Introduction

The Real Life Teacher’s Resources are designed to make your day-to-day teaching easier and even more effective. In this resource pack you will find photocopiable activities and worksheets. These give students more practice and include activities for:

- grammar and vocabulary
- functional language
- listening
- the DVD.

All the photocopiable activities and worksheets are accompanied by detailed teacher’s notes. They tell you the aim of each activity and give instructions on how you can use it in class. Sometimes the students work in pairs, sometimes in groups, sometimes on their own. There are full answer keys for the activities when appropriate.

You can use the resources at any time in the lesson: at the beginning to review language from a previous lesson; in the middle to give a change of focus; at the end as consolidation.

Photocopiable resources

There is one photocopiable resource for each two-page spread of every unit. These photocopiable resources give students more practice with the key language in the spread: grammar, vocabulary and/or skills.

**Remember:** Students need to have studied the language in the Students’ Book and practised it in class before they do the photocopiable activity.

Can you do it in English?

The Can you do it in English? photocopiables give students extra practice with the language in the Can you do it in English? sections of Real Life. This means they are all speaking activities, with the focus on students using functional language in practical contexts. The teacher’s notes tell you which Students’ Book activity each photocopiable relates to.

Extra listening activities

The audio material in Real Life is very varied and is a rich resource of dialogue and natural language in context. These photocopiable Extra listening activities supplement the listening activities in the Students’ Book and will give you ideas on how you can create your own extra audio activities, too.

**Remember:** Use the activities after students have completed the listening activities in the Students’ Book for the same tapescript.

DVD Worksheets

These photocopiable worksheets are for you to use with students when they watch The Real Biz DVD. There are short activities for them to do while they watch and Can you remember? activities for after they watch. These activities help you make the most of the DVD and help students understand what they are watching, from the point of view of both language and culture.
Instructions for the teacher

Resource 1A
Language practised: grammar, vocabulary, reading and speaking
Time: about 20–25 minutes
You will need one photocopy for each student.
Students can do Parts 1 and 2 at home and also prepare Part 3 ready for a discussion in the next lesson (you may wish to go through the tasks in class first so that students are sure of what to do). If you do 1A as a class activity, follow the instructions below.
- Briefly review the topic and the grammar on pages 4 and 5 of the Students' Book.
- Hand out Resource 1A to each student. Read through the instructions for Parts 1–3 with the class and check they understand what to do.
- Students do Part 1 individually.
- In pairs, students compare their answers before checking with the class.
- Students do Part 2 individually. Remind them that the gap may contain more than one answer (or zero article, in which case they should write the symbol Ø).
- In their pairs, students compare their answers before checking with the class.
- For Part 3, check students understand the questions.
- Allow three to four minutes for students to write down their own thoughts and experiences.
- Students discuss in pairs. You can then open up the discussion to the class.

Answers
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<td>wrist</td>
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<td>elbow</td>
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<td>10 a</td>
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Resource 1B
Language practised: grammar, vocabulary, reading and speaking
Time: about 20–25 minutes
You will need one photocopy for each pair of students. This activity can be prepared for homework. Hand out Resource 1B to each pair of students: A to Student A and B to Student B. Students do Part 1 at home ready for the next lesson. If you do 1B as a class activity, follow the instructions below.
- Briefly review the topic and the grammar on pages 6 and 7 of the Students' Book.
- Hand out Resource 1B to each pair of students. Read through the instructions for Part 1 with the class and check they understand what to do. You may wish to do the first one as a class (you will need to do the first one for Student A and for Student B).
- Students do Part 1 individually. Check answers.
- Make pairs. Students do Part 2. When you see that most students have finished the activity, tell them to move on to Part 3.
- Students discuss Part 3 in their pairs. You can then open up the discussion to the class.

Answers
**Student A:**
1
1 he walked between the two towers on a tightrope
2 walking between the towers on a tightrope
3 his visits to New York
4 the towers
5 the model
6 set up his wire
7 the towers
8 the wire
9 the gap between the towers
10 his tightrope walk

**Student B:**
1
1 climbing the outside of the Burj Khalifa
2 (his other) climbs/scaling the second, third and fourth highest buildings
3 the use of a rope and safety harness
4 that he used a rope and safety harness
5 the rope and harness
6 Alain Robert
7 Taipei 101
8 the first two times he attempted to climb the Petronas Towers
9 his worst accident/his worst fall
10 he had fallen
Photocopiables
Instructions for the teacher

Resource 1C
Language practised: grammar, vocabulary, writing and speaking
Time: about 15–20 minutes

You will need one photocopy for each pair of students.

• Briefly review the vocabulary on pages 10 and 11 of the Students' Book.
• Hand out Resource 1C to each pair of students. Read through the instructions for Parts 1, 2 and 3 with the class and check they understand what to do. You may wish to do the first item of Part 1 as a class (you will need to do the first item for Student A and for Student B).
• Go through the vocabulary for Increase/Decrease/Lack of change in Part 2, making sure that students remember the words.
• Students do Part 1 individually. Check answers.
• Make pairs. Students do Part 2. When you see that most students have finished the activity, tell them to move on to Part 3.
• Students discuss Part 3 in pairs. You can then invite individual students to describe different trends for the rest of the class to comment.

Answers
Student A:
1 1 gradually/steadily/noticeably
2 rose/climbed/increased
3 dramatic/sharp/significant
4 stable/flat/steady/about the same level

Student B:
1 1 rose/climbed/increased
2 soaring/rising, etc. sharply
3 rise/climb/increase
4 remained
Photocopiables

Instructions for the teacher

Resource 2A
Language practised: grammar, vocabulary and writing
Time: about 20 minutes

You will need one photocopy for each pair of students.
• Briefly review the past tenses on page 15 of the Students’ Book.
• Hand out Resource 2A to each pair. Tell students to fold the paper as indicated. The paper needs to be folded so that the section above the fold is hidden.
• Read through the instructions with the class and check they understand what to do. The point of Part 1 is that, after the first two sentences have been written, the paper is folded so that the student sees only his or her partner’s second sentence. This allows them to continue the story without knowing exactly what was written before. Make sure students write enough information in their second sentence to give their partner an idea of what happened in their first sentence.
• Students do Part 1 in pairs, following the instructions for their section.
• In Part 2 students see the whole story for the first time and add any information that they think makes the story ‘read’ better.
• Students can read the story to another pair or to the whole class.

Resource 2B
Language practised: grammar, vocabulary and speaking
Time: about 15 minutes

You will need one photocopy for each student.
This activity can be prepared for homework. Students do Part 1 at home ready for a discussion in pairs in the next lesson. If you do 2B as a class activity, follow the instructions below.
• Briefly review the grammar and vocabulary on Domestic tasks on pages 16 and 17 of the Students’ Book.
• Hand out Resource 2B to each student. Read through the instructions with the class and check they understand what to do. You may wish to do the first item in Part 1 as a class. Students complete the table by ticking how often they do or have done the domestic tasks. Go through the modal verbs in Part 3 and check that students remember how and when to use them.
• Students do Part 1 individually. Check answers.
• Students do Part 2. They can do this individually or in pairs. When you see that most students have finished the activity, check the answers.
• Students do Part 3 on their own, either in class or for homework.

Answers
1 take out the rubbish unblock the u-bend put a piece of flat-pack furniture together dust the surfaces vacuum the floor change a plug sew on a button put up a picture redecorate a room remove a stain change the washer in a tap

Resource 2C
Language practised: grammar, vocabulary and writing
Time: up to 45 minutes (see note below)

You will need one photocopy for each student.
You can, if you wish, set this activity for homework. Or depending on the time available, you may choose to do Parts 1 and 2 in class and ask students to write their email for homework. If you do 2C as a class activity, follow the instructions below.
• Briefly review the information about writing a formal email on page 21 of the Students’ Book.
• Hand out Resource 2C to each student. Read through the instructions for Parts 1, 2 and 3 with the class and check they understand what to do.
• Students do Part 1 individually. Check answers.
• Students do Part 2. They can do this individually or in pairs. When you see that most students have finished the activity, check the answers.
• Students do Part 3 on their own, either in class or for homework.

Answers
1 1 b 2 a 3 c 4 f 5 d 6 e
2 1 I am writing to enquire 2 I would like to know 3 I was wondering if 4 could you tell me how much 5 could you confirm that there are 6 I look forward to hearing
Photocopiables
Instructions for the teacher

Resource 3A
Language practised: grammar, vocabulary, reading and speaking
Time: about 15 minutes

You will need one photocopy for each pair of students. Students will need a coin for each pair and a counter each. The counter could be a piece of paper, card or any other small item. They can use coins as counters, but they must be different.

- Hand out Resource 3A to each pair of students.
- Read through the instructions with the class and check they understand what to do. The students place their counters on the START square. They take turns to toss the coin and move one or two squares. You might need to help students with the concept of heads or tails if there are no actual heads or tails on the coins they are using.
- If the students land on a Complete: square they have to complete a sentence using any appropriate words and phrases. If the sentence is not correct, the student has to move back two squares. If, by moving back, the student lands on another Complete: square, they have to make a sentence or move back a further two squares (if a student has already made a sentence for that square, they need to make a different sentence). Partners decide whether or not the words and phrases have been used correctly. In cases where there is doubt, they should refer the sentence to you.
- Students follow the instructions on the squares until they arrive at the FINISH.

Resource 3B
Language practised: grammar, vocabulary and speaking
Time: about 15–20 minutes

You will need one photocopy for each group of four students.

- Briefly review the vocabulary and the perfect verb forms on pages 26 and 27 of the Students’ Book.
- Hand out Resource 3B to each group of students.
- Read through the instructions with the class and check they understand what to do.
- Students start Round 1 with Student A, who talks about a travel experience. When Student A has finished, Student B talks about plans, Student C talks about something that happened when they were travelling and Student D talks about the future. When Student D has finished Round 1, he or she begins Round 2 as Student A and talks about a travel experience. Students continue until they have finished all four rounds. In this way, each student gets to talk about all four topics. Remind students to use both given tenses each time they speak.

Answers
1 Suggested answer:
The story is fine but very basic; there is little in the way of extra information to make it interesting and the sentences are very short.

2 Suggested answer:
I heard about the trip abroad a few months ago. Some people from my college were going to London and I was really interested so I went quickly to the college office to find out some more information. After that my friend phoned me and told me excitedly that he was thinking of going, too. We decided that it would be fun to go together.

The day before the trip, I was in my room packing cheerfully and I heard a noise downstairs. I went to see what it was and I saw a man standing in the garden looking strangely at me. Well I quickly ran upstairs because I was scared. I phoned my friend and told him in a panic about the stranger. Then I carried on nervously with my packing.

A few minutes later my friend arrived suddenly at my house. Together, we went outside suspiciously to look for the stranger. Luckily, there were police officers nearby. They were angrily putting a man into the back of a police car.

Well, we found out afterwards that the man had also heard about the trip. He had decided to rob my house while I was away. The trip went ahead and I had a great time – all the better for knowing that I wasn’t coming home to a burgled house!

Resource 3C
Language practised: grammar, vocabulary, reading and writing
Time: about 20–25 minutes

You will need one photocopy for each student.

- Briefly review writing a narrative and adverbs on pages 30 and 31 of the Students’ Book.
- Hand out Resource 3C to each student.
- Read through the instructions for Parts 1, 2 and 3 with the class and check they understand what to do.
- Students do Part 1 individually. After three to four minutes, elicit answers from the class.
- Students do Part 2 in pairs. When you see that most students have finished the activity, tell them to move on to Part 3.
- Students discuss Part 3 in their pairs. You can then invite individual students to read out their new, improved versions of the story.
**Photocopiables**

**Instructions for the teacher**

**Resource 4A**

Language practised: grammar and vocabulary  
Time: about 15 minutes

You will need one photocopy for each student. Alternatively, this can be done in pairs, in which case you will need one photocopy for each pair of students.

- Briefly review the vocabulary and adjective patterns on pages 34 and 35 of the Students’ Book.
- Hand out Resource 4A to each student or pair of students. Read through the instructions with the class and check they understand what to do.
- Students cut out all the squares, placing them face up on the desk in front of them. They should keep the nouns on the right separate from the adjectives.
- Students make combinations of nouns and adjectives, using up to three adjectives. Set a time limit or stop when the first student has used up all his or her squares.
- Elicit different combinations from students, correcting any mistakes as you go. You can write some of the combinations on the board.

**Resource 4B**

Language practised: grammar, vocabulary and writing  
Time: about 10–20 minutes

You will need one photocopy for each student. Part 2 of this activity can be done for homework if you prefer or if time is limited.

- Briefly review the multi-word verbs on page 36 of the Students’ Book and adjectives to describe clothes, people and personality on pages 34 and 38 of the Students’ Book.
- Hand out Resource 4B to each student and ask them to fold the page on the line.
- Students do Part 1 individually, firstly ‘blind’ and then, after three or four minutes, with the help of the words at the bottom of the page. Check answers.
- Students do Part 2 in pairs. When you see that most students have finished the activity, tell them to move on to Part 3.
- Students discuss Part 3 in their pairs. You can then ask individual students to comment and invite discussion with the rest of the class.

**Answers**

1

**Student A:**
1 gloomy 2 unselfish 3 conscientious 4 creative 5 outgoing 6 imaginative  

**Student B:**
1 sociable 2 generous 3 hard-working 4 bold 5 lazy 6 miserable  

2

**Suggested answers**

**Student A:**
1 Mark 2 sociable 3 generous, unselfish 4 conscientious, hard-working 5 Lorraine moved away. 6 He became miserable, gloomy and had little motivation.

**Student B:**
1 Peter 2 gloomy 3 unselfish, kind 4 conscientious, hard-working 5 He was fired from his job. 6 He became creative, happy and had high self-esteem.

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**Resource 4C**

Language practised: reading and vocabulary  
Time: about 20–25 minutes

You will need one photocopy of each sheet for each pair of students.

- Hand sheets A and B to each pair of students. Read through the instructions for Parts 1, 2 and 3 with the class and check they understand what to do. You may wish to do the first item of Part 1 as a class (you will need to do the first item for Student A and for Student B).
- Students do Part 1 individually. Check answers.
- Students do Part 2 in pairs. When you see that most students have finished the activity, tell them to move on to Part 3.
- Students discuss Part 3 in their pairs. You can then ask individual students to comment and invite discussion with the rest of the class.

**Answers**

1

**Student A:**
1 gloomy 2 unselfish 3 conscientious 4 creative 5 outgoing 6 imaginative  

**Student B:**
1 sociable 2 generous 3 hard-working 4 bold 5 lazy 6 miserable  

2

**Suggested answers**

**Student A:**
1 Mark 2 sociable 3 generous, unselfish 4 conscientious, hard-working 5 Lorraine moved away. 6 He became miserable, gloomy and had little motivation.

**Student B:**
1 Peter 2 gloomy 3 unselfish, kind 4 conscientious, hard-working 5 He was fired from his job. 6 He became creative, happy and had high self-esteem.
Photocopiables

Instructions for the teacher

Resource 5A
Language practised: grammar and speaking
Time: about 20–25 minutes

You will need one photocopy for each pair of students.
• Briefly review the continuous aspect on page 45 of the Students’ Book.
• Hand out Resource 5A to each pair. Cut out (or ask pairs to cut out) the cards for Student B. These should be placed face down on the desk in front of Student B.
• Read through the instructions with the class and check they understand what to do. Point out that they will take turns beginning with a main continuous question from Questions 1, before using other tenses from Questions 2 to find out more information. In each case, Student B may be lying or telling the truth depending on which card has been picked up. After two or three questions, Student A must guess whether Student B is lying or telling the truth.
• Remind Student A that they can think of their own question to ask their partner, but the question must be in the correct tense.
• Tell Student B that they should be as convincing as possible, especially if they are telling a lie.
• Students swap roles when Student B has answered all of Student A’s questions.

Resource 5B
Language practised: grammar, vocabulary, reading and speaking
Time: about 20–25 minutes

You will need one photocopy for each student.
This activity can be prepared for homework. Students do Part 1 at home ready for a discussion in pairs in the next lesson. If you do 5B as a class activity, follow the instructions below.
• Briefly review the topic and cleft sentences and inversion for emphasis on pages 46 and 47 of the Students’ Book.
• Hand out Resource 5B to each student. Read through the instructions with the class and check they understand what to do. You may wish to do the first item in Part 1 as a class.
• Students do Part 1 individually. Check answers.
• Students do Part 2 in pairs. You can then open up the discussion to the whole class.

Resource 5C
Language practised: vocabulary and speaking
Time: about 20–25 minutes

You will need one photocopy for each pair of students.
• Briefly review the vocabulary on the environment on page 46 of the Students’ Book and global issues on page 49 of the Students’ Book.
• Cut the page along the line and hand the two parts of the crossword to pairs of students. It is important that students don’t see each other’s paper. Read through the instructions for Parts 1 and 2 with the class and check they understand what to do. You may wish to do the first item of Part 1 as a class (you will need to do the first item for Student A and for Student B).
• Students do Part 1 in their pairs, taking turns to ask their partners to define their missing words. Check answers as pairs finish. You may need to help with definitions if students are struggling.
• For Part 2, allow a few minutes for students to discuss the questions in pairs, before opening up the discussion to the whole class.

Answers

1
1 have we (Sandra)
2 did we (Carole)
3 is to (Sandra)
4 had we (Carole)
5 What I (Carole)
6 is how (Sandra)

Answers

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Photocopiables
Instructions for the teacher

Resource 6A
Language practised: grammar, vocabulary and speaking
Time: about 15 minutes

You will need one photocopy for each student.
• Briefly review the healthy eating vocabulary and real conditionals on pages 54 and 55 of the Students’ Book.
• Hand out Resource 6A to each student. Immediately ask them to fold the paper on the line and look at the top part.
• Read through the instructions for Part 1 with the class and check they understand what to do. You may wish to elicit a few different suggestions from the class for the first item.
• Students do Part 1 individually. They begin by writing their sentences. Then they can match items 1–8 to the phrases below the line. Check answers and elicit any different answers that students have written.
• Students do Part 2 individually. Remind them to keep to the subject of food and healthy eating.
• Elicit some sentences from the class. You might want to write some of them on the board.

Answers
1
1 you can get ill.
2 you eat smaller portions.
3 you shouldn't get ill.
4 it can have the opposite effect.
5 they might grow up eating junk food.
6 they eat a variety of foods and get vitamin B12 supplements.
7 I still can't lose weight!
8 you have too much salt.

Resource 6B
Language practised: grammar, vocabulary, writing and speaking
Time: about 20 minutes

You will need one photocopy for each pair of students.
• Briefly review the taste vocabulary and the introductory it and there on pages 56 and 57 of the Students’ Book.
• Hand out Resource 6B to each pair of students. Read through the instructions with the class and check they understand what to do.
• Students do Part 1 individually. Check answers.
• Students do Part 2 in pairs. When they have finished telling their partner the sentences they wrote in Part 1, students continue with the other food facts, using the introductory it and there phrases.
• Elicit some of the sentences from Part 2 and write them on the board. Encourage students to suggest ways in which the introductory it and there can be used.
• Finally, elicit any other food facts that students know.

Answers
1
Suggested answers
Student A:
1 It may surprise you to learn that some places sell the rare Kopi Luwak coffee for as much as €50 a cup.
2 There used to be a form of chewing gum 5,000 years ago.
3 There is a liquid in coconuts that can be used in an emergency in place of blood plasma.
4 There are many health benefits linked to/offered by eating black pepper.

