discuss it in pairs:

What colour do you associate with tranquillity, passion, courage, flexibility, luck, intuition and success?

When students have finished speaking, select different students to tell the class and ask others if they agree or disagree.


Mini Workbook exercise 3 page 109

Answers: 1 azure 2 turquoise 3 scarlet 4 copper 5 indigo 6 Magenta
Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, find out what students remember about the novel Dark Matter. Write some prompts on the board and ask students how they relate to the story:

Jack 28 1937 London Arctic Gruhuken sun frozen alone

**Answers:** Jack is the main character; he's 28 years old; the novel is set in 1937; Jack lives in London but he wants to change his life: he joins an expedition to the Arctic as a wireless operator; he stays at a camp in Gruhuken; in the winter, the sun doesn't rise; everything is frozen; he feels that he isn't alone.

4a **Tell** students to read the statements. Make sure they understand *howl* (make a long, loud sound, like a wolf). Students read the rest of the extract and decide if the statements are true or false. Tell them to underline the words in the text that helped them decide.

**Have students compare in pairs before checking answers with the class.**

**Answers:**

1. True – the text says Gus comments on it *quietly* (line 1) and then says 'They feel it too' (line 4) when the dogs begin to howl.
2. True – he says he 'didn't want to lose any of that crimson glow' (line 9).
3. False – he says 'My body knew before I did that I was not alone' (line 17).
4. True – the text says 'No sound of droplets pattering on snow. No creak of waterproofs as it rose.' (lines 22–23)
5. True – he says 'I knew, with some ancient part of me, that it wasn't alive' (line 26).
6. False – the text says 'The dogs had stopped howling' (line 13).

4b **Put** students into pairs to discuss the questions. Then select different students to answer each question and ask others if they had the same ideas.

**Answers:** Student's own answers.

5. **Draw** students' attention to the use of direct speech at the beginning of the extract. Write two examples on the board:

   'So that's that,' Gus said quietly. 'They feel it too,' said Gus.

Point out the use of quotation marks and the comma after direct speech. Tell students the comma can also be replaced by an exclamation mark or a question mark. Remind them that the order can be inverted:

   Gus said, 'They feel it too.'

Tell students to read the Active Study box about alternative verbs which can be used instead of say. Students check the meanings of any words they don't know in their dictionaries and find examples in the extract.

**Answers:**

Jack? called Gus. (line 29) I stammered an answer to Gus. (lines 33–34)

Sentences where a speaking verb isn't used:

'Gus, I think they're just hungry.' (line 5) His mouth twisted. 'Well, they have to wait a few hours. Are you coming in?' (lines 6–7) 'In a bit.' (line 8)

6. **Students do the exercise.**

**Suggested answers:**

1. claimed, declared, protested
2. begged, pleaded
3. complained
4. suggested, urged
5. pleaded, urged
6. explained, claimed

7. **Tell** students to read the instruction. Students write the dialogue either individually or in pairs. Remind them to use some of the words from the Active Study. Monitor and provide support with language and ideas while students are writing.

When students have finished writing, put them into pairs or small groups. Tell them to read their dialogues as if they were recording a talking book. Then select some students to read their dialogue to the class.

**EXTRA DISCUSSION**

Write some questions on the board:

*Would you like to read Dark Matter? Why? Why not?*

*What do you think happens in the end?*

*Do you think it would make a good film?*

*Would you like to visit the Arctic? Why? Why not?*

Have students discuss the questions in pairs and then select different students to tell the class.

**MINI WORKBOOK exercises 4 and 5 page 109**

4. **Answers:**

1. agreed
2. protested
3. suggested
4. begged
5. claimed
6. complained
7. explained
8. added

5. **Answers:**

1. stammer
2. scream
3. giggle
4. mutter
5. gasp
6. whisper

**Now your students can:**

- read for detailed information in extracts from a novel.
- understand and use words to describe colours.
- use a variety of verbs of speaking in writing direct speech.
Lesson 7

**Culture to know**

English place names are often pronounced differently from the way they are written. This is because names were given at different periods in history by the Celts, Romans, Anglo-Saxons, Norsemen and French. In some cases, names are derived from languages that are now extinct, or are compounds of names at different times.

Leicester Square in London is named after the 2nd Earl of Leicester, a city in the centre of England. The names of cities such as Leicester, Manchester and Chester have Roman origins; they are derived from 'caester', meaning 'fortified town'. When the suffix is -caster, a syllable is often removed, for example Leicester /ˈlɛstər/, Gloucester /ˈɡlʌstər/ and Worcester /ˈwʊстər/. Names like Greenwich /ˈɡrɛntʃ/ and Woolwich /ˈwuːltʃ/ are of Anglo-Saxon origin and are pronounced with a silent 'w'.

Other names that have unusual pronunciations in London include The Thames /ˈθeɪms/, Wimbledon /ˈwɪmbəldən/ and Grosvenor /ˈɡrɔsvənər/ Square.

**Warmer**

Introduce the topic of foreign travel. Write some countries on the board: England, the USA, Saudi Arabia, Holland, India, Argentina and Canada.

Either dictate the sentences or read them and ask students to match each one with a country.

You should take off your shoes when you visit someone's home in ... (Japan)

You need to change money into pesos if you go to ... (Argentina)

Remember to look right when you cross the road in ... (England)

You'll probably find the food spicy in ... (India)

The weather is extremely cold in winter in ... (Canada)

**Writing & Vocabulary [SB pp. 30–31]**

A narrative

1. Put students into small groups to discuss the questions. When they have finished speaking, select different students to answer each question and ask others if they agree or disagree.

2. Tell students to look at the photos. Ask:

   Where is this? (London)
   How do you know? (there's a typical black taxi cab)
   Have you been there?
   What did you find challenging about being in London?

   Students read the story and answer the questions. After checking answers, ask students if they can explain the play on words in the title (a trip is a journey and trip up means to make a mistake.)

   **Answers:** 1. It was busy and the weather wasn't very nice.
   2. The writer's pronunciation of the place names
   3. Because the taxi driver had laughed at his/her pronunciation and he/she wondered whether he/she would ever master the English language

   Play the audio for students to listen to pronunciation.

**STRUCTURE**

3a Students read the story again and analyse the structure.

**Answers:** 1. Lines 1–8 [up to 'rush hour'] 2. Lines 8–21 [he added hopefully] 3. Lines 22–27 [up to Grenitch] 4. Lines 28–30 [the final paragraph]

3b Students answer the questions. Encourage them to underline examples of each tense in the text.

**Answers:**

1. Past continuous: ‘it was raining heavily and the wind was blowing hard’ (lines 2–3); ‘the sky was glowing a dark bronze’ (lines 3–4); ‘people were rushing to get home’ (line 5); ‘the sun was setting’ (line 15)

2. Past simple: ‘I came out of the railway station’ (line 2); ‘I hailed a cab’ (line 9); ‘We drove off’ (line 14); ‘I looked out of the window’ (lines 16–17); ‘I decided ... I would simply point at my destination on a map’ (lines 29–30)

3. Past perfect: ‘I had stupidly arrived there at rush hour’ (lines 7–8)

4. will, would: ‘That’ll be good’ (line 22); ‘I decided that ... I would simply point to my destination on the map’ (lines 29–30)

**EXTRA DISCUSSION**

Write some questions on the board:

Have you ever had a similar experience to the traveller in London?

What happened?

Did he make a good decision to point to places on map? Why?

What advice would you give him about learning English?

Have students discuss the questions in pairs. Then select different students to tell the class.
Lesson 8

Warmer
If there has been a gap between the previous lesson and this one, find out what students remember about the story. Read some sentences and ask students if they are true or false.

1. The traveller arrived in London in the evening.
2. The weather was fine.
3. He had visited London before.
4. He decided to take a bus.
5. The driver was friendly.
6. The traveller made mistakes with his English.

Answers: 1 True (people were rushing to get home.)
2 False (it was raining heavily and the wind was blowing.)
3 False (it was his first visit.)
4 False (he decided to hail a cab.)
5 True (he chatted during the journey.)
6 True (he mispronounced place names)

Language4writing
Tell students that the story they read contained several adverbs of manner, place and time. Remind students that adverbs of manner often end in -ly.

Students read Language4writing and find examples of adverbs in the text.

Answers:
Adverbs of manner: heavily, hard, stupidly, carefully, slowly, chattily, helpfully, simply
Adverbs of place: there
Adverbs of time: now, tomorrow

5. Make sure students understand gruffly (in a rude and unfriendly way). Students do the exercise. Have them compare their answers in pairs before checking with the class. Tell fast finishers to write five more sentences containing a variety of adverbs.

Answers:
1. The car drove away fastly quickly.
2. He rudely asked me if rudely I was going to be much longer.
3. In the taxi I realised I had left my wallet in the taxi.
4. How did the exam go? Do you think you did good well?
5. I need to finish by the end of the week this homework by the end of the week.
6. She ran before he arrived quickly up the stairs before he arrived.
7. She well plays the piano well.
8. She waited patiently for over an hour patiently.
9. She spoke to me friendly friendilly.

6a Tell students to read the instruction. Suggest they make notes first, answering each of the questions in the exercise.

Have students write a first draft of the story. Remind them to include examples of direct speech and adverbs. Monitor and provide support with ideas and language as they write.

When students have finished, tell them to swap their story with a partner. Have them check their partner’s work, in particular for past tenses, direct speech and adverbs. Allow two or three minutes for one student to comment on their partner’s work and then give a signal for them to swap.

6b Students write the final draft of their story either in class or for homework.

Now your students can:
• read a story for general and detailed information.
• use adverbs of manner, place and time.
• write a story about something that happened while travelling.
3 Phrases to know

Students look at the Phrases2know and match the headings with the sections.

After checking answers, write some example sentences on the board to show students how the phrases are used.

How lovely/nice to see you here. (+ infinitive)
I find the fact that you think the department is small very surprising.
I'm surprised to hear that.
I'm surprised to hear (that) you're disappointed.

Answers: 1 b 2 d 3 a 4 c

4 Students complete the extracts from the conversation with Phrases2know. Play the audio again. Students listen and check. Pause the audio after each section for students to change their answers if necessary.

Answers: 1 What a nice surprise 2 How lovely to 3 Isn't ... what you were expecting 4 Really? 5 I'm surprised to hear that 6 That's really good to hear 7 Oh no 8 That's really awful

5 Students do the exercise individually.
Tell students that intonation is important when expressing a reaction. Put them into pairs to practise giving the responses in the exercise. Tell one student to say the sentence in the exercise. Tell one student to say the sentence in the exercise. Elicit how they can start the conversation, e.g.:

Hi...! How are you? I haven't seen you for ages!
Hi...! I'm fine. Hey, guess what?

Students act out the conversation in pairs.

When students have finished speaking, either select some pairs to act out their conversation for the class, or ask what news they told their partner and how their partner responded.

EXTRA DISCUSSION
Ask students to think of a time they either met someone in a place they didn't expect, or had an accident (like Maria, who broke her leg).

Put students into pairs to tell the story of what happened. When they have finished speaking, select some students to tell the class either their own or their partner's story.
Lesson 10

Warmer
If there has been a gap between the previous lesson and this one, find out what students remember about the story of Carmen and Maria. Ask:

Who is Carmen? (the sister of a friend of Pablo’s, Maria)
Why is she at the university? (for an interview to study engineering there)
What news does she tell Pablo? (that Maria has broken her leg)

Remind students that Pablo planned to phone Maria to see how she was. Put them into pairs and ask them to act out the conversation between Pablo and Maria. Tell them to use Phrases2know from the previous lesson.

Expressing reactions: Disappointment 58 p. 33

7a Tell students they are going to listen to a conversation between Pablo and Jess after Pablo’s conversation with Maria. Students look at the photo and guess which option completes the sentences.

Answers: Students’ own answers

7b Play the audio. Students listen and check their answers.

Why does Pablo think they will have to cancel the holiday?
Because they can’t afford the apartment with only four, rather than six, of them.)
What solution does Jess suggest? (That Pablo and his girlfriend go to stay with Jess and her family in Manchester after Christmas.)

Answers: 1 upset 2 won’t 3 doesn’t want 4 will 5 thinks

8 Phrases2know

Students complete Phrases2know with phrases from the conversation.

After checking answers, write some example sentences on the board to show students how the phrases are used.

It’s a shame/pity (that) you can’t go skiing.
I’m sorry to hear that.
I’m sorry to hear (that) you can’t go.

Answers: 1 b 2 d 3 a 4 c

Students do the exercise individually.

Tell students that intonation is again important when expressing disappointment or sympathising. Put students into pairs to practise giving the responses in the exercise. Tell one student to say the sentence in the exercise, and their partner to respond using appropriate intonation. Then students change roles and repeat.

Possible answers: 2 I’m really disappointed. 3 I’m sorry to hear that. 4 I feel really upset. 5 Yes, I’m really disappointed.

Can you do it in English?

10 Tell students to look at the pictures and read about the TV challenge. Ask: How do you think each person feels?

Put students into pairs or small groups to write the dialogue. (Note: a group of four will allow each student to play a role if they then act out their script.) Monitor and provide support with language and ideas while students are writing. Remind them to include Phrases2know to express both surprise and disappointment.

When they have finished writing, have students practise reading their scripts using appropriate intonation.

Select some groups to perform their scripts for the class.

Now your students can:
• listen for general and detailed information in informal conversations.
• understand and use expressions to express surprise.
• understand and use expressions to express disappointment.
Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Adjective patterns
  Multi-word verbs

- **Vocabulary:** Describing clothes, people and personality
  (e.g. baggy, scruffy, laid-back)

- **Phrases:** Expressing preference (e.g. I prefer ... to ..., I'd rather ... than ...)

**Culture to know**

Youth subcultures, also known as 'urban tribes', are formed by groups of young people who wear distinctive clothes and hairstyles, adopt the same behaviour and share the same interests. Some subcultures are associated with social class and ethnic groups, and many are also related to a particular type of music.

There are different theories to explain why youth subcultures exist. Although they are generally believed to offer young people a sense of identity that is separate from their family, home or school, subcultures have developed in particular since the 1950s, when adolescence was recognised as a 'phenomenon' with its own set of behaviours and became an object for the media and advertisers.

Some examples of youth subcultures in the twentieth century include 'Teddy Boys' in the 1950s, 'skinheads' and 'hippies' in the 1960s, 'punk' in the 1970s and 'New Romantics' in the 1980s. There are currently a range of subcultures, such as 'Grunge', 'Skaters' and 'Hoodies'. In this lesson, students find out about 'Indies', 'Goths' and 'Emos'.

**Warmer**

Introduce the topic of clothes. Write some categories on the board: **tops, bottoms, footwear, accessories, jewellery.** Say some words and ask students which category they belong to, e.g. sandals, belt, leggings, hoodie, earrings. Set a time limit of one minute and ask students to write as many clothes as they can in the categories. Then elicit words from different students and write them on the board.

**Listening & Vocabulary (SB p. 34)**

1. Tell students to look at the photos. Ask: What is each person wearing? Select different students to describe the clothes in each picture.

Tell students to read the questions. Make sure they understand fit in (be similar to other people in a group) and stand out from the crowd (be different from other people in a group and easy to notice). Put students into pairs or small groups to discuss the questions.

**Answers:** Students' own answers

2. **Words to know**

Students check the Words to know in their dictionaries and decide if they are used to describe people, clothes or both. After checking answers, make a list of adjectives to describe materials and adjectives to describe size or fit on the board.

**Materials:** leather, velvet, suede, lace
**Size or fit:** baggy, tight-fitting, skimpy

Other: designer, vintage

Also draw students' attention to the positive and negative connotations of adjectives to describe people and clothes.

Usually positive: casual, fashionable, quirky

Usually negative: scruffy, frumpy, weird, old-fashioned

Focus on pronunciation. Play the audio and have students repeat each word.

**Answers:**

- **People:** laid-back
- **Clothes:** leather, baggy, designer, velvet, tight-fitting, skimpy, vintage, shiny, suede, lace
- **Both:** scruffy, frumpy, skinny, weird, old-fashioned, quirky

3a (ill Play the audio. Students listen and identify which picture is being described.

**Answer:** Picture A

3b (ill Play the audio again. Students listen and note the Words to know she uses.

**Answers:** velvet, shiny

3c Tell students to choose one of the other pictures and prepare a description using Words to know. Then put students into pairs. Tell them to describe the picture to their partner without saying which one it is. Their partner must identify the picture from the description.

Select some students to describe a picture to the class and ask others to guess which one it is.

**MINI WORKBOOK** exercise 1 page 111

| Across: 2 frumpy 3 skimpy 7 casual 8 velvet 9 skinny 11 designer |
| Down: 1 baggy 2 fashionable 4 scruffy 5 quirky 6 suede 8 vintage 10 weird |

4a (ill Ask: What is the name of the style in each picture?

If students are not sure, write different styles on the board and have students match them with the pictures. Indie, Goth, Emo.
Ask:
1. What do you know about these styles?
2. What do people wear?
3. What music do they listen to?

Tell students to read the instruction and the topics. Play the audio. Students listen and put them in the order in which they are discussed.

Answers: 1 d 2 e 3 a 4 b 5 c

Have students read the sentences and complete any they can remember from the first listening. Then play the audio again.

Answers: 1 the big corporations 2 stop being Indie 3 vintage 4 tight enough 5 the keyboards 6 can't be bothered 7 tight trousers 8 attitude 9 red and purple 10 a bit weird

Put students into pairs or small groups to discuss the two bulleted questions. When they have finished speaking, select different students to answer each question and open up a discussion with the class. Try to involve as many students as you can.

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, review the Words2know from the previous lesson. Write styles and words to describe people and clothes on the board:

Indie: Emo Goth velvet: skinny jeans vintage clothes tight trousers lace quirky clothes

Have students match the words with the styles.

Answers:
Indie: skinny jeans, vintage clothes, quirky clothes
Emo: tight trousers
Goth: velvet, lace

Grammar Focus 58 p. 35
Adjective patterns

Write some examples sentences on the board and elicit the order of the adjectives to show students what to do.

black / trousers / tight / leather (tight black leather trousers)
avy / messy / fringe / long (a long messy fringe)
white / shoes / blue (blue suede shoes)

Students do the exercise. Have them compare answers in pairs. Tell them to discuss any differences but not to make changes.

Play the audio. Students listen and check their answers.

Answers: 1 small independent record companies 2 really cool big old-fashioned record player 3 little old lady 4 fantastic pair of knee-high white leather boots from the sixties 5 really nice vegetarian café 6 long black velvet dress

Can you do it in English?

Students complete the task.

Answers:
My favourite band at the moment is the Dodos. They're an American band and the guys are just really low-key and cool. They wear jeans and shirts mostly, often vintage-looking check shirts and they have messy hair, of course, and one guy even has a moustache. But it's kind of seventies style. And they wear trainers a lot, so

Students do the exercise in their books or on the board. If you do this on the board, write each sentence one at a time. Invite different students to come to the board to add an adjective or adjectival phrase. Continue adding to the sentence until the description is as detailed as it can be.

Answers: Students' own answers

Jon was wearing a black and red striped jumper.
The coat has a big fur collar.
The jumper was quite scruffy and old.
I would much rather buy vintage something than something new.
He had bought it from a little charity shop in London.
She wore a gorgeous full-length and silk evening dress.
His hair was long, black and messy.

Students do the exercise. Have them compare answers in pairs before checking with the class.

Answers:
2 Jon was wearing a black and red striped jumper.
3 The coat has a big and fur collar.
4 The jumper was quite scruffy and old.
5 I would much rather buy vintage something than something new.
6 He had bought it from a little charity shop in London.
7 She wore a gorgeous full-length and silk evening dress.
8 His hair was long, black and messy.

Students do the exercise in their books or on the board. If you do this on the board, write each sentence one at a time. Invite different students to come to the board to add an adjective or adjectival phrase. Continue adding to the sentence until the description is as detailed as it can be.

Answers: Students' own answers

My favourite band at the moment is the Dodos. They're an American band and the guys are just really low-key and cool. They wear jeans and shirts mostly, often vintage-looking check shirts and they have messy hair, of course, and one guy even has a moustache. But it's kind of seventies style. And they wear trainers a lot, so really, they look quite like the people I hang out with.

Make sure that everyone has thought of their favourite band or singer before they start speaking. Then put students into pairs to tell their partner.

Students write a description of their favourite band or singer. Remind them to include Words2know and to pay attention to the order of adjectives.
When they have finished writing, select some students to read their description to the class. Tell them not to say the name of the band or singer and ask others to guess who it is.

**EXTRA DISCUSSION**
Ask questions related to the theme of the lesson and open up a discussion with the class:

*How important is image for singers or bands? Is it more or less important than the music? Do you like some music but not the image of the band? Which singers and bands have changed their image over time?*

**MINI WORKBOOK exercises 1 and 2 page 110**

1. **Answers:**
   1. beautiful new black cardigan made of pure wool
   2. pretty long blonde curly hair
   3. smart tight-fitting blue jeans
   4. an old silver ring with a flower on it
   5. expensive new mobile phone
   6. long black leather motorcycle boots
   7. scruffy black and white stripy t-shirt

2. **Answers:**
   1. tall young pale girl
   2. large crowded hotel ballroom
   3. long red velvet dress
   4. an elegant antique diamond tiara
   5. a genuine old-fashioned storybook princess
   6. uncomfortable high-backed wooden chair
   7. vintage black silk bow tie

**Now your students can:**
- understand and use words to describe people and clothes.
- listen for general information and specific words in an informal interview.
- use adjectives in the correct order to describe how people look and the clothes they wear.

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**Lesson 3**

**Culture to know**

Tattooing has been practised for centuries in many cultures throughout the world. Tattoos have always had an important role in the rituals and traditions of tribal communities where they are used to show membership of a group, a person's social or marriageable status, or to ward off illness. They were brought to the Western world in the eighteenth century by sailors to Polynesia who copied the tattoos of the tribes they discovered there.

In the twentieth century, there was some stigma attached to tattoos, mainly because of their association with criminal behaviour. They are considered an important part of the culture of the Russian mafia, organised crime in Japan and prisoners and gangs in the United States.

Since the 1990s, however, tattoos have become a part of mainstream fashion, popular among both men and women. Many celebrities have tattoos; the football star David Beckham has at least 20, including the names of his wife and children written in Hindi. Tattoos are also gaining support as a form of art, with galleries holding exhibitions of designs and the work of prominent tattoo artists.

**Warmer**

Introduce the topic of celebrity styles. Write the names of four male and four female celebrities on the board:

- David Beckham
- Johnny Depp
- Colin Farrell
- 50 Cent
- Rihanna
- Eva Longoria
- Angelina Jolie
- Megan Fox

Ask students to choose which celebrity they prefer from each list. Then ask if they can guess what all of the celebrities have in common. (They all have tattoos.)

**Grammar Focus** p. 36

**Multi-word verbs**

1. Students look at the photos of tattoos and try to match them with the celebrity.

   **Answers:** A Angelina Jolie  B Eva Longoria  C Megan Fox  D Rihanna

2. Put student into pairs or small groups to discuss the questions.

   When they have finished speaking, select different students to answer the questions. Elicit reasons for and against having a tattoo and write these on the board for students to refer to in exercise 3.

   **Answers:** Students' own answers

3. Give students one or two minutes to read the text and answer the question.
Answers:

For: They are fashionable
Against: You might ‘grow out of it’; laser surgery to remove tattoos is expensive and takes a long time; being ‘passed over’ for promotion; some employers won’t take on someone with a tattoo; the tattoo might not look good when you are older; tattoos can fade; tattoos can stretch if you put on weight; you might go off it

Play the audio for students to listen to pronunciation.

4a Write two example sentences on the board:

Tattoos seem to be catching on.
My mates eggged me on.

Tell students that these are examples of multi-word verbs (also called phrasal verbs); they are formed with a verb and a particle and together they create a meaning that is distinct from the meaning of the verb alone.

Students underline the multi-word verbs in the text.

Answers: hang on (line 1); check out (line 3); gone up (line 5); catching on (line 7); showing off (line 9); end up (line 13); eggged ... on (line 14); grown out of (line 16); cough up (line 18); get rid of (line 18); passed over (line 20); back down (line 23); give in (line 24); take on (line 27); getting on (line 29); put on (line 31); go off (line 31); put ... off (line 32); summon up (line 32); shop around for (line 33); think ... over (line 36)

Grammar 2 know

Show students the different forms of the verbs. Draw or display Board plan 4.2. If you think students would benefit from having a written record of the board plan, have them copy it into their notebooks.

4b Students do the exercise.

Answers: 1 catch on (a) 2 show off (b) 3 end up (a) 4 egg on (b) 5 grow out of (d) 6 cough up (b) 7 pass over (b) 8 back down (a) 9 go off (c) 10 shop around (c)

4c Students do the exercise. Have them compare answers in pairs before checking with the class.

Answers: 1 show it off 2 where I would end up 3 his friends hadn’t eggged him on 4 grow out of it 5 cough up nearly £100 6 she was passed over 7 that hairstyle will catch on 8 I have gone off it 9 shop around when buying an expensive item 10 wouldn’t back down

6 Elicit some examples for the first sentence to show students what to do, e.g: Recently, I have grown out of:

my fear of spiders.
arguing with my brother/sister.
playing computer games.

Students complete the sentences in ways which are true for them.

Put students into pairs to compare their sentences. Suggest they find things that are true for both of them. When they have finished speaking, select different students to read each sentence to the class.

Answers: Students’ own answers

EXTRA DISCUSSION

Write a question on the board:

Do celebrities influence the way we look?

Have students discuss it in pairs or small groups and then report their conclusions to the class.

MINI WORKBOOK exercises 3, 4 and 5 page 110

3

Answers:
1 You need to think it over.
2 The manager was so pleased she had taken her on.
3 I don’t know how I’ve managed to put it/them on.
4 My brother has grown out of them now.
5 I spent a month shopping around for it before I decided which model to buy.
6 I’ve gone off it recently.

4

Answers:
1 I wouldn’t have done it if you hadn’t eggged me on.
2 Haven’t you grown out of that stuff yet?
3 Correct
4 Hang on a minute!
5 Correct
6 I give in too easily.

5

Answers: 1 have put on three kilos 2 taking me on
3 ended up being asked 4 it over 5 put off by 6 gone off 7 to cough up
Lesson 4

Warmer
If there has been a gap between the previous lesson and this one, remind students of the tattoos that they read about in the previous lesson. Elicit other ways that people decorate their bodies and write these on the board, e.g. dyed hair, dreadlocks, shaved heads, make-up, piercings.

Listening & Speaking [SR p.37]
7 Students look at the picture and read the question. Put them in pairs to answer the question. When they have finished speaking, select some students to tell the class.

Answers: Students' own answers

8 Tell students to read the sentences and think about the answers they expect to hear.

Play the audio. Students listen and note if the sentences are true or false. Play the audio again and have students note reasons for their answers.

Answers: 1 False (it is illegal to get a tattoo before you are eighteen but you can get piercings at any age, though some places ask for parental permission) 2 False (she wasn't impressed) 3 False (the holes will grow over) 4 False (he didn't have the tattoo) 5 True (because the skin stretches) 6 True (it can get infected)

9 Put students into pairs to discuss the questions. When they have finished speaking, check the legal age to get a tattoo or piercing in their country. Ask students to put up their hand if they think it is the right age, and if they don't. Select some students to say why.

Speaking skills
10 Tell students to read the instructions and the opinions. Make sure they understand that they should write each number (1-5) once only. Give students one or two minutes to think about their reasons.

Draw their attention to the expressions they can use to give opinions. Remind them they can also use the Phrases2Know for giving and defending opinions on page 13.

Put students into pairs to discuss the opinions.

When they have finished speaking, discuss each statement with the class. Encourage students to debate each point by asking further questions and try to involve as many students as you can. Ask further questions:

Why do some companies have policies about tattoos and piercings?
In which jobs could how a person looks affect their performance?
Why do you think some people find tattoos and piercings threatening?
Can you think of other ways that people have to change their appearance at work?
Lesson 5

Most people have long suspected that there is a relationship between musical tastes and personality. In recent years, psychologists have done studies to confirm this. In one study, participants were asked questions about their personality and told to list their ten favourite songs. CDs were made of the songs and given to others to listen to. The participants able to predict the personalities of the CDs' owners more accurately than in previous studies in which pictures and videos had been used.

In this lesson, students read about the results of research carried out by Professor Adrian North, a Professor of Psychology at a Scottish university. He also discovered that musical tastes and personality types are linked. North believes that the results of his research could have many uses in marketing in the future.

Warmer

Introduce the topic of music. Write some questions on the board:

- How much time do you spend listening to music every day?
- Where do you listen?
- What album or artist are you listening to most at the moment?

Ask students the questions in preparation for the lesson.

Reading & Vocabulary

1. Put students into pairs to discuss the questions. When they have finished speaking, check the types of music in the three pictures and elicit other types of music students may know.

   Answers: 1 A reggae  B classical music  C heavy metal
   2 Students’ own answers

2. Students check the Words2know in their dictionaries and write them next to words that have a similar meaning.

   When checking answers, discuss the differences in meaning between the words in each pair or group. Focus in particular on positive and negative connotations e.g.:
   Positive: laid-back (calm and relaxed)
   Negative: lazy, (have) little motivation (not willing or keen to work or do any activity that requires effort)
   Positive: extrovert (confident in social situations), bold (willing to take risks)
   Negative: brash (loud and confident in a way that is annoying)

   Focus on pronunciation. Play the audio and have students repeat each word.

   Answers: 1 gloomy  2 brimming with confidence, (have) high self-esteem, at ease with yourself, outgoing
   3 laid-back, (have) little motivation  4 generous, unselfish
   5 imaginative  6 self-centred  7 conscientious  8 bold, brash

Extra Discussion

Write a question about music on the board:

Do you think the music you listen to and your personality are connected? Why? Why not?

Have students discuss the question in pairs. Then select different students to tell the class what they think and open up a discussion with the class.

MINI WORKBOOK exercises 2, 3 and 4 page 111

2

Answers: 1 extrovert  2 brimming  3 selfish  4 generous
   5 gloomy  6 laid-back

3

Answers: 1 conscientious, d  2 outgoing, b  3 miserable, e
   4 brash, a  5 imaginative, f  6 unselfish, c

4 Make sure students are aware that they may need to add a prefix or change the adjectives to adverbs or nouns.

Answers: 1 unselfishly  2 fashionable  3 creativity
   4 imagination  5 generosity  6 messy  7 miserable
Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, revise adjectives to describe people. Read some definitions and ask students to say the adjective.

A person who is extrovert but also annoying is ... (brash)
A person who is hard-working and careful to do things well is ... (conscientious)
A person who is miserable and feels hopeless about the future is ... (gloomy)
A person who only thinks about themselves is ... (self-centred)
A person who behaves in a way that shows they care about other people is ... (kind)
A person who has a lot of imagination and new ideas is ... (creative)
A person who is relaxed and calm is ... (laid-back)
A person who feels they are as important as others has ... (high self-esteem)

3a Tell students to cover the text. Put them into pairs to discuss the questions. For question 1, suggest they write the types of music and one or two adjectives from Words2Know for each.

Answers: 1 Students' own answers 2 The heavy metal fan and the classical musician have the most similar personalities.

3b Students read the article and compare it with their ideas. When students have finished reading, ask:

Did you predict the personalities for any of the types of music? What information surprised you most?

Answers: 1 Students' own answers 2 The heavy metal fan and the classical musician have the most similar personalities.

Play the audio for students to listen to pronunciation.

4 Remind students of some strategies for doing this type of reading task. Suggest they read each of the options carefully and check in the text why options are incorrect as a way of helping them to choose the correct answer.

Answers: 1 c 2 c 3 d 4 b

Speaking

5 Tell students to look at the pictures and read the questions. Remind them of some ways to speculate about pictures:

I think he/she looks ... + adjective
He/She looks like a ... + noun
He/she looks as if ... + clause

Tell them they can also use the Phrases2Know to speculate on page 12.

Give students one or two minutes to think about their answers before they start speaking.

Put students into pairs to discuss the questions. When they have finished speaking, select different students to answer each question and ask others if they agree or disagree.

EXTRA DISCUSSION

Ask further questions about the theme of music and personality:

1 Do you agree with what the article says about your musical tastes and your personality?
2 When you meet someone, do you usually ask them what music they like?
3 Does the music they like influence your opinion of them?
4 How important is it that you share the same musical tastes as your friends?
5 What are the advantages of sharing the same musical taste? And of having different musical tastes?

Now your students can:

• understand and use a range of adjectives to describe personality.
• read for general and detailed understanding in an article about music and personality.
• speculate about a person's personality based on their appearance.
Real Time
Lesson 7

Culture2know
Fashion is important for most teenagers. It is a way to express their personality, whether they follow the latest trends or develop their own sense of style. While the media and high street shops dictate what many young people wear, others choose to buy second-hand clothes as a way of saving money and to create an original look.

In this lesson, Pablo and Jess go shopping for clothes in a high street shop and discuss going to Camden market.

Warm
Introduce the topic of buying clothes. Write some questions on the board:

What are the most popular clothes shops in town?
Which do you think is the best shop for quality? For reasonable prices? For originality?
Which are the most popular shoe shops?
Which is your favourite shop? Why?

Discuss the questions with the class in preparation for the lesson.

Expressing preference SB p. 40

1 Remind students of the two characters in the Real Time sections, Jess and Pablo. Tell students to look at the photo and to answer the questions in pairs.

Answer: 1 They are in a clothes shop, looking for clothes. 2 and 3 Students' own answers

2 Tell students to read the questions. Play the audio. Students listen and answer.

Answer: 1 Neither of them buys anything. 2 She prefers wearing flat shoes to heels. 3 He wants to have a coffee.

3a Phrases2know
Tell students to read the Phrases2know. Draw their attention to some phrases are used on the board.

I prefer + noun/-ing ... to
I'd rather + bare infinitive ... than
Do you prefer + noun/-ing ... or

Students do the exercise.

3b Play the audio again. Students listen and check their answers.

Answers: 1 Which do you prefer 2 I prefer 3 What do you think of 4 I don't like 5 are preferable to 6 I enjoy 7 I'd rather

4 Students do the exercise.

Answers: 1 wear, than 2 buying, to 3 What do you think of 4 or 5 shopping

5 Give students one or two minutes to look at the options and prepare to give their opinion. Then put them into pairs to discuss their preferences. Remind them to use the Phrases2know.

When they have finished speaking, select different students to say their preference for each option and to give reasons why.

Can you do it in English? SB p. 41

6 Put students into small groups to write their questionnaire. Tell them to write about ten questions and make sure that each student writes the questions. Monitor and provide support with language and ideas while they are writing.

Regroup students so that they are each paired with someone from another group. To do this, give each person in a group a number 1–4. Then tell the students in the groups who have the number one to work together, the students with the number two to work together, and so on.

Students interview each other using their questions. Tell them to make a note of the answers they receive.

When students have finished speaking, tell them to return to their original groups and compare the results of their questionnaire.

Ask different groups to report their findings to the class.

4 Students do the exercise.

Answers: 1 wear, than 2 buying, to 3 What do you think of 4 or 5 shopping

5 Give students one or two minutes to look at the options and prepare to give their opinion. Then put them into pairs to discuss their preferences. Remind them to use the Phrases2know.

When they have finished speaking, select different students to say their preference for each option and to give reasons why.

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Students interview each other using their questions. Tell them to make a note of the answers they receive.

When students have finished speaking, tell them to return to their original groups and compare the results of their questionnaire.

Ask different groups to report their findings to the class.
Lesson 8

Warmer
If there has been a gap between the previous lesson and this one, find out what students can remember about the situation in the previous lesson. Ask:

- Where were Pablo and Jess shopping? (in a high street shop)
- Where did they decide to go shopping afterwards? (in Camden Market)
- Why did Jess suggest going there? (because the clothes are more original)
- What are some other reasons to buy clothes in a market? (they may be cheaper than in the high street)

Magazine article [SB p.41]

Students read the advert. Ask:

- Who placed the advert? (an international magazine for young people)
- What does the magazine want people to do? (to write an article)
- What's the title of the article? (Fashion - a waste of money or not?)

Students read the article and answer the questions. After checking answers, ask students to guess the meaning of the expression in the title Is fashion burning a hole in your pocket? (If money burns a hole in your pocket, you are eager to spend it, usually in a wasteful way.)

Ask students if they agree or disagree with the writer's opinion in the article.

Answers:
1. She thinks it isn't necessary to wear fashionable clothes.
2. She uses three arguments: 1 You can buy clothes in second-hand shops any time, so you don't have to buy the latest fashions in high street shops. 2 You don't have to wear fashions that don't suit you because there are lots of alternative fashions. 3 You should think about the cost to the environment and buy fewer cheap clothes, spend your money on quality clothes or buy second-hand ones.
3. You don't need to be fashionable, the most important thing is to wear clothes you feel comfortable in and find your own look.

STRUCTURE

Students complete the task.

Answers: 1 B 2 D and E 3 F 4 A 5 C

Now your students can:
- listen for general information and specific language in an informal conversation.
- use phrases for giving opinions and asking about preferences.
- use an appropriate structure and language to write a magazine article for directed at young people.

10a Tell students to read the instruction and choose an article. Suggest they make notes first and then write a first draft. Monitor and provide support with ideas and language as they write.

When students have finished, tell them to swap their article with a partner. Have them check their partner's work with reference to the guidelines in exercise 9. Allow two or three minutes for one student to comment on their partner's work and then give a signal for them to swap.

10b Students write a final draft of the article either in class or for homework.
Active Study 2

For the exercises on the Active Study pages, it is useful if students do the exercises individually and then work together in pairs or small groups to discuss their answers. Encourage them to try and explain the rationale for any of their answers which are different from those of the other students in the group. Where relevant, have students try and do the exercises first before they look back through the unit to check.

Vocabulary
1 Students do the exercise.

Answers: 2 motivation 3 designer 4 self-esteem 5 unimaginative 6 scruffy 7 skimpy / tight-fitting 8 tight-fitting / skimpy 9 ease 10 miserable 11 quirky 12 vintage

**ACTIVE STUDY** Learn compounds
2 Remind students that compounds are words that have two parts. These can be adjectives or nouns. Tell students that they need to add a hyphen to make the compound adjectives in this exercise.

Answers: 2 d 3 e 4 b 5 a 6 h 7 f 8 g

Grammar
3 Tell students to look for the time phrases to help them do the exercise, for example yesterday, ago (past simple); for and since (present perfect). Point out that in some cases, they will need to use a passive form.

Answers: 2 attracted 3 was asked 4 had been polished 5 was walking 6 realised 7 was losing / had lost 8 knew 9 hasn't stopped 10 started 11 has appeared 12 has completed

4 If you think students would benefit, review the order for adjectives before students do the exercise:
opinion + size + age + shape + colour + origin + material + type + purpose + noun
Alternatively, have students do the exercise, and then elicit the order for them to check their answers.

Answers: 1 gorgeous long blue velvet skirt 2 tight-fitting red Chinese silk dress 3 old stone cottage miles from anywhere 4 big old yellow New York taxis 5 pretty young woman with long hair

**EXAM PRACTICE** Sentence transformations
5 Remind students that they can use between two and four words to complete the gaps.

Answers: 1 brimming with confidence 2 in spite of the 3 haven't seen Josh for 4 ended up as/being 5 egged him on

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Reading skills
**ACTIVE STUDY** Read for gist
6 Discuss some strategies for doing this type of reading exercise before students start, e.g.:
- read the text quickly to get a general idea of what it is about.
- read the paragraphs more carefully and underline the main points.
- look for words in the options that are expressed in a different way in the text (e.g. farmland, agricultural land).
- check that the other paragraphs do not contain the information as a way of choosing the right one.

Answers: 1 D 2 G 3 D 4 F 5 B and D

7 Students complete the task.

Answers: 1 e 2 d 3 a 4 i

Listening skills
**ACTIVE STUDY** Listen for gist
8 Give students time to read the statements and make sure they understand soak up some sun (enjoying the feeling of the sun). Remind them that they may not hear the same words in the listening as in the statements.

Answers: 1 f 2 b 3 d 4 a 5 e
Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Continuous aspect
  Cleft sentences and inversion for emphasis

- **Vocabulary:**
  Time (e.g. in recent times, nowadays, in the near future)
  Environment (e.g. carbon footprint, climate change, greenhouse gases)
  Global Issues (e.g. child labour, factory farming, endangered species)

- **Phrases:**
  Discussing importance (e.g. Why do you think ... are essential? I'm not sure how important ... is/are)
  Expressing an opinion (I'm really impressed with ..., This is not what I had in mind.)

**Culture to know**

Brazil is the largest country in South America and the fifth largest in the world. It has one of the world's fastest-growing economies.

Brazil was a colony of Portugal until 1822, and later became a republic, although it was ruled by a series of military dictatorships until the 1980s. Following a return to civilian rule, the country suffered an economic crisis and unusually high inflation.

In 2003, Lula da Silva became the country's first working-class president. He pledged to improve the lives of the poor. He raised the minimum wage by twenty-five percent and introduced an ambitious social welfare program, 'Bolsa Familia,' which helped twenty percent of the population to rise out of poverty.

In many areas of the country, however, the natural environment is threatened by development. Problems are caused by cattle ranching and agriculture, deforestation, mining, oil and gas extraction, the construction of motorways and the building of dams.

In 2009, Rio de Janeiro won the bid to host the 2016 Olympic Games, the first South American country to do so. In 2014 Brazil will play host to the FIFA World Cup.

**Warmer**

Introduce the topic of our changing world. Write two headings on the board:

Thirty years ago  Now

Name some aspects of life and ask students if they associate them with thirty years ago or now, e.g.:

- social networking sites, local shops, packaged food, cassettes, mp3s, shopping malls, global warming, big families

Write the words under the headings on the board.

**Suggested answers:**

Thirty years ago: local shops, big families, cassettes
Now: social networking sites, packaged food, shopping malls, global warming mp3s

**Listening & Vocabulary**  SB p. 44

1. Tell students to look at the pictures. Ask:

   What can you see?

   Students relate the words in the box to the pictures and then make a note of examples of how these things have changed. Suggest they try to think of two or three examples for each word. Put students into pairs to compare their answers. Then select different students to tell the class how each thing has changed.

   **Suggested answers:**

   - economy: people are better-off now, there is a more equal distribution of wealth
   - fashion: more diversity of styles now (Goths, Emos, etc.)
   - education: people left school earlier in the past, possibly there was more discipline in schools, now standards are higher, more technology is used in the classroom
   - music: in the past, there were a few big bands, now there are more music genres, the internet is used to download music and launch bands, CD sales have fallen
   - leisure activities: people did more physical exercise in the past, now leisure is dominated by technology – computers, TV, social networking, etc.
   - technology: more household gadgets now, computers, smartphones, the internet
   - food and eating habits: people spent more time cooking fresh food in the past, now there is more processed and packaged food, more junk food and snacks, but more food from all over the world and international cuisine is available
   - shopping: people bought at smaller shops, local shops like butcher's, baker's, grocer's, now supermarkets, department stores, big shopping malls are more common, people can do their shopping online

2. Have students answer the questions individually. Then put them into pairs or small groups to discuss their answers. When students have finished speaking, select different students to answer each question and ask if anyone else in the class had the same answer.

   **Answers: Students' own answers**

3. Tell students they are going to listen to different students talking about changes in Brazil. Ask:

   What do you know about Brazil – the geography, people, habits, etc?

   Find out what students know about the country in preparation for the listening.

   Play the audio. Students listen and tick the topics from exercise 1 that are mentioned. Play the audio again and ask students to make brief notes of the changes. Explain that they should form their own opinion as to whether they think the changes mentioned are positive or negative.
Answers:
Student 1: economy, education
Student 2: technology
Student 3: food and eating habits
Student 4: fashion, shopping
Student 1: the economic situation, education and healthcare are getting better, investment in stadiums for the Olympics
Student 2: people are using social networking sites and Twitter
Student 3: people are eating more junk food, more people are becoming vegetarian
Student 4: people are shopping more online, malls are getting better, more international and designer shops

When they have completed the task, ask different students to read out their answers and to express whether they think these changes are positive or negative. Encourage other students who have a different opinion to explain their disagreement.

Tell students to read the statements and think about the answers they expect to hear. Play the audio. Students listen and underline the correct options.

Answers: 1 7000 percent 2 Thirty-one million 3 fifty 4 will soon be producing 5 third

Point out that all of the words and phrases in blue are related to time. Students check the words in their dictionaries and complete the sentences with the phrases a–h.

Play the audio and have students listen and repeat the words and phrases.

Tell students to notice the verb tenses that the time expressions are used with and make lists on the board.

Present perfect: in recent times, over the last few years
Past simple or continuous: currently, nowadays
Past simple or past perfect: prior to (this/the 1980s), not long ago as recently as
Future: in the near future

Answers: 2 d 3 a 4 b 5 h 6 e 7 f 8 c

Tell students to look back at the notes they made in exercise 3 and the information in exercises 4 and 5 in order to answer the question. Then ask:

What changes are similar in your country?
What changes are different?

Answers: Students’ own answers

Tell students choose five words or phrases from Words2know and write sentences about their country. Suggest they refer to the areas listed in exercise 1 to help them. Tell fast finishers to write more sentences using other phrases from Words2know.

Put students into pairs to compare their sentences. Tell them to discuss if the changes are positive or negative.

When they have finished speaking, select different students to read sentences to the class.

EXTRA DISCUSSION
Discuss changes for young people in the students’ country. Ask:

Is life for young people easier or more difficult now than it was in the past?
What aspects of life are easier? What are more difficult?
What changes do you think will happen in the next twenty years?
Will life be easier or more difficult for your children?

MINI WORKBOOK exercise 1 page 113

3

Answers:
1 Over the last few years, the strength of the economy has improved slightly.
2 Recently, the rate of inflation fell for the first time in several years.
3 Prior to this, the situation had been getting worse and worse.
4 People are currently feeling a little more confident about the future.
5 It is hoped that things will improve further in the near future.

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about Brazil. Write some prompts on the board:

the economy education healthcare technology food and eating habits shopping sport the environment

Put students into pairs. Tell them to think of changes in the country in each of these areas. When they have finished speaking, elicit ideas from different pairs.

Grammar Focus [SB p. 45]

Continuous aspect

Tell students that continuous verb forms contain a verb ending in -ing.

Students match the verbs in the phrases with the continuous forms. Tell them that the exercise contains passive forms too.

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

Students do the exercise. Have them compare their ideas in pairs before checking with the class.

Answers:
1 In exercise 7b, the action has been completed; in exercise 7a it is in progress.
2 In exercise 7b, the action is complete; in exercise 7a it is in progress.
3 In exercise 7b, the implication is that biofuel will no longer be used; in exercise 7a it is describing an on-going situation.
4 In exercise 7b, the implication is that the situation is static; in exercise 7a the situation is changing.
Now your students can:
- listen for gist and specific information in interviews and a presentation about changes in a country.
- understand and use a range of phrases related to time.
- use time phrases and continuous verb forms appropriately in a presentation about changes in their country.

Grammar \textsuperscript{2know}

Draw or display Board plan 5.1. If you think students would benefit, have them copy it into their notebooks.

8a Students do the exercise.

8b Play the audio. Students listen and check their answers.

Answers: 1 have taken 2 gets 3 closed 4 is now disappearing 5 commute 6 are shortening 7 affected 8 is getting

Can you do it in English?

