

insight

Pre-Intermediate Teacher's Book

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Introducing *insight*

A note from the author

I'm reading a book called *The Element* by Ken Robinson. On a table nearby, a group of friends are chatting after a long day of studying. 'Our task is to educate (our students') whole being so they can face the future,' I read. 'We may not see the future, but they will and our job is to help them make something of it.' I look at the group and think: 'That's quite a big task!'

It's a challenge we all face, whether we're teachers, parents, educational writers or youth workers. Our short-term objectives may be different: we may help teenagers or young adults pass exams, understand maths formulae, or take part in community projects. But ultimately our long-term objectives are the same: to help young people develop a passion for and curiosity about life, to give them confidence in their own ideas, to help them become open-minded, global citizens.

When I started writing *insight* I immediately understood that the course was trying to satisfy these two objectives: a rigorous syllabus would help students develop their language skills, but it also had its eye on long-term objectives, too.

Today's students are very sophisticated. They have an amazing ability to multitask, and they often have a broad knowledge of other cultures and countries. They also have a point of view, and in *insight* we value that and seek it out – we also challenge it. We constantly ask students to question, evaluate and make cross-cultural comparisons: What do you think? Do you agree? What would you do? Speaking helps develop their confidence as language learners, but it also develops confidence in their own opinions and beliefs.

In *insight* we've added a special ingredient, too: in many texts and topics there is a fact or point of view students may not have come across before, something surprising or thought-provoking, something they may want to tell their friends in a café after class. The aim of this extra ingredient is to inspire curiosity, and a passion to discover and learn. It might help them think about an issue in a different way, and make a lesson more memorable.

That's what *insight* is all about. It strives to create the right conditions for students to grow, learn and develop their ideas and experience. To become lifelong learners. 'You cannot predict the outcome of human development,' adds Ken Robinson, wisely. 'All you can do is like a farmer create the conditions under which it will begin to flourish.'

Jayne Wildman

Aims of the course

To challenge students to think critically about the world around them

insight has been developed not only to teach students English, but also to increase their awareness of the world around them. Amongst other topics, *insight* addresses social issues, culture, literature, history, social media, science and technology. Students are encouraged to think critically about the issues raised, to evaluate their current point of view, and to share their opinions with others even once they have left the classroom. Texts and recordings include an interesting fact or unexpected opinion which students may want to tell their friends and families about. This will help make the lesson more memorable and help students recall the language and ideas they have learned.

Documentary video clips also cover cultural and historical themes broadening students' understanding of the customs, traditions and history of English-speaking countries.

Literature insight introduces students to classic works of English literature and offers an alternative way of exploring the culture of English-speaking countries.

To inspire discussion in the classroom

The information-rich and thought provoking texts and recordings will inspire discussion amongst students. Structured activities encourage students to question their existing opinions and the opinions of others. Activities are designed to stimulate critical thinking, to encourage participation and the exchange of opinions.

The speaking sections also teach the skills needed to be an active participant in discussions, such as interrupting, asking for clarification, disagreeing, and encouraging others to speak.

To give a deeper understanding of vocabulary and build the confidence to use it

insight gives students a deeper understanding of language and goes beyond purely teaching meaning. *insight* explores such areas as collocation, word-building and connotation to provide a fuller understanding of how vocabulary is used. This comprehensive approach allows students to use new language with greater confidence.

Vocabulary is taught in the context of reading or listening texts. All reading and listening texts are accompanied by vocabulary exercises that focus on the meaning of new vocabulary in context. Additionally, the understanding of new vocabulary is reinforced through exercises which practise their use in a new context.

All vocabulary is taught in sets organised by topic, word type or theme. Research has shown that teaching vocabulary in this way makes it easier for students to recall and use it.

Vocabulary insight pages not only explore language in more depth, but also build students' study skills, including keeping vocabulary records, ways of recording new vocabulary, and using a dictionary and a thesaurus.

These skills will help students decode, retain and use new vocabulary correctly in the future.

To help students explore the rules of grammar

The guided discovery approach to grammar in *insight* allows students to work out grammar rules for themselves and furnishes them with a better understanding of how grammar works. This approach actively engages students in the learning process making them more likely to understand and remember the grammar point.

New structures are always presented in the context of a reading or listening text, so that students become familiar with the usage and meaning of the grammar, before manipulating its form. The guided discovery approach means students analyze examples from the texts before they deduce the rules. If necessary, the rules can be checked in the *Grammar reference* section in the Workbook.

The practice exercises are topic-based, so students are required to understand the usage and meaning of the grammatical structures, as well as the form. The free speaking activities allow students to use the new language in a personalized, productive and creative way.

To encourage students to reflect and take responsibility for their learning

Self-reflection plays a key role in developing active, directed and responsible learners. Learners who are able to look to themselves for solutions to problems rather than always seeking out the help of others will be better equipped for later life in academic or professional environments.

insight encourages students to reflect on their learning in a variety of ways. The Review sections in the Student's Book are an opportunity for them to see what they already know and where more work is needed. Students get marks for completing the Reviews, so they can self-monitor their progress through the book.

The Progress checks in the Workbook help students to identify gaps in their knowledge and skills, and encourage students to rely on themselves when seeking ways to improve.

The self-check feature in the Writing sections teaches students how to evaluate their own work against a set of criteria. The corrected writing assignments can also be a record of their progress.

To encourage autonomous and lifelong learning

insight prepares students for further study and life outside the classroom environment by developing their skills for lifelong learning and encouraging autonomous learning.

Strategy boxes in every unit offer step-by-step guides on how to improve core skills. Students apply the strategy immediately in a series of exercises which allows them to see how the strategy can benefit them. The strategies are relevant to students' studies now and in the future, so they will be able to use the same strategy again and again.

Writing preparation covers extensive practice and development of key skills, such as brainstorming, planning, checking, paraphrasing and avoiding repetition. These skills will also help students outside the classroom environment.

The use of authentic texts builds students' confidence by showing them that they can tackle these kinds of texts outside the classroom, in real-life situations. The accompanying activities teach students how to think critically – question ideas, analyze, rationalize, synthesize, and make reasoned judgements – skills that students will need in all areas of their lives, especially in higher education and the workplace.

Autonomous learning is also encouraged by developing dictionary and thesaurus skills. Students gain a better understanding of how dictionaries and thesauruses look, the information they provide, and how and when to use them. Learning how to use these reference sources will help students with their learning now and in their future life.

These are all skills that teach self-reliance and foster autonomous learning, equipping students for life after school or university.

Components of the course



The **Student's Book** contains

- ten topic-based **units** divided into clear sections that logically follow on from one another.
- ten **Vocabulary insight** pages that develop a deeper awareness of how language works and build students' dictionary skills.
- ten **Review** pages that test all the grammar and vocabulary points from the unit.
- five **Cumulative reviews** which review all the language taught up to that point in the Student's Book through a series of skills-based activities.
- a ten-page **Vocabulary bank** with twenty additional topic-based vocabulary sets.



The **Workbook** contains:

- further practice of everything taught in the Student's Book.
- **Plus**
- **Challenge** exercises for stronger students.
- ten **Progress check** pages which provide an opportunity for student reflection and self-evaluation.
- five **Literature insight** lessons based on classic works of English literature.
- five **Exam insight** sections with typical exam tasks and strategies to help students become better exam takers.
- a twenty-page **Grammar reference and practice** section containing comprehensive grammar explanations and further practice.
- ten **Pronunciation insight** points with activities to develop students' pronunciation skills.
- a **Wordlist** with dictionary-style entries giving students more information about core vocabulary.



The three **Audio CDs** contain:

- all the listening material for the Student's Book and Workbook.
- the Workbook audio is also available at www.oup.com/elt/insight



The **Teacher's Book** contains:

- **teaching notes** for the Student's Book and **answer keys** for both the Student's Book and Workbook.
- **ideas for optional extra activities** for greater flexibility.
- **background notes, cultural information** and **language notes**.
- **suggestions** for teaching **further vocabulary** from reading texts and questions for discussions.
- the **scripts** for the audio from the Student's Book and Workbook.



The **Teacher's Resource Disk** contains:

- additional **communication worksheets** to practise key language from the Student's Book.
- **Documentary video clips** linked to each Student's Book unit plus accompanying ready-to-use **DVD worksheets** and lesson guides.
- **How to guides** which tackle key teaching issues and provide ideas and suggestions for activities to use in the classroom.
- **Functional language bank** – a compilation of key communicative phrases from throughout the book.
- **Writing bank** – a compilation of the key writing formats practised throughout the course with notes and tips on how to write them.



The **Test Bank MultiROM** contains:

- unit **tests** and mid- and end-of-course tests available as PDFs and editable Word files which you can adapt according to your students' needs.
- A and B versions of each test to help with classroom management.
- **audio** for all the listening tasks. This can be played on a CD player.
- **audio scripts** for all the listening exercises.
- **answers** to all exercises.

The **Classroom Presentation Tool** contains:

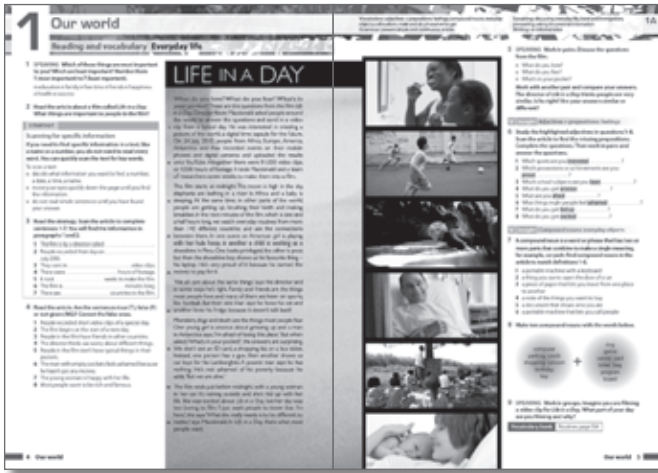
- a digital version of the Student's Book and Workbook with integrated audio, and video.
- **answer keys** for all exercises.
- **synched audio scripts** which highlight text as it is played

Websites

- Student's website (www.oup.com/elt/insight): Workbook audio
- Teacher's website (www.oup.com/elt/teacher/insight): Exam insight answer key

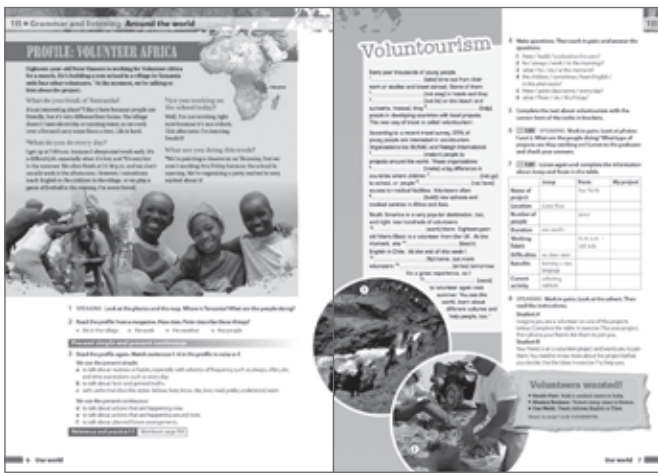
Student's Book at a glance

There are ten units in the Student's Book. Each unit is divided into five sections (A–E), with a Vocabulary insight page and a Review. After every two units, there is a Cumulative review. At the back of the book, there is a ten-page Vocabulary bank.



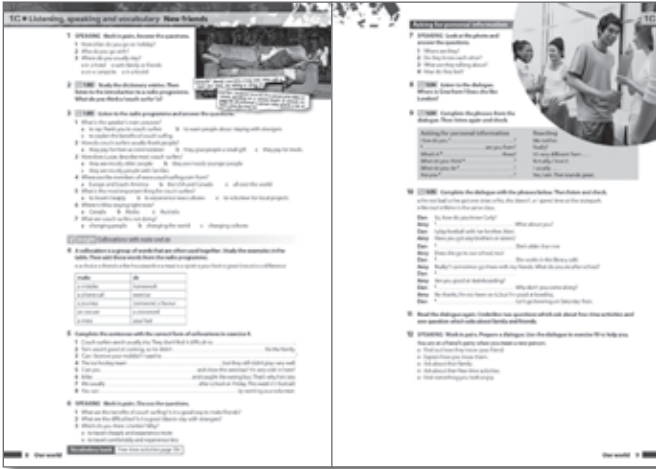
A – Reading and vocabulary

- an information-rich text establishes the topic of the unit.
- the reading text also contextualizes two vocabulary sets which are recycled and practised through the rest of the unit. One of these is a Vocabulary insight (V insight) set which explores language in greater depth.
- the text previews grammatical structures that students will study in the next section. Students are not expected to engage actively with the new grammar at this point.
- there is a link to the **Vocabulary bank** at the back of the Student's Book where another lexical set is presented and practised.
- the section closes with a speaking activity which allows students to react to the text and demonstrate their understanding of the issues raised.