Student B:
1 There is a poisonous fish called fugu in Japan which causes many deaths each year.
2 It was a scientist who discovered microwave cooking by accident when a bar of chocolate melted in his pocket.
3 It appears that the average North American consumes over 500 cans of fizzy drinks a year.
4 It is often said that you wake up more effectively by eating an apple than by drinking coffee.

2
Suggested answers
It may surprise you to learn that celery contains very few calories – you use up more calories by chewing it. It appears that eating the leaves or the green parts of potatoes can cause death.
There is only one food we know that doesn't go off, and that is honey.
It is often said that swallowing chewing gum is harmful.
It may surprise you to learn that dynamite can be made using peanuts.
There is a way to peel an onion without your eyes watering – peel it underwater.
It is said that about fifty billion kilos of food is thrown away in the US each year.
There was a pizza made in 1990 which measured over thirty-seven metres in diameter.
There is a red food colouring, called cochineal, which is made from crushed insects.
There is a recipe for stuffed camel which calls for a whole sheep, twenty chickens and sixty eggs.
You will need one photocopy for each student.

- Briefly review the food vocabulary on pages 58 and 59 of the Students' Book.
- Hand out Resource 6C to each student. Read through the instructions for Parts 1, 2, 3 and 4 with the class and check they understand what to do. Point out that the vocabulary in Part 1 is not from the Students' book. The aim here is for students to try to guess the words from the context.
- Students do Part 1 individually. Elicit suggestions. Students are not expected to know all these words but they should be rewarded for intelligent guesses based on the context.
- Students do Part 2 individually. Remind them that they can add their own ideas. Allow a few minutes for students to write their sentences. Then elicit several and write them on the board.
- Students do Part 3 individually. Allow a minute or two for students to complete the sentences.
- Students do Part 4 in pairs. Encourage them to compare their answers before opening up the discussion to the class.

**Answers**

1 **Suggested answers:**
   1 sharp – bitter
   2 quinces – a hard fruit
   3 succulent, tender – juicy and soft
   4 fleshy – soft
   5 squeamish – when you feel disgusted or slightly sick
   6 snails – small creatures found in the garden eaten by some as a delicacy
   7 simmering – cooking slowly
   8 inedible – impossible to eat
   9 porridge – a cereal often eaten for breakfast with hot milk
   10 ripen – become mature and ready to eat
   11 artificial preservatives – chemicals to make food last longer
Photocopiables

Instructions for the teacher

**Resource 7A**
Language practised: grammar, vocabulary, reading and speaking
Time: about 15–20 minutes

You will need at least two photocopies for each group of four students. You may find it easier if each student has a copy.

- Briefly review the topic and the modals of deduction and speculation on pages 64 and 65 of the Students’ Book.
- Hand out Resource 7A to each group or student. Read through the instructions with the class and check they understand what to do. Point out that they are expected to speculate in detail using the language provided (as in the example given for item 1).
- Students discuss the situations in their groups. Encourage each member of the group to contribute. Remind them to use the modals of deduction and speculation as well as the linking words given.
- Elicit suggestions for the situations from each group. You can then open up the discussion to the rest of the class, gathering as many different suggestions as possible.

**Resource 7B**
Language practised: grammar, vocabulary, reading and writing
Time: about 20–25 minutes

You will need one photocopy for each pair of students.

- Briefly review the topic and the passive on pages 66 and 67 of the Students’ Book.
- Hand out Resource 7A to each pair of students. Tell them to cut out the squares and place them face down in preparation for Part 2.
- Read through the instructions for Part 1 with the class and check they understand what to do. You may wish to do the first item as a class.
- Students do Part 1 in pairs. Check answers. Make sure students can identify the correct form of the passive in each case, as they will need this knowledge for Part 2.
- Read through the instructions for Part 2. Explain that students will take turns choosing a tense card and a verb card. With the tense and the verb they have chosen, they must make a grammatically correct passive sentence. When they have made a sentence, the cards are returned face down on the desk and the other student chooses two cards.
- Set a time limit for Part 2 (about five minutes), after which you can elicit some of the sentences from different pairs. Write some of these up on the board.

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**Answers**

1. One method the police use to keep people out of trouble is something which is called electronic tagging. This is a system where the offender wears an electronic device – similar to a digital watch – around the ankle. The device has to be worn at all times – it can not be taken off by the offender. The authorities often do this when someone has recently been released from prison and they want to make sure they stay in their homes. While the tag is being worn by the offender, it sends a signal to the police through the home telephone. If the person takes the device off, or leaves the house, the signal is broken and the police are alerted. Last year 70,000 people were tagged by the authorities but many of them broke the rules and re-offended. In one particularly inventive case, security officers were persuaded to fit the tag to an offender’s false leg. The man’s leg had been wrapped in a bandage so that it was not obvious. The offender then changed legs and went out committing more crimes without the police being made aware that he had left the house. While the man was out getting into more trouble, the normal signal was being sent by his leg from his home. Police only found out when the man was arrested for a new crime.
Photocopiables
Instructions for the teacher

Resource 7C
Language practised: vocabulary, writing and speaking
Time: about 20–25 minutes

You will need one photocopy for each student.

- Briefly review the information about positive and negative connotation and thesis statements on pages 68 to 71 of the Students’ Book.
- Hand out Resource 7C to each student. Read through the instructions for Parts 1, 2 and 3 with the class and check they understand what to do.
- Students do Part 1 individually. After about five minutes, they can compare answers with a partner’s. Check answers.
- Students do Part 2 individually. Again, allow a few minutes and then students can compare answers. Check answers.
- Students discuss Part 3 with their partners. Elicit various suggestions from different pairs and encourage class discussion.

Answers

1

1 notorious
2 enthusiastic
3 self-confident
4 reckless
5 intrepid
6 odd
7 famous
8 eccentric
9 egotistical
10 fanatical
Photocopiables

Instructions for the teacher

Resource 8A
Language practised: grammar, vocabulary, writing and speaking
Time: about 30 minutes
You will need one photocopy for each student.
- Briefly review the advertising and marketing vocabulary and relative clauses on pages 74 and 75 of the Students’ Book.
- Hand out Resource 8A to each student. Read through the instructions with the class and check they understand what to do.
- Students do Part 1 in pairs. Prompt if necessary with ideas about products that are well known for their advertising.
- Students do Part 2 in the same pairs. Point out that they can change the information slightly to fit their own ideas. Encourage them, however, to use relative clauses where possible. Students may need ten minutes or so for this.
- As soon as two pairs have finished, they can move on to Part 3. (Depending on the layout of your classroom, you might ask one pair to move so that they can do Part 3 with another pair. Alternatively, you might choose to wait until everyone is finished to avoid too much movement in the classroom.)
- For Part 3, encourage students to contribute ideas. You can swap pairs around if this is practical, so that two different pairs exchange ideas.
- Finally, ask as many pairs as possible to present their ideas to the class and invite further suggestions.

Resource 8B
Language practised: grammar, vocabulary and speaking
Time: about 20–25 minutes
You will need one photocopy for each student.
- Briefly review the topic and the modifying comparative structures on pages 76 and 77 of the Students’ Book.
- Hand out Resource 8B to each student. Read through the instructions with the class and check they understand what to do. You may wish to do the first item as a class (you will need to do the first item for Student A and for Student B). In item 1, for example, point out that Student A doesn’t like Peter, so he or she might write the adjective unpleasant. Student B, on the other hand, likes Peter, so he or she might write the adjective interesting. When they come to do Part 2, they could then choose phrases from the list and have the following exchange:
  Student A: I think Peter is just about the most unpleasant person I know.
  Student B: I don’t agree. Peter is much more interesting than most people I know.

Resource 8C
Language practised: grammar, vocabulary and speaking
Time: about 15–20 minutes
You will need one photocopy for each pair of students.
- Hand out Resource 8C to each pair of students. Ask them to cut out the Experiences cards and place them face down on the desk. They should deal them out without looking at them at this stage.
- Read through the instructions with the class and check they understand what to do. Go through the phrases to remind students how they should use them.
- Students turn over their cards and make brief notes on each one. Allow a few minutes for this.
- Students take turns telling each other about the information from their cards. Encourage them to use the phrases given and to ask questions.
Photocopiables
Instructions for the teacher

Resource 9A
Language practised: grammar, vocabulary and speaking
Time: about 15 minutes

You will need one photocopy for each pair of students. Students will need a coin for each pair and a counter each. The counter could be a piece of paper, card or any other small item. They can use coins as counters but they must be different.

- Briefly review unreal conditionals on page 85 of the Students’ Book.
- Hand out Resource 9A to each pair of students.
- Read through the instructions with the class and check they understand what to do. The students place their counters on the START square. They take turns to toss the coin and move one or two squares. You might need to help students with the concept of heads or tails if there are no actual heads or tails on the coins they are using. If students land on a Complete square they have to complete a sentence using appropriate words and phrases. If the sentence is not correct, the student has to move back two squares. If, by moving back, the student lands on another Complete square, they have to make a sentence or move back a further two squares (if a student has already made a sentence for that square, they need to make a different sentence). Partners decide whether or not the words and phrases have been used correctly. In cases where there is doubt, they should refer the sentence to you.
- Students follow the instructions on the squares until they arrive at the FINISH.

Resource 9B
Language practised: vocabulary, grammar and speaking
Time: about 15–20 minutes

You will need one photocopy for each student.

- Briefly review the topic and the grammar on pages 84 to 87 of the Students’ Book.
- Hand out one photocopy to each student. Read through the instructions with the class and check they understand what to do. The students read through all the material on their own.
- Students do the activity in groups of four. Encourage all members of the group to take part. Remind groups to give reasons for their choices and also to explain why they reject the other choices.
- When groups have finished, elicit ideas and encourage discussion as a class.

Resource 9C
Language practised: vocabulary, writing and speaking
Time: about 20–25 minutes

You will need one photocopy for each student.

- Briefly review writing a problems and solutions essay and vocabulary on pages 90 and 91 of the Students’ Book.
- Hand out Resource 9C to each student. Read through the instructions for Parts 1, 2 and 3 with the class and check they understand what to do. You may wish to do part of the first column as a class. You could say (or write on the board): Nowadays, there is a serious problem concerning cheating in exams. The problem stems from the pressure to do well, but it results in a situation that is unfair on others. One solution is to … etc.
- Make pairs. Allow three to four minutes for students to practise linking the ideas in the first column.
- For Part 2, tell students to work on their own and note down causes, effects, etc. for the other problems.
- For Part 3, tell students to compare what they have written with a different partner. They can do this with more than one student. Remind them that they can add any ideas they heard through discussion. Then, with their original partner, they should take turns linking the ideas.
- Elicit suggestions from different students for the class to hear. Invite comments from as many students as possible.
Photocopiables
Instructions for the teacher

Resource 10A
Language practised: vocabulary, grammar and speaking
Time: about 15–20 minutes

You will need one photocopy for each student. This activity can be partly done for homework. Students do Part 1 at home ready for a discussion in the next lesson. If you do 10A as a class activity, follow the instructions below.

- Briefly review the positive and negative aspects of jobs and gerund and infinitive verb patterns on pages 94 and 95 of the Students’ Book.
- Hand out Resource 10A to each student. Read through the instructions with the class and check they understand what to do.
- Students do Part 1 individually.
- Make pairs. Students compare their answers before checking with the class.
- Students do Part 2 in their pairs. Remind them to pay particular attention to the gerund and infinitive verb patterns they practised in the Students’ Book.
- Allow five to ten minutes for students to discuss the questions in pairs. You can then open up the discussion to the class.

Answers

<table>
<thead>
<tr>
<th>Working</th>
<th>Networking</th>
<th>Fringe</th>
<th>Workload</th>
<th>Pressure</th>
<th>Fringe</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>R</td>
<td>G</td>
<td>L</td>
<td>A</td>
<td>N</td>
</tr>
<tr>
<td>T</td>
<td>H</td>
<td>J</td>
<td>D</td>
<td>A</td>
<td>T</td>
</tr>
<tr>
<td>A</td>
<td>O</td>
<td>E</td>
<td></td>
<td></td>
<td>E</td>
</tr>
</tbody>
</table>

Resource 10B
Language practised: grammar and speaking
Time: about 20–25 minutes

You will need one photocopy for each student.

- Briefly review reported speech on page 97 of the Students’ Book. In particular check that students know how to use reporting verbs.
- Hand out Resource 10B to each student. Read through the instructions and the example with the class and check they understand what to do. The activity follows this pattern:
  → Student A begins the dialogue (1), following the instructions in the first column.
  → Student B responds to the question/statement.
  → Student C reports their dialogue following the instructions in the final column.
  → Student C then begins a new dialogue (2), following the instructions in the first column.
- Make groups of three and tell students to choose who will be Student A, B and C. Tell them that they keep these roles for the whole activity.
- Allow up to ten minutes for students to do the activity. You may need to prompt students if they get stuck. Remind students that they must report what both group members said.
- When students have finished, choose different groups to act out some of the conversations. You can use students in their original groups before choosing students at random to be Students A, B and C.

Resource 10C
Language practised: vocabulary, reading and speaking
Time: about 20–25 minutes

You will need one photocopy for each student. This activity can be partly done for homework. Students do Part 1 at home ready to do Parts 2 and 3 in the next lesson. If you do 10C as a class activity, follow the instructions below.

- Briefly review the topic and vocabulary on pages 98 and 99 of the Students’ Book.
- Hand out Resource 10C to each student. Read through the instructions with the class and check they understand what to do. You may wish to do the first item of Part 1 with the class as an example.
- Students do Part 1 individually. Allow about five minutes for this. Check answers.
- Students do Part 2 in pairs or small groups. Encourage them to notice the difference in the two texts (A suggests a slow, methodical approach; B believes that success comes from inspiration and talent rather than careful work). Allow a few minutes for students to discuss the two different approaches and the comments then open up the discussion to the class.
- Students discuss Part 3 in their pairs or small groups. You can then invite individual students to give their opinions for the rest of the class to comment.

Answers

1 1 a natural spark
2 2 come up with
3 3 optimism
4 4 give it a shot
5 5 break the mould

6 6 capacity
7 7 outside the box
8 8 a fresh approach
9 9 You’ve got a lot to lose
10 10 fully-fledged
Resource 1A

1 Reorder the letters below to make parts of the body. Put the words in the correct column.

<table>
<thead>
<tr>
<th>elhe</th>
<th>flac</th>
<th>ghith</th>
<th>klean</th>
<th>lamp</th>
<th>mubth</th>
<th>phi</th>
<th>pines</th>
</tr>
</thead>
<tbody>
<tr>
<td>reshould</td>
<td>stawi</td>
<td>stech</td>
<td>striw</td>
<td>wobel</td>
<td>worel</td>
<td>cabk</td>
<td>yelbl</td>
</tr>
<tr>
<td>tuntob</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arm and hand</th>
<th>Torso</th>
<th>Leg and foot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Complete the advertisement with a/an, the or write Ø for no article. More than one answer is sometimes possible.

New, improved five-star home gym

No need to pay 1 ______ expensive membership fees – with our Five-Star home gym, you can get all 2 ______ exercise you need in 3 ______ comfort of your own home.

Our latest features include:

- Sensational leg developer for building calf and thigh muscles while at 4 ______ same time providing support for 5 ______ knees and ankles. 6 ______ adjustable seat also helps prevent 7 ______ hip discomfort. 8 ______ seat is fully sliding and converts into 9 ______ rowing machine, giving you 10 ______ full-body workout.
- 11 ______ anatomically designed bench, which allows for 12 ______ series of exercises to strengthen 13 ______ lower back with no risk of 14 ______ damage to 15 ______ spine.
- Newly-designed weights section to help broaden 16 ______ shoulders and expand your chest. Special rests protect against 17 ______ wrist and elbow injury during 18 ______ weightlifting – 19 ______ common type of injury with home gym equipment.

See for yourself and try before you buy!

You can try out our new Five-Star home gym at one of our many demonstration centres. Phone us now for 20 ______ appointment.

3 In pairs, discuss the questions.

- Have you ever used gym apparatus or weight-lifting equipment? How would you describe the experience?
- What do you think about exercising at home compared to joining a gym or doing a sport? Which do you think is best?
- What different sports/exercises might you do to help strengthen some of the parts of the body in Part 1?
- Have you ever had any sports-related injuries? What part of the body was affected?
Resource 1B

Student A:

1 Read the text. What do the words in bold refer to?

1 something nobody was expecting ______________
2 this amazing feat ______________
3 of which ______________
4 them ______________
5 this ______________
6 This he did ______________
7 them ______________
8 it ______________
9 the divide ______________
10 this ______________

In 1974, when the twin towers of the World Trade Center were nearing completion, a twenty-four-year-old Frenchman, Philippe Petit did something nobody was expecting and few people saw — he walked between the two towers on a tightrope. So many things about this amazing feat are extraordinary. First of all, it took years of planning and several visits to New York, some of which included using fake identities to gain access to the towers, and taking a helicopter flight so that he could photograph them to enable him to make a model. Based on this, he then carefully calculated how to set up his wire across the gap between the two towers. This he did the night before his walk. He then slept on the roof of one of them before completing his feat at six o’clock in the morning. Petit did not simply walk across on the wire, however — he ran, danced, lay down and jumped up and down on it, crossing the divide at least six times before he finally gave himself up to police officers who were waiting to arrest him. All of this happened 400 metres above the Manhattan streets with no safety net.

2 Ask and answer with your partner. Find out everything you can about your partner’s text.

Who is your article about? What did he do? When/Why/How did he do it?

3 Discuss your opinions about the feats you read about. Use some of these words.

brave dangerous exciting extreme foolhardy hazardous risky thrilling thrill seekers
In March 2011, Frenchman Alain Robert climbed the outside of the Burj Khalifa, the world’s tallest building. He began this record-breaking feat at 6 p.m., finishing soon after midnight. Before attempting the climb, he had already scaled the second, third and fourth highest buildings in the world. Unlike all the others, however, the climb was done with the aid of a rope and safety harness. This was to satisfy the local authorities who had allowed him to make the attempt on that condition. Despite the presence of the rope and harness, witnesses to the event say that he did not use them, relying instead on using just his hands and feet. Known to many simply as Spiderman, Robert’s previous climbs include Taipei 101 on the day it opened. He has also scaled the Petronas Tower in Kuala Lumpur, Malaysia, something which he only managed on his third attempt, after being arrested the first two times. His worst accident happened way back in 1982 when he suffered serious injuries and needed six operations on his hand and elbow. That was from a fifteen-metre fall. We can only imagine the consequences if it had happened from the 829-metre Burj Khalifa.
Resource 1C

Student A:

1. Look at the two graphs and correct the words in bold. Use the words in Part 2 to help you.
   3. There was a **slight** rise in sales of MP3 players between 2000 and 2005.
   4. For five years after 2005, sales of MP3 players remained **dramatic**.

2. Answer your partner’s questions about your graphs. Then find out about your partner’s graphs by asking questions. Use the words/phrases below to help you.