9 Students choose one of the topics and make notes about changes in their country. Remind them to use the phrases from \textit{Words2know} and continuous forms. While students are making notes, monitor and provide support with vocabulary and ideas.

10a Put students into pairs, Student A and Student B. Tell Student A to give their presentation first. Tell Student B that they must listen carefully and make brief notes because afterwards they will be asked to tell a new partner about the presentation. Set a time limit of one or two minutes. At the end of the time limit, tell students to change roles.

Make notes on good use of language and any common problems, in particular with time phrases and continuous forms, while students are speaking.

10b When students have finished speaking, regroup students so that two Student A's and two Student B's work together. In turns, students tell their new partner about the presentation they listened to. When students have finished speaking, select some students to tell the class about the presentation they listened to. Ask others to listen and think of one question to ask about the presentation. Select different students to ask their question.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

\textbf{MINI WORKBOOK} exercises 1 and 2 page 112

1

Answers: 1've run 2've eaten 3've broken 4've been

2

Answers: 1 shows 2 is disappearing 3 collected 4 reveals 5 become 6 also confirms 7 includes 8 has seen 9 continues 10 had been considered 11 plummeted 12 is happening 13 being gradually reintroduced 14 will be

Lesson 3

\textbf{Culture \textsuperscript{2know}}

\textbf{Natalie Portman} is an American/Israeli actress. Her best-known films are \textit{Closer}, \textit{V for Vendetta} (for which she shaved her head) and \textit{Black Swan}, for which she won an Oscar for Best Actress. She has been a vegetarian since childhood and more recently has become an advocate for environmental causes and is also involved in anti-poverty activities.

\textbf{David Beckham} is an English footballer who has played for Manchester United, Real Madrid, AC Milan and Los Angeles Galaxy as well as the English national team. His marriage to former Spice Girl Victoria has contributed to his celebrity status. He appears in fashion magazines and promotes numerous products including sports clothes and cosmetics. He has supported UNICEF for many years and is also involved with other charities for children.

\textbf{Al Gore} was the Vice President of the US under Bill Clinton and was the Democratic Party nominee in the 2000 election, which he lost to George W Bush. Since then, he has founded several charities connected to climate change and won an Oscar for his documentary about the environment \textit{An Inconvenient Truth}.

\textbf{John Travolta} is an American actor, best-known for his roles in \textit{Saturday Night Fever}, \textit{Grease} and \textit{Pulp Fiction}. He is a member of The Church of Scientology. He is a certified private pilot and has his own fleet of planes (his home even has a taxiway to his front door). During the 2010 Haiti earthquake, he flew his 707 full of supplies, doctors and volunteers to the disaster area.

\textbf{Paul McCartney} is an English musician, singer-songwriter and composer, formerly of The Beatles and Wings. He is one of the UK's wealthiest people. He and his late wife, Linda McCartney, became vegetarians and she later launched a vegetarian food range. He supports several animal rights organisations and opposes seal hunting and the fur trade.

\textbf{Warmer}

Introduce the topic of the environment. Elicit things that ordinary people can do to protect the environment and write a list on the board, e.g.:

- recycle (paper, glass, batteries, cartons, etc)
- turn off lights when leaving a room, use low-energy light bulbs
- turn down central heating
- use public transport, walk or cycle, use energy-efficient cars
- use less hot water
- don't leave computers on standby

Put students into pairs to briefly describe the things they do.

\textbf{Reading & Vocabulary \textsuperscript{8b} p.46}

1 Tell students to look at the photos of different well-known people. About each photo, ask:

\textit{Who is this?}

\textit{What do you know about him/her?}

Put students into pairs to discuss the questions. When they have finished speaking, ask:

\textit{In your opinion, what makes a good role model?}

\textit{Which other celebrities do you admire?}

\textit{What for?}
Select different students to answer the questions and ask others if they agree or disagree.

2 **(214)** Draw students' attention to the title of the blog Green Gossip and ask what they think the blog is about (gossip about celebrities and the environment). Tell students to read the statements and try to predict which celebrity does each thing. Students read the blog and write the initials of the celebrity next to the statements.

After checking answers, make sure students understand the headings in the blog. (Eco- is a prefix added to adjectives and nouns to mean 'related to the environment.' A villain is a bad person, and a hypocrite is a person who claims to have moral beliefs but behaves in a way that shows they are not sincere.)

**Answers:** 1 JT  2 NP and PM  3 DB and JT  4 AG  5 PM  6 NP and PM

Play the audio for students to listen to pronunciation.

**3** Put students into pairs to discuss the questions. Then elicit answers from different students.

**Answers:** Students' own answers

**4a (213) Words2know**

Students check the words and phrases in blue in their dictionaries and answer the questions. Tell fast finishers to write their own sentences using the Words2know.

After checking answers, focus on pronunciation. Play the audio and have students repeat each word or phrase.

**Answers:**
1 The money from selling them will be used to help protect the environment.
2 Changing an ordinary light bulb for a low energy one
3 He has flown more than 170,000 miles in a year.
4 9.4 tonnes
5 He made a film about it.
6 The energy that his mansion uses
7 Solar power, wind power, wave power
8 It should reduce the amount of meat eaten which, in turn, should reduce the size of the livestock industry which currently produces eighteen percent of man's global greenhouse gas emissions.
9 It is designed to use less fuel and reduce emissions.

**4b** Students find other words and phrases related to the theme of the environment in the blog, check their meanings and complete the words.

**Answers:** 2 global warming  3 solar power  4 fossil fuel  5 deforestation  6 reduce emissions
Other words: environmentalist, energy use, global greenhouse gas emissions, eco-friendly

5 Tell students to read the opinions and decide which they agree with most. Give them a minute or two to think about their reasons and encourage them to use Words2know.

Put students into pairs or small groups to discuss. When they have finished speaking, select different students to report the opinions of their group.

**MINI WORKBOOK exercise 2 page 113**

**2**

**Answers:** 1 eco-friendly  2 carbon footprint  3 emissions  4 new initiative  5 protected  6 bio-fuel  7 fossil fuels  8 solar power  9 renewable energy

**Lesson 4**

**Warmer**

If there has been a gap between the previous lesson and this one, find out what students remember about the celebrities and the environment from the previous lesson. Write questions on the board and have students answer them.

Who ....
has the biggest carbon footprint on earth? (David Beckham)  
drives a hybrid car? (Paul McCartney)  
sells vegan shoes? (Natalie Portman)  
recommended renewable energy resources at a movie premiere? (John Travolta)  
encourages people to give up meat? (Paul McCartney)  
produced a short film for National Geographic? (Natalie Portman)  
buys carbon credits? (Al Gore)

When checking answers, ask further questions:

*Why does he have a big carbon footprint? (because he flies a lot and this produces carbon dioxide)*

*What is the benefit of a hybrid car? (it produces less harmful emissions)*

*What is the money from the shoes used for? (protecting the environment)*

*What do his planes use? (fossil fuel)*

*What happens in the Amazon as a result of meat production? (deforestation)*

*What was the film about? (using low energy light bulbs)*

*Why does he buy carbon credits? (because he uses a lot of electricity in his house)*

**Grammar Focus ** 58 p. 47

Cleft sentences and inversion for emphasis

**6a** Tell students they are going to look at different ways to emphasise information in a sentence.

Students look at the pairs of sentences and answer the question. Have them compare ideas in pairs before checking with the class.

**Answers:**
1 The information given as one clause in Sentence a is divided into two clauses in Sentence b, the first with *be*, the second with *who*.
2 The information given as one clause in Sentence a is divided into two clauses in Sentence b, the first with *What*, the second with *be*.
3 In Sentence b, not only and *but* add emphasis.
6b Students find other examples of emphatic sentences in the blog.

Answers:
What we liked best was her new range of fashion conscious but totally vegan shoes.
What he has done to achieve this is to fly more than 170,000 miles this year.
It was his film An Inconvenient Truth which made many people take notice of climate change for the first time.
What he said was that climate change was a serious issue ...
Not only is he a committed vegetarian but he recently launched a new initiative ...
Little did he know that the company would send it by plane.

Grammar 2 know

Draw or display Board plan 5.2. If you think students would benefit, have them copy it into their notebooks.

7 Students do the exercise.

Answers:
1 being a vegetarian that Paul McCartney is well-known.
well-known for is being a vegetarian.
2 had Natalie Portman become pregnant than she started eating dairy and eggs.
3 would Natalie Portman (ever) eat meat.
4 is why Beckham flies that much.
Beckham flies that much that I don't understand.
5 does anyone fly as much as David Beckham.

8 Show students how they can complete the sentences by writing some examples on the board.

What makes me most hopeful about the future of the environment is ...
the fact that people now ...
the amount of information available.
It is the fact that people ... that depresses me most ...
It is the way that people ... that ...
It is the lack of ... that
Under no circumstances should we ...
Under no circumstances can we afford to ...
Under no circumstances will we ...

Students complete the sentences. Put them into pairs to compare. Encourage them to develop the conversation by asking each other Why?

When they have finished speaking, select different students to read their sentences to the class.

Answers: Students' own answers

EXTRA DISCUSSION

Ask further questions on the topic and open up a discussion with the class:

In general, are you hopeful or depressed about the environment?
Why?
Who has most responsibility to take action – businesses, governments, or individuals?
What should each of these groups do?

MINI WORKBOOK exercise 3 page 112

3

Answers:
1 It is carbon dioxide, not oxygen, that trees absorb from the atmosphere.
2 Under no circumstances would I (ever) buy clothes which had been made in a sweatshop.
3 What the world needs is for people to take climate change more seriously.
4 Not only does deforestation affect biodiversity but it also makes the land infertile.
5 Never before has this species been in such danger of extinction.
6 It was during the Industrial Revolution that the climate began to change.
7 It is the rate at which species are disappearing that I can't believe.
8 Seldom are people willing to pay much more for Fairtrade goods.
9 What I don't understand is why people need to fly so frequently.
10 No sooner was permission given than the farmer started to cut down the trees.

Now your students can:
• read for detailed information in a blog about the environment.
• understand and use words and phrases to talk about the environment.
• understand and use cleft sentences and inversion for emphasis.

Lesson 5

Culture 2 know

There are several people who, like Mark Boyle, have gained notoriety for living without money. Daniel Sueño lives in a cave in Utah in the US and survives only on what he finds in his natural surroundings. In Germany, Heldenmarie Schwemer gave away all her belongings as an experiment in 1996 and has lived as a guest in other people's homes and by bartering ever since.

Living without money is an extreme lifestyle, but there are a growing number of people who are using the Internet to arrange cash-free swaps. Apart from Freecycle and Freeconomy mentioned by Mark Boyle in the article, there are several other sites which allow people to exchange skills, such as cooking, haircuts or English lessons. Other ways that people save money include finding free holiday accommodation through the couchsurfing website or working on organic farms, exchanging books through sites such as bookcrossing.com, and setting up a pool of tools that neighbours can share.

Since 1992, there has been an international 'Buy Nothing day', which takes place every year in November. On this day, people are encouraged not to spend money as a way of protesting against consumerism.
Warmer
Introduce the topic of money. Write some popular sayings about money on the board:

Money makes the world go round.
Money is the root of all evil.
The best things in life are free.

Ask students to explain each of the sayings in their own words. Then ask them to choose the saying they agree with most. Select different students to tell the class and encourage them to say why.

Reading & Vocabulary 58 pp. 48–49
1a If students are unlikely to have spent money on the day of the class, suggest they make a list of things they have spent money on in the last two or three days. Give students one or two minutes to make their list.

Answers: Students’ own answers

1b Put students into pairs to discuss the questions. When they have finished speaking, select different students to tell the class their views.

2a Elicit ideas about the difficulties that Mark Boyle might have faced and write these on the board.

Suggested answers: paying for accommodation, paying for electricity, water, etc., buying food, buying clothes, getting around, socialising with friends

2b Students read the article, check their ideas and answer the question. Warn them that there are some sentences of the article missing that they will look at later.

After checking answers, make sure students understand these vocabulary items.

cuttlefish: a sea creature with ten arms
fennel: a pale green vegetable with seeds used for flavouring food

Answers: he lives in a caravan that he got free and he volunteers at an organic farm in order to keep his caravan there; he grows his own food, has a wood-burning stove and produces electricity from a solar panel; he uses things from nature for hygiene (toothpaste and laundry liquid); he doesn’t have gadgets (iPod, washing machine).

3 2.1c Students complete the task.

Answers: 1c 2f 3a 4e 5b (d isn’t possible because he doesn’t have a girlfriend)

Play the audio for students to check their answers.

4 Tell students to make a list of advantages and drawbacks of Mark’s lifestyle individually. Then put them into pairs to compare their lists.

When students have finished speaking, elicit ideas from different students.

Extra discussion
Ask students further questions about living without money:

Do you think there are more advantages or disadvantages to being without money?
Could you live this way for a month or two?
What would be the most difficult thing for you to give up?
What do you think of Freecomnia? Do you know any similar websites?

Warmer
If there has been a gap between the previous lesson and this one, find out what students remember about Mark Boyle. Write some words on the board:

a house a laptop electricity a mobile phone
an iPod a washing machine

Put students into pairs. Tell them to tick the things Mark has and say what he uses as an alternative for the others. Then tell them to look again at the article to check.

Answers: He has a laptop (solar-powered), electricity (from a solar panel), a mobile phone (for incoming calls only)
He doesn’t have a house (he lives in a caravan), an iPod (he listens to the birds in the trees), a washing machine (he handwashes clothes in a sink of cold water).

5 Students read the article again and answer the question. Tell them they will check the meaning of some of these words in the next exercise.

Answer: Mark thinks global problems such as sweatshops, global warming, factory farms, animal testing and wars over resources are caused by money.

6 2.1b Words 2.1c Students check the words and phrases in blue in their dictionaries.

Focus on pronunciation. Play the audio and have students repeat the words.

Have students prepare their answers to the questions individually. Then put them into pairs to discuss the questions.

When they have finished speaking, select different students to answer each question. Open a discussion with the class about each point.

7a 2.1d Tell students to read the task and put the list in order of importance according to their personal opinion. Suggest they make a note of one or two reasons next to each reason to justify the order they have chosen.

Play the audio. Students listen and answer the questions. If necessary, play the audio twice.

After checking answers, play the audio again and ask students to make a note of the phrases that the speakers use to make their points. Pause the audio after each one to elicit the phrases and write them on the board.

I think climate change has to be the most important.
Well, I can see your point but …
I think our number one priority has to be …
Well, obviously, that’s a problem but why do you think it’s the biggest problem?
Well, for one thing, …
For instance, …
5 changing world

Answers: 1 Climate change and poverty 2 natural disasters have always happened, poverty is something that we can do something about 3 all the natural disasters that have been happening around the world recently, we can make sure that everything we buy is Fairtrade so that people in other countries can earn a fair wage for their work.

Speaking skills
7b Put students into pairs or small groups to do the task. Remind them that they should try to agree on an order. They can use the phrases used by the speakers in the recording and phrases for giving and defending opinions from page 13. Make notes on good use of language and any common problems while students are speaking.

Now your students can:
• read for general understanding and cohesion and coherence.
• understand and use vocabulary to talk about global issues.
• give and defend opinions about global issues and their importance.

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Answers:
Across: 2 factory farming 4 extinction 6 poverty 7 climate change 8 pollution
Down: 1 conflict 3 overpopulation 4 endangered 5 ethical 7 child labour

Lesson 7

Culture know

The Fairtrade movement started in the 1940s and 50s, when religious organisations and NGOs began selling products from developing countries. At the time, these were almost exclusively handicrafts and they were sold in churches or fairs. In the 1960s, shops such as Oxfam opened, which sold handicrafts as part of a ‘helping by selling’ program. But by the 1980s, interest in ethnic handicrafts had begun to wear off, and Fairtrade supporters also became worried about the impact of agricultural development on small farmers. As a result, the first Fairtrade agricultural products were launched, principally tea and coffee.

Sales were limited until the introduction of Fairtrade certification (or labelling of products) in the 1990s. This certification meant that products could be sold in ordinary supermarkets and people could buy them without the inconvenience of going to specialist stores. Nowadays, sales of Fairtrade products are booming, in particular sales of coffee, cocoa, sugar, tea, bananas, honey, cotton, wine, fruit, chocolate, flowers and gold.

Fairtrade does have its critics, however. On the one hand, it is argued that Fairtrade is a type of subsidy that impedes growth, and on the other, the organisation is criticised for not challenging the current trading system enough.

Warmer

Introduce the topic of products and where they come from. Give students a minute to write a list of the food and drinks they have eaten or drunk that day. Then write two questions on the board:
How many things on your list were produced locally?
Which countries do the other foods come from?

Put students into pairs to compare their lists and answer the questions.

Writing & Vocabulary 58 pp. 50–51

A persuasive essay

1 Put students into pairs to look at the pictures and discuss the questions.

Answers: 1 Third World producers, by creating fairer trade conditions 2 bananas, chocolate, coffee

2 Tell students to look at the diagram and predict how the profit from a banana is shared. Then have them look on page 134 to check the answer.

Put students into pairs again to discuss the questions.

When they have finished speaking, select different students to answer each question.

Answers: 13p (pence) is for the supermarket, 7p is for the importer, 4p is for the shipper, 5p is for the plantation owner and 1p is for the worker

Students’ own answers

3 Make sure students are aware that a persuasive essay is an essay in which the writer attempts to persuade the reader to agree with his or her opinion.

Tell students to read the instruction. Point out that the ‘topic sentence’ comes at or near the beginning of a paragraph because it gives the main idea, which is then expanded in more detail in the paragraph.

Tell students to read the title of the essay. Then students read the essay and complete it with the topic sentences.

When checking answers, draw attention to referencing, e.g:
1 In order to achieve this .... (that workers are guaranteed a fair price)
2 ... this is only the case .... (preferring to pay the lowest price possible)
3 A good example of this is in the UK, where sales have increased .... (the sales of Fairtrade products have increased dramatically)
4 ... more products are added .... In addition, big companies are ... getting involved ....

Answers: 1 d 2 a 3 c 4 b

Play the audio for students to listen to pronunciation.
**4a STRUCTURE**

Tell students that a topic sentence is followed by points to support the argument and/or examples (not all paragraphs include both). Have students read the example.

Students find the supporting points and examples for the topic sentences in the other paragraphs.

**Answers:**

**Paragraph 2** Topic sentence: However, I believe that for many people this is only the case when they do not realise the difference paying a few pence more can make.

Supporting point: Not only do Fair Trade goods provide farmers with fair and stable price but they also help to protect the environment and benefit the workers' communities in a number of ways.

Example: For instance, Fair Trade farmers are required to stop using harmful pesticides, recycle and agree to send their children to school.

**Paragraph 3** Topic sentence: As the general public has become more aware of the issues, the sales of Fair Trade products have increased dramatically year on year.

Example: A good example of this is in the UK, where sales increased from £836 million in 2009 to nearly £1.7 billion in 2010.

**Paragraph 4** Topic sentence: It seems certain that Fair Trade will continue to grow, as more products are added to the range each year.

Supporting point: In addition, big companies are increasingly getting involved...

Example: ... such as Cadbury's chocolate, which recently announced a switch to Fair Trade ingredients for its Dairy Milk bars ...

**4b Students read the tips and answer the question.**

Answers: The writer uses tips 1 and 3.

**4c Students read the tips and answer the question.**

Answer: The writer uses tip 1.

**EXTRA DISCUSSION**

Write some questions on the board:

- How common are Fair Trade products in supermarkets in your country?
- Do you agree with the opinion in the essay?
- What are the benefits for big companies of getting involved in Fair Trade?

Have students discuss the questions in pairs. Then select different students to answer each question and open up a discussion with the class. Try to involve as many students as you can.

### Lesson 8

**Warmer**

If there has been a gap between the previous lesson and this one, find out what students remember about Fair Trade. Write the following statements on the board and ask students to say if they are true or false:

1. Supermarkets earn less profit on Fair Trade products.
2. Fair Trade workers are allowed to use pesticides.
3. The workers must recycle, and send their children to school.

### Unit 5 changing world

4. There has been a slight increase in the sales of Fair Trade products.
5. Some big companies are switching to Fair Trade ingredients.

**Answers:** 1 False (the customer pays more and the producers earn more) 2 False 3 True 4 False (they have increased dramatically) 5 True

**5 Language4writing**

Remind students that each paragraph of a persuasive essay has a topic sentence that contains the main idea, followed by supporting points and examples. Tell them they are going to look at phrases for giving examples in this lesson.

Students read Language4writing and underline the example phrases in the essay.

After checking answers, explain how the phrases may be used.

At the beginning of a sentence:

For example, ...
For instance, ...
Take ..., for example.
A good example of this is ...
To illustrate this point ...
By way of illustration ...

In the middle of a sentence:

..., for example, ...
..., for instance, ...
..., such as ...
..., like ...

At the end of a sentence:

... is a case in point.

**Answers:** For example (line 7), For instance (line 14), A good example of this (line 17), such as (line 21)

**6a Students do the exercise.**

**Answers:** b 2 c 3 a

**6b** Tell students that they may need to add sentences and adapt the ones in the exercise when writing their paragraphs.

When students have finished writing, have them swap their paragraphs with a partner. Tell them to check their partner's use of phrases to introduce examples.

**Possible answers:**

1. It is my belief that rich countries have a duty to help poorer countries, not least because rich countries often have some responsibility for the problems in the developing world. Countries with empires, for example, exploited many of these countries for their natural resources.

2. There are countries which have had some success with reducing the birth rate. Take China, for example, which brought in a one child policy in the late 1970s. However, this policy has caused other problems, such as the increasing imbalance between males and females.

3. It is certainly true that Fair Trade provides farmers with a fair and stable price. However, it must be said that Fair Trade is not necessarily good for the environment. Most Fair Trade produce is made in developing countries, which means it needs to be exported by air. For instance, Fair Trade flowers are often flown from Kenya to the UK.
**5 Changing world**

7 Tell students to read the sentences and make sure they understand in fact write a paragraph.

Monitor and check students' work while they are writing. Then select some students to read their paragraph to the class.

**Answers: Students' own answers**

8a Students choose one of the essay questions from exercise 6a and make notes on three or four main ideas. Suggest they add notes on points to support their ideas and examples to illustrate them.

8b Tell students to look again at the tips in exercise 4b before writing their introduction.

8c Students write the paragraphs and conclusion. Remind them to look at the tip in exercise 4c for concluding an essay. Have them write the complete persuasive essay either in class or for homework.

**Now your students can:**
- read a persuasive essay and identify topic sentences.
- understand and write coherent paragraphs in a persuasive essay, using phrases to give examples.
- write a persuasive essay with an introduction, coherent paragraphs and a conclusion.

**SB pp 52-53**

**Real Time**

**Lesson 9**

**Culture 2 Know**

The gold industry is highly unregulated. Some ninety percent of the labour force in Africa, Asia and Latin America is made up of small-scale miners. Working conditions are hazardous and health and safety measures are insufficient. Mercury and cyanide are used in the extraction of gold, which pose risks to the miners and the natural environment.

The recently launched Fairtrade and Fairmined hallmark allows customers to know exactly where the gold that they buy has come from. The hallmark also means that miners are able to form organisations to bargain with traders and get a fair return, use protective gear when mining and receive health and safety training, and reduce chemicals to a minimum.

The Belo Monte dam project is a proposed hydroelectric dam on the Xingu River in Brazil. Plans for the dam originally began in 1975, but were repeatedly postponed until recently due to controversy. Critics claim that the dam would only make financial sense if a more six dams are built upstream, which would flood more land and affect even more indigenous people. WWF has released a report saying that Brazil could save forty percent of its demand for electricity, the equivalent of fourteen Belo Monte dams, by investing in energy efficiency. Those in favour say that it would create around 40,000 new jobs.

**Warmer**

Either write the following sentences on the board, or read them one by one and ask students to put up their hands when they have guessed what material you are describing:

*It has been discovered on every continent on earth.*

*Most of it can still be found under the ocean.*

*It is used to cover spaceships and in astronauts' helmets.*

*It doesn't react with water or air like other metals.*

Throughout history, coins made of it were used as money. Almost eighty percent of it is now used in making jewellery. Its chemical symbol is Au.

**Answer:**

**Evaluating: Discussing importance**

1 Tell students to look at the photo. Ask:

Where are Jess and Pablo? (at a stall in a market)

What are they doing? (they're looking at a leaflet)

What things can you see on the stall? (jewellery, food products, ornaments)

Put students into pairs to answer the questions. When they have finished speaking, select different students to answer each question.

**Answers: Students' own answers**

2a Students complete the task.

2b Play the audio. Students listen and check their answers.

**Answers:**

1 Yes, they do. 2 The miners get a fair price for the gold. 3 Some of the profits are used to improve education and healthcare. 4 They don't use chemicals that can damage the environment.

3a **Phrases 2 Know**

Tell students to read the Phrases 2 Know. Students then match the beginnings and endings of the sentences using the Phrases 2 Know as a guide.

3b Play the audio again. Students listen and check.

After checking answers, show students how some phrases are used on the board.

*I'm not sure how adjective + noun (phrase) is/are. NOT: I'm not sure how useful are ethical certificates.*

*There's a lot to consider if/when ... you buy gold/buying gold.*

**Answers:**

1 c 2 a 3 e 4 b 5 d

4 Students complete the dialogue with the Phrases 2 Know.

**Answers:**

1 Don't you think ... is also important? 2 I'm not sure how 3 what do you think of/about 4 Why do you think 5 There's a lot to consider

5 Tell students to read the information about the Belo Monte dam project. Make sure they understand dam (a wall built across a river to stop the water flowing) and indigenous people (people who lived in a place for a long time before other people came to live there).

Give them one or two minutes to think about what they are going to say using the Phrases 2 Know. Then put students into pairs or small groups to discuss.
When students have finished speaking, ask:

What do you think about the dam?
Can you think of reasons for building it?

Answers: Students' own answers

**EXTRA DISCUSSION**

Write a debate question on the board:
The economic development of poorer countries is more important than their environmental protection. Do you agree?

Have students discuss the question in pairs or small groups and then open up the discussion to the class. Try to involve as many students as you can.

**Lesson 10**

**Warmer**

If there has been a gap between the previous lesson and this one, find out what students remember about gold mining and the Belo Monte dam projects. Write some facts on the board.

20,000 native people big companies fair price dangerous chemicals plants and animals inefficient over $10 billion ethical certificates

Ask students to match the facts with either gold mining or the Belo Monte dam and to say how they are related.

Answers:
gold mining: big companies (a lot of gold mines are run by big companies and they don't pay the miners very well); fair price (small mines can't compete and they don't get a fair price); dangerous chemicals (are used in mining and pollute the environment); ethical certificates (mean miners can get a fair price for gold, improve safety and don't pollute the environment)

the Belo Monte dam: 20,000 native people (would be forced off their land); plants and animals (thousands of species would be destroyed); inefficient (experts say the dam would be inefficient); over $10 billion (the cost of the dam)

**Evaluating: Expressing an opinion** [SB p. 53]

6 Ask students if they remember what Jess and Pablo decided to do to inform people about gold mining (to make posters and put them up around the university).

Put students into pairs to answer the questions. When they have finished speaking, ask:

What do you think of the poster? The slogan? The photos?
How could you improve the poster?

Elicit suggestions to improve the poster from different students.

Answers: Students' own answers

7 Tell students that Pablo and Jess are discussing the poster. Have them read the questions. Play the audio. Students listen and answer.

Answers: 1 No, he isn't. He isn't happy with the slogan. 2 'Good gold' and 'Just gold': He prefers 'Just gold' because it makes you think you want to know more. 4 They use the photos Pablo took of the TradeRight stall.

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**Can you do it in English?**

9 Tell students to read the instruction. Elicit ideas about the photos that could be used on the poster, e.g.:

a dam natural habitat indigenous people in their natural environment an underwater scene of the natural environment after flooding water crashing down over the natural environment

Have students think of a slogan and decide which photo(s) to use individually.

Put students into small groups to discuss their poster. Remind them to use the *Phrases2know* from pages 52 and 53. Make notes on good use of language and common mistakes, in particular with the *Phrases2know*, while students are speaking.

When they have finished speaking, ask a representative from each group to present their poster idea to the class, including the slogan and photos to use. Ask the others to listen and think about which idea would be most effective. Finally, have a vote on which campaign would work best.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

**EXTRA DISCUSSION**

Ask students to think of other campaigns, either locally or internationally, that they know about and write a list on the board, e.g.:

to stop bullying, to prevent cruelty to animals, to stop child labour, to clean up local parks and public spaces, to help homeless people

Write two questions on the board:

Which campaign would you choose to get involved with? What would you do to help?

Put students into pairs to discuss the questions. Then select different students to tell the class.

**Now your students can:**

- listen for detailed information in an informal conversation about ethical certificates in gold mining.
- understand and use expressions to discuss importance.
- understand and use expressions to express an opinion.
Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar**: Conditionals
  Introductory *it* and *there*

- **Vocabulary**: Healthy eating
  Taste (e.g. *bitter*, *sugary*, *turn your stomach*)
  Food (e.g. *cashews*, *papaya*, *squash*)

- **Phrases**: Problem solving (e.g. *What we could do is ... What if we ... ?*)

The modern diet has been blamed for an increase in the number of people who are overweight and suffer related health problems. As a result, many people are becoming more interested in the nutritional value of the food they eat. Supermarkets have begun to label foods, showing how much sugar, salt, fat and calories their products contain. They report that this has led to customers gradually changing to healthier foods.

However, studies show that young people are still relatively unconcerned about their diet. Food choices are often made as a response to peer pressure or as an act of defiance against parents. While there are regulations on the advertising of 'junk food' on TV, there are no such controls on the internet.

To counter this, health education has been added to school curriculums and there have been campaigns to improve the quality of school meals, such as the one launched by the celebrity chef Jamie Oliver in the UK and US. Vending machines selling sugary snacks and fizzy drinks are also being removed from school premises in several countries and replaced with those selling healthier options.

In this lesson, students find out facts about the nutritional value of different foods, and debate the pros and cons of banning junk foods in schools.

**Warmer**

Introduce the topic of food and write some food categories on the board:

- **fruit**
- **vegetables**
- **meat**
- **fish and seafood**
- **sweet things**
- **other**

Give students two minutes to write as many words as they can remember in each category. Then elicit words and write them on the board.

**Suggested answers:**

- **fruit**: apple, apricot, banana, cherry, grapefruit, lemon, melon, peach, pear, pineapple, strawberry, watermelon
- **vegetables**: aubergine, beans, Brussels sprouts, cabbage, carrots, cauliflower, lettuce, onion, peas, potatoes, turnip
- **meat**: beef, chicken, duck, goose, ham, lamb, pork, turkey, veil
- **fish and seafood**: cod, haddock, lobster, mussels, plaice, prawns, salmon, sole, squid, trout, tuna
- **sweet things**: (apple) pie, biscuit, cake, chocolate, ice cream, pudding, tart
- **other**: bread, cheese, eggs, milk, pasta, yoghurt

**Listening & Vocabulary**

1a Tell students to look at the photos. Ask:

*What food can you see in each picture?* (jaffa cakes, biscuits, smoked salmon, cold roast beef, a prawn sandwich, a cheeseburger, orange juice, milk.)

Put students into pairs to discuss the questions. When they have finished speaking, write two headings on the board:

- **Healthy**
- **Unhealthy**

Ask students to tell you if they think each item is healthy or unhealthy and write the foods under each column on the board. Ask students to give reasons for their choices.

**Answers:** Students' own answers

1b (2.22) Have students read the heading and introductory paragraph. Ask:

- **Whose food is this?** (Jake Star's, the lead singer of KLT)
- **Who is looking at the foods?** (Dr Hilary Franklin)
- **Why?** (to give her verdict – if they are healthy or not)

Students read the text to check their ideas from exercise 1a. When they have finished reading, check the list on the board.

**Answers:**

- **Healthy**: smoked salmon (although it contains a lot of salt), cold roast beef, orange juice (although fresh fruit is better), milk (although in small amounts)
- **Unhealthy**: jaffa cakes (although healthier than digestives), chocolate digestives, prawn sandwich, cheeseburger

Play the audio for students to listen to pronunciation.

1c Students answer the question. Select different students to tell the class.

**Answers:** Students' own answers

2 (2.23) Students check the words in blue in their dictionaries and then complete the sentences. Tell fast finishers to write sentence about their own diet using some of the Words2know.

Focus on pronunciation. Play the audio and have students repeat each word.

Point out the silent *y* in *fibre* and the *k* sound in *cholesterol*. 
Answers: 2 Calcium 3 fibre 4 Vitamins 5 Sodium chloride 6 portion 7 saturated fat 8 Calories 9 high in protein 10 cholesterol 11 recommended intake 12 Junk food 13 pulses

Tell students to read the newspaper headline. Check they remember fizzy drinks, processed snacks and fried food by eliciting examples of each (cola, lemonade; crisps, chocolate; chips, chicken nuggets).

Students answer the questions.

Answers: Students' own answers

4a (24) Have students read the opinions. Make sure they remember vending machine (a machine that you can buy things from, for example drinks or sweets) and understand turn off (remove by doing physical exercise).

Play the audio. Students listen and match the opinions with the speakers. If necessary, play the audio again before checking answers with the class.

Answers: 1 d 2 a 3 f 4 b 5 c

4b Tell students to tick the opinions they agree with and put a cross next to the opinions they disagree with. Have them make notes on reasons why. Then put them into pairs to discuss.

When students have finished speaking, select different students to give their opinion about each statement. Ask further questions about each statement and open up a discussion with the class. Try to involve as many students as you can.

What do you think is the best way to educate people about a balanced diet? (e.g. TV campaigns, classes at school, information in supermarkets)
Do you think companies selling junk food should be restricted? How?
Do laws and rules about food simply make people want to break them?
Who is more responsible for healthy eating habits; the government, school or parents? Why?

MINI WORKBOOK exercise 1 page 115

Answers:
Across: 3 cholesterol 4 calories 5 wholemeal 8 vitamins 9 saturated fat 10 recommended intake
Down: 1 dairy products 2 pulses 4 calcium 6 junk food 7 protein

Lesson 2

WARMER

If there has been a gap between the previous lesson and this one, revise Words2know to talk about healthy eating. Write some foods on the board.

crisps and fizzy drinks salmon dairy products pulses chocolate biscuits mayonnaise orange juice wholemeal bread

Put students into pairs and ask them to remember the good and bad things about each food. Then elicit answers from different students in the class.

Answers: crisps and fizzy drinks are junk food; salmon is high in protein and low in fat, but also high in salt (sodium chloride); dairy products contain calcium which is good for the bones; pulses are high in protein; chocolate biscuits have a lot of calories and saturated fat; mayonnaise is bad for your cholesterol level; orange juice contains vitamins; wholemeal bread contains fibre

GRAMMAR FOCUS 58 p. 55

Real conditionals

Grammar 2 know

Tell students to read the example of a conditional sentence. Then draw or display Board plan 6.1. If you think students would benefit, have them copy it into their notebooks.

Students complete the task. Have them compare answers in pairs before checking with the class.

Answers:
2 ... if you have chosen the digestive, you will eat nearly double the number of calories ...
3 ... if you eat even just a normal fifty gram portion, you can consume as much as half of your daily recommended sodium intake.
4 ... if you're sprinkling it over food, you have already used up your recommended intake of five grams a day.
5 If you think the prawn sandwich is healthier than the cheeseburger, think again!
6 ... if you think students would benefit, have them copy it into their notebooks.
7 If you eat a whole orange, you will also be consuming quite a lot of fibre ...
8 ... unless you drink a lot of milk, you won't have strong bones.
9 ... if you consume too much dairy, it might actually have the opposite effect.
10 Provided that you eat a selection of seeds and pulses, you don't actually need any dairy at all.
The term 'supertaster' originated in the early 1990s, when experimental psychologists first discovered that some people were born with a better sense of taste than others. The reason why some people have the 'supertaster gene', though, is unknown. One possible explanation is that it is a remnant from our evolutionary past; that it acted as a safety mechanism to stop us eating unsafe foods or toxins. Nowadays, it seems to be linked to protecting the heart; people with the 'supertaster gene' tend to avoid fatty, salty and sugary foods and so have a lower risk of heart disease.

Studies have shown that twenty-five percent of the population are supertasters, fifty percent are medium tasters and twenty-five are classified as non-tasters. Children are more sensitive to certain tastes than adults, which may explain why they are often fussy about their food.

**Warmer**

Introduce the topic of taste. Write some food choices on the board:

- pizza or spaghetti
- oranges or apples
- eggs or fish
- peas or carrots
- chocolate or sweets
- beef or chicken
- coffee or tea
- Chinese food or Indian food

Tell students to choose which they prefer in each pair of options. Then find out which are the most popular choices in the class. Ask different students which they prefer in each pair and have other students put up their hands if they chose the same.

**Vocabulary & Speaking**

Taste

1. Tell students to read the title of the article. Check they understand the play on words (usually, good taste means the ability to judge if something is good or bad in things like art and fashion; here taste also refers to the ability to notice the flavour of food and drinks).

   Have students read the three questions in the introductory section of the article and make sure they understand fussy about food (only willing to eat certain foods). Put students into pairs to discuss the questions.

   When they have finished speaking, ask other students if they agree or disagree.

   Answers: Students' own answers

   Put students into pairs again to choose one of the statements and discuss it.

   When they have finished speaking, select different pairs to tell the class which statement they chose and what they discussed. Ask other students if they agree or disagree.

   **EXTRA DISCUSSION**

Write two statements about genetically modified food on the board:

- Genetically modified food could be harmful and should be banned.
- We need genetically modified food to solve the problem of food shortages in the world.

Ask students to choose which statement they agree with most. Then put them into pairs or small groups to discuss. When they have finished speaking, ask who agreed with the first statement and select some students to say why. Do the same for the second statement and open up a discussion with the class. Try to involve as many students as you can.

**MINI WORKBOOK**

exercises 1 and 2 page 114

1. Answers: 1 want 2 don't 3 reduce 4 have eaten 5 will be 6 won't be 7 are following 8 is

2. Answers: 1 as long as you go 2 provided that you buy the ingredients 3 pass the exam unless you study more 4 Suppose the plane is late 5 Even if I study all night 6 you meet Joe

Now your students can:

- understand and use words to talk about healthy eating.
- listen for general understanding in interviews about junk food in schools.
- use zero and first conditional sentences to debate issues related to food.

**Lesson 3**

The term 'supertaster' originated in the early 1990s, when experimental psychologists first discovered that some people were born with a better sense of taste than others. The reason why some people have the 'supertaster gene', though, is unknown. One possible explanation is that it is a remnant from our evolutionary past; that it acted as a safety mechanism to stop us eating unsafe foods or toxins. Nowadays, it seems to be linked to protecting the heart; people with the 'Supertaster gene' tend to avoid fatty, salty and sugary foods and so have a lower risk of heart disease.
2a Students answer the question. Tell them to make three or four generalisations based on the information in the quiz.

2b Students complete the task.

**Answers:**
Supertasters are more sensitive to bitter tastes.
They are more sensitive to certain foods, such as coffee, spinach and grapefruit and therefore don't usually like them.
They are sensitive to burning sensations and so don't usually enjoy chillies or fizzy drinks.
They prefer savoury tastes to sweet ones.
Women and people from Asia, Africa and South America are more likely to be supertasters.

3a Have students look at the foods in the box. Make sure they know mussels (a small shellfish with a soft body inside a hard black or green shell), Brussels sprouts (a very small leafy green vegetable) and squid (a sea animal like an octopus but with ten arms). Ask students to put up their hand if they dislike each of the foods, and ask some students to say why.

Play the audio. Students listen and identify the three foods which the speakers dislike.

**Answers:** 1 cucumber 2 mussels 3 Brussels sprouts

3b Tell students to copy the table into their notebooks. Make sure they understand texture (the way something feels). Explain that in the first column they should write the three foods from exercise 3a (1 cucumber 2 mussels 3 Brussels sprouts).

Have them complete any other sections they remember from the first listening. Then play the audio again. Pause after each speaker to allow them to write their answers. Explain that for two of the food items there is one heading with no information. Have students compare answers in pairs and if necessary play the audio again before checking answers with the class.

When checking answers, make sure they understand revolting (disgusting, extremely unpleasant), rubbery (similar to rubber, the material used in making tyres and boots) and soggy (wet and soft in an unpleasant way).

When students have completed the task, ask them to form pairs and discuss whether they agree with the speakers' opinions.

**Answers:**

<table>
<thead>
<tr>
<th>Food</th>
<th>Taste</th>
<th>Smell</th>
<th>Texture</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cucumber</td>
<td>bitter</td>
<td>-</td>
<td>slimy</td>
<td>revolting, quickest way to ruin a salad</td>
</tr>
<tr>
<td>2 mussels</td>
<td>salty</td>
<td>awful</td>
<td>rubbery</td>
<td>like eating smelly little bits of salty rubber</td>
</tr>
<tr>
<td>3 Brussels sprouts</td>
<td>strong</td>
<td>wet</td>
<td>soggy</td>
<td>the worst vegetable ever</td>
</tr>
</tbody>
</table>

**Can you do it in English?**

4a Tell students to read the instruction. Have them make notes about the two food items they chose but not to write full sentences. Encourage them to use Words2know and words from exercise 3b. While they are making notes, monitor and provide support with vocabulary and ideas.

Put students into small groups to describe the foods in turn. If you like, tell students not to say if they like or dislike the food and have other students guess from their description.

When students have finished speaking, select some students to describe one of the foods they chose to the class and have others guess what it is.

4b Elicit some questions that students can ask to find out each others' tastes before they start speaking, e.g.:

**What do you think of...?**
**What food turns your stomach?**
**What's your favourite vegetable/fruit/seafood?**
**Have you ever tried...?**
**Do you like bitter tastes?**

Put students into groups again to find out about their tastes. Tell them to find the person in their group who has the most similar taste to their own. Make notes on good use of language and any common problems, in particular with vocabulary to describe taste while students are speaking.

When they have finished speaking, select different students to say if the people in the group had similar tastes or not, and why, and who in the group had the most similar tastes to their own.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

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**MINI WORKBOOK exercise 2 page 115**

**2**

**Answers:** 1 picky 2 aroma 3 mouth-watering 4 nauseating 5 bitter 6 slimy 7 sugary
Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, revise the Words2know to talk about taste. Write two categories on the board: to talk about food you like to talk about food you hate

Write words and phrases on the board and have students put them in the categories: disgusting, tempting, tasty, bitter, makes your mouth water, slimy, turns your stomach, fatty, nauseating, sugary, aroma, tuck into

Answers:

to talk about food you like: tempting, tasty, makes your mouth water, aroma, tuck into
to talk about food you don't like: disgusting, bitter, slimy, turns your stomach, fatty, nauseating, sugary

Grammar Focus 5a Grammar It and there

Tell students that they are going to look at ways to introduce new information using it and there. Draw or display Board plan 6.2. If you think students would benefit, have them copy it into their notebooks.

Students find four more examples in the text.

Answers:

... it isn't surprising that they don't enjoy these foods. There is also evidence that supertasters are also more sensitive to burning sensations, ... There also seem to be differences according to race, ... It would seem that far from being a choice, ...

5b Warn students that they may need to rephrase parts of the sentences in the Fun facts box, for example change the verb or reorder information.

Students do the exercise. Have them compare answers in pairs before checking with the class.

Answers:

2 It is surprising that cooked tomatoes have more nutrients than raw ones.
3 There is evidence that honey is the only food which does not go bad.
4 It may surprise you to learn that the smaller a berry, the sweeter its taste.
5 It was only purple carrots that existed a few hundred years ago.
6 There tend to be more vitamins in brown eggs than in white eggs.
7 It appears that aubergines are actually fruits.
8 There are more chickens in the world than there are people.
9 It takes three days for your body to digest a packet of crisps.
10 There happen to be over nineteen different vitamins and minerals in a banana.

6a Put students into pairs to discuss which sentence they think is not true.

When they have finished speaking, select different students to say which they think is not true. After checking the answer, ask:

Which of the food facts did you already know? Which did you find most surprising?

Answer: Sentence 6 is not true.

6b Students complete the sentences individually. Tell them they do not have to be sure about the facts because they will discuss them with their partner.

Answers: Students' own answers

6c Put students into pairs to read each other's facts and decide if they think they are true or false.

When they have finished speaking, select some students to read each of the sentences to the class. Discuss the sentences with the class and try to reach a consensus about whether they are true or false.

EXTRA DISCUSSION

Ask students to consider how eating habits might change in the future. Write a discussion question on the board:

In the future, people will only eat snacks and supplement their diet by taking pills. Do you agree?

Put students into pairs or small groups to discuss the question. When they have finished speaking, select different students to say if they agree or disagree and open up a discussion with the class. Try to involve as many students as you can.

MINI WORKBOOK exercises 3 and 4 page 114

3

Answers: 1 it 2 it 3 it there 4 it 5 it there 6 there 7 there 8 it 9 it

4

Answers: 1 is no point worrying about the past 2 can be/is no denying that he was always selfish 3 is no knowing what happened next 4 is nothing we can do about it now.

Now your students can:

- understand and use words to talk about tastes.
- talk about the foods they like and dislike and give their reasons.
- use it and there as empty subjects to describe facts and myths about food.
Lesson 5

Culture2know
Many of the foods we eat in the world today originated in the Americas, also known as the New World. For example, thousands of varieties of potatoes were cultivated in the Andes before the Spanish arrived and transported them back to Europe. Today, they are one of the four most important foods in the world.

The tomato is native to Mexico, but many varieties are also found in the Andes. Tomatoes were first transported to Asia before they arrived in Europe in the sixteenth century and were considered poisonous in the US until they were popularised by the cuisine of Italian and French immigrants in the nineteenth century. Chilli peppers, which are important in Indian, Chinese, south-east Asian and Ethiopian cuisine, are believed to have originated in Bolivia. And the peanut, which comes from the Amazon area, became an important source of protein for millions of people and, together with cassava and corn, completely transformed the diet of much of Africa.

Some foods from south and central America are still being introduced into our diets now. One example is quinoa, a grain which provides protein for people in the Andes and which only recently arrived in Europe and the US.

In this lesson, students read about the influence of the Americas on foods that are eaten throughout the world today.

Warmer
Introduce the topic of cuisines in different countries. Write some cuisines and some typical ingredients on the board.

Greek food chillies
Thai food raw fish
Mexican food hamburgers
Italian food aubergines
Japanese food peanut sauce
Indian food tomatoes
American food beans

Have students match the cuisines with the ingredients.

Answers: Greek food - aubergines, Thai food - peanut sauce, Mexican food - beans, Italian food - tomatoes, Japanese food - raw fish, Indian food - chillies, American food - hamburgers

Reading & Vocabulary 58 pp. 38-39
1 Put students into pairs to describe the picture. Then elicit the different kinds of produce and write the words on the board.

Suggested answers: The photo shows various kinds of herbs, spices and dried fruit.

2a 227 Words2know
Make sure students understand all of the categories in the table by eliciting an example in each, e.g. apple, potato, almonds, sesame seeds, curry powder, rice.

Students check the Words2know in their dictionaries and write them in the table. Tell students that words may fit into more than one category.

When they have finished, draw students' attention to the form of the Words2know. Ask students which words are listed with a plural form and which with a singular form and elicit why this is, i.e. the plural nouns are countable nouns and the singular nouns are uncountable nouns. Ask students to write C or U next to the nouns they have written in their tables.

After checking answers, focus on pronunciation. Play the audio and have students repeat each word.