B – Grammar and listening

- section B picks up on the grammatical structures that students met, but may not have recognized, in the reading text in section A.
- the new language is presented in a meaningful context – either a reading or listening text.
- the listening or reading text also establishes a new topic for the section and contextualizes some of the vocabulary from section A.
- the guided discovery approach to grammar ensures that students actively engage with the new language.
- students analyze examples, complete rules or answer questions about the grammar which help them to focus on the new structures, their meaning and use.
- a final speaking activity allows students to use the new language in a personalized and productive way. This happens throughout the book.
- there is a link to **Grammar reference and practice** in the Workbook where students can find further practice activities and explanations of the grammar for reinforcement.



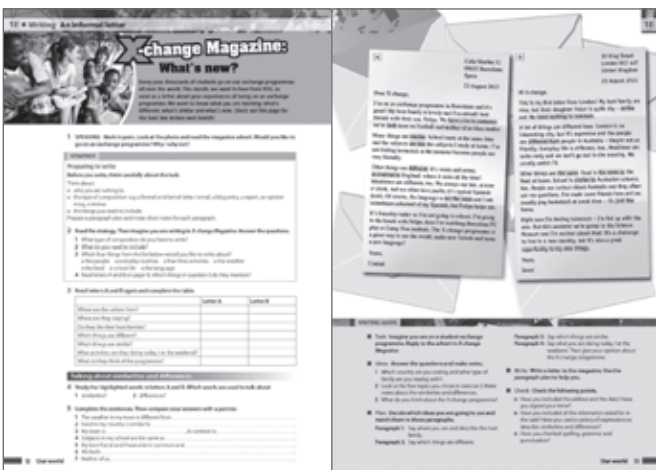
C – Listening, speaking and vocabulary

- section C offers students opportunities to practise the grammar and vocabulary from the previous sections.
- one or more listening activities contextualize a new vocabulary set which is recycled through the rest of the unit.
- through carefully selected text types and tasks, students learn a variety of strategies for developing listening skills.
- students are encouraged to react to the topic of the listening and exchange ideas and opinions.
- the section also presents functional language through several model dialogues, as well as controlled and free practice.



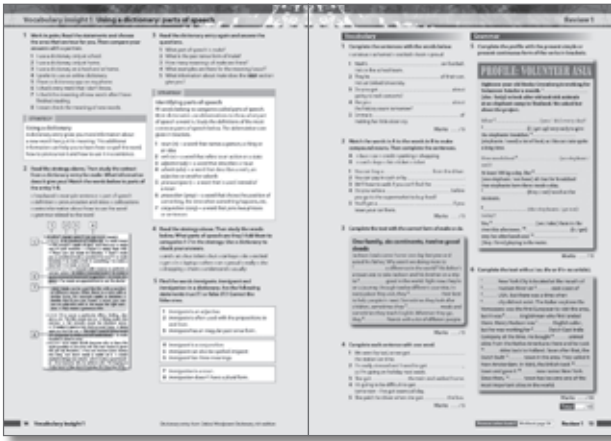
D – Culture, vocabulary and grammar

- section D introduces students to the culture of the English-speaking world through a text on the customs, traditions and history of English-speaking countries.
- there is a cultural comparison element, which encourages students to think about similarities and differences with their own culture.
- the culture text contextualizes a new vocabulary set and models the key grammar of the section.
- students learn about the grammar in a guided inductive way.
- there is a link to **Grammar reference and practice** in the Workbook.



E – Writing

- section E always presents a model text which students analyze for the language, structure and format used.
- a language point illustrates and practises useful writing language and structures.
- a writing strategy develops key elements of the writing process, for example, planning, brainstorming, deciding on register, etc.
- every section includes a step-by-step writing guide which takes students through the process of generating ideas, planning, writing and checking their work
- the writing task lets students use the language taught throughout the unit in a personalized, productive and creative way.

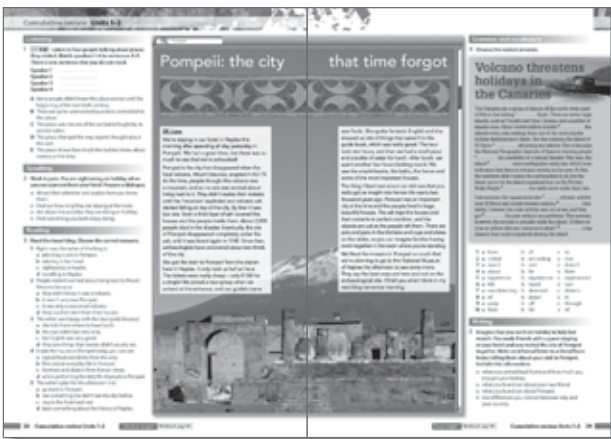


Vocabulary insight

- this page raises awareness of how language works by developing a deeper understanding of a language point introduced earlier in the unit.
- there are also activities which build students' study skills, including ways of recording vocabulary, using a dictionary or a thesaurus.
- through a series of strategies students learn how to use reference sources that can help them with their learning now and in their future life.

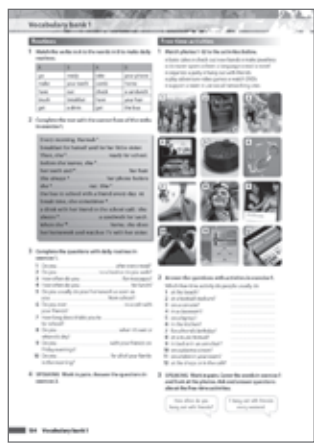
Review

- the review gives students another opportunity to recycle and check how well they know the vocabulary and grammar they have learned in the unit.
- students get marks for every completed review, so it is easy to monitor progress through the book.
- there is a link to **Pronunciation insight** in the Workbook, which introduces and practises a pronunciation point relevant to the unit.



Cumulative review

- there is a two-page cumulative review at the end of every two units. This reviews key language and skills from the Student's Book up to that point through a series of skills-based tasks. Each Cumulative review includes listening, speaking, reading, use of English and writing exercises.
- there is a link to the **Literature insight** and **Exam insight** sections in the Workbook.



Vocabulary bank

- there are two cross-references to the Vocabulary bank from each unit.
- each Vocabulary bank presents and practises two vocabulary sets that are topically related to the unit.

Strategies

- in every unit, there is a writing strategy and either a listening or reading strategy.
- the strategies are practised through a number of activities, so that students can immediately apply the skills they have learned.
- each strategy helps them to become more confident and autonomous learners.

DVD extra

- there is a link from every unit to a **documentary video clip**.
- each documentary clip builds on the topic of the unit.
- each video is accompanied by a ready-to-use **DVD worksheet** which contains comprehension, language and speaking activities, along with teaching notes.

Workbook at a glance

There are ten units in the Workbook. Each unit has a page to correspond with each Student's Book section. There is a progress check at the end of each unit. All Workbook audio can be found on the class audio CDs, Classroom Presentation Tool and on the Student's website: www.oup.com/elt/insight.

- the Workbook contains grammar, vocabulary and skills activities which practise and reinforce the language covered in the Student's Book.

- the reading section presents and practises a new vocabulary set.
- the reading text also recycles grammar from the corresponding Student's Book unit.
- new subject matter in the texts expand students' knowledge.

- there is a one-page **Progress check** after every unit with short tasks which prompt students to think about how well they understand the grammar, vocabulary and skills taught in the unit. The Progress checks also serve as a record of what has been learned in each unit.
- the **self-evaluation** feature encourages students to reflect on and monitor their own progress.
- the **How can I improve?** feature encourages students to take responsibility for their own learning.

- there are five two-page **Literature insight** lessons in each level of the course.
- Literature insight** introduces students to classic English literature and encourages reading for pleasure.
- these sections contain shorter reading and listening extracts, but students are encouraged to read the complete works in their own time.
- the literary extracts have been carefully selected to link with the topic and language covered in the Student's Book.
- each lesson presents information about the author, literary extracts to read and listen to, reading and listening comprehension activities, as well as speaking and writing tasks.

insight Classroom Presentation Tool

The Classroom Presentation Tool is a software that allows you to present and manipulate course content in an interactive way. The Classroom Presentation Tool is designed to be projected in class. To take full advantage of its rich interactive content, it should be used on an interactive whiteboard, but may also be used with a computer connected to a screen or a data projector.

insight Classroom Presentation Tool contains:

- the complete Student's Book and Workbook.
- audio tracks integrated into the pages. If you choose to display the script the words are automatically highlighted as they are spoken making it easy for students to follow.
- integrated answer keys that make self or peer marking much simpler as students will be able to see the correct answer on screen. You can reveal answers one by one or all at once to suit your students. You can even hide the answers and then reveal them again to see how many they can remember correctly.



1

Our world

Map of resources

Section A: Student's Book, pages 4–5

Workbook page 4

Vocabulary bank, Routines page 134

Teacher's resource disk, Communication worksheet 1B

Section B: Student's Book, pages 6–7

Workbook page 5

Grammar reference and practice 1.1, Workbook page 104

Teacher's resource disk, Communication worksheet 1A

Section C: Student's Book, pages 8–9

Workbook page 6

Vocabulary bank, Free-time activities page 134

Teacher's resource disk, Functional language bank

Section D: Student's Book, pages 10–11

Workbook page 7

Grammar reference and practice 1.2, Workbook page 105

Teacher's resource disk, DVD extra + worksheet, From Ireland to the USA page 11

Teacher's resource disk, Communication worksheet 1B

Section E: Student's Book, pages 12–13

Workbook page 10

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 1, page 14

Using a dictionary: parts of speech

Review 1, page 15

Pronunciation insight 1, Workbook page 124

Progress check Unit 1, Workbook page 11

Language and skills tests 1A and 1B, Test Bank

1A Reading and vocabulary

Everyday life

Summary

Topic: Everyday life around the world

Vocabulary: Adjectives and prepositions: feelings; compound nouns: everyday objects; Vocabulary bank: Routines

Reading: An article about the film *Life in a Day*

Speaking: Discussing the things you love, fear and have in your pocket; discussing a part of the day to film

Communication worksheet 1B: Matching the halves of two sentences

Lead-in

- Write *time capsule* on the board. Elicit or explain the meaning (see Culture note). Tell students to imagine they are going to make a time capsule to be opened in 70 years from now. Then ask them to make a list of objects they could put in the capsule to show future generations what life is like now (e.g. shopping receipts, music playlists, photos, a DVD, money, cinema tickets).

Exercise 1 page 4

- Explain the task and check that students can pronounce *success* /sək'ses/ and *health* /helθ/.
- Give students one or two minutes to number the items according to their own priorities.
- Elicit how to make a comparative sentence, e.g. *Family is more important than friends*. Write some expressions for expressing opinions on the board, e.g. *I think ...*, *I don't think ...*, *In my opinion, ...*.
- In pairs or small groups, students compare their answers.
- Ask one or two students to tell the class what they think is the most and least important.

Students' own answers

Culture note: Life in a Day

Kevin Macdonald is an Oscar-winning Scottish film director. He is best known for his films *One Day in September*, *The Last King of Scotland*, *Touching the Void* and *Marley*. Macdonald wanted *Life in a Day* to be a truly global film, which is not just about people who have cameras and the internet, so 400 cameras were sent out to the developing world so that these countries could be represented too.

A **time capsule** is a container full of objects which people think are typical of the time they are living in. Traditionally, people bury the container in the ground so that future generations can dig it up and learn about life at that time. *Life in a Day* is referred to as a time capsule as one of its purposes is to show future generations what life was like in 2010.

Exercise 2 page 4

- Focus on the title of the article, *Life in a Day*. Explain that it is the title of a film and ask students what they think the film is about.
- Students read the text to find out which of the things in exercise 1 are most important to people. Explain that they should not try to understand every word in the text but focus only on finding the information.

family and friends, sport, to be different and to matter

Exercise 3 page 4

- Read through the information in the strategy together. Give two or three situations where it is appropriate to scan rather than read a text, e.g. looking for a name on a list, looking at a bus timetable for a time and destination, looking at instructions on food packaging to see how long something needs to be cooked. Elicit some more examples.
- Before students scan the text, ask them to underline key words in the sentences, e.g. 1: *director*; 2: *July 2010*; 3: *video clips*. Doing this will help them to stop automatically when they see the same words in the text.
- Check answers as a class and make sure students can say the longer numbers correctly.

1 Kevin Macdonald 2 24 3 81,000 4 4,500

5 seven 6 ninety 7 140

Exercise 4 page 4

- Remind students to look for key words in the sentences that will help them identify the right part of the text to look for the answer.
- Ask them to underline the part of the text that gives them the answer, noting the number of the question next to it. This will enable them to give evidence for their answers during feedback.
- Students compare their answers in pairs.
- Check answers as a class.

1 F: They recorded video clips of a typical day.

2 F: The film starts at midnight.

3 NG

4 F: The director says we all care about the same things.

5 T

6 F: The man says he is not ashamed of his poverty.

7 F: The woman is fed up with her life.

8 F: Most people want to be different and to matter.

Additional vocabulary

The following words are from the article *Life in a Day*:

- *fear* /fɪə(r)/ (v) to be frightened of somebody / something; to be frightened of doing something
- *upload* /ʌp'laʊd/ (v) to move data, e.g. photos or videos, to a larger computer from a smaller one
- *footage* /'fʊtɪdʒ/ (n) part of a film showing a particular event
- *privileged* /'prɪvələdʒd/ (adj) having more money or opportunities than most people
- *poverty* /'pɒvəti/ (n) being poor
- *matter* /'mætə(r)/ (v) to be important

Exercise 5 page 5

- In pairs, students discuss the questions. Circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from two or three groups to report back to the class.