   **Increase**
   - rose/climbed/increased (gradually/steadily/slightly/noticeably)
   - soared
   - peaked
   - a (gradual/slight/noticeable/significant) rise/climb/increase

   **Decrease**
   - fell/dropped/dipped/decreased (dramatically/slightly/sharply/steadily)
   - plummeted
   - plunged
   - a (dramatic/slight/sharp/small) fall/drop/dip/decrease

   **Lack of change**
   - remained stable/flat/steady/about the same level

3. Discuss the implications of the graphs and how you think the trends will continue in the future.

   **Example**
   - Obviously, sales of MP3 players were low in the early years but then they became very popular. Then …
Resource 1C

Student B:

1 Look at the two graphs and correct the words in bold. Use the words in Part 2 to help you.

1 Sales of mobile phones **dropped** gradually until 1995.
2 In 2010 mobile phone sales were **plunging**.
3 There is a steady, very sharp **drop** in sales of desktop computers until around 2000.
4 After 2005, sales of desktop computers **rose** steadily.

2 Answer your partner’s questions about your graphs. Then find out about your partner’s graphs by asking questions. Use the words/phrases below to help you.

**Increase**
- rose/climbed/increased (gradually/steadily/slightly/noticeably)
- soared
- peaked
- a (gradual/slight/noticeable/significant) rise/climb/increase

**Decrease**
- fell/dropped/dipped/decreased (dramatically/slightly/sharply/steadily)
- plummeted
- plunged
- a (dramatic/slight/sharp/small) fall/drop/dip/decrease

**Lack of change**
- remained stable/flat/steady/about the same level

3 Discuss the implications of the graphs and how you think the trends will continue in the future.

**Example**

*Obviously, sales of mobile phones were low in the early years but then they became more and more popular. Then …*
Resource 2A

1 Work in pairs. Fold the paper on page 22 carefully along the lines.
   
   **Student A:**
   Write two sentences of a story, following the instructions as closely as possible. Write sentence 1 above the fold and 2 below it.

   **Student B:**
   Read Student A’s sentence. Then write two more sentences of the story, following the instructions as closely as possible.

   **Take turns writing two sentences each.**

2 When you have written your story, read it together and add any important information to make it complete. Read your story to another pair or the whole class. *(Note: your story might seem funny – that doesn’t matter, but make sure that the events are connected and that the past tenses work.)*
Resource 2A

Student A: 1 Set the scene using the past continuous. Talk about the weather and what other people were doing.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student A: 2 The name for the main character is Toby. Say what Toby was doing.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student B: 1 Continue setting the scene using the past continuous.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student B: 2 Say what Toby was doing. Say how he felt.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student A: 1 Describe the first main event using the simple past, e.g. Toby went to visit his friend.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student A: 2 Give a little more information, e.g. He took the bus, went on his bike, etc.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student B: 1 Mention something that had happened earlier using the past perfect, e.g. Toby had received an email from his friend.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student B: 2 Say how Toby felt about this.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student A: 1 Describe the second main event using the simple past, e.g. Toby fell off his bike and had to be taken to hospital.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student A: 2 Say how Toby felt.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student B: 1 Say what happened to Toby next using the simple past.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student B: 2 Say how Toby felt.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student A: 1 Say what happened at the end of the story using the simple past.
____________________________________________________________________________________________
____________________________________________________________________________________________

Student A: 2 Write your second sentence here:
____________________________________________________________________________________________
____________________________________________________________________________________________

Student B: Finish the story. Say how Toby felt at the end of the story.
____________________________________________________________________________________________
____________________________________________________________________________________________
1 Match the verbs in the table to the domestic tasks in the box. Add any other jobs to the table that you sometimes do in the house. Then complete the table for you.

### Table

<table>
<thead>
<tr>
<th>a button</th>
<th>a picture</th>
<th>a piece of flat-pack furniture together</th>
<th>a plug</th>
</tr>
</thead>
<tbody>
<tr>
<td>a room</td>
<td>a stain</td>
<td>the floor</td>
<td>the rubbish</td>
</tr>
<tr>
<td>the surfaces</td>
<td>the u-bend</td>
<td>the washer in a tap</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th>About once a week</th>
<th>About once a month</th>
<th>About once every few months/once a year</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>take out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unblock</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>put</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vacuum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>change</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>sew on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>put up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>redecorate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>remove</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>change</td>
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<td>______________________</td>
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<td>______________________</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 In pairs, ask and answer questions about domestic tasks. Use the phrases in the table and those below.

Student A: How often do you take out the rubbish?
Student B: About once a week.

3 In pairs, talk about a particularly difficult or unpleasant job that you had to do/have to do. Say what was/is involved. Use modal verbs.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>had to</td>
<td>must/have to</td>
</tr>
<tr>
<td>didn't have to</td>
<td>don't have to</td>
</tr>
<tr>
<td>should(n't) have/ought(n't) to have</td>
<td>should/ought to</td>
</tr>
<tr>
<td>was(n't) able to</td>
<td>can('t)</td>
</tr>
<tr>
<td>needed to/didn't need to/needn't have</td>
<td>need to/don't need to/needn't</td>
</tr>
</tbody>
</table>
Resource 2C

1 Match 1–6 to a–f to make phrases.

1 I would a me how much …
2 Could you tell b like to know …
3 I look forward c to hearing …
4 I was d to enquire …
5 I am writing e that there are …
6 Could you confirm f wondering if …

2 Complete the email with the phrases from Part 1.

To: ptgillard@uni-admin.ac.uk
Subject: Enquiry about Sports Science

Dear Mr Gillard,

1 __________________ about the course you are offering in Sports Science.

Firstly, 2 ______________ if this is a full-time residential course. As I live some distance from the college, 3 ______________ you offered a part of or the entire course in the form of online tuition. Secondly, 4 ______________ the course costs? Finally, 5 ______________ places available on the course for the coming academic year?

6 ______________ from you.

Yours sincerely,

Paul Carroll

3 Write a short email requesting information. Use the following information to help you decide what to write.

- Think of a course that you might like to study, e.g. Astronomy, Photography, etc.
- Think of aspects of the course that you might need information about, e.g. online coursework, home study, accommodation, transportation, reference books, tuition hours, costs, etc.
- Phrase your questions carefully using polite constructions such as those in Part 1, e.g. I was wondering if you could send me … rather than Send me ….
- Remember to begin and end your email in the correct manner.
**Resource 3A**

Work in pairs. Place your counters on the START square. Take turns to throw a coin. If you throw heads, move one square. If you throw tails, move two squares.

When you land on a square with instructions, follow them. If you fail to complete a sentence correctly, go back two spaces.

Play the game until you arrive at the FINISH.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>START</strong></td>
<td>Your hotel is an over-priced dump. Move forward one square.</td>
<td>Complete: <em>Travelling by train is ... and ...</em>.</td>
<td>Some useful tweets have helped you on your way. Move forward two squares.</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Complete: <em>We had to leave early so that ...</em>.</td>
<td>You wander off the beaten track and get lost. Go back one square.</td>
<td>Complete: <em>Our hotel had a great view as well as ...</em>.</td>
<td>You’ve stumbled upon a great place and you want to stay an extra day. Miss a turn.</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Complete: <em>I asked my brother for information about Paris as he ...</em>.</td>
<td>Have a rest to recharge your batteries. Miss a turn.</td>
<td>Complete: <em>A guide knows all the information you need so ...</em>.</td>
<td>You found some great information about cheap tickets from your phone. Move forward one square.</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>You’re stuck in a tourist trap. Miss a turn.</td>
<td>You got ripped off and you now have much less money than you need. Go back one square.</td>
<td>Complete: <em>The buses here are cheap. Alternatively, ...</em>.</td>
<td>You’ve found a great city break and want to stay a while. Miss a turn.</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td><strong>FINISH</strong></td>
</tr>
</tbody>
</table>
| Complete: *My best friend loves camping, whereas ...*. | Your parents have just received your phone bill. Go back three squares. | }
Resource 3B

Work in groups of four. Follow the order on your card and in each Round talk about your given subject A–D. Student A begins Round 1. When Student A has spoken using both tenses, Student B speaks, then Student C and then Student D. After Round 1, talk about the next topic on your card.

EXAMPLE: Student A, Round 1: I've been to Paris twice. I went there in 2009 and 2011.

A: Talk about a travel experience you have had. Use the present perfect simple and the past simple.
B: Talk about some plans you have been making. Use the present perfect continuous and the present perfect simple.
C: Talk about something that happened when you were travelling. Use the past perfect simple and the past simple.
D: Talk about something that you want to do in the future. Use the future perfect simple and want to + perfect form.

Student A

Round 1: Talk about A.
Round 2: Talk about B.
Round 3: Talk about C.
Round 4: Talk about D.

Student B

Round 1: Talk about B.
Round 2: Talk about C.
Round 3: Talk about D.
Round 4: Talk about A.

Student C

Round 1: Talk about C.
Round 2: Talk about D.
Round 3: Talk about A.
Round 4: Talk about B.

Student D

Round 1: Talk about D.
Round 2: Talk about A.
Round 3: Talk about B.
Round 4: Talk about C.
1 Read the story to find out what happened. Is it an interesting story?

I heard about the trip. Some people from my college were going and I was really interested so I went to find out some more information. My friend phoned me and told me that he was thinking of going, too. We decided that it would be fun to go together.

The day before the trip, I was packing and I heard a noise. I went to see what it was and I saw a man standing looking at me. Well, I ran because I was scared. I phoned my friend and told him about the stranger. I carried on with my packing.

My friend arrived at my house. Together, we went to look for the stranger. There were police officers. They were putting a man into the back of a police car.

Well, we found out that the man had also heard about the trip. He had decided to rob my house while I was away. The trip went ahead and I had a great time – all the better for knowing that I wasn’t coming home to a burgled house!

2 In pairs, make the story more interesting by adding adverbs. Complete it with some of the words and phrases below and your own ideas. Use the hints in brackets.

Adverbs of manner
fast, heavily, quickly, angrily, quietly, strangely, in a panic, in a hurry, excitedly, nervously, suddenly, luckily, suspiciously

Adverbs of place
abroad, everywhere, here, there, nearby, outside, somewhere, upstairs, in my room, in/to the office, in/to the garden

Adverbs of time
early, in the morning, never, soon, then, after that, a few minutes later, afterwards

I heard about the trip ______________ (where/when?). Some people from my college were going ______________ (where?) and I was really interested so I went ______________ (where/when?) to find out some more information. ______________ (when?) my friend phoned me and told me ______________ (how?) that he was thinking of going, too. We decided that it would be fun to go together.

The day before the trip, I was ______________ (where?) packing ______________ (how?) and I heard a noise ______________ (where? I went ______________ (where?) to see what it was and I saw a man standing ______________ (how?) looking ______________ (how?) at me. Well I ______________ (how?) ran (where?) because I was scared. I phoned my friend and told him ______________ (how?) about the stranger. ______________ (when?) I carried on ______________ (how?) with my packing.

__________ (when?) my friend arrived ______________ (how?) at my house. Together, we went ______________ (where?) ______________ (how?) to look for the stranger. ______________ (how?) there were police officers ______________ (where?). They were ______________ (how?) putting a man into the back of a police car.

Well, we found out ______________ (when?) that the man had also heard about the trip. He had decided to rob my house while I was away. The trip went ahead and I had a great time – all the better for knowing that I wasn’t coming home to a burgled house!

3 Read each other’s stories. Discuss your answers in pairs. Which ones are the most interesting?
Resource 4A

Make as many combinations as you can. The nouns can be described by two or three adjectives.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>nice</th>
<th>nice</th>
<th>nice</th>
<th>interesting</th>
<th>interesting</th>
<th>friendly</th>
<th>friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>blue</td>
<td>green</td>
<td>red</td>
<td>white</td>
<td>black</td>
<td>old</td>
<td>old</td>
</tr>
<tr>
<td></td>
<td>old</td>
<td>little</td>
<td>little</td>
<td>little</td>
<td>really</td>
<td>really</td>
<td>really</td>
</tr>
<tr>
<td></td>
<td>cold</td>
<td>tall</td>
<td>young</td>
<td>young</td>
<td>velvet</td>
<td>silk</td>
<td>lace</td>
</tr>
<tr>
<td></td>
<td>long</td>
<td>long</td>
<td>fantastic</td>
<td>fantastic</td>
<td>designer</td>
<td>scruffy</td>
<td>scruffy</td>
</tr>
<tr>
<td></td>
<td>gorgeous</td>
<td>comfortable</td>
<td>inexpensive</td>
<td>charming</td>
<td>perfect</td>
<td>striped</td>
<td>successful</td>
</tr>
<tr>
<td></td>
<td>successful</td>
<td>well-decorated</td>
<td>damp</td>
<td>messy</td>
<td>cool</td>
<td>cool</td>
<td>cool</td>
</tr>
<tr>
<td></td>
<td>old-fashioned</td>
<td>old-fashioned</td>
<td>popular</td>
<td>popular</td>
<td>small</td>
<td>small</td>
<td>large</td>
</tr>
<tr>
<td></td>
<td>large</td>
<td>independent</td>
<td>empty</td>
<td>warm</td>
<td>warm</td>
<td>ridiculous</td>
<td>quirky</td>
</tr>
<tr>
<td></td>
<td>confusing</td>
<td>pretty</td>
<td>shiny</td>
<td>unfair</td>
<td>new</td>
<td>new</td>
<td>silly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nouns</th>
<th>watch</th>
<th>restaurant</th>
<th>person</th>
<th>dress</th>
<th>jeans</th>
<th>pyjamas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>room</td>
<td>weather</td>
<td>lesson</td>
<td>meal</td>
<td>book</td>
<td>café</td>
</tr>
<tr>
<td></td>
<td>face</td>
<td>mobile</td>
<td>essay</td>
<td>idea</td>
<td>hair</td>
<td>comment</td>
</tr>
</tbody>
</table>
Resource 4B

1 Fold the page so that you can’t see the words at the bottom. Complete as many sentences as you can. Then look at the words below and complete the rest of the sentences.

1 I’ve gone ________ that TV programme. I used to watch it all the time.

2 He always wears really ________ clothes – he’ll never get a job looking like that!

3 George keeps showing ________ his new mobile to anyone who will listen!

4 She’s got a very ________ attitude to life – her motto is ‘What will be, will be’!

5 We went for a walk and we ended ________ on the other side of town.

6 Jeff’s got some really ________ ideas. He’s living in the past!

7 Sally wasn’t going to ask but her friend ________ her on.

8 She never wears anything that’s tight-fitting. All her clothes are ________

9 It’s only a phase he’s going through. He’ll soon grow ________ of it.

10 For Gemma, the most important thing is to be ________.

11 Nobody thought this fashion would ________ on, but it did.

12 Some vegetarians are even against wearing ________ shoes.

13 Jimmy soon ________ down when my dad turned up!

14 There’s something strange about him – I think he’s ________.

15 I was going to go on the trip but the cost put me ________.

---

2 Write your own sentences using the words and phrases above. Aim to write at least ten sentences.

<table>
<thead>
<tr>
<th>backed</th>
<th>baggy</th>
<th>catch</th>
<th>egged</th>
<th>fashionable</th>
</tr>
</thead>
<tbody>
<tr>
<td>laid-back</td>
<td>leather</td>
<td>off</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>old-fashioned</td>
<td>out</td>
<td>scruffy</td>
<td>up</td>
<td>weird</td>
</tr>
</tbody>
</table>
Resource 4C
Student A:

1 Complete the text with the words below.

<table>
<thead>
<tr>
<th>conscientious</th>
<th>creative</th>
<th>gloomy</th>
<th>imaginative</th>
<th>outgoing</th>
<th>unselfish</th>
</tr>
</thead>
</table>

Peter used to be a 1 ____________ person. He never believed that things were going to go right for him and, even when they had gone right, he was quite sure they would go wrong again soon! But he was an 2 ____________ man and he often helped people who had difficulties. People respected this and he was well liked, if not the most popular person in the office. Peter didn’t really enjoy his job but he wasn’t lazy. In fact, he was so 3 ____________ that he often stayed late or took work home with him. That’s why he thought it was so unfair when he was fired from his job (although he wasn’t surprised that something bad had happened to him!). But losing his job was actually the best thing that could have happened. He had always been a 4 ____________ person and, as a younger man, had been a painter and made things with his hands. Ten years in that office had changed him and made him miserable. But now, with all the free time in the world, he turned again to art and, less than six months after being fired, he was unrecognisable. He had regained his self-esteem and was confident and 5 ____________, happily chatting away to visitors at the first exhibition of his own 6 ____________ work.

2 Your partner has a similar text about a different person. Ask your partner the following questions. Then answer your partner’s questions about your text, giving examples where possible.

1 Who is your passage about?
2 What word best describes his character at the start of the text?
3 How can you best describe his attitude to others?
4 What word or phrase best describes his attitude to work?
5 What happened to change his life?
6 In what way or ways did he change?

3 Discuss the following questions, giving examples.

- Which of the character words apply to you?
- Are there any that definitely do not apply to you?
- Do you believe people can have a different character in different circumstances, e.g. at work, at home, when under pressure?
- What major events in your life can change your character?
1 Complete the text with the words below.

Mark was really ______________ – there was no other word for him. He was an extrovert, brimming with confidence, and always the life and soul of the party. He loved people and he himself was one of the most ______________ people I knew, always helping others out if they were in financial trouble. Mark was rich, you see. He loved his job and he was very ______________, often clocking up over sixty hours a week. But he liked to play hard, too, and that meant that when he was not working, it was always party time. Then one day something happened that turned Mark’s life upside down – Lorraine announced that she was moving to New York. She was the light of his life and when he heard the news, Mark was devastated. What made it worse was that he had never been ______________ enough to openly express his feelings for her, so, as far as she knew, they were just friends. But Mark had adored her and now he was broken-hearted. Overnight, his attitude to life changed – he had little motivation in his job and he withdrew from social life. Most people said he had become ______________, but it was more than that. He felt bitter inside, hating the world for the awful trick it had played on him. He spiralled into a deep depression and, the more ______________ he became, the less anyone wanted to do with him.

2 Your partner has a similar text about a different person. Answer your partner’s questions about your text, giving examples where possible. Then ask your partner the following questions.

1 Who is your text about?
2 What word best describes his character at the start of the text?
3 How can you best describe his attitude to others?
4 What word or phrase best describes his attitude to work?
5 What happened to change his life?
6 In what way or ways did he change?

3 Discuss the following questions, giving examples.

- Which of the character words apply to you?
- Are there any that definitely do not apply to you?
- Do you believe people can have a different character in different circumstances, e.g. at work, at home, when under pressure?
- What major events in your life can change your character?
Resource 5A

Student A:

Ask Student B a question from Questions (1). You can change the question but you must keep the same tense. Student B will either tell the truth or tell a lie. Ask more questions from Questions (2) to find out if Student B is telling the truth or lying.