Suggested answers:
Fruit: avocado C, chilli peppers C, guava U, papaya U, pineapples C, pumpkins C, squash U, tomatoes C
Nuts: cashews C, peanut C
Seeds: beans C, maize U, nutmeg U, sunflower seeds C
Cereals: maize U, wheat U

2b Have students tick the foods that are popular in their country, and then compare with a partner.
Select different students to name the popular foods in each category and ask others if they agree.

Answers: Students' own answers

3 228 Elicit ideas about where the different foods come from and write suggestions on the board.

Set a time limit of three or four minutes for students to read the text and check their ideas.

Answers: All the foods in the list came from the New World / the Americas

Play the audio for students to listen to pronunciation.

4 Explain that the key words contain the important information. Point out how the text says that pepper was expensive, but because the Romans loved it and not because it was taxed. The sentence is therefore false.

Tell students to underline the key words in the other statements. Then tell them to find the information in the text to decide if they are 'True', 'False' or 'No Information'. Remind them to justify both true and false answers with reference to the text, as in the example.

After checking answers, discuss this reading strategy when answering true and false questions about a text. Ask:
Did you find it helpful to underline the key words in the statements?
Did it help you to focus on the information to decide if statements were true or false?

Suggest that they use this strategy when doing similar exercise types in the future.
6 eat right

Answers:
2 The great age of exploration began because people wanted to find spices for themselves and thus get them more cheaply.
   True – 'those at the end of the supply chain concluded it would be a lot more lucrative to cut out the intermediate stages and get all the profits at the front end. So began the great age of exploration.'
3 When the Europeans arrived in the New World they taught people to farm the land.
   False – farming was already well-established. 'By the time the first Europeans arrived in the New World, farmers there were harvesting more than a hundred kinds of edible plants.'
4 More than half of modern day fruit, vegetables and cereals originally came from the New World.
   True – 'it has been estimated that sixty percent of all the crops grown in the world today originated in the Americas.'
5 The Europeans were disappointed at what they found in the New World.
   True – 'the foods they found they mostly didn't want, while the ones they wanted they didn't find.'
6 The type of potatoes the conquistadors brought home were those that could withstand the long journey.
   No information

EXTRA DISCUSSION
Ask students to find one food in the text that they:
- can't imagine living without!
- sometimes eat.
- have never heard of before.
- have heard of but never tried.
- would not like to try.

Then put students into pairs to compare the foods they noted. Select some students to tell the class and ask further questions about the topic.

Are you adventurous about trying different foods?
Do you think we simply like the food we have always eaten?
What is the most unusual food you've ever tried?

Lesson 6

Warmer
If there has been a gap between the previous lesson and this one, find out what students remember about where foods originally came from. Write some questions on the board:
1 Why was pepper important to the Romans?
2 Where did spices come from and how?
3 What was the 'Columbian Exchange'?
4 How did the exchange benefit people from the Americas?
Have students answer the questions either individually or in pairs. Then tell them to look again at the text on pages 58 and 59 to check.

Answers:
1 They loved it and even used it on their desserts.
2 They came to Europe from the Middle East through a network of traders.
3 The transfer of food and other material from the New World to the Old and vice versa.
4 They received animals for meat and dairy produce.
5 Ask students if they found the text easy or difficult to read and why. Discuss the question of reading texts with a large number of unknown words and ways to deal with them. Ask:
   What do you do when you come across a word you don't understand? (look it up in the dictionary, ignore it, try to guess what it means)
   What are some advantages to guessing what a word means? (you may not always have a dictionary to hand; looking up a lot of words can interrupt the flow of reading; the process of deciphering a word can help to make it more memorable)
Tell students they are going to practise the strategy of guessing the meaning of words from context.
Students read Active Study. Point out the clues that make it possible to guess the meaning of 'took a cut':
- the spices passed through a network of traders before they reached Europe
- when the spices arrived in Europe, they were much more expensive
- the reason is that the traders each 'took a cut' = they took a share of the profits

6a Students do the exercise. Have them compare answers in pairs and give reasons for their choice of word before checking with the class.

Answers: 2 lucrative 3 crewmen 4 incorporated 5 drastically 6 foresaw 7 deficient 8 distinctly

6b Students do the exercise.
After checking answers, suggest that students try to guess unknown words in texts in future, and look up words in their dictionary only if they are unable to guess, or to confirm their ideas.

Answers: 1 for a long time, starting before people can remember or historical records 2 gathering crops from the fields 3 wanted or were looking for 4 kept longer than is desirable

7 Put students into pairs to think of a food and answer the questions. Tell them they can say where they think the food may come from if they are not sure. Have them make notes and prepare to tell other students about the food.

Either put students into groups to talk about the food they chose, or have them tell the class directly. Encourage other students to listen and think of one question they would like to ask. When each student has finished speaking, select some students to ask their question.

EXTRA DISCUSSION
Write two questions on the board:
What things do countries exchange nowadays?
What things have arrived in your country from abroad, and what has your country exported? (Think of food, music, customs, etc.)
Have students discuss the questions in pairs or groups of four, then open up the discussion with the class.

66
**MINI WORKBOOK exercise 3 page 115**

3

**Answers:** 1 beans 2 cassava 3 chilli 4 avocado 5 tomatoes 6 Aubergines 7 turmeric 8 ginger 9 Pumpkin 10 cinnamon 11 cloves 12 mace 13 nutmeg

**Now your students can:**
- understand and use words to talk about different kinds of produce.
- read for general and detailed understanding in a text about food origins.
- use context as a way of guessing unknown words in texts.

**58 pp. 60-61**

**Real Time**

**Lesson 7**

**Culture 2 know**

Paella originated in Valencia but it is considered by many Spanish people to be the national dish. There are many varieties; Valencian paella is made with meat (chicken, rabbit and duck), a mixed paella contains both meat and seafood, and a seafood paella contains squid, prawns, mussels and clams. Tortilla, or Spanish omelette, is another food that is common all over Spain. It is generally thicker than a French omelette and contains potatoes or other vegetables.

Cooking is very important in Spanish culture. In this lesson, Pablo is planning to cook a traditional Spanish meal for his friends.

**Warmer**

Introduce the topic of cooking. Ask students to think of a recipe they know. Elicit or write some verbs related to cooking on the board:

- pour, mix, add, peel, chop, spread, grill, slice, serve

Put students into pairs and tell them in turn to describe how to prepare their recipe.

**Problem solving 58 p. 60**

1 Tell students to look at the recipes and make sure they understand saffron (an orange-yellow spice that is used to add flavour and colour).

Students answer the questions either individually or in pairs. Select different students to answer each question for the class.

**Answers:** Students' own answers

2a Students look at the photo and guess the answers to the questions.

2b (29) Play the audio. Students listen and check their answers.

**Answers:** 1 In a (small) supermarket 2 paella 3 no 4 make something else/Spanish omelette instead

**3a Phrases 2 know**

Tell students to read the Phrases2know to ask about solutions and make suggestions. Tell them to notice the forms that follow each of the phrases and write some examples sentences on the board, e.g.:**

**Possible answers:**

1 Let's go for a picnic in the park. What we could do is have a sandwich at a café.
2 Why don't we make it a surprise party? What if we made some snacks to eat? We could invite all his friends from school. How about putting up some decorations?
3 Why don't we make a vegetarian lasagne? How about looking for a recipe on the internet? What we could do is make lots of salads. What if we made a vegetable curry?
4 Why don't we take her away for the day? What we do is buy her a present. How about having a party for her? Would it work if we took her to see a comedy at the cinema?

**Can you do it in English?**

5 Tell students to read the situation and think of suggestions they could make about each problem. Have them prepare what they will say using the Phrases2know. While they are making notes, monitor and provide support with vocabulary and ideas.

Put students into pairs to talk about the situation. Make notes on good use of language and any common problems, in particular with the Phrases2know, while students are speaking.

When they have finished speaking, select different students to tell the class what solutions they found for each problem.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.
**Lesson 8**

**Warmer**

If there has been a gap between the previous lesson and this one, review the **Phrases to know** to ask about solutions and make suggestions. Write the phrases on the board:

- Why don't...
- What if...
- Would it work if...
- What we could do is...
- How about...
- What about...
- Let's...

Put students into pairs and tell them to imagine that they want to buy a present for their respective mothers on Mother's Day. Set a time limit of two minutes and tell them to decide together what to buy.

When they have finished speaking, select different students to tell the class what they decided.

**Describing process**

6 Have students look at the text. Ask:

- What type of text is this? (a website)
- What is the purpose of the text? (to advertise a product)

Students read the information and answer the questions. When checking answers, make sure students understand active and passive verb forms. Give them two or three minutes to give suggestions on the board.

**Answers:**

1. Chocolate made from organic beans
2. The beans are roasted and then the shell is removed. Then the nibs are ground into a paste and the other ingredients are added. After that, the mix is put into the moulds, cooled and then wrapped.
3. From whole food stores or online
4. They stress the quality and use words like 'delicious' and 'enjoyed'.

7 **STRUCTURE**

Students complete the exercise.

**Answers:**

1 b 2 c 3 a

8 **LANGUAGE**

Remind students of active and passive verb forms by writing two examples on the board, e.g.:

- Active: The Ancient Mayans **grew** cocoa beans.
- Passive: Cocoa beans **were grown** (by the Ancient Mayans).

Students find examples of active and passive verb forms and answer the questions.

After checking answers, point out the passive infinitive and passive with a modal verb:

- Active: It is ready (for you) to buy.
- Passive: It is ready **to be bought**.

**Answers:**

1. The Ancient Mayans **grew** cocoa beans. We purchase the beans, we obtain the best ones, they have cooled, we hope you enjoy. Active verb forms are used when people do actions.

2. The cacao beans were grown, they had been harvested, they were ground, the paste was then formed... and eaten, they are grown, the beans are roasted, the outer shell is removed, the nibs... are ground, other ingredients... are added, the mixture is poured, the moulds... are frozen, the chocolate is removed... and wrapped. Then it is ready to be bought, eaten and enjoyed, chocolate can be bought.

Passive verb forms are used to talk about the process, when the person who does the action is not important or is unknown.

9a Tell students to read the instruction. Elicit or write some suggestions on the board, e.g.:

- another food: yoghurt, pasta, crisps, cheese
- a gadget: a ballpoint pen, a CD, a battery
- a bathroom product: soap, toothpaste, razors
- some other product: candles, olive oil, a football

9b Students make notes about the history or background of the product, how it is produced and where you can buy it. Remind students to use the structure and questions from exercise 7 to help them. Monitor and provide support with vocabulary and ideas while students are making notes.

9c Students write a first draft of their description. Then tell them to exchange it with a partner. Have them check their partner's work, in particular for the structure and use of passive verb forms. Give them two or three minutes to give feedback to each other.

Students then write the final version of their description either in class or for homework.

**Now your students can:**

- listen for general understanding in an informal conversation about preparing food.
- use expressions to ask about solutions and make suggestions.
- write a description of a process by which a product is made using an appropriate structure and passive verb forms.
Active Study 3

For the exercises on the Active Study pages, it is useful if students do the exercises individually and then work together in pairs or small groups to discuss their answers. Encourage them to try and explain the rationale for any of their answers which are different from those of the other students in the group. Where relevant, have students try and do the exercises first before they look back through the unit to check.

Vocabulary

ACTIVE STUDY Learn words in groups

1. Remind students that it is useful to learn words in groups because this makes it easier to remember them.

Have students cover the words in the box. Tell them to read the text and think about the words that are missing. Then tell them to look at the words in the box and complete the text.

Answers: 1 environment 2 greenhouse gases 3 fossil fuels 4 deforestation 5 carbon 6 offsetting 7 carbon credits 8 renewable energy sources 9 new initiatives

ACTIVE STUDY Learn collocations

2. Remind students that collocations are words that naturally go together and that it is useful for to learn them as a single vocabulary item. In active study 1, they looked at verb and noun collocations. In this exercise, they focus on adjective + noun and noun + noun collocations.

When checking answers, encourage students to give a definition or example to explain the meaning of each collocation.

Answers: 1. 2 a 4 b 6 d

3. Students do the exercise.

Answers: 1 heart 2 saturated 3 products 4 recommended 5 junk

Grammar

EXAM PRACTICE Sentence transformations

After checking answers, students can practice these sentence transformations further. Put students into pairs, Student A and Student B. Tell Student B to close their book. Student A reads the first sentence and the first word of the second sentence and Student B completes the second sentence. Then students change roles and repeat.

Answers: 1. 2 was Usain Bolt who broke 3 no circumstances 4 will we agree 5 appears that someone has been 6 I like 7 best 8 there is a stain on 9 Little did we know

EXAM PRACTICE Gap-fill

Tell students to read the title of the article and make sure they understand sweet tooth (a person with a sweet tooth is someone who likes sweet foods). Have them predict what the text is about. Elicit three or four suggestions and then tell students to read the text quickly to see if they were right. Remind them that it is a good idea to get a general understanding of a text before completing the gaps.

Students do the exercise.

Answers: 1 it 2 there 3 sooner 4 than 5 been 6 if 7 What 8 only 9 but

Listening skills

ACTIVE STUDY Listen for specific information

6 (230) Tell students to read the instruction and the questions and suggest they underline key words in the answer options.

Play the audio. Students listen and choose the correct answer. Play the audio again before checking answers with the class.

Answers: 1 b 2 b 3 a 4 b 5 d

Speaking skills

7 Tell students to look at the pictures and read the questions. If you think students would benefit, review some phrases to talk about photos and write these on the board.

These photos are related to the topic of …

They seem … (+ adjective)

I think it’s … I think they’re …

It looks as though … (+ clause)

They look like … (+ noun)

It makes you think of …

… in the foreground … In the background …

What they have in common is …

Give students a short time to think about what they are going to say, but not to make notes. Then put them into pairs. Student A and Student B. Tell Student A to talk about the pictures first. At the end of one minute, have them stop and change roles. At the end of one minute, tell Student B to stop.

Tell students to discuss briefly in their pair how they found the exercise. Was it easy or difficult to talk about the pictures for one minute? Did they have too little to say or too much? Encourage them to give feedback to each other on how well they did.

Refer to the questions again and select different students to describe what different eating habits are shown. Open up a discussion with the class about the value of eating with other people to build closer relationships. Try to involve as many students as you can.
Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Modals of deduction and speculation
  - Passives
- **Vocabulary:** Sequencers (e.g. *as soon as*, *meanwhile, once*)
  - Positive and negative adjectives (e.g. *intrepid, reckless, eccentric, odd*)
- **Phrases:** Presenting information (e.g. *I'd like to share with you ...*, *For one thing, ... For another, ... In addition, ...*)
  - Emphasizing (e.g. *The point I'm making is ..., If I can put it another way ...*)

**Culture 2 know**

The antique gadgets in this lesson are part of a private collection, all of which were produced between 1851 and 1951. The items were designed to solve everyday problems or make tasks easier, whether in the home, the office or for leisure. Many of them are powered in some way, and some have also been used to help young entrepreneurs brainstorm new products and potential business ideas.

**Warmer**

Introduce the topic of inventions. Write two headings on the board:

- **the kitchen**
- **the office**

Ask students to name some important gadgets used in these two places and write them on the board. Then ask what they think people used to use before each of these items was invented.

Tell students they are going to learn about some antique gadgets in this lesson.

**Suggested answers:**

- **the kitchen:** washing machine, dishwasher, food mixer, fridge, oven, tin opener
- **the office:** computer, scanner, printer, photocopier, scissors, stapler, paper clips

**Listening & Vocabulary**

1a Put students into pairs to look at the photos and answer the questions. When they have finished speaking, write the letters A, B and C on the board. Elicit ideas about what each item might be and write them next to the letters. Encourage students who made suggestions to explain how they think each machine worked.

**Answers:** Students' own answers

1b [31] If you think students need support, make sure they understand the words before listening. Alternatively, have students listen and label the pictures and check the meaning of the words afterwards.

- **blade:** the thin sharp part of a knife that cuts things
- **chain:** a series of metal rings connected together
- **cog:** a wheel in a machine that fits into the edge of another wheel and makes it turn
- **drum:** a circular container
- **handle:** the part of an object that you hold in your hand when you use it
- **roller:** a tube in a machine that goes round and round in order to make something flat

Play the audio. Tell students to listen to see if the students in the recording had ideas similar to their own from exercise 1a. Play the audio again and have students label the pictures.

**Answers:**

- A a kind of washing machine
- B a machine for pressing dried flowers
- C a tin-opener or food mixer

1 rollers 2 drum 3 chain 4 handle 5 blade 6 cogs

2a [32] Tell students to read the information in the first three columns of the table. Make sure they understand *seal (v)* (close) and *prong* (a long sharp pointed object). Remind them that they should only complete the first three columns of the table and use no more than three words and/or a number.

Play the audio. Students listen and complete the notes in the table. Have them compare answers in pairs and, if necessary, play the audio again before checking with the class.

When checking answers, make sure students understand *shake about* (make a lot of short quick movements from side to side or up and down) and *peel (v)* (remove the skin of a fruit or vegetable).

**Answers:**

- 1 Washing 2 1894 3 shaken about 4 Envelope 5 nineteenth century 6 open 7 peeling peaches 9 stuck 10 blade

2b Tell students to read the questions in the final column. Play the audio again. Students listen and check their answers to exercise 2a and answer the questions in the last column of the table.

When checking answers, make sure students understand *squeeze* (press liquid out of something) and *lick* (move your tongue across something).

**Answers:**

- A to squeeze water out of the clothes
- B somebody too rich to have to seal envelopes by licking them
- C when you need to peel a lot of fruit, for example when making jam

3 Put students into pairs to answer the questions. Then select different students to tell the class.
Answers: All of the inventions still exist but have been mechanised. Students' own answers

4a [33] Words 2 know

Students check the words and phrases in blue in their dictionaries. Show them how the words are used on the board:

First you open the lid
Then you put in clothes
Meanwhile the washing turns

As soon as/once you turn it on, the machine starts.
The machine starts as soon as/once you turn it on.

Students circle the best word to complete each of the extracts from the recording they listened to previously.

4b [33] Play audio 2.32 again. Students listen and check their answers.

After checking answers, focus on pronunciation. Play the complete sentences. Remind them to use the words 2 know and have students repeat the words and phrases.

Answers: 1 First 2 then 3 once 4 After that 5 finally
6 First 7 as soon as 8 then 9 Next

MINI WORKBOOK exercises 1 and 2 page 117

1

Answers: 1 as soon as 2 Once 3 First 4 then 5 then 6 Next 7 finally

2

Possible answer:
How to use a fire extinguisher
First pull the pin at the top of the extinguisher. Then aim at the base of the fire, not the flames. Squeeze the lever slowly and meanwhile, move the extinguisher in a sweeping motion. As soon as the flames start to die down, move closer. Do not leave the fire immediately as it may eventually re-ignite. Finally, recharge the fire extinguisher or buy a new one.

5 Students choose one of the modern gadgets and prepare to describe how to use it. Tell them to make notes but not to write full sentences. Remind them to use the Words2know.

Put students into pairs. Student A and Student B. Tell Student A to describe their gadget first and tell Student B to listen and check that they included all the steps. Then tell them to change roles.

Select some students to describe how to use each gadget to the class. Tell others to listen and check the steps.

EXTRA DISCUSSION
Write a question on the board:
Do modern gadgets make us lazy?

Put students into pairs to discuss the question. Then select different students to say what they think and open up a discussion with the class. Try to involve as many students as you can.

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, review sequencing words. Write prompts on the board for using a food mixer:

- press the 'on' button
- insert the blade
- food mixed – turn it off
- put food into the mixer
- remove the blade and take out the food
- assemble the food mixer
- put the lid on and turn it

Have students put them in order and describe how to use a mixer with sequencing words.

Suggested answer: First assemble the food mixer. Then insert the blade. Next put the food into the mixer. After that, put the lid on and turn it. Press the 'on' button. As soon as the food is mixed, turn it off. Finally remove the blade and take out the food.

Grammar Focus [SB p. 65]

Modals of deduction and speculation

Tell students that the sentences in the exercise were used by the students in the recording to speculate about the three objects in exercise 1. Look at the first two sentences with the class.

I think it must be a kind of washing machine. → The speaker is almost certain it is a washing machine. (present)
I think these might have been used to squeeze out the water. → The speaker thinks it is possible that they were used to squeeze out water. (past)

Students decide if the other sentences express (near) certainty or possibility and if they refer to the present or the past. Have them compare answers in pairs before checking with the class.

Answers: 1 certainty, present 2 possibility, past
3 possibility, present 4 possibility, past 5 certainty, past
6 possibility, past 7 possibility, past 8 possibility, present
9 certainty, present 10 certainty, past

Grammar 2 know

Draw or display Board plan 7.1. If you think students would benefit, have them copy it into their notebooks.

7a Put students into pairs to look at the pictures and answer the questions.

Answers: Students' own answers

7b Students complete the sentences.

Answers: Students' own answers

7c Put students into groups of four to compare their ideas. When they have finished speaking, select different groups to tell the class what they thought the gadgets were used for. Ask other students if they had the same ideas.

Tell the class what the gadgets were and see if anyone guessed correctly.

Answers: D a dictaphone E a hand-held windscreen wiper
The Mosquito alarm was invented in 2005 by the Welsh owner of a security company. He designed the product after his 17-year-old daughter was harassed by a group of 12 to 15-year-olds when she went to a shop to buy milk. He launched the alarm in 2006 and named it Mosquito because of the buzzing sound that it emits.

The alarm is marketed in several countries, including France, Switzerland, the US and Canada, as well as the UK. Supporters say that it has been successful in reducing anti-social behaviour outside shops and in transport hubs, and one school in Canada has credited the device with lowering vandalism by as much as forty percent. Critics, however, say that it not only discriminates against young people and infringes their human rights, but is potentially harmful. A study carried out in Germany concluded that very young children may be at risk because the adults with them cannot perceive the sound, and because it can cause dizziness, headaches, nausea and hearing impairment.

Attempts to ban the device through the European Parliament and the European Youth Council have so far been unsuccessful, although some councils in the UK have independently chosen to forbid its use.

**Warmer**

Introduce the topic of inventions which were created by accident. Write some items on the board:
- rubber penicillin
- the microwave
- Coca-Cola
- Post-it notes

Read out the sentences about how the items listed above were made. Have students guess the item.

The inventor made some glue that did not stick very well. (Post-it notes)

The inventor was testing a device and a chocolate bar melted in his pocket. (the microwave)

It was originally a cure for headaches. (Coca-Cola)

The inventor didn't clean up his work and returned to find a fungus growing. (penicillin)

The inventor split a mixture on a hot stove. (rubber)

**Reading & Speaking**

1. Tell students to look at the picture and answer the question either individually or in pairs. Remind them to use modal verbs of speculation from the previous lesson.

Select different students to describe the picture and say what they think might be happening.

**Answers:** Students' own answers

2. Set a time limit of three to four minutes for students to read the texts and answer the questions. Make sure they give reasons for their answers.

After checking answers, draw students' attention to examples of a 'play on words' in the texts, e.g.:

**Text B:** the 'Buzz Off' campaign ('buzz off' is an informal way to tell a person or people to go away; buzz is also the sound produced by a mosquito or other insect)

**Text C:** Pupils perform an 'alarming' feat ('alarming' means both a 'worrying' achievement and refers to the fact that students used an alarm to create a ringtone)

**Answers:**

All three texts mention a high-pitched alarm which cannot be heard by adults used to disperse young people from public areas where they congregate

**A:** positive (the alarm is described as a 'solution' to the 'problem' of unwanted gatherings of youths and teenagers)

**B:** negative (it is about campaigners who want to ban the device)

**C:** neutral (the teacher is not cross about the device because it shows their 'resourcefulness')
3a Students complete the exercise. Point out that they may find the information in more than one text.

Have them compare answers in pairs before checking with the class.

Answers: 1 B and C 2 C 3 B 4 B 5 A and C 6 A 7 B 8 A

3b Ask students to read the statements again and decide which they think are facts and which are opinions. Have them write F for fact or O for opinion next to each statement.

Answers:
Facts: 1, 2, 3, 5, 7
Opinions: 4, 6, 8

4a Tell students to read the opinions and decide which they agree with individually.

4b Put students into pairs to think of other opinions and arguments. Then elicit some ideas from different students.

Put students into pairs, Student A and Student B. Either allocate roles or have students choose them in each pair.

Students act out the conversation.

When they have finished speaking, ask:

Do you think a shopkeeper has a right to use the device? Why? Why not?

Select different students to answer the question and open up a discussion with the class about the device. Try to involve as many students as you can.

Possible answers:

Teenagers: a group of teenagers isn't necessarily threatening, young people may not have other places to meet, it violates their human rights, other people are affected by the alarm (young children and babies), it causes discomfort and could be harmful to young people who have hearing problems

Shopkeepers: attracting customers to the shop is the priority, necessary to maintain the business, teenagers can gather elsewhere, for example in parks, and spend time more constructively

Grammar Focus 5b p.67
Passive

5 Remind students of passive forms by writing an example on the board.

Shopkeepers use the Mosquito alarm to disperse youths. The Mosquito alarm is used by shopkeepers to disperse youths.

Students look at the texts again and identify the passive forms in the different tenses. Tell them to write the example sentence next to each form.

Answers:
Present simple passive: 3500 of the devices are used in England
Present perfect passive: has been hijacked by schoolchildren
Present continuous passive: without teachers being made aware of what is going on
Modal passive: its ultra-high sound can be heard by youths
Passive infinitive: also need to be considered
Passive -ing form: the human rights of the shopkeeper whose customers are being driven away

Grammar 2 know

Draw or display Board plan 7.2. If you think students would benefit, have them copy it into their notebooks.

6a Remind students that it is a good idea to read a text through before filling in gaps. Students read the text and answer the question.

Answer: It can also produce a sound which can be heard by adults, and it is annoying rather than painful.

6b Students do the exercise.

After checking answers, ask:

What do you think of the Mosquito Mark 2?
Do you think it is more useful than the original device? Why? Why not?

Answers: 2 has been updated 3 has 4 can be lowered 5 to be heard 6 is claimed 7 have announced 8 be banned 9 is said 10 is

7 Put students into pairs or small groups to discuss the questions. When they have finished speaking, select different students to name other inventions and say how successful they have been.

Possible answers: car and home security alarms, pepper sprays, CCTVs (closed-circuit TVs), airport body scanners, ankle monitors, vehicle tracking devices, safes, speed cameras on roads

EXTRA DISCUSSION
Discuss the use of technology to reduce crime in schools. Write a debate question on the board:

CCTVs are necessary in school playgrounds, corridors and classrooms to protect students. Do you agree?

Put students into pairs or small groups to discuss the question. Then select different students to say if they agree or disagree. Open up a discussion with the class and try to involve as many students as you can.
Now your students can:

- read for detailed information and to infer opinions in texts about an anti-crime device.
- state a case in a conversation about the pros and cons of a technological device.
- understand and use passive verb forms to describe how inventions aimed at reducing crime work.

Lesson 5

Culture to know

Yoshiro Nakamatsu (born 1928) is a Japanese inventor, who regularly appears on Japanese talk shows. He is known for his eccentric behaviour and ideas, as well as for his curious inventions. These include a pillow to prevent drivers falling asleep at the wheel, glasses in the shape of eyes that are not visible on the face, and a wig for self-defence (the wig contains a weight which can be used to hit an attacker). Nakamatsu has presented himself as a candidate for elections in Tokyo, although he has not yet won a political seat, and he is currently a member of the Happiness Realization Party.

Nakamatsu appears to follow in the footsteps of other eccentric scientists before him, such as Albert Einstein and Isaac Newton. One Edinburgh psychiatrist has made a study of unusual behaviour and concluded that eccentrics see problems from new and unexpected angles and this allows them to be innovative. He also found that their lack of any need to conform means that they rarely suffer from stress and so are generally healthier and happier than other people.

Warmer

Write some inventions on the board:

- the phonograph (record player)
- the motion picture camera
- the electric light bulb
- a mechanical vote counter
- a battery for an electric car

Ask: What do these inventions have in common? (they were all invented by Thomas Edison)

Tell students they are going to focus on inventors in this lesson.

Reading & Vocabulary

1 Set a time limit of three minutes for students to list famous inventors. Then put them into pairs to compare their lists.

Find out who has found more than five inventors, more than six and so on by asking students to put up their hands. Have the pair with the most inventors read their list and tell others to tick the names if they have them. Then ask students to name the other inventors that they have on their lists.

Possible answers: John Logie Baird (the TV), Alexander Graham Bell (the telephone), Tim Berners-Lee (the world wide web), Karl Benz (the car), Laszlo Biro (the ballpoint pen), Rudolf Diesel (the diesel engine), Thomas Edison (the light bulb, phonograph), Alexander Fleming (penicillin), Steve Jobs (iPod, iPhone, iPad), Auguste and Louis Lumière (the motion picture), Guglielmo Marconi (the radio), Isaac Newton (the telescope), James Watt (the steam engine), the Wright brothers (the aeroplane)

2 Students complete the task.

Answers: 1 spring shoes, Cerebrex chair 2 Students’ own answer

3.3.1 Make sure that students understand tedious (boring and continuing for too long) and eccentric (strange and unusual). Set a time limit of two or three minutes for students to read the article and check their answers to exercise 2 and answer the question.

Answers: He is over 80. The writer thinks the film is interesting.

Play the audio for students to listen to pronunciation.

4 Students read the text again and write ‘Yes; ‘No’ or ‘Not Given’ about the statements. Point out that they should decide on the basis of the writer’s opinion only. Remind them to underline the parts of the text which identify the correct answers.

Have students compare answers in pairs before checking with the class.

Answers: 1 Not Given 2 Yes – he is ‘somewhat fanatical about his diet’ 3 No – ‘how he manages to write something down 0.5 seconds from death is beyond me 4 Not Given 5 No – he is ‘self-confident almost to the point of being egotistical’ 6 No – he is ‘clearly keen to take advantage of some free advertising’

EXTRA DISCUSSION

Write some questions on the board:

- Does the review make you want to see the documentary about Dr Nakamats? Why? Why not?
- Which of his inventions do you think is most/least useful?
- If you could ask Dr Nakamats one question, what would it be?

Have students discuss the questions in pairs. Then select different students to answer each question for the class.
Lesson 6

Warmers

If there has been a gap between the previous lesson and this one, find out what students remember about Dr Nakamats. Write on the board:

Dr Nakamats is...
very healthy
eccentric
unselfish

Tell students to give as many reasons as they can to justify the statements.

Suggested answers:
very healthy: he is over eighty, he eats one meal of 700 calories a day, he does blood tests to find the best foods to eat, he exercises up ten men at a time, he sleeps four hours at a time and takes power naps
eccentric: he stays underwater until near death to come up with ideas, he lives in a strange house, his inventions are unusual, he smells cameras to decide if they are good or not
unselfish: he claims not to be motivated by money but by love of humanity (but he is a highly paid speaker and promotes his achievements)

5a Words to know

Students complete the task.

Answers:
- famous, notorious
- fanatical, enthusiastic
- self-confident, egotistical
- intrepid, reckless
- eccentric, odd

5b Tell students that the words in exercise 5a have positive or negative connotations (the words convey how the user feels about the object). Students complete the task.

After checking answers, focus on pronunciation. Play the audio and have students repeat each word. Ask students to pay particular attention to the word stress in each adjective, e.g.:
- famous, notorious, fanatical, enthusiastic, self-confident, egotistical, intrepid, reckless, eccentric

Answers:
- famous (more positive), notorious (more negative)
- fanatical (more negative), enthusiastic (more positive)
- self-confident (more positive), egotistical (more negative)
- intrepid (more positive), reckless (more negative)
- eccentric (more positive), odd (more negative)

Have students read Active Study. Elicit or write some example sentences on the board to illustrate the position of the modifiers before the adjectives, e.g.:

Dr Nakamats is rather/quite/somewhat eccentric.

You could also say he is a little/a bit/fairly odd.

Students find three examples in the text.

Answers: somewhat fanatical (line 17), somewhat reckless (lines 57-58), rather odd (line 65)

7 Have students write at least five sentences using adjectives and modifiers to describe well-known people. Tell them to give a reason for their opinion as in the example.

When they have finished speaking, select different students to tell the class about one famous person and ask others if they agree.

Answers: Students' own answers

8 Put students into pairs to compare their sentences and decide if they agree. When students have finished speaking, select different students to tell the class about one famous person and ask others if they agree.

Answers: Students' own answers

EXTRA DISCUSSION

Write a quote on the board:

No great genius has ever existed without some touch of madness. Aristotle, Philosopher and Scientist, 384-322 BC.

Ask students if they agree with the statement and if they can think of other examples of inventors and artists who were also eccentric. Discuss why there may be a relationship between unusual behaviour and creativity.

MINI WORKBOOK exercises 3, 4 and 5 page 117

3 Answers:
- 1 reckless
- 2 notorious
- 3 enthusiastic
- 4 self-confident
- 5 odd

4 Possible answers:
- 1 He is fairly unintelligent. 2 You are a bit overweight. 3 The city is quite dangerous at night. 4 I am a little upset with you. 5 I am rather worried. 6 She is somewhat rude.

(Any modifier can be used in any sentence)

5 Answers:
- 1 controversial
- 2 deterrent
- 3 egotistical
- 4 contamination
- 5 fanatical
- 6 resourcefulness

Now your students can:

- read for general understanding and to infer opinions in a review of a documentary film.
- understand and use adjectives with positive and negative connotations to describe a person and their behaviour.
- understand and use a variety of modifiers to soften strong adjectives.
Lesson 7

**Culture Know**

Nuclear power currently provides about six percent of the world's energy and thirteen to fourteen percent of the world's electricity. The US, France and Japan are the largest producers of nuclear power. In total, there are around 430 nuclear power reactors in the world in thirty-one countries.

Commercial nuclear energy began in the 1950s and has grown steadily ever since. The Fukushima Daiichi disaster in Japan in 2011 prompted some countries to rethink their nuclear energy policies; Germany, for example, decided to close all its reactors by 2022 and Italy has banned nuclear power. China, on the other hand, has twenty-five nuclear reactors under construction and the US plans to extend its use of nuclear power.

Supporters of nuclear power claim that it reduces carbon emissions and has a good safety record. Opponents believe that it poses a threat to people and the environment. They cite the Three Mile Island accident in the US in 1979; Chernobyl disaster in the Ukraine in 1986 as well as the Fukushima Daiichi disaster. Toxic nuclear waste is accumulating in over 430 locations around the world.

**Warmer**

Introduce the topic of 'bad' inventions. Write television on the board. Ask students to think of ways that the television has benefited society and ways that it has had a negative impact. Write students' suggestions in two columns on the board, e.g.:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's informative.</td>
<td>People spend too much time watching it.</td>
</tr>
<tr>
<td>We see what's happening in the world.</td>
<td>It's a passive form of entertainment.</td>
</tr>
<tr>
<td>It provides entertainment.</td>
<td>People do less exercise, talk less.</td>
</tr>
<tr>
<td>Families watch TV together.</td>
<td>It's used for advertising, lots of adverts.</td>
</tr>
</tbody>
</table>

Ask students if, on balance, they think the television was a good or bad invention.

**Writing & Vocabulary** 58 pp. 70–71

**A for and against essay**

1. Tell students to read the results of the survey of the worst inventions ever made. Have them decide individually if they agree with the results and to think of other inventions to add to the list. Then put them into pairs to discuss.

   When they have finished speaking, name each item on the list and ask students to put up their hands if they agree the invention is bad. Select some students to say why. Elicit other inventions they would add to the list.

   **Answers:** Students' own answers

2. Remind students that a 'for and against' essay is one which considers opposing points of views about a topic and also contains the writer's opinion.

   Tell students to read the title of the essay and then the essay itself to answer the questions.

**Answers:**

1. **Arguments for:** paragraphs B and C
   - It is better for the environment.
   - It is not dependent on the weather.

2. **Arguments against:** paragraph D
   - Nuclear accidents can and do happen.
   - Nuclear waste remains dangerous for thousands of years.
   - Disposing of nuclear waste safely is an ever increasing problem.

3. **Writer's opinion:** paragraphs D and E
   - It is dangerous because of the threat of radioactive contamination.
   - It would be better if it had not been invented in the first place.
   - Without the nuclear option, we might perhaps work harder at inventing a new clean form of energy which does not carry with it the possibility of ultimately destroying the world as we know it.

Play the audio for students to listen to pronunciation.

**3a STRUCTURE**

Tell students to read about a 'thesis' statement. Discuss the importance of a thesis statement to give the reader a clear idea of the main idea of the essay that will be developed.

Students find the thesis statement in the essay.

**Answer:**

Some see [nuclear power] as the saviour of the human race, promising a never-ending supply of energy but is it simply too much of a threat to the very survival of the planet?

**3b** Have students answer the question individually. Then discuss the answers with the class.

**Answer:**

The thesis statement contains the two different points of view about nuclear power: the argument in favour (a never-ending supply of energy) and against (it is a threat to the planet). The argument in favour is developed in paragraphs B and C (it is not dependent on the weather), and against in paragraph D (the environmental dangers).

**4** Remind students that a topic sentence contains the main idea of a paragraph, which is then developed with supporting points and examples.

Suggest students mark 'T' for topic sentence, 'S' for supporting idea and 'E' for example in the essay.

**Answers:**

**Topic sentences:**

Perhaps the biggest argument in favour of nuclear power is, somewhat surprisingly, an environmental one. It is also argued that, unlike other renewable energy sources, nuclear power is not in any way dependent on the weather.

However, in my opinion, what makes nuclear power such a dangerous proposition is the threat of radioactive contamination.

Therefore, although I recognise the potential benefits of nuclear power, I would have to agree that it would have been better if it had not been invented in the first place.
Supporting ideas:
No carbon dioxide, the main gas responsible for global warming, is produced by nuclear reactors.
The consequences of a large scale accident are devastating. Furthermore, nuclear waste remains dangerous for thousands of years and how and where it can be safely disposed of is an ever increasing problem. Without the nuclear option, we might perhaps work harder at inventing a new clean form of energy which does not carry with it the possibility of ultimately destroying the world as we know it.

Examples:
As a result, Britain's nuclear plants reduce the country's carbon emissions by more than ten percent.
Recent experience has shown, for example, that in the coldest winters, winds tend to drop, leaving us with less energy just when it is most needed.
We have seen, nuclear accidents can and do happen.

RA DISCUSSION
Discuss the writer's opinion in the essay. Ask:
Would you feel if there were plans to build a nuclear reactor in your area?
What forms of 'clean' energy are there?
Do you see any drawbacks to these?
Open up a discussion with the class and try to involve as many students as you can.

Lesson 8
Warmer
If there has been a gap between the previous lesson and this one, review some vocabulary related to nuclear power. Write some words on the board and have students match them. Point out that nuclear is used in two combinations.

nuclear contamination
carbon reactor
global emissions
cal warming
radioactive accidents

Tell students to look again at the text on page 70 to check.

Answers:
nuclear reactor
carbon emissions
global warming
radioactive accidents

Language 4 writing
Remind students about the passive forms that they practised in Lesson 4. Elicit reasons for using the passive and then have students read Language4writing to check.
Show students how to use the verbs in point 3 on the board.

It is estimated (that) thousands of tons of waste are produced each year.
It is assumed/supposed (that) nuclear power is necessary to meet the world's needs.
Reserves of fossil fuel are expected to run out in the near future.

Students underline passive phrases in the essay.

Answers:
No carbon dioxide, ... is produced by nuclear reactors.
It is also argued that it is most needed ... just when it is most needed.
... how and where it can be safely disposed of ...
... if it had not been invented in the first place.

Possible answers:
1 It is argued that we should not rely on energy produced by other countries.
2 In the UK, more energy is needed for heating in winter than in the summer.
3 If a way to minimise the risk connected with nuclear power production had been found, it would be easier to defend it.

Tell students to read the essay titles A and B and choose one.
Students make a plan for their essay following points 1–4. Tell them to do each point one at a time.

Students write a first draft of their essay. Remind them to use passive structures where appropriate, and phrases for giving examples from page 51.
When students have finished, either have them read it through or swap it with a partner. Tell them to check their own or their partner's work, in particular for:
• the thesis statement (connected to the main idea in the following paragraphs).
• topic sentences (with supporting points and examples).
• conclusion and opinion.
• passive forms.

Now your students can:
• read a 'for and against' essay and identify the thesis statement, topic sentences, supporting ideas and examples.
• write a 'for and against' essay with an appropriate structure, and with a thesis statement, topic sentences, supporting ideas and examples.
• use active and passive forms appropriately in formal writing.
The bicycle was voted fifty-third in Britain’s top 100 most important inventions poll. It dates back to 1817, when Karl von Drais made a wooden version that was pushed along by the feet on the ground. Pedals were added in the 1840s and then in 1885, a chain-driven bicycle was designed by John Kemp Starley.

At the beginning of the twentieth century, the bicycle had an enormous impact on society. In the UK, it helped to reduce overcrowding in inner cities because it allowed workers to commute from homes in the suburbs, and it gave women the freedom to move around independently and contributed to their emancipation.

Today, the bicycle remains an important means of transport, particularly in developing countries. In some parts of Africa, ownership of a bicycle can increase the income of a poor family by as much as thirty-five percent. All over the world, cities have introduced bicycle-sharing schemes to complement their public transport systems.

There are currently about one billion bicycles in the world, twice as many as cars, and it is still the most efficient human-powered means of transport.

**Warmer**

Introduce the topic of transport. Elicit different means of transport, e.g. car, bus, underground, plane, bicycle, tram, motorbike, scooter, coach, ship.

Write some questions on the board or read them to the class:

- What’s the best way to get around your area?
- Is the public transport system good?
- Which means of transport do you prefer for long journeys?

Have students discuss the questions in pairs. Then ask different students which means of transport they prefer.

**Presenting information** SB p.72

1 Students complete the task.

Answer: He is giving a presentation. He is talking to other students on his university course.

2a Tell students the presentation is about why the bicycle is an important invention. Have them write one or two reasons why it is important for each of the points.

Elicit ideas for each point and write them on the board.

Answers: Students’ own answers

2b Play the audio. Students listen and note which of their ideas were mentioned.
Can you do it in English?
6a Tell students to read the options and choose a topic.
Give them about five minutes to prepare their presentation. Tell them to make notes as in exercise 3a but not to write full sentences. While they are making notes, monitor and provide support with vocabulary and ideas.
Have students plan what they are going to say using the Phrases2Know before they start speaking.
6b Put students into pairs. Student A and Student B. Set a time limit of one or two minutes for Student A to give their presentation. At the end of the set time, tell Student B to give theirs. Make notes on good use of language and any common problems, in particular with Phrases2Know, while students are speaking.
Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

Lesson 10

Warmer
If there has been a gap between the previous lesson and this one, find out what students remember about Pablo's presentation. Write three prompts on the board:
1 two health benefits
2 three environmental benefits
3 two financial benefits
Have students remember the benefits in pairs. Then select different students to tell the class.

Answers: 1 It helps you to keep fit and lose weight.
2 It doesn't cause pollution, there is less road congestion and less noise pollution from traffic.
3 You don't have to pay bus fares or buy petrol, repairs don't usually cost much.

Emphasising a point 58 p.73
7 (15) Remind students that the audience has an opportunity to ask questions at the end of a presentation.
Play the audio. Students listen and match the speakers and their questions.

Answers: 1 c 2 a 3 b

3a Phrases2Know
Tell students to read the Phrases2Know. Show them how the phrases are used on the board.

I must emphasise/stress (the fact) that ...
What I was trying to say was (that) ...
The point I'm making is (that) ...
I still believe/think (that) ...
If I can put it another way ...
It's important to ... be aware of the health benefits.
(+ infinitive)
I think cycling is ... especially/extremely/particularly healthy.
Students complete the extracts.

8b (15) Play the audio again. Students listen and check.

Answers:
1 The point I'm making is that ...
2 It's important to ...
3 I must stress the fact that ...
4 What I was trying to say, was ...
5 ... extremely ...
6 I still believe that ...
7 If I can put it another way ...

9 Students prepare answers to the questions.

Possible answers:
1 The point I'm making is that women used to spend the whole day doing the washing.
2 It's important to understand that washing machines use electricity but less water than washing by hand.
3 What I was trying to say was that parents can spend the time playing with children. If I can put it another way, parents are less stressed.

10a Put students into pairs to exchange their presentation notes from exercise 6a and write three questions to ask. Tell students to give their partner the questions. Students prepare answers to the questions.

10b Tell students to take the A and B roles from the previous lesson. Student A asks questions first and Student B answers them. Then they change roles and repeat.
Select some students to give their presentation from exercise 6 to the class. Have other students ask questions at the end.

Now your students can:
• listen for general understanding in a presentation about an important invention.
• understand and use expressions to organise information in a presentation.
• understand and use expressions to answer questions and emphasise points in a presentation.
Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Relative clauses
  - Modifying comparative structures
- **Vocabulary:** Advertising and marketing (e.g. brand name, slogan, packaging)
  - Differences and similarities (e.g. polar opposites, worlds apart, fundamentally similar)
  - Culture (e.g. customs, fully accepted, an outsider)
- **Phrases:** Describing past experiences (e.g. I remember once ..., Earlier that day, Looking back, I can see that ...)

**Culture at a glance**

Increased global trade and political policies in recent years have meant that cross cultural awareness is more important than ever before. Businesses and governments are training employees so that they know how to act in other countries and avoid misunderstandings that may result from different cultural expectations.

Cross cultural awareness involves knowing about how people communicate and how they behave. Language is one aspect of communication, but also important is non-verbal communication, such as use of hand gestures, posture, eye contact and interpersonal space. Hand gestures, for example, carry different meanings across cultures; making a circle with one's hands means okay in the US, money in Japan and it conveys a notion of worthlessness in France. Slouching is considered rude in most Northern European countries and showing the soles of one's feet is offensive in many Arabic countries. Western cultures tend to view eye contact as an indicator of interest, and a way to demonstrate truthfulness whereas in Japan, avoiding eye contact is a sign of respect.

In this lesson, students learn about the meaning of hand gestures in different cultures, aspects of etiquette, and misunderstandings that have occurred in the advertising industry as a result a lack of cross cultural awareness.

**Warmer**

Introduce the title of the unit 'culture clash' and ask students what it means (misunderstandings between people arising from different cultural values).

Ask students to imagine that they are going to study in a foreign country. Ask:

*What would you need to know about the country?*

Elicit suggestions and write them on the board, e.g.:
- the language
- customs (how people greet, how to behave if you go to another person's house)
- eating habits
- how people dress

Tell students they are going to learn about customs in other countries in this lesson.

**Reading & Vocabulary**

1a Discuss gestures that are used in the students' culture(s). Ask:

*What gestures are common?  
When do people use these gestures?*

Tell students to look at the pictures and describe each one.

Picture A: pointing to the nose
Picture B: tapping underneath the chin with the back of the hand
Picture C: touching the ear with a hand behind the back of the neck
Picture D: moving the wrist near the ear with an open hand

Put students into pairs or small groups to discuss what they think the gestures mean. When they have finished speaking, select different students to make suggestions.

**Answers:** Students' own answers

1b Tell students they are going to listen to explanations given by students from the countries.

Play the audio. Students listen and match the pictures to the explanations, and check the meaning of each one.