Insight Adjectives + prepositions: feelings

After an adjective and preposition, we need a noun or a verb + *-ing*:

He's good at sport. He's good at playing tennis.

There are no rules about which preposition follows an adjective. It is, therefore, important that students record and learn the complete collocation rather than just the adjective. Encourage them to pay particular attention to adjective + preposition combinations that are different in their language.

If you are *keen on* something, you are very interested and excited about it. We often use *keen on* to talk about hobbies, sports and interests:

She's keen on geography.

It is often used in the negative:

I'm not keen on spicy food.

If you are *fed up with* something, you are bored or unhappy, especially with a situation that has continued for too long:

I'm fed up with this bad weather.

Exercise 6 page 5

- Students scan the article to find the missing prepositions. Check answers as a class and practise the pronunciation of *excited* /ɪk'saɪtɪd/ and *anxious* /'æŋkʃəs/.
- Check the meaning of the words by giving a definition and eliciting the words, e.g. *Which adjective means 'bored' or 'unhappy with a situation that has continued too long'?* (fed up)
- In pairs, students ask and answer the questions. Circulate and monitor, noting any errors related to the use of adjectives and prepositions for a short feedback session at the end of the activity.

1 in 2 of 3 on 4 about 5 of 6 of 7 with

8 about

Insight Compound nouns: everyday objects

A compound noun is made up of two or more words.

Some compound words are written as one word, e.g. *keyboard*, *laptop*, and some are written as two words, e.g. *bus ticket*, *credit card*. A small number are written with a hyphen, e.g. *T-shirt*.

The stress is usually on the first word, e.g. *shopping list*, *computer game*, but occasionally it is on the second, e.g. *mobile phone*.

Encourage students to check the spelling and pronunciation of compound nouns in a dictionary.

Exercise 7 page 5

- Read through the definition of a compound noun together.
- Students find examples in the text and match them with their definitions.
- Check answers as a class and then model and drill the pronunciation. (The first word is stressed in all items except *mobile phone*, where the stress is on the second word.)

1 laptop 2 car key 3 bus ticket 4 shopping list
5 ID card 6 mobile phone

Exercise 8 page 5

- Students make ten compound nouns with the words. Refer them to a dictionary to check whether they are written as one word or two. It might be necessary to point out the difference between a *programme* and a *program*. (A program is instructions in **code** that control the operations or functions of a computer.)
- Ask **fast finishers** to think of other common compound nouns (e.g. homework, text book, football).

computer game, computer program, parking ticket, credit card, shopping centre, shopping bag, concert ticket, birthday card, key ring, keyboard

Exercise 9 page 5

- In groups, students discuss the question. Write *What? When? Who? Why?* on the board as prompts.
- Circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask a student from each group to report back their ideas to the class.

Vocabulary bank: Routines page 134

- 1 go out; make a drink / breakfast; have a drink / breakfast; brush your teeth; get ready; take the bus; comb your hair; check your phone; have a sandwich; get home
- 2 1 makes 2 gets 3 brushes 4 combs 5 checks 6 goes 7 takes 8 has 9 has 10 gets
- 3 1 brush your teeth 2 take the bus 3 check your phone 4 have a sandwich 5 get home 6 have a drink 7 get ready 8 comb your hair 9 go out 10 make breakfast
- 4 Students' own answers

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about a film. I can scan a text for information. I can use adjectives and prepositions to talk about feelings. I can talk about everyday objects. I can use compound nouns.*

1B Grammar and listening

Around the world

Summary

Topic: Volunteering abroad

Grammar: Present simple and present continuous

Reading: A magazine profile

Listening: Young people talking about volunteer projects

Speaking: Persuading a friend to join a volunteer project

Communication worksheet 1A: Practise asking for personal information

Lead-in

- Write *volunteer* on the board and explain or elicit its meaning, giving a few examples of typical volunteer projects.
- Dictate the following questions or write them on the board:
Why do people take part in volunteer projects?
Do you know people who work as volunteers?
Would you like to be a volunteer abroad?
What do you think are the difficulties of being a volunteer abroad?
- In pairs, students discuss the questions.

Exercise 1 page 6

- Focus attention on the photos and map. Students discuss the questions as a class.

Exercise 2 page 6

- Give students two minutes to read the profile and answer the questions.
- Check answers as a class.

Life is hard.

The work is difficult.

It's very hot in the summer.

The people are friendly.

Exercise 3 page 6

- Explain the task and match the first sentence with the rule together as an example. Elicit the name of the tense (present continuous) and match it with its use (d).
- Students do the exercise on their own or in pairs.
- Check answers as a class.

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

Grammar reference and practice 1.1 Workbook page 104

- 1 1 goes 2 flies 3 washes 4 live 5 Does
6 doesn't
- 2 1 I don't usually have breakfast.
2 Does your brother buy a new car every year?
3 We never go to bed before eleven o'clock.
4 Paula is often late for class.
5 We sometimes have our lunch at home.
6 Simon's parents always watch TV in the evening.
7 They rarely have lessons in the afternoon.
8 Do you often go to the cinema?
- 3 1 's snowing
2 'm not doing
3 are trying
4 Are (you) writing
5 aren't opening
6 are (we) leaving
- 4 1 Are (you) getting 4 aren't organizing
2 's making 5 's doing
3 'm brushing 6 are playing
- 5 1 'm looking
2 's getting
3 chat
4 Are (Sally and Naomi) coming
5 don't have
6 need
7 're meeting
8 Do you prefer

Language note: State verbs

Help students to understand what a state verb is by explaining that it means a 'non-action' verb. Say a number of verbs, some state verbs and some action verbs, and ask students to identify whether they are state or action verbs. Students will eventually develop an instinctive recognition of what is a state verb and what is not. Meanwhile encourage them to learn a list of state verbs.

Extra activity: Present simple and present continuous

Ask students to underline more examples of the present simple and present continuous in the text and then match them to uses a–f.

He's building a new school : e
The village doesn't have electricity : b
we cook over a fire and carry water from a river : a
I get up at 7.00 a.m. because I always start work early: a
we don't usually work in the afternoons: a
I sometimes teach English: a
we have a game of football in the evening: a
I'm not working right now: d
I'm learning Swahili: f
What are you doing this week?: f
we aren't working this Friday : f
We're organizing a party : f

Exercise 4 page 7

- With a **weaker class**, elicit the affirmative, negative and interrogative forms of the present simple and continuous and write them on the board. Highlight the differences, e.g. the use of *do/does* in the present simple, the use of *-s* in the third person singular.
- Students complete the exercise on their own or in pairs. Check that questions are correctly formed before students answer them.
- Encourage students to give short answers, e.g. *No, he isn't*.
- Check answers as a class. As you go through the answers, ask students to tell you which of the uses in exercise 3 each verb represents, e.g. *Is Peter building a school on his own?* is use e (actions happening around now). *Does he always work in the mornings?* is use a (routines and habits).

- 1 Is Peter building a school on his own? No, he isn't.
2 Does he always work in the mornings? Yes, he does.
3 What is he doing at the moment? He is talking to us about the project.
4 Do the children sometimes learn English in the afternoons? Yes, they do.
5 Does Peter paint classrooms every day? No, he doesn't.
6 What is Peter doing this Friday? He's having a party.

Culture note: Volunteering

Voluntourism is a word which has entered the English language in very recent years. It describes a growing trend. More and more people are combining leisure and sightseeing with the opportunity to work for a charity.

BUNAC (British Universities North America Club) is an organization which offers a range of programmes for young people from different countries who want to work or volunteer abroad. Popular destinations are the USA, Canada, New Zealand, Ghana, Australia, Britain and China.

Raleigh International is a UK-based charity that organizes volunteer projects in Costa Rica, Nicaragua, Tanzania, Malaysia and India. The projects comprise three parts: adventure, community work and environment work.

Exercise 5 page 7

- Focus attention on the title and ask students what they think the article is about. Encourage them to break down the word into its component parts: *volunt(eer)* and *tourism*.
- Students complete the exercise on their own or in pairs.
- Check answers as a class.

- 1 take 2 don't stay 3 don't lie 4 help 5 match
6 make 7 don't go 8 don't have 9 build
10 are working 11 's teaching 12 'm flying
13 are arriving 14 want

Exercise 6 1•01 page 7

- Focus attention on the photos. In pairs, students speculate about what is happening in the photos and what kind of projects the people are working on.
- Elicit suggestions from the class, but do not tell students whether they are right or wrong. Play the recording for students to check.

Audio script

1

Josep Hi, I'm Josep and I'm working on the Clean Water project in Costa Rica, in the Chirripó National Park. I'm working with thirty other volunteers for one month, and we're building a new water system so that the villages can have clean water. Right now, we're collecting some rubbish left by tourists who visit the area. We usually work six or seven hours every day, from 8 a.m. to around 2 p.m., then in the afternoon we rest. We are now living in tents in the village, and we bring water from the river every day – it's heavy to carry, and it isn't clean. The new water system can change that.

The Chirripó National Park is an amazing place. The local people have their own language, called Cabécar language. Only about 8,000 people in the world can speak Cabécar! I learn new words every day.

2

Rosie Hi, I'm Rosie and I'm working on the Sea Turtle project in Mexico. I'm on the project for two weeks, and there are some amazing people here, people who know about sea turtles and why they are in danger. There are two scientists, a translator and three other volunteers.

The work is interesting, but it doesn't start until late in the evening – we meet on the beach at 10 p.m. and finish at one o'clock in the morning. We walk along the sand and check the turtles and their eggs. The beach is ten kilometres long, so it's good exercise, but when it rains and the sand gets wet, it's difficult to walk and it's difficult to find the eggs. But it's great to work with animals and it's fantastic to be on the beach. At the moment, I'm having lunch with some Mexican friends and they're teaching me Spanish!

Exercise 7 1·01 page 7

- Give students time to read through the table to familiarize themselves with the type of information they will be listening out for. Point out that there may be more than one answer for the later parts of the table.
- Students check answers in pairs. Check answers as class.
- With a **weaker class**, play the recording again if necessary.

1 Clean Water

2 Mexico

3 thirty-one

4 two weeks

5 8 a.m. to 2 p.m.

6 difficult to walk and find the eggs

7 working with animals, being on the beach

8 having lunch and learning Spanish

Exercise 8 page 7

- Focus on the tasks and the advertisement.
- Put students into pairs: Student A and Student B. While the A students choose their project and complete the table with their ideas, the B students prepare the questions they are going to ask based on the ideas in exercise 7.
- Circulate and help the A students with ideas and vocabulary, and check the B students' questions. Allow three minutes for this stage.
- Set up a role-play in which Student A phones Student B to persuade them to join them on their project.

- If time allows, students could swap partners so that B students work with an A student who has chosen a different project.
- Circulate and monitor, noting examples of good language as well as errors, which you can use in a feedback session later.
- At the end of the activity, ask a few B students to say whether they would like to join their partner's project. Why? Why not? If they have spoken to two A students, they can say which project they prefer.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple to talk about routines, habits, facts and states. I can use the present continuous to talk about actions happening now, around now and in the future. I have learned about volunteering projects.*

1C Listening, speaking and vocabulary

New friends

Summary

Topic: Couch surfing

Listening: A radio interview about couch surfing

Speaking: Discussing the pros and cons of couch surfing

Vocabulary: Collocations with *make* and *do*; Vocabulary bank: Free-time activities

Functional language: Asking for personal information

Lead-in

- Write *Travel* on the board.
- Ask students to work in pairs. Give them one minute to brainstorm words related to the theme of travel (e.g. *hotel, holiday, explore*).
- When they have finished, ask the pair with the longest list to read out their words.

Exercise 1 page 8

- Give students two minutes to discuss the questions in pairs.
- Ask two or three students to report their partner's answers back to the class.

Culture note: Couch surfing

Couch surfing is the activity of travelling on a low budget, and using social network contacts to get free accommodation. Couch surfers join special social network travel websites and provide as much information about themselves as possible to make others feel comfortable about hosting them or using them as a host.

The word *couch surfing* first appeared in 2004 with the launch of www.CouchSurfing.org, a website founded by a traveller from Boston. By 2012 four million couch surfers from 86,000 cities were using the website.

Exercise 2 1•02 page 8

- Focus on the dictionary entries. Model and drill the pronunciation of *couch* /kautʃ/, *surfer* /'sɜ:fə(r)/ and *couch surfer* /'kautʃ sɜ:fə(r)/.
- Tell students that they are going to listen to the beginning of an interview with somebody from a couch surfer organization.
- In pairs, students compare their understanding of what a *couch surfer* is.

Audio script

Presenter Today on Budget Travel we're talking about couch surfing, and in the studio we have Lucas Marks from www.CouchSurfing.com. So Lucas, first of all ... what exactly is couch surfing?

Lucas Well, if you're fed up with hotels, and you aren't anxious about staying with strangers, you can make a choice and go couch surfing. It's your ticket to explore the world and make new friends very cheaply. You can stay with people or invite people to stay with you for nothing.