Questions (1)

<table>
<thead>
<tr>
<th>Tense</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>present continuous</td>
<td>What are you learning these days?</td>
</tr>
<tr>
<td></td>
<td>Where are you living at the moment?</td>
</tr>
<tr>
<td>past continuous</td>
<td>What were you doing yesterday at four in the afternoon?</td>
</tr>
<tr>
<td></td>
<td>What were you doing immediately before this lesson?</td>
</tr>
<tr>
<td>present perfect continuous</td>
<td>What have you been trying to do recently?</td>
</tr>
<tr>
<td></td>
<td>How long have you been living in your present house?</td>
</tr>
<tr>
<td>past perfect continuous</td>
<td>How long had you been studying English before you started this book?</td>
</tr>
<tr>
<td></td>
<td>Had you been saving for a long time before you bought your (car/smart phone/laptop, etc.)</td>
</tr>
<tr>
<td>future continuous</td>
<td>What will you be doing this time tomorrow?</td>
</tr>
<tr>
<td></td>
<td>What do you hope to be doing ten years from now?</td>
</tr>
<tr>
<td>future perfect continuous</td>
<td>When you finish this book, how long will you have been studying English?</td>
</tr>
<tr>
<td></td>
<td>When you get married, how long do you think you will have been going out with your wife/husband?</td>
</tr>
</tbody>
</table>

Questions (2)

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long have you been/had, etc. . . .?</td>
</tr>
<tr>
<td>When/Why/How did you/were you/are you/will you, etc. . . .?</td>
</tr>
</tbody>
</table>

Student B:

When Student A asks you a question, turn over one of the cards but don’t let Student A see it. Tell the truth or tell a lie depending on what the card says. Your partner will ask you further questions. Continue telling the truth or lying, as in your first answer.
Resource 5B

1 Read the two opinions and complete the sentences below. Write two words in each gap. Then write who would say each sentence, Sandra or Carole.

Sandra

We've ruined the planet. I mean, it was paradise and look what we've done to it. It's disgusting and I don't know how we can forgive ourselves for it. We have changed the balance of nature and now we have made thousands of species extinct, as well as polluting the planet to the extent that we are threatening thousands more. Our habits are to blame and it really wouldn't take a lot to change them. For example, why can't we realise that eating meat every day is causing massive destruction to the planet and harming our bodies at the same time? I don't understand how we can be so blind to the facts.

Carole

I think the serious damage started happening around 200 years ago when we began to use fossil fuels. Climate change began then, in my opinion. We discovered ways to manufacture things cheaply and then we just got greedy and started using oil, coal and gas without caring what we did to the atmosphere. And we never gave a thought to the fact that these fuels would run out one day. We didn't realise that this would lead to such destruction, but to keep on doing it is a crime if you ask me. We have known about alternative sources of energy for decades. I don't know why we aren't using them more.

1 Not only _________ made many species extinct but we are threatening many more. _______________

2 Little _________ realise how much destruction this would cause. _______________

3 What we have done to the planet _________ create a dangerous imbalance. _______________

4 No sooner _________ developed cheap ways of manufacturing things than we started getting greedy. _______________

5 _________ don't understand is why we aren't using more alternative energy. _______________

6 It _________ we can be so blind to the facts that I don't understand. _______________

2 Discuss the opinions in Part 1 with a partner. Use the structures in Part 1 to say what you think.
Resource 5C

Student A:

1 You have some words in your crossword and your partner has others. Ask your partner to define the words you don’t have, e.g. What’s three down?

   Answer your partner’s questions. Describe the words you have in your crossword without saying what they are, e.g. It’s two words …/It’s a kind of …/It’s something that …/It’s when …/It’s a word to describe …/It’s what we should(n’t) …

2 Discuss the items in the crossword.
   • How do they relate to the environment or global issues?
   • Which ones are the most serious?
   • What action needs to be taken?

Student B:

1 You have some words in your crossword and your partner has others. Ask your partner to define the words you don’t have, e.g. What’s three across?

   Answer your partner’s questions. Describe the words you have in your crossword without saying what they are, e.g. It’s two words …/It’s a kind of …/It’s something that …/It’s when …/It’s a word to describe …/It’s what we should(n’t) …

2 Discuss the items in the crossword.
   • How do they relate to the environment or global issues?
   • Which ones are the most serious?
   • What action needs to be taken?
Resource 6A

1 Fold the paper on the line so that you can't see the phrases at the bottom. Complete the sentences with your own answers. Then unfold the paper and match the phrases at the bottom to the beginnings 1–8. Are any of your sentences the same?

1 If you don’t get enough vitamins, ______________________________________________________________

2 You can lose weight if ______________________________________________________________

3 Provided you exercise regularly and eat healthily, _________________________________________________

4 If you ban people from eating all the foods they like, _______________________________________________

5 Unless you educate young children about healthy eating habits, _____________________________________

6 Vegetarians don’t lose anything important in their diets as long as ___________________________________

7 Even if I reduce my food intake to almost nothing, ________________________________________________

8 Your blood pressure can increase if _______________________________________________________________

I still can’t lose weight!
it can have the opposite effect.
they eat a variety of foods and get vitamin B12 supplements.
they might grow up eating junk food.
you can get ill.
you eat smaller portions.
you have too much salt.
you shouldn’t get ill.

2 Now complete the following sentences with your views on food and health. Discuss your answers in pairs.

1 Even when ______________________________________________________________

2 Unless ______________________________________________________________

3 Should ______________________________________________________________

4 Provided ______________________________________________________________

5 If I don’t ______________________________________________________________

6 I can’t ___________________ if ______________________________________________

7 As long as ______________________________________________________________
Resource 6B

Student A:

1 **Rewrite the sentences beginning with the words given.**

   1 Some places sell the rare Kopi Luwak coffee for as much as €50 a cup.
      It may surprise you ____________________________

   2 Five thousand years ago, people used to chew a form of chewing gum.
      There used to be a ____________________________

   3 Coconuts contain a liquid that can be used in an emergency in place of blood plasma.
      There is ____________________________

   4 Eating black pepper offers many health benefits.
      There are many ____________________________

2 **Take turns telling your partner the food facts you wrote in Part 1. Then continue with the facts below and any other food facts you know. Remember to use the introductory it or there.**

   - Celery contains very few calories – you use up more calories by chewing it.
   - Eating the leaves or the green parts of potatoes can cause death.
   - The only food we know that doesn’t go off is honey.
   - Many people believe that swallowing chewing gum is harmful.
   - Dynamite can be made using peanuts.
   - Peeling an onion underwater stops your eyes from watering.
   - In the US each year, about fifty billion kilos of food is thrown away.
   - In 1990, a pizza was made measuring over thirty-seven metres in diameter.
   - The red food colouring, cochineal, is made from crushed insects.
   - One recipe for stuffed camel calls for a whole sheep, twenty chickens and sixty eggs.

Student B:

1 **Rewrite the sentences below beginning with the words given.**

   1 Many people die each year from eating the Japanese fugu fish, which is poisonous.
      There is a ____________________________

   2 A scientist discovered microwave cooking by accident when a bar of chocolate melted in his pocket.
      It was a ____________________________

   3 The average North American consumes over 500 cans of fizzy drinks a year.
      It appears ____________________________

   4 People often say that you wake up more effectively by eating an apple than by drinking coffee.
      It is often ____________________________

2 **Take turns telling your partner the food facts you wrote in Part 1. Then continue with the facts below and any other food facts you know. Remember to use the introductory it or there.**

   - Celery contains very few calories – you use up more calories by chewing it.
   - Eating the leaves or the green parts of potatoes can cause death.
   - The only food we know that doesn’t go off is honey.
   - Many people believe that swallowing chewing gum is harmful.
   - Dynamite can be made using peanuts.
   - Peeling an onion underwater stops your eyes from watering.
   - In the US each year, about fifty billion kilos of food is thrown away.
   - In 1990, a pizza was made measuring over thirty-seven metres in diameter.
   - The red food colouring, cochineal, is made from crushed insects.
   - One recipe for stuffed camel calls for a whole sheep, twenty chickens and sixty eggs.
Resource 6C

1 Read the sentences and guess the meaning of the words in **bold**.

1 I find the taste of pineapple too **sharp** – like eating a lemon.

2 Apples, pears and **quinces** are all members of the rose family.

3 The steak was cooked just how I like it: **succulent, tender** and not too well done.

4 I love eating the **fleshy** fruit of a peach.

5 I’m a bit **squeamish** about eating things like **snails** or frogs’ legs.

6 The food was **simmering** gently on the cooker for an hour.

7 I’m sorry but this is **inedible**. There’s far too much salt in it.

8 I love a bowl of **porridge** for breakfast!

9 I like to eat tomatoes just before they **ripen**.

10 Packaged food is so full of **artificial preservatives** these days.

2 Make sentences from the tables below. You can use your own ideas.

<table>
<thead>
<tr>
<th>I find</th>
<th>the texture/aroma/flavour of</th>
<th>grapefruit</th>
<th>peanuts</th>
<th>chilli peppers</th>
<th>(too/very/a little) bitter/sweet.</th>
<th>(too/very/a little) hot.</th>
<th>disgusting.</th>
<th>tempting.</th>
<th>slimy.</th>
<th>nauseating.</th>
<th>turn(s) my stomach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I eat</td>
<td>too much</td>
<td>vitamins.</td>
<td>fat.</td>
<td>dairy products.</td>
<td>saturated fat.</td>
<td>sugary food.</td>
<td>fatty food.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like/dislike</td>
<td>too many</td>
<td>too few</td>
<td>too little</td>
<td>I’m a</td>
<td>picky eater.</td>
<td>meat eater.</td>
<td>healthy eater.</td>
<td>vegetarian.</td>
<td>vegan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Complete for you.

1 I **count** / **don’t count** the calories in my food.

2 I **get** / **don’t get** enough protein.

3 I usually eat **big** / **small** portions.

4 I **usually** / **don’t usually** eat a selection of seeds and pulses.

5 My cholesterol levels are probably ________________________

6 My view of junk food is that ________________________

4 Compare your answers to Parts 1, 2 and 3 with a partner’s. How similar/different are you? Are you a healthy eater?
Resource 7A

Work in groups of four. Look at the information on card 1 and discuss what the explanation might be. Use the phrases for speculation and deduction and the linking words in the boxes below. When everyone has made a suggestion, move on to the next card.

Example

1 Student A: I think it must be really old and it must have been made by an ancient civilisation. Then the civilisation collapsed and, after that, the stone might have been buried under fallen buildings. Eventually, it came to the surface.

Student B: Yes, but it might also ...

1 You are out walking and you find a large and unusual flat stone. On closer examination, you can make out some markings on the stone which look like writing but not from any language that you are familiar with. What could it be? Where could it have come from?

2 On returning to the house that the four of you share, you find that the door is slightly open. When you have satisfied yourselves that there is nobody inside the house, you check to see if anything is missing, but everyone's belongings are just as they left them. What might have happened?

3 In the house that the four of you share, the telephone rings on average five times a day. Whenever anyone answers it, it seems that there is someone on the other end of the line, but nobody speaks. This has been going on for the past week. What explanation can you think of?

4 You are expecting your friend, Kevin, to come and spend the evening with you. He is over an hour late and you have tried phoning him both at home and on his mobile but there is no reply. What do you imagine has happened?
Resource 7B

1. Work in pairs. Read the text and make the phrases in bold passive. Number each phrase according to which form it is in the list below.

1. Present simple passive
2. Present perfect passive
3. Present continuous passive
4. Past simple passive
5. Past perfect passive
6. Modal passive
7. Passive infinitive
8. Passive -ing form
9. Past continuous passive

One method the police use to keep people out of trouble is something which we call ________________ electronic tagging. This is a system where the offender wears an electronic device – similar to a digital watch – around the ankle. The person has to wear the device ________________ at all times – the offender can not take it off ________________. The authorities often do this when they have recently released someone ________________ from prison and they want to make sure they stay in their homes. While the offender is wearing the tag ________________, it sends a signal to the police through the home telephone. If the person takes the device off, or leaves the house, this breaks the signal ________________, and alerts the police ________________. Last year the authorities tagged 70,000 people, ________________, but many of them broke the rules and re-offended. In one particularly inventive case, an offender persuaded security officers ________________ to fit the tag to his false leg. The man had wrapped his leg ________________ in a bandage so that it was not obvious. The offender then changed legs and went out to commit more crimes without making the police aware that he had left the house. While the man was out getting into more trouble, his leg was sending the normal signal ________________ from his home. Police only found out when someone arrested the man ________________ for a new crime.

2. With your partner take turns making passive sentences using the tenses and the verbs below.

- Present simple passive
- Present continuous passive
- Modal passive
- Present perfect passive
- Past perfect passive
- Passive -ing form
- Passive infinitive
- be
- describe
- know
- use
- affect
- ban
- prevent
- announce
- aim
- say
- claim
- design
Resource 7C

1 Complete the crossword. The words across have a positive connotation. The words down have a negative connotation.

Across
2 ‘Brave’ and ‘fearless’ are near-synonyms.
4 Another word for this would be ‘keen’.
7 You are this when you know you can do something.
8 This describes people or things unlike other people or things!
10 Everybody knows you when you are this!

Down
1 You’d use this to describe a person who was a little strange.
3 People who are this think they are better than everyone else.
5 People who are this take things to extremes.
6 If you are this, you take too many risks.
9 Well-known, but for all the wrong reasons!

2 Complete the sentences with the best word from the crossword.

1 People in the village couldn’t sleep at nights knowing the _______ killer was on the loose.
2 Billy’s very _______ but he’ll never make it as a professional player as he just doesn’t have the talent.
3 When I went to take the penalty, I was feeling quietly _______. This was the moment I had been waiting for.
4 That kind of _______ driving is going to get you killed if you’re not careful.
5 The _______ explorer fought his way through the jungle never once fearing for his life.
6 I don’t know what to make of Tony – he’s very _______ and I feel a little bit uncomfortable being around him!
7 I think everybody occasionally dreams of being rich and _______, don’t they?
8 The professor is perfectly harmless! He’s just a bit _______ and does things differently from other people!
9 He’s really _______ – he just expects the conversation to revolve around him all the time.
10 Sandy has got some quite _______ views about politics. I don’t think I could ever be good friends with her.

3 Look at the statement below. In pairs, come up with ideas for an essay on this subject using words from Parts 1 and 2.

‘The interview procedure is less than perfect, but it is a good way of finding out if someone is going to be suitable for a job. However, for certain jobs, I think it is necessary to perform background checks to make sure the person does not have a criminal record, for example.’

Student A: I think a background check is sometimes not good enough. A candidate might not have a criminal record but might be fanatical or really egotistical, meaning we wouldn’t want to employ him.

Student B: Yes, and I believe that if someone is dangerous or eccentric, it will be obvious in an interview.

Student A: Although if someone seems a little odd in the interview, it doesn’t mean they can’t do the job perfectly well.
Resource 8A

1 In pairs, write as many examples as possible in the boxes below.

| Popular products/brand names in your country [think about clothes, hair products, toiletries, cosmetics, electrical goods, phone companies, internet services, foods] |
|______________________________________________________________________________________|
|______________________________________________________________________________________|

| Well-known slogans |
|______________________________________________________________________________________|
|______________________________________________________________________________________|

| Popular advertising campaigns/television commercials |
|______________________________________________________________________________________|
|______________________________________________________________________________________|

| Memorable magazine adverts/billboard posters |
|______________________________________________________________________________________|
|______________________________________________________________________________________|

2 Now choose a product of your own that you are going to market. In pairs, discuss it and make notes in the table below.

| We are planning to market a new [type of product] |
|______________________________________________________________________________________|
|______________________________________________________________________________________|
| which will … [say how it will affect the market/help consumers/improve our quality of life, etc.] |
|______________________________________________________________________________________|

| We will be using the brand name [give it a catchy/fashionable name] |
|______________________________________________________________________________________|
|______________________________________________________________________________________|
| which … [say why you chose it/say something about the name, etc.] |
|______________________________________________________________________________________|

| The main characteristics of our product are [say what advantages it has over the competition] |
|______________________________________________________________________________________|
|______________________________________________________________________________________|

| Our target market will be [think about age group and type of person, e.g. women, men, athletes, students] |
|______________________________________________________________________________________|
|______________________________________________________________________________________|
| who … [say something about the people who will buy your product] |
|______________________________________________________________________________________|

| We plan to promote the product [e.g. at home, abroad, in Europe] |
|______________________________________________________________________________________|
|______________________________________________________________________________________|
| where … [say something about your target market] |
|______________________________________________________________________________________|

| Our advertising campaign will feature [e.g. commercials on TV, on the radio; advertisements in magazines, on billboards] |
|______________________________________________________________________________________|
|______________________________________________________________________________________|
| where … [say something about the place(s) you plan to advertise] |
|______________________________________________________________________________________|

| The slogan for our product is going to be [think of something catchy] |
|______________________________________________________________________________________|
|______________________________________________________________________________________|

3 Present your product to another pair using the information you wrote in Part 2. Ask the other pair for their input. Do they have any suggestions that would help you?
Resource 8B

1 Make notes in the boxes below to prepare for a discussion with your partner. You only need to write adjectives, e.g. unpleasant/interesting.

2 In pairs, compare your notes. Use some of the phrases below.

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(X) is nowhere near as … as (Y)</td>
<td>(X) is getting more and more …</td>
</tr>
<tr>
<td>(X) is far more … than (Y)</td>
<td>The longer I …, the more I …</td>
</tr>
<tr>
<td>(X) is just about the … person I know</td>
<td>(X) is much (easier/more fun) than (Y)</td>
</tr>
<tr>
<td>(X) is getting -er and -er</td>
<td>(X) is much more/less (difficult/interesting) than (Y)</td>
</tr>
</tbody>
</table>

1 Peter is a friend of a friend. You don’t think he is very nice. Make a note of why you don’t like him, compared to other people you know.
Swap views with your partner.

2 You think life today is better than it was in the past.
Compare the two.

3 Choose a country. Make sure your partner tells you his/her choice so that you can compare the countries. If you have never been abroad, you can discuss what you’ve heard or what you imagine the places to be like, e.g. I think/I’ve heard/I imagine that (Australia is much bigger than …)
Compare the two countries.

4 You are worried about the future. You know there will be problems and you feel they will be very serious.
Compare your views with your partner.

4 You are optimistic about the future. You think that many exciting developments are just around the corner.
Compare your views with your partner.
### Resource 8B

| 5 | Choose a type of music that you like or dislike, e.g. punk, rap, classical, opera. Make sure your partner tells you his/her choice so that you can compare types.  
Compare the two types of music. |
|---|---|
| 6 | You have a(n) smartphone/MP3 player/tablet/laptop. Choose an item, say what you’ve got and give the brand name. Make sure your partner tells you his/her choice so that you can compare items.  
Compare the two items. |
| 7 | Choose a subject that you have studied, e.g. Geography, Economics, German. Make sure your partner tells you his/her choice so that you can compare subjects.  
Compare the two subjects. |
| 8 | You watch or do a particular sport, e.g. swimming, athletics, tennis. Make sure your partner tells you his/her choice so that you can compare the sports.  
Compare the two sports. |
| 5 | Choose a type of music that you like or dislike, e.g. punk, rap, classical, opera. Make sure your partner tells you his/her choice so that you can compare types.  
Compare the two types of music. |
| 6 | You have a(n) smartphone/MP3 player/tablet/laptop. Choose an item, say what you’ve got and give the brand name. Make sure your partner tells you his/her choice so that you can compare items.  
Compare the two items. |
| 7 | Choose a subject that you have studied, e.g. History, Business Studies, French. Make sure your partner tells you his/her choice so that you can compare subjects.  
Compare the two subjects. |
| 8 | You watch or do a particular sport, e.g. football, wrestling, basketball. Make sure your partner tells you his/her choice so that you can compare the sports.  
Compare the two sports. |
Resource 8C

In pairs, divide the Experiences cards between you. Make very brief notes about each experience before telling your partner about it. Remember to ask your partner questions if anything is not clear, for example, the order of events. Use some of these phrases.