**Answers:** 1 D (Do you understand? – Italy) 2 B (You don't know what you're talking about – Brazil) 3 C (You're making things too complicated – Russia) 4 A (me – Japan)

2a Tell students they are going to do a quiz about etiquette (rules for behaving correctly in social situations) in different countries. Make sure students understand savvy (a person who is savvy understands and judges well).

Put students into pairs to do the quiz. Tell them to discuss each option before choosing one.

2b Students check their answers on page 135.

Find out how many students answered all the questions correctly, four out of five, and so on by asking them to put up their hands. Ask:

*Did any of the answers surprise you? Why?*

**Answers:** 1 b 2 a 3 c 4 a 5 c

3 Tell students to read the title of the article. Ask:

*What do you think the article is about?*

Have students read the questions. Make sure they understand cross cultural (involving or combining different cultures) and urban myths (imaginary stories about modern life that many people believe are true).

Give students two or three minutes to read the article and answer the questions. Have them compare answers in pairs before checking with the class.

After checking answers, find out what students think of the stories. Ask:
Did you find the stories alarming or amusing?
Have you heard of other similar stories?

Answers: 1 six 2 a language: the Matador car, Kentucky Fried Chicken, the pharmaceutical company 3 culture: Gerber baby food, the Indian aircraft, the telephone company 4 Lack of understanding of the language and culture of the target markets 5 Students' own answers

Exercise 3.20 Words 2 know
Point out that the words in blue in the article are all related to advertising.

Students check the words in blue in their dictionaries. When they have finished, draw their attention to parts of speech by writing a table on the board.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>to advertise</td>
<td>ad/advert/advertisement</td>
</tr>
<tr>
<td>to market (a product)</td>
<td>advertising</td>
</tr>
<tr>
<td>to produce</td>
<td>market</td>
</tr>
<tr>
<td>to promote</td>
<td>product</td>
</tr>
<tr>
<td>to package (a product)</td>
<td>promotion</td>
</tr>
<tr>
<td></td>
<td>packaging</td>
</tr>
</tbody>
</table>

Focus on pronunciation. Play the audio and have students repeat each word.

Put students into small groups to choose a product and discuss the questions. When they have finished speaking, select different groups to present their marketing ideas to the class. Ask others to listen and ask questions, and decide if they think the marketing idea would be successful or not.

Answers: Students' own answers

Extra discussion
Write a discussion question on the board:

Cross-cultural awareness is important to understand one's own and other cultures. For this reason, it should be taught in schools. Do you agree?

Put students into pairs to discuss the question. Then select different students to give their opinion and open up a discussion with the class. Try to involve as many students as you can.

Mini workbook exercise 1 page 119

Answers: 1 slogan 2 commercial 3 promote 4 billboard 5 brand name 6 campaign 7 packaging

Lesson 2

Warmer
If there has been a gap between the previous lesson and this one, revise the Words2Know to talk about advertising and marketing. Write some prompts on the board:

- TV commercial you love/hate
- cool brand name for clothes
- slogan for sportswear or soft drinks
- successful advertising campaign
- a product you associate with luxury
- a billboard advertisement in your town

Have students think of an example for each of the prompts. Then select different students to give their examples and ask others to put up their hands if they thought of the same.

Grammar Focus p 75

Relative clauses

5 Remind students of the difference between a defining and non-defining relative clause. Write two examples on the board.

A slogan is a short, memorable phrase that is used to advertise a product.

My favourite slogan, which is used to advertise a mobile phone, is 'Connecting people'.

Point out that the underlined clause in the first sentence defines 'a slogan' (a defining relative clause) and in the second adds extra information (a non-defining relative clause). Students match the examples with the types of relative clause. Have them compare answers in pairs before checking with the class.

Answers: 1 c 2 a 3 b

Grammar 2 know

Draw or display Board plan 8.1. If you think students would benefit, have them copy it into their notebooks.

6 Students do the exercise.

Answers: 2 that was 3 that/which was 4 who was

7 Students join the sentences using relative clauses. Remind them to add commas where necessary.

Answers:

1 Cultural awareness, which involves learning about important differences between cultures, is an important part of business training.

2 Without cultural awareness it is easy to offend, which may lead to loss of business.

3 American Motors, the company who produced the Matador, no longer exists.

8 Tell students to read the text and answer the question:

What aspect of cross-cultural understanding is described? (how to greet someone)

Students correct the mistakes. Have them compare answers in pairs before checking with the class.

Answers:

Cultural awareness is a skill that has grown in importance in recent years with the rise of globalisation. Learning the language spoken in a country is important, but so is learning how to interact appropriately. Perhaps the first thing which is often overlooked, is to find out the correct way to greet someone. Anyone who tries to kiss someone's cheek when they are expecting a more formal handshake is likely to embarrass themselves and the person they are greeting.

9 Have students read the questions and think about their answers before they start speaking. Them put them into pairs or small groups to discuss.

Answers:
When they have finished speaking, select different students to answer each question and ask others if they agree.

### EXTRA DISCUSSION
Put students into pairs again and tell them to choose the five most important aspects of cultural information they would give to people visiting their country. Ask each pair to read out their list, explaining their reasons. When all the pairs have read out their lists, ask students to discuss the differences in their ordering and open up a class discussion about which aspect is the most important.

### MINI WORKBOOK exercises 1, 2 and 3 page 118

**1**

**Answers:**
1. whose
2. which
3. which
4. whom
5. where
6. that/which (can be omitted)
7. that/which (can be omitted)

**2**

**Answers:**
1. that which can occasionally be necessary
2. A Japanese person who smiles – should not have a comma
3. This gesture, which is sometimes referred to – should have a comma
4. A firm handshake is a greeting which is used/A firm handshake is a greeting used
5. the person who invited the others
6. the first time which that you are offered/the first time

**3**

**Answers:**
1. That is the house where I grew up./That is my old house, where I grew up.
2. Belize is a country I have never visited.
3. Belize, which I have never visited, is a country in Central America. / Belize is a country in Central America which I have never visited. / Belize, which is in Central America, is a country I have never visited.
4. In Japan, where I used to live, it is considered impolite to blow your nose in public.
5. My father was from Norway, which is in Northern Europe.
6. My mother, who was born in 1980, is Swedish. / My mother, who is Swedish, was born in 1980.
7. My parents, whose parents were born in India, are British because they were born in the UK.
8. Miss Green is a teacher to whom I owe a great deal. / Miss Green is a teacher I owe a great deal to.

### Now your students can:
- read for general understanding in a text about cross cultural mistakes in advertising.
- understand and use words related to advertising and marketing.
- understand and use defining and non-defining relative clauses.

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### Lesson 3

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### Culture know

The number of people getting together from different countries and cultures is increasing. International travel, opportunities to study or work abroad and internet communication have all contributed to this trend. Cross cultural couples may face some challenges, such as deciding which country to live in, different religious beliefs, and accommodating family traditions and expectations. However, learning about a new culture and habits as well as another language is, for many, an attraction.

### Warmer

Introduce the topic of relationships. Write some prompts on the board. Ask students to put them in order of importance from 1-6 for a successful relationship.

- similar musical tastes
- shared leisure interests
- similar sense of humour
- same religious beliefs
- shared values and goals
- same language and cultural background

Have students compare their order. Then tell them they are going to find out about some cross cultural relationships in this lesson.

### Listening & Vocabulary p. 76

1. Tell students to look at the pictures and read the captions. Then put them into pairs to discuss the questions. When they have finished speaking, select different students to answer each question.

**Answers:** Students’ own answers

2a **Play the audio. Students listen and check their ideas.**

**Answers:** Students’ own answers

2b **Tell students to read the notes and try to complete any answers they remember from the first listening. Remind them to use no more than three words to complete each gap. Play the audio. Students listen and complete the notes. If necessary, repeat the audio and have students compare answers in pairs before checking with the class.**

When checking answers, make sure students understand 

**slurp** (make a loud sucking noise when you eat or drink) and

**stare** (look at someone or something directly for a long time).

**Answers:**
1. studying English
2. travelling around Europe
3. Spanish
4. Spain
5. English
6. English
7. English students
8. difficult
9. slurps his noodles
10. stare
11. late at night
12. polite
13. good Spanish
14. direct
15. late

3a **Tell students that Tom writes a blog about his life in Spain. Have them look at the topics. Students read the blog and tick the topics that he discusses.**

**Answers:**
1. studying English
2. travelling around Europe
3. Spanish
4. Spain
5. English
6. English
7. English students
8. difficult
9. slurps his noodles
10. stare
11. late at night
12. polite
13. good Spanish
14. direct
15. late

**Tell students to look at the pictures and read the captions. Then put them into pairs to discuss the questions. When they have finished speaking, select different students to answer each question.**

**Answers:** Students’ own answers

**Play the audio for students to listen to pronunciation.**
Lesson 4

Warmers

If there has been a gap between the previous lesson and this one, find out what students remember about the two couples. Write some sentences on the board:

1. Ester thinks Japanese is easier to learn than English.
2. She thinks Hiroto is kinder than other people.
3. Japanese people are more expressive than Hungarian people.
4. Everything happens later in the US than in Spain.
5. Tipping is more common in Spain.
6. Tom's Spanish is better than before.

Have students decide if the sentences are true or false, and correct the false sentences. Then ask them to identify the comparative in each sentence and tell them they are going to learn more about comparative structures in this lesson.

Answers: 1 False – more difficult 2 True 3 False – less expressive 4 False 5 False – less common 6 True

Grammar focus 5B p.77

Modifying comparative structures

5a Students complete the extracts from the recording with the words in the box.

5b Play the audio. Students listen and check their answers. Pause the audio between each sentence for students to change their sentences if necessary.

Answers: 2 much less 3 so much 4 just about 5 easily 6 better and better 7 the longer / the more

Grammar 2 know

Draw or display Board plan 8.2. If you think students would benefit, have them copy it into their notebooks.

Tell students to complete the sentences to describe people they know, or if they prefer, well-known people. Put students into pairs to compare their ideas. Encourage them to give reasons for their opinions.

When students have finished speaking, select different students to read each of the sentences to the class.

Answer: Students' own answers

7a Tell students to read the instructions. Then put them into pairs to choose a country or region and make a list of similarities and differences. Remind them they can use the categories in exercise 3a, or their own.

7b Students prepare a short presentation comparing and contrasting the countries. Tell them to make notes using the comparative structures and Words2know but not to write full sentences. Monitor and provide support with language and ideas while they are preparing. Encourage fast finishers to practice giving their presentation.

7c Put students into new pairs, Student A and Student B. Set a time limit of one or two minutes for Student A to give their presentation. Tell Student B to ask questions at the end. At the end of the set time, tell them to swap roles. Make notes on good use of language and any common problems,
8

culture clash

in particular with comparative structures and Words2know, while students are speaking.
When they have finished, select some students to give their presentation to the class.
Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

MINI WORKBOOK exercise 4 page 118

Answers: 1 getting better and 2 nowhere near as popular as. 3 is not nearly as beautiful. 4 is far more expensive than. 5 the more open-minded

Now your students can:
- listen for general understanding and detailed information in monologues about cross cultural relationships.
- understand and use expressions to talk about differences and similarities.
- use modifying comparative structures to compare people and countries.

Lesson 5

Culture2know

The term Third Culture Kid (TCK) was first used in the 1950s by an American sociologist and anthropologist called Ruth Hills Useem. It describes children who accompany their parents into another society. A famous example of a TCK is Barrack Obama, who was born in Hawaii to a British mother and Kenyan father and grew up in Indonesia.

Third Culture Kids are generally the children of business people, missionaries or government and military officials whose work requires them to live in different countries. These families are typically very close as they tend to rely on each other more than geographically stable families.

Because of their early experiences, Third Culture Kids are usually more accepting of other cultures than most people. They are often multi-lingual and many choose to enter careers that allow them to travel frequently or live overseas. However, TCKs often feel that they do not belong in any particular place and this sets them apart from other people. For this reason, they tend to feel more comfortable with other TCKs, regardless of nationality, than with people from their passport country.

Warmer

Introduce the topic of traditions in different countries. Write some countries on the board:

Argentina Austria Belgium Canada China India Morocco

Read the following sentences and have students match each one to a country. (There is one extra country.)

1. The festival of lights is celebrated between October and December. People clean their houses and light lamps to bring good luck.
2. Couscous with meat and vegetables is a popular dish. Bread is used to scoop up food and a cup of sweet mint tea is usually served at the end of a meal.
3. It's the customs for the bride to wear red on her wedding day. Wedding invitations are also red, as are gift boxes.
4. Ice-hockey and lacrosse are the official national sports. Ice-hockey is played most. Curling and football are also popular.
5. People traditionally eat beans on New Year's Day to bring success and good job prospects. Then everyone goes for a swim.
6. There are three official languages. Dutch (or Flemish), which is spoken by sixty percent of the population, French and German.

Answers: 1 India 2 Morocco 3 China 4 Canada 5 Argentina 6 Belgium

Reading & Vocabulary 58 pp. 78-79

1. Put students into small groups. Tell them each to choose one of the topics to talk about in turn. Have them nominate one member of the group to make sure that each person has an opportunity to speak for one or two minutes and encourage the other students to ask questions.

When they have finished speaking, ask students which aspects of their culture they spoke about for each topic.

Answers: Students' own answers

2. Have students look at the title of the article. Ask: What do you think the article is about?

Tell them to read the paragraph under the heading to check.

Set a time limit of two or three minutes for students to read the article and answer the questions.

Answers:
traditions: her family had Scandinavian rather than British traditions
celebrations: they celebrated Christmas in a Scandinavian way, by opening presents on Christmas Eve instead of Christmas Day
life events: she didn't attend her grandparents' funerals because she was miles away
food: her parents worked with the Indian community so she ate Indian food (she ate fish and chips but less frequently than other people)
leisure activities: she didn't attend football games with her father, like other children did
A TCK is a 'Third Culture Kid'

3. Students complete the task. Then they summarise the information. Have them compare answers in pairs before checking with the class.
Answers:
1 C - She was a little jealous of her school friends' relationship with their grandparents as she didn't see her grandparents very often and when she did she couldn't communicate with them easily as she didn’t speak their languages.
2 G - Travel opens, challenges and broadens mindsets and there is much to see and learnt from other cultures.
3 F - The road is her home but home is also where her family are, which is not necessarily the same as where she is living.
4 G - She had such an interesting and varied childhood that she doesn't want to stay in one place for the rest of her life.
5 D - TCKs have absorbed elements from lots of different countries and feel at home with other people who have had similar experiences.
6 F - She has grown accustomed to the excitement that moving to another country brings.
7 E - She has lived in five different countries and visited more than forty-two. She has never stayed in one country for more than four years.

4 3.12 Students complete the task.

Answers: 1 b 2 c

Play the audio for students to listen to pronunciation.

EXTRA DISCUSSION
Ask students if they agree with Heidi's opinion about living in one country.
Do you agree that it is boring and unchallenging?
What are some advantages of living in one place?
Would you prefer to live in your home country or be a TCK?
Select different students to answer and ask others if they agree or disagree.

Lesson 6

Warmer
If there has been a gap between the previous lesson and this one, find out what students remember about Heidi's story. Write some prompts on the board and ask students how they relate to her lifestyle and opinions:
Scandinavia / Britain / India
fish and chips / curry and chapattis
grandparents / friends
travel / education

Answers:
Her parents are from Scandinavia (Finland and Norway), she lived in Britain, her parents' work targeted the Indian community.
She didn’t eat typically British food, she often ate Indian food.
She couldn’t communicate with her grandparents, she sometimes envied her friends.
She loves travel and considers it the best form of education.

Now your students can:
* talk for an extended time about an aspect of their culture.
* read for general and detailed understanding in an article about Third Culture Kids.
* understand and use words related to living in a different country.

MINI WORKBOOK exercise 4 page 119

Answers: 1 country of birth 2 traditions 3 a sense of connection 4 fully accepted 5 different culture 6 an outsider 7 expat 8 language or dialect 9 communicate 10 overseas 11 transient

Words 2 know
Tell students that all the words in blue in the article are connected to living in a different country.
Students check the words in their dictionaries. Tell fast finishers to write their own sentences using the Words2know.
Focus on pronunciation. Play the audio and have students repeat the words.
Have students read the questions and make notes about their answers before they start speaking. Tell them to try to use the Words2know in their answers.
Put students into pairs or small groups to discuss the questions.
When they have finished speaking, select different students to answer each question and open up a discussion about each one with the class. Try to involve as many students as you can.
8  culture clash

Real Time
Lesson 7

Culture 2 know
Photography is a popular hobby for people of all ages. Interest in photography has grown since compact cameras became widely available in the 1980s and digital cameras in the 1990s. Nowadays, most people enjoy taking photos of friends and family, holidays and to record special moments in their lives.

In this lesson, students listen to a conversation between Pablo and Jess at a photography exhibition, and read a review of the show. The exhibition includes photos by David Bailey, a British photographer best-known for his portraits of celebrities, and Sebastiao Salgado, a Brazilian photographer who uses photography to document social and environmental injustices.

Warmer
Introduce the topic of photography. Write some questions on the board:
- Do you enjoy taking photos?
- What do you take photos of?
- What do you use to take your photos?
- Do you have photos in your room at home? What of?

Put students into pairs to discuss the questions. Then select different students to answer each one.

Tell students they are going to talk about photography in this lesson.

Describing past experiences  8B p. 80
1a  3.14 Tell students to look at the picture. Ask:
- What are Pablo and Jess doing? (they are looking at some photos in an exhibition)
- What can you see in the photos? (some young children and some buildings)

Students read the sentences and guess if they are true or false.

Answers: Students' own answers

1b  3.14 Play the audio. Students listen and check.

Answers: 1 False (the photos were taken by different people) 2 True (on his eighth birthday) 3 False (Pablo took it) 4 False (he took the photo in India) 5 True (it captures the colour and the movement and the fact they were having fun perfectly)

2a  Phrases 2 know
Students read the Phrases2know. Draw their attention to the tenses that are used. Ask:
- What tense is used …
  - to describe finished past events? (past simple)
  - to describe background events? (past continuous and past simple)
  - to talk about the previous past? (past perfect)
  - to reflect on the past? (present perfect)

Students complete the extracts from the conversation with the phrases.

2b  3.14 Play the audio again. Students listen and check their answers. If necessary, pause the audio for students to make changes.

Answers: 1 at the age of 2 Ever since then 3 earlier that day 4 Having 5 when suddenly 6 When 7 Do you know what I did? 8 It was only when (also possible it wasn't until)

3a  Put students into pairs to look at the picture and answer the questions. Tell them to discuss ideas but not to write answers at this point.

3b  Have students write their answers to the questions individually using the Phrases2know.

Put students into pairs again. Tell them in turns to practise describing how they took the photo using the Phrases2know.

Answers: Students' own answers

Can you do it in English?
4 Students imagine they took the photo and prepare to tell a friend about it. Tell them to make notes about the answers to the questions in exercise 3a but not to write full sentences. While they are making notes, monitor and provide support with vocabulary and ideas.

Have them think about what they will say using the Phrases2know before they start speaking. Then put them into pairs, Student A and Student B. Set a time limit of one or two minutes for Student A to tell their partner about the photo and encourage Student B to ask questions including those in exercise 3a. At the end of the set time, tell students to change roles. Make notes on good use of language and any common problems, in particular with the Phrases2know, while students are speaking.

When students have finished speaking, select different students to tell the class their story about the photo.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

EXTRA DISCUSSION
Write a discussion question on the board:
Photos or videos – which do you prefer? Why?

Put students into pairs to discuss the question. Then select different students to tell the class. Open up a discussion about the advantages and disadvantages of photos and videos.
Lesson 8

Warmer
If there has been a gap between the previous lesson and this one, find out what students remember about Pablo’s hobby and his photo. Write the first part of some sentences on the board:

1. Pablo has been taking photos since …
2. He took his photo in …
3. It shows …
4. There was water everywhere because …
5. He took the photo when …
6. The photo is being shown …

Have students complete the sentences.

Answers:
1. his aunt and uncle gave him a camera for his eighth birthday.
2. India.
3. some children playing in water.
4. it was the monsoon season and had been raining a lot.
5. he was waiting for some friends and he saw the kids playing.
6. in an exhibition.

A Review 58 p. 81

5. Set a time limit of one or two minutes for students to read the review and answer the questions.

Answers: 1 a photo exhibition 2 Yes, she did. 3 She liked the photo by Ellen King. 4 Yes, she does.

6. STRUCTURE
Students match the paragraphs with the descriptions. Tell them to refer to the review to help them to make the correct choice.

Answers: 1 d 2 b 3 e 4 a 5 c

7. LANGUAGE
Ask students if they found the review interesting to read. Tell them that this exercise lists ways of making a review interesting. Make sure they understand synonyms (words that have the same meaning) and antonyms (words that have opposite meanings).

Students find examples in the review. Have them compare answers in pairs before checking with the class.

Answers: 1 photograph, image, show 2 fascinating, superb, stunning, amazing 3 For me, … 4 don’t miss this show
5. How do you take the perfect picture of a person, a picture that shows who they are and not just what they look like?
6. Tenses: brings together; she is laughing; the best photo was; photographers have taken; the photographs have been carefully selected; you are constantly being surprised
7. Adverbs: carefully, cleverly, constantly
8. Imperative: make sure you go Time expressions: for decades, now, from 10th to 20th May Conditional: So, if you want to see some amazing images that will stay with you long after you leave, don’t miss this show
9. Exclamation for emphasis: indeed, sometimes the amateur pictures are far better!

8. Tell students to read the instruction. Make sure that everyone can think of an exhibition that they can describe before they continue.

Students prepare to write their review using the steps as a guide. Tell them to do each step one at a time. Monitor and provide support with vocabulary and ideas while students are making notes.

Students exchange the first draft of their review with a partner. Tell them to check that the review follows the structure in exercise 6 and to analyse the language using the list in exercise 7.

Put them into pairs to give feedback to each other about how the description could be improved.

Students write the final version of their review either in class or for homework.

Now your students can:
• listen for general and detailed understanding in an informal conversation about a photo exhibition.
• use expressions to describe a past experience of taking a photo.
• write a review of an exhibition using an appropriate structure and suitable language.
Active Study 4

For the exercises on the Active Study pages, it is useful if students do the exercises individually and then work together in pairs or small groups to discuss their answers. Encourage them to try and explain the rationale for any of their answers which are different from those of the other students in the group. Where relevant, have students try and do the exercises first before they look back through the unit to check.

Grammar

1. Ask students what they know about the history of the internet, e.g., names and dates. Have students read the sentences to see if they contain the same information.

   Students do the exercise. Remind them that they may need to make changes, e.g., omit some words or change word order but the tenses of the verbs will remain the same.

   Answers:
   1. On 29 October 1969 two computers at Stanford and UCLA Universities were linked up for the first time.
   2. The first message which was sent was 'login'.
   3. but it is said that the link between the two universities crashed on the letter 'g'.
   4. Email was first developed in 1971 by Ray Tomlinson.
   5. It is also thought that he was the first person to use the @ symbol.
   6. Project Gutenberg, a project to make books in the public domain available electronically, for free, was set up in 1971 by Michael Hart.
   7. This might be seen as the beginning of the e-book.
   8. The first spam message was sent off, to 600 people, in 1978 by Gary Thuerk.
   9. Nowadays around 850 billion spam messages a day are being sent.
   10. However, it has been found that only 1 in 12,000,000 messages actually results in a sale.
   11. It is predicted that the internet will be integrated into more and more devices.
   12. Soon it may be built into your fridge as well as your phone.

Exam Practice: Sentence transformations

2. Students do the exercise.

   Answers: 1 was nowhere near as hot. 2 easily the best. 3 must have 4 you finish your homework, the earlier 5 by far the best.

Vocabulary

Exam Practice: Multiple choice

3. Discuss strategies for doing this kind of exercise with students.
   - Read the text quickly to get a general idea of what it is about.
   - Read the sentence with the gap and think about which word they would choose to complete it.
   - Look at the options and see if the word is one of the options.

- Think about why the other options are not correct as a guide to choosing the correct one.

Reading skills

4. Suggest students read the sentences and think about what type of word is necessary to complete it, e.g., an adjective, verb, noun or modifier.

   Answers: 1 famous 2 commercials 3 fanatical 4 differs 5 polar 6 refreshingly

5. If you think students need extra support, have them name the items in the pictures before they start reading (noodles, gunpowder, paper).

   Discuss strategies for doing this type of reading exercise.
   - Read the text quickly to get a general idea of what it is about.
   - Read the first part of the sentence in each question, then look to find the answer in the text (not possible in the case of question 1 here).
   - Read the options and see which one is closest to the information found in the text.
   - Think about why the other options are not correct as a guide to choosing the correct one.

   Answers: 1 d 2 a 3 c 4 b 5 c

   Play the audio for students to listen to pronunciation.

Speaking skills

6. Have students look at the pictures individually and think about how each invention has affected our lives. Tell them to look again at the Phrases2know to give and defend opinions on page 13, and to discuss importance on page 52 to use in their discussion.

   Put students into pairs or small groups to compare their ideas and choose the most important invention.

   When they have finished speaking, select different students to say which invention their group chose. Open up a discussion with the class about the most important invention and try to involve as many students as you can.
Lesson 1

Draw students’ attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Unreal conditionals
- **Vocabulary:** Post-compulsory education (e.g. apprenticeship, blended learning, vocational qualifications)
- **Phrases:** Describing hopes and plans (e.g. I’m hoping to, I have plans to, I’m very excited about ...)
  Predicting (e.g. What I think might happen is ..., I bet ..., It’s my guess that ..., might ...)

**Culture 2 know**

Distance learning has been an option since the nineteenth century, when courses were offered using postal services. The Open University, established in 1969, was one of the first universities that allowed students to gain a degree without attending classes. As technology developed, so did the means by which students could study, progressing from radio to television broadcasts to the range of digital technologies available today.

Computer technology allows students to study at their own pace without others being present at the same time. In this case, information and ideas are exchanged by means of emails, blogs, wikis and discussion boards. Communication can also be simultaneous using Skype conversations, chat rooms or virtual classrooms.

The trend in recent years has been towards blended learning, which combines computer-based activities with traditional face-to-face classes. This approach offers the advantages of both independent study and personal contact with a teacher and other students. With the introduction of tuition fees for university courses, blended learning makes it possible for people to work at the same time as gaining a qualification.

**Warmer**

Introduce the topic of education. Write some questions on the board and discuss them with students in preparation for the lesson:

- What options have you considered for when you leave school?
- What types of courses are available? What are the pros and cons of these?
- Has technology changed the way that students can study after leaving school? How?
- Tell students they are going to read about distance learning (when students and a teacher are in different locations) in this lesson.

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**Vocabulary & Speaking**

**Post-compulsory education**

1a Tell students to look at the picture and read the introduction to the online discussion. Have students answer the questions either individually or in pairs. Then select different students to answer each question. Make a list of good and bad points about studying online on the board.

**Possible answers:**

**Good points:** It’s convenient, you can study from home, it can save time (travelling to classes), it can be cheaper than attending a class

**Bad points:** there is no social contact with other students, no opportunities to discuss ideas, it may not be possible to study some courses effectively online e.g. languages

1b Set a time limit of two or three minutes for students to read the online forum and compare the comments with their ideas. Tell them to tick the opinions they agree with in the text and put a cross next to the ones they disagree with. Select different students to give an opinion that they agree with and ask others if they also agree.

**Answers:** Students’ own answers

Play the audio for students to listen to pronunciation.

2a Students check the words in blue in their dictionaries. Draw students’ attention to collocations, parts of speech and aspects of pronunciation in the vocabulary.

do/take a degree, vocational qualifications, a blended learning course
do an apprenticeship
an apprentice (n) (the person) an apprenticeship (n) (employment as an apprentice)
a graduate (n) /graduate/ to graduate (v) /graduated/ (noun and verb are spelt the same but pronounced differently)
undergraduate / postgraduate (n) (a person taking a first / second degree)
undergraduate / postgraduate (adj) (first / second degree studies)
a qualification (n) to qualify (v) vocational (adj)

Put students into pairs or small groups to discuss the questions.

Focus on pronunciation. Play the audio and have students repeat each word or phrase.

2b Students choose one of the questions and prepare to make a short presentation. Tell them to make notes on the main ideas they want to include. Then have them look at page 72 to review how to organise their ideas and phrases to use.

Put students into pairs. Student A and Student B. Tell Student A to give their presentation first, and encourage Student B to ask questions at the end. Then tell them to change roles and repeat.
a typical education

When they have finished speaking, select different students to give a presentation to the class. Tell other students to each think of one question they would like to ask at the end of the presentation.

EXTRA DISCUSSION
Ask students further questions about post-compulsory education, e.g.:

What are the advantages and disadvantages of taking a degree vs. vocational qualifications?
Are apprenticeships becoming more popular? Why?
How do you think technology will change the way people study in the future?

Open up a discussion about the questions with the class and try to involve as many students as you can.

MINI WORKBOOK exercise 1 page 121

Answers: 1 apprenticeship 2 sixth form 3 degree 4 tuition fees 5 vocational 6 face-to-face 7 blended learning 8 higher education 9 master's degree

Lesson 2

Warmer
If there has been a gap between the previous lesson and this one, review the Words2know to talk about post-compulsory education. Write words on the board and have students match them. Then ask students to explain the meaning of each one.

sixth higher tuition Master's vocational blended education learning qualifications fees degree

Answers: sixth form, higher education, tuition fees, Master's degree, vocational qualifications, blended learning

Grammar Focus 58 p. 85
Unreal conditionals

3a Write an example of a conditional sentence on the board and draw students' attention to the two clauses.

If I had taken a traditional degree, I might be in a lot of debt now.

clause 1

Clause 2

Ask:

Which clause refers to a hypothetical situation? Which clause refers to the result? (hypothetical situation – clause 1, result – clause 2)

Is the hypothetical situation in the present or past? (past) Is the result in the present or past? (present)

Students match each clause in the other sentences in the exercise to the meaning. Have them compare answers in pairs before checking with the class.

Answers:

1 If I had taken a traditional degree (hypothetical past situation), I might be in a lot of debt now (present result). 2 If I were eighteen now (hypothetical present situation), I don't think I'd want to study from home (present result). 3 If I had decided to study face-to-face rather than online (hypothetical past situation), we wouldn't be together now (present result). 4 I'm learning a lot more (present result) than if I were at university (hypothetical present situation). 5 Had I known about it (hypothetical past situation), I think it would have been a better idea than my (very expensive) three years at university (past result).

Grammar 2know

Draw or display the first part of Board plan 9.1. If you think students would benefit, have them copy it into their notebooks.

3b Students decide if the sentences in exercise 3a are second conditional, third conditional or mixed conditional.

Answers: 1 mixed conditional 2 second conditional 3 mixed conditional 4 second conditional 5 third conditional

4a Make sure students are aware that the sentences in the exercise are not conditional but have some characteristics in common with conditionals.

Students complete the sentences with the correct form of the verbs in brackets, and then check them with the original sentences in the online discussion.

Answers: 2 realised 3 learn (also possible: be learning) 4 had told 5 was 6 would do

4b Have students discuss in pairs if they think the sentences are contrary to reality.

Answers:

1 I certainly don't feel as if I have wasted my time. (I haven't wasted it)
2 It's about time people realised going to university is not the only option! (they don't)
3 Not contrary to reality
4 I wish someone had told me (no one did) I could do vocational qualifications.
5 At the time it felt as if university was the only option. (it wasn't)
6 If only the government would do something about the cost of face-to-face degrees. (they are unlikely to)

Grammar 2know

Draw or display the second part of Board plan 9.1. If you think students would benefit, have them copy it into their notebooks.

5 Students complete the sentences.

When they have finished, put them into pairs to compare their ideas. Encourage them to expand the conversation by giving reasons why.
Select different students to read each sentence to the class and ask others to listen to see if they wrote the same or a similar idea.

Answers: Students' own answers

6a Tell students to read the instruction. Elicit different types of school and write them on the board, e.g.: 
- boarding school 
- state school 
- private/public school 
- Montessori or alternative school

Students imagine that they went (now) or had gone (in the past) to a different sort of school. Tell them to make notes about how things would be or would have been different. Monitor and provide support with language and ideas while they are preparing.

Students write a paragraph.

6b Put students into pairs to compare their writing. Either have them exchange their writing for their partner to read, or tell their partner what they wrote.

Select some students to read their paragraphs to the class.

EXTRA DISCUSSION
Put students into pairs. Ask them to decide which of the types of school in exercise 6a offers the best education.

When they have finished speaking, select some students to give their opinion and ask others if they agree. Encourage students to discuss the pros and cons of each type of school in order to try to reach a consensus as a class.

**MINI WORKBOOK exercises 1 and 2 page 120**

1

Answers: 1 had developed 2 would all be driving
3 worked 4 would crash 5 were 6 were to happen 7 go
8 brought 9 buy 10 was 11 would 12 were

Suggested answers:

1 I wish I hadn't left school at fifteen. / If I hadn't left school at fifteen, I might have taken some exams. / My parents would rather I hadn't left school at fifteen.

2 If only I had gone to university. / If only I hadn't gone straight into work. / Had I not gone straight into work, I would have gone to university.

3 Were Rolf to ask me, I might go to see that new film. / If Rolf were to ask me, I might go to see that new film. / If Rolf asked me, I might go to see that new film.

4 I wouldn't have this new job if you hadn't recommended me. / Had you not recommended me, I wouldn't have this new job.

5 It's time you were leaving/leave. / If I were you, I would leave now. / You'd better leave now.

**Lesson 3**

**Culture to know**

A number of universities and colleges around the world have begun to offer university courses with unusual titles and content. In this lesson, for example, students read about modules (units of study within a university course) based on Harry Potter and David Beckham. These courses have been criticized in the media for being less rigorous than more traditional subjects and irrelevant to the job market.

However, both lecturers and students defend the courses, saying that their titles do not give a full picture of their content. The Harry Potter course is part of an Education degree and examines prejudice and intolerance in the classroom. A course about Star Wars at a Belfast university looks at issues such as destiny and fatherhood. The topics, in other words, are a way to make broader issues accessible and interesting.

A further justification for unusual courses is that they allow students to specialise. One university, for example, offers a degree course in Golf Studies, another a degree in Music and Entertainment Management. These courses are more vocational than general subjects and so prepare students to fill a niche in the job market.

**Warmer**

Introduce the topic of degree courses. Ask students about courses in their country.

Which courses are more popular, arts or sciences? Why?

What are the most popular courses at the moment?

What courses do you think are most challenging? Why?

Are degree courses academic or practical?

Tell students they are going to find out about unusual degree courses in this lesson.

**Listening & Speaking** M!p. 86

1a Tell students to look at the pictures and describe each one, e.g.:

Photo a: a funeral

Photo b: someone surfing

Photo c: David Beckham playing football

Photo d: the actor Daniel Radcliffe

Photo e: a supposed ghost

Explain that the pictures are all related to degree courses or modules on degree courses in the UK. Ask: What subject do you think each picture relates to? Elicit suggestions from different students.

Students read the descriptions of the modules and match them to the pictures.

Answers: 1 d 2 c 3 e 4 a 5 b

1b Put students into pairs to answer the questions. Then select different students to tell the class. Open up a discussion about the courses. Ask:

Are there similar courses at universities in your country?

Do you think the courses are useful?

Why do you think universities offer these courses? Why might students do them?

Answers: Students' own answers

Now your students can:

- read for general understanding in an internet forum about online education.
- understand and use vocabulary to talk about post-compulsory education.
- use unreal conditionals to talk about hypothetical past and present situations.
a typical education

2a Tell students that they are going to listen to a talk at a university open day. A professor is telling prospective students about degree course options. Play the audio. Students listen and note which courses from exercise 1 the speaker mentions.

Answers: Surf Science, Football Culture

2b Tell students to read the questions and answer any that they remember from the first listening. Point out that there is more than one correct answer. Play the audio again. Students listen and answer the questions. If necessary, play the audio again and have students compare answers before checking with the class.

Answers: 1 b and d 2 d and e 3 c, e and f

3 Ask students the discussion question. Have them give their reasons.

Speaking skills

4 Put students into pairs to discuss the questions. Suggest that they use the phrases to discuss importance from page 52.

When they have finished speaking, ask students to put up their hands if they think that each of the skills is most important. Select some students to give reasons for their choice.

Elicit other skills that students would add to the list and write these on the board, e.g.:

interpersonal skills
computer skills
decision-making
communication skills
ability to speak other languages

Open up a discussion with the class about the most important skills for today's world. Try to involve as many students as you can.

Lesson 4

Warmer

If there has been a gap between the previous lesson and this one, find out what students remember about unusual degree courses. Write some sentences on the board.

1 It's best to choose a subject you enjoy at school.
2 Consider adding a specialisation to a traditional subject.
3 Avoid courses you didn't study at school.
4 People with traditional degrees are more employable.

Ask students which piece of advice they heard in the talk about how to choose a degree. If the advice is incorrect, ask if they can remember what the speaker actually said.

Answers: 1 incorrect advice – you should consider all the options 2 correct 3 incorrect advice – these courses can be popular and lead to high-powered jobs 4 incorrect advice – employers are looking for skills such as self-management, the ability to work as a team

Grammar Focus Nominalisation

5a Tell students to look at the two sentences and read the questions. Make sure they understand register (level of formality).

Have students answer the questions either individually or in pairs.

Answers: Sentence 1 uses a noun phrase, sentence 2 a verb phrase. Sentence 1 is more formal

Grammar Know

Draw or display Board plan 9.2. If you think students would benefit, have them copy it into their notebooks.

Students do the exercise.

Answers: 1 requirement 2 choice 3 option 4 inability 5 assumption 6 preference 7 acknowledgement

Speaking skills

7 Elicit the names of school subjects and write them on the board, e.g.:

Maths, English, Science, Geography, History, Design and Technology, ICT, Art and Design, Media Studies, Modern Foreign Languages

Put students into pairs or small groups to discuss the questions. When they have finished speaking, select different students to answer each question and ask others if they agree.

EXTRA DISCUSSION

Discuss typical subject choices for boys and girls. Ask:

Is there a difference between the subjects boys and girls tend to choose?

What reasons might there be for this?

Do you think both boys and girls are influenced by stereotypes when it comes to career choices?

Open up a discussion with the class and try to involve as many students as you can.

MINI WORKBOOK exercise 3 page 120

Answers: 1 many similarities 2 complexity of Physics 3 aggressive reaction surprised 4 approach to 5 (a) variation in 6 has been an increase in 7 admiration for 8 no encouragement (at all)
Now your students can:
- listen for general understanding and detailed information in a talk about degree courses.
- use noun phrases as an alternative to verb phrases in formal writing.
- speak about the importance of school subjects and employability skills in today's world.

Lesson 5

Jamie's Dream School was a seven-part television documentary series in which twenty students who had left school with few qualifications were encouraged to give education a second chance. An empty building was converted into a school for two months and celebrities were invited to teach lessons in their specialist subjects. English, for example, was taught by the actor Simon Callow and Politics by Tony Blair's former aide Alistair Campbell.

The programme, which frequently showed students being disruptive in class and the 'teachers' struggling to cope, sparked a debate about the education system and youth behaviour. While many felt that the experiment misrepresented students, it was effective in bringing to public attention the challenges faced by teachers and the value of teaching professionals.

The school was a success for the majority of the students, who are nearly all now in education, training or employment. One is planning to do a degree in youth work, another has enrolled in a music and sound engineering course and a third has signed up for a business school. All of the students are being supported by a scholarship fund set up by the 'Dream School' and funded in part by youtube.

Students may be interested to know that they can view excerpts of the programme on youtube.

Warmer

Introduce the topic of education systems in other countries.

Ask:
What do you know about secondary education in the UK?

Write some words on the board:
- compulsory Arts, Design and Technology, Humanities, Modern foreign languages, optional
- English, Maths, Science GCSEs A*, A, B, C

Ask students to describe the education system using these words.

Suggested answers:
- English, Maths and Science are compulsory subjects until the age of sixteen.
- Arts, Design and Technology, Humanities and Modern foreign languages are optional subjects.
- Students do GCSE (General Certificate of Secondary Education) exams at sixteen.
- Grades A*, A, B and C are usually required by employers and educational institutions.

Reading & Vocabulary

1a Tell students to look at the photo. Ask:
Do you recognise any of these people?
What do you know about them?

Elicit information about Jamie Oliver in the centre of the picture. Ask:
Have you seen any of his programmes on TV?
What were they about?

Have students read the introduction about Jamie Oliver and see if any of the information is the same.

Tell students to read the question and say what they think is unusual about the teachers and students at Jamie's Dream School.

Answers: Students' own answers

1b Set a time limit of two or three minutes for students to read the articles and check their ideas.

Answers: The teachers are celebrities. The students left school at sixteen with fewer than five GCSEs at grades A*-C.

2a Students complete the task. Have them compare their answers in pairs before checking with the class.

After checking answers, draw students' attention to some vocabulary in the texts. Ask them to guess the meaning of these words from the context.

Article 1:
If they are being a pain, it’s a cry for help. (annoying – also a pain in the neck)

Article 2:
They would try to turn around the education of ... (stop being unsuccessful and start to be successful)

Article 3:
A teenage tearaway (a person who does silly or illegal things and often gets into trouble)

Some of the class definitely acted up to the cameras. (behaved badly)

Answers: 2 JO 3 JO 4 JO 5 DS 6 RC 7 JO

2b Have students decide individually which of the opinions they agree with. Then put them into pairs or small groups to discuss the opinions.

When they have finished speaking, ask students to put up their hands if they agree with each opinion and select some students to say why. Ask other students why they disagree and open up a discussion with the class about each point. Ask:
What are the drawbacks of large classes? What do you think is the optimum number of students in a class? Is it the same for all subjects?
What types of skills should be taught? What about other approaches to standard subjects (e.g. the students at Jamie's Dream School went on excursions to learn about drama, history, etc.)

Who do you think is most responsible for the students' failure at school, the school system or the students?
How important is discipline? Is it enough for teachers to inspire students?
What forms of punishment are effective?
9 a typical education

EXTRA DISCUSSION
Discuss the decision to invite celebrities to teach the lessons. Tell students that this was one of the criticisms the programme received. Write some questions on the board:

Why do you think Jamie invited celebrities to teach the lessons? Which celebrities would you invite to teach the different subjects at your dream school?

Have students discuss the questions in pairs. Then select different students to answer each question. Make a list of school subjects on the board and have students choose the celebrity they would invite to teach each subject.

Lesson 6

Warmer

If there has been a gap between the previous lesson and this one, find out what students remember about Jamie's Dream School. Read some quotes or write them on the board and have students identify who said each one (Jamie Oliver, David Starkey or Ronnie Crosland) and ask students to support their choices with examples from the text.

1 I left school with basically nothing.
2 I wasted so many hours not working.
3 It was an appalling experience.
4 They need a more physical, tactile approach.
5 It gives you a sense of why things have gone so wrong.
6 Dream School has shown me that I have potential.

Answers:
1 JO - he left school with only two GCSEs
2 RC - he was a teenage tearaway
3 DS - his first lesson was a catastrophe, the students shouted, gossiped and sent texts to friends
4 JO - he believes students who are not academic need to be taught in a different way
5 DS - he believes students need discipline, that's why they misbehave
6 RC - he is now giving inspirational talks to kids and believes everyone can be a success

3a Write two example sentences on the board:
Our school is nothing like Jamie's Dream school. It must be interesting to have celebrities as teachers.

Ask students to notice the use of as and like. Ask:
Is there one word or two words to say 'like' and 'as' in your language? What do you think is the difference in meaning?

Tell students to read Active Study and check.

3b Students find six examples of as and like in the newspaper articles.

Answers: to train as chefs (article 1, first paragraph)
Like most of the other teachers (article 1, last paragraph)
I saw it as a chance for me (article 3, second paragraph)
describe me as a teenage tearaway (article 3, second paragraph)
As my childhood hero (article 3, third paragraph)
it was like a dream to be taught by him (article 3, third paragraph)

4a Students do the exercise.

Answers: 1 as 2 like 3 as 4 like 5 as 6 as

4b Have students think about the questions individually. Then put them into pairs or small groups to discuss their answers.

When they have finished speaking, select different students to answer each question and open up a discussion with the class about each one.

5 Tell students to read the questions. Elicit ideas about aspects of educational systems they can talk about and write these on the board, e.g.:
types of school, further and higher education
years of compulsory education (at what age students start and finish school)
school uniform
timetable (when school starts and finishes, lessons on Saturdays)
general approach to lessons (teacher-led or interactive)
compulsory and optional subjects
homework, exams, grading
discipline

Have students make notes to answer the questions individually. Then put them into pairs or small groups to discuss their answers.

When they have finished speaking, select different students to answer each question and ask others if they agree. Ask:
What do you think are the best things about the educational system in your country?
What are the worst things? Why?
How has the educational system changed?
How do you think it will change in the future?

Answers: Students' own answers

EXTRA DISCUSSION
Tell students that some of the students from Jamie's Dream School were invited to give suggestions to a parliamentary committee about ways to improve education in schools. Put them into pairs and tell them to think of three suggestions they would make about their own education system.

When they have finished speaking, select different pairs to tell the class.

MINI WORKBOOK exercise 2 page 121

Answers: 1 like 2 as 3 as 4 like 5 like 6 like 7 like 8 as 9 As 10 like

Now your students can:
• read for general understanding and to infer opinions in a newspaper article about a school experiment.
• understand and use as and like.
• talk about the educational system in their country, how it has changed and how they would improve it in the future.
Lesson 7

Culture Know

There has been a move away from using exams as the sole means of evaluating students' work. For example, coursework accounts for between twenty and sixty percent of the final grade of GCSEs in the UK, around fifty percent of some 'A' levels, and even more on many university degree courses. This fact, together with the accessibility of information on the internet, has led to an increase in cases of plagiarism; students are copying and pasting information they have found online in their assignments, or even buying entire essays.

While some students knowingly 'cheat', problems may arise because students are not clear what constitutes plagiarism. For this reason, many educators believe students should be given more guidance about how to credit and reference sources from the age of eleven or even younger. Meanwhile, a large number of schools and colleges are using special software such as Turnitin to cross-check students' work with material found online.

Apart from the need to teach students what constitutes plagiarism and how to avoid it, other solutions have been suggested. One alternative is 'digital storytelling', that is, presentations with images as an alternative to written essays.

Warmer

Introduce the topic of exams. Discuss with students different ways of examining, e.g.: one hundred percent written exams a combination of exams and coursework mostly based on coursework

Have students suggest advantages and disadvantages of each system. Ask:

Which do you think is most reliable? Why?

Writing & Vocabulary

A problem and solutions essay

1 Put students into pairs to discuss the questions or discuss them with the class. Encourage students to give reasons why they find the statistics surprising or why not. Elicit different ways of cheating, e.g.: copying homework from the internet / another student taking answers into an exam (on a piece of paper, hand, mobile phone) going to the bathroom during an exam and texting a friend making a copy of the exam beforehand (photographing it on teacher's desk)

Answers: Students' own answers

2a Tell students to read the questions and make sure they understand plagiarism (taking another person's work, words or ideas and using them as if they were your own) and the verb to plagiarise. Focus on the pronunciation of the word plagiarism /ˈpleɪɡərɪz(ə)m/.

Put students into pairs to discuss the questions. When they have finished speaking, ask students to put up their hands if they agree with each statement and select some students to say why.

Answers: Students' own answers

2b Tell students they are going to listen to a conversation between two students, Jade (a girl) and Rob (a boy), about plagiarism. Tell them to write (J) Jade or (R) Rob next to the statements in exercise 2a.