A couch surfer is a person who travels around the world, sleeping on strangers' couches instead of staying in a hotel.

Exercise 3 1•03 page 8

- Give students a few moments to read through the questions.
- Play the recording for students to answer the questions. If necessary, play the recording again. Check answers as a class.
- Elicit students' initial reaction to the idea of couch surfing. Ask: *Would you like to be a couch surfer? Would you like to welcome a couch surfer to your home?*

Audio script

Presenter Today on Budget Travel we're talking about couch surfing, and in the studio we have Lucas Marks from www.CouchSurfing.com. So, Lucas, first of all ... what exactly is couch surfing?

Lucas Well, if you're fed up with hotels, or you aren't anxious about staying with strangers, you can make a choice and go couch surfing. It's your ticket to explore the world and make new friends very cheaply. You can stay with people or invite people to stay with you for nothing!

Presenter That sounds amazing. Is it really free?

Lucas Yes, it is, although many couch surfers give people a small gift as a 'thank you' or they do some housework, or make a meal.

Presenter What type of people go couch surfing?

Lucas There are over three million members, so all types of people really. Most of them are eighteen to twenty-four years old, but we also have members who are eighty years old! Some people are single and travel alone, others travel as a family. There's one French family who travel with their five children! And although many couch surfers are from the United States and Europe, we also have members in Asia, Australia and Antarctica – in over 230 countries, in fact.

Presenter So, you can see the world very cheaply.

Lucas Yes, but that's not the most important thing. It's all about meeting different people, learning about other cultures. Just look at the comments on our website. Mika from Australia writes: 'At the moment I'm staying with a family in Canada. They do a lot of outdoor sports and they're really keen on ice hockey – I'm doing my best to join in – it's a big part of their culture! Next week, I'm going to Alaska. I'm helping with a volunteer project at a national park.'

Presenter So people can do some good and work on local projects, too?

Lucas Yes, you can do whatever you want to. Couch surfing makes a difference: it teaches people how to be better strangers and better friends – to understand and respect other cultures and not to try and change them. We're making the world a better place, one couch at a time!

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

Insight Collocations with *make* and *do*

Collocations are words that are often used together. They can be adjective + preposition collocations (e.g. *anxious about, keen on*), verb + preposition collocations (e.g. *depend on, talk about*) and verb + noun collocations (e.g. *make friends, have breakfast*).

There are many collocations with *make* and *do*. As with adjective + preposition collocations, there are few rules to help student decide which verb to choose. Therefore, it is important for them to record and learn complete collocations.

Exercise 4 page 8

- Focus on the definition and the collocations in the table. Deal with any vocabulary questions that arise.
- Students do the exercise on their own or in pairs.
- Check understanding of the more challenging collocations by giving definitions or example situations and eliciting the collocation.

make: a choice, friends, a meal, a difference
do: the housework, a sport, your best, good

Language note: *Make a difference*

Make a difference can be used in two ways. If something makes a difference to somebody / something, it has an effect on somebody / something:

Winning the prize made a difference to his confidence.

The effect may be positive or negative.

When *make a difference* is not followed by *to*, it means 'to do something which will change the world or other people's lives in an important and positive way':

I want to make a difference.

Exercise 5 page 8

- Students complete the sentences on their own or in pairs.
- Check answers as a class.

1 **make friends** 2 **make a meal** 3 **make a phone call**
4 **did their best** 5 **do me a favour** 6 **made a mistake**
7 **do a sport** 8 **make a difference**

Exercise 6 page 8

- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary and ideas as necessary.
- Have a class feedback and make a list of benefits and difficulties on the board (e.g. benefits: save money, make friends, get a deeper understanding of the culture, taste real home cooking, see things you wouldn't otherwise see; difficulties: physical discomfort, lack of privacy, you might not get on well with the host, you have to fit in with the host's timetable).

Vocabulary bank: Free-time activities page 134

- 1 1 hang out with friends
 - 2 learn a language
 - 3 organize a party
 - 4 watch DVDs
 - 5 bake cakes
 - 6 do water sports
 - 7 make jewellery
 - 8 support a team
 - 9 read a novel
 - 10 play adventure video games
 - 11 check out new bands
 - 12 use social networking sites
- 2 1 do water sports
 - 2 support a team
 - 3 play adventure video games
 - 4 learn a language
 - 5 use social networking sites
 - 6 bake cakes
 - 7 organize a party
 - 8 check out new bands
 - 9 read a novel
 - 10 watch DVDs
 - 11 make jewellery
 - 12 hang out with friends
- 3 Students' own answers

Exercise 7 page 9

- Focus on the photo and ask students to read the questions. Elicit the first answer: *I think / Maybe they are at a party.*
- Students answer the rest of the questions in pairs.
- Elicit suggestions for each question.

Exercise 8 1.04 page 9

- Play the recording for students.
- Check answers as a class.

Audio script

Marc Hi, I'm Marc. Are you enjoying the party?

Gina It's OK, but I'm fed up with the music. I don't like pop music.

Marc Me neither ... How do you know Carly?

Gina Oh, I'm her cousin, Gina. I'm here on holiday with my sister, Rachel.

Marc Really? Where are you from?

Gina Cape Town, in South Africa.

Marc Wow! What's it like there?

Gina Warm and sunny – it's very different from England!

Marc What do you think of London?

Gina Actually, I love it. People are friendly – that makes a big difference.

Marc So, what do you do for fun?

Gina I usually watch a film or do some sport ...

Marc Hey, I've got tickets for a match this weekend. Are you into basketball?

Gina Yes, I am. That sounds great. I often go to the ...

Gina is from Cape Town in South Africa. She loves London.

Exercise 9 1.04 page 9

- Students complete the phrases on their own or in pairs.
- Play the recording for students to check their answers.
- Check answers as a class.
- Highlight the following points:
Are you into basketball? means the same as *Do you like basketball?* but is much more informal.
Me neither is a more informal way of saying *Neither do I*.
Neither can be pronounced /'naɪðə(r)/ or /'niːðə(r)/.
We use *actually* to signal that we are going to say something surprising, e.g. *'Do you like rock music?' 'Actually, I'm in a rock band.'*

- 1 know Carly
- 2 Where
- 3 like
- 4 of
- 5 for fun
- 6 into

Exercise 10 1.05 page 9

- Students complete the sentence on their own or in pairs.
- Play the recording for them to check their answers.
- You could ask pairs of students to read the dialogue aloud. They could do this at their own speed, or you could play the recording again while they read along.

- 1 We're in the same class.
- 2 I've got one sister.
- 3 No, she doesn't.
- 4 I spend time at the skatepark.
- 5 I'm not bad.
- 6 Me too!

See Student's Book for script

Exercise 11 page 9

- Students complete the task on their own or in pairs.
- Check answers as a class.

Free time activities: What do you do after school? Are you good at skateboarding?

Family and friends: How do you know Carly? Have you got any brothers and sisters?

Exercise 12 page 9

- In pairs, students prepare a dialogue based on the one in exercise 10.
- Remind them to include language from exercise 9.
- Students could practise reading their dialogues aloud and then act them out to the class.

Extra activity: Speaking

Ask students to stand up and imagine they are at Joey's party. Tell them you are going to play some music. While the music is playing, they walk around. When it stops, they have a conversation with the person nearest to them. Each conversation begins: *So, how do you know Joey?*

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about couch surfing. I can understand and use collocations with 'make' and 'do'. I can ask for and react to personal information.*

1D Culture, vocabulary and grammar

Immigration

Summary

Topic: Immigration

Vocabulary: Phrasal verbs with *get*

Reading: An article about immigrants in New York

Grammar: Articles

Communication worksheet 1B: Matching the two halves of sentences

Lead-in

- Play a game of hangman with the word *immigrant*: Draw a dash on the board for each letter of the word: _ _ _ _ _ _ _ _ . Students take it in turns to call out a letter. If the letter is in the word, write it on the corresponding dash. If the letter occurs more than once in the word, write it wherever it occurs. Insist that students say the letters correctly. If a letter is not in the word, write it on the board and then start drawing the hangman.
- Elicit the meaning of the word (a person who has come to live permanently in a country that is not their own) and explain that this lesson is about immigration.

Exercise 1 page 10

- Focus on the photo and ask: *Where are the people? How are they feeling?*
- Students answer the questions in pairs.
- Ask two or three students to tell the class about their partner's journey to school.

Culture note: New York

The **Number 7** train is actually a subway train in New York City, but most of the line is elevated above the city, giving great views of the city below. Because it travels through so many ethnic neighbourhoods on its nine-kilometre route, it has been nicknamed 'The International Express'. The line was originally built so that immigrants from crowded Manhattan could live in the more spacious suburb of Queens. However, many immigrants chose to settle along the route of the train.

Queens is now the most ethnically diverse county in the USA. People from approximately 150 countries have settled there.

Exercise 2 page 10

- Focus on the title of the article. Ask: *Where do you think the train goes?*
- Students read the text and, in pairs, compare Manuela's journey with their own.

Exercise 3 page 10

- Make sure students understand that they need to complete the sentences with exactly three words. Answer the first questions together.
- Encourage students to underline key words in the sentence to help them look out for the same or similar words in the text.

- 1 going to college
- 2 a different country
- 3 was more space
- 4 a better life
- 5 bought a bakery
- 6 Poland and Turkey

Vinsight Phrasal verbs with *get*

The verb *get* has many meanings and uses in English, and the dictionary entry for this word is very long. It also forms many phrasal verbs. It is possible to guess the meaning of many of these because it is related to the meaning of the particle, e.g. if you get on a train, you step onto a train.

Exercise 4 page 10

- If necessary, remind students that a phrasal verb is made up of a verb and one or two particles (a particle is a preposition or an adverb), and that phrasal verbs are very common in English.
- In pairs, students study the highlighted phrasal verbs and try to guess their meaning. Point out that for some, e.g. *get on* and *get off*, this is easy as the meaning is literal, but for others, e.g. *get through* and *get on with*, they will need to use the context to help them.
- Students replace the words in italics with a phrasal verb.
- Check answers as a class.

- 1 get on with
- 2 got to
- 3 get away
- 4 get off
- 5 get through
- 6 get on

Additional vocabulary

The following words are from the article *Around the world on the Number 7 train*:

- *overcrowded* /ˌəʊvə'kraʊdɪd/ (adj) an overcrowded place has too many people in it
- *suburb* /'sʌlbɜːb/ (n) an area where people live that is outside the city centre
- *bakery* /'beɪkəri/ (n) a place where bread and cakes are made and sold
- *jukebox* /'dʒuːkbɒks/ (n) a machine that plays music when you put money in it
- *faraway* /'fɑːrəweɪ/ (adj) being a long distance away

Exercise 5 page 10

- Students discuss the questions in pairs. If they are short of ideas, ask: *What kind of food would you like to eat? What would you like to buy from a shop? What kind of music would you like to hear?*
- Have a brief class feedback.

Extra activity

Ask students to read the fast facts and then ask them to cover the information. Ask:

How many people live in New York?

How many of those people are from other countries?

In 1910 how many countries did most immigrants come from? And now, how many countries do most immigrants come from?

Then ask: *Are you surprised by any of these numbers?* (The fact that over a third of the population are immigrants may be surprising.)

Exercise 6 page 11

- Explain the task and match the first sentence with a rule as an example.
- Students do the exercise on their own or in pairs.
- Check answers as a class.

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

Grammar reference and practice 1.2 Workbook page 105

1 1 an 2 the 3 The 4 a 5 an 6 The

- 1 It rains a lot in **the** UK.
- 2 When was **the** last time you saw Aunt Carla?
- 3 It's been very wet recently. **The** rain is damaging **the** flowers in our garden.
- 4 We're spending some time in France. We're staying in an apartment near **the** river Seine.
- 5 We got to **the** airport very early, and had to wait a long time for **the** flight.
- 6 You can't eat in here. Look at **the** signs on **the** walls.
- 7 **The** dog looked very thirsty, so we went to look for water.
- 8 Don't ever look directly at **the** sun.

Exercise 7 page 11

- Focus on the title of the encyclopaedia extract. Ask: *What do you know about Ellis Island? Why is it famous?*
- Students complete the exercise on their own or in pairs.
- Check answers as a class. As you go through the answers, ask students to tell you which of the uses from exercise 6 each item represents.

1 an 2 0 3 a 4 the 5 The 6 the 7 The
8 a 9 the 10 a 11 0 12 the 13 the

Extra activity: Pronunciation of /θ/ and /ð/

Students often have difficulty pronouncing /θ/ and /ð/. Help them produce the sound correctly by demonstrating how the tongue sticks out beyond the upper teeth. Get them to practise the sound by putting their finger against their lips as if to say 'Shh'. When they say the /θ/ and /ð/ their tongue should touch their finger.

For extra practice dictate the following sentences and get students in pairs to practise saying them

Theo thinks that the thief ran over there.
There were three thousand people living there.
They went to the theatre with their friends.
I think I threw the ticket away.

Exercise 8 page 11

- Students do the exercise on their own or in pairs.
- Check answers as a class before asking students to discuss the questions in pairs. When they have finished, ask them to share their ideas with the class.