<table>
<thead>
<tr>
<th>Describing finished past events</th>
<th>Describing background events</th>
</tr>
</thead>
<tbody>
<tr>
<td>I remember once I …</td>
<td>I was + -ing, when (suddenly) …</td>
</tr>
<tr>
<td>Do you know what I/he/she did? I/he/she …</td>
<td></td>
</tr>
<tr>
<td>When/After … …</td>
<td></td>
</tr>
<tr>
<td>It wasn’t until … that …</td>
<td></td>
</tr>
<tr>
<td>It was only when …. that ….</td>
<td></td>
</tr>
<tr>
<td>At the age of …, ….</td>
<td></td>
</tr>
<tr>
<td>Having …, l/we/he/she …</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asking questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why were you …?</td>
</tr>
<tr>
<td>Why had you …?</td>
</tr>
<tr>
<td>Had you (ever) … before …?</td>
</tr>
<tr>
<td>Did you … before/after …?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describing background events</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was + -ing, when (suddenly) …</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Talking about previous past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier that day/year/month, I (had …)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflecting on the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ever since then, I’ve (been …)</td>
</tr>
<tr>
<td>Looking back, I can see that …</td>
</tr>
</tbody>
</table>

Experiences

<table>
<thead>
<tr>
<th>An exotic or unusual gift you received (it could be something that someone brought you back from another country)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A traditional activity from your country that you took part in (it could be a national celebration or a local custom, e.g. a festival)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A meeting with someone from a different culture (it could be someone you had to work with, a teacher, or someone you met by chance)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A trip you took somewhere (maybe you went to another country, or you had been planning it for some time, or it was eventful/memorable in some way)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Something you bought (you might have saved up for a long time, or perhaps it was not what you wanted, or maybe it was broken or you didn’t know how to use it)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A problem that you overcame with language (it could be that you were talking to someone who didn’t speak your language, or who spoke with a strong accent or dialect)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Something you saw on TV about a different culture (it could be a primitive culture with different customs, or a more advanced culture, but something very different from what you are used to)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A difficult time in your life (perhaps a time when you felt particularly awkward or uncomfortable or felt that you were an outsider or you weren’t fully accepted)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A song, poem or book that has a particular meaning to you (perhaps you heard/read it at a certain time in your life or you associate it with a certain person or period in your life)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A photograph you remember being taken (maybe you took it, or you were in it, or you have it at home/in your wallet/on your computer)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Resource 9A

In pairs, play the game. Place your counters on the START square. Take turns to toss a coin and move. If you throw heads, move one square. If you throw tails, move two squares. Follow the instructions but if you make a grammatical mistake, go back two squares.
Resource 9B

Look at the four people profiles and the advertisements below. In groups of four, match each person to an advertisement. Make sure you give reasons to support the choices and say why the other three are less suitable for that person.

<table>
<thead>
<tr>
<th><strong>John 24</strong></th>
<th><strong>Sally 19</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• A very practical person</td>
<td>• Left school last year</td>
</tr>
<tr>
<td>• Not very gifted academically</td>
<td>• Great qualifications in History and English</td>
</tr>
<tr>
<td>• Hobbies: car maintenance and model-making</td>
<td>• Keen to leave home and study</td>
</tr>
<tr>
<td>• Works full-time in a garage</td>
<td>• Makes some money doing part-time research online</td>
</tr>
<tr>
<td>• Wants to better himself but doesn't know how</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tina 23</strong></th>
<th><strong>Graham 17</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Single mother of a small child</td>
<td>• Currently in the sixth form at school</td>
</tr>
<tr>
<td>• Has not been in full-time education for eight years</td>
<td>• Unsure of his future – not keen on studying</td>
</tr>
<tr>
<td>• Wants to improve her chances of getting a better-paid job</td>
<td>• Likely to get average results</td>
</tr>
<tr>
<td>• Works part time so would have a problem paying high tuition fees</td>
<td>• Interested in practical, rather than academic subjects</td>
</tr>
<tr>
<td></td>
<td>• Needs to decide his next step</td>
</tr>
</tbody>
</table>

---

**Five-star online courses**

We offer a range of subjects leading to internationally recognised degrees and diplomas. All coursework set and assessed online. The perfect solution for home study.

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www.

**Newton College of Further Education**

We offer a range of vocational qualifications and blended learning courses with a mixture of both traditional lectures and online tuition allowing you a choice of modules to tailor your diploma to your needs.

Phone: 1044

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**Miller and sons**

We are offering apprenticeships for the right people under twenty-five. Joining our company would mean that you could be paid while you train and acquire skills in a variety of areas, such as:

• Electrical engineering
• Mechanical engineering
• Industrial processes
• Factory management

Contact:

Miller@

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• Idyllic countryside setting
• Bachelor’s and Master’s degrees offered
• Tuition fees below €9,000 per year

We pride ourselves on our ability to offer places to the right people, with or without academic qualifications. Why not phone for an appointment with one of our staff?

Droncaster University

0669
Resource 9C

1 Read the example in the first column of the chart below. In pairs, discuss the best ways to link these ideas. Try to connect the ideas from top to bottom by reading them out loud. You may want to use some of these phrases for linking.

Nowadays, there is a serious problem (concerning …)
The problem comes from/stems from …
One/The main cause of this …
… with the result that …
This leads to/This has led to/This results in …
One way to confront/address/tackle/deal with/resolve the problem of …
The answer to the problem (lies in) …
Perhaps the best solution is to …
The advantage/disadvantage of this is …
If we did this …

2 Fill in the missing information with ideas of your own.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Cheating in exams</th>
<th>Poorly motivated teachers</th>
<th>Too much emphasis on academic, not vocational studies</th>
<th>Technology is not used well in schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause(s)</td>
<td>Pressure to do well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effect(s)</td>
<td>Unfair on others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solution(s)</td>
<td>Expel offenders from school/college</td>
<td>Supervise students more closely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pro(s)</td>
<td>Shows that we will not tolerate cheats</td>
<td>Much fairer on those students who are honest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Con(s)</td>
<td>Expelling someone has a serious effect on their future</td>
<td>There’s a danger that mistakes can be made and innocent people punished</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Compare the points you have written with one or more other students. You may add their ideas to your own if you think they are good. Then, with your original partner, practise linking the ideas orally, as you did in Part 1.
Resource 10A

1 Complete the crossword. Then compare with a partner.

Across
3 Meeting with lots of people means getting opportunities for this.
6 This word describes the kind of benefits you might get apart from your salary.
7 You can’t do your job if this is too heavy.
8 Too much of this can lead to stress.
11 This word describes the hours you have to work at night, at the weekend or during holidays.

Down
1 These hours make it difficult to plan things in your free time.
2 This is a kind of training that you get while you’re working.
4 These are extra benefits you get from your job.
5 Most people are looking for this in their career.
9 This is extra money you get, when you have to travel on business, for example.
10 This is a word used to describe a really boring job.

2 In pairs, discuss the items in the crossword. Which are the best/worst aspects of a job? What is most/least important to you? Be careful when using gerund and infinitive verb patterns.

Working antisocial hours means missing things like going out with your friends.
If you go on working under pressure, it can make you ill.
Some companies say they can’t afford to pay expenses.
Resource 10B

Work in groups of three. Decide who is going to be Student A, B and C and keep these roles for the whole activity. The first two students ask and answer and the third student reports the conversation.

The next round begins with the student who reported the previous round.

Round 1
Student A: What time is it?/Can you tell me the time?
Student B: It’s quarter to three.
Student C: He asked her what time it was/if she could tell him the time, and she said it was quarter to three.

<table>
<thead>
<tr>
<th>Round</th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask Student B the time.</td>
<td>Respond.</td>
<td>Report what was said. Use asked.</td>
</tr>
<tr>
<td>2</td>
<td>Student C</td>
<td>Apologise to Student A for something.</td>
<td>Respond.</td>
</tr>
<tr>
<td>3</td>
<td>Student B</td>
<td>Blame Student C for something.</td>
<td>Respond.</td>
</tr>
<tr>
<td>4</td>
<td>Student A</td>
<td>Ask Student B to do something for you.</td>
<td>Respond.</td>
</tr>
<tr>
<td>5</td>
<td>Student C</td>
<td>Tell Student A a fact about you that they don’t know.</td>
<td>Respond.</td>
</tr>
<tr>
<td>6</td>
<td>Student B</td>
<td>Tell Student C why you were late this morning.</td>
<td>Respond.</td>
</tr>
<tr>
<td>7</td>
<td>Student A</td>
<td>Tell Student B that he/she has made a mistake.</td>
<td>Respond.</td>
</tr>
<tr>
<td>8</td>
<td>Student C</td>
<td>Ask Student A about his/her previous job/school/college</td>
<td>Respond.</td>
</tr>
<tr>
<td>9</td>
<td>Student B</td>
<td>Accuse Student C of something.</td>
<td>Respond.</td>
</tr>
<tr>
<td>10</td>
<td>Student A</td>
<td>Say something to Student B beginning with ‘I wonder …’</td>
<td>Respond.</td>
</tr>
<tr>
<td>11</td>
<td>Student C</td>
<td>Give Student A some advice.</td>
<td>Respond.</td>
</tr>
<tr>
<td>12</td>
<td>Student B</td>
<td>Say something nice about Student C’s appearance.</td>
<td>Respond.</td>
</tr>
<tr>
<td>13</td>
<td>Student A</td>
<td>Tell Student C about something you have done that you feel a bit ashamed of.</td>
<td>Respond.</td>
</tr>
<tr>
<td>14</td>
<td>Student C</td>
<td>Say something to Student A beginning with ‘Well done for …’</td>
<td>Respond.</td>
</tr>
<tr>
<td>15</td>
<td>Student B</td>
<td>Offer to do something nice for Student C.</td>
<td>Respond.</td>
</tr>
<tr>
<td>16</td>
<td>Student A</td>
<td>Tell Student B that you will not do something he/she asked you to do.</td>
<td>Respond.</td>
</tr>
<tr>
<td>17</td>
<td>Student C</td>
<td>Remind Student A to do something.</td>
<td>Respond.</td>
</tr>
<tr>
<td>18</td>
<td>Student B</td>
<td>Promise to do something for Student C.</td>
<td>Respond.</td>
</tr>
</tbody>
</table>
Resource 10C

1 Read two different business approaches. Match the words in bold to definitions 1–10.

A

You need to do the groundwork. You can’t expect to have an idea and then to turn it into a **fully-fledged** business overnight. It just doesn’t happen that way. You have to spend years studying, learning from other people’s mistakes and adapting their better ideas to your business plan. People who are in too much of a rush often lose the **capacity** to plan. They might have plenty of **optimism**, but that’s not enough. To make it big in business, you need to understand business principles. Then, if you apply them slowly, one step at a time, you begin to progress. You can’t **break the mould** without studying others who came before you. A business needs a massive investment of your time and money. **You’ve got a lot to lose** if it goes wrong.

B

For me, it’s all about having a **natural spark** and I think I’ve got it. It’s a waste of time going to business school and stuff like that because all they do is to teach you to think like others before you. Well, that’s no good! We don’t want the **same** ideas – we need people to **come up with** new ones! We need people to have a **fresh approach**, and that’s difficult to achieve if all you do all day is read about other people’s ideas. We need to think **outside the box**, especially these days, so that we can make greater developments. Then you need to be willing to **give it a shot**. A little luck helps, too!

1 flair; talent __________
2 devise; invent __________
3 a feeling that things will go well __________
4 have a try __________
5 achieve something new, unique or original __________
6 ability __________
7 in a new and original way __________
8 a new way of doing things __________
9 it’s a big risk __________
10 completely formed __________

2 In pairs or small groups, discuss the two different business approaches in Part 1. Which one do you think is the most likely to succeed? Consider the points below.

- Many people say that doing the groundwork, such as researching the competition and assessing products already on the market, is the most important thing.
- A brilliant idea can strike like lightning – it doesn’t depend upon academic study.
- Timing is important – the world might not be ready for your brilliant idea.
- Many great inventions were made by accident.

3 Look at these quotes from the past. In pairs or small groups, discuss why you think these people got it so badly wrong.

_The telephone has too many shortcomings to be seriously considered as a means of communication._
Western Union, 1876

_Who would pay for a message sent to nobody in particular?_ Criticism of radio in the 1920s

_Who wants to hear actors talk?_
Warner Brothers, 1927, just before the introduction of sound in the movies

_Heavier-than-air flying machines are impossible._
Lord Kelvin, British scientist, 1899

_I think there is a world market for maybe five computers._
Thomas Watson, chairman of IBM, 1943.

_Computers in the future may weigh only 1.5 tons._
Popular Mechanics, 1949

_But what is (the microchip) good for?_ IBM Engineer, 1968

_There is no reason anyone would want a computer in their home._
Ken Olson, 1977
Can you do it in English? photocopiables
Instructions for the teacher

1 Can you express and defend your opinion?
Language practised: Phrases2know page 13 of the Students’ Book
Speaking: production and interaction
Time: about 20 minutes
You will need one photocopy for each pair of students.
• Make pairs. Hand out Resource 1 to each pair of students. Read through the instructions with the students carefully and check that they understand what to do.
• Give students five minutes to think about what they are going to say using page 13 of the Students’ Book.
• Invite Student As to begin the discussion.
• Monitor and check they are using the phrases correctly while they are speaking.
• When they have finished the task, ask them for their personal opinions about what they think are the biggest health problems young people face today.

2.1 Can you give advice?
Language practised: Phrases2know page 19 of the Students’ Book
Speaking: interaction
Time: about 20 minutes
You will need one photocopy for each pair.
• Hand out Resource 2.1 to each pair of students. Read through the instructions with the students carefully and check that they understand what to do.
• Remind students not to look at each other’s role cards. Check that they understand that there are two separate conversations, conversation 1 and conversation 2 and they will roleplay each one separately.
• Give students three or four minutes to think about what they are going to say using page 19 of the Students’ Book.
• Students do the roleplays. Monitor and support as necessary.
• Make new A and B pairs for further practice if appropriate or ask some pairs to perform their roleplays for the class.

2.2 Can you develop an argument?
Language practised: Phrases2know page 20 of the Students’ Book
Speaking: production and interaction
Time: about 40 minutes
You will need one photocopy for each pair.
• Hand out Resource 2.2 to each pair of students. Read through the instructions with the students carefully and check that they understand what to do.
• Give students ten minutes to think about what they are going to say and make notes using page 20 of the Students’ Book.
• Invite pairs of students to present their argument to the class.
• Monitor and check they are using the phrases correctly while they’re speaking.
• When they have finished, ask the class to vote for the best developed argument.

3 Can you express reactions?
Language practised: Phrases2know pages 32 and 33 of the Students’ Book
Speaking: production and interaction
Time: about 20 minutes
You will need one photocopy per group of ten students. Cut up the sheets.
• Make groups of ten. If you do not have equal groups of ten, make the groups as near to ten as possible.
• Make sure the students in each group have a different card.
• Explain that students will mingle in their groups and speak to one other student at a time, telling them what they have on their card. When they hear what their partner says they have to react appropriately.
• Give students three or four minutes to think about what they might say using pages 32 and 33 of the Students’ Book.
• Explain that they can also ask each other questions to get more information so they must be ready to add more details to their story.
• Monitor and support them during the activity.
• At the end of the task, ask students who gave the best reactions to their news.

4 Can you express your preferences?
Language practised: Phrases2know page 40 of the Students’ Book
Speaking: production
Time: about 20 minutes
You will need one photocopy for each student.
• Make groups of three or four.
• Hand out Resource 4 to each student. Read through the instructions with the students carefully and check that they understand what to do.
• Give students four or five minutes to read through their photocopy and review the language on page 40 of their Students’ Book. They can make notes for each section if necessary.
• Ask students to work in their groups explaining their own preferences.
• Encourage students to explain why they have those preferences.
• Ask students to guess what your preferences are.
5 Can you evaluate and express your opinion?
Language practised: Phrases2know pages 52 and 53 of the Students' Book
Speaking: production and interaction
Time: about 20 minutes
You will need one for photocopy for each pair or group of three students.
• Make pairs or groups of three.
• Before handing out Resource 5 ask each group to discuss what changes they would like to see in their school/college and to make a note of their ideas.
• Hand out Resource 5 to each group. Read through the instructions with the students carefully and check that they understand what to do.
• Give students three or four minutes to read through the email and review the language on pages 52 and 53 of their Students' Book.
• Ask students to work in their groups and discuss the changes.
• Monitor and support as necessary.
• When they have finished, ask them which changes they thought were the best for their own school/college. Make a note of them on the board and then take a class vote on which are the most popular.

6 Can you ask about solutions and make suggestions?
Language practised: Phrases2know page 60 of the Students' Book
Speaking: production and interaction
Time: about 30 minutes
You will need one photocopy for each group of four students.
• Ask students ahead of the lesson to bring in plastic straws and elastic bands and provide A4 paper and marker pens. Alternatively they could just draw the design for their spacecraft.
• Make groups of four.
• Hand out Resource 6 to each group. Read through the instructions with the students carefully and check that they understand what to do.
• Give students four or five minutes to read through their photocopy and review the language on page 60 of their Students' Book.
• Ask students to work in their groups and design and build their spacecraft.
• To test the flight-readiness of the spacecraft, students should launch them across the classroom. If they are undamaged and land safely, they can be placed on a table to be judged on their design.
• You may invite a teacher or students from another class to decide which spaceship has the best design.

7 Can you give a presentation?
Language practised: Phrases2know page 72 of the Students' Book
Speaking: production
Time: about 30 minutes
You will need one for photocopy for each student.
• Make groups of four or five.
• Hand out Resource 7 to each student. Read through the instructions with the students carefully and check that they understand what to do.
• Explain that they will take turns giving their presentations to the rest of the group. Listeners should be ready to ask questions and ask for clarifications.
• Give students ten to twelve minutes to read through their photocopy and review the language on page 72 of their Students' Book and prepare their presentation.
• When they have finished their presentations, ask them in their groups to decide who gave the best presentation and explain why they thought that was the best one.

8 Can you describe past experiences?
Language practised: Phrases2know page 80 of the Students' Book
Speaking: production and interaction
Time: about 20 minutes
You will need one photocopy for each student.
• Make pairs.
• Hand out Resource 8 to each student. Read through the instructions with the students carefully and check that they understand what to do.
• Encourage them to be imaginative if they cannot recall any real events to talk about.
• Give students six or seven minutes to read through their photocopy, review the language on page 80 of their Students' Book and fill in the grid.
• During the talks, monitor and support where necessary.
• Make new pairs for further practice, if appropriate.
9 Can you describe hopes and plans?

Language practised: Phrases2know page 92 of the Students’ Book
Speaking: production and interaction
Time: about 20 minutes

You will need one photocopy for each group of four students.
• Make groups of four.
• Hand out Resource 9 to each group. Read through the instructions with the students carefully and check that they understand what to do.
• Remind students not to look at each others’ cards (you can cut them up earlier to avoid this).
• Give students four or five minutes to plan what they are going to say and review the language on page 92 of their Students’ Book.
• Monitor the students while they do the roleplay.
• Ask the students which of the holiday plans they liked the most and why.