Play the audio. Students listen and decide who expresses which opinions.

Answers: 1 R 2 J 3 J 4 R

3 Put students into pairs to discuss the questions. Then select different students to answer each one. Elicit ideas about possible solutions to plagiarism, e.g.: Teachers and students discuss what counts as plagiarism. Students learn how to paraphrase what another person has said. Students learn how to quote and cite sources and submit a bibliography. Students give in notes and drafts of essays. Have oral exams as well as or instead of written exams.

Answers: 1 Students work part-time 2 Increased pressure to get good grades 3 Impossible to grade students' work fairly 4 Time consuming 5 Emphasis on punishment not education 6 More time teaching students how to avoid plagiarism 7 Set new and more specific questions 8 Severe punishment for those who do plagiarise

Play the audio for students to listen to pronunciation.

EXTRA DISCUSSION

Ask students to consider the solutions mentioned in the essay. Ask:

Which solution do you think is most necessary: to educate students about plagiarism or punishment?

Write a question on the board:

What punishment would you suggest for …
• copying a friend's homework?
• cheating in an official exam?
• copying information from the internet?
• buying an essay for a university exam online?

Have students discuss the question in pairs. Then select ideas from different students and try to reach a class agreement about a suitable punishment in each situation.
Lesson 8

Warmer

If there has been a gap between the previous lesson and this one, review the ideas in the essay about plagiarism. Write prompts on the board and ask students to remember what the essay said.

1. two reasons why plagiarism is a problem
2. two reasons why students do it
3. two possible solutions

Possible answers: 1. so many students do it, it is impossible for teachers to grade a work fairly
2. they have to work to pay tuition fees, there is increased pressure to get good grades
3. educate students about plagiarism, punish severely

5. STRUCTURE

Explain that sentences a–e contain advice about how to write an essay which discusses problems and solutions.

Students complete the task.

Answers: 1. c 2. a 3. b 4. e 5. d

6a. Language Writing

Tell students to read Language Writing and make sure they understand underestimate (consider less important than it really is) and exacerbate (make a problem worse). Students underline six phrases in the essay.

After checking answers, show student how to use some of the phrases on the board.

To exacerbate the problem/make the problem worse, new technologies make information freely available.

Exacerbating the problem/Making the problem worse is the ease with which people can access information.

Colleges and universities need to confront/address/tackle/deal with/resolve/come up with solutions to the problem.

The answer to the problem lies in spending more time... (+ gerund)

The problem should be tackled by

Perhaps the best solution is (for educational institutions) to educate students.

Answers:
The extent of this problem (paragraph 1)
the problem is exacerbated (paragraph 1)
come up with solutions to this issue (paragraph 3)
answer to the problem (paragraph 3)
the problem should be tackled by (paragraph 4)
perhaps the best solution is for (paragraph 5)

6b. Students do the exercise. Remind them that more than one option may be possible.

Answers: 1. confront/address/tackle/deal with/resolve
2. pressing/urgent
3. Exacerbating
4. issue/problem
5. pressing/urgent
6. dealing with/tackling
7. lies
8. solutions

7a. Tell students to read the essay question. Have them make a copy of the table in exercise 4 in their notebooks and complete it. Monitor and provide support with language and ideas while they are making notes.

7b. Put students into pairs to compare their ideas and add any that they have missed. Then tell them to organise their ideas into paragraphs. Have them list the paragraphs, e.g.:

Paragraph 1: ...
Paragraph 2: ...

Refer them to the advice in exercise 5 to help them decide which ideas would be best in which paragraph.

8a. Students write a first draft of their essay. Remind them to use Language Writing.

When they have finished, either have students read it through or swap it with a partner. Tell them to check their own or their partner's work, in particular for:

- the structure.
- Language Writing phrases.

Allow two or three minutes for one student to comment on their partner's work and then give a signal for them to swap.

8b. Students write the final draft of their essay either in class or for homework.

MINI WORKBOOK exercise 3 page 121

3. Answers: 1. c 2. b 3. a 4. c 5. b 6. b 7. a 8. a

Now your students can:

- read an essay about problems and solutions for detailed understanding.
- understand and use phrases for presenting problems and solutions.
- write an essay outlining a problem and discussing solutions using an appropriate structure and language.
Real Time
Lesson 9

Culture 2 know
University terms in the UK are approximately ten weeks long and the summer holiday is around three months. Most students use the summer holiday to work, volunteer or travel.

Summer work is seen as an opportunity to gain experience which will be useful when looking for a permanent job. Many companies offer internships of between four and ten weeks. Students are given an opportunity to see how a company works and they may be offered a graduate placement. Other jobs allow students to develop skills that they can use on their CVs, such as the ability to work in a team, communication, organisational and decision-making skills. Finally, working enables students to earn money to pay off some debts.

Volunteering, especially in another country, is also a popular choice. Organisations such as VSO and Camp America make it possible for students to experience another culture, help others, and to develop interpersonal and social skills.

Warmer
Ask students to make a list of ways that students can spend their summer holidays. Elicit ideas and write them on the board, e.g.:

- relaxing
- travelling
- doing volunteer work / working
- doing a summer course

Ask:
- Which is the most common thing for students to do in your country?
- Which would you prefer to do? Why?

Tell students that they are going to talk about summer plans in this lesson.

Describing hopes and plans 58 p. 92

1 Tell students to read the sentences and tick the ones they agree with and put a cross next to the ones they disagree with.

Put students into pairs and discuss their answers. When they have finished speaking, ask students to put up their hands if they agree with each statement and select some students to say why. Select other students to say why they disagree.

Answers: Students' own answers

2a Tell students to look at the picture and read the caption.

Ask:
- Where are Jess and Pablo? (in a canteen/cafeteria)
- What are they talking about? (the holidays).

Students complete the task.

Answers: Students' own answers

2b Play the audio. Students listen and check their answers. Then they write notes about each person. Do an example with students to show them what to do, e.g.:

Jess says she has a job as a volunteer on a project in Africa. She hopes to ...

Answers: 1 P 2 J 3 P 4 J 5 P 6 J

Jess says she has got a job as a volunteer on a project in Africa. She also hopes to do a little travelling. She says she is very excited about her plans.
Pablo says he would like a part-time job. He also says he is going to Spain for two weeks in July and is looking forward to seeing his family.

3a Phrases 2 know

Students read the Phrases2know and match the headings with the sections.

Show students how the phrases are used on the board.

I'd like/love a holiday. + noun
I'd like to /I'm hoping to go on holiday. + infinitive
I'm going to /I intend to /I have plans to visit Spain. + infinitive
I'm looking forward to going on holiday. + gerund / noun
I'm very excited about my holiday. + noun

Have you got any plans for the summer? + noun

Answers: 1 D 2 A 3 C 4 B

3b Play the audio again. Students add what Jess and Pablo say about the things in exercise 2a.

Answers:

Jess: I'm going to work on a project to build a school in Kenya. I'm going to go as soon as term finishes. I'm hoping to do a little travelling after I finish but I'm not sure yet.
Pablo: I'd like a part-time job related to tourism or restaurants. I'd love to get a job managing a restaurant ... I intend to apply for a few more jobs this weekend. I'm going to go to Spain for two weeks in July. I'm looking forward to seeing everyone.

4 Set a time limit of three or four minutes for students to write as many sentences as they can for each idea using Phrases2know.

Put students into pairs to compare their sentences and see if they had any of the same ideas.

Possible answers:

1 I intend to visit friends in England. I'm going to stay for two weeks. I have plans to go sightseeing.
2 I'm really excited about working in an office. I'm looking forward to earning money.
3 I'm hoping to travel round Asia. I'd like to visit several countries. I'd love to spend some time in Thailand.
4 Are you planning to study? Would you like to get a job?
5 I'm going to go to summer school. I intend to study hard. I have no plans to have a holiday.

Can you do it in English?

5a Tell students to read the instruction and elicit some ideas that they can ask questions and make notes about, e.g.:

the summer holidays, summer school, travel, next year, future studies

getting married, having children, driving licence, work

Students write questions and notes.
**Lesson 10**

**Warmer**

If there has been a gap between the previous lesson and this one, find out what students remember about Jess’s and Pablo’s summer plans. Write some prompts on the board:

- do a summer course
- see family
- work
- spend time with friends
- travel
- relax

Ask students if Jess and Pablo discussed these areas, and what their plans are.

**Answers:**
- Jess and Pablo discussed these areas:
  - do a summer course (Pablo’s parents have offered to pay for him to do a catering course)
  - see family (Pablo is going to go to Spain to see his family)
  - work (Jess is going to work on volunteer project in Africa, Pablo wants to get a job managing a restaurant)
  - travel (Jess hopes to do a little travelling after her project finishes, Pablo is going to go to Spain)

**Predicting**

**6a** Have students discuss the question. Elicit suggestions from different pairs and write them on the board.

**Answers:** Students’ own answers

**6b** (3.22) Play the audio. Students complete the task.

**Answers:** Students’ own answers

**7** (3.22) Tell students to read the questions and answer any that they remember from the first listening. Play the audio again. Students listen and answer the questions.

**Answers:**
1. He isn’t sure because he thinks the job market will change.
2. There will be different jobs in the future.
3. She thinks the number of jobs in IT will increase by about twenty-five percent and that there will be jobs in new fields like alternative medicine.
4. There will be new jobs in fields like genetics and using artificial organs.

**Now your students can:**

- listen for general understanding and detailed understanding in informal conversations about the future.
- understand and use expressions to talk about personal hopes and plans for the future.
- understand and use expressions to ask for and make predictions about the future of technology, houses and education.
Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar**: Gerund and infinitive verb patterns
  Reported speech

- **Vocabulary**: Aspects of jobs (e.g. fringe benefits, mundane tasks, heavy workload)
  Entrepreneurial qualities (e.g. guts and gumption, a natural business spark)

- **Phrases**: Asking for clarification (e.g. Sorry, I don't quite understand. What do you mean by ... ?)
  Clarifying (Is that clear? Do you follow now?)
  Giving yourself time to think (e.g. That's a good question. Let's see, ...)  

**Culture to know**

An internship is a period of on-the-job training, similar to an apprenticeship but in white-collar professions. Internships may be done as part of a degree course, during holiday time or after graduation.

Placements during a degree course are typical in finance, marketing, science and engineering. They usually last a year, although shorter placements are sometimes possible. Summer holiday placements, such as those in investment banks, law firms, accountancies and all companies are highly-competitive as at least half of all vacancies are likely to be filled by graduates who have already worked as interns in the company. Graduate internships typically last between three and six months, and many employers use them to try out graduates who may then be offered a permanent position.

Legally, interns should be paid at least the minimum wage. However, as many as a third of internships are unpaid, especially in the media, charities, advertising, PR and politics. Some people are even prepared to pay to get an internship, with companies offering places to the highest bidder.

While internships may offer students an insight into a particular job, a chance to improve their skills and help them to clarify career aspirations, there is a danger of employers taking advantage of unpaid labour. Many students and graduates are forced to do placement after placement in the hope of finding a permanent job.

**Warmer**

Introduce the topic of jobs. Elicit seven or eight examples of jobs and write them on the board.

Review skills and abilities needed for different jobs, e.g.

- to be: highly motivated, well-qualified, enthusiastic, willing to learn

These students to answer each question. Elicit ideas about how they can get the skills and experience necessary for the jobs they would like to do in the future, e.g. do a course, work as a volunteer or get a related part-time or summer job while studying.

**Answers**:

Students' own answers

2a Set a time limit of one or two minutes for students to read the advertisements and answer the question. Ask students to put up their hands to indicate which job appeals to them most or least and select some students to say why.

**Answers**:

Students' own answers

2b Students look at the adverts again and answer the question.

When checking answers, make sure students understand internship (work that a student or recent graduate does in order to gain experience) and intern (the person who does an internship).

**Answer**: They are all unpaid.

3a Students answer the question. Elicit possible reasons for and against doing an unpaid job, e.g.

For: to gain necessary experience in today's competitive job market, to be able to write experience on one's CV, to find out if you enjoy or are suited to a job

Against: some employers might take advantage of interns, free labour

**Answer**: Students' own answer

3b Tell students they are going to listen to a radio programme.

Play the audio. Students listen and note if the speaker's agree.

**Answer**: No, the speakers have different points of view.

4 Tell students to read the notes and answer any questions they remember from the first listening.

Wear students that the order in which they hear information is not the same as it appears in the notes. Play the audio again. Students listen and complete the notes. If necessary, repeat the audio and have students compare answers before checking with the class.
Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, find out what students remember about internships. Ask them to name possible advantages and disadvantages of doing an internship.

Answers:
Possible advantages: networking opportunities, on the job training, career advancement, fringe benefits, perks
Possible disadvantages: mundane tasks, stress and pressure, antisocial hours, irregular hours, a heavy workload, they may be unpaid

Grammar Focus 58 p. 93
Gerund and infinitive verb patterns

6a Tell students that all the sentences in the exercise are taken from the radio programme they listened to in the previous lesson. Students choose the correct form of the verbs.

Answers: 1 being 3 working 4 to get 5 being 6 to take 7 to do 8 trying 9 to work 10 spending

Grammar 2 know

Draw or display Board plan 10.1. If you think students would benefit, have them copy it into their notebooks. Refer them to the Grammar Reference on page 133 for a list of verbs that are followed by the gerund or infinitive.

7 Students do the exercise.

Answers: Students' own answers

9 Tell students to read the questions and think about their answers. Then put them into pairs or small groups to discuss. When they have finished speaking, select different students to answer each question and open up a discussion with the class. Ask:

Is it common to work as an intern or do volunteer work in your country? Does it depend on the career? Have working conditions changed in recent years? If so, how? Do most people have 'a job for life' nowadays?

Answers: Students' own answers

Now your students can:
• listen for general understanding and specific details in a radio programme.
• understand and use words to talk about the positive and negative aspects of a job.
+ understand and use gerunds and infinitives, including verbs that may be followed with either, depending on the meaning.

**Lesson 3**

**Culture Know**

Research suggests that an employer forms an opinion of an interview candidate in about thirty seconds. First impressions, such as clothes, the greeting, and even the handshake are therefore very important. Another factor that makes an applicant stand out is how well they have prepared for the interview. This includes anticipating questions and having ready answers to these, and above all, taking the time to find out about the company in advance.

A recent study into recruitment of young people showed that employers place much more emphasis on a candidate's personal qualities and attitudes than on their learned skills. Factors taken into account included personality, attitude, flexibility and general suitability. These were considered more important than qualifications and even experience. The interview is an opportunity for a candidate to demonstrate these personal qualities.

**Warmer**

Introduce the topic of getting a job. Write some prompts on the board and have students write them in a logical order in the process of getting a job.

- receive a job offer 6
- prepare your CV 2
- send off your application 4
- write a cover letter 3
- go for an interview 5
- read the classified ads 1

**Listening & Speaking [50 p. 96]**

1a Put students into small groups to answer the questions. Then find out how many students in the class have been for a job interview by asking them to put up their hands. Select some students to tell the class about it.

Ask students if the candidates in the pictures look like good candidates, and if not, why not.

**Answers:** Students' own answers

1b Students match the pictures with the explanations.

**Answers:** 1 C 2 B 3 A 4 D

2a Students list other advice that they would give someone going for a job interview. Elicit ideas and write them on the board.

**Answers:** Students' own answers

2b Students read the article and compare the ideas with their own from exercise 2a.

After checking answers, ask students which advice they think is the most important and why.

Play the audio for students to listen to pronunciation.

**Can you do it in English?**

4a Put students into pairs, Student A and Student B, to choose a job either from the list or one that they think of themselves.

Have students read the questions and write others that may be more specific to the job they have chosen.

Students prepare answers to the questions. Tell them they can make notes but not to write full sentences. Monitor and provide support with language and ideas while they are preparing.

4b Students act out the interview. Have Student B close their book. Tell Student A to interview their partner first using the questions in the exercise and the ones they have prepared.

4c Students change roles and repeat. Make notes on good use of language and any common problems while students are speaking.

When students have finished speaking, select different students to tell the class if they would offer their partner the job. Encourage them to give reasons why or why not.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

**Answers:** dress appropriately, think about what questions they might ask you and prepare some answers, give examples of things you have achieved, prepare questions to ask about the company, don't be late, be polite and friendly to everyone, give a positive impression of your personality, never say anything bad about a previous employer, say why you want the job and the qualities, skills and experience you can bring, thank them at the end of the interview.

3a (52) Play the audio. Students listen and answer the questions.

When checking the answers, ask students to give reasons why.

**Answer:** She probably didn't get the job.

3b (52b) Students listen and tick the things in the article that the interviewer mentions.

**Answers:** She was late; she didn't give examples of things she had achieved or give a positive impression of her personality; she said bad things about a previous employer; she hadn't prepared answers to questions; she didn't know about the company or job and hadn't prepared intelligent questions to ask.
**Lesson 4**

**Warm Up**

If there has been a gap between the previous lesson and this one, find out what students remember about what to do and what not to do in a job interview. Write some prompts on the board:

- preparing for questions
- clothes
- time
- behaviour
- hobbies
- previous employers
- after the interview

Have students remember the advice for each aspect of the interview. Then tell them to look again at the article on page 36 to check.

**Grammar Focus 5a**

**Reported speech**

**5a** Remind students how to report what someone has said or asked. Write some examples on the board.

- I've got two brothers and a sister.
- I left school at sixteen.
- Are you interested in Sales?
- 'Why did you leave your last job?'

Elicit how to say the sentences in reported speech: the verb moves one step into the past:

- She said (that) she had two brothers and a sister.
- She told me (that) she had left school at sixteen.
- use if/whether to report yes/no questions:
  - I asked if/whether she was interested in sales.
- repeat the question word and use word order of a statement:
  - I asked her why she had left her last job.

Explain that there are alternative reporting verbs to say, tell and ask and they follow different patterns. Students read extracts from the recording and underline the correct form of the verb.

**5b** Play the audio. Students listen and check their answers.

**Answers:**
- 2 for not making
- 3 to talk
- 4 on telling
- 5 told me
- 6 that
- 7 about
- 8 of making
- 9 that she was
- 10 could take

**6 Grammar to know**

Draw or display Board plan 10.2. If you think students would benefit, have them copy it into their notebooks.

Tell students to circle the verbs in the box that appear in the sentences in exercise 5a. Have them match the verbs in exercise 5a with the patterns.

Students decide which of the patterns the other verbs follow.

After checking answers, draw students' attention to the prepositions that are used with these verbs.

- admit to
- advise someone about (a subject)
- advise someone to (do something)
- agree on/about
- apologise for
- ask someone about
- blame someone for
- compliment someone on
- congratulate someone on
- criticise someone for

**7a** Students listen and make notes on how the interview is improved in comparison with the one in exercise 3a. Remind them not to try to write complete sentences as they listen but just to write key words.

Play the audio. If necessary, repeat the audio to allow students to add to their notes.

**7b** Put students into pairs to discuss the interview. Draw their attention to the example to show them how to do this and remind them to use reported speech.

When students have finished speaking, select different students to describe one aspect of the interview that was improved.

**Suggested answers:**

In the first interview she insisted on telling him her whole life story but in the second interview she told him that she had work experience.

In the first interview she explained that she hadn't got on with her teachers but in the second interview she claimed that she had had because she was ready for a new challenge.

In the first interview she claimed that she was friendly but in the second interview she claimed that she had great interpersonal skills.

In the first interview she admitted not doing much in the time she was unemployed but in the second interview she told him that she had read a lot about sales and marketing.

In the first interview she wondered if she could take time off soon but in the second she inquired if her knowledge of Spanish would be useful.

**EXTRA DISCUSSION**

Write two discussion questions on the board:

*How important is it to learn about the world of work at school? What things would it be useful to learn about?*

Have students discuss the questions in pairs to small groups. Then select different students to tell the class. Ask others if they agree.
Possible answers: It might be useful to learn about interview techniques, how to write a CV, how to handle difficult situations at work, how to behave in meetings, give presentations, career paths, salaries, how to manage a business, handle finances etc.

MINI WORKBOOK exercises 3 and 4 page 122

3

Answers: 1 what had happened 2 her (that) I thought 3 I would know if I had 4 that they had said they 5 that I didn't 6 (me) if/whether I actually wanted the job 7 (that) I wasn't 8 me to 9 me that I had 10 that she had

4

Answers: 1 blamed me for (him/his) failing his exams 2 accused me of stealing the money 3 complimented me on my dress 4 refused to help me 5 advised me not to do it 6 reminded Emily/her to feed the cat 7 explained that the reason she had failed was that she hadn't worked hard enough.

Now your students can:

• listen for general and detailed understanding in two job interviews.

• ask and answer questions in a job interview.

• use reported speech and reporting verbs to describe what someone said during a job interview.

Lesson 5

Culture-know

Some of the most well-known entrepreneurs of the twenty-first century have achieved success at a young age. Mark Zuckerberg, who launched Facebook, made his first million by the age of twenty-five, and Drew Houston, who founded an online storage system for documents, was a millionaire at twenty-eight.

Zuckerman has been quoted as saying that young people are successful entrepreneurs because ‘they are just smarter’. There is no clear information about what makes an entrepreneur, but the characteristics they share include creativity, a willingness to take risks, perseverance, self-motivation and good social skills (necessary to gain financial backing and persuade others of the value of their idea). They also look for new solutions to problems; Drew Houston, for example, set up his online system because as a student he was always forgetting his USB drive.

Encouraging entrepreneurship is seen as one way to enable young people to move forward in the competitive job market. It is now compulsory for schools in the UK to teach enterprise skills. Fraser Doherty, who started a jam-making business, said that this taught him useful skills, such as IT skills, how to make presentations and numeracy. Young entrepreneurs are also encouraged through awards and other schemes such as Erasmus for Young Entrepreneurs, which enables new entrepreneurs to acquire skills by spending time in a business in another European country.

Warmer

Introduce the topic of choosing a career. Elicit some factors that influence what people decide to do, e.g.: a good salary, opportunities to travel, good relationships with colleagues, flexible timetable, helping other people, long holidays, being independent.

Have students choose the most and least important for them. Find out who chose each item as the most important by asking students to put up their hands. Focus on being independent and tell students they are going to talk about starting a company in this lesson.

Reading & Vocabulary 5b pp. 98-99

1a Make sure students understand non-conformist (different from the way most people think or behave).

Students answer the questions individually. Tell them to tick one option. Then put them into pairs to compare their answers.

When students have finished speaking, find out how many students in the class think it is quite likely, very likely, quite unlikely and very unlikely that they will set up their own business by asking them to put up their hands. Count the number of students who gave each answer and write the numbers on the board.

Ask the students who thought that it was quite likely or very likely that they would set up a business to put up their hand for each of the reasons in Question 2. Count the number of students who gave each answer and write the numbers on the board.

Answers: Students’ own answers

1b Students look at page 135 and compare the information with the answers that are recorded on the board. Ask:

Are your answers similar or different to those given in the UK? Do you find the information surprising? How can you account for any differences?

Answers: Students’ own answers

2a Elicit some ideas for businesses in the different areas, e.g.:

Retail: a shop, a market stall, selling online (clothes, shoes, accessories, food, etc)

IT/Telecommunications: computer repairs, website design, phone app invention, games design

Media: organising events, social media website design and management, an entertainment blog

Finance: advice, buying and selling, managing people’s finances

Put students into pairs to discuss the question. Then select some students to tell the class which area they would choose and why.

Answers: Students’ own answers

2b Set a time limit of two or three minutes for students to read the article and answer the questions.

Answers: They are both in retail and both successful.

3 (3.30) Students match the statements and the opinions of the people in the text.

Encourage students to give reasons for their answers with reference to the text.
Answers: 1 d (he doesn’t have a mortgage or kids to worry about so he didn’t have much to lose if his idea hadn’t worked) 2 f (he says young people see things in a different way that older people lose) 3 g (he has dyslexia and dropped out of school at eleven) 4 b (he says there is no age limit on entrepreneurialism) 5 a (she says they have an open capacity to think of new ideas)

Play the audio for students to listen to pronunciation.

**EXTRA DISCUSSION**

Write a discussion question on the board:

*Entrepreneurs are born not made. Do you agree?*

Have students discuss the question in pairs or small groups. Then select different students to give their opinion. Ask others if they agree and open up a discussion with the class.

**Lesson 6**

**Warmer**

If there has been a gap between the previous lesson and this one, find out what students remember about the young entrepreneurs. Read or write some sentences on the board and have students decide if they relate to Fraser Doherty, Louis Barnett or both.

They turned a hobby into a business. (both)
They started selling door-to-door. (Fraser)
Their dyslexia had an influence on the name of their product. (Louis)
They sell products to major supermarkets. (both)
They used a secret recipe given them by their grandmother. (Fraser)
They didn’t attend school but that hasn’t stopped them. (Louis)
They have won an award. (Fraser)

**4a** Words **2know**

Tell students that all the words in blue in the article are connected to qualities for being an entrepreneur.

Students check the words in their dictionaries.

Point out that *give something a shot* and *have the guts and gumption* are more informal expressions. Have students notice if the expressions are used with *be* or *have*. Write the two verbs (*have* and *be*) on the board and have the students copy them into their notebooks. Call out the phrases in jumbled order and ask students to write them under the correct verb in their notebooks.

have: a *naiveté and optimism, the guts and gumption, a natural business spark, the capacity to think of new ideas*

be: *willing to give something a shot, willing to take a bit of a risk, confident about using technology*

Focus on pronunciation. Play the audio and have students repeat the words and phrases.

Put students into pairs to decide which three qualities they think are the most important for a young entrepreneur.

**4b** Students add three more of their own ideas.

Put students into groups of four and have them discuss and choose the three most important qualities. Then select different groups to tell the class and try to reach a consensus of the most important qualities.

**EXTRA DISCUSSION**

Put students into pairs. Tell them to think of an idea to start a small business. Write some prompts on the board:

*product/service*
*company name*
*who will buy this product or use the service and why*
*how you will market it*
*how you will get money to set up*

Have students answer the prompts. Then put them into groups to present their business idea. When they have finished speaking, select some pairs to present their idea to the class. Encourage others to ask questions and make suggestions about how to be successful.

**MINI WORKBOOK exercises 3 and 4 page 123**

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<tr>
<td>3</td>
<td>shot box guts spark taking</td>
</tr>
<tr>
<td>4</td>
<td>irregular optimistic pressure beneficial</td>
</tr>
<tr>
<td>5</td>
<td>advancement dependable</td>
</tr>
</tbody>
</table>

Now your students can:

* read for general understanding and to infer opinions in an article about young entrepreneurs.
* understand and use words to describe qualities needed to be an entrepreneur.
* talk about setting up a business.

**SB pp. 109–101**

**Real Time**

**Lesson 7**

**Culture 2know**

There seems to be a growing awareness of the need to prepare young people for the world of work. Educational institutions are being encouraged to focus not only on academic achievement but also to teach skills that will enable students to enter the job market.

Schools now generally include training for the world of work and provide students with information about career options. Most universities have their own advisory services which aim to help students choose a career by means of diagnostic tests and questionnaires. They also give advice and run workshops on how to write a CV and do 'mock' interviews.

**Warmer**

Remind students of things to do and not to do when attending an interview.

Read or write some sentences on the board and ask students to say if these are 'Dos' or 'Don’ts'.

---

**10 working life**

Answers: 1 d (he doesn’t have a mortgage or kids to worry about so he didn’t have much to lose if his idea hadn’t worked) 2 f (he says young people see things in a different way that older people lose) 3 g (he has dyslexia and dropped out of school at eleven) 4 b (he says there is no age limit on entrepreneurialism) 5 a (she says they have an open capacity to think of new ideas)

Play the audio for students to listen to pronunciation.
Information sheet: Dos and Don’ts 5B p. 100

1 Students complete the task.

Answers: 1 Students 2 What to do and what not to do before and during a job interview 3 It can be informal but must be clear and concise

2a Students read the information sheet and answer the question. Ask: Do you think the leaflet is effective? Why?

Answers: Yes, it does

2b STRUCTURE

Make sure students understand catchy (a phrase that attracts your attention and is easy to remember).

Students match the descriptions with the sections.

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

3 Students tick the things that the writer of the information sheet does.

When checking answers, ask students to give examples, e.g.: Combine similar ideas in one point: be polite, enthusiastic and friendly – remember to maintain eye contact but don’t stare. Use the same words in the information sheet as in the guidelines: Preparation is key, Succeeding on the day: Do, Don’t

Answers: The writer does all of the things

4 Have students write Dos and Don’ts for each situation individually. Put them into pairs to compare their ideas. Then select different students to tell the class their ideas for each situation and ask others to listen to see if they wrote the same.

Possible answers:
1 How to prepare for an exam: Do make notes of important points to remember; Don’t watch TV while studying
2 Staying safe online: Do use secure shopping servers when buying online; Do be careful about who you accept as a ‘friend’ on social networking sites; Don’t give out personal information like your address or phone number; Don’t download email attachments from unknown sources
3 Getting fit: Do choose an activity you enjoy; Do set yourself goals; Don’t try to do too much too quickly; Don’t spend a lot of money on exercise gear initially
4 If you think students need support, have them read the advert and review how to write a good CV as a class, e.g.: start with personal details
   • make a personal statement
   • list key skills – relevant to the job
   • list employment and experience – in reverse chronological order
   • list education and qualifications
   • list personal interests – make these relevant and interesting
   • add names of referees
   • make the CV brief and to the point
   • avoid grammar or spelling mistakes
   • don’t lie or exaggerate your skills

Students follow the steps and write an information sheet.

6 Tell students to exchange their information sheets with a partner. Have them use the structure guidelines in exercise 2b and further tips in exercise 3 to check each other’s work. Put them into pairs to give feedback to each other about how the information sheets could be improved. Students write the final version of their information sheet in class or for homework.

Lesson 8

Warmer

If there has been a gap between the previous lesson and this one, find out what students remember about Pablo’s plans for the summer holiday. Ask:
1 Where is Pablo planning to go on holiday this summer?
2 Why is he going there?
3 What does he want to do with the rest of the holiday?
4 Has he applied for any jobs?
5 What would his ideal job be?

Answers: 1 He’s planning to go to Spain for two weeks. He’s going to see his family. He’s hoping to get a part-time job related to tourism or restaurants. Yes, he’s got two interviews so far. He’d love to get a job managing a restaurant.

Interviewing 5B p. 101

7 Students complete the task.

Answers: 1 He is having a job interview. 2 She is the interviewer / the café manager.

8 Students read the advert and make notes.

Answers: the ability to work in a team, the ability to work under pressure, experience of working in a bar or restaurant, the ability to organise and motivate the staff, good spoken English, good French or Spanish (an advantage), willing to work evenings and weekends

9a Tell students to use what they know about Pablo from previous units and to think of suitable responses to predict how Pablo will answer each question. Have them make notes of possible answers.

9b (32) Play the audio. Students listen and compare their notes with the answers Pablo gives. If necessary, play the audio again and have students make notes about his answers.
After checking answers, ask:

Do you think Pablo will get the job? Why? Why not?

Answers:
1. Well, I'm from Spain, but I'm over here studying for three years. I'm doing a degree in tourism so I'm quite familiar with the catering industry.
2. Well, I took a gap year and I worked in a hotel in Malaga. I had to deal with clients in reception and I also worked in the hotel restaurant. I had to coordinate with the kitchen staff to order supplies of food and drink, as well as working as a waiter and organising the rotas for the other waiters and waitresses.
3. I love working with other people and I think I've got good interpersonal skills.
4. I guess they'd say I was hard-working and organised.
5. I think if you have worked in a busy restaurant in the tourist season in Spain, then you know what working under pressure means! I like being busy, so I think I'll be OK.
6. I'd like to get some more experience and it would be a great opportunity to improve my language skills. I think I have the right background for the job, and I'm enthusiastic about it.
7. I think the more you put into a job, the more you get out of it. If you don't work hard, you don't learn.
8. Yes, the advert specifies that French and Spanish are an advantage. Why is that? I wonder if you could tell me a little about the hours and conditions?

10a Phrases 2 know

Students read the Phrases2know and note who says each one.

Answers:
Sorry, I don't quite understand. P
Sorry, could you say that again, please? P
What do you mean by ...? P
Is that clear? I
Do you follow now? I
How shall I put it ...? P
Just a moment ... P
Let's see, ... P
That's a good question. P

Can you do it in English?

Tell students to imagine that they are applying for the job in exercise B. Have them prepare answers to the questions in exercise 9 about themselves. Tell them to make notes but not to write full sentences. While they are making notes, monitor and provide support with vocabulary and ideas.

Put students into pairs, Student A and Student B. Have Student A interview their partner first using the questions in exercise 9 and any others they think of. Encourage Student B to answer the questions without referring to their notes and following the advice in the information sheet in exercise 2. Remind them to use Phrases2know.

Give a signal for students to change roles and repeat the interview. Make notes on good use of language and any common problems while students are speaking.

When they have finished the interviews, have students give feedback to each other about the interview. Then select some students to tell the class if they would give their partner the job and why.

Now your students can:

• write an information leaflet using an appropriate style and structure.
• listen for detailed understanding and note-taking in the context of a job interview.
• ask and answer questions in an interview.

Active study 5

For the exercises on the Active Study pages, it is useful if students do the exercises individually and then work together in pairs or small groups to discuss their answers. Encourage them to try and explain the rationale for any of their answers which are different from those of the other students in the group. Where relevant, have students try and do the exercises first before they look back through the unit to check.

Vocabulary

Active study 5: Learn collocations

Have students cover the exercise and think of words that will collocate with the words in the box in the context of jobs and entrepreneurial skills. Then tell them to do the exercise and complete the sentences. Remind them that they may need to change the form of verbs.

Answers: 1 give 2 took 3 heavy 4 came 5 antisocial 6 think 7 fringe 8 confront 9 career 10 mundane

Active study 5: Dependent prepositions

Remind students that it is important when learning verbs to also learn prepositions that follow them, where relevant.

Have students do the exercise. Then write the answers in random order on the board as a guide before they look back in the unit to check.

Answers: 1 from 2 on 3 on 4 for 5 of 6 on 7 for 8 for

Active study 5: Word formation

Remind students that only some of the sentences contain errors.

Students do the exercise.

Answers: 1 qualification 2 apprenticeship 3 tuition / tutoring 4 optimism 5 naivety

Grammar

Remind students that even though some of the sentences contain errors, students do the exercise.

Answers: 1 Correct 2 I wish I had never gone/been to that school 3 The teacher didn't explain it to me very well 4 If I hadn't studied so hard, I'd never have passed 5 Correct 6 Correct
EXAM PRACTICE Sentence transformations

5 Students do the exercise.

Answers: 1 came to the same conclusion 2 time to go now / time we went now 3 as if/though they are friends 4 make any assumptions 5 wish I could 6 you to listen carefully

Reading skills

ACTIVE STUDY Read for specific information

6 Tell students to read the title of the article and look at the pictures. Ask: What do you think the article is about? Have students read the article and check. Remind students that they should be careful to distinguish between false answers and answers that are not given in this type of exercise. After checking answers, ask students what they think of the idea in the article. Ask: Can you imagine classes this way? Would it work for all subjects? Do you think lessons will be like this in the future? Answers: 1 False 2 True 3 Not given 4 False 5 True 6 True

Play the audio for students to listen to pronunciation.

Speaking skills

7 Have students read the opinions and think about their answers briefly before they start speaking. Tell them to look again at the Phrases2know to give and defend opinions on page 13. Put students into pairs or small groups to discuss the opinions. When they have finished speaking, select different students to tell the class what they think about the opinions and ask others if they agree or disagree. Open up a discussion with the class and try to involve as many students as you can.
Board plans

Board plan 1.1

Articles

* a/an
  - when something is one of many
    e.g. Patrice is the winner of a hula hoop competition.
  - when something is mentioned for the first time
    e.g. ... give it a good push.
  - with certain numbers
    e.g. a hundred, a thousand
  - with jobs
    e.g. a singer
  - to mean ‘per’
    e.g. 60p a bar, twice a week

* the
  - when there is only one
    e.g. the hula hoop record
  - when something has been mentioned before
    e.g. If the push isn’t hard enough ...
  - when something is defined
    e.g. Patrice is the winner of a marathon.
  - with superlative adjectives and first, next, last, etc.
  - with mountain ranges, oceans and seas, rivers, plural or collective countries,
    e.g. the Pyrenees, the United States

Zero article

* to talk about things in general
  e.g. Practice makes perfect.
* with most countries, cities and lakes
  e.g. Argentina, Buenos Aires
* with proper names
  e.g. Patrice Neal
* with sports, games and physical activities
  e.g. hula-aerobics

Board plan 1.2

Substitution

* one/ones (replace nouns)

Other people have jumped from the building in Dubai.
Nasr and his trainer were not the first people/ones to attempt this.
Nasr was the first person/one to do it successfully.

* so/such

I find it hard to understand the popularity of such hazardous sports. (this kind of + noun)
Sky diving is dangerous, but base jumping is more so. (more dangerous – replaces adjective)

* do/does/did (replace verbs)

Sky divers use a parachute. Base jumpers do too. (use a parachute)
I like dangerous sports but my friend doesn’t. (doesn’t like dangerous sports)
I jumped from a building and so did my cousin. (my cousin jumped too)
**Board plan 2.1**

### Past simple, past continuous and past perfect

I *danced* with my father.

*Past simple*

Meanwhile, my mother and sisters *were getting* food ready.

*Past continuous* (was/were + verb-ing)

*It had taken* us weeks to buy everything.

*Past perfect* (had/hadn’t + past participle)

---

### used to and would

A = *There used to / would be a disco.* (repeated actions in the past)

B = *We used to live nearby.* NOT *We would live nearby.* (states in the past)

---

### Board plan 2.2

#### Modals

**Obligation/necessity**

**Present**

You *must* make a budget. (The speaker thinks it is necessary.)

You *need to / have (got to)* get on with your flatmates. (External obligation.)

**Past**

I *had to* share a house.

---

**Lack of obligation/necessity**

**Present**

You *don’t have to / don’t need to / needn’t* get takeaway food.

**Past**

*I didn’t have to / didn’t need to* spend a lot. (It wasn’t necessary.)

*I needn’t have* worried. (It wasn’t necessary but I did it.)

---

**Advice**

You *should / ought to* put money aside.

---

**Ability**

It’s important that you *can / are able to* agree house rules.

---

**Regret**

*I shouldn’t have* spent so much.
Board plan 3.1

Linkers
Addition
I also saw more than the Eiffel Tower.
I saw more than the Eiffel Tower too/as well.

Reason
Blogs are good because/since/as they are written by locals.
I saw a lot of places because of the blog I’d read. (+ noun)

Result
They are written by locals so they help you avoid tourist traps.

Contrast and concession
A mobile is a useful but/yet expensive guide.
A mobile phone is useful. However, it can be expensive.
Although/Even though/Though a mobile is useful, it can be expensive.
I saw some amazing places whereas/while others didn’t.

Purpose
Some hotels pay guests so (that) they will write a favourable review.
Some hotels pay guests in order to/so as to get a favourable review. (+ infinitive)

Alternative
You can find out about culture or bars.
You can find out about culture. Alternatively, you can find out about bars.

Board plan 3.2

Perfect tenses
Present perfect simple and continuous
We’ve had quiet days.
I have been having an interesting time.
(A) → → → A
Past → Now

Past perfect simple and continuous
We hadn’t expected the wind to rise.
I had been enjoying a comfortable routine.
(C → → → C)
Past → Now

Future perfect
When I arrive home, I’ll have sailed round the world.
(C → → → C)
Past → Future

Perfect -ing form and infinitive form
After having cleared up, I went to sleep.
I wanted to have sailed around the world before I was eighteen.
### Board plan 4.1

**Adjective patterns**

<table>
<thead>
<tr>
<th>opinion</th>
<th>size</th>
<th>age</th>
<th>shape</th>
<th>colour</th>
<th>origin</th>
<th>material</th>
<th>type</th>
<th>purpose</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>cool</td>
<td>small</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>independent</td>
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<td>long</td>
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<td></td>
<td></td>
<td></td>
<td>new</td>
<td></td>
<td></td>
<td>walking shoes</td>
</tr>
</tbody>
</table>

A *long black velvet dress* (adjectives before noun – no commas)
The dress was *long, black and made of velvet* (adjectives after noun - commas)
Add additional clauses when a lot of adjectives are used: *A fantastic pair of white leather boots from the sixties*.

### Board plan 4.2

**Multi-word verbs**

1. **Intransitive (no object)**
   - Tattoos seem to be *catching on*.

2. **Transitive (with an object), inseparable**
   - Most people *look after* their appearance. NOT *look* their appearance *after*.
   - (Object)

3. **Transitive (with an object), separable**
   - Some companies won’t *take on* people with tattoos.
   - Some companies won’t *take* people with tattoos *on*.
   - Note: a pronoun must go between the verb and the particle.
   - Some companies won’t *take* them *on*. NOT won’t *take* on them.

4. **Transitive (with an object), with two particles, inseparable**
   - I wanted a tattoo but I decided not to *go through with it*.

### Board plan 5.1

**Continuous aspect**

We use the continuous aspect to describe:
- an action in progress
- a temporary situation
- an action that is repeated, incomplete or changing

A *Brazil is fulfilling its promise*. = it’s in progress now
B *Its promise is fulfilled*. = it’s complete

\[
\begin{array}{cccc}
\text{Past} & \text{Now} & \rightarrow & \text{Future} \\
B & A & \rightarrow & \rightarrow & \rightarrow & A \\
& x & & & & \\
\end{array}
\]

A *Brazil has been going through a period of economic development*. = emphasises that the economic progress is continuing, not complete
B *It has gone through a period of economic development*. = may be complete

\[
\begin{array}{cccc}
\text{Past} & \rightarrow & \text{Now} \\
B & x & \rightarrow & A \\
\end{array}
\]

A *More and more people are starting to use Facebook*. = emphasises a changing situation
B *More and more people use Facebook*. = the situation is static

\[
\begin{array}{cccc}
\text{Past} & \rightarrow & \text{Now} \\
A & \rightarrow & \rightarrow & \rightarrow & \rightarrow & A \\
B & x & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow & \rightarrow 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Board plan 5.2

Cleft sentences
1 Natalie Portman had to win this year. (one clause, one verb)
It had to be Natalie Portman who won this year. (two clauses, two verbs)
His film made people take notice of climate change.
It was his film which made people take notice of climate change.
It + be ... that/which/who ...
2 What he has done to achieve this honour is to fly more than 170,000 miles.
What + verb ... + be

Inversion for emphasis
a Natalie Portman wouldn't eat meat under any circumstances. (subject + verb)
Under no circumstances would Natalie Portman eat meat. (subject and verb inverted)
We seldom think about the environment.
Seldom do we think about the environment. (auxiliary verb introduced, auxiliary verb and subject inverted)
(After: in no way, never, rarely, seldom, at no time, under no circumstances, little, no longer)
b Not until/Only when I read this article did I realise that green awards existed. (auxiliary verb introduced, auxiliary verb and subject inverted)
c Not only is he a committed vegetarian but he also recently launched a new initiative. (subject and verb inverted)
No sooner did he receive his car than he wanted to return it. (auxiliary verb introduced, auxiliary verb and subject inverted)
(After: no sooner, hardly, scarcely, barely)

Board plan 6.1

Real conditionals
Zero conditional = events / situations that are generally or always true
If you want to eat healthily, you need to make good food choices.
If + present/modal present/modal
First conditional = specific situations and likely or possible results
If you don't eat healthily, you'll have little energy.
If + present future form/modal
Unless you eat healthily, you'll have little energy. (unless = if you don't)
Also
Provided/Providing that/As long as/On condition that you reduce your cholesterol, you will be fine.
Even if you eat less fat, your cholesterol may remain high. (the result may stay the same)
Suppose I eat less fat, will my cholesterol remain high? (a possible action)
Should your cholesterol remain high, you may need to see a doctor. (the condition is less likely)
## Board plan 6.2

**it and there**

Chilli creates a burning sensation. Most supertasters don't like it.

'It' is a pronoun that refers back to chilli.

It appears that some people are actually born with a better sense of taste than others.

'It' is an empty subject. It introduces new information, refers forward.

There are also many more taste buds on their tongue. ('There' is an empty subject. There + be = something exists or happens.)

## Board plan 7.1

### Modals of deduction and speculation

#### Present

*It* must/may/might/could/can't be a kind of washing machine. (modal verb + infinitive)

<table>
<thead>
<tr>
<th>99% certain</th>
<th>1% certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>must be</td>
<td>can't be</td>
</tr>
<tr>
<td>may be</td>
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<tr>
<td>could be</td>
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#### Past

*It* must/may/might/could/can't have been a tin opener. (modal verb + have + been)

<table>
<thead>
<tr>
<th>99% certain</th>
<th>1% certain</th>
</tr>
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<tbody>
<tr>
<td>must have been</td>
<td>can't have been</td>
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<tr>
<td>may have been</td>
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<tr>
<td>could have been</td>
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**Note: pronunciation**

*It* must have been a tin opener.

/əv/
Relative clauses

Defining relative clauses – define ‘who’ or ‘what’
There are many stories about people who spent a fortune ... (tells us which people)
The message (that) they were putting across wasn't what they intended. ('message' is the object – omit pronoun)
Use no commas
Use who/that, which/that, whose, where

Non-defining relative clauses – add extra information
A famous example is of the car manufacturers....
A famous example, which might be an urban myth, is of the car manufacturers ...
Use commas to separate the relative clause
Use who, which, whose, where NOT that

Prepositions
It's important to be aware of the person you are speaking to. (informal – preposition at end of clause)
It's important to be aware of the person to whom you are speaking. (more formal – preposition before pronoun (who changes to whom)

Reduced relative clauses
omit the pronoun and verb
The billboard picture showed someone (who was) feeling ill. (present participle)
The name (which was) used meant ‘killer’ in Spanish. (past participle)

Modifying comparative structures

Comparatives
English is nowhere near as / nothing like as difficult as Hungarian.
English is much / slightly less difficult.
Everything happens so much / far / a great deal later than in the US.

Superlatives
He's easily / by far / just about the kindest person I know.

Progressive comparison
My Spanish is getting better and better.
Life is getting easier and easier.

Combined comparison
The longer I live here, the more I realise how much I have to learn.
The better my Spanish gets, the easier it is to communicate.
Board plan 9.1 (Part 1)

Unreal conditionals

1 Second conditional
   If I were eighteen, I wouldn't want to study from home. (hypothetical present situation)
   If + past would + infinitive

2 Third conditional
   If I had known, I wouldn't have gone to university. (hypothetical past situation)
   If + past perfect would + have + past participle
   Note: would or might are possible

3 Mixed conditionals (second and third)
   If I had taken a traditional degree, I might be in debt now.
   Hypothetical past present result
   If I had decided to study face-to-face, we wouldn't be together now.
   Hypothetical past present result
   Note: Were I to go to university, I would get into debt. (If I were to go)
   Had I known, I wouldn't have gone. (If I had known)

Board plan 9.1 (Part 2)

Unreal past expressions (Part 2)

1 It's (about/high) time
   It's about time you applied for a job. (you should do this now)

2 wish / if only
   I wish I was cleverer. (but I'm not)
   If only I had studied more. (but I didn't)
   Note: I wish you would study more. (I want another person to do this)

3 would rather
   I'd rather you didn't spend a lot of money. (I don't want you to do that)
   I'd rather you hadn't spent a lot of money. (I'm sorry you did that)
   But: I'd rather do an online course than a face-to-face course. (this is my general preference)

4 as if/as though
   When you chat to classmates online, it's as if you were meeting face-to-face.
   (to compare real and unreal situations)

Board plan 9.2

Nominalisation

There is a growing demand for degrees which lead to a specific career.
(noun phrase =more formal/elegant)

More and more people demand degrees which lead to a specific career. (verb)

Specific qualifications are a requirement for many jobs. (noun phrase =more formal/elegant)

Many jobs require specific qualifications. (verb)

Note: acknowledgment of
   an application for
   a choice of
   demand for
   an interest in
   option of/for
   preference for
   a requirement for
Gerunds and infinitive verb patterns

Gerunds

1 A subject of a sentence:
   \textit{Doing} unpaid work should be illegal.

2 After prepositions:
   It's impossible to get on \textit{without} doing unpaid work.

3 After certain verbs:
   I don't exactly \textit{regret} being an intern.

Infinitives

1 After certain adjectives and nouns:
   I was \textit{unable} to get a full-time job.
   I had no \textit{reason} to continue.