1 0 2 0 3 a 4 a 5 the 6 an

DVD extra From Ireland to the USA

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use articles correctly. I have learned about the International Express train and the history of immigration in New York. I can understand some phrasal verbs with 'get'.*

1E Writing

An informal letter

Summary

Topic: Student exchange programmes

Vocabulary: Similarities and differences

Reading: Two informal letters about being on an exchange programme

Writing: An informal letter

Lead-in

- Write *exchange student* on the board. Elicit its meaning and find out if anyone in the class has been to another country on an exchange programme or had a student from another country staying in their home. Ask: *What are the benefits of going on an exchange programme?* (You learn a language, you find out about another culture, you make new friends, you experience the independence of being away from home.)

Exercise 1 page 12

- Focus on the photo and the advert.
- Students discuss the questions in pairs.

Exercise 2 page 12

- Read through the writing strategy together and then ask students to discuss questions 1–3 in pairs.
- Check answers as a class. Highlight the importance of thinking about who will read the letter as this will help students decide whether it should be informal or formal, and how much the reader knows or does not know about the subject.
- Ask students to underline the words in the advert that tell them what general information to include.
- Finally, give students two minutes to read the letters and find out which things in question 3 are mentioned.

1 an informal letter

2 information about what they are learning, what is different, what is similar and what is new

3 Students' own answers

4 Letter A mentions the people, everyday routines, free-time activities, the food, the weather, school life and the language. Letter B mentions the people, everyday routines, free-time activities, the weather, the food and school life.

Exercise 3 page 12

- Ask students to copy the table into their notebooks, leaving plenty of space to write their answers.
- Tell them to write their answers in note form.

Where are the writers from? A England; B Australia
 Where are they staying? A Barcelona; B London
 Do they like their host families? A Yes; B Yes
 Which things are different? A the weather, the mealtimes, the language; B the prices, the people, the mealtimes, the free-time activities
 Which things are similar? A the school's starting time, school subjects; B the food, school, the school's starting time, basketball at break time
 What activities are they doing today / at the weekend? A going to the beach, watching a football match at Camp Nou; B going to the Science Museum
 What do they think of the exchange programme? A a great way to see the world, make friends and learn a new language; B It's a challenge but a great opportunity to try new things

Exercise 4 page 12

- Students do the exercise on their own or in pairs.
 - Check answers as a class, drawing attention to the information in the Language note.
- 1 **similarities:** have a lot in common, both, neither of us, similar, are like, the same, the same as, similar to, just like
 - 2 **differences:** different, in contrast to, not the same, unlike, have nothing in common, different from

Language note: Differences and similarities

Highlight the different prepositions: *different from, the same as, similar to, in contrast to.*

Explain that **unlike** is the opposite of **like**. They are both prepositions and are followed by nouns or pronouns. It is also possible in informal English to say *not like*:
He's shy – unlike me / not like me.

Point out that after **neither of us** the verb is singular:
Neither of us likes maths.

However, *Neither of us like maths* is an error that even native speakers make!

Exercise 5 page 12

- Write the first sentence stem on the board and elicit possible ways of continuing the sentence. Show how it is necessary to repeat the subject in the second part of the sentence, e.g. *The weather in my town is different from the weather here / the weather in the north / the weather in Rome.*
- Students do the exercise on their own. Circulate and monitor, helping where necessary.
- Students compare sentences with a partner.

Students' own answers

Extra activity: Speaking

In pairs, students ask each other questions, e.g. about their family, their likes and dislikes, the place where they live, to find two things they have in common and one that is different. They then write three sentences, e.g.:

*Neither of has a brother.
 We both live in a small village.
 Maria is keen on sport – unlike me.*

Writing guide page 13

- Read the **task** together, making sure students are clear that they have to write a letter similar to the model letters, A and B.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their letter. Circulate and monitor, helping with language and ideas as necessary. Remind students to write notes, not full sentences.
- Circulate and monitor while students **write** their letters, encouraging them to use a range of expressions for describing similarities and differences. Remind them to activate the language they learned earlier in the unit (present tenses and adjectives that describe feelings).
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extension: Fast finishers

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

Additional writing activity

Imagine you are taking part in a volunteering project abroad. Write an email to a friend telling them about your daily routine, how life is different, a new friend you have met and the things you have and don't have in common.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to prepare to write a task. I can write about similarities and differences. I can write an informal letter.*

Vocabulary insight 1 page 14

Using a dictionary: parts of speech

- 1 **Students' own answers**
- 2 **1 headword**
 2 pronunciation and stress
 3 part of speech
 4 grammar related to the word
 5 definition
 6 collocations
 7 extra information about how to use the word
 8 example sentence
- 3 **1 verb**
 2 *made*
 3 five
 4 *The film made me cry.
 Flying makes him nervous.
 Her remarks made the situation worse.
 I'll make it clear to him that we won't pay.
 Make sure you lock the car.
 You don't need to know much of a language to make yourself understood.*
 5 The HELP section gives additional information about collocations with *make* and how to use them. It also shows how using a collocation with *make* is different from using a verb with a similar form on its own.

- 4 1 bus ticket, car keys, laptop, shopping
 2 do, get, understand
 3 excited, proud
 4 often, really, usually
 5 she, them
 6 at, in, on
 7 and, but
- 5 1 F: *Immigrate* is a verb.
 2 T
 3 F: *Immigrate* has a regular past tense form.
 4 F: *Immigrant* is a noun.
 5 F: *Immigrant* is always spelled with double *m*.
 6 F: *Immigrant* has only one meaning.
 7 T
 8 T

Review 1 page 15

- 1 1 keen 2 proud 3 excited 4 anxious 5 ashamed
- 2 bus ticket, car keys, credit card, parking ticket, shopping list
 1 bus ticket 2 credit card 3 car keys
 4 shopping list 5 parking ticket
- 3 1 make 2 do 3 do 4 make 5 make
- 4 1 to 2 away 3 off 4 out 5 on
- 5 1 She is helping
 2 do you do
 3 I get up
 4 Elephants need
 5 does an elephant eat
 6 one elephant doesn't have
 7 They're eating
 8 Are the elephants going out
 9 we're taking
 11 It gets
 12 they love
- 6 1 0 2 the 3 the 4 the 5 the 6 an 7 an
 8 the 9 0 10 the 11 a 12 the 13 a 14 the

Pronunciation insight 1 Workbook page 124

Answer key: Teacher's book page 154

2

Places

Map of resources

Section A: Student's Book, pages 16–17

Workbook page 12

Vocabulary bank, Geographical features page 135

Teacher's resource disk, Communication worksheet 2A

Section B: Student's Book, pages 18–19

Workbook page 13

Grammar reference and practice 2.1, Workbook page 106

Grammar reference and practice 2.2, Workbook page 106

Section C: Student's Book, pages 20–21

Workbook page 14

Vocabulary bank, Prepositions of movement page 135

Teacher's resource disk, Functional language bank

Section D: Student's Book, pages 22–23

Workbook page 15

Grammar reference and practice 2.3, Workbook page 107

Teacher's resource disk, Communication worksheet 2B

Section E: Student's Book, pages 24–25

Workbook page 18

Teacher's resource disk, Writing bank

DVD extra, Queenstown, New Zealand

Teacher's resource disk, Functional language bank

Vocabulary insight 2, page 26

Using a dictionary: synonyms and antonyms

Review 2, page 27

Pronunciation insight 2, Workbook page 124

Progress check Unit 2, Workbook page 19

Language and skills tests 2A and 2B, Test Bank

Cumulative review Units 1–2, pages 28–29

Literature insight 1, Workbook page 84

Exam insight 1, Workbook page 94

2A Reading and vocabulary

Ghost towns

Summary

Topic: Towns

Vocabulary: Antonyms; places in towns; Vocabulary bank: Geographical features

Reading: A text about ghost towns

Speaking: Talking about towns; designing a new town

Communication worksheet 2A: Memory game

Lead-in

- Ask students to name an important town or city in their area. Write their suggestions on the board.
- In pairs, students think of reasons why this town or city is important.
- Get feedback by asking each pair for their opinions. Ask: *What would this town be like if nobody lived there? What would happen to it?* Elicit students' ideas, helping with vocabulary as necessary.

Exercise 1 page 16

- Focus on the photos and the questions. Check understanding and model and practise the pronunciation of *miner* /'maɪnə(r)/, *soldier* /'səʊldʒə(r)/ and *criminal* /'krɪmɪnəl/.
- Students discuss the questions in pairs.
- Give students two or three minutes to read the texts and compare their ideas. Get feedback from a few students.

Students' own answers

Language / Culture note: Ghost towns

The word *ghost* in the compound noun *ghost town* does not mean there are ghosts in the town. It means that the people who used to live in that town have left it. It is called a *ghost town* because the town is a *ghost* of what it used to be like.

In the nineteenth century, there were many gold rushes (when people went somewhere to look for gold) all over the world, particularly in North America and Australia. As a result, small towns were built in remote areas, where people lived while they looked for gold. However, when the gold ran out, people left the towns.

Ghost towns are a feature of modern life as well. After the financial crisis of 2008, many people could not afford to buy property. As a result, there are newly created *ghost towns* or *ghost estates* in countries like China, Spain or Ireland, where homes were built, but which have remained empty.

Exercise 2 page 16

- Read the strategy together. Point out that people use paraphrase to express the same thing in different ways, and that it is important to be able to recognize it.
- Ask students to underline *The city was crowded, dirty and full of rubbish* (line 5 of the text) and then find a sentence that means the same thing (sentence 1). Elicit or explain that *dirty and full of rubbish* expresses the same idea as *pollution*.
- Demonstrate that antonyms can also be used to paraphrase. Highlight *the city of darkness* (line 6 of the text) and ask students to find a sentence that paraphrases it. Elicit the answer, sentence 4. If necessary, explain that *light* is the opposite of *darkness*.
- Students do the exercise on their own. Set a time limit of about four minutes.
- Students compare answers in pairs. Check answers as a class.

A: *The city was crowded, dirty and full of rubbish.*

B: *The town had strong connections with the church ...*

C: *Many people went there because they wanted to make their fortune.*

A: *People called it 'the city of darkness' ... there was no sunlight in the narrow streets below.*

C: *People started to leave the town because there was no work and no money.*

C: *... only birds, hyenas and snakes live there now.*

A: *There were no laws ... it was popular with criminals and people with illegal businesses.*

B: *... farmers grew food on the land around the town.*

B: *Craco lost many people because of a plague in 1656. Wars and famine also made people leave. There were earthquakes, too ...*

Extra activity: Further discussion

Ask students: *How do you think the people in the towns felt when they had to leave?*

What problems did they have when they started a new life in a new place?

Would you be prepared to leave your town if you had to?

Do you know about any other ghost towns? If you do, what can you say about them?

Exercise 3 page 16

- Students discuss the questions in pairs. Circulate and monitor, helping with ideas and vocabulary as necessary.
- Have a brief class feedback.

V insight Antonyms

Antonyms are words that have the opposite, or nearly opposite, meaning. Some antonyms have a negative prefix, e.g. in the introduction to the text, *unloved* is an antonym for *loved* and is formed with the negative prefix *un-*. (See Unit 6 for more about forming antonyms.)

Pronunciation note: Word stress

In words with more than one syllable, it is important to stress the correct syllable, e.g. *deserted* /dɪ'zɜ:tɪd/ has three syllables and the stress is on the second syllable. *Popular* /'pɒpjələ(r)/ also has three syllables; however, the stress is on the first syllable. A good dictionary will tell you the correct syllable to stress: look for the ' symbol before the stressed syllable.

Exercise 4 page 16

- Students work on their own to find the antonyms. They then compare their answers in pairs.
- Check answers as a class. Model and practise the pronunciation of *deserted* /dɪ'zɜ:tɪd/, *unpopular* /ʌn'pɒpjələ(r)/ and *dangerous* /'deɪndʒərəs/.

1 crowded 2 dirty 3 narrow 4 popular
5 dangerous 6 lively 7 tidy 8 old

Extra activity: Fast finishers

Write the following words on the board: *low, legal, easy, weak, ugly*.

Ask students to find antonyms for these words in the text.

1 low – high (line 6) 5 weak – strong (line 23)
2 legal – illegal (line 9) 6 ugly – pretty (line 47)
3 easy – difficult (line 11)

Exercise 5 page 17

- Students work on their own to complete the sentences. Remind them to read each sentence for meaning before they choose a word.
- Check answers as a class.

(Possible answers)

1 crowded 2 dirty 3 modern 4 deserted / quiet
5 popular / crowded 6 narrow 7 dangerous 8 tidy

Exercise 6 page 17

- Focus on the highlighted words in the text. Check understanding by giving translations and eliciting the English words.
- Students do the exercise in pairs.
- Check answers as a class.
- Allow students two or three minutes to add two more words to each category. Get feedback and write students' ideas on the board. Explain that some places could belong to more than one category.