10 Can you do well in a job interview?

Language practised: Phrases2know page 101 of the Students’ Book
Speaking: production and interaction
Time: about 30 minutes

You will need one photocopy for each student.
• Organise the class into two groups As and Bs.
• Hand out Resource 10 to each student. Read through the instructions with the students carefully and check that they understand what to do.
• Give students four or five minutes to plan what they are going to say and review the language on page 101 of their Students’ Book, working with other students in their group.
• As will plan the interview questions.
• Bs will plan what they want to say in the interview to get the job.
• Organise the class into pairs, with one A and one B in each pair, to roleplay the interview.
• When they have finished, read through the second half of the instructions with the class.
• As will plan what they want to say in the interview.
• Bs will plan the questions.
• When they have finished, ask students which of the jobs they would prefer to do and why.
1 Can you express and defend your opinion?

Student A:

You believe the biggest health problem facing young people today is fast food. You have done research and found out the following facts:

- Fast food restaurants, like burger bars, are far more popular now than ever.
- Fast foods are very addictive.
- Many children react badly to the sugar and caffeine that they eat and drink.
- Fast foods are very high in carbohydrates and very high in fat, which is why people who eat a lot of fast foods can put on a lot of weight. Obesity is a growing problem among young people.
- Studies show when people change their diets and eat more fresh fruit and vegetables their health and mental ability improves.

Spend five minutes reading the facts and preparing your arguments. Present your ideas to Student B. Listen to what Student B has to say and defend your opinion. Before you start, review the Phrases2know on page 13 of the Students’ Book.

Student B:

You believe the biggest health problem faced by young people today is lack of exercise. You have done research and found out the following facts:

- Teenagers and young people spend more and more time sitting in front of computer screens, televisions and on their mobile phones than ever before.
- At least fifty percent of young people do not take regular exercise.
- People who are not physically active are at great risk of heart disease.
- Lack of exercise increases the risk of becoming obese.
- Other commonly mentioned health risks are less dangerous to people’s health than lack of exercise.
- Physically active people generally live longer than those who are not active.

Spend five minutes reading the facts and preparing your arguments. Present your ideas to Student A. Listen to what Student A has to say and defend your opinion. Before you start, review the Phrases2know on page 13 of the Students’ Book.


2.1 Can you give advice?

Student A:

In this activity you are going to ask for and give advice. There are two role plays so do each one in turn. Before you start, review the Phrases2know on page 19 of the Students’ Book.

1. You want to run a marathon (42km/26 miles) for charity. Many of your friends are going to do it and you think it will be a fun thing to do with them and a good way to make money for your charity.

   You don’t do many sports and prefer sitting on the sofa or playing computer games. But running a marathon can make you fitter and help you lose the extra weight you have put on recently.

   Tell your friend about your plans and ask for advice as your friend is very fit.

2. Your friend wants to apply for a television talent show. They plan to sing on the show. You have never heard them sing before and wonder if they have any talent.

   Find out why they want to do this and give your advice.

Student B:

In this activity you are going to ask for and give advice. There are two role plays so do each one in turn. Review the Phrases2know on page 19 of the Students’ Book before you start.

1. Your friend, who wants to run a marathon (42 km/26 miles), is overweight and unfit.

   Listen to him/her explain why they want to do it and then make some observations and suggestions.

   Suggest that your friend needs to start running short distances at first, get fit by going to the gym, eat a healthy diet that is high in proteins and vitamins. Recommend a running club or good gym where your friend can go.

2. You want to apply for a television talent show as a singer. You know that your voice is not great and you have never sung in public before but you really enjoy singing in the shower.

   You have noticed that a lot of people on these programmes are not great singers. You would love to be rich and famous and travel all around the world. How hard can it be to be a singer, after all?

   Tell your friend your plans and ask for advice.
2.2 Can you develop an argument?

Work in pairs. This leaflet highlights the dangers to children of watching too much television (more than two hours per day). Read through the leaflet and use the ideas to plan a talk using the Phrases2Know on page 20 of the Students’ Book. You will have to make notes.

Don’t let your children watch too much television!!

Watching more than two hours of television a day can have the following negative effects on children:

- Children become very passive when they watch television.
- They get addicted to watching television and want to do nothing else.
- They don’t get enough exercise.
- They don’t play with other children and learn useful social skills.
- They don’t get enough exercise and this can affect their health negatively.
- While watching television many children snack on unhealthy food and this can lead to them becoming overweight and even obese.
- They watch in silence and the development of their speech may be delayed or even damaged.
- If they watch violent or aggressive behaviour on television, they may copy this.
- If they hear bad language on television they may copy this, too.

Divide your talk into two sections and decide who will present the first half of the talk and who will present the second. Be ready to present your arguments to the rest of the class.
### 3 Can you express reactions?

In this activity you are going to move around the classroom talking to many people. You will tell them the information that you have on your card and they will tell you some information about themselves. Listen carefully to what they say and react appropriately. You can also ask them questions to find out more information. Before you start, review the Phrases2know on pages 32 and 33 of the Students’ Book.

<table>
<thead>
<tr>
<th>You have just beaten 200 other applicants for a job working at the local television station.</th>
<th>Your pet tortoise has died. He was a present for your fifth birthday. You are very upset.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s your birthday today and your grandfather has bought you a sports car.</td>
<td>You have just got your exam results. You failed Physics, which is your best subject.</td>
</tr>
<tr>
<td>You have decided to leave school and become a plumber.</td>
<td>You have only played the lottery once and it was last week and you won €5,000.</td>
</tr>
<tr>
<td>Your parents told you last night that you are all moving to Australia, where your father has a new job.</td>
<td>You have always wanted a pet and your mother finally got you one. You had wanted a dog, but she bought you a parrot.</td>
</tr>
<tr>
<td>Your friend’s family have invited you to go on holiday with them all next month to the Sahara Desert.</td>
<td>You took part in a local talent show and you thought you sang very well but the audience booed you and threw tomatoes onto the stage.</td>
</tr>
</tbody>
</table>
### 4 Can you express your preferences?

You are going to take part in a discussion where you have to say which of two things you prefer. Look at the discussion topics first. Read each one, decide which you prefer and why, then make some notes of your ideas.

Before you start, review the Phrases2know on page 40 of the Students’ book.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Preference 1</th>
<th>Preference 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>classical music / pop music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buying expensive clothes / buying cheap clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plastic surgery / looking natural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bright colours / dark colours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>films on DVD / films at the cinema</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reading books / reading online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>holidays in your own country / holidays abroad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spending money on music (CDs and concerts) / spending money on clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>large shopping malls / small shops</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Work in groups. Discuss each of the topics one at a time. Don’t forget to ask people about their preferences, don’t just talk about yourself.
5 Can you evaluate and express your opinion?

Work in groups. Before you do the activity, decide what changes you would like to see in your school/college/university. Make a note of the changes you have discussed.

Your school/college/university has just announced some big changes. Read the email from the principal to find out what those changes are. Compare the changes that are to be made with your suggestions.

In your group, discuss the changes in the email. Before you start, review the Phrases2know on pages 52 and 53 of the Students’ Book.

Dear Students,

I have listened carefully to your concerns and have read your recommendations. After a lot of thought and discussion with the rest of the staff, I have decided to implement the following changes starting on Monday.

1. The teaching day will start at 1.00 p.m. and finish at 6 p.m.

2. A new canteen will open providing healthy snacks at reasonable prices.

3. All vending machines selling sweets will be removed from the premises.

4. Students do not need to attend a class if they do not want to, but should work quietly in the library instead.

5. There will be extra sports sessions on Saturdays and Sundays for any students interested.

6. Teachers are not allowed to shout at, tell off or punish students in any way.

7. There will be a therapist available for any student who feels they need therapy.

I hope that every student will be happy with these changes.

Alexander Bagshot
Principal
6 Can you ask about solutions and make suggestions?

Your school is organising a competition to find the most imaginative and resourceful designers of a spaceship. Read the challenge.

**Spaceship challenge!**

The challenge is for groups of students (no more than four people in a group) to work together and build a spaceship using the objects below. The spaceship needs to be able to land without breaking so that any delicate cargo inside will not be damaged. The spaceships which manage to land safely will then be judged on design merit.

You can use:

- 20 plastic straws
- 4 elastic bands
- 4 sheets of A4 paper
- Marker pens
- One other object of your own choice that is available in the classroom

Work in groups of four and decide how you are going to build the spacecraft. Before you start, review the Phrases2know on page 60 of the Students’ Book.

To test the flight-readiness of your spacecraft, launch them across the classroom. If they are undamaged and land safely, they can be placed on a table to be judged on their design. You may invite your teacher or students from another class to decide which spaceship has the best design.
7 Can you give a presentation?

Your class has been asked to present ideas for saving energy and being green in the school/college/university. The following ideas have been suggested:

- Make sure lights and computers are all switched off at the end of the school day.
- Don’t take the lift, use the stairs instead.
- Ban all paper and plastic cups. Students should bring their own cups to school.
- All rubbish will be collected separately and plastic and paper recycled.
- Teachers should not use the photocopier for making extra handouts for students.
- There should be no heating in the winter. Students and staff can wear extra clothes.
- There will be no hot water in the toilets and showers.

Choose any ideas you like from the list above and add any others you have, and prepare a presentation for your group.

Before you start, review the Phrases2know on page 72 of the Students’ Book.

When everyone in your group has given their presentations, ask questions to make them clarify their suggestions.
8 Can you describe past experiences?

You are going to share anecdotes about past experiences. Before you do, take a few minutes to remember a past event when something surprising or shocking happened. For example, a sporting event which you won, a birthday surprise organised by your friends, an accident you witnessed or were involved in, an exam you did especially well or badly in. Make notes below.

Work in pairs and tell each other about this event. Don’t forget to ask questions when your partner is describing their experience. Before you speak, review the Phrases2know on page 80 of the Students’ Book.

<table>
<thead>
<tr>
<th>Where were you?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who else was there?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did you feel before the event?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were you doing before the event happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What had you hoped would happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did you feel then?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did you tell anyone?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### 9 Can you describe hopes and plans?

Work in groups of four. The summer holiday is starting soon. You are with a group of friends discussing your plans for the holiday. Tell your friends what you plan to do and find out what they are planning.

Read your role card and think about what you are going to say. You can add any other plans you like. Review the Phrases2know on page 92 of the Students’ Book before you start.

Student A will start the conversation.

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definite plans:</strong></td>
<td><strong>Definite plans:</strong></td>
</tr>
<tr>
<td>• Work in parents’ shop</td>
<td>• Travel to Greek island with family</td>
</tr>
<tr>
<td>• Go swimming at weekends</td>
<td>• Swim and eat whatever I feel like!</td>
</tr>
<tr>
<td><strong>Hopes:</strong></td>
<td><strong>Hopes:</strong></td>
</tr>
<tr>
<td>• Spend time with new boy/girlfriend</td>
<td>• Meet other young people</td>
</tr>
<tr>
<td>• Make enough money to travel next summer</td>
<td>• Go water skiing and learn to scuba dive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student C</th>
<th>Student D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definite plans:</strong></td>
<td><strong>Definite plans:</strong></td>
</tr>
<tr>
<td>• Visit grandparents on their farm</td>
<td>• Go trekking in mountains with friends</td>
</tr>
<tr>
<td>• Milk cows and clean out the barns</td>
<td>• Go camping by the sea with brother</td>
</tr>
<tr>
<td><strong>Hopes:</strong></td>
<td><strong>Hopes:</strong></td>
</tr>
<tr>
<td>• Go to a big music festival with friends</td>
<td>• Read a lot and get ready for the next school/college year</td>
</tr>
<tr>
<td>• Visit an uncle in the US</td>
<td>• Practise basketball to get into the school/college team</td>
</tr>
</tbody>
</table>
10 Can you do well in a job interview?

1 Read this job advertisement.

**Wanted** - young people to train as stunt men and women for Hollywood films

- You must be under twenty-one, fit and sporty. You must enjoy pushing your body to extremes and taking risks.
- We will train you for a year and guarantee steady work in films. You’ll have a great salary and an adventurous life.
- We provide good health insurance.

Work in teams of two to four students. Your teacher will tell you if you are As or Bs.

**A teams:** Prepare interview questions for people applying for the job. Before you begin, review *Phrases2know* on page 101 of the Students’ Book.

**B teams:** Prepare to be interviewed for the job. You have five minutes to get ready. Before you begin, review *Phrases2know* on page 101 of the Students’ Book.

Roleplay the interviews in A and B pairs.

2 Now swap roles and do the same activity with this job advertisement.

**Wanted** - young people to work in summer camp in Canada

- You must be under twenty-one and enjoy working with young people. You must be reliable and willing to join in with sports and drama activities.
- You will get the chance to join the children on bear and whale watching expeditions and also do sea kayaking and mountain climbing.

*Accommodation, flights and all meals provided plus you will have a generous salary.*

*What are you waiting for? Apply now!*
Extra listening activities
Exploiting the audioscripts

There are many different ways in which you can use the audioscripts in *Real Life Advanced*. They are a rich resource of dialogue and natural language in context. Here we give you extra listening activities to allow you to further exploit the *Real Life* Class Audio. The activities here include: multiple choice, matching words or subjects to a speaker, gap filling and matching words or phrases to synonymous ones. Several of the exercises draw attention to natural use of informal language. Before all listening activities, encourage students to spend time predicting the answers or the kind of information (for example, an adjective, a noun phrase or a number) they need to listen for.

Remember:
- hand the photocopy out to students
- give them reading time
- check they understand the vocabulary and what they have to do …

before you play the Class Audio.

You can find all the audioscripts in the Teacher’s Handbook or in a printable format on the *Active Teach*. Click on the ‘show’ tab on the audio player. You can then select and print the sections you need, for example when checking answers to one of these extra listening activities with the class. You can also line up the audio player to the section of listening that you want to play. Check this before the class so you are fully prepared.

If you feel your students need more listening practice, you can create your own activities using the audioscripts. By blanking out some of the words, you can focus on whatever you feel is useful – grammar, vocabulary, question words, etc.

Here are a few tips:
- When you gap texts, only take out six to eight words.
- Gap words of the same word class, for example nouns or adjectives.
- Remember students will hear the text, not read it.
- Do the task yourself before you give it to students to check it is not too difficult.
- If students have not completed the task after the first listening, then play the Class Audio a second time.

Instructions for the teacher

Unit 1, CD 1, track 11, page 9, exercise 5
Play the audio. Students listen and answer the questions. Have students check in pairs before you check answers with the class. Draw attention to the use of *sport* vocabulary and explain the meanings of the words and phrases.

**Answers**
1 welcomed
2 not very exciting
3 the pace; passing
4 fought back
5 evenly matched
6 catch up
7 outstanding
8 break the deadlock
9 slot
10 the post

Unit 2, CD 1, track 19, page 17, exercise 9
Play the audio. Students listen and fill in the gaps. Point out that the quotes are not taken directly from the audio, but the missing words and phrases are all used in the audio. Have students check in pairs before you check answers with the class. Draw attention to the use of informal language on the audioscript.

**Answers**
1 find yourself
2 a rota
3 used to be
4 have a clue
5 change a plug
6 frustrating
7 houseproud
8 draw the line
9 pretty filthy
10 ignore

Unit 3, CD 1, track 26, page 26, exercise 2b
Play the audio. Students listen and write the numbers of the speakers. Have students check in pairs before you check answers with the class. Draw attention to the use of informal language on the audioscript.

**Answers:**
1 Speaker 5
2 Speaker 4
3 Speaker 1
4 Speaker 3
5 Speaker 1
6 Speaker 5
7 Speaker 2
8 Speaker 4
9 Speaker 2
10 Speaker 3
Unit 4, CD 2, track 3, page 35, exercise 4
Play the audio. Students match the items as they listen. Have students check in pairs before you check answers with the class. Focus on the use of referencing devices (them/it/they, etc).

Answers
1 e 2 i 3 b 4 j 5 a 6 g 7 c 8 d 9 h 10 f

Unit 5, CD 2, track 10, page 44, exercise 3
Play the audio. Students write the words or phrases as they hear them. Have students check in pairs before you check answers with the class. Focus on the alternative ways of expressing ideas highlighted in this activity. Remind students of the importance of being able to paraphrase.

Answers
1 the economic situation
2 (living) in poverty
3 I (just) wonder
4 one occasion
5 more and more
6 followers
7 in recent years
8 is getting a lot more popular
9 shopping online
10 (go and) window shop

Unit 6, CD 2, track 24, page 55, exercise 4a
Play the audio. Students listen for the phrases in context and rewrite the phrases in bold in their own words. Have students check in pairs before you check answers with the class. Allow for variation in students’ answers.

Suggested answers
1 in the school/within the boundary of the school/on school property
2 it’s our decision/we should (be able to/be free to) decide
3 decide for themselves/make sensible choices/decisions
4 what will happen because of their food choices
5 It’s meaningless to educate/It’s a waste of time educating/It’s no use educating; which is not healthy
6 the company/people who made/makers; make us addicted to/make us dependent on
7 focusing on the wrong issue/problem
8 eat a small/limited amount of junk food

Unit 7, CD 2, track 31, page 64, exercise 1b
Play the audio. Students listen and fill in the gaps. Have students check in pairs before you check answers with the class. Draw attention to the use of informal language on the tapescript.

Answers
1 looks quite
2 Look at these
3 perhaps
4 which makes these
5 or something
6 to be left
7 that goes round
8 of some sort
9 for cutting something
10 that would work

Unit 8, CD 3, track 8, page 76, exercise 2a
Play the audio. Students choose the correct answers as they listen. Have students check in pairs before you check answers with the class. Encourage students to explain why they rejected the wrong answers.

Answers
1 c 2 b 3 d 4 b 5 c 6 a

Unit 9, CD 3, track 18, page 87, exercise 2
Ask students to attempt the matching task before they listen. Do not spend too much time on this stage as students will be able to make many collocations that are not heard on the audio. The point is to prepare them for the verb-noun collocations that they will hear. Play the audio. Students check the items. After checking answers, elicit other collocations that could be made with these verbs and nouns and draw attention to the importance of learning collocations in general.

Answers
1 c 2 e 3 f 4 h 5 j 6 a 7 b 8 d 9 g 10 i

Unit 10, CD 3, track 29, page 97, exercise 7a
Play the audio. Students listen and fill in the gaps. Have students check in pairs before you check answers with the class. Explain the meanings of the words and phrases.

Answers
1 learns best through
2 lucky enough to
3 new challenge
4 the interaction
5 great interpersonal skills
6 training
7 on your website
8 might be useful
Unit 1

CD 1, track 11, page 9, exercise 5

Listen and answer the questions with a word or short phrase.

Volleyball
1  Which word shows that the Exeter team was playing away from home? __________________

2  How does the commentator describe the first two sets? __________________

3  In the third set:
   What quickened? __________________
   What improved dramatically? __________________

4  What positive thing did London do in the fourth set? __________________

Hockey
5  How does the commentator describe the two teams? __________________

6  What did Charlton struggle to do at the start of the match? __________________

7  Which word describes the Charlton goalkeeper’s saves? __________________

8  Which phrase is used to mean ‘score the first goal’? __________________

9  Which word is used to mean ‘hit’ the ball? __________

10 What did the ball hit before the second goal? __________________

Unit 2

CD 1, track 19, page 17, exercise 9

Listen and complete what the people say with a word or short phrase.

Don’t tell everyone you love cleaning or you may 1 __________ doing it all. It’s best to set up 2 __________ with a list of jobs.

Programme presenter

I’m better than I 3 __________! When I first left home, I didn’t 4 __________ about how to do it.

Adam

I can put up a picture and 5 __________ but I find putting a piece of flat-pack furniture together really 6 __________.