2 After certain verbs:
   What kind of people \textit{can afford} to do that?

Gerund or infinitive

\textit{try}

I tried \textit{talking} to my boss. (I experimented with this)
I tried \textit{to get} a full-time job. (I made an effort)

\textit{mean}

Being an intern meant \textit{working} anti-social hours. (involved)
He never meant \textit{to take} an unpaid job. (intended/had the intention of)

\textit{forget}

I'd forgotten \textit{saying} I would do it. (I don't remember doing that beforehand.)
I forgot \textit{to ask} about the salary. (I didn't ask.)

\textit{remember}

I remember \textit{saying} I would do it. (I remember doing that.)
I remembered \textit{to ask} about the salary. (I asked afterwards.)

\textit{go on}

I went on \textit{doing} the same job. (continued)
I went on \textit{to find} a better job. (did something different afterwards)

\textit{stop}

I'm not going to stop \textit{trying}. (continued)
I stopped \textit{to ask} myself what I was doing. (stop and then ask)

Reported speech

1 verb + \textit{wh} word (or about)
   I asked \textit{where} she had worked before.
   I asked (\textit{her}) about her previous job.

2 verb + \textit{if}/\textit{whether}:
   She \textit{wondered} \textit{if} she could take some annual leave.

3 verb (+ object) (+ \textit{not}) + infinitive
   I asked her to \textit{talk} about herself.

4 verb (+ object) (+ preposition) + gerund
   She didn't \textit{apologise for being} late.
   She blamed us \textit{for not making} the instructions clear.

5 verb + \textit{that} + clause
   She \textit{claimed that} she was a friendly kind of person.

6 verb (+ person) + \textit{that} + clause
   She \textit{told me that} she didn't get on well at school.
As the second half kicked off, however, Charlton managed to slot the ball into the net and a second goal for Charlton quickly followed. The ball hit the post, but ricocheted into the goal. Hopewell fought back hard but could not manage to score a goal. So the final score was two-nil to Charlton.

**CD 1, Track 13, Unit 1**

**Pablo:** Hi, Jess. How are you? Did you remember to bring a squash ball? I've got my racket but I couldn't find any balls.

**Jess:** Hi, Pablo. Yes, I've got a ball, don't worry.

**Pablo:** I've just seen Jack and Amy. They didn't look very happy. I wonder why.

**Jess:** It's possibly because of these posters. It seems like the prices might go up.

**Pablo:** Oh, no. How likely is it that they'll go up?

**Jess:** I'm not sure.

**Pablo:** Perhaps they just want to increase membership numbers for the sports club or the gym.

**Jess:** That can't possibly be the case. The sports centre is always busy. Although, it's possible that fewer people are going to the gym.

**Pablo:** I had to wait ages to use the machines last week. So, it's probably because they want to raise money for new equipment. That's the most likely explanation. If more people go then they won't have to put up the prices.

**Jess:** Putting up the prices will really discourage people.

**Pablo:** Yeah, I'm absolutely certain people wouldn't come as often. Actually, the poster could be part of the university campaign to encourage people to get fit. Use it or lose it might refer to getting fit and staying fit.

**Jess:** I think that's highly unlikely — that doesn't explain why there might be price increases.

**Pablo:** Well, it's a mystery. Why don't you go and get ready? It's almost time to play.

**Jess:** I've solved the mystery... I saw the receptionist in the changing rooms and asked her about the poster.

**Pablo:** So, spill the beans. What's it all about?

**Jess:** We were right. It seems not many people are using the gym because you have to wait so long to use the machines. So, they want to encourage more people to come and pay to use it and buy more equipment with the extra money. If that doesn't work, they're thinking about closing the gym and using the room for pilates classes.

**Pablo:** Well that's it then. Come on, let's go and play and then after we can tell people and see if we can get more people to come. It's a pity the poster isn't clearer — a lot of people may not understand it.

**Jess:** Actually, that was the idea — to create a bit of mystery and interest and get people to ask.

**Pablo:** Well, it's worked! Are you ready? I think I might win today.

**Jess:** No way, I bet I win.

**Pablo:** OK, let's play!

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**CD 1, Track 4, Unit 1**

**Presenter:** Yes, how exactly do you keep the hoop up?

**Patrice:** Well, the first thing you do is to step into the hoop, hold it with both hands and then place the hoop round your waist. Pull it to one side until it is pressed right up against you and give it a good push. If the push isn't hard enough, it won't work. Then you push your hips back and forth as you feel the hoop against your belly button at the front and your lower back. It's really good for building strength in your torso but you also use your arms, shoulders, knees and thighs. You need to press your feet down quite firmly and extend your spine and neck. However, you shouldn't keep your limbs rigid, you need to relax into the rhythm really. As you get better, you can do more complicated things. For example, you can lift one foot up while you hula hoop or place two hula hoops round your hips going in different directions.

**Presenter:** That sounds really difficult!

**Patrice:** Well, the most difficult part is thinking about what all the different parts of the body should be doing simultaneously. But you know what you say, practice makes perfect!

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**CD 1, Track 5, Unit 1**

Stand with your feet shoulder-width apart. Breathe in and lift your arms above your head, palms facing each other and elbows and wrists slightly bent. Move your weight on to your right leg and keep your knees slightly bent. Extend your left arm out to the side at shoulder height. Your palm should be facing upwards. Turn your head to the left and put your right arm over your head, so that your palm faces down over the centre of your head. Slightly bend your waist to the left. Return to the centre with your arms extended over your head once more. Breathe out. Then repeat to the right-hand side.

**The Women's University of London Volleyball Team welcomed a team from Exeter University last night. The match started slowly. The first two sets were not very exciting, each team winning one set, with neither team really playing very well. In the third set, however, the pace quickened and passing improved dramatically, leading Exeter to win the set 25-14. London fought back in the fourth set but managed to send the ball out of court, losing important points and the match finished with Exeter winning the set 25-12.**

**Last night's match between Hopewell and Charlton was a good battle between two evenly matched teams, with some good hockey by both sides. As the match kicked off, Hopewell looked like the stronger team, with Charlton struggling to catch up. However, some outstanding saves by the Charlton goalkeeper kept them in the game and by half-time neither team had managed to break the deadlock to score.**

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If you rent a house you will usually be required to pay a deposit so set some money aside for this before you even start. A good tip is to allow about two per cent extra for unexpected expenses. And remember that you don't need to spend all your money every week. You are supposed to be studying as well as having a great social life!

Now some of you may be living here at the university, while others will be sharing a house with other students. Choose your housemates carefully. The person who's always partying may be your best mate but do you really want to share a house with them when you ought to be revising for an exam?

Living away from home for the first time can be daunting but remember that just about everyone is in the same boat. You'll be surprised how quickly you get used to it and you may succeed in making some friends there that last a lifetime.

CD 1, Track 19, Unit 2

Presenter: It's that time of year when many young people are taking up new university places. For many, it will be the first time they've lived away from home. On The You Programme this week we'll be talking about how to share a house with other students -- and still be friends at the end of the year! From my own experience, you should be very careful about announcing at the start that you are very tidy and love cleaning. Like me, you may find yourself doing it all within a few weeks! Probably the best idea is to set up a rota with a list of jobs that need doing and who will do them when.

Let's hear from a few students at Lancashire University on their first year experiences.

Adam: you've been living away from home for a year now. How do you find doing domestic tasks now?

Adam: Well, I'm certainly better than I used to be! My mum always did my washing for me so, when I first went away, I didn't have a clue about how to do it. Of course, I did the classic thing ... I somehow managed to put a red sock in with my white wash. I'm sure you can guess what happened. I ended up with a lot of nice pink shirts. I didn't do that again.

Presenter: Jane is a first-year student. Jane, you must be finding domestic tasks quite a challenge.

Jane: Well, I'm able to do a few things around the house, actually. I can put up a picture and change a plug now. I still can't work out how to put a piece of flat-pack furniture together, though. There always seem to be too many pieces left over and there and it's always a bit wobbly. The whole thing is just so frustrating.

Presenter: Claire, you've been sharing a house for a year now. How do you share the housework?

Claire: Well, I'm quite houseproud, actually. I don't like to live in a filthy mess so, of course, it's always me that takes the rubbish and does the washing up. I draw the line at making other people's beds, though. You can do their own!

Presenter: I know what you mean, Claire! And what about you, Richard. Is there someone in the house you share that keeps everything clean?

Richard: Sadly, no. The bathroom gets pretty filthy. No one really wants to clean it so we all just try and ignore the dirt. And the kitchen isn't much better. The word 'cooking' when you're in a shared flat makes everyone want to unblock it. I managed to unscrew the u-bend but I only succeeded in covering myself with a huge gush of really disgusting greasy water and old food. Horrible!

CD 1, Track 22, Unit 2

Jess: Good evening everyone. I'd like to welcome you all. It's great to see so many of you here! Let me introduce myself and outline what I'll be talking about today. My name's Jess Price and I'm on the committees of Music for Education. I'd like to start by explaining why we started and then go on to describe what we do and why we need you to help.

So what is Music for Education? The organisation was started two years ago by a group of students in the music department. They visited some local schools as part of a research project and they discovered that many of the kids didn't enjoy music lessons for several reasons. Firstly, they thought it was irrelevant to their lives. For instance, they said it wouldn't help them get a job or learn better or it was only for 'rich' kids or only for 'white' kids, and so on. Secondly, most couldn't afford to buy instruments. Furthermore, they couldn't afford lessons even if they did manage to buy an instrument. Finally, they were only interested in pop music. For example, many hadn't heard of Mozart or Chopin but they knew who Lady Gaga was!

So, what do we do? We raise money to buy musical instruments and pay for classes. Some of our members who are studying music at university also give free lessons. All the young people involved play in our orchestra and so children from different backgrounds and cultures experience what it's like to be part of a group and work together. Every year we hold a concert. Finally, we hold workshops for older kids to help them learn about writing songs and about recording them. This gives them practical skills if they want to go into the music industry.

We want to help more young people understand and experience the benefits of playing music.
it's not only a good way to build self-esteem but also a way of bringing together people from diverse cultural and economic backgrounds. You also need to consider the fact that students who study music learn better in other subjects, so it helps young people achieve more in other areas of their lives. This brings me to my final point - money! Of course, we need money to do all these things. We are organising a fundraising event, where local bands will play so come and enjoy the show and tell all your friends. If you want to help out, please see me after. I hope you will feel inspired to help us in any way you can - either by donating money, helping with our fundraising, coming to our concerts or giving classes. Thank you for coming.

Now, does anyone have any questions?

CD 1, Track 26, Unit 3

Speaker 1: Where's it going to stop? Teenagers trying to break these records are just getting younger and younger. There was a 13-year-old who climbed Mount Everest recently, wasn't there? There is no way that should be allowed or the parents. I blame the parents. I'm convinced that it's all about parents wanting their kids to do these things so that they can be famous through them. Someone should put a stop to it - it's terrible parenting.

Speaker 2: I've been sailing all my life. I was even born on a boat. I feel completely at ease. I just don't see what the big deal is. I can drive a car at seventeen so why not sail a boat? I know what I'm doing. You will never convince me that it's any more dangerous for me to be sailing round the world than someone who's a few years older. You get the same storms and waves whatever age you are, don't you?

Speaker 3: I wouldn't want to do it myself but I don't think that anyone should be prevented from setting off on an adventure like this, if you ask me. It's typical of our society these days, much too worried about risk. You can't avoid taking a risk or, if you can, you shouldn't. How dull would life be if we were always completely safe? If you wrap teenagers up in cotton wool, how are they going to learn to manage in the real world?

Speaker 4: At the end of the day, what matters is, are you strong enough, physically, to manage the boat? Are you strong enough, mentally, to cope with the loneliness and the pressure? Can you work the boat and the equipment? Do you know what to do in an emergency, if something goes wrong? That's all that matters, not how old you are. Anything else is just ageism, isn't it? I mean, no one would try to stop an older person from doing it and they might not be strong enough anymore.

Speaker 5: Look at that girl of sixteen who had to be rescued not long ago when she got into difficulties. Do you know how much it cost to rescue her? Three hundred thousand dollars. And who paid for it? Not her or her family. She shouldn't have been out there in the first place. And what about the other people, whose lives she put at risk, trying to rescue her? The truth is, it's just irresponsible.

CD 1, Track 33, Unit 3

Jess: Okay, let's go and look for that book on Spain that you recommended.

Pablo: Yes ... the travel section's over here. Come on! Oh! Aren't you Carmen?

Carmen: Yes, but ...

Pablo: I'm Pablo, a friend of your sister Maria.

Carmen: Ah, yes, I remember! What a nice surprise!

Pablo: How lovely to bump into you here! This is my friend Jess.

Jess: Hi, nice to meet you.

Carmen: And you too.

Pablo: So what are you doing here?

Carmen: I've got an interview. I'm thinking about studying engineering here.

Pablo: That's good.

Carmen: Do you think so? I'm a bit disappointed by the university, to be honest.

Pablo: Why? Isn't it what you were expecting?

Carmen: Well, the department's a lot smaller than I thought.

Jess: Really? I'm surprised to hear that you're disappointed. It's got a great reputation.

Pablo: And this is a brilliant place to study. There's lots going on for students and the nightlife is good. I really love it here.

Carmen: Oh ... That's really good to hear. I feel much better about it already!

Jess: Listen, Carmen, it was great to meet you. I'm just going to look for a book. I'll leave you two to catch up. Maybe we could all meet up later, if you've got some free time?

Carmen: Yeah, that would be great. See you later, then.

Jess: Bye.

Pablo: See you later, Jess. So, how's Maria?

Carmen: Well, she's fine but she's broken her leg.

Pablo: Broken her leg? Oh no! That's really awful. What happened?
Sophie: A lot. Indies and emos don't really get on that well. Some people do. You know, we talk about, we find that, I mean we, I think we talk about...but do you think that, I mean we, I think we talk about...but do you think that...we tend to wear all black and a lot of make-up. Their hair is much more...styled or done and they have those long fringes cut at an angle so they go over one eye. But the biggest thing is attitude, really. Emo is short for emotional and emo are supposed to be all emotional and sad all the time. Indies like that at all. And Goths? Well, they go back to the eighties as well. There are different types but the most typical sort of...Goth wears a long black velvet dress. Or sometimes the dress is red and purple as well as black. They look kind of Victorian or Medieval. There's a lot of velvet and lace and they sometimes wear white make-up as well. A bit weird, if you ask me.

Interviewer: You mentioned that emos and indies don't always get on. Is there really a difference between them?

Sophie: No, not usually. Indies aren't really into picking a fight with anyone. We just want to get on with listening to our music, taking photos, whatever. We just don't like it when people confuse us with them because we're not alike at all.

CD 2, Track 5, Unit 4

Tom: In the UK you can't legally have a tattoo until you're eighteen but you can get piercings at any age really, though some places won't do it unless you have your parents' permission. I don't really understand why the law is so different for piercings. It seems a bit strange.

Anyway, when I was about fifteen, I had a lot of piercings done. My mum wasn't exactly impressed but I thought they looked cool. I don't want regret them. If I use if the studs out, the holes will mostly grow over. Well, I do kind of regret the big hole I made. I went for a job interview a few weeks ago and they told me they wouldn't hire me because there was no way I could hide it. At the time people told me I'd regret it and I didn't believe them but now I guess they were right.

When I was young I wanted to look cool. I don't think I did at all. I really wanted one with my girlfriend's name on my arm and I'm so relieved I wasn't allowed to do that because she's not my girlfriend now. I don't think my new girlfriend would have appreciated it! So I guess it's good that the law didn't let me do that. Also, if you get tattoos too young, when you're still growing, the skin stretches and they can end up looking weird.

I do know someone who had a tattoo done illegally, at someone's house and it was really awful because they didn't sterilise the equipment properly. It got all infected and he was hospitalised. So I'm glad I didn't do that either.

CD 2, Track 8, Unit 4

Jess: So, what do you want to buy?

Pablo: Well, I'd like to get a jacket for winter.

Jess: Okay, let's go to that shop.

Pablo: Hey, what about these jackets? Which do you prefer, the green jacket or the black one?

Jess: I prefer the black one but I think you'll find a much more original jacket in Camden Market. I'll take you there after.

Pablo: So, you don't think I should buy this green jacket?

Jess: Definitely not! Oh, what do you think of this dress? I love it!

Pablo: Yeah, it would look really good with high heels.

Jess: High heels? I don't like high heels much. I find them really uncomfortable. I think flat shoes are good too.

Pablo: I guess it would look good with the shoes you're wearing. Isn't the dress a bit big, though?

Jess: That's okay. I can alter it. I enjoy making my own clothes and altering stuff.

Pablo: Are you getting the dress?

Jess: I'm not sure. I'd like to look in the market first before I decide whether to buy it or not.

Pablo: I'd rather go for a coffee than look at more clothes now.

Jess: Okay, let's have a quick coffee... and then we can go to Camden Market. It's only five minutes away... it's got lots of really cool stuff. I'm sure you'll find something to take back to Spain.

Pablo: Great. Does it have any other second-hand clothes? They're quite difficult to buy back home.

Jess: Yes, that's why I go there. I prefer wearing vintage clothes to buying new things... most of the clothes in the high street shops are so boring. There are lots of interesting stalls there.

Pablo: Great. Let's go.

CD 2, Track 9, Active study 2

Speaker 1: My husband travels abroad a lot for his work and the children missed him. So one day we decided to buy a big bus, turn it into a home and when he went away we'd all go together! Once we'd decided to go, it was all quite exciting. We'd try it for a year first because we didn't want the kids to miss too much school. And what a year! We went to France, Spain, Italy, Turkey, Greece... It was an amazing experience but after a year we did feel the need to settle down again so we bought a house in France. So now we live here most of the time but still travel together as a family whenever we can.

Speaker 2: My round the world trip was a bit different. Most people take a year out. I did it in twelve days. Sydney, that's where I'm from, to Los Angeles, then on to New York before flying to London, then on to Hong Kong and finally back to Australia. I have to admit it wasn't exactly a relaxing break, I was shattered at the end. But what an amazing experience, I think I packed more into those twelve days than many people would in a whole year off.

Speaker 3: I wanted to travel, round the world if possible but I didn't feel good about the idea of jetting off on a plane. I believe in saving energy to save the planet. So I decided to go overland, travelling from London to Kathmandu on a bus. The best part was definitely the ten days we spent crossing Iran. I think the people must be among the friendliest in the world. I'm still in touch with some of them.

Speaker 4: I wanted to travel a bit before I went to university and actually fancied doing some diving off a tropical beach. Yeah, right, dream on. But in fact I found a way to do it without travelling. I don't really need to go and I would also like to give something back. I went to the Seychelles Islands in the Pacific Ocean to volunteer on a project to help protect turtles. Our job was mainly to dive and record turtle numbers. So plenty of diving and it looked good on my university applications when I returned.

Speaker 5: Anyone can go and lie on a beach or soak up some sun. I fancied something a bit different. So I turned my back on the sun. I headed to the far North, Alaska. In fact, I took a boat from Seattle, in the States, to Juneau, Alaska. It was quite a small boat so we were able to get up quite close to the wildlife. I saw whales, loads of sea lions and even a polar bear. The only downside was the mosquitoes. They were enormous!

CD 2, Track 10, Unit 5

Well, here in Brazil the economic situation is definitely improving. Education and health have been getting better over the last few years and there are fewer people living in poverty. But the Government is investing a lot of money in stadiums for the Olympics and I just wonder if we will still be using them in, say, 2020. It's a lot of money just for one occasion, isn't it?

A really big change has been in the use of social networking sites. Everyone uses them now. A few years ago, everyone was using Orkut but now more and more people are starting to use Facebook. And the other big thing is Twitter. Kaka, one of our famous Brazilian footballers, has more than two million followers on Twitter.

I'm not sure that we eat as healthily as we used to. You know, Brazil produces some fabulous fruit and vegetables but in recent years people have been eating a lot more junk food. But, you know, on the positive side, I think that being vegetarian is getting a lot more popular. It used to be quite difficult to find a vegetarian restaurant outside the big cities but it's getting more common now. I'm not vegetarian but I like to eat vegetables quite a lot because it's healthy.

Shopping is changing a lot. Loads of people are shopping online now, even for clothes. And, if you want to try things on, the shops in the malls are getting better, too. More and more international shops are opening and designer shops, too. I heard that a new mall with all designer shops will be opening in our city next year. I probably won't be able to afford to shop there but I can go and window shop, can't I?

CD 2, Track 11, Unit 5

Welcome everybody to this lecture on the future of Brazil. Brazil is a country which has long been known as the country of the future, but now it seems that its promise is finally being fulfilled. In recent times Brazil has been going through a period of economic development. The economy has been completely transformed from the dark days of the 1980s and early 1990s, when inflation reached a historic high of nearly 7000 percent. Over the last few years we have seen Brazil climb up the list of the world's biggest economies and it is now overtaking countries such as Italy and Spain. It is estimated that twenty million Brazilians have been lifted out of absolute poverty and that thirty-one million have joined the middle class. Part of this success is due to the introduction of Bolsa Familia, a system which pays poor families if their children attend school and receive vaccinations, thus providing welfare at the same time as ensuring a better education for many. Prior to this, many children spent their days on the street, leading to crime and exploitation. Brazil is also in a good position for when it comes to energy resources. To begin with, Brazil is a major producer of ethanol, a biofuel made from sugar cane. This is not a new technology for Brazil. By 2020 the country will have been using this biofuel for nearly fifty years. To add to this natural resource, not long ago there was the amazing discovery of large oil and natural gas reserves offshore. It is estimated that within the next few years, Petrobras, the country's national oil firm, will be pumping out four million barrels of oil per day from below the seabed. This is likely to completely transform the economy.

Brazil is now the third largest exporter of agricultural produce in the world but there are some environmental issues which will need to be addressed in the near future. The environment continues to be a concern as, for
example, it was recently discovered that huge plantations of soya crops had been causing more deforestation than even cattle or logging. Furthermore, inequalities in land ownership remain an issue. As recently as the start of the twenty-first century, fifty percent of all fertile land in Brazil was owned by just one percent of the population ...

**CD 2, Track 13, Unit 5**

Traditionally, the Spanish, especially in the south, have taken a siesta. That’s a kind of short nap in the middle of the day. It gets so hot at that time, that it’s better to work early in the morning and in the evening. So up until about ten years ago, most shops and businesses closed for lunch - a long lunch from about two til five. Everyone would then go back to work until the evening. However, the tradition is now disappearing, under pressure to fit in with other European and international businesses. Also, as more workers commute into the cities for work these days, it is impractical for them to return home for lunch. Increasingly, therefore, many companies are shortening the lunch break to allow their workers to go home a little earlier. These changes, however, have not yet affected the late-night lifestyle, with the Spanish still tending to eat dinner between nine and midnight. As a result, Spain is getting one hour less sleep than the rest of Europe nowadays!

**CD 2, Track 18, Unit 5**

A: Well, obviously, they’re all important but I think climate change has to be the most important. Look at all the natural disasters that have been happening around the world recently. We have to do something about it.

B: Well, I can see your point but don’t you think that these kinds of natural disasters have always happened? I think our number one priority has to be poverty.

A: Well, obviously, that’s a problem but why do you think it’s the biggest problem?

B: Well, for one thing, it’s something we can really do something about, isn’t it? For instance, we can make sure that everything we buy is Fairtrade so that people in other countries can earn a fair wage for their work.

**CD 2, Track 20, Unit 5**

Jess: Look at this leaflet about ethical certificates for gold. It’s really interesting. It says that ethical certificates for gold guarantee that the product has been responsibly mined.

Pablo: I’m not sure how useful ethical certificates are. Anyway, what does that mean, ‘responsibly mined’?

Jess: Well, a lot of gold mines are run by big companies. They don’t pay the miners very well and all the profit is for the company rather than the local community. In Latin America, in countries like Peru, there are some small mines... often they are run by local communities or small groups. The miners find it really difficult to get a fair price for the gold they mine because they’re competing with big companies. The people who work in the mines are usually very poor. Worldwide, 100 million people depend on this type of mining!

Pablo: So how does giving ethical certificates help?

Jess: Well, TradeRight have developed a set of standards. If the miners fulfill their conditions, they get certification. Then TradeRight guarantees the price of the gold so the miners earn more money. Then they are able to use the extra money they earn to improve education and healthcare in the places they live.

Pablo: Well, that’s good... Don’t you think safety in the mines is also important? Are these mines as safe as the ones run by big companies?

Jess: But that’s exactly what the certification means. Experts come to help them make the mines safer and explain about health problems... Oh, and what do you think about these other advantages? It says these certified miners also take care of the surrounding environment.

Pablo: Why do you think taking care of the environment is important?

Jess: The mines are underground, aren’t they?

Pablo: Not all of them. Anyway, a lot of mines totally destroy the countryside round about. And they use dangerous chemicals that pollute the water. It’s really bad for the environment.

Jess: I didn’t realise that. There’s a lot to consider when you buy something made of gold. I had no idea. I think I might buy something for my girlfriend, Lidia, and tell her about TradeRight and ethical certification.

Pablo: I’m glad we came. I didn’t know anything about ethical gold before. It’s a pity there isn’t more information about this.

Jess: Yeah, I don’t know anyone who knows anything about this. It should be advertised more.

Jess: I know! Let’s make some posters about this and put them up around the university. We can really spread the idea.

Pablo: Great idea! Let’s write down some ideas and then meet later.

Jess: Okay, see you about eight?

Pablo: Okay.

**CD 2, Track 21, Unit 5**

Pablo: So how did you get on with designing a poster?

Jess: I’ve been busy! And you?

Pablo: I’ve written down some ideas but I’m not satisfied with the results.

Jess: Let’s see... This one looks quite good, Pablo.

Pablo: Yes, but I don’t like the slogan ‘Ethically certified gold is good for everyone’ - it’s too long. That’s not really what I wanted.

Jess: So you want something shorter?

Pablo: And that really grabs your attention, you know?

Jess: What about ‘Good gold’? Is that what you mean?

Pablo: Well, it’s better but it sounds a bit boring. I wouldn’t read that poster. It’s not what I had in mind.

Jess: I know, what about ‘Just gold’? That plays on the two meanings of just - just meaning ‘fair’ and just meaning only.

Pablo: I’m really impressed with that. Jess. It makes you think and want to know more. I like it.

Jess: Thanks. Now, what we really need is some photos to show you can get beautiful jewellery with ethical gold. I couldn’t find any.

Pablo: I can help there... I went back to the TradeRight stall and they let me take some photos of the jewellery. Look at these.

Jess: Brilliant! These are exactly what I wanted!

Pablo: Okay, so let’s work on a design using these photos and the slogan. Are you happy with using these two images?

Jess: Yes, very. Now, if we put this one here ...

**CD 2, Track 24, Unit 6**

Speaker 1: Yeah, they did that at my school. We used to go out for lunch and get chips but then they said we had to stay on school premises and eat our dinner in the canteen. Unbelievable. I just can’t see how they can do that. I mean, surely it’s up to us what we eat? Governments and schools shouldn’t be trying to control every aspect of people’s lives. It’s ridiculous.

Speaker 2: No, I don’t think they should ban junk food from schools and colleges. People have to learn to make the right choices. You can’t just take those choices away from them altogether or how will they learn? You need to teach people about the consequences of what they choose to eat. Or the consequences of any of the decisions they make, come to that.

Speaker 3: If students aren’t eating well, that can lead to problems with concentration and behaviour so it is the business of schools to do something about that. There’s no point in educating people about how to eat healthily if you then serve them a dinner with virtually no nutritional value. We want students to have good teachers, good equipment, so why not good food?

Speaker 4: We used to have a snack machine with chocolate and crisps in and I was always buying stuff from it, just because it was there. And later I found out that the manufacturers of this junk food were paying the school to have it there so they could get us all hooked on sugar and fat from an early age. So I think it’s really good that they aren’t allowed to do that anymore.

Speaker 5: I think they’re missing the point. The biggest problem is that we don’t exercise enough. It’s okay to eat junk food in moderation so long as you have an active lifestyle. Schools should introduce daily exercise into the curriculum, not just once a week or something.

**CD 2, Track 26, Unit 6**

Speaker 1: Oh, I hate this food! Revolting! I can’t stand the way it feels all slimy inside. I don’t like the seeds either. And the skin tastes really bitter as well. People say it doesn’t taste of anything at all but it definitely does. It’s the quickest way to ruin a salad in my opinion.

Speaker 2: I can’t stand this. I’m not that keen on any seafood, actually, but this is my least favourite. The smell is awful, much too fishy. I’m always worried that they aren’t fresh. And they have a really rubbery texture. It’s like eating smelly little bits of salty rubber. Ugh.

Speaker 3: These have to be the worst vegetables ever! It’s the way that they bite into them and get a mouthful of the water they’ve been cooked in. They’re really wet and soggy. That turns my stomach. And they smell really strong as well. In fact, I’m not really very keen on any green vegetables. What’s wrong with carrots?

**CD 2, Track 29, Unit 6**

Pablo: This shop’s quite small. Do you think they’ll have all the ingredients?

Jess: I hope so! What’s this fabulous Spanish dish we’re going to cook tonight? Well, you’re going to cook and I’m going to help.

Pablo: I thought we could make a paella – it’s rice with seafood.

Jess: Mmm, I love paella, I had it when I went to Spain. So what do we need to buy?

Pablo: Rice ...

Jess: That should be easy.

Pablo: Oh! No! They haven’t got any paella rice... it’s a special kind of rice. In fact, they haven’t got much rice at all.

Jess: Would it work if we used basmati rice?

Pablo: No, I don’t think so. I suppose we could try risotto rice.

Jess: Okay, why don’t we get some risotto rice, then?

Pablo: Okay. Now, we need to get some seafood – prawns, crabs, mussels, squid, clams, ...
Jess: I don’t know if we’ll get any of that here! What if we just used frozen prawns?
Pablo: Just frozen prawns? I don’t think that will work.
Jess: Suppose we might find some tins of mussels and clams, too.
Pablo: Tin s? A nd how about going to the fish market in town instead?
Jess: We haven’t got time. Can we use any other ingredients? What are the alternatives?
Pablo: Those are the ingredients! What we could do is make something else instead, today.
Jess: Do you think that’s the best solution? I’d love to learn to make paella.
Pablo: We’ll do it another day. Let’s make something easy today.
Pablo: Great idea, let’s do that.
Jess: And let’s get some of that delicious organic chocolate they sell here, too!

CD 2, Track 30, Active Study 3
Presenter: Think of endangered species and you probably think of tigers, polar bears or pandas. These beautiful creatures catch our imagination and tug at our heart strings but don’t ugly creatures deserve to be saved from extinction as well? Today we’re talking to Brian Holmes from the London Zoological Society, which recently started a campaign to save some of the world’s ugliest creatures from extinction. Brian, can you tell us about the campaign?

Brian: Yes, well, it all started when we realised that while we found it relatively easy to raise money for the cute creatures, the uglier ones were not attracting any interest. So we decided to make a kind of top ten, if you will, of the world’s ugliest creatures in need of our help. We want people to recognise some of their unique features. For example, the eye-aye from Madagascar; With its big staring eyes and long bony fingers, it’s so scary that many people will kill it on sight. It’s the largest nocturnal primate on earth but as being killed for its looks, it’s losing its forest habitat as part of a process of deforestation for agriculture.

Or what about the giant salamander? It looks something like a giant slug with mucus all over its skin, tiny little eyes and short little legs.

Presenter: How giant are we talking?
Brian: Well, it can grow up to one point eight metres long and weigh about eleven kilos.

Presenter: Ugh...
Brian: Well, no, it isn’t pretty but it has been around for something like 170 million years, since the time of the dinosaurs, so it’s incredibly important to scientists in terms of biodiversity. The population has dropped by eighty per cent over the last fifty years and it is in real danger of extinction.

Presenter: What threatens it specifically?
Brian: It lives in the Yangtze river in China but this is increasingly being affected by pollution, which makes it hard for the salamander to get enough oxygen. It is also hunted for its meat, believe it or not. Another animal threatened by poaching is the long-beaked echidna, found in Papua New Guinea. That is a weird creature. It looks a bit like a hedgehog but bigger. Although it’s a mammal, it lays eggs and keeps its young in a pouch, like a kangaroo does. It also has a spiked tongue rather than teeth. All in all, it’s really quite different from anything else on the planet. We did think that it was extinct because it hasn’t been seen since 1961. However, a recent expedition found signs that it was still in the area and local people had recently eaten them.

Presenter: That’s great - that they found they weren’t extinct, I mean!
Brian: Yes, now we just need to make sure that they’re protected.

CD 2, Track 31, Unit 7
Teacher: Okay, well, we’ve got some interesting items here to look at. Have a look at them, talk together. What do you think they are? What were they used for?

Student 1: Ah, okay, well, let’s look at the first one. It looks quite old, doesn’t it? I think it must be a kind of washing machine. Look at these rollers at the front. I think these might have been used to squeeze out the water.

Student 2: Yes, I think you’re right. And perhaps the washing went into this drum? What about the second one? I have no idea what this could be, have you?

Student 1: No, not really. There’s a chain which makes these rollers go round when you turn the handle … but why? What did it do? Do you think it might have been used for pressing dried flowers or something?

Student 2: No, it can’t have been that. Dried flowers need to be left pressed flat for weeks in a heavy book or something. I just don’t know what this could have been used for.

Student 1: Well, what about the third one then? This one looks older, doesn’t it? It’s got a handle that goes round and a lot of cogs. I think it may have been used for opening tins or something.

Student 2: Oh, do you think so? I think it might be a food mixer of some sort. That bit there goes round and round, doesn’t it?

Student 1: Yes but it can’t be just a mixer. Look, there’s a blade here for cutting something. I think it must have been a tin opener.

Student 2: Well, I’m not sure, I can’t see how that would work really. Of course, it may not be a kitchen gadget at all …

CD 2, Track 32, Unit 7
Teacher: Right, some interesting guesses. You’ve obviously thought about these quite carefully. Some of them are a bit easier to identify than others aren’t they? Now, this first one. Some of you correctly identified that these two rollers here on the front are used for squeezing out water. It is in fact a very early kind of washing machine. Strictly speaking, we shouldn’t call it a machine, as it was, of course, entirely powered by hand. This model dates from 1894. It works on much the same principles as today’s versions. First the clothes were put into this drum, then water was added and, once the drum was full, the contents were shaken about by turning this handle. After that, the water would have to be drained away and finally the clothes would have to be individually squeezed through the rollers. It would have been quite hard work. Much easier to just press a button on a modern washing machine.

The second photo was the most puzzling I think. This is a piece of office equipment but not, I think, an entirely necessary one. It’s an envelope sealer. It dates from the late nineteenth century and I think a gadget like this was probably a status symbol as much as anything, to show that you could afford it and that you were too rich to have to stick your envelopes shut by licking them!

As you turn the handle, a chain makes a roller turn, feeding the letter through. First the open envelope would be wetted and, as soon as that was done, a second roller would firmly seal the envelope closed.

Now, the third item. This is a piece of kitchen equipment from the 1870s but it isn’t a can opener, as some of you have suggested. You’re right that it has a cutting blade but this was actually for peeling fruit rather than cutting tins. In fact, this contraption had a very specific use, it was for peeling nuts.

As you clamp it on to your work surface or table and then stuck the peach on these prongs. Next you turned the handle and the peach was pushed up against the blade, which removed the skin. Quite useful for peeling a lot of fruit quickly, if you were making jam or something.

CD 3, Track 4, Unit 7
Presenter: To start with, I’d like to explain that the aim of this presentation is to talk about an invention that we think has helped society and should therefore be considered as one of the fifty most important inventions of all time. First, I’d like to tell you about the invention and its advantages. Then I’d like to share some interesting statistics with you. Finally, I’ll answer any questions after the presentation.

I’m going to talk today about an invention that isn’t a high-tech gadget or a major scientific breakthrough but nevertheless it is, I believe, an invention that has contributed a lot to society. What is it? It’s the bicycle. I’d like to tell you why I think the bicycle is so important.

For one thing, the bicycle has a lot of health benefits. You get fitter and it can help you lose weight. It’s also a good way to relax and to enjoy the countryside.

For another, the bicycle isn’t just good for your health, it’s good for the environment, too. It doesn’t cause pollution. More bicycles mean cleaner quieter roads – that is, fewer traffic jams and less road congestion, and less noise pollution from traffic engines, too.

In addition, the bicycle is good for your pocket – it helps you save money.

In the first place, if you use a bike, you don’t have to pay bus fares or buy petrol. In the second place, a bike is very cheap to run and, unlike a car, repairs don’t usually cost much.

Here are some facts and statistics to consider. This first graph shows the increase in the number of people who are cycling to work or school in Britain since the government launched its campaign to get more people to cycle. This campaign aims to increase numbers from three percent to forty percent over the next few years. So what benefits will this bring?

For all these reasons, I’m sure you’ll agree that bicycles have made, and continue to make an important contribution to our lives. I’d like to leave you with one final thought – the more people who use bikes, the better it is for everyone. So, get on your bikes!

CD 3, Track 5, Unit 7
Pablo: Now, does anybody have any questions? Mark?
Mark: You said that bicycles are good for the environment because they don’t cause pollution. What difference do a few bikes really make?

Pablo: The point I’m making is that they’re good for the environment in several ways. First, they don’t use any fuel. Second, unlike cars or buses, for example, they don’t cause any pollution so the air is cleaner. It’s important to understand that if more people travel by bike, there are also fewer cars on the road so pollution is further reduced. I must stress the fact that this means that roads are quieter and neighbourhoods are safer for children to play, too … Sarah. do you have a question?
Sarah: You mentioned the health benefits but what about the dangers? People are killed every year, aren't they?

Pablo: What I was trying to say was that there are a lot of health benefits. Of course, road safety is extremely important. This is why the government campaign in Britain also includes classes in how to cycle safely. However, I still believe that the benefits far outweigh the possible dangers. And I don't just mean getting fitter... ...yes, Kevin?

Kevin: So what would you say are the health benefits, apart from getting fitter?

Pablo: Well, in Britain, many people suffer from a lot of serious health problems such as obesity, heart disease, addictions, stroke, high blood pressure and so on. Cycling tones the body, burns calories, improves cholesterol readings and makes your bones stronger. It also develops balance, coordination and strength. If I can put it another way, it can improve your general health.

Linda: And what...

**CD 3, Track 6, Unit 8**

**Speaker 1:** Okay, this one is used a lot in Italy. It means 'capisce?' or 'Do you understand?'

**Speaker 2:** This is papa-furado. We use it in my country, Brazil. You tap the underneath of your chin with the back of your hand to say that you think that the person who's speaking doesn't know what they're talking about.

**Speaker 3:** This is a Russian gesture. It means that you think the other person is making things too complicated. You reach round the back of your head to touch the ear on the other side.

**Speaker 4:** This is how we point at ourselves in Japan, a way of saying 'me'. We don't point to our chest, we point towards our noses.

**CD 3, Track 8, Unit 8**

**Interviewer:** Where are you from, Ester?

**Ester:** I'm from Hungary and my boyfriend, Hiroto, is from Japan.

**Interviewer:** How did you meet?

**Ester:** We met in London when we were both studying English there, a while ago.

**Interviewer:** And what about you, Tom? You're American, aren't you?

**Tom:** Yes, I'm from the States. Susana is from Spain.

**Interviewer:** How did you two meet?

**Tom:** I was travelling around Europe, backpacking, and we met through a friend.

**Interviewer:** What language do you speak together?

**Tom:** You're expecting me to say English, aren't you? Well, actually we mostly speak Spanish. We live in Spain, so it just makes more sense and my Spanish is getting better and better whereas Susana has never really got to grips with English that well.

**Ester:** Whereas we actually speak English together! Because we were both English students that was the language we started communicating with and it just stuck. Besides, it's nowhere near as difficult as either Hungarian or Japanese, though we do speak a bit of each other's languages now.

**Interviewer:** Is there anything that you found surprising about Hiroto's culture?

**Ester:** Yes, the way he slurs his noodles! At first I just thought he had terrible table manners, but apparently this is the correct way to eat noodles: it helps to cool them down. He finds it hard to cope with the way Hungarians stare. We don't see it as staring, just looking, but the Japanese don't make eye contact in the same way and he finds it just too overwhelming.

**Interviewer:** And what about you and Susana, Tom? Any surprises?

**Tom:** Yes, the way everything happens so much later at night. That's fine when you're travelling and don't have a job to go to, but when you have to get up early it just kills me. We often don't eat until about 10.00 at night when we're meeting friends. But if we're staying in we do eat a lot earlier than that, for my sake.

**Interviewer:** What do you think is the best thing about being in a cross-cultural relationship?

**Ester:** I love the way the Japanese are so polite. Hiroto is such a gentleman. He's just about the kindest person I know as well.

**Tom:** Well, it's certainly taught me a lot. I don't think I would speak such good Spanish for a start. And the longer I live here, the more I realise how much I have to learn! I've just realised that there are different ways to look at things.

**Interviewer:** And the hardest thing?

**Ester:** When we argue, Hungarians tend to be quite direct, and we're not afraid of expressing our emotions. That's easily the biggest difference between us. When Hiroto and I first got together, I couldn't even tell when he was angry, it's all much less obvious.

**Tom:** I think the biggest source of arguments is probably about time-keeping. I'm not sure if this is a typically Spanish thing, or just Susana, but she's late for everything!

**CD 3, Track 11, Unit 8**

1. It's nowhere near as difficult as either Hungarian or Japanese.
2. It's all much less obvious.
3. Everything happens so much later at night.
4. He's just about the kindest person I know as well.
5. That's easily the biggest difference between us.
6. My Spanish is getting better and better.
7. And the longer I live here, the more I realise how much I have to learn!

**CD 3, Track 14, Unit 8**

**Jess:** The exhibition's fantastic, isn't it? There are so many brilliant photos... It makes me want to take up photography. How long have you been taking photos?

**Pablo:** Well, I started really young. My aunt and uncle gave me a camera for my eighth birthday and I loved taking pictures. In fact, at the age of twelve I won a local photo competition. Ever since then, I've always had a camera with me, especially when I travel.

**Jess:** And you've got a photo in this exhibition. That's pretty impressive.

**Pablo:** Thanks.

**Jess:** Let's go and look at it again and you can't tell me about when you took it. ...Here it is. So, where exactly did you take it?

**Pablo:** In South India, in Kerala, actually. It was monsoon, you know, the rainy season, and it had been raining a lot. There was water everywhere.

**Jess:** Yeah? So what happened? How did you come to take this photo?

**Pablo:** Well, earlier that day, I had arranged to meet some friends in town but they hadn't arrived yet. Having got there early, I decided to go for a walk and take some photos. I was walking down the road when suddenly I saw these kids playing in the water. When I saw them, I knew I had to take that photo. I really wanted to capture that moment.

**Jess:** Right.

**Pablo:** Do you know what I did? I ran alongside them and focused on the boy in the middle. I wanted him to be the centre of the photo. It was instinct. It was only when I looked at it later that I realised how well it had worked. It was exactly as I'd imagined.

**Jess:** I think it captures the colour and the movement and the fact they were having such fun perfectly.

**Pablo:** Thanks! Shall we go and have a coffee?

**Jess:** Yes...
So don’t dismiss the more unusual courses. If you have an interest in sport, perhaps you would like to study Football Culture or international Football Management. This could lead to a well-paid job within one of the country’s biggest businesses, as a manager or in marketing.

Whatever choice you make, you will be studying the subject for at least three years and it will probably have quite an impact on the direction of your future career so choose carefully. Take the opportunity today to talk to some of the tutors and ask about the different courses. You might be surprised by what’s on offer.

Thank you all for listening. Does anyone have any questions?

CD 3, Track 19, Unit 9
Jade: Have you finished the assignment yet?
Rob: No, I’ve just been so busy. Could I borrow yours to help me?
Jade: Well, I’m happy to talk to you about it but I don’t really want to lend you mine because if you copy any of it, that would be plagiarism and we could both get in trouble.
Rob: It isn’t plagiarism if I change the words though, is it?
Jade: Actually, if you use anyone else’s ideas or words without saying where they came from, it counts as plagiarism. It isn’t as bad as going and buying an essay from a website on the internet, obviously, but it is still plagiarism.
Rob: Oh, I thought that anything on the internet was in the public domain so you could copy it without having to say where you got it from?
Jade: No, that can’t be right. You still have to say where it came from.
Rob: Oh, well, but everybody does it, don’t they?

CD 3, Track 21, Unit 9
Pablo: Okay, here’s your coffee. So, have you got any plans for the summer?
Jess: I’ve got a job as a volunteer. I’m going to work on a project to build a school in Kenya in Africa. I’m very excited about it! I’m going to go as soon as term finishes and I’ll be there for two months. I’m hoping to do a little travelling after I finish but I’m not sure yet. What about you?
Pablo: Well, my parents have offered to pay for me to do a summer school in catering.
Jess: That sounds interesting.
Pablo: The thing is, I don’t want them to think I can’t organise something myself.
Jess: What would you like to do?
Pablo: I’d like a part-time job related to tourism or restaurants. I’ve applied for a few and I’ve got two interviews so far. I’d love to get a job managing a restaurant, that would be really interesting. I intend to apply for a few more jobs this weekend.
Jess: Would you like a job here in Spain?
Pablo: Oh, here, definitely.
Jess: Are you planning to go over to Spain at all during the summer?
Pablo: I’m going to go for two weeks in July. I’m looking forward to seeing everyone. It’ll be great.
Jess: Yes ...

CD 3, Track 22, Unit 9
Jade: And what about when we finish university? Have you got any ideas what you’ll do then? Do you think you’ll stay in Britain?
Pablo: I don’t know. I’ll stay here, I think the tourist industry is changing and the job market, too.
Jade: What do you think will happen? Do you mean there will be fewer jobs for young people?
Pablo: I guess that there will still be jobs but they’ll be different from the jobs that exist today. I have no idea what I’ll be doing in five or ten years time – it could be anything but I bet it will be interesting. I’m not interested in what I’m doing, I get bored.
Jade: Yes, I know what you mean. I totally agree the job market is going to change. What I think will happen is that the number of jobs in information technology will go up by about twenty-five percent. But I also believe that jobs in fields like alternative medicine will grow. Hardly anybody knew about things like acupuncture or homeopathy a few years ago and now you can study them at university.
Pablo: I’m sure that there will be new jobs in medicine, too. Just look at how genetics and using artificial organs have developed.
Jess: You’re right. I’m sure the world will be quite different in fifty years time.