A theatre, casino, sports centre, cinema, football stadium, skatepark, art gallery, concert hall, leisure centre

B market

C tramline, railway station, bus station, taxi rank, underground

D university, school

E sports centre, football stadium, skatepark, leisure centre

F church, prison, hospital, library, police station

Additional vocabulary

The following words are from the text *Ghost towns*:

- *fort* /fɔ:t/ (n) a strong building that was built to protect an area
- *resident* /'rezɪdənt/ (n) a person who lives in a place or a building
- *fall apart* /,fɔ:l ə'pɑ:t/ (v) to be in very bad condition so that parts are breaking off
- *fortune* /'fɔ:tju:n/ (n) a large amount of money
- *sand dune* /'sænd dju:n/ (n) a small hill of sand formed by the wind, near the sea or in a desert
- *hyena* /haɪ'i:nə/ (n) a wild animal like a dog, that eats the meat of animals that are already dead. Hyenas live in Africa and Asia.

Exercise 7 page 17

- Students answer the questions on their own. Circulate and monitor, helping **weaker students** as necessary.
- Students check their answers in pairs.
- Check answers as a class.

(Possible answers)

catch a train: railway station

see a play: theatre

watch a sport: football stadium, skatepark, leisure centre

borrow books: library

work for a business: casino

win and lose money: casino

listen to music: concert hall

do a sport: sports centre, leisure centre, skatepark

find work: it is possible to work in almost all of these places

Extra activity: Pair work

In pairs, students think of other things that people can do in some of the places in exercise 6 (e.g. library: study; art gallery: learn about art; leisure centre: go swimming). When they have finished, tell students to join another pair. Students ask each other where they can do the various activities, e.g. 'Where do people go when they are ill?' 'To a hospital.'

Have a class feedback.

Exercise 8 page 17

- Read through the instructions together and make sure students understand what they have to do.
- In groups, students design a new town. Encourage them to make brief notes for each of the points they have to consider. Remind them to think of reasons for their choices.
- Circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask one student from each group to present their new town to the class. Encourage the other students to ask questions, e.g. *Why do you want to have a ... in your town?* *Why did you decide not to have a ...?*
- Have a class vote for the best plan.

Extension activity: Stronger students

With a **stronger class**, ask students to do some research on the internet about a ghost town. They then write a fact file for their ghost town using the following headings: *Then*; *Why did people go there?*; *Why did people leave?*; *Now*. They can use the fact files on pages 16 and 17 to help them. You could ask students to present their ghost town in a later lesson.

Extension activity: Weaker students

With a **weaker class**, ask students to write a short description of their ideal town. Encourage them to use some of the vocabulary they learned in the lesson.

You could ask students to present their ideal town in a later lesson.

Vocabulary bank: Geographical features page 135

1 1 lake 2 valley 3 forest 4 plain 5 hill
6 waterfall 7 cave 8 cliff 9 mountain
10 desert 11 sand dune 12 sea

2 1 lake 2 hill 3 cliff 4 valley 5 waterfall
6 plain 7 forest 8 sand dune 9 desert
10 cave 11 mountain 12 sea

3 Students' own answers

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about ghost towns. I can recognize information that is paraphrased. I can recognize and use antonyms. I can describe different places in towns. I can describe different geographical features.*

2B Grammar and listening

The kindness of strangers

Summary

Topic: Kindness

Grammar: Past simple and past continuous

Reading: A story about kindness

Listening: A story about kindness

Speaking: Telling a personal story in the past

Lead-in

- In pairs, students discuss different ways people can be kind to strangers. Allow two minutes for this activity.
- Get feedback by asking a few students to report their partner's ideas.

Exercise 1 page 18

- Focus on the photo. Students discuss the questions in pairs.
- Elicit ideas from a few pairs. Students read the text to check their ideas.

Students' own answers

Exercise 2 page 18

- Focus on the highlighted verbs and ask students to do the exercise on their own.
- With a **weaker class**, remind students that regular verbs in the past simple end in *-ed*.
- Check answers as a class.

regular: arrived – arrive; looked up – look up; smiled – smile; sighed – sigh; closed – close; needed – need
irregular: was – be; met – meet; were – be; took – take; got on – get on; sat down – sit down; thought – think

Exercise 3 page 18

- With a **weaker class**, write the affirmative, negative and question forms of the past simple on the board. Highlight the use of *did* and *didn't* in the question and negative forms. With a **stronger class**, ask students to find the examples themselves.
- Check answers as a class.

- In pairs, students answer the questions based on the example.
- Check answers as a class.

She was; she was, This wasn't; it was; It was; the station was; there was; he didn't smile; He didn't want; he just looked; What did I do?; Was I rude?

- 1 We make the negative forms of the verb *be* by adding *not* to *was* and *were*: *was not/wasn't* and *were not/weren't*. We make the question forms of the verb *be* by inverting the subject with *was* or *were*, e.g. *Was I? Were they?*
- 2 We make the negative forms of other verbs with *didn't* and the infinitive (without *to*): *subject + didn't + verb*. We make the question forms by inverting the subject and *did*: *did + subject + verb*.

Language note: Past simple

We use the past simple:

- to describe completed actions in the past:
I ate a banana this morning.
We walked to school yesterday.
- to describe past habits:
When we were young, we went to the park every weekend.
I met my friends every day last summer.
- to describe a sequence of completed actions in the past:
I got up, had breakfast and came to school.

Pronunciation note: Past simple -ed

The *-ed* ending in regular past simple verbs can be pronounced in three ways. (See Pronunciation insight.)

Grammar reference and practice 2.1 Workbook page 106

- 1 1 buy 2 stopped 3 like 4 wasn't 5 catch
6 studied
- 2 1 didn't have 2 Did your mum and dad buy
3 spent 4 went 5 weren't 6 did you learn
7 ran 8 Did they travel 9 didn't come
10 Did she forget

Exercise 4 page 18

- Remind students about the story in exercise 1 and ask:
How do you think Gemma felt about the boy on the bus?
Elicit that she probably thought he was unfriendly.
- Ask students to read the next part of the story quickly, ignoring the gaps, to find out if Gemma changed her mind about the boy. Elicit that she probably did because he had her bag.
- Students complete the exercise on their own. They then check their answers in pairs. Check answers as a class.

- 1 woke up 2 were 3 got up 4 Did (we) go 5 left
6 didn't wait 7 got off 8 called 9 tried 10 wasn't
11 began 12 had

Exercise 5 page 18

- Students complete the exercise on their own. With a **weaker class**, make the first question together as an example.
- Check answers as a class.
- In pairs, students ask and answer the questions. Circulate and monitor, listening for the correct use of the past simple. Encourage students to answer using full sentences.

- 1 What mistake did Gemma make? She fell asleep on the bus.
- 2 What was Hamilton like? It had empty streets and ugly houses.
- 3 What was the weather like? There were grey skies and rain.
- 4 Why did Gemma start to cry? Her bag was still on the bus.
- 5 Did the boy help Gemma? Yes, he did.
- 6 How did Gemma react? Students' own answers.

Exercise 6 page 18

- Focus on the verbs and check for understanding by giving translations and eliciting the English words.
- Students do the exercise in pairs. Circulate and monitor, helping with ideas as necessary. Make a note of any common errors to discuss at a later feedback session.
- Ask a few students to tell the class their ending. Do the rest of the class like it?

Students' own answers

Exercise 7 1:06 page 18

- Tell students that they are going to listen to the end of the story. Encourage them to make notes as they listen.
- With a **weaker class**, ask students how the boy helped Gemma and play the recording until the // symbol. Elicit that he helped her by offering her his mobile phone.
- Play the recording from the beginning. Did any students predict the ending correctly?

Audio script

'You forgot it,' he explained.

'Oh thanks,' said Gemma, surprised and a bit embarrassed. 'You see my mobile isn't working and ...'

'Here, use mine,' said the boy. Gemma smiled and this time, the boy smiled back. //

'Are you from Toronto?' asked Gemma.

'Yes, I am,' said the boy.

'I'm from Ottawa,' she replied. 'My name's Gemma.'

'Er ... I'm Peter. Nice to meet you ... Brrr, it's cold out here. Let's go to the café. You can make your call there.'

As Gemma and Peter walked to the station café, they talked about Toronto. Peter found out that Gemma's aunt lived in a house not far from his parents' house, and that they both liked the same basketball team. Gemma had tickets for a match and invited Peter to come. It was a way of saying 'thank you', she thought. An hour later, when her aunt came to collect her, Gemma and Peter were friends.

What happened next? Well, it's a very beautiful story, but we have to journey into the future to find out. Imagine a house in Hamilton. It's summertime and the flowers are out in the big garden in front of the house. An old lady is sitting in the garden. It's Gemma, but she's old and grey now, and she's holding a photo in her hand. There's a small boy standing next to her and she's talking to him. He's looking at the photo and he's listening to her story. She's telling him how she first met his grandfather, how they married and came to live in Hamilton. A place that she first hated, but which she grew to love.

Extra activity: Comprehension

Ask students some questions about the story:

- 1 *Where did Gemma call her aunt from?*
- 2 *Where did Gemma's aunt live?*
- 3 *How did Gemma thank Peter?*
- 4 *What happened to Gemma and Peter?*
- 5 *How does Gemma feel about Hamilton now?*

- 1 She called her aunt from a café.
- 2 She lived in Toronto near Peter's parents.
- 3 She invited him to a basketball match.
- 4 They became friends and they got married.
- 5 She loves Hamilton now.

Exercise 8 page 19

- Write *World Kindness Day* on the board and ask students what they think it means.
- Allow them a minute to read the text quickly to check their ideas. Get brief feedback from the class.
- Students answer the questions on their own. They then check their answers in pairs. Check answers as a class.

(Possible answers)

- 1 He was from Tokyo, Japan.
- 2 He took the train to work.
- 3 A man stole his bag as he was getting on the train.
- 4 He started it to encourage more people to be kind to each other.
- 5 Many countries over the world celebrate it.

Culture note: World Kindness Day

World Kindness Day, introduced in 1998, is celebrated in Australia, Canada, Japan, Nigeria, the United Kingdom and the United Arab Emirates. It is a day when people are encouraged to forget about religious, racial and political differences and treat each other with kindness and as equals.

Exercise 9 page 19

- Write *Past continuous* on the board and elicit how it is formed: *was / were + verb + -ing*.
- Ask students to find three examples of the past continuous in the text (*he was waiting, It was snowing, Mr Kaya was getting*).
- Refer students to the rules and ask them to match each one to the examples 1–6 in the text. With a **weaker class**, read through the rules together and do the first one as an example.
- Students check answers in pairs.
- Check answers as a class.

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

Language note: Past continuous

We use the past continuous:

- to describe activities in progress at a point in the past:
At 8 p.m. last night I was doing my homework.
- to describe the background for a story or event:
The sun was shining and the birds were singing.

We often use the past simple and past continuous together when we are telling a story. The past simple describes a short action that happened during a longer action or that interrupted a longer action. The past continuous describes the longer action:
I was reading a book when my mother asked me to help her.

Grammar reference and practice 2.2 Workbook page 106

- 1 were having 2 wasn't listening
3 were (you) sending 4 was hoping
5 Was (Tim) calling 6 weren't sitting
7 was watching 8 were (you) talking
- 2 1 were you dreaming 2 weren't swimming
3 was lying 4 were getting 5 was Fred running
6 was helping 7 were talking 8 were watching
- 3 1 Maya was walking to school when she met Lola.
2 We were sitting by the pool when it started to rain.
3 When the bus came, Joe was buying a magazine.
4 When you phoned me, I was baking a cake.
5 Carla wasn't smiling when I looked at her.

Exercise 10 1•07 page 19

- Students read the stories, ignoring the gaps. Ask: *Which story do you think shows the most kindness?*
- Students complete the stories on their own or in pairs. Encourage them to think about the meaning of each sentence before they decide which tense is needed. Circulate and monitor, helping as necessary.
- Play the recording, pausing after each speaker has finished to allow students time to check.

Audio script

Presenter An act of kindness can be as easy as a friendly smile for a stranger, a kind thought for someone, or helping an old person with an everyday task. Yesterday was World Kindness Day and we asked people to tell us what they were doing: were they kind to someone or was someone kind to them? This is what they said ...

Mustafa We were looking for the station and it was raining. Anyway, we were looking at our map when we met an old lady. She didn't know the way to the station, but she gave us her umbrella!

Irina When I was a child, I visited my grandparents every weekend. They had a dog called Bono. One day, I was walking the dog when I got lost. I was lucky because a woman from the village found me and called my grandma.

George Yesterday I was waiting in my car at a traffic light. An old man was crossing the road with two bags of shopping when he dropped one of his bags. I got out of my car and helped him pick it all up.

Andrea Last week, I was standing in a ticket queue in the London Underground when a girl gave me her train ticket. She didn't want any money for it, she just wanted to give it to someone else.

- 1 were looking, was raining, were looking, met, didn't know, gave
- 2 visited, had, was walking, got, was, found, called
- 3 was waiting, was crossing, dropped, got out, helped
- 4 was standing, gave, didn't want

Exercise 11 page 19

- Make sure students understand the instructions. If necessary, prompt them by giving them a few situations, e.g. helping an elderly person cross the street, helping another student with a difficult task.
- Encourage students to make brief notes for each of the questions. Circulate and monitor, helping with vocabulary and ideas as necessary.
- When students have finished, they present their story to the class. Write some useful phrases on the board to help them, e.g. *One day, I was... when ...; When I was a child, ...; A long time ago, ...*
- Encourage other students to ask questions as they listen. Listen for the correct use of the past simple and past continuous, making a note of any common errors to discuss at a later feedback session.
- Have a class vote for the most generous act of kindness.