Jane

I’m quite 7 __________. I don’t like to live in a mess but I 8 __________ at making other people’s beds.

Claire

The bathroom at our house gets 9 __________. No one wants to clean it so we all try and 10 __________ the dirt.

Richard
**Unit 3**

CD 1, track 26, page 26, exercise 2b

Which speaker says these things?

1. And who paid for it?
2. That’s all that matters
3. I blame the parents
4. It’s typical of our society these days
5. Someone should put a stop to it
6. And what about the other people
7. I feel completely at ease
8. Are you strong enough, physically…?
9. I know what I’m doing
10. If you wrap teenagers up in cotton wool,

**Unit 4**

CD 2, track 3, page 35, exercise 4

Match the things (a–j) with what Sophie says about them (1–10).

1. I buy a lot of them from charity shops.
2. Stuff from the fifties or sixties is cool.
3. If you can sit down in them, they aren’t tight enough.
4. It’s usually a bit scruffy and messy.
5. They’re low-key and cool.
6. I’m quite into it.
7. I can’t be bothered to do it.
8. They tend to wear black.
9. It’s cut at an angle.
10. They look kind of Victorian or Mediaeval.

a. her favourite band  
b. (skinny) jeans  
c. be vegetarian or vegan  
d. Emos  
e. old vinyl records  
f. Goths  
g. photography  
h. Emo hairstyle  
i. clothes  
j. Indie hairstyle
Unit 5

CD 2, track 10, page 44, exercise 3

Listen and write the words or phrases you hear that mean the same as the following. The number of the speaker is in brackets.

1 the financial position (Speaker 1)

2 with little or no money (Speaker 1)

3 I'm not sure (Speaker 1)

4 a single event (Speaker 1)

5 an increasing number of (Speaker 2)

6 people who read comments (Speaker 2)

7 recently (Speaker 3)

8 is appealing to more people (Speaker 3)

9 buying products through the internet (Speaker 4)

10 look at the goods on sale (Speaker 4)

Unit 6

CD 2, track 24, page 55, exercise 4a

Read the sentences and rewrite the words in bold in your own words.

Speaker 1

1 They said we had to stay on the school premises and eat our dinner in the canteen.

2 Surely it's up to us what we eat?

Speaker 2

3 People have to learn to make the right choices.

4 You need to teach people about the consequences of what they choose to eat.

Speaker 3

5 There's no point in educating people about how to eat healthily if you then serve them a dinner with virtually no nutritional value.

Speaker 4

6 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.

Speaker 5

7 I think they're missing the point. The biggest problem is that we don't exercise enough.

8 It's OK to eat junk food in moderation so long as you have an active lifestyle.
Unit 7
CD 2, track 31, page 64, exercise 1b

Listen and complete what the students say. Write one to three words in each gap.

1. It ________________________ old, doesn't it?
2. ________________________ rollers at the front.
3. And ________________________ the washing went into this drum?
4. There's a chain ________________________ rollers go round when you turn the handle.
5. Do you think it might have been used for pressing dried flowers ________________________?
6. Dried flowers need ________________________ pressed flat for weeks.
7. It's got a handle ________________________ and a lot of cogs.
8. I think it might be a food mixer ________________________.
9. Look there's a blade here ________________________.
10. I can't see how ________________________ really.

Unit 8
CD 3, track 8, page 76, exercise 2a and 2b

Listen and choose the correct answer A, B, C or D.

1. What does Ester say about Hiroto and language?
   a. He is getting nowhere learning to speak Hungarian.
   b. He finds English more difficult than Hungarian or Japanese.
   c. He has succeeded in learning a little of her language.
   d. He won't help her learn to speak his language.

2. For the Japanese, making a noise while eating is
   a. something you only do when you first meet someone.
   b. a good way to make the food cool.
   c. something they find difficult to cope with.
   d. a sign of bad manners.

3. Compared to Hungarians, the Japanese
   a. speak very directly.
   b. get angry more often.
   c. stare at each other more.
   d. are more polite.

4. What does Tom say about Susana?
   a. She expected him to speak English.
   b. She doesn't speak much English.
   c. She doesn't make sense when she speaks English.
   d. She used to speak English better than she does now.

5. One problem that Tom has in Spain is
   a. that he doesn't like the food.
   b. that he doesn't go out enough.
   c. getting up early in the morning.
   d. finding a job.

6. What does Tom say about his relationship?
   a. He's learnt a lot from it.
   b. It hasn't helped him learn Spanish.
   c. He and Susana see things the same way.
   d. He started it late in life.
Unit 9

CD 3, track 18, page 87, exercise 2

Match 1–10 to a–j. Then listen and check.

1 opt for  
2 set up  
3 learn  
4 study  
5 get  
6 develop  
7 dismiss  
8 lead to  
9 have  
10 take  

a a skill  
b a course  
c a subject  
d a well-paid job  
e in business  
f to use your knowledge  
g an impact on  
h for a degree  
i the opportunity to  
j hundreds of applications

Unit 10

CD 3, track 29, page 97, exercise 7a

Listen and complete the dialogue extracts. Write one to three words in each gap.

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 1________________________ actually doing something so I wanted to try and get some real work experience. I was 2________________________ 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 3________________________.

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 4________________________ with the customers. My boss felt that I had 5________________________ and I think I could use these in a sales position.

Jack: It's good to know you're interested in the area, though we will be providing 6________________________. OK, well, I think that's all. Do you have any questions?
Laura: Actually, I noticed 7________________________ 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 8________________________?
DVD worksheets
Instructions for the teacher

Using the DVD
The DVD can either be used in the classroom or for individual study. The DVD has ten episodes. The main focus of each episode is to provide a context for the language in the Real Time sections of the Students’ Book. It would therefore be suitable to watch one episode after having completed each Real Time section.

Each episode has two scenes. There are interactive multiple-choice questions for each scene which you can use while watching the DVD. We suggest letting students see the questions before watching and then checking answers with the class.

In the following pages are ten DVD worksheets. These focus on the general content of the episode and language that is used. We suggest that you use the interactive questions the first time you watch a DVD scene. Then give out the worksheets and students can watch the DVD again. There are optional ‘extra questions’ suggested in the teacher’s notes for each episode. These questions focus on the visual content, the characters’ feelings and relate the content to students’ own experience.

Background Information
Anna and Mark discover that the woods near them are in danger of being cut down to make way for new houses. They meet Jack, who has started a campaign to save the trees. They work together to try to stop Oliver Sweet, the developer, cutting down the trees. At the same time, Anna is preparing to leave for Brazil on her gap-year.

Episode 1
In this episode, Mark finds Anna in the school library looking at books about Brazil. He doesn’t really want her to leave as he will miss her. They walk home through the woods, where they see posters stuck onto the trees. The posters say Save the Trees and there’s a website address on them, too. Anna and Mark wonder why the trees need saving. Anna copies down the address of the website so that they can find out.

Functional language
Talking about future plans and probability

Before you watch
Before you watch the episode, find out if students have used the Real Time DVDs that accompany Real Life Intermediate and Upper-Intermediate. If they have seen the DVDs, elicit who the characters are and what they did in the DVDs.

Answer
In the Intermediate DVD, Anna and Mark Benton, who are brother and sister, go on holiday to Cornwall with their parents. In the Upper-Intermediate DVD, they take part in a competition run by a local businessman to find an idea for a new business.

If students haven’t seen either of the DVDs, introduce the main characters, Anna and Mark Benton.

Vocabulary to be pre-taught or checked

campaign  rainforest

Extra questions

Scene 1
1. Describe Anna and Mark.
2. What kind of relationship do you think they have as brother and sister?
3. Is it similar to or different from the relationship you have with your family members?
4. How is it similar or different?
5. Would you like to travel far away from home for a gap year? (a year off between school and university)
6. What kind of work do you think Anna will do in the rainforest?

Scene 2
1. Is there anywhere like the woods in your neighbourhood?
2. Do you think there are enough green spaces in your area? (Why? Why not?)
3. What do you think the Save the Trees campaign is about?
4. Have you ever started a campaign or thought about doing so?
5. Would you consider taking part in a campaign like this? (Why? Why not?)

Worksheet answers

1. 1 off
   2 going to
   3 going to work
   4 ‘re travelling
   5 It’s

2. 1 In the library.
   2 Sis (it’s short for sister)
   3 One girl sitting near Anna.
   4 He doesn’t really want her to go. He’s going to miss her.
   5 She’s excited.

3. 5 3 1 6 2 4 7

4. 1 in the woods
   2 Save the Trees
   3 They are worried about the woods.
   4 Look at the website.
Episode 2
Anna and Mark discover that a property developer wants to buy the woods to build houses on the land. They go to a meeting organised by Jack Bishop, who is the organiser of the *Save the Trees* campaign. At the meeting they help Jack by making useful suggestions.

**Functional language**
Making suggestions

**Before you watch**
Elicit what happened in the previous episode.

**Vocabulary to be pre-taught or checked**
disease  local council  property developer  under threat

**Extra questions**

**Scene 1**
- How do Anna and Mark feel about the plans to sell the woods?
- What do you think the organiser of the *Save the Trees* campaign, Jack Bishop, will be like?
- What are the qualities needed to be a good campaigner?

**Scene 2**
- Is Jack how you imagined him? How is he different?
- Can you think of any other ideas that would help their campaign?
- What kind of video could they make?

**Worksheet answers**
1  Tick: 1, 2, 4, 7
2  1 mess
   2 the local council
   3 build houses
   4 meeting
   5 campaign
3  1 X  2 ✓  3 ✓  4 X (Jack does)
4  1 his bag and lots of papers
   2 disappointed, defeated
   3 improve the website / get more support
   4 he’s more positive/enthusiastic
   5 video camera

Episode 3
While waiting for Jack in the woods, Anna and Mark overhear Sweet, the developer, talking on the phone. Mark videos him saying he’d cut down the trees himself. He hears them and they run off. They meet Jack who has brought along a squirrel costume to make their video. Anna is annoyed with Jack.

**Functional language**
Expressing conviction

**Before you watch**
Elicit what happened in the previous episode.

**Vocabulary to be pre-taught or checked**
tree huggers  axe  chop down  squirrel

**Extra questions**

**Scene 1**
- Why do you think Anna and Mark hide from Sweet?
- Who do you think Sweet is talking to?
- Why do you think Sweet chases Anna and Mark?

**Scene 2**
- What do you think of Jack’s idea to dress as a squirrel for the video?
- How could the video showing Sweet help their campaign?
- Would you dress up in a costume like this for anything?

**Worksheet answers**
1  1 Mark  2 Jack’s  3 pleased
   4 not worried  5 a twig break
2  1 Because Jack’s late.
   2 Building plans
   3 Because the *Save the Trees* campaign is run by children and tree huggers: therefore not serious.
   4 That they were making a video of him.
3  5 6 4 2 1 3
4  Anna: furious, annoyed
   Mark: amused
   Jack: apologetic, disappointed, frustrated
Episode 4

Anna has been collecting signatures for the petition when Jack joins her. He is pleased that the campaign is becoming more successful and excited because Mark’s video of Sweet has spread over the internet. Anna is a bit cold towards him at first but becomes more relaxed when he tells her about his holiday in South America. Sweet sends an email to Jack inviting them to meet him.

Functional language
Expressing certainty; Talking about travelling

Before you watch
Elicit what happened in the previous episode.

Vocabulary to be pre-taught or checked
petition to go viral volunteer suspicious

Extra questions

Scene 1
• Why do you think Anna seems rather cool with Jack?
• How do you react when a friend has upset or annoyed you?
• What do you think of the new poster?
• If you had to design a new poster for the Save the Trees campaign, what would it look like?

Scene 2
• Why do you think Anna becomes friendlier with Jack?
• Would you prefer to travel around a foreign country like Jack or go and work there as a volunteer like Anna?
• Why is Anna suspicious of Sweet?
• Why do you think Sweet really wants to see them?

Worksheet answers

1 1 signed 2 Must 3 hits 4 chop
5 tree huggers
2 1 Jack
2 It looks more professional. It’s a much nicer picture.
3 The new logo/the video
4 The video of Sweet talking about their campaign
3 1 Mark told me you’re going to Brazil as a volunteer.
2 I went travelling there last summer.
3 I went trekking in Peru.
4 The plane’s faster, but I think it’s preferable to take the train.
5 He says he wants to hear our views.
4 1 volunteer
2 Friday
3 travelling/trekking
4 challenge
5 suspicious

Episode 5

Anna, Mark and Jack go to Sweet’s office where he tries to convince them that his plans will not seriously damage the woods. Sweet accidentally tells them about a meeting at the local council where the decision will be made whether to give him permission to build the houses. Jack is furious and impatient to do something, while Anna urges patience.

Functional language
Persuading and expressing necessity

Before you watch
Elicit what happened in the previous episode.

Vocabulary to be pre-taught or checked
wind turbine minimise property

Extra questions

Scene 1
• Why is Sweet being so friendly and hospitable?
• How would you react to Sweet if you were with Anna, Mark and Jack?
• Do you think Mark should have accepted the biscuits?
• If you were Sweet, how might you try to stop the Save the Trees campaign?

Scene 2
• Why do you think Anna is calm and Jack is so upset?
• What more could they do to help the campaign?
• If you were Anna and were leaving for South America soon, would you get involved in the campaign at all?

Worksheet answers

1 1 S 2 S 3 J 4 A 5 M 6 S 7 J
2 1 b 2 a 3 b 4 b
3 1 signatures
2 action
3 patient
4 visa
5 camera
6 costume
4 1 Jack
2 Anna
3 Jack
4 Mark
5 Jack
6 Mark
7 Mark
Episode 6

Jack and Mark attempt to make a video outside Sweet’s office with Jack in the squirrel’s costume. Jack hasn’t prepared what to say. Anna comes back from picking up her visa and makes them stop. But Sweet comes along and videos Jack with his camera to get revenge on them for videoing him in the woods.

Functional language
Giving instructions, making suggestions

Before you watch
Elicit what happened in the previous episode.

Vocabulary to be pre-taught or checked
alternative block megaphone stuck a stunt zip

Extra questions
Scene 1
• Why is Mark helping Jack make this video?
• Do you think the squirrel costume is a good idea?
• What would be a better idea for the video?
Scene 2
• While Jack’s in the costume, his speech doesn’t seem very well prepared. What do you think he should say?
• Why does Anna call the squirrel video just a stunt?
• Why do you think Mark accuses Anna of running away to South America?

Worksheet answers
1 1 Come on
   2 alternatives
   3 Why don’t you
   4 about
   5 Perhaps
2 1 In the street outside Sweet’s office.
   2 To do up the zip on his squirrel costume.
   3 The head of the costume is blocking his voice.
   4 Using a megaphone.
   5 Cutting a hole in the costume.
3 Students’ own answers
4 1 a 2 b 3 b 4 a

Episode 7

Anna and Mark apologise to each other about their fight outside Sweet’s office. Jack comes round with flowers for Anna as an apology. They collect more petitions on the streets. While Anna is rehearsing her speech for the meeting, she gets a phone call informing her that the meeting has been moved to the Friday at the same time as her flight to Brazil.

Functional language
Apologising

Before you watch
Elicit what happened in the previous episode.

Vocabulary to be pre-taught or checked
elderly to look like a joke
to snap at someone residents

Extra questions
Scene 1
• How do you apologise to your friends if you think you’ve upset them?
• On what occasions do you buy people flowers?
• Are you good at speaking in public? Would you like to?
Scene 2
• Have you ever been asked to sign a petition?
   What was it for?
• What other kinds of people may have signed the petition?
• What would you do if you were Anna?

Worksheet answers
1 1 d 2 a 3 e 4 b 5 c
2 1 the video that Sweet took of Jack in his squirrel costume
   2 Because he said she was running off to South America.
   3 Because she snapped at him.
   4 to apologise
   5 speak at the meeting
3 1 residents 2 opposition 3 comments/messages 4 read 5 baby
4 2 3 1 4
Episode 8
Anna is getting ready to leave for Brazil. Now Jack needs to give the presentation at the meeting. As he prepares for it, it is clear he is not doing it well. Mark advises him not to try to copy Anna but to be himself.

Functional Language
Giving advice

Before you watch
Elicit what happened in the previous episode.

Vocabulary to be pre-taught or checked
last-minute

Extra questions
Scene 1
- If you were Mark, would you go to the meeting or to the airport with Anna?
- Do you think Anna should have changed her ticket?
- How do you think Anna feels?

Scene 2
- What is wrong with Anna’s speech when Jack gives it?
- What should Jack say in his speech?
- Do you think Mark gives Jack good advice?

Worksheet answers
1 1 Jack’s house.
   2 at the same time as
   3 hasn’t
   4 isn’t
   5 Mark
2 Tick: 1, 2, 3
3 1 J  2 J  3 M  4 M  5 M
4 1, 3, 6, 7

Episode 9
Mark and Jack are on their way to the meeting while Anna is on her way to the airport. Jack is trying hard to be confident. The boys meet Sweet on his way to the meeting. He really is confident that he’ll win.

Functional Language
Making plans and predictions

Before you watch
Elicit what happened in the previous episode.

Vocabulary to be pre-taught or checked
to intend  brilliant

Extra questions
Scene 1
- What advice would you give Jack before the meeting?
- How would you be feeling if you were Anna on her way to the airport?
- Why does Mark ask Jack about his plans if they win?

Scene 2
- Why does Sweet come over to talk with Mark and Jack?
- Do you have an expression like ‘may the best team win’ in your language?
- What do you think Jack is thinking after he hears Anna’s message?

Worksheet answers
1 1 said didn’t say
   2 three  two
   3 planning  do you plan
   4 interview a big party
   5 anxious  nervous
2 1 ✓  2 X (at 7 o’clock)  3 X  4 ✓  5 ✓
3 1 S  2 M  3 S  4 M  5 S  6 J
4 1 b  2 a  3 a  4 a
Episode 10
Jack rushes to the airport to say goodbye to Anna. While he is there Mark calls to say that they have been successful and have saved the trees. Anna leaves. Mark and Jack relax in the woods and enjoy their success.

Functional Language
Interviewing

Before you watch
Elicit what happened in the previous episode. Ask students how they think the story might end. Encourage them to think of as many different possible endings as they can.

Vocabulary to be pre-taught or checked
loads stressful island of calm

Extra questions
Scene 1
• What do you think Jack might want to say to Anna?
• Do you think Anna should leave now?
• In your class which of you is most like Anna, Jack and Mark? Have you ever met anyone like Anna, Jack and Mark? Is there anyone like Sweet in your school?

Scene 2
• How has Jack changed from the first episode of this DVD?
• How would you celebrate saving the woods?

Worksheet answers
1 1 loads
2 result
3 helping
4 really
5 save
2 1 a 2 b 3 b 4 a 5 a
3 Students’ own answers
4 1 in the woods
2 have a television interview
3 happy/relaxed
4 have a party
5 the trees
**Episode 1**

**Scene 1**

While you watch

1. **Circle the words that you hear.**
   1. I'm **going / off** home in a minute.
   2. Mum will / 's **going** to miss you.
   3. I'm **working / going to work** for a charity in the Amazon rainforest.
   4. You'll travel / 're **travelling** around South America at the end.
   5. It'll be / It's a great opportunity to see the world.

Can you remember?