CD 3, Track 23, Unit 10
Interviewer: Hello and welcome to the News. Today we are discussing the growing trend towards internships or unpaid work. Is it exploitation or simply a good way of getting experience? Is it unfair that not everyone can afford to take a volunteer post? With us today we have Alicia Fowler, who has been an unpaid intern no less than five times. Rob Brown, who has been unemployed since graduating last year but says he never expected to take an unpaid job if he can help it, and the MP Stuart Gosling. Alicia, could you start the ball rolling by telling us about your experiences?
Alicia: Well, I’m a Fashion Graduate and it’s impossible to get on Fashion without being prepared to work unpaid. But I think it is exploitation. For me, being an intern meant working really anti-social hours, from around 8.30 a.m. until two a.m. the following morning, and often seven days a week. And we weren’t just helping out. There was a really heavy workload. In the department I was in there were ten unpaid members of staff and just one Designer who was paid. I stuck it out for nine months but it became pretty obvious that I wasn’t going to get a proper paid job out of it, so, although I don’t exactly regret being an intern, in the end I left. I had already done four previous unpaid jobs while I was at university, so I really felt that I had reached a point where I should be paid.
Stuart Gosling: Well, Alicia, that certainly sounds as if your employers were being unreasonable. But you have to bear in mind that the vast majority of companies offering unpaid work are probably not looking for people to work independently. They may be giving their interns a good deal of help and guidance and, in effect, training them on the job. What’s more, many of these jobs tend to be for charlies and, by not paying their volunteers, more of the money can go to the charity’s work. Surely that’s a good thing?
Alicia: Well, yes, I guess that’s perhaps a bit different from working in the fashion industry or for a newspaper.
Rob: I think the issue is about just how many of these so-called jobs there are. For Alicia to have had five different unpaid jobs and still not be able to find paid work is terrible. And I know a lot of people like her who are trying in vain to find paid employment. Companies are starting to take it for granted that they can find bright young people to work for them for nothing. There are fewer and fewer entry-level jobs that are paid. And these aren’t just mundane jobs, but roles with a lot of stress and pressure. But even if you discount whether people should be working for nothing, or just for expenses, you have to ask yourself, what kind of people can afford to do that? Only those whose parents are rich enough to continue supporting them. And that means that poorer people don’t have the chance of getting an internship, which in turn makes it much harder for them to get a job, as they haven’t been able to build up the right experience. I’m not going to stop trying, obviously, but I’m not very hopeful.
Stuart: Well, it appears that there are situations where people are expected to work long hours for nothing, but presumably many internships are jobs that you can do part time, or in the long university vacations. The important thing is, I think, is that they should offer really useful experience. It’s no good spending six weeks just photocopying and making the tea! Companies need to remember to make sure that they are planning work experience properly. Done right the experience can be much more valuable than money. Perhaps you should try doing an internship, Rob, and see where it gets you?

CD 3, Track 25, Unit 10
1 Rob Brown, who has been unemployed since graduating last year but says he never means to take a unpaid job if he can help it.
2 ... it’s impossible to get on in Fashion without being prepared to work unpaid.
3 For me, being an intern meant working really anti-social hours.
4 It became pretty obvious that I wasn’t going to get on to get a proper paid job out of it.
5 Although I don’t exactly regret being an intern, in the end I left.
6 Companies are starting to take it for granted.
7 What kind of people can afford to do that?
8 I’m not going to stop trying, obviously, but I’m not very hopeful.
9 People are expected to work long hours for nothing.
10 It’s no good spending six weeks just photocopying.

CD 3, Track 27, Unit 10
Laura: Hi, Jack. Good to meet you, too. Sorry I’m a bit late. The instructions weren’t very clear and I managed to get lost. Sorry.
Jack: Mmm. Well, you can start off by telling me a bit about yourself.
Laura: Oh, yes, well, I went to the Wellington Art School but when I was about five we moved down south to Essex. I’ve got two brothers and a sister ...
Jack: Maybe you could tell me about your education and work experience so far?
Laura: Oh, okay. Well, I left school at sixteen. I didn’t get on too well at school really, I didn’t get on with the teachers, you see. So I thought I’d see what it was like out in the real world, you know. Ern, didn’t get a job for a while but then I got a waitressing job. It was awful. Couldn’t stick it at all. The boss was really unreasonable. So I had to leave and, or, now I’m looking for something else to do really.
CD 3, Track 28, Unit 10
Jack: Okay, shall we talk about the first candidate then, Laura?
Colleague: Yes. What did you make of her?
Jack: Well, I wasn't that impressed. For a start she turned up at ten past and she didn't really apologise properly for being late. In fact she blamed us for not making the instructions clear enough! Anyway, I asked her to talk a bit about herself and then she insisted on telling me her whole life story. I had to interrupt her in the end.
Colleague: She was the one who left school at sixteen, wasn't she? What did she say about that?
Jack: Well, she told me that she didn't get on well at school and explained that she hadn't got on with the teachers. Then I asked her about her previous job.
Colleague: Oh yes?
Jack: She criticised her boss for being 'unreasonable' and then she basically accused him of making her leave.
Colleague: And she had no idea about sales at all. She simply claimed that she was a friendly kind of person. Oh, and right at the end she inquired about the annual leave and wondered if she could take some annual leave soon to go skiing!
Colleague: Maybe not her then! Who was next?

CD 3, Track 29, Unit 10
Jack: Hi Laura, nice to meet you. I'm Jack Devlin.
Laura: Hi, Jack. Good to meet you, too. What a lovely room this is, so much light.
Jack: Oh, thank you. Yes, it is nice ... Well, could you start off by telling me a bit about yourself?
Laura: Oh, yes, well, I'm eighteen now, which is quite young. I know, but I do already have quite a bit of work experience ... Can I tell you a bit more about your education and work experience so far?
Jack: Could you tell me a bit more about your education and work experience so far?
Laura: Yes, well, I left school at sixteen. I enjoyed school but I'm the kind of person who learns best through actually doing something so I wanted to try and get some real work experience. I was lucky enough to get a job in catering, working as a silver service waitress. It was excellent experience and I learnt a lot but now I feel I'm ready for a new challenge.
Jack: Right. Well, why do you feel that Sales is the right career for you?
Laura: Well, in my previous job I found that I really enjoyed the interaction with the customers. My boss felt that I had great interpersonal skills and I think I could use these in a sales position.
Jack: I see here that you have been unemployed for the last few months. Can you tell me a bit about what you've been doing with this time?
Laura: Well, I've been putting a lot of time into researching exactly where I would like my career to go. I've read a lot about sales and marketing, such as the Back to Basics Book of Sales. Do you know that one?
Jack: Yes, that's a classic. It's good to know you're interested in the area, though we will be providing training. Okay, well, I think that's all. Do you have any questions?
Laura: Actually, I noticed on your website that you have a lot of customers in Latin America. I actually speak Spanish, my Mum's Spanish, you see. Do you think this is something which might be useful?
Jack: Ah, really? Yes, I think we ...
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<td>ankle (n)</td>
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<td>I doubt if I'd enjoy ... (phrase)</td>
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<td>I find ... really exhilarating (phrase)</td>
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<td>I often wish I could ... (phrase)</td>
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<td>I prefer to ... rather than ... (phrase)</td>
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<td>I quite [fancy] the idea of ... (phrase)</td>
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<td>I sometimes like to ... (phrase)</td>
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<td>really doesn't [appeal] to me (phrase)</td>
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<td>referee (n)</td>
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<td>thumb (n)</td>
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<td>thump [ball into net] (phrase)</td>
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<td>torso (n)</td>
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<td>two-nil (phrase)</td>
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<td>waist (n)</td>
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<td>wrist (n)</td>
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<td>you would never catch ... me ... (phrase)</td>
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| **Unit 2** Pages 14–21 |
| accommodation (n) | /əˌkəʊməˈdeerʃən/ |
| bail [him/her] out (phrase) | /bɛl [hɪm, hɪr] aʊt/ |
| celebrate reaching adulthood (phrase) | /ˈseɪkləbrət ˈrɪstrɪŋ ədəˈluːθ/ |
| ceremony (n) | /ˈserəməni/ |
| change a plug (phrase) | /ˈtʃeɪndʒ ə plug/ |
change the washer in a tap
(b) /chænd d3 dr sa in /teip/
come of age (b) /kam av e:d/
domestic task (n) /do matik tassk/
dust the surfaces (b) /da .dst fi:tus/ 
festival (n) /festeival/
financially independent (adj)
get into debt (b) /get in(to) det/
he doesn't lift a finger (b) /hi 1aizant loot a 'finga/
housemate (n) /hou emeit/ 
I can't help thinking that... (b) /ai kan't helpthinkin/g that.../
I can't help wondering if... (b) /ai kan't helptwotndin/g if.../
I get the impression that... (b) /ai get 1o 1m'pre1fan 1et.../
I hate to say it, but... (b) /ai hett ta say it but.../
it looks to me as if... (b) /i't luka t mi az if.../
layabout (n) /li a'baut/ 
laze around (b) /lez ar'raud/ 
melk a spirit (b) /melk a spit/i
make a speech (b) /meik 'spikt/ 
make it a night to remember (b) /meik it a 'na1t tu rememb/a/
over the moon (b) /ou'ver da mon/
over-indulged (adj) /ou'ver 'indalud/ 
over-protective (adj) /ou'ver 'protekтив/
put a piece of flat-pack furniture together (b) /put 1a 'piz ov 'flet pak f'sentf/a
ta'gode/ 
put up a picture (b) /put ap a 'piktju:/
put a pisa ov 'flet pak f'sentf/ta'gode/ 
redecorate a room (b) /redi'k3reGat a rum/ 
remove a stain (b) /ri'mu:v a stem/ 
resentful (adj) /ri'zentful/ 
rund round after (somebody) (b) /raund roind afer/la'sambadi/ 
saw on a button (b) /sev en sev 'but/on/ 
spend a small fortune (b) /spend a smal 'fo:k/on/ 
spend off (phr v) /spendʒ of/ 
stand on his/her own two feet (b) /stænd on haz/har aun tu fi:t/ 
'sa pouv/
supportive (adj) /'spɔrtiv/ 
take (somebody) seriously (b) /teik la'sambadi /'siəriəli/ 
take advantage of (b) /teik ad'venju:ri /a:v/ 
take out the rubbish (b) /teik ut da 'rabu/ 
throw a party (b) /thrəu a 'pari/ 
traditional dress (b) /tro'dres/ 
unblock the u-bend (b) /ju'blk də 'ju: bend/ 
vacuum the floor (b) /vækməm da fla:/ 
venue (n) /vənju:/ 
wait on (somebody) hand and foot (b) /weit on la'sambadi haend aun fu:/ 
wrap (somebody) in cotton wool (b) /repr la'sambadi in 'koton mool/ 
you might consider... (b) /ju maı't kan'1a da.../
Word List

jade (adj) /'dɛd/ brimming with confidence (phrase) /'brɪmɪŋ wið 'kɒnfɪdəns/
casual (adj) /'kæʒuəl/
catch on (phr v) /'kætʃ ɒn/
check out (phr v) /'tʃek aʊt/
confident (adj) /'kɒnfɪdənt/
conscious (adj) /'kɒnʃɪnʃəs/
cough up (phr v) /'kʌf aʊp/
creative (adj) /'kriːətɪv/

Word List

[Your text is too large to display here. It appears to be a page from a vocabulary list with words and their meanings, including pronunciation and part of speech.]
velvet (n) /'vɛlvɪt/
vintage (adj) /'vɪntɪdʒ/
weird (adj) /wɜːd/

Unit 5
Pages 44–53

a good example of this /ə god ɪgˈzɑːmpl av ðə zɪ ə/... (phrase)
agricultural produce (n) /ˌægrɪˈkʌltʃər prəˈdjuːs/
as recently as (phrase) /əz ˈrɛsɪntli ðəz/... (phrase)
barrel (n) /ˈbærəl/
offset (v) /ˈɒfsɛt/... (phrase)
poverty (n) /ˈpʊvəti/... (phrase)
prior to (adj) /prɪər tu/... (phrase)

protect the environment /prəˈtɛkt ðə mɪˈvɑːrəmənt/
reduce emissions (phrase) /rɪˈdjuːs ɪˈmɪʃənz/... (phrase)
renewable energy source (n) /ˌrɪnəˈwəʊl ɪˈnɜːdʒi sɔːs/... (phrase)
reverse the effects (phrase) /rɪˈvɜːs ðə ˈɛfektz/... (phrase)
solar panel (n) /ˈsəʊlər ˈpænəl/... (phrase)
solar power (n) /ˈsəʊlər ˈpɔːər/... (phrase)
such as /sʌks əz/... (phrase)
sweatshop (n) /swetˈʃɒp/... (phrase)
take, for example, (phrase) /teɪk ðə ˈɛxəmpl/... (phrase)
to illustrate this point (phrase) /tə ɪˈləstrɪt ðə ˈpɔɪnt/... (phrase)
vaccination (n) /vəˈkeɪnʃən/... (phrase)
wave power (n) /wɛv ˈpɔːrə/... (phrase)

Unit 6
Pages 54–61

aroma (n) /əˈrɑːmə/... (phrase)
aubergine (n) /əˈbaʊbɪn/... (phrase)
avocado (n) /əˈvɑːkwədoʊ/... (phrase)
be after (phrase) /bi əˈfɛtə/... (phrase)
bean (n) /biːn/... (phrase)
bittern (adj) /ˈbɪtən/... (phrase)
bleeding (adj) /ˈbliːdiŋ/... (phrase)
blood pressure (n) /ˈblʌd ˈprɛʃər/... (phrase)
calcium (n) /ˈkælsɪəm/... (phrase)
calorie (n) /ˈkæləri/... (phrase)
cashew (n) /ˈkæʃu/... (phrase)
cassava (n) /ˈkæsəvə/... (phrase)
chili pepper (n) /ˈtʃɪli ˈpɛpər/... (phrase)
chinese cabbage (n) /ˈkɪnsiə kæbɪdʒ/... (phrase)
cinnamon (n) /ˈsɪnrɪm/... (phrase)
clove (n) /kləʊv/... (phrase)
cosmetic (n) /ˈkɒzmətɪk/... (phrase)
consumer (n) /ˈkɒnsɪmər/... (phrase)
creeper (n) /ˈkrɪpər/... (phrase)
dairy product (n) /ˈdeəriˈprɒdʌkt/... (phrase)
deficient (adj) /diˈfɪʃənt/... (phrase)
disturbing (adj) /diˈstrʌbɪŋ/... (phrase)
distinctly (adv) /diˈstɪŋktli/... (phrase)
drastically (adv) /ˈdræstɪkli/... (phrase)
domestic (adj) /ˈdɒməstɪk/... (phrase)
dirty (adj) /ˈdɜːti/... (phrase)
dish (n) /dɪʃ/... (phrase)
dishonesty (n) /dɪsˈɒnɪstɪ/... (phrase)
discharging (v) /dɪskrɪˈfɜːrɪŋ/... (phrase)
discharge (v) /dɪskrɪˈfɜːr/... (phrase)

Protect the environment /prəˈtɛkt ðə mɪˈvɑːrəmənt/
Reduce emissions (phrase) /rɪˈdjuːs ɪˈmɪʃənз/... (phrase)
Renewable energy source (n) /ˌrɪnəˈwəʊl ɪˈnɜːdʒɪ sɔːs/... (phrase)
Reverse the effects (phrase) /rɪˈvɜːs ðə ˈɛfektz/... (phrase)
Solar panel (n) /ˈsəʊlər ˈpænəl/... (phrase)
Solar power (n) /ˈsəʊlər ˈpɔːrə/... (phrase)
Such as /sʌks əz/... (phrase)
Sweatshop (n) /swetˈʃɒp/... (phrase)
Take, for example, (phrase) /teɪk ðə ˈɛxəmpl/... (phrase)
To illustrate this point (phrase) /tə ɪˈləstrɪt ðə ˈpɔɪnt/... (phrase)
Vaccination (n) /vəˈkeɪnʃən/... (phrase)
Wave power (n) /wɛv ˈpɔːrə/... (phrase)
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<td>sunflower seed (n)</td>
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<td>taste bud (n)</td>
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<td>tempting (adj)</td>
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<td>shake (v)</td>
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<td>tomato (n)</td>
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<td>squeeze (v)</td>
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<td>turn your stomach (phrase)</td>
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<td>tedious (adj)</td>
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<td>unsaturated fat (n)</td>
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<td>client (n)</td>
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<td>communicate with them in their own language (phrase)</td>
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<td>community (n)</td>
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<td>completely different from/ to (adj)</td>
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<td>country of birth (n)</td>
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<td>extended family (n)</td>
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<td>foolproof (adj)</td>
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<td>fully accepted (adj)</td>
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<td>fundamentally similar (adj)</td>
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<td>have a lot in common (phrase)</td>
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<td>insulting (adj)</td>
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<td>language (n)</td>
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live overseas (phr)
manufacturer (n)
markedly different (adj)
market (n + v)
medication (n)
misunderstand (v)
offend (v)
offensive (adj)
outsider (n)
packaging (n)
polar opposites (n)
potential (adj)
product (n)
promote (v)
put across (a message) (phr)
radically different (adj)
refreshingly different (adj)
seek out (v)
sense of connection (n)
significantly different (adj)
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television commercial (n)
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there is a world of difference between (phrase)
tradition (n)
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Unit 9
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address (v)
appalling (adj)
apprenticeship (n)
blended learning (n)
campaign (n)
catastrophe (n)
confront (v)
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counsellor (n)
deal with (phr v)
disruptive (adj)
dependent (n)
depreciate the problem (phrase)
face-to-face (adj)
forensic science (n)
further education (n)
graduate (n)
has been underestimated (phrase)
high profile (adj)
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<td>fully-fledged (adj)</td>
<td>/'fʌli ˈfledʒd/</td>
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<td>generation (n)</td>
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<td>get off to a good start (phrase)</td>
<td>/ɡɛt ɔf tə ə ɡʊd stɑːt/</td>
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<td>guts and gumption (phrase)</td>
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<td>hand down (phrase)</td>
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<td>/ɪrˈɡwələr ˈau.ər/</td>
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<td>launch (v)</td>
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<td>motivate (v)</td>
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<td>mundane task (n)</td>
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<td>/ˈnærəˈbaɪznər ˈspɔrk/</td>
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<td>/ˈnɜːtnɪŋ ˈɒpərətjuːnəti/</td>
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<td>proactive (adj)</td>
<td>/prəˈæktri/</td>
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<td>recipe (n)</td>
<td>/ˈresɪpi/</td>
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<tr>
<td>set up a business (phrase)</td>
<td>/set ap ə 'bɪznəs/</td>
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<tr>
<td>stress (n)</td>
<td>/stres/</td>
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<td>supervision (n)</td>
<td>/suːpəˈvɪʒn/</td>
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<tr>
<td>think outside the box (phrase)</td>
<td>/θɪŋk ə utˈsaɪd də boks/</td>
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<tr>
<td>willing to give [something]</td>
<td>/ˈwɪlɪŋ tu ˈgɪv [ˈsʌmθɪŋ] ə fɔt/</td>
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Workbook Audio Script

Track 2, Unit 1

Sarah: It says here we need to choose an activity to do, you know, for when we were on our school trip.

Julian: Do we have to choose something? Can't we just read a book or listen to some music? Getting sweaty and feeling nervous really doesn't appeal to me.

Sarah: Julian, you're really not much of a thrill-seeker, are you? How about surfing? That's what I've chosen to do. It's not dangerous and you get to spend the day at the beach. I love the seaside. I often wish I could live near the sea.

Julian: Do you? Don't you! The sea's always cold and the sand gets everywhere. I think I'd prefer to do something indoors than be outside in the cold and rain.

Sarah: Oh well, suit yourself. Lizzie, what about you? Have you decided what you're going to do? But it's something a bit risky.

Lizzie: Oh yes, I can't wait to try some of these extreme sports! The surfing sounds great, Sarah. I tried it last year when I was on holiday and I just loved the feeling of speed through the waves!

Julian: You must be mad! You'd never catch me spending all day in the freezing cold sea!

Sarah: Never mind him, Lizzie. It sounds like your holiday was amazing! So what are you going to do instead?

Lizzie: Well, I quite fancy the idea of tightrope walking. You know, being up high... it's a bit dangerous...

Sarah: Lizzie, you're so brave!

Julian: Foolhardy more like!

Lizzie: But I'm not sure I'm going to choose that because I injured my foot last year and when you're on a tightrope you use your feet a lot. My heel is still sore so that's why I've decided to go base jumping instead.

Julian: You are mad!

Sarah: Lizzie, I find you really inspiring! You're just so brave!

Lizzie: Not really. I mean, they're going to have people there to teach us, aren't they? I'm sure it will all be done very safely. Fancy joining me, Julian?

Julian: You'd never catch me at the top of a high building, let alone jumping off one!

Sarah: What about football then? You could show us your amazing dribbling skills!

Julian: I've never liked football.

Sarah: Hockey then? I bet you can really thump a ball into the back of the net!

Julian: You may laugh but actually, I have chosen something I want to do. It's very good for building physical strength. I'll have you know.

Lizzie: Go on then!

Julian: It's called Q Gong. It's very relaxing and improves strength in all your limbs. You might think it's not very thrilling but you won't be laughing when you injure yourselves doing your foolhardy sports, will you?

Sarah: Well, at least you've decided to do something, Julian. I'm sure you'll enjoy it more than reading a book!

Track 3, Exam trainer 3

Mum: Simon! Simon! Come on, I really think we ought to start packing your things!

Simon: Do we have to? I don't leave for another two days.

Mum: I know but there might be some things we need to buy you, if we pack now, we'll see what those things are and we'll still have time to go to the shops.

Simon: They have shops in Newcastle, you know. I'm not going to the moon.

Mum: Don't be cheeky! It's your first time living away from home. If I send you off without everything you need, I'll be worried.

Simon: Oh, okay. Right... I'll definitely need my phone and my mp3 player. Oh, and this jacket. It's my favourite.

Mum: Shouldn't your priority be books? I thought you were going there to learn! Honestly Simon, it's not just one big excuse for a party, you know?

Simon: I know! But don't forget a phone is important for keeping in touch - if I need to call you, for example.

Mum: Oh yes, you will do your best to call me every week, won't you?

Simon: I'll try, Mum. I'll also need some money, until I get my loan through.

Mum: Your dad and I'll give you some. But let me make something clear: don't keep expecting handouts. You'll need to stand on your own two feet once you get there. Now look, I've got you some basic cleaning supplies - washing-up liquid, bathroom cleaner... Make sure you pack them.

Simon: Ugh! Am I going to have to do the housework?

Mum: Well, I'm sure your flatmates will help. But you really ought to try to make your bed and do the washing-up. If you leave the housework to everyone else, you risk becoming unpopular so you really must try to make a contribution.

Simon: Okay, I suppose I'll have to take my passport with me.

Mum: Do you think that's such a good idea? What if you lose it? You know what you're like!

Simon: Well, we need to take ID with us so I think it's pretty essential, really. But perhaps I could take my driving licence instead.

Mum: Yes, that's a better idea. Now, I've bought you some shampoo and soap. Please try to use them regularly. You want to make a good impression, don't you?

Simon: What, on the girls you mean?

Mum: You never know!

Simon: I want to take some cooking equipment - you know, a saucepan, a frying pan. If I show the girls how well I can cook, it might impress them.

Mum: Yes, and of course it means you won't starve. And you'll need some bed linen. I've washed a duvet cover and some pillowcases for you so you won't need to buy any.

Simon: One thing I forgot. It says here in this letter I'll need four passport-sized photos. I don't think I have any of those.

Mum: I'll drive you to the supermarket later. We can get them done there and you can help me with the food shopping.

Simon: Oh Muuuuum!

Track 4, Self-assessment test 1

Journalist: Now, Ginny, I understand you celebrated your coming of age in a rather extreme way, is that right?

Ginny: Yes, that's right. I was actually on holiday with my parents, in New Zealand, when I turned 18. They asked me what I wanted as a present. I decided that rather than ask for a piece of jewellery or maybe an expensive bag, I should choose something a bit more memorable.

Journalist: And so they paid for you to go bungee jumping?

Ginny: Yes, and it was the best experience of my life.

Journalist: Have you always been a thrill-seeker?

Ginny: No, not at all. I'm not really that interested in extreme sports. But my cousin had done a bungee jump and I'd watched a video of his jump and I could feel the adrenaline pumping through my veins even then. Right there, I decided that if I ever got the chance, I'd go for it.

Journalist: Did you have to do any preparation before the jump?

Ginny: Well, you need to check the people you're jumping with, carefully, of course, to make sure they've got all the latest safety equipment and relevant licences. And if you've got any health problems, they usually won't let you jump.

Journalist: And do they tell you what you should do, before you jump?

Ginny: Oh yes, they go through everything with you and you watch a video of other people jumping so you know what to expect. One important thing to remember is to take off your sunglasses and any items of clothing that are likely to fall off, like flip-flops. You won't get them back if they fall into the river below!

Journalist: Indeed. Surely you must have been very nervous before you jumped?

Ginny: I was terrified, if I'm honest. I felt sick and I wasn't sure whether I could go through with it. But the instructors were brilliant. They calmly attached the ropes around my ankles and told me to close my eyes and take deep breaths.

Journalist: To calm you down.

Ginny: Yes. When the nerves had subsided, I moved to the edge of the platform. They told me not to look down - that's what really makes you feel scared because the drop was over a hundred and sixty feet. Instead, I had to look straight ahead of me and open my arms wide.

Journalist: That's a long way down!

Ginny: Yes, and when I was ready, they counted backwards from three, and on one I jumped straight out, not down. That's important too, to make sure you don't hurt your back. The first five seconds were awful - I thought I was going to die. But after that, a feeling of pure joy flooded through me.

Journalist: What did your parents think of your unusual birthday present?

Ginny: My mum couldn't watch but my dad videoed the whole thing, which is great because now I have a souvenir of my experience. I was so thrilled afterwards that I think my dad was a bit jealous. I'm sure he would have tried it if my mum had let him.

Journalist: Do you have any regrets about missing out on a big party with your family and friends?

Ginny: No really. I've shown all my friends and relatives my video and they agree that it's a pretty special way to celebrate reaching adulthood. It's something I'll remember for the rest of my life.

Track 5, Unit 3

Presenter: Are you tired of getting ripped off in overpriced tourist traps?
Do you want to see something truly unique? This week in Off the beaten track, Paul Richardson investigates city breaks to Iceland, with the promise of a glimpse of the magical Northern Lights. Paul, tell us more.

Paul: Thank you. Yes, for those hoping to recharge their batteries, Iceland may not be the obvious choice. However, if you’re a nature lover and are looking for a holiday that’s a little bit out of the ordinary, a three-day holiday in Reyjavik might be the answer. Visit between September and April and there’s a chance you could see the famous Aurora Borealis, or Northern Lights. The stunning light display is put on by Mother Nature every winter and those who have seen it say it’s an unforgettable experience.

Presenter: It sounds like a very original holiday. But the problem is that this is a natural phenomenon, isn’t it? So seeing the Northern Lights surely cannot be guaranteed.

Paul: True. That’s of course. If you’re unlucky and the weather is very foggy or cloudy, you won’t see the Northern Lights. At the end of the day, that’s just a risk you take. For the best chance of seeing them, you’d do well to take a trip to Iceland’s north during the month of light north of the city. You need to go somewhere a bit remote, perhaps a grass field or the foothills of a volcano.

Presenter: You said the best time to see the Northern Lights is in the winter. What actually are the Northern Lights?

Paul: Well, it’s a bit technical but basically, they are created by particles that come from the Sun. These particles are drawn to the North Pole of the Earth, pulled by the Earth’s magnetic field. The particles react with the Earth’s atmosphere and it’s this that we see as the Northern Lights. They’re only about a hundred kilometres above us and the effect is quite dramatic.

Presenter: It must be quite a stunning sight! I have an email here from Sonia, who visited Norway last year and saw the Northern Lights. She says ‘I saw the Northern Lights last year and the experience was just unbelievable. We were three jade bands floating in the sky and at the edge it was crimson. At the centre it was bright violet. I’ve never seen anything like it: Thanks, Sonia, that certainly sounds impressive. Paul, how much do we need to pay for the city break in Reyjavik?

Paul: The city break is organized by Iceland Air and costs two hundred and ninety-nine pounds. This includes return flights to the capital and a hotel for three nights. There’s also an excursion out of the city to see the lights included in this price. If you asked me, it’s a pretty good deal.

Presenter: It certainly sounds like it. Thanks for looking into this for us, Paul. Next we look at memorable city breaks that won’t cost you a small fortune... Track 6, Exam Trainer 6

Lecture: It has been almost fifty years since mankind made that giant leap and landed on the Moon. In the early years that followed, the possibilities for space exploration seemed endless. Ordinary men and women would gaze at that silvery orb in wonder and dare to dream that they, too, could visit it one day. Reality, however, has proved somewhat different. The number of men and women who have made the unforgettable journey beyond the Earth’s orbit is miniscule. Those early dreams of package holidays into space have never materialized, simply because space travel remains prohibitively expensive.

Until recently, the research and development behind space travel was funded exclusively by national governments. Now, however, adventurous entrepreneurs are becoming involved. The market research suggests that people want to see it. Market research has consistently shown that in developed countries, many people would like to take a trip into space one day. If these entrepreneurs can reduce the cost of space travel, the number of travellers will grow. Enabling prices to fall further and bringing space travel within the reach of Mr and Mrs Average.

Central to the development of mass-market space travel and tourism is entrepreneur Peter Diamandis. He recognized that the key reason space travel was so expensive was because the rockets used for lift-off could only be used once. What was needed was a reusable, cost-effective solution. Inspired by the development of NASA’s reusable space shuttle, Diamandis launched a competition in the mid-nineteen nineties called the X PRIZE. This prize was awarded to a commercial spacecraft that travelled into sub-orbital space, returned to Earth, and repeated the feat twice within the space of two weeks. He hoped the ten-million-dollar prize money would encourage research and development and eventually produce a workable solution.

It wasn’t until two thousand and four that the prize money was claimed. Burt Rutan, an acclaimed aircraft designer, designed a reusable space shuttle called SpaceShipOne. It became the first commercial manned spacecraft to go into sub-orbital space.

We may not yet be booking package tours to the Moon but the possibility of spending your holiday in space doesn’t seem too far off. Burt Rutan is now working with the British entrepreneur Richard Branson on Virgin Galactic, which aims to take tourism into space. Such a holiday is still far from the average person’s grasp, however. It is estimated that a return ticket on the Virgin Galactic jet will cost two hundred thousand dollars. Nevertheless, keen would-be passengers have already paid ten million dollars to book their places on a flight.

Beyond tourism, quick and cheap space travel may become essential should we ever need to leave Earth because we have depleted its resources or face a global natural disaster. Safe, cheap space travel has numerous applications and may well become a reality within our lifetime.

Track 7, Unit 5

Good afternoon, ladies and gentlemen, and thank you for coming to the launch of our brand-new, ethically-sourced coffee, Green Bean Coffee. We hope you’ll take the time to try a cup of our coffee before you leave today. These days, we are all used to having a vast choice of coffees; late cappuccino, expresso, cappuccino. But have you ever stopped to think about where your coffee comes from, and the people who grow the coffee beans? The uncomfortable truth is that all too often, farmers who grow coffee beans are paid very little for their crop. With too little money to feed themselves properly, let alone send their children to school, these farmers are trapped in a cycle of poverty. We at Green Bean Coffee believe it’s time this cycle was stopped.

Green Bean Coffee is a new, eco-friendly coffee. Of course, it goes without saying that our coffee is delicious but it’s also respectful of the planet, too. We use only coffee beans that have been grown sustainably, to preserve natural resources. Our farmers do not use chemicals or pesticides and Green Bean Coffee is against GM foods. Instead, our farmers only use natural farming methods that have been passed down from generation to generation.

For many, a cup of coffee can be an enjoyable start to their day. But the truth is that we’re all guilty of this wastefulness, throwing away our empty coffee cups and coffee pods. By choosing Green Bean Coffee, you’ll be doing your bit to help and support the coffee farmers.

Next we look at a clear-out would involve putting our unwanted items in a bin bag and taking them to the charity shop, or perhaps putting them in the recycling. But the reality is that people take things much further.

In two thousand and one, Michael Landy, a British artist, decided to rid himself of all of his personal possessions. His show, Break Down, lasted two weeks and aimed to highlight how many unnecessary items each of us owns and the amount of waste we all produce.

First, Landy drew up a list of everything he owned – from his socks to valuable works of art. He entered them into a database. All these items were then taken to an empty shop in London, and one by one were placed on a conveyor belt. Visitors could watch the items being taken apart – the polar opposite of a production line – before they were finally shredded, each item being reduced to rubble and dust. Even inedible items such as his original birth certificate were destroyed.

By the end of the event, Landy had nothing left except his pet cat and his girlfriend. Despite this, he described Break Down as a ‘liberating experience’ and the ‘happiest two weeks’ of his life.

In two thousand and nine, another artist, Jasper Joffe, sold everything he ever owned. Following the break-up of his relationship with his girlfriend, he decided to re-evaluate what he was doing and what his aims were. He believed that by removing any unnecessary clutter from his life, he could start again from scratch. The only items he did not sell were his glasses and the clothes he was wearing. Items – which ranged from teddy bears to works of art – were sold in thirty-three lots, each costing three thousand three hundred and thirty-three pounds. Joffe, too, described the experience as liberating.

While such acts may be extreme for the average person on the street, they do serve to illustrate a universal truth: when it comes down to it, there are very few material possessions we can’t live without. And perhaps, if we all considered a little less and cared a little more, we too would experience greater liberation and happiness.

Track 9, Self-assessment test 3

Speaker one: I ate something really strange when I was on holiday in the UK. I was staying in London with my exchange partner and she suggested we go for a full English breakfast. I had heard of it but I’d never tried it. So we went along the road to a small, friendly cafe and both ordered...
our breakfasts with a cup of tea. The plate that was put in front of me was huge! There was toasted bread, baked beans, fried eggs, sausages, bacon and black puddling. Really it was more like an evening meal than a breakfast! I have to say I really enjoyed all of it, though I couldn’t finish it all. It was only after I had finished that my friend explained exactly what black puddling is – a sausage made out of blood. Yuck! Absolutely revolting! Now I know what it is, I’ll never eat black pudding again!

**Speaker two:** I had a really odd drink when I was in Taiwan. It’s called ‘bubble’ tea and I’ve never had anything like it before or since. There are lots of bubble types, and the tea is served in a plastic cup with a sealed lid. First you choose the flavour you want, and there are all sorts of flavours like peach, melon and ginger. Then you choose your ‘bubbles’. These are usually little tapioca pearls but sometimes they’re also beans or coconut jelly. These ‘bubbles’ sit at the bottom of your tea drink, which, strangely enough, has a hole in the lid. You pierce the lid with a straw and suck the ‘bubbles’ up as you drink the tea. The bubbles are really chewy, and they’re quite big so the straw has to be quite wide. I have to say I quite enjoyed my bubble tea but I’m not sure if I would enjoy it very often.

**Speaker three:** When I was in Italy, I had some really delicious food. I tried all kinds of ice creams and pizzas but my favourite food was the cheese. Have you ever tasted gorgonzola? It’s quite a strong tasting cheese and I think it tastes best melted into a sauce for pasta. Gorgonzola is a white cheese with blue lines running through it. It’s only recently that I found out what those blue lines are. Apparently, while they’re making the cheese, they add mould to it. So essentially, gorgonzola is cheese that is a bit mouldy! Of course, it doesn’t make you ill or anything, but the idea of eating mouldy cheese might put some people off. I still love it, though.

**Track 10, Unit 7**

Willy Johnson, the British inventor, is that rarest of breeds. Not only is he eccentric, dreaming up bizarre and outrageous inventions, but he is also commercially successful. Here is a man who not only makes his ideas become a reality, but makes money out of them, too. Willy was born on the first of April, nineteen thirty-nine, and had an unhappy childhood being cared for by aunts, and teachers at a boarding school. To escape his loneliness, he lost himself in books and was inspired by a character in the Rupert the Bear stories – the nutty professor.

Willy would have loved to have gone to university to study Mathematics or Science, but it was not to be. He served a short spell in the British Army before he was thrown out – it is thought he was just too odd to fit in. However, this very same oddness that at times has held him back also allowed him to conjure up such creations as computerised trainers, which calculate how many calories you burn during a run; and airbags for boats, which stop a boat from sinking. One of his most famous inventions is the Schnorch-no-more, an anti-snoring device. The device never caught on but Johnson, characteristically self-confident, points out that the idea remains sound – it is estimated that there could be as many as seventy million snorers worldwide. Moreover, Willy’s more successful inventions include the MedMole – a kind of medical software that helps detect skin cancer, and the Microbarseal, a tamper-proof security seal that proves a product is genuine. His company employs thirty people and Willy himself is said to be worth four hundred and ninety-five million pounds. His most successful approach has been to develop ideas, then sell them on to others to make.

So what is Willy’s advice for anyone hoping to follow in his footsteps? ‘If you’re married and have children and a mortgage, don’t be an inventor,’ he counsels. ‘Do it before you get embroiled in relationships. You need to be single, dedicated and obsessive, but not to the point of losing your common sense. You must be able to stand back and walk away and say it’s not going to happen. Knowing when to stop is crucial.’

**Track 11, Exam trainer 12**

**Examiner:** What I’d like you to talk about is the most important thing that has ever been invented, that is, the invention you think is the most important. Please also explain why you think it is the most important invention.

**Track 12, Exam trainer 12**

**Speaker one:** The invention that I think is the most important is the e-book reader. They’re still quite new, really, but I think e-book readers are amazing. Instead of just taking one or two books on holiday with me, I can take hundreds. That means you can never get bored if you’ve got an e-book reader. You can even download some books for free, for example promotional books or books that are no longer in copyright. Another added bonus is that they’re so small and light. I hate clutter, so I’ve been able to throw away all my physical books and I’ve replaced them with e-books. It’s given me so much extra storage space.

**Speaker two:** You might think I’m vain, but I think the best invention ever is contact lenses. I’ve worn lenses since the age of two because I’m short-sighted, and last month I went to the optician to find out about contact lenses. I thought it would be really difficult to get them in the right position on your eye and I was worried about going to sleep and forgetting to take them out. I hadn’t gone to the optician before because I thought they might irritate my eyes, but actually they’re much more comfortable than I expected, and now I feel less self-conscious because I never thought glasses suited me. I’ve got disposable contact lenses, so I don’t even have to worry about cleaning them. I only wish I’d got them years ago.

**Speaker three:** This may sound a little strange but I think the most important invention of recent times is the dishwasher. I know they don’t do anything very exciting or save lives or anything like that, but my dishwasher just makes my life so much easier. I’ve only had a dishwasher for five years and I can tell you, the novelty hasn’t worn off. Before, I was always arguing with my girlfriend about whose turn it was to wash up. Now, you just put the plates and cups in the dishwasher, press the button and off it goes! No more arguments! My kitchen is also much tidier now, whereas before there were always piles of bowls and glasses waiting to get washed up. I just love it.

**Speaker four:** Well, I think the most important invention ever is the aeroplane. I love everything about flying. I love the excitement of going to the airport and checking in. I love shopping in the duty-free shops and I like going to the gate just before you get on the plane. Even if I’m really nervous, I always find aeroplane food really tasty – I don’t know why people complain about it. I’m quite short, so I don’t really have a problem with the seats in aeroplanes, although I know some people find them uncomfortable. There’s nothing better than settling down on a long flight to watch a film or listen to some music. And of course, I’m studying a long way from home, so an aeroplane is the best way to get home quickly to see my family!

**Track 13, Unit 9**

**Interviewer:** Today in Heart of the Affair I’m talking to Mr Sheppey, the headmaster of Rogate High School in London. The school is well known for its relaxed, liberal attitude. But does it get the same results as regular schools? Mr Sheppey, welcome.

**Headmaster:** Thank you.

**Interviewer:** I’d like to start by asking you about uniforms. In the UK, many students have to wear school uniform up to the age of sixteen. Is it true that at your school, Mr Sheppey, none of the students have to wear them?

**Headmaster:** That’s right. Usually the requirement to wear a uniform is dropped when students get to the sixth form, but at my school they can stop wearing the uniform the age of twelve.

**Interviewer:** But don’t students need rules? Don’t you find they respond to discipline? Surely uniforms are a part of that.

**Headmaster:** I agree with you about discipline but it takes more than a school uniform to engage a teenager and get them to learn. Of course, students must still present themselves tidily and we don’t allow any piercings or tattoos, but if they want to come to school in jeans, that’s fine.

**Interviewer:** And isn’t it also the case that students do not call teachers by their surnames – Mr Cross, Mrs Jamieson, and so on, but by their first names? What should I be calling you?

**Headmaster:** I’m Sam. And yes, that’s right, teachers and students alike address each other by their first names. I found that when we asked students to use Mr and Mrs for teachers’ names, it seemed as though a barrier was put up. Now everyone is on the same level. I believe students have a better relationship with their teachers when they can address them in a friendly, informal way. Perhaps surprisingly, they also seem to show them more respect.

**Interviewer:** Very interesting. Now, I see here from this league table that your school is one of the top performers in the country, with a large majority of your students going on to university. What career tips can you offer young people about to finish school?

**Headmaster:** We encourage our students to think about life after school early on, whether that means studying for vocational qualifications at a technical college, studying for a degree at university or doing an apprenticeship with a view to getting important working skills. It’s never too soon to start planning.

**Interviewer:** And is university still the best option for young people?

**Headmaster:** If I were eighteen now, I’m sure I would be so keen to go to university. Not because I didn’t have a wonderful time – I did! But simply because if you get an education these days, you have to accept that you’ll incur a significant debt because you have to pay tuition fees. In my day of course, they were free.

**Interviewer:** Yes, times have certainly changed.

**Headmaster:** I would also say to students, don’t be afraid of failure. I had to re-sit my A Level English, you know. It was a blow at the time but it made me more determined than ever to get on and make a success of my life. Sometimes the biggest mistakes teach us the most.

**Interviewer:** Wise words indeed. Thank you very much for your time, Mr Sheppey, I mean … Sam. Now let’s turn to a subject …

**Track 14, Exam trainer 15**

**Presenter:** Good morning, ladies and gentlemen. Welcome to Success in the Workplace. Now, I know many of you have completed our course
Track 15, Exam trainer 15
Presenter: The first key to success when you’re a new employee is enthusiasm. Put a smile on your face and learn how to say yes. Pay attention to what your boss tells you and ask questions. When you’re given a job to do, approach it with a can-do attitude. No one wants an employee who is constantly saying, appearing bored or complaining that a task is too difficult. If you’re working with or near to someone with a negative attitude, try to ignore them because they’ll drain you of your enthusiasm. If you have a positive attitude, you’ll do some positive work. What’s more, enthusiasm is infectious, so your attitude will help your colleagues, too.

Secondly, don’t be afraid to ask for help. There’s no such thing as a stupid question. You may have a diploma or a degree but that doesn’t necessarily mean you know much about working. No one expects you to know everything on your first day, even your first year. If you’re worried you’re about to make a mistake, stop and ask a colleague or your boss. They’ll appreciate the fact that you want to ask their advice and they’ll be only too happy to help — that’s what they’re there for.

Most important of all is to be professional. Dress appropriately and always be on time — employers value workers who are reliable. Try not to bring your personal problems with you to work. Leave them at home and if they are starting to have an impact on your work, talk to your boss about them. And remember, in any workplace there’s always a certain amount of gossip. Try not to get too involved in talking about other people — especially their personal and private lives. You don’t want to get a reputation for being the person who tells other people’s secrets, when you should be doing your work.

Now, I’ll be happy to answer any questions on this subject. Yes, sir, the man in the blue shirt. How can I help you?

Track 16, Self-assessment test 5
Presenter: At first glance, Max seems to be a stereotypical teenager. Dressed in jeans and a hoodie, he stands at the edge of a park with his friends, chatting and laughing. But after he leaves his friends, he walks fifteen minutes before heading home to his flat. For the next two hours, he helps to distribute soup and sandwiches to homeless people on the streets of London.

According to a recent survey, Max is representative of most other people his age. Contrary to the popular perception that teenagers enjoy nothing more than sleeping all day and partying all night, it appears that the majority of youngsters would much rather do something productive with their leisure time.

According to the researchers, of the three thousand seven hundred teenagers who completed the survey by text message, more than seventy percent would like to spend their free time going to the gym, playing football or meeting friends at a youth club. Despite the good intentions, the survey revealed that ninety-five percent of young people would much rather do something productive with their leisure time.

Jonelle: It’s time we ended the myth that young people are rude, bored and lazy. When you actually ask them, most of them want to do something useful. Many of them help out with local charities, and about ten percent have taken the job, often working unsociable hours. When we have to do is nurture this potential and make sure young people achieve their goals, whether they be in education or looking for work.

Presenter: Despite the good intentions, the survey revealed that ninety-five percent of respondents admitted to wasting time just hanging out with friends. Many, however, were quick to point out that with few local facilities available to them, there was little else they could do in their free time. Young people in our community have been underestimated, it would seem. Yes, many of them agree that they often waste time doing unproductive things, but is this the fault of the young people, who are given nothing else to do, or is it the fault of us, the adults, who do not provide them with enough opportunities?

We’re keen to hear your thoughts on this. Please email, text or tweet us. We’ll be sharing your thoughts on the topic in our next programme, tomorrow at ten thirty a.m.

Track 17, Exam test 1
Ellen: It’s been just over two months since I left home to come to university in Swansea. It was a bit daunting to begin with but I’m really starting to love the university now.

Moving out to live away from my family has opened my eyes to a lot of things. Actually, I’m quite surprised at how adventurous I’ve been. I live with two other girls and three boys, and we girls do the shopping, and the boys cook. They’ve cooked up some weird and wonderful dishes — the kind of things my parents never eat. Last week we had a spicy Thai prawn curry! Before I came to university, you’d never have caught me eating seafood because we don’t eat it at home. But I ate some and it was delicious.

And it’s not only new food I’ve got into. During Fresher’s Week, I joined the university’s pot-holing society. I study Geology so I’m fascinated by rock formations and the way the Earth was formed. We go out in weekends and hike to mountaintops, we’ve been taken down into some remote caves in the West Country. It was so cold and so narrow down in the caves and I could feel my heart beating really fast. It was terrifying but thrilling at the same time! We were deep inside a cave that was formed thousands of years ago, with just a small torch to find our way out. Afterwards I was really proud of myself for trying something so challenging.

Another great thing about going away to university is meeting so many new people. I’ve made friends with the people I live with and with people who are on my course. Some of them I’ve really clicked with and I’m sure we’ll be friends for life. I’ve also met a boy I really like. We’ve only been a couple of dates, but I think he’s quite keen, too. My auntie says university is a great place to meet a future husband or wife, but I’m not thinking that far ahead yet!