Extra activity: Pair work

In pairs, students write down six nouns on six small pieces of paper (e.g. *phone, book, bicycle*). When they have finished, they give their six nouns to another pair, who put them face down in front of them. Each pair should now have a new set of nouns.

One student picks up a piece of paper and asks a question using the noun, past simple and past continuous, e.g. *What were you doing when the phone rang?* Their partner answers the question, e.g. *I was having something to eat.* Students take it in turns to ask and answer questions. Circulate and monitor.

Get feedback by asking a few students to describe what their partner was doing.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple and past continuous to talk about the past. I have learned about different acts of kindness.*

2C Listening, speaking and vocabulary

Getting around

Summary

Topic: Getting around

Listening: A radio show with a traveller

Speaking: Describing a personal experience; asking for and giving directions

Vocabulary: The five senses; Vocabulary bank: Prepositions of movement

Functional language: Asking for and giving directions

Lead-in

- Tell students about a time when you got lost, e.g. *Last month, I was visiting my friend in her city for a day. We went out for something to eat and had a very nice time. After dinner, she went back to her house and I went to the train station. But I got lost because I didn't know the city well. I asked a woman for directions and she told me how to get there.*
- In pairs, students take it in turns to tell each other about the last time they got lost. How did they get lost? What did they do?
- Get feedback by asking a few students to describe their partner's experience.

Exercise 1 page 20

- Elicit the meaning of *sense*. You could do this by pointing to your eyes, ears, nose, tongue, and by rubbing your fingers together.
- Do the first question together as a class. Elicit the five senses and write them on the board: *sight, hearing, smell, taste* and *touch*.
- Students discuss the second question in pairs. Tell students that more than one sense is usually involved.
- Check answers as a class.

The five senses: sight, hearing, smell, taste, touch
(Possible answers)

an ice cream – taste, sight	a sandy beach – sight, touch
rain – sight, touch, smell	a ghost – sight, hearing, touch
new friends – sight, hearing	a fire – sight, smell, hearing
music – hearing	

Exercise 2 page 20

- Focus on the table and give students a minute to look at it. With a **weaker class**, go through it with them.
- Students complete the table on their own. They then compare their answers in pairs.
- Check answers as a class. Point out that the adjectives, while related to the senses, refer to different things. *Sighted* describes a person who can see (i.e. a person who is not blind). *Tasty* describes something that tastes good and *smelly* means that something has a bad smell.

1 see 2 hearing 3 hear 4 taste 5 tongue 6 tasty
7 nose 8 smelly 9 touch 10 skin

Extra activity: Fast finishers

Ask **fast finishers** to rank the five senses from the most important to the least important. Encourage them to think of reasons for their choices.

Language note: see, hear, smell, taste, touch

We often use *see, hear, smell, taste, touch* with *can*:

I can hear somebody outside.

Can you smell the flowers?

We rarely use these verbs in continuous tenses even when we are describing an action in progress. However, some of the verbs can be used in continuous tenses when their meaning changes. Compare these sentences:

see (sense): I'm looking for the word in the text, but I don't see it.

see (meet): I'm seeing my friend this afternoon.

taste (have a flavour): This soup tastes delicious!

taste (test a flavour): She's tasting the soup. It needs more salt.

Exercise 3 1•08 page 20

- Focus on the photos. Ask:
Where do you think these people are? Would you like to go there?
Are there markets like this in your country? What are the people buying?
Elicit answers from the class.
- Students complete the sentences in exercise 2.
- Play the recording. Encourage students to pretend they are actually there as they complete the sentences.
- Ask students to read out their sentences (e.g. *I can see lots of people. I can hear music. I can smell spices and different types of food.*).

Students' own answers

Culture note: Souk

The places in the photos are souks. A souk is a typical open-air marketplace that can be found in the Middle East. There are no fixed prices in a souk, and buyers bargain with the seller. People who sell the same things, for example, spices, can be found in the same part of the souk. This encourages competitiveness.

Extension activity

Put students in small groups. Give each group a piece of paper with the name of a place, e.g. *the North Pole, Australia, Hawaii, New York*. Students must keep their place a secret.

Students discuss what they can see, hear, smell, taste and feel in the place. Circulate and monitor, helping as necessary.

When they have finished, a student from each group tells the rest of the class what they can sense in their place. The other students have to guess where they are.

Exercise 4 1•09 page 20

- Read the task together and play the recording.
- Students check their answers in pairs.
- Check answers as a class. Write *blind* on the board and check understanding.

Audio script

Presenter Sight is the main way travellers get to know a place, but what if you were an unsighted traveller? Terri Small is a blind traveller, and last year he wrote a book about his experiences. So Terri, how do you get around a new city?

Terri Well, I often use public transports or walk, but some cities don't have pavements, so it's a bit dangerous. // When I went to Istanbul last summer, I didn't know where the roads started and the pavements ended. And other streets changed name halfway – I often got lost!

Presenter Did you ask for directions?

Terri Yes, but sometimes people didn't want to help because they didn't have time. I often had to ask them to repeat things. Luckily, I had other clues that told me where I was. Once, when I felt fresh air on my face, I knew I was near the sea. I couldn't hear seabirds or boats because of the noisy traffic, but I could smell salt in the air.

Presenter That's fascinating, but what about public transport in Istanbul? Did you use it?

Terri Yes, I used the buses in Istanbul, although nobody queued at bus stops. When the doors opened, there was a rush of people and it was difficult to get on.

Presenter Is public transport always a problem?

Terri Not always. Train stations, for example, are great. There are lots of sounds that tell you where you are: the noise of the trains, the information announcements ...

Presenter What about when you first arrive in a town or city?

Terri Well, I get a picture of the city from what people are saying and the sounds in the street – traffic, music, announcements, sirens. And when I get to my hotel, I always listen to the radio to find out about local events. It gives you a good idea of a place.

Presenter So how can sighted travellers get more out of travel?

Terri Listen more. In Istanbul, I spent hours in a crowded teahouse in the Spice Bazaar, listening to people talking, buying and selling things. There's a whole world of other people's conversations, and it always keeps me interested.

The traveller, Terri Small, is blind. When he travels, he uses his hearing, touch and smell.

Exercise 5 1•09 page 20

- Students read the sentences on their own. Check for understanding and practise the pronunciation of *queue* /kju:/.
- Tell students to underline the key words as this will help them answer the questions.
- Play the recording for students. With a **weaker class**, play the recording until the // symbol and do the first question together.
- Students check answers in pairs.
- Check answers as a class.

1 F: He often uses public transport or walks.

2 F: He went to Istanbul last summer.

3 F: People sometimes didn't have time to help him.

4 T

5 F: People in Istanbul don't queue at bus stops.

6 T

7 T

8 T

Exercise 6 page 20

- Go through the questions together and make sure students understand what they have to do.
- Students ask and answer in pairs. Circulate and monitor, helping with vocabulary as necessary and making a note of any errors to discuss at a later feedback session.
- When they have finished, ask a few students to tell the class about their partner's experience.

Students' own answers

Culture note: Newcastle

Newcastle, or Newcastle-upon-Tyne, is a city in the north-east of England. It gets its name from its castle (built in 1080) and the river on which it is built (the River Tyne). It is one of the most important cities in the north of England. It is also home to one of the UK's most famous football teams, Newcastle United. People who come from Newcastle are often called Geordies. Many Geordies speak a dialect called Geordie, which even native English speakers can find difficult to understand.

Exercise 7 page 21

- Ask students to look at the map for one minute and then close their books.
- Test students on their memory by asking a few questions about the map, e.g.
How many train stations are there? (2)
There are three cinemas. True or false? (False. There are two.)
Is there a museum? (No)
Can you tell me the name of any street?
- Students do the exercise in pairs. Point out that we use *in* when we say where a place is, e.g. *The cinema is in Clayton Street*. Circulate and monitor, helping as necessary.
- Check answers as a class.

The metro station is in Pilgrim St.

The art gallery is in John Dobson St.

The market is between Grainger St. and Clayton St.

The Empire cinema is in Percy St. and the other is in Dean St.

The cathedral is in St Nicholas St.

Newcastle Central station is in Neville St.

Exercise 8 1•10 page 21

- Play the recording for students.
- Students check answers in pairs.
- Check answers as a class.

Audio script

Olaf Which road is this?

Naomi Blackett Street ... I think.

Olaf So, which way is the cathedral?

Naomi Hmm, I'm not sure. I can't see it on the map. Why don't we ask someone?

Olaf OK ... Excuse me. Could you tell us how to get to the cathedral?

Man Yes, it's very near here. Go along this road, towards the monument.

Olaf Uh-huh ...

Man Then walk past the monument, and turn right into Grey Street.

Naomi Sorry, I didn't get that. Could you say that again?

Man Of course ... You turn right into Grey Street. It's a big road, you can't miss it.

Olaf Thanks, so we go along Grey Street?

Man Yes, then walk towards the river, then turn right into Mosley Street ... It's the third road on the right.

Olaf Mosley Street.

Man Yes, then turn left into St Nicholas Street and the cathedral is in front of you, on the left.

Naomi Thanks, that's really helpful.

They are in Blackett St.

They want to go to the cathedral.

Exercise 9 1•10 page 21

- Students complete the phrases on their own or in pairs.
- Play the recording for them to check their answers.
- Check answers as a class.

1 way 2 tell 3 along 4 past 5 Turn 6 get

Exercise 10 1•11 page 21

- Students work on their own or in pairs to put the dialogue in the correct order. With a **weaker class**, you could play the recording again to remind them of what they should be looking for.
- Students check answers in pairs.
- Play the recording to check answers as a class.

Audio script

Sue Excuse me. Can you help us? We're looking for the nearest metro station.

Teo Yes, it's very near here. Go straight on, along John Dobson Street towards the river. Walk past Durant Road and Saville Row towards Market Street. When you get to New Bridge Street, turn right.

Sue Sorry, I'm not sure I understood. Could you repeat that, please?

Teo Sure, go along John Dobson Street, and then turn right on to New Bridge Street. The metro station is there, but at the moment it's closed.

Sue Oh, I see. So I go down New Bridge Street.

Teo That's right.

Sue OK, and then?

Teo Well, when you reach the end of New Bridge Street you'll see Grey's Monument, and there's a metro station right next to it.

Sue Thank you!

Extra activity: Weaker students

With a **weaker class**, ask students to practise the dialogue in exercise 10. Circulate and monitor, listening for correct pronunciation and helping as necessary.

When students have finished, they swap roles. Ask a pair to perform the dialogues for the class.

Exercise 11 page 21

- Students complete the task on their own or in pairs.
- Check answers as a class.

Giving directions: When you get to ..., you'll see ...; Go straight on ...

Asking for repetition: Sorry, I'm not sure I understood. Could you repeat that please?

Exercise 12 page 21

- Go through the instructions together and make sure that students understand what they have to do. Encourage them to use full sentences and a variety of phrases from exercises 9 and 11.
- Circulate and monitor, making a note of any errors to discuss at a later feedback session.
- Ask **fast finishers** to choose other locations on the map and ask for directions.
- Ask a few pairs to act out their dialogues for the class.

Extra activity: Pair work

Write five nearby locations on the board (e.g. *supermarket, chemist's, bus stop*).

Tell students to imagine they are standing in front of the school. In pairs, they ask for and give directions to the places on the board.

Vocabulary bank: Prepositions of movement page 135

- 1 1 along 2 across 3 over 4 under 5 up
6 down 7 towards 8 away from 9 out of
10 into 11 through 12 past
- 2 1 out of 2 towards 3 along 4 away from
5 under 6 through 7 up 8 down 9 along
10 past 11 over 12 into

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can speak about the five senses. I can understand a radio show. I can ask for and give directions.*

2D Culture, vocabulary and grammar

Naming places

Summary

Topic: Place names in Australia

Vocabulary: Verbs + prepositions

Reading: An extract from a travel book

Grammar: *while, as* and *when*

Communication worksheet 2B: jigsaw, reading

Lead-in

- Ask students to write down the names of the seven continents (*Africa, Antarctica, Asia, Europe, North America, South America, Oceania/Australia*).
- When they have finished, ask them to name the continents and write them on the board. Model and practise the pronunciation of *Antarctica* /æ'n'tɑ:ktɪkə/.

Exercise 1 page 22

- Students ask and answer the questions in pairs. Encourage them to think about other names in their families or among their friends if they do not know the meaning of their own name.

- Get feedback by asking a few students to tell the class about their partner's name.
- You could have a vote on the students' favourite name.

Exercise 2 page 22

- Focus on the place names. Ask: *Do the names look like English words?*
- In pairs, students discuss the questions. Point out that in order to answer the second question, they do not have to read the text in detail. They should scan it until they find a place name. Once they have done so, they can read the text around it to find the answer.

The places are in Australia.

Nambucca means 'entrance to the sea'.

Uluru means 'big rock'.

Murwillumbah means 'good campsite'.

Melbourne is the name of a British Prime Minister.

'Bondi' in 'Bondi Beach' means 'the sound of water falling over rocks'.

Culture note: Uluru

Uluru is a large sandstone rock in the centre of Australia. It is a major tourist attraction as it is the only tall natural feature in the middle of a flat landscape. When the British colonized Australia, they named the rock Ayer's Rock; however, the original Aboriginal name of Uluru was restored in 1993. For the Aborigines, the native people of Australia, Uluru has always been a sacred place. For this reason, tourists are asked not to climb the rock, although some still do.

Exercise 3 page 22

- Students answer the questions on their own. With a **weaker class**, go through the questions together and encourage students to underline key words that will help them find the answers in the text.
- Students compare answers in pairs.
- Check answers as a class.

(Possible answers)

- 1 They described places by their physical characteristics.
- 2 The first Europeans were from France and the Netherlands.
- 3 They wanted to make the strange new land feel like home.
- 4 They used names that came from their own countries.
- 5 Hell's Gates got its name from a terrible prison.
- 6 The Aborigines first saw Captain Cook's ship there.
- 7 Maybe people hoped for something better.

Culture note: Australia

The word **Australia** comes from the Latin word *australis*, which means 'southern'. The early European explorers called it this because it was the new 'southern continent'.

Botany Bay is a bay in New South Wales, Australia. It was named by the great British explorer, Captain James Cook, who landed there in 1770 in his ship, the *Endeavour*. The ships' naturalists, Joseph Banks and Carl Solander, both of whom were botanists, discovered many new plant species in the area, hence the name Botany Bay.

V insight Verbs + prepositions

Certain verbs are always followed by a preposition before the object of the verb:

*I listen **to** music every evening after school.*

*I'll lend my book **to** you if you like.*

The word that follows a preposition is either a noun, a pronoun or the *-ing* form of a verb.

Students need to learn verb + preposition combinations.

Exercise 4 page 22

- Students do the exercise on their own. Point out that the prepositions may not always be immediately next to the verb, and that there may be a word between them.
- Students compare answers in pairs.
- Check answers as a class.

learn from; borrow from; belong to; happen to; wait for;
hope for; warn about; think about

Exercise 5 page 22

- Make sure students understand that they have to use both a verb and a preposition to complete each sentence. Remind them to think about the tense as well.
- Students complete the sentences on their own. They then compare answers in pairs.
- Check answers as a class.

1 warns / warned (people) about

2 belongs / belonged to

3 happened to

4 learn (a lot) from

5 think about

6 hoped for

7 waited for

8 borrowed (a book about Australia) from

Extra activity: Fast finishers

Ask **fast finishers** to write their own sentences using the verbs and prepositions in exercise 4.

Additional vocabulary

The following words are from the book extract *What's in a name?*:

- *characteristic* /ˌkærəktəˈrɪstɪk/ (n) a typical feature or quality of a person or place
- *explorer* /ɪkˈsplɔːrə(r)/ (n) a person who goes to places that nobody has been before to find out about them
- *battle* /ˈbætl/ (n) a fight between armies, ships or planes
- *local* /ˈləʊkl/ (adj) belonging to a particular area
- *notice* /ˈnəʊtɪs/ (v) to become aware of something
- *origins* /ˈɒrɪdʒɪnz/ (n) the point where something starts or comes from

Exercise 6 page 22

- Students discuss the questions in pairs. Circulate and monitor, helping as necessary.
- Finish the activity by having a brief class discussion about unusual place names in the students' own country / countries.

Exercise 7 page 23

- Students underline the examples in the text.
- Ask students to read them out. Students do the exercise on their own or in pairs.
- Check answers as a class.

... as I was travelling through Australia ... (a, e)

When they first arrived in 1606, they wanted ... (d, e)

I was waiting for a bus in Tasmania when I noticed ... (c, e)

While I was visiting a museum there, a guide was explaining its history. (b, e)

a longer b same c shorter d after e beginning

Grammar reference and practice 2.3 Workbook page 107

1 1 A 2 A 3 A 4 B 5 B 6 B 7 A

2 1 while / as 2 when 3 While / As 4 When

5 while / as 6 when

Exercise 8 page 23

- Ask students to read the text quickly to understand the main idea.
- Check understanding by asking questions, e.g. *What's special about William Creek? What did Jake find in his bag?*
- Focus on the options in bold and explain the exercise.
- Students do the exercise on their own. They then compare answers in pairs.
- Check answers as a class.

1 when 2 when 3 When 4 while 5 when

6 As / When

Exercise 9 page 23

- Ask students to choose five of the sentences. They then work in pairs to prepare the endings.
- Circulate and monitor, listening for the correct use of *while*, *as* and *when* and making a note of any errors you want to discuss later.
- Ask **fast finishers** to prepare endings for the remaining five sentences.

Extra activity: Pair work

Students write five sentence beginnings similar to those in exercise 9 on a piece of paper. Circulate and monitor, helping with ideas and vocabulary as necessary.

Students exchange papers with a partner and complete their partner's sentences. When they have finished, ask a few students to read out the sentences they have completed.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can speak about place names. I have learned about places in Australia. I can use verbs and prepositions correctly. I can use 'while', 'as' and 'when' to talk about actions happening at the same time.*

2E Writing

A travel blog

Summary

Topic: Travel

Reading: Travel blogs about Queenstown and Wellington

Vocabulary: Descriptive adjectives

Writing: A travel blog

Lead-in

- Ask students to work in pairs and to imagine they have one month's holiday and that they can go anywhere in the world. Tell them to think of three good reasons to go there. Give them a few minutes to agree where they would go and why.
- Get feedback. The class votes about which pair has chosen the most interesting destination.

Exercise 1 page 24

- Ask: *What is a travel blog?* Elicit that it is an online diary of a person's experience as they are travelling. Explain or elicit that blogs can be a good, up-to-date source of information, but some are not very reliable.
- Focus on the photos. Students discuss the questions in pairs. Write some phrases on the board to help them, e.g. *Perhaps it's ...; Maybe it's ...*
- Get feedback from the class.

Students' own answers

Exercise 2 page 24

- Focus attention on the travel blogs. Students do the task on their own.
- Check answers as a class.
- Ask: *Which city, Queenstown or Wellington, would you prefer to visit?* Encourage students to give reasons for their answers.

1 B 2 A 3 A 4 B

Culture note: The Maoris

The Maori people are the native inhabitants of New Zealand. They themselves call their country by a different name – Aotearoa. Before European explorers arrived in the seventeenth century, the Maoris had developed their own unique culture and way of life. Today, about fifteen per cent of New Zealanders are Maori. Their language (also called Maori) is taught in schools, and about twenty-five per cent of New Zealanders can speak it.

V insight Collocations: descriptive adjectives

Collocations are words that tend to go together naturally. They are a very common part of the English language and there are many different kinds of collocations: verb + noun collocations, e.g. *do your homework*) verb + adverb collocations, e.g. *sleep soundly*) adjective + noun collocations, e.g. *regular exercise*), etc. Descriptive adjectives can also collocate with nouns. A good way to remember these collocations is to learn them with the nouns they describe.

Exercise 3 page 25

- Focus on the highlighted words in travel blog A. Ask: *What kind of words are they?* (adjectives)
- Ask students why there are so many adjectives in the travel blog. Elicit that adjectives help to make a text more interesting for the reader. Point out that these adjectives collocate with different topics: some of them describe the weather, some describe people and some describe a place.
- Students work on their own to complete the table. They then check their answers in pairs.
- Check answers as a class.

The journey: long, tiring

The weather: beautiful, chilly, sunny, bright

The people: friendly

The place: peaceful, beautiful, famous, busy, lively, popular, expensive, fantastic

Exercise 4 page 25

- Focus on the example. Students do the exercise in pairs, taking it in turns to read out sentences and respond.
- Check answers as a class.

(Possible answers)

2 It's expensive!

3 It's dangerous / exciting.

4 It's peaceful.

5 It's chilly.

6 It's awful!

7 Its busy / crowded / popular.

8 It's sunny.

9 He's / She's / He was / She was friendly.

10 It's tiring.

Exercise 5 page 25

- Read the strategy together. Point out that by not repeating the same words and using different adjectives and vocabulary, we can make our writing more interesting for the reader.
- Ask students which travel blog in exercise 2 they found more interesting. Elicit that blog A is more interesting because it uses a greater range of adjectives than B.
- Students do the exercise in pairs.
- Check answers as a class.

The word he / she uses is 'nice'!

the weather wasn't sunny

on the long journey there

I read that Wellington was a lively city

The parks were pretty

the streets were clean

the people were friendly.

it's a very popular place!

I found a cheap coffee shop

Extra activity: Pair work

Students work in pairs and take it in turns to describe their town or city using five of the adjectives in exercise 3. Ask some students to describe their town or city. The class votes on the most interesting description.

DVD extra Queenstown, New Zealand

Writing guide page 25

- Read the **task** together. Ask: *What do you have to write?* Elicit that the students have to write a travel blog about an interesting place they have visited.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their blog entry.
- Circulate and monitor while students **write** their travel blogs, making sure they organize their paragraphs according to their plan and include four of the ideas. Remind them to use a variety of adjectives that collocate correctly.
- When students have finished, tell them to **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Students' own answers

Extra activity: Fast finishers

Ask **fast finishers** to compare their travel blogs with a partner and decide whose is the most interesting.

Additional writing task

You have decided to enter a competition that your local newspaper is organizing for young writers. Pretend that you are a tourist, and write a travel blog about your own town. There will be a prize for the most interesting travel blog.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a travel blog. I can use descriptive adjectives.*

Vocabulary insight 2 page 26

Using a dictionary: synonyms and antonyms

- 1 **Students' own answers**
- 2 **cheap, famous, beautiful, old, quiet, large**
- 3 **1 inexpensive 2 dear, expensive**
- 4 **2 well-known – unknown 3 pretty – ugly
4 ancient – modern 5 peaceful – noisy 6 big – small**
- 5 **1 loud 2 noisy 3 tall 4 high 5 big**
- 6 **1 c 2 d 3 a 4 b**
Students' own answers

Review 2 page 27

- 1 **(Possible answers)**
**1 old 2 narrow 3 crowded 4 tidy 5 dirty
6 dangerous**
- 2 **1 art gallery 2 hospital 3 library 4 university
5 police station**
- 3 **1 skin 2 smelly 3 sight 4 hear 5 tongue**
- 4 **1 learn many things 2 borrowed this book
3 waited for a 4 belongs to my 5 warned us about**
- 5 **1 went 2 took 3 didn't have 4 called
5 didn't hear 6 answered 7 spoke
8 had 9 arranged 10 gave**

- 6 **1 were 2 wasn't studying 3 did (the train) leave
4 had 5 Were (you) sleeping 6 didn't write
7 was shining 8 started**
- 7 **1 while / as 2 when 3 when 4 While / As
5 while / as 6 when**

Pronunciation insight 2 Workbook page 124

Answer key: Teacher's book page 154

Cumulative review Units 1–2 pages 28–29

- 1 **1•12**

Audio script

Speaker 1

I once went on a trip to Stonehenge with my school. I didn't realize how old it was until we saw it from the bus. Later, our guide told us that people started visiting Stonehenge around 3,100 BC! He said they probably went there for religious reasons. No one knows why they built the stone circle, or how they transported the enormous stones from South Wales, which is 240 kilometres away. Unfortunately, you can't walk around the stones and touch them any more – you have to look at them from behind a fence.

Speaker 2

I was lucky enough to visit the cave of Altamira when I was on holiday in the north of Spain last year. Altamira was the first cave in the world where people found prehistoric paintings. Historians were very surprised by the discovery, because they didn't think that prehistoric humans could paint. They thought that the people who lived millions of years ago weren't intelligent enough to create art. The discovery of the Altamira cave paintings in 1879 showed that they were very wrong.

Speaker 3

Before I went to university, I went travelling in South America with a friend. The best part of our trip was visiting the ancient Inca city of Machu Picchu in Peru. We walked along the Inca Trail to get there and we slept in a tent. It's amazing to think that Europeans knew nothing about Machu Picchu until the early 1900s. In 1911, an American archaeologist called Hiram Bingham was exploring the area when some local people took him to the mountains to show him the city.

Speaker 4

I'm really interested in architecture, so I was fascinated when I saw the city of Petra in Jordan. All of the buildings are cut out of the rock and the city goes right back into the mountains. Petra is at the bottom of a valley and when it rains a lot, there is often too much water. To deal with this problem, the builders invented a system to transport the rainwater away from the city. The system is quite complicated, so I was really surprised that it existed in a city that is over 2,000 years old.

Speaker 1 B Speaker 2 D Speaker 3 A Speaker 4 E

2 Students' own answers

- 3 **1 b 2 a 3 c 4 c 5 b**

- 4 **1 c 2 c 3 b 4 a 5 c 6 a 7 b 8 b 9 c 10 c**

5 Students' own answers

Additional materials

Literature insight 1 Workbook page 84 **Answer key:** Teacher's book page 150

Exam insight 1 Workbook page 94 **Answer key:** See website

3

Choices

Map of resources

Section A: Student's Book pages 30–31

Workbook page 20

Vocabulary bank, Food and nutrition page 136

Section B: Student's Book pages 32–33

Workbook page 21

Grammar reference and practice 3.1, Workbook page 108

Teacher's resource disk, Communication worksheet 3A

Section C: Student's