2. **Answer the questions.**
   1. Where does Mark find Anna?
   2. What does Mark call his sister?
   3. Is there anyone else there apart from Mark and Anna?
   4. How does Mark feel about Anna going to Brazil?
   5. How does Anna feel about going to Brazil?

Scene 2

While you watch

3. **Put the sentences in the order you hear them.**
   1. Why do the trees need saving?
   2. They look fine to me.
   3. It's probably some kind of campaign.
   4. Maybe someone wants to cut them down.
   5. I love these woods.
   6. Is it possible they've caught a terrible disease?
   7. Who put up these posters?

Can you remember?

4. **Answer the questions.**
   1. Where are Anna and Mark walking?
   2. What do the posters say?
   3. Why are Anna and Mark interested in the posters?
   4. What are they going to do when they get home?

Roleplay

5. **In pairs, read the role cards and act out the roleplay.**

   **Student A** You are going on a gap year to Africa, where you will help build an orphanage and school for local children in a very poor area. After your work there, you are going to travel around. You plan to take lots of photographs and go trekking. You don't think you will ever get an opportunity like this again. Your friend doesn't really understand why you want to do this. Explain your plans.

   **Student B** Your friend is going on a gap year to Africa. You think there are much nicer places to visit in the world. You think it will be dangerous and very uncomfortable to live there. You also feel that you will be very lonely without your friend for a year but you don't want to admit that.

   Try to persuade your friend not to go.
Episode 2

Scene 1

While you watch

1 Watch with the sound down and tick (✓) the things you see in the kitchen.

1 [ ] a vase of flowers
2 [ ] a laptop
3 [ ] a bottle of milk
4 [ ] a window
5 [ ] an oven
6 [ ] a bowl of fruit
7 [ ] plates

Work with your partner and guess what you think Mark and Anna are saying to each other. Watch again with the sound on and find out if you guessed correctly.

Can you remember?

2 Complete the text.

Anna has been reading the *Save the Trees* website and thinks it’s a 1 ______. The woods are owned by 2 ______. Oliver Sweet, who is a property developer, wants to buy them and 3 ______ on the land.

Anna and Mark are going to a 4 ______ at school tomorrow to join the 5 ______ to save the trees.

Scene 2

While you watch

3 Tick (✓) or cross (✗) false.

1 [ ] Jack seems very smart and organised.
2 [ ] Jack is disappointed that only two people have come to his meeting.
3 [ ] Anna encourages Jack to keep up his campaign.
4 [ ] Mark suggests making a video and posting it on the internet.

Can you remember?

4 Answer the questions.

1 What does Jack drop when he enters the gym?

2 How does Jack feel when he gets to the gym and sees Anna and Mark?

3 What two things does Anna suggest to help the campaign?

4 How does Jack’s attitude change when he hears Anna’s ideas?

5 What does Mark have that will help Jack?

Roleplay

5 In pairs, read the role cards and act out the roleplay.

**Student A** You want to start a campaign to save your local swimming pool which is threatened with closure. It is an important facility for sports enthusiasts, children and also older people in the community who like to stay fit. You think it would be a good idea to stage a protest outside it, but you are not sure how to organise people.

• Explain to Student B what you want to do and why and ask for advice.

**Student B** You have heard that Student A wants to save the local swimming pool and agree that it is a good idea to save it.

• Find out what Student A plans and make suggestions about how to improve the campaign. (Set up a website, talk to the local press, etc.)
Episode 3

Scene 1

While you watch
1 Circle the correct option.
   1 Anna / Mark is surprised that Jack is late.
   2 It was Mark’s / Jack’s idea to make the video.
   3 Oliver Sweet is pleased / unhappy with what he hears on the phone.
   4 Sweet is worried / not worried about the Save the Trees campaign.
   5 Sweet notices Anna and Mark because he hears them talking / a twig break.

Can you remember?
2 Answer the questions.
   1 Why is Anna annoyed with Jack?
   _____________________________________________
   2 What is Sweet carrying with him?
   _____________________________________________
   3 Why does Sweet think there will be no problems with his plans to build houses in the woods?
   _____________________________________________
   4 What did Anna and Mark not want Sweet to see?
   _____________________________________________

Scene 2

While you watch
3 Put the sentences in the order you hear them.
   1 It’s a shame you weren’t here on time.
   2 Is that a squirrel costume?
   3 We’ve already made our video.
   4 I was trying to find a costume for the video.
   5 Hey guys! Sorry I’m late.
   6 Where have you been Jack?

Can you remember?
4 Tick (√) the adjectives that describe Anna, Mark and Jack.
   Anna __________ furious
                __________ annoyed
                __________ amused
   Mark  __________ excited
                __________ angry
                __________ amused
   Jack __________ apologetic
                __________ disappointed
                __________ frustrated

Roleplay
5 In pairs, read the role cards and act out the roleplay.

Student A You are angry with your friend because he/she was late meeting you. You wanted your friend’s support in speaking to your school principal about allowing you to organise an end of year party at the school. You feel very let down. Explain to your friend how you feel.

Student B You were late for a meeting with the school principal, which your friend had organised, to ask permission to hold an end of year party at the school. You were meeting with a famous rock band who are based locally. You have persuaded them to play at the party for free because their lead guitarist used to go to your school. You are very pleased with yourself.
Episode 4

Scene 1

While you watch

1 Complete the sentences.
   1 Lots of people have ______ up.
   2 ______ be the new logo.
   3 It’s had thousands of ______.
   4 Give me an axe and I’ll ______ the trees down myself.
   5 Kids and ______.

Can you remember?

2 Answer the questions.
   1 Who is more enthusiastic, Anna or Jack?

   _____________________________________________

   2 What changes have been made to the Save the Trees poster?

   _____________________________________________

   3 What does Jack think the reasons for so many people signing the petition are?

   _____________________________________________

   4 What are Anna and Jack looking at on his phone?

   _____________________________________________

Scene 2

While you watch

3 Correct the sentences you hear.
   1 Mark tells me you’re going to Brazil as a ______.

   _____________________________________________

   2 I travelled there last summer.

   _____________________________________________

   3 I went trekking in Chile.

   _____________________________________________

   4 The train’s faster but I think it’s preferable to take the plane.

   _____________________________________________

   5 He says he wants to hear our news.

   _____________________________________________

4 Complete the text.

Mark and Anna walk down the school corridor and Jack tells Anna that Mark has told him she is going to Brazil as a ______. Anna tells him she’s leaving next ______. He tells her that he went to South America ______ and enjoyed the ______ of climbing mountains. They are both ______ when they receive an email from Sweet.

Roleplay

5 In pairs, read the role cards and act out the roleplay.

Student A
You are going to travel to China next month and apart from knowing that you want to visit the Forbidden City in Beijing, you are not sure what else there is to do there. You are interested in trying different food, shopping, trekking and of course, the history of the country. You would also like to learn to speak Mandarin while you are there. You know that Student B went to China last year. Find out what he/she did and ask about the things you are interested in.

Student B
You went to China last year. You travelled a lot in the mountains in the north which were spectacular. You also enjoyed eating local food like spicy noodles, fish and rice and even snake. In Beijing you went to many museums and learnt a lot about the history of the country. You were particularly impressed with the Forbidden City. You bought lots of souvenirs including masks, lanterns, silk clothes and beautiful paintings. Your favourite part of the trip was when you walked along the Great Wall. You tried to learn Mandarin, but it was too hard. Student A is going to China next month. Answer his/her questions and give advice about what to do there.
Episode 5

Scene 1

While you watch

1 Who says the following A (Anna), J (Jack), M (Mark) or S (Sweet)?
   1 [ ] Thank you for coming.
   2 [ ] We will, of course, minimise the impact on the local wildlife.
   3 [ ] A new road? How does that minimise the traffic?
   4 [ ] Why did you invite us here today?
   5 [ ] What council meeting?
   6 [ ] You did know about this meeting?
   7 [ ] We do now.

Can you remember?

2 Choose the correct option.

1 What does Sweet offer Anna, Mark and Jack when they come to his office?
   a tea and biscuits
   b coffee and biscuits

2 Sweet’s plans include
   a a children’s playground.
   b a wildlife park.

3 Jack is angry because Sweet
   a will reduce traffic in the area.
   b is planning to build a new road.

4 Sweet makes a mistake by telling them
   a too much about his plans.
   b about the council meeting.

Scene 2

While you watch

3 Watch and complete the text.

Anna thinks they now need to collect more 1 ______ to take to the meeting. Jack doesn’t want to wait but wants to take 2 ______ immediately. Anna urges him to be 3 ______. She leaves to collect her 4 ______. Jack tells Mark to get his 5 ______ while he goes to fetch his 6 ______.

Can you remember?

4 Who

1 is last to leave Sweet’s office building?
2 suggests asking people what the woods mean to them?
3 is the most upset?
4 puts up their hand?
5 is angry with Anna for leaving?
6 is surprised to hear the squirrel costume mentioned?
7 is eating a biscuit?

Roleplay

5 In pairs, read the role cards and act out the roleplay.

Student A You are a property developer who wants to build a supermarket on land that is currently used as playing fields by a school. The supermarket will take up all the land and increase road traffic in the area considerably. You are to meet a representative from a group at the school, who want to stop the supermarket being built. You must try to persuade this person that your plans are a good idea (otherwise you will lose a lot of money).

Explain the advantages of the scheme - more work available locally, the benefits of a good supermarket, etc. If necessary, you may need to tell some small lies.

Student B You are a representative from a school. A property developer wants to buy the playing fields near the school to build a supermarket. The playing fields are important because you have a very good football team as well as a successful athletics team who train there regularly. The playing field is also a welcome area of green near the school, which is quiet and provides a beautiful view. You strongly oppose the building of the supermarket, which you also fear will bring a lot of cars to the area.

You are to meet the property developer in order to express your opinions and listen to his/hers. Beware as people sometimes stretch the truth in order to get their way.
Episode 6

Scene 1

As you watch

1 Listen and complete the sentences.
   1 It’s a great idea. ______ zip me up.
   2 What are the _____?
   3 ______ just leave the head off?
   4 How ______ we get a megaphone?
   5 ______ we could cut a hole in the costume?

Can you remember?

2 Answer the questions.
   1 Where are Mark and Jack?
   ____________________________________________
   2 Why does Jack need Mark’s help?
   ____________________________________________
   3 Why can’t Mark hear Jack clearly?
   ____________________________________________
   4 What does Jack suggest in order to be heard better?
   ____________________________________________
   5 What does Mark suggest in order to hear Jack better?
   ____________________________________________

Scene 2

As you watch

3 Listen to the scene with the screen off or covered so you cannot see what is happening. In pairs, make notes on what you think people are doing as they speak.

Now watch and listen and see whether you were right.

Can you remember?

4 Choose the correct option.
   1 Sweet’s company is called
      a Sweet Homes.
      b Sweet Property.
   2 Anna stops them filming the video because
      a she knows Sweet is coming out to the street.
      b she thinks it’s a silly idea.
   3 Anna gets upset because
      a she doesn’t feel needed.
      b Mark’s words have hurt her.
   4 Sweet is happy because
      a he will get his revenge.
      b he thinks Jack looks funny.

Roleplay

5 In pairs, read the role cards and act out the roleplay.

Student A You have to interview someone who works for the WWF (World Wildlife Fund) and is part of a campaign to save pandas, which is an endangered species. You want to find out about pandas and why they are endangered.

The Giant Panda
   • Rarest member of bear family
   • Native to China only
   • Threatened with extinction
   • Only about 1,600 left
   • Lives in forests and eats leaves
   • Faces threats from farming and deforestation

Student B You work for the WWF (World Wildlife Fund) and are part of a campaign to save the panda, which is an endangered species. You will be interviewed about the panda. Use the information provided and any other information you know about pandas or endangered animals to answer the interviewer’s questions.
Episode 7

Scene 1

While you watch

1 Match 1–5 to a–e to make sentences.

1 It’s made us look
2 I’m sorry
3 I just thought the squirrel
4 I still believe that
5 So you’ll speak

a about yesterday.
b we need you.
c at the meeting?
d like a joke.
e was a really bad idea.

Can you remember?

2 Answer the questions.

1 What is Anna looking at on her computer?
___________________________________________

2 Why does Mark apologise to Anna?
___________________________________________

3 Why does Anna apologise to Mark?
___________________________________________

4 Why has Jack brought Anna flowers?
___________________________________________

5 What does Anna agree to do?
___________________________________________

Scene 2

While you watch

3 Complete the text.

More than 300 local ^_________ signed the petition to show their ^_________ to the sale of the woods. They also added ^_________. An elderly man said he liked to ^_________ under the trees and a mother said she liked to take her ^_________ there.

Can you remember?

4 Put the events in the order you hear them.

1 Anna got a phone call.
2 Anna, Mark and Jack collected signatures for the petition.
3 Anna talked about some of the people who signed the petition.
4 Jack asked her about the phone call.

Roleplay

5 In pairs, read the role cards and act out the roleplay.

Student A

Yesterday you had an argument with your friend. You wanted to go to see your favourite band in concert, but your friend wanted you to help him/her prepare for a chemistry test and refused to go to the concert with you. You got very annoyed and told your friend that chemistry was a silly subject and stormed off and went to the concert alone. You feel bad now as you didn’t mean to get angry and your friend needed your help as chemistry is easy for you but not for him/her. Now try to apologise to your friend.

Student B

Yesterday your friend invited you to go to a concert with their favourite band. You had a chemistry test today and wanted your friend to help you prepare for it as you find chemistry very hard. You refused to go to the concert and your friend went off looking very disappointed. You feel sorry that you were selfish and didn’t join your friend. Now try to apologise to your friend.
Episode 8

Scene 1

While you watch

1 **Circle** the correct option.
   1 Mark is on his way to the **meeting** / Jack’s house.
   2 Anna's flight is **before** / at the same time as the **meeting**.
   3 Anna hasn’t / has enough money to change her flight.
   4 Mark is / isn’t sure that Jack will be able to make the presentation well.
   5 Anna will miss Mark / Jack more.

Can you remember?

2 **Tick (✓)** the sentences that are true.
   1 Mark won’t see Anna at the airport.
   2 Jack is upset about Anna missing the meeting.
   3 Mark wants Anna to change her flight.
   4 Anna tried to change her ticket.
   5 Anna won’t miss Jack.

Scene 2

While you watch

3 **Who asks the following questions, M (Mark) or J (Jack)?**
   1 [ ] What’s the next bit?
   2 [ ] What’s the point?
   3 [ ] Why don’t you forget about Anna’s presentation?
   4 [ ] What do you want to say?
   5 [ ] So do you know what I did?

Can you remember?

4 **Which of these does Mark NOT suggest Jack do?**
   1 Make jokes in his speech.
   2 Forget about Anna’s presentation.
   3 Get Mark to write the speech for him.
   4 Think about what he wants to say himself.
   5 Be himself.
   6 Talk about his favourite teachers.
   7 Love what he is doing.

Roleplay

5 **In pairs, read the role cards and act out the roleplay.**

**Student A** You have to give a speech about your school/college to new students.

Include these facts in your speech:

**Manor Academy**
- It was founded in 1923.
- It has 1,200 students.
- Fifty-six percent of the Academy’s students have gone on to earn excellent academic results.
- The Academy has a big gymnasium and successful gymnastic team.
- The principal has written twelve books about local history.

You are very nervous and unsure about your speech. Try out your speech in front of Student B and ask for advice to make it better.

**Student B** Your friend has been asked to give a speech about your school/college to new students.

Listen to your friend’s speech and give advice on how to make it better. Suggest your friend includes these interesting facts about your school in his/her speech:

Manor Academy
- Famous rock star Janie James went to this school.
- The canteen is run by a chef who used to work for the Queen of England.
- The oldest teacher in the school is Mrs Smith, who has taught English there for forty-seven years.
- There is a story that the principal’s office is haunted.
- The Academy mascot is an old cat that the caretaker found in the rubbish and it attends every football match and athletics event.
**Episode 9**

**Scene 1**

While you watch

1 Correct the sentences according to what you hear.
   1 I can’t believe I said goodbye to Anna.
   2 She has to check in at least three hours before.
   3 What are you planning to do when we win?
   4 I’d like to have an interview in the woods.
   5 I have no plans to be anxious.

Can you remember?

2 Tick (✓) true or cross (✗) false.
   1 Jack feels bad about not saying goodbye to Anna.
   2 Anna has to check in at six o’clock.
   3 Jack is sure they are going to win.
   4 If they win, Jack wants to have a party.
   5 Mark sees someone coming.

**Scene 2**

While you watch

3 Who says the following J (Jack), M (Mark) or S (Sweet)?
   1 I came to wish you good luck.
   2 We don’t need luck.
   3 I bet I know who they’ll listen to.
   4 She’s on her way to Brazil.
   5 May the best team win.
   6 I’m not sure I can do this.

Can you remember?

4 Choose the correct option.
   1 On her way to the airport by train Anna
      a makes a phone call.
      b sends an SMS.
   2 Sweet thinks people will listen to him in the meeting because
      a his housing project will create jobs.
      b Anna won’t be there.
   3 Sweet manages to
      a make Jack lose confidence.
      b make Jack feel sorry for Sweet.
   4 Anna’s message
      a aims to make the boys feel confident.
      b shows that she is sure they will win.

Roleplay

5 In pairs, read the role cards and act out the roleplay.

**Student A** You are about to go into a job interview. It’s for a Saturday job as a waiter in a local café. You are very nervous and sure that you won’t get the job. You know lots of other people have applied for it. You really want this job as you want to save money for your summer holiday. You worked as a waiter/waitress last summer at a local seaside resort and enjoyed it very much.

**Student B** Your friend is about to go into a job interview. It’s for a Saturday job as a waiter/waitress in a local café. You know your friend is nervous about the interview and really wants the job. Ask your friend about the interview and try to build his/her confidence.
Episode 10

Scene 1

While you watch

1 Listen and complete the sentences.
   1 There were ______ of people watching.
   2 You didn’t stay for the ______?
   3 Thanks, you know, for ______ me.
   4 I ______ need to get this flight.
   5 Go and ______ some more trees.

Can you remember?

2 Choose the correct option.

1 When Anna sees Jack at the airport, she’s
   a surprised.
   b annoyed.

2 Anna is queuing
   a to check in.
   b to go through security.

3 Jack is excited because
   a he knows that he was successful in stopping the
     housing development.
   b people liked his speech.

4 Jack rushed to the airport
   a to say goodbye to Anna.
   b to stop her leaving.

5 Anna leaves Jack because
   a her flight is leaving soon.
   b she is very upset.

Scene 2

While you watch

3 Watch the scene with the sound down. What do you think Mark and Jack are saying? Write down some ideas.

   Now watch and listen to the scene and check and see if you were correct.

Can you remember?

4 Answer the questions.

1 Where are Mark and Jack?

2 What are Jack and Mark pretending to do?

3 How do they feel now?

4 What are they going to do next?

5 To what do they drink a toast?

Roleplay

5 In pairs, read the role cards and act out the roleplay.

Student A Your friend is leaving to spend a year in the US with his/her parents, who are working there. You will miss your friend very much but appreciate that it will be a very good experience for them. Say goodbye and wish your friend well but make sure he/she knows how you feel.

Student B You are leaving to spend a year in the US with your parents, who have work there. You are very excited about living abroad for a year and having the chance to improve your English. Your friend has come to say goodbye. You know your friend is sad that you are going but it’s only for a year and you can keep in touch by email and SMS.