Aside from my academic studies, which I’m finding really interesting, I’ve learnt quite a lot of practical things by living independently for the first time. Things like how often I need to do the food shopping or how long it will take to do the washing-up or the best way to clean the bathroom. I’m not saying I enjoy doing these chores, though, if anything, they make me appreciate my parents more. They used to wait on me hand and foot and do all the unproductive things, but is this the fault of the young people, who are sometimes results in squabbles and disagreements. I’m starting to realise that I’m a pretty impatient person, and I get angry quickly if people don’t do what I want them to do. I need to relax a bit more. I’ve learnt that housework is exceptionally boring, and unfortunately it doesn’t do itself. Finally, when you’re on a limited budget, you quickly appreciate the value of money. A lot of things are much more expensive than I thought, or maybe I just hadn’t really thought about them before. In any case, I know I have to plan my money and live within the limits.

And some things I’m learning are not quite so pleasant, especially things I’m learning about myself. Living with five other people of my age sometimes results in squabbles and disagreements. I’m starting to realise that I’m a pretty impatient person, and I get angry quickly if people don’t do what I want them to do. I need to relax a bit more.

I’ve also done a lot of exercise. If you’re working with or near to someone with a negative attitude, try to ignore them because they’ll drain you of your enthusiasm. If you have a positive attitude, you’ll do some positive work. What’s more, enthusiasm is infectious, so your attitude will help your colleagues, too.

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Most important of all is to be professional. Dress appropriately and always be on time — employers value workers who are reliable. Try not to bring your personal problems with you to work. Leave them at home and if they are starting to have an impact on your work, talk to your boss about them. And remember, in any workplace there’s always a certain amount of gossip. Try not to get too involved in talking about other people — especially their personal and private lives. You don’t want to get a reputation for being the person who tells other people’s secrets, when you should be doing your work.

Now, I’ll be happy to answer any questions on this subject. Yes, sir, the man in the blue shirt. How can I help you?
then you won't be tempted to pick up lunch from a fast food restaurant. Plan six healthy dinners for the next week and buy the ingredients you need. Then you won't be tempted to cook something unhealthy. When I'm working with customers at the gym, I give them a healthy eating plan to follow. It was drawn up by a dietician. It's the first step towards being healthier — after all, if you don't have the right fuel in your belly, you won't be able to do much exercise, will you?

Pam: Good morning, and welcome to Big Business. This morning my guest is Simon Jeffries, co-founder of Fruit Foods, which produces healthy snacks and drinks. Since it was founded in two thousand and five, the company has grown from just two people to over four hundred, and its products are found in supermarkets across the world. Simon, perhaps you could begin by telling us how you got the idea for your business.

Simon: Thank you, Pam. Well, as you say, I started the company back in two thousand and five with Amanda Holmes, who I met when I was at university. We didn't start the business straight out of university — we felt we needed to get a bit of experience under our belts first — but after just a couple of years in the job market we both came to the conclusion that life would be much more satisfying if we could work for ourselves. It was actually Amanda who spotted the gap in the market.

Simon: Right, and I should mention that your company, Fruit Foods, specialises in snacks, salads and bottled drinks made from only organic, natural ingredients. How did you know that your idea would work?

Simon: Quite honestly, we didn't. We suspected that people would buy products that make it easier for them to be healthy, but we didn't know for sure. We developed some recipes in our spare time and tried them out on friends and family, then we spent seven hundred pounds on fresh fruit and vegetables, and made up a whole batch of fresh fruit juice, smoothies, salad bowls, fruit salads and sandwiches. We set up a stall at our local market and gave away the food and drink for free. In return, we asked customers to tell us whether they liked the snacks and drinks enough to pay for them. More than seventy-five percent of customers said they did, so that was all the research we needed. The following week, both Amanda and I handed in our notices and began setting up the company.

Pam: You said earlier that Fruit Foods enables people to be healthier without costing them time. Of course, one criticism of your products is that they cost a lot more money than other health drinks and foods. How do you answer this?

Simon: It's true, our products are a bit more expensive than average. But there's an important reason for this. We use only a hundred percent natural ingredients that are grown without pesticides or chemicals. We don't use GM foods. When you grow fruit and vegetables organically, you get a lower yield, so the farmers' prices are higher. We're happy to pay a premium because we know we're getting top-quality, organically grown produce. I believe our customers are in turn happy to pay a premium for the end product, because they know our products come from a sound ethical background and the planet has been cared for in the process, not robbed.

Pam: I notice that a lot of your packaging is plastic. Does this attitude to sustainability extend to the bottles and bags you use?

Simon: Totally. First, we use as little packaging as possible. Secondly, we use as much recycled material in our packaging as possible. And of course, all the packaging we use can be recycled after use.

Simon: We use only a hundred percent organic natural ingredients, which are grown without pesticides or chemicals. We specialise in snacks, salads and bottled drinks made from only organic, natural ingredients. How did you know that your idea would work?

Simon: Quite honestly, we didn't. We suspected that people would buy products that make it easier for them to be healthy, but we didn't know for sure. We developed some recipes in our spare time and tried them out on friends and family, then we spent seven hundred pounds on fresh fruit and vegetables, and made up a whole batch of fresh fruit juice, smoothies, salad bowls, fruit salads and sandwiches. We set up a stall at our local market and gave away the food and drink for free. In return, we asked customers to tell us whether they liked the snacks and drinks enough to pay for them. More than seventy-five percent of customers said they did, so that was all the research we needed. The following week, both Amanda and I handed in our notices and began setting up the company.

Pam: Your business ethics sound very admirable, and I understand that you donate ten percent of your profits to charity. Is this a little naive, when your competitors are reinvesting that money in research and development? Can you afford to be so noble-minded in such a competitive market?

Simon: I think we can. Yes, we do donate ten percent of our profits to charity, but that money almost always goes to farming communities in areas where the products we use are grown. If that land and those communities are not cared for, our raw ingredients will suffer. So I look at it as an investment in the future of our product. And do you know what? Because we've done this ever since the company was founded, we don't even miss that money. If all businesses followed this pattern, we could really make a difference in the world.

Pam: Simon Jeffries, thank you for joining us this morning. And now we're turning our attention to the ...
Workbook Answer key

unit 1 - get active

Vocabulary - Body parts
1. 2 elbow 3 chin 4 waist 5 shin 6 heel 7 shoulder 8 chest 9 hip 10 thigh 11 ankle
2. 2 calf 3 button 4 chin 5 thigh 6 heel 7 hip 8 thumbs 9 elbows

Grammar - Articles
3. 2 the 3 - 4 The 5 a 6 an

4. 2 Salsa is a kind of dance that comes from Cuba. 3 A little physical exercise every day is very good for you. 4 There is a yoga class at the gym tonight. 5 Sally is going to cycle a hundred kilometres next weekend. 6 Mr Hinds is the PE teacher at our school.

5. 2 The 3 - 4 a 5 a 6 -

6. 2 The last time I did exercise I pulled a muscle in my leg. 3 Elma Muros-Posadas is a famous sports woman from the Philippines. 4 When you do the Tree Pose, it's very difficult to keep your balance. 5 I hate sports day because I am always the last person to finish running.

7. Reflexology is one of the oldest therapies known to man. It is thousands of the years old and was practised by ancient civilisations in the Egypt and the Americas. Today, you can still book a session with a reflexologist if you know where to look. But what exactly is reflexology?

Reflexology is the belief that many parts of the body are linked to the feet. For example, the base of the toes is linked to the eyes and ears; and the side of the foot is linked to the shoulder. When we push on these different areas of the feet to stimulate them, we also stimulate areas of the body that are linked to them. Do your eyes feel tired? Try rubbing the base of your third and fourth toes. Have you got a headache? Try massaging your big toe. This is essentially what a reflexologist does - by stimulating the feet, the practitioners say they can help people suffering from illnesses, fatigue and even depression. In the ancient times, when man used to walk barefoot, our feet would be stimulated constantly without even thinking about it as we walked over sharp rocks or mossy grass. Today, with our feet cosily tucked away in the socks and shoes, we need a little extra intervention.

Vocabulary - Extreme activities
1. 2 extreme 3 brave 4 exciting 5 dangerous 6 thrill-seekers 7 hazardous 8 thrilling 9 risky

2. 2 g 3 4 4 5 a 6 e 7 b 8 c 9 d 10 h

Grammar - Reference
3. 2 so 3 she 4 it 5 Such 6 One

4. 2 Those were the days! 3 I think this one is much more trendy. 4 Are those the ones who are going on an extreme sports holiday? 5 I find this that absolutely amazing.

5. 2 I can't go to the cinema with you today but I can go to the cinema with you tomorrow. 3 Which pair of jeans do you want? 4 I think I'll buy the cheapest pair of jeans.

6. Peti and his helpers 3 steel cables 4 the tightrope 5 standing on one leg and lying down on the tightrope 6 highly dangerous 7 Philippe Petit 8 describe himself as a thrill-seeker

Vocabulary - Sporting vocabulary
1. 2 i 3 b 4 h 5 a 6 c 7 j 3 d 9 g 10 e

2. 2 mark 3 passed 4 dribbled 5 banged 6 penalty 7 thump 8 penalty 9 ricocheted 10 blew the whistle

Listening
1. 3 surfing 2 base jumping 3 Qi Gong

4. 2 a 3 b 4 c 5 c 6 c

Reading
5. Possible answer: The origins of football in China

6. 2 2500BC 3 kicking the ball with feet; a ball made of leather and stuffed 4 30-40 cm 5 by being the first team to score 6 Tsu Chu

7. 2 the military 4 physical 5 kick 5 skill 7 each 8 ground/floor 9 attack 10 recent

Writing - Describing charts
1. increase; climb, soar decrease: fall, plummet, decline

2. 2 erratic 3 increase 4 gradually 5 decline

3. 2 e 3 d 4 c 5 b

4. Possible answers:
1. The chart illustrates changes in fitness amongst those aged 50 over a seven-year period, to 2012. 2 The chart shows how mountain biking has become more popular amongst women between 2008 and 2012. 3 In the chart, we can see healthy eating patterns amongst children aged between three and six for the year 2011 to 2012.

5. 2 The chart shows that participation in extreme sports increased slightly. 3 The number of club members fluctuated. 4 We can clearly see that fitness amongst members has risen strongly.

6. 2 Summarise 3 Identify 4 paragraphs 5 synonyms 6 grammar

7. Sample answer:
The chart shows us the percentage of men and women who took part in extreme sports, according to age. The chart illustrates trends over a twelve-year period, from 2000 to 2012. Overall, there has been an increase in participation in extreme sports, the only exception being for women aged between twenty-six and forty whose participation has declined steadily. The most striking change is in the participation amongst women aged eighteen to twenty-five, which climbed from twelve percent to fifteen percent between 2000 and 2005, and then soared to thirty percent by 2008, at which point levels remained stable. Only men aged eighteen to twenty-five and men aged twenty-six to forty had higher levels of participation, the maximum being thirty-five percent for men aged eighteen to twenty-five in 2012. The biggest decline in participation was amongst women aged twenty-six to forty. For this age bracket, participation fell from ten percent in 2000 to one percent in 2012. Participation amongst men aged eighteen to twenty-five was the most erratic, falling slightly from thirty-two percent in 2000 to thirty-one percent in 2001, before climbing again to thirty-four percent in the years 2002 and 2003. Rates then fluctuated over the next nine years, finishing at a high of thirty-five percent at the end of the time period.

real time

1. 2 absolutely certain 3 highly 4 could have been 5 possibly 6 likely 7 probable 8 might be 9 possible 10 must

2. 2 ✓ 3 ✓ 4 X 5 X 6 ✓

3. 2 my opinion 3 agree up to a 4 I don't really 5 may well be so 6 not so sure 7 matter what you say 8 entitled to a view 9 I still believe

exam trainer

1. 2 negative 3 positive 4 negative 5 positive 6 negative 7 positive 8 positive
Celebrations and end... had forgotten Domestic tasks.

Possible answers:
1 bravery 2 decreased/fallen/dropped/dipped slightly, scared 3 pass, pace/speed 4 fluctuating, rose
5 3b 4c 5a 6c 7d 8a 9c 10b

unit 2 - grow up!

Vocabulary - Celebrations and special occasions
1 2d 3h 4b 5c 6i 7a 8e 9k 10f 11g

Grammar - Review of past tenses
2 was watching 3 gave 4 was going to wear 5 would 6 used to 7 would 8 had spent

I come from an Aborigine family, and when Aborigines pass into adulthood, they take part in something called Walkabout.
In the past, this meant that young men used to spend six months alone in the wilderness, connecting with the spirits of their ancestors.
They would walk around the inland desert - known as 'the bush' - hunting going to bite me - some Australian spiders are deadly!
After three hours of sitting still, I knew I would have to do something, but what? Luckily I had packed a knife in my rucksack, so I cut a hole in the side of the tent closest to me.
I escaped through the hole but had to wait four hours until the spider walked off into the darkness.
I thought to myself then that I would always remember my 'Walkabout'.

Vocabulary - Domestic tasks
1 take out 3 change the 4 redecorate 5 change 6 dust 7 unblock 8 sew on 9 put 10 vacuum 11 remove

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

Vocabulary - Tentative opinions
1 2 hate 3 impression 4 can't 5 might 6 thinking 2 hate to say it 3 the impression 4 consider 5 looks to me as if 6 can't help wondering

Reading
3 4 Students' own answers 5 1G 2A 3C 4H 5B 6E 6 2X 3? 4? 5? 6X 7 c

real time 2
1 a3 b2 c4 d7 e5 g8 h6 2 b One example of this is also need to consider d What is more e point f not only g but also h For example

Requesting information

The reason for writing
I would like to know about ... I am writing in response to ... I am writing to enquire about ... I am writing to you on behalf of ...

Asking for a reply

Ending the letter

We look forward to hearing from you. Yours sincerely, ...

Workbook Answer Key...
Grammar

I doubt if I’d enjoy it highly unlikely what you say it’s probably

Vocabulary - Colours

The most likely student is B.

Students’ own answers.

Vocabulary - Travel

The sun set slowly over the crimson, maroon, scarlet 11/12/13/14 bronze, copper, gold, silver

Writing - A story

Reading

Sample answer:

I had never been abroad before, and I suddenly felt very worried and alone.

As we drove, the night became darker and the street lights gave off an eerie glow.

Grammar - Linkers

Grammar - Perfect verb forms

real time 3

Sample answer:

'No mistake, Madam,' the assistant said calmly. 'This is a size 12 dress. You do realise that a size 12 dress in the UK is two sizes bigger than a size 12 dress in the US?'
6 I'm surprised to hear that you managed to lose so much weight.

2 B 4 C 1 D 2 E 6 F 5

3

<table>
<thead>
<tr>
<th>Asking about the problem</th>
<th>Expressing disappointment</th>
<th>Sympathising</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel really upset.</td>
<td>I'm really upset.</td>
<td>How awful!</td>
</tr>
<tr>
<td>I'm really upset.</td>
<td>I'm really upset.</td>
<td>I'm sorry to hear (that) ...</td>
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<td></td>
<td></td>
<td>It's a shame (that) ...</td>
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<tr>
<td></td>
<td></td>
<td>That's such a pity!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You look upset.</td>
</tr>
</tbody>
</table>

4 Dialogue 1: 2 look upset 3 feel really upset 4 such a shame 5 really disappointed

Dialogue 2: 6 upset 7 awful 8 sorry to hear 9 a pity

exam trainer 4

1 excitement 2 help 3 uniqueness 4 technological 5 remote 6 gold(en) 7 popularity 8 hard

2 hard/hardship 3 popular/popularity 4 gold/golden 5 help/helpful 6 excitement/excited 7 technology/technological 8 unique/uniqueness, remote/remoteness

3 1a/b silver 2a/b magenta 3a/b turquoise

there is no difference

4 amazement 3 unique 4 diversity 5 Chinese 6 wonderful 7 jade 8 dramatic 9 relaxation 10 interesting

unit 4 – image conscious

Vocabulary – Adjectives to describe clothes and people

1 A 2 vintage 3 tight-fitting/shiny 4 tight-fitting/shiny 5 leather 6 skimpy 7 quirky 8 fashionable 9 frumpy 10 baggy 11 designer 12 skinny 13 casual 14 laid-back

Grammar – Adjective patterns

2 frumpy baggy black 3 cool brown suede 4 quirky old-fashioned velvet 5 awful skinny silver 6 scruffy old ripped 7 beautiful vintage silk 8 cool big leather

3 2 3 Is that awful; old; green jacket yours? 4 My clothes are generally fashionable, quirky and tight-fitting.

5 6 I love playing with fashion. You can wear a cool; vintage; velvet; jacket with fashionable jeans, and look really unique. 7 I hate baggy clothes. I much prefer clothes that are fashionable, tight-fitting, and colourful.

8 Her style is vintage and quirky.

3 I'm looking for a new handbag. Maybe something brown and suede. 4 I like shopping in boutiques. Somewhere I can find unusual clothes.

5 This top is old-fashioned but still beautiful.

6 Is there anyone here who can help me choose some jeans? Preferably someone cool and fashionable who can offer good advice.

5 Need a new style? Look to the East No one wants to look boring and old-fashioned. If you really want to make a fashion statement and are looking for something unusual and quirky, why not try a style from Tokyo known as Gothic Lolita? At first sight, this fashion style might seem frumpy and old-fashioned. However, if you look a little closer, you'll notice there is a modern twist.

First, the Gothic. To get the Gothic Lolita style right, you need to wear clothes that are long and dark. There's nothing skimpy or short about these clothes! You should also wear dramatic heavy black make-up, especially around the eyes. Now for the Lolita part. Most people who follow the Gothic Lolita fashion are young women. Their aim is to look childish and cute. Some of them aim to look like dolls, which is why they have skin that is smooth and white. Their dresses are Victorian in style, and you will often see them wearing big white lace collars and elaborate hats.

The Gothic Lolita trend began in the late 1990s. What was once a niche urban trend in Tokyo has spread beyond Japan's shores and you can now find shops devoted to this unique Japanese look in major cities around the world.

Vocabulary & Grammar – Multi-word verbs

1 2 cough up 3 show off 4 grown out of 5 summon up 6 go off

2 2 cough up 3 grow out of/go off 4 show off 5 egg, on

3 2 getting on 3 back down 4 Check out 5 shops around 6 take on

4 a gave in b showing, off d put on e end up g grown out of h egg, on

I think it over

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

5 I don't mind coughing up for really beautiful designer clothes. 3 My brother has just been taken on as a trainee chef. 4 Hang on, I've lost my wallet. 5 Demand for jeans has gone up significantly in the past five years.

6 When Maria started crying, I stopped arguing and gave in.

2 think it over 3 show, off 4 put, off 5 catching on 6 gone off/grown out of 7 cough up 8 egg, on

9 gone off 10 back down

Vocabulary - Personality

1 2 bold 3 extrovert 4 generous 5 conscientious 6 gloomy 7 laid-back 8 self-centred

2 2 brash 3 brimming with confidence 4 having high self-esteem 5 conscientious 6 laid-back 7 imaginative 8 at ease with myself 9 gloomy 10 generous 11 self-centred 12 unselfish

Reading

3 I 1 a blog 2 inform the reader 3 informal

4 2 pump up 3 trigger 4 intricate 5 acute 6 regular 7 endures 8 outlook

5 2 x 3 x 4 v 5 ? 6 v

6 2 b 3 a 4 c 5 b 6 a

real time 4

1 Which do you prefer, the black jacket or the blue one? 3 What kind of shoes do you prefer to wear? 4 What do you think about wearing school uniform? 5 Do you prefer shopping online or on the High Street? 6 What do you think about buying expensive clothes?

2 a 5 b 2 c 4 e 3 f 6

3 2 v 3 x 4 x 5 v

4 Possible answer:

My fashion style? Some people might describe it as bizarre but I like to think of it as original and quirky. I don't care if my clothes are designer, second-hand or borrowed from a friend. As long as they make a statement and make me feel good!

5 Possible answer:

In my opinion, fashion should be fun. Why wear formal suits and look like everyone else, when you could have red hair and wear a 1950s dress from a vintage shop? My favourite item of clothing is a pair of platform boots from the 1970s. They're completely impractical but I love them because when people see me wearing them, they smile.

exam trainer 5

1 2 up 3 up 4 on 5 with 6 out of 7 up 8 with

2 cough up 3 show off 4 deal with 5 identify with 6 grow out of 7 summon up 8 end up

3 2 gone off 3 catch on 4 back down 5 brimming with 6 looking to
4 2 finally summoned up the willpower to 3 identify with the greedy character 4 he's grown out of fairy tales 5 can you cough up for 6 were brimming with joy 7 got into heavy metal music

unit 5 – changing world

Vocabulary - Time
1 2 nowadays 3 currently 4 recent times 5 recently 6 last few years 7 prior 8 long ago
2 B Over the last few years/in recent times C Nowadays/Currently D Nowadays E prior to
3 B 1 C 4 D 2 E 6

Grammar – Continuous aspect
4 2f 3a 4e 5d 6c
5 2'll be flying 3 'm meeting 4 had been running 5 was waiting 6 'll have been doing
6 2've been watching 3 'd been hoping 4 'll be waiting 5 was eating 6 'm trying
7 2 has been collecting 3 was tidying 4 've been trying 5 will have been collecting 6 'm hoping

Grammar – Cleft sentences and inversion for emphasis
3 2 about 3 What 4 as 5 because 6 was
4 Emphatic sentences: 1, 3, 5, 6
5 2 It 3 It 4 What 5 It 6 What 7 It
6 2 It is because I get bad jet-lag that I don't like long plane journeys. What I don't like about long plane journeys is (getting) bad jet-lag. 3 It is becoming a vegetarian that my sister Rachel is interested in. What my sister Rachel is interested in is becoming a vegetarian. 4 It is because I love chicken too much that I could never give up meat. What stops me giving up meat is that I love chicken too much. 5 It is why being a vegetarian is good for the environment that I don't really understand. What I don't really understand is why being a vegetarian is good for the environment. 6 It is the thought of wild animals suffering that makes me sad. What makes me sad is the thought of wild animals suffering.
7 1 It is TV programmes about rare animals that I find interesting. 2 It is that more people are buying hybrid cars that is fantastic. What is fantastic is that more people are buying hybrid cars.
3 It is for his work on solar energy that Professor Ruebens is well respected. What Professor Ruebens is well respected for is his work on solar energy. 4 It was when I got a pet rabbit that I changed my views about eating meat. What made me change my views about eating meat was when I got a pet rabbit. 5 It is to save time and money that most people use public transport. Why most people use public transport is to save time and money. 6 It was why so many countries are still using fossil fuels that was the hot topic of debate. What was the hot topic of debate was why so many countries are still using fossil fuels.

Vocabulary – Global issues

1 2 sweatshops 3 GM foods 4 ethically 5 factory farming 6 endangered species 7 natural resources 8 extinction 9 conflict 10 child labour

Reading

2 2 marine 3 alarmed 4 endless 5 handy 6 cut down/reduce 7 ordinary

Writing – An opinion essay

1 1 formal 2 paragraphs 3 opinion 4 differing opinion 5 summarises 2 3

3 a 2 b 3 c 1

4 Possible answers:
A 1 B 2
1 Concerns about how GM foods could affect the human body and possibly our health are a key reason why GM foods should be banned. 2 It is also unclear how GM crops could interact with and affect the environment.

5 2 Seldom/Rarely 3 Under no circumstances 4 At no time 5 No longer 6 Seldom/Rarely 7 Little
To sum up, FairTrade products have done much to help eradicate poverty in the world. Farmers in third-world countries benefit from increased prices, and consumers in developed countries notice very little difference in price. Therefore, it would be logical to insist that all products sold should be FairTrade.

One argument made against FairTrade products is that they are more expensive. However, the price difference between a FairTrade and non-FairTrade product is very slight, and consumers rarely notice much difference. Furthermore, if all products were FairTrade by law, this difference would cease to exist. Prices would of course increase slightly but the majority of consumers would be happy to pay a little extra in order to help the farmers that produce the goods.

If non-FairTrade products were banned, the difference to farmers would be vast. Currently, some farmers receive a fair FairTrade’ price for their products, which is enough to feed and clothe themselves and send their children to school. Farmers who do not produce FairTrade goods receive no such benefits. This disparity between what two farmers earn for essentially the same product is outrageously unfair. It is clear that all products should be farmed according to FairTrade principles. Not only would all farmers receive a decent wage but also the money would be shared around, benefiting everyone in the farming community.

To sum up, the benefits of making non-FairTrade products illegal are compelling and obvious. The question really is not whether they should be banned, but when.

Vocabulary - Healthy eating

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>calcium, dairy products, foods low in sodium chloride, pulses, unsaturated fat, vitamins, wholemeal bread</td>
<td>junk food, saturated fat</td>
</tr>
</tbody>
</table>

Vocabulary - Safari

1. 2a 3a 4a 5c 6b
2. 2 If you want to be healthy, eat more fruit and vegetables. 3 You'll increase your intake of fruit if you drink fresh orange juice for breakfast. 4 If you're feeling almost full, you've probably eaten enough. 5 Your joints will be more flexible if you do yoga. 6 If you've ever made a cake, you'll know how much sugar they contain. 7 If you drink plenty of water, you'll have good skin. 8 It might affect your grades if you don't get enough sleep.

Vocabulary - Taste

1. 2 fatty 3 bitter 4 aroma 5 taster 6 sugary 7 tucking into 8 nauseaing
2. 2 turns my stomach 3 slimy 4 aroma 5 bitter 6 nauseating 7 picky 8 taste buds 9 sugary
3. 2b 3f 4e 5a 6d
4. Sentence 1: It refers to spinach, Sentences 4/5: It introduces information only

Grammar - Introductory it and there

5. 2 It isn't surprising that 3 There is 4 It is estimated that 5 It would seem that 6 There are

Possible answers:
2. There tend to be lots of fresh vegetables on the menu. 3. It is difficult to express how much I dislike tomatoes. 4. There is plenty of evidence to suggest that high-cholesterol foods are unhealthy. 5. There are a lot of reasons why pulses are my favourite food. 6. It seems that the price of fresh vegetables have increased dramatically.

Vocabulary - Food

1. 2 guava 3 cassava 4 turmeric 5 mace 6 cloves 7 peanuts

PHOTOCOPIABLE © Pearson Education Limited 2012
To make strawberry jam, you need a pressure cooker, label strawberries and remove the seeds. Heat gently until the sugar dissolves. Boil the fruit and sugar mixture until the 'setting point' is reached. Pour the hot mixture into clean jars. Once the jam is cold, label the jars. The jam can now be enjoyed.

**Possible answer:**

To make strawberry jam, you need a good crop of fruit. Plant strawberry plants and surround with straw to protect them. During the summer, the fruit is ripened by the sun. Then pick and wash the strawberries and remove the green stalks. Place the strawberries in a large pan with some special jam sugar. Heat gently until the sugar dissolves. Boil the fruit and sugar mixture until the 'setting point' is reached. Pour the hot mixture into clean jars. Once the jam is cold, label the jars. The jam can now be enjoyed.

**Vocabulary - Positive and negative adjectives**


**Grammar - Passive**

3. The oranges are taken to a market. 3. Many art galleries can be visited in London. 9. All cigarettes have been extinguished before entering the cinema. 6. A new art gallery is being opened in the city centre today.

**Listening**


4. 2 character 3. trainers 4. boats 5. device 6. software 7. genuine 8. 30 9. 495

B. 2 no. 3. He was too odd to fit in. 4. How many calories you burn during a run. 5. 70 million 6. No 7. before you're married, have children and a mortgage 8. when to stop

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The education system shows us that creativity cannot be taught. We need to inventing. Universities from making the same mistakes they of assisting the inventors of tomorrow, appeal successful inventors to show students something new and different.

A degree in inventing is that invention is a form how to do things and prevent them 8. However, the problem with a degree in inventing is that invention is a form 8. In the United States, Kellogg’s 8. The shop, which makes the cereal gooey, was commonly added, and unsurprisingly people were less than delighted with the result.

Vocabulary – Differences and similarities
1 2a 3d 4c 5e 6i 7h 8f 9b
2 2 polar opposites/worlds apart 3 completely different to 4 differ wildly 5 refreshing/9 different 6 the exact opposite 7 worlds apart/polar opposites 8 there is a world of difference between 9 fundamentally similar

Grammar – Modifying comparative structures
3 the least 4 easily 5 just about the nicest 6 nearly as pretty as 7 so much better 8 relaxed 9 more 4 more 5 more important 6 enough 7 better 8 considerably 9 the angriest

Possible answers:
heavier/heavier 2 tastier 3 longer/wiser 5 better 6 worse

Reading
6 2 ✓ 3 ✓ 4 x 5 ? 6 x 7 x 8 ✓
7 2 c 3 a 4 b 5 a

Writing – A for and against essay
1 b
2 1 communication 2 cheaply 3 for free 4 crime 5 industry 6 Internet

Why the writer uses the passive
To describe a process
To talk about what people in general think

Example(s)
can be downloaded, is safeguarded
should be paid

4 The internet has brought great benefits to many industries but for others it has created more problems than it has solved.

5 Possible answers:
1 made travel easier – people can travel to work/to see family and friends 2 the motor industry employs millions of people 3 cars a huge contributor to climate change 4 pollution from cars also a danger to our health

6 Possible answer:
It cannot be denied that the car has made travel much easier for people, both in terms of their working life and in their family life.

7 2 Brainstorm 3 arguments
4 opinion 5 paragraph 6 passive

8 Sample answer:
A degree in inventing would certainly appeal to students who want to study something new and different. In terms of assisting the inventors of tomorrow, though, it may not be so successful. The education system shows us that any subject can be taught. Many would argue that inventing is no different. With excellent teaching and the student’s hard work, anything is possible. Moreover, some argue that students will benefit from a structured approach to inventing. Universities could invite successful inventors to show students how to do things and prevent them from making the same mistakes they made. The students may then become more successful than inventors of the previous generation. However, the problem with a degree in inventing is that invention is a form of creativity, and creativity cannot be taught. We all know people who are naturally good at writing. If these people take sports classes, they may learn how to run a bit faster or with better technique, but such classes will not improve their natural ability. The same goes for inventors. In fact, classes may actually stifle the very character traits that make inventors successful. Inventors need to be free spirits and to think in their own original way. If they are taught how to invent, they will cease to be inventors and will simply become imitators.

In summary, education and degrees are positive for many people, but a degree in inventing will not necessarily spark a world-changing idea. This needs to come from the inventor himself/herself.

real time

1 2 with 3 one 4 another 5 tell
6 addition 7 In
8 a 9 f

3 Paragraph A: 2 b 3 a 4 1c
Paragraph B: 1 f 2 g 3 i 4 5b

4 2 stress the fact that 3 point I’m making is that 4 still think that
5 important to 6 can put it another way

5 b 2 c 3 d 5 e 1 f 6

exam trainer

10 1 with 3 one 4 another 5

8 i 8 7e 9 Sg

unit 8 – culture clash

Vocabulary – Advertising and marketing
1 2h 3f 4g 5 e 6 d 7 b 8 a
2 market 3 brand name 4 slogan 5 advertising campaign 6 market 7 television commercials 8 billboards
9 packaging

Grammar – Relative clauses and reduced relative clauses
3 who 3 who 4 which 5 that/ which 6 which

4 2 a product that is well advertised will probably sell well. 3 This is the funny advert that was shown in the United States. 4 My brother, who loves watching adverts, buys a lot of things. 5 A person who writes slogans is called a copywriter. 6 That is the actor appearing in the new advertising campaign.

5 2 ✓ 3 The slogan which I was going to use was actually offensive in Spanish. 4 The advertising campaign that we launched in Europe has been very effective.

6 2 The advertisement that is being broadcast this afternoon should reach two million listeners. 3 The person who was sitting at the bus stop was my sister. 4 ✓

7 If you have ever gone shopping in the US or the Far East, you may have come across a shop that is called ‘The Athlete’s Foot’. The shop, which sells trainers for sports, was founded in 1971 in the US. Unfortunately, the name was not such an inspired choice. Athlete’s Foot is also the name of a medical condition which/that/which is very common. The condition, which involves itchy and flaky skin between the toes, is very uncomfortable and unpleasant. The business does not seem to have suffered too much from its questionable brand name however, and has expanded overseas. Even major companies whose that/ which have huge marketing budgets sometimes get it wrong. Pepsi’s slogan ‘Come alive with the Pepsi generation’ was translated into Chinese for the Chinese market. Unfortunately, the Chinese slogan, that which was a literal translation, meant ‘Pepsi brings your ancestors back from the grave’. And in India, Kellogg’s struggled when it launched cornflakes into the market. India is a country who whose people do not eat cold breakfasts. Hot milk, which makes the cereal gooey, was commonly added, and unsurprisingly people were less than delighted with the result.
About you:
I live in London and work for a fashion designer. I work a great deal most more hours than a lot of my friends. This means I have less than and less time to go out and enjoy myself and meet a man. I think I have a lot of sense of humour and enjoy films. I love animals and by far the most important thing in my life is my cat, Percy. He is much more beautiful than me!

About the person you’re looking for:
I am looking for a generous, funny man, preferably someone who is tall. In fact, the tall the better, as I am 1.90 m tall.

Easy. Easiest. The most important thing for me is that he should be kind. I love fashion so it would be ideal if he was well-dressed. However, this is not nearly as important as loving animals. A man who loves my cat as much as he loves me would be perfect!

Vocabulary - Culture
1 b 3 k 4 a 5 i 6 j 7 h 8 f 9 c 10 e 11 g
2 outsider 3 dialect 4 in their own language 5 expatriate/overseas 6 sense of connection 7 customs/traditions 8 customs/traditions

Reading
3 b
4 a 2 poke fun at 3 ever-shrinking 4 twelve sharp 5 heads up
5 b 2? 3 X 4 ? 5 v 6 X
6 b 2 It has helped her to identify herself and get a better view of her personal history. 3 No, it is not. We know because the writer says the exhibition is ‘fun’. 4 You will get served last. 5 No, the writer doesn’t agree. He/she says ‘yet there is no denying the immediacy and efficiency of her message’. 6 No, the German and Chinese reactions have been the same. The text says that ‘ninety-nine percent of the reactions have been very positive’ and ‘the German reaction was the same’.

exam trainer 11
1 a 2 3 world 4 common
2 a 2 a 3 b 3 d b 3 e b 4 f 1 b
3 g 4 a h 2 b
3 campaign 3 commercial 4 traditions 3 wildly 4 imagine 5 refreshingly 6 hospitality 7 traditional 8 similar 9 appreciated 10 customs 11 fundamentally

exam trainer 12
1 Possible answers:
2 There was no TV before the Second World War. 3 The easiest way to invent a new product is to identify a problem and find a way to solve it. 4 The police officer acted illegally when he arrested Mrs Saunderson. 5 There is no evidence that the results will be the same if the experiment is repeated. 6 Lionel will need to submit his invention before October if he wants to compete.

2 1 no one 2 He lives on the outskirts of Beijing. 3 farmer 4 scrap metal 3 1 v 2 ? 3 x 4 X

4 Possible answers:
1 The obsession began early. 2 No information. 3 His collection of robots ... include a robot frog, a grasshopper that hops, a robot that can climb vertical surfaces and another that can pour a cup of tea. 4 No information. 5 A house fire started after one of his robots developed an electrical fault. Wu’s house and possessions were completely destroyed. 6 He was lent 80,000 yuan (£800) by friends and neighbours ... Wu hopes to claw back the money. 7 His wife, who once considered leaving him ... has learnt to live with her husband’s eccentricities. She now feels proud of him. 8 Given suitable support and education, Wu might have become a research scientist ... not bitter about such missed opportunities.

real time 8
1 2 was reading 3 then 4 of 5 once 6 know 7 Having 8 that 9 back 10 threw
2 2 extortionate 3 lacklustre 4 ingenious 5 distinctive 6 cliché 7 intricate 8 emotive
3 2 d 3 f 4 b 5 c 6 e 7 g 8 i 9 a
4 Possible answer:
This year, five bands competed for the prize. Sweet Sunshine, with their series of pop covers, sadly offered nothing original. The second band, Monster Moves, displayed great musicality but unfortunately their performance was lacklustre. The jazz quartet Junior Jammers delivered a polished performance but their songs were perhaps a little mature for the audience. The reggae-inspired Dodgems got the audience up on their feet, dancing and clapping. Theirs was true feel-good music and their runner-up prize was richly deserved.

Vocabulary - Post-compulsory education
2 j 3 g 4 b 5 c 6 k 7 h 8 i 9 e 10 d 11 a
2 graduated 3 modules 5 tuition fees 5 face-to-face 6 vocational qualifications

Grammar - Unreal conditionals
3 2 you had invited Lisa to the party 3 you started earning some money 4 we paid the bill and left 5 I hadn’t wasted my money on this expensive phone 6 we went to bed 8 2 would travel, were/was 3 was/ were working, would save 4 would tidy 5 had passed, would have studied 6 would have got, had had

also explain why you think it is the most important invention.

UNIT 9 - A TYPICAL EDUCATION
5 If only they didn't live so far away, we could see them more often. 3 If I were you, I'd call Peter and apologise to him. 4 I wish he would stop being so selfish. 5 I would have picked them up from the train station if they had asked. 6 I wouldn't have come to school if I'd known the class was cancelled.

6 2 would 3 had 4 have 5 time 6 gone 7 wouldn't 8 had 9 wouldn't 10 had 11 would

Vocabulary - Presentations
1 In 2 a Thank you all for listening, first of all. 3 I'd like to talk about the history of cinema. 4 I'd like to start by talking about the first films ever made. 5 Today I would like to talk to you about a degree in cinema studies. 6 I'd like to take a look at films that included sound, called 'Talkies'. 7 That brings me to the end of this presentation. 8 I would like to open the floor to questions, please don't hesitate to ask.

2 Possible answer:
2 e 3 a 4 c 5 d 6 h 7 f 8 i 9 j 10 b

Grammar - Nominalisation
3 2 interest in 3 decision 4 reluc tance 5 offers 6 qualification 7 choice 3 energy 4 assumption 5 decision 6 reaction 7 completion 8 demand for 9 applications 10 an assumption that low taxes benefit the rich 3 be a (flower) delivery of (flowers) tomorrow afternoon 4 a dislike of raw food, don't eat the sushi 5 A decision has been made to increase car parking charges 6 fall in the number of people completing their high-school education last year 7 a discussion of different sports and their benefits for the body 8 training in how to plan an exercise and healthy eating programme 3 Assessment is/ will be 5 graduation

Vocabulary - Problems and solutions
1 2 a 3 i 4 b 5 j 6 c 7 g 8 d 9 h 10 e 2 2 disruptive 3 unconventional 4 turn my life around 5 appalling 6 mess up 7 empathy

Listening
3 1 number 2 number 3 noun 4 name 5 noun 6 adjective 7 noun 8 noun 9 noun 4 2 12 3 tattoos 4 Sam 5 respect 6 vocational 7 degree 8 apprenticeship 9 mistakes

B 1 No, he doesn't. 2 a barrier 3 go to university 4 nothing - it was free 5 his A Level English

Reading
6 1 b 2 d 3 a 4 c 7 act up 3 excel 4 downside 5 promoted 8 2 C 3 B 4 A 5 C 6 D 7 B/D 9 2 3 X 4 V 5 V 6 ? 7 X 8?

Writing - A problem and solutions essay
1 b 2 1 formal 2 doesn't use 3 the problem in general 3 2 physical assault 3 abusive 4 a handful of 5 supervise 6 trivial 7 disciplinary 8 regardless of 9 1 disciplinary 2 abusive 3 a handful of 4 supervise 5 Regardless of 6 increasing 7 trivial 8 physical assault 9 1 b 2 a 3 c

6 Possible answers:
Paragraph 2: problem 3 solution c Paragraph 3: problem 1, solution b

Paragraph 4: problem 2, solution a

7 2 planning 3 solution 4 logical 5 formal 6 vocabulary

8 Sample answer:
It is easy to understand why students enjoy technology. It is easy to use and enables them to find instant answers to questions. However, there is evidence that students are increasingly relying too much on technology, with negative effects.

Students make great use of the internet to find instant answers to questions, without thinking about the question for themselves first. One simple solution to this problem would be for teachers to ask students to consider their own opinion about a question before looking up other people's opinions online. Another problem is lack of concentration. Students are used to moving quickly from one web page to another, and find it difficult to concentrate on one text for any length of time. The best defence against this problem is to ask students to look at different online texts on the same subject, and consider the different arguments before coming to their own conclusion.

Finally, students are so used to reading short online texts that they sometimes find it difficult to read complete texts. The most effective solution here is to encourage students to read longer texts – perhaps books on e-readers, for example. A book club would also make reading longer texts fun.

It is natural that students will move with the times and use technology to help them in their studies. However, technology does have its limits. We must remember that technology is a tool we can use to help us learn, not a substitute for developing independent thought.

real time
1 2 Yes, I'm going to attend a summer school. 3 Are you going to study English? 4 I have no plans to study English this summer. 5 I intend to go to a dance summer school. 6 I'm looking forward to learning new styles of dance. 7 I'm hoping to find a job. 8 What kind of job would you like to do? 9 I've love a job at the local cinema. 10 I'm hoping to start next week.

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

exam trainer 13
1 2 to 3 for 4 for 5 in 6 by 7 with 8 into 1 f 2 g 3 b 4 c 5 h 6 d 7 a 8 e 2 3 at 2 by 3 in 4 in 5 in 6 at 7 to 4 2 significant increase in student numbers 3 enthusiastic about her new apprenticeship 4 has opted for 5 acknowledged for their bravery 6 free to choose 7 required to be outside 8 such as media studies

unit 10 - working life
Vocabulary - Positive and negative aspects of jobs
1 2 mundane tasks 3 irregular hours 4 career advancement 5 fringe benefits 6 networking opportunities 7 heavy workload 8 on the job training 9 antisocial hours 2 2 perks 3 career advancement 4 networking opportunities 5 mundane tasks

Grammar - Gerund and indefinite verb patterns
3 2 Working 3 to find 4 to take 5 losing 2 working 3 getting 4 to clean 5 to save 6 to buy 7 doing 8 achieve 9 lying 10 look 5 2 to search 3 ask 4 Volunteering 5 to find

6 Possible answers:
2 I emailed the company to find out whether there were any job vacancies. 3 Sophie is too exhausted to go to any more interviews this week. 4 It's no good worrying about whether you did...
well in the interview. 5 Gran loves her job so much she wants to keep (on) working until she’s 85. 6 After school, Naomi went on to study at university in Milan.

Vocabulary

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4, 5, 7, 8, 9, 11, 12</td>
<td>2, 6, 10</td>
</tr>
</tbody>
</table>

2 defensive 3 preparation 4 punctual 5 overconfident 6 qualities and skills 7 answer difficult questions 8 unreasonable 9 honest 10 interpersonal skills 11 interest in what other people say 12 candidate

Grammar – Reported speech

3 to explain 4 that 5 about 6 had gone 4 admitted 3 promised 4 warned 5 discouraged 6 claimed

Vocabulary – Entrepreneurial qualities

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

2 a 3 b 4 c 5 d 6 e

Possible answers

2 What was the reaction to the first bag you produced? 3 A typical day at work for you? 4 What are your plans for the future? 5 Is it like being a young businesswoman in a corporate world?

Reading

3 the London Business Award 4 being a young businesswoman in the corporate world 5 (E is not used)

Vocabulary – entrepreneurial qualities

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

Possible answers

1 What was the reaction to the first bag you produced? 2 A typical day at work for you? 3 What are your plans for the future? 4 Is it like being a young businesswoman in a corporate world?

real time

1 That clear 3 quite understand 4 shall I put it 5 follow 6 good question 7 could you say that 8 see 9 a moment

3 Possible answer:

Before you leave home get up in time so you don’t have to rush; eat breakfast because you’ll need the energy; pay attention to personal grooming – shower and dress neatly; leave enough time to get to work and plan your route/method of transport beforehand.

When you arrive at your workplace arrive on time; go to the reception desk and introduce yourself.

Succeeding in your first day at work

When you start work be polite/friendly and smile at people; you don’t have to remember everyone’s name but make sure you remember the boss’s name; do each task as well as you can, and ask for help if necessary.

exam trainer 14

1 bilingual disadvantage ex-boss illegal inappropriate irregular overpaid overworked underpaid unpaid 2 overworked 3 ex-boss 4 disadvantage, antisocial 5 unpaid 6 irregular 3 overexcited, antisocial 4 anti-virus 5 bi-monthly 6 ex-president 7 irrational 8 illegal 4 underestimate 3 highly 4 irregular 5 discouraged 6 valuable 7 important 8 overconfident 9 enthusiasm

exam trainer 15

1 I wanted to be a vet because I’ve always loved animals. 3 A lot of vets’ time is spent doing mundane tasks like giving vaccinations 4 studied chemistry at university 2, 4 3 C 2 D 3 D 4 C 5 B 6 D 7 C

4 at first I was very frustrating 2 Nothing really prepares you for your first day on the job as a doctor. 3 I remember breaking down in tears, the buzz you get when you help someone get better is hard to beat. 4 so when I finally left university I was really eager to start working. When I got my first job … 5 Even though I had few responsibilities, I learnt some important skills like punctuality, to ask for help if you’re not sure what to do and to never make enemies in the workplace. 6 I’m thinking about working overseas for a charity next year. They need doctors to work in developing countries affected by drought and famine. 7 Now I can’t imagine doing anything else.

5 Possible answer: tips about jobs/interviews

6 d

7 1 b 2 a 3 d 4 c

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

self-assessment test 5

1 2 b 3 c 4 a 5 a 6 b

2 heavy 3 antisocial 4 spark/sense 5 naive 6 mundane 7 online

3 2 been described as 3 overworked 4 Demand for S Q 5 an agreement that 6 apologised for forgetting 7 blamed Zara for

4 Getting paid a huge salary is important to me. 3 If I hadn’t injured my foot, I might be a ballerina. 4 Nell got his first degree in physics, then went on to gain a Master’s degree two years later. 5 If I hadn’t gone to uni, I would never have met my wife. 6 You only gain experience by working but you often need experience to get your first job. 7 If I were working in a paid job instead of as an intern, I would be earning some money.

5 2 if/whether 3 hours 4 benefits 5 if/though 6 master’s 7 risk 8 for

6 1? 2? 3x 4? 5? 6? 7? 8x 9?

7 2 talk 3 start 4 move 5 brings 6 for 7 hesitate

8 b 2 a 3 c 4 b 5 c

exam test 1

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

2 / 3 / 4 x / 5 x

3 I summon 2 with 3 up 4 brimming 5 remote/tiny 6 off 7 ricocheted/bounced 8 passed 9 popularity 10 as

4 I gave up. 2 coughed up for 3 he shows off 4 got the impression (that) 5 is over the moon that/because 6 throw a party for 7 ever/never catch me 8 caught up with the
exam test 2
1 1 ✓ 2? 3 ✓ 4 X 5 ✓ 6?
2 Speaker 1 G Speaker 2 A
   Speaker 3 D Speaker 4 F, H
   Speaker 5 B
3 1 d 2 b 3 b 4 d 5 c 6 a 7 d
   8 b 9 c 10 a 11 b 12 d
4 1 common 2 market 3 polar
   4 world 5 campaign 6 commercial
exam test 3
1 1 C 2 B 3 C 4 D 5 D 6 A 7 A
   8 B 9 C 10 A
2 1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 X
3 1 highly 2 debt 3 underestimated
   4 enthusiastic 5 valuable 6 unpaid
   7 regard
4 1 are required to come 2 liked my
   ex-boss 3 working irregular hours
   4 Demand for apprenticeships 5 are
   often staffed by 6 is that/because you
   are underage 7 anyone as enthusiastic
   about her/their/a job
### Irregular verbs

<table>
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real life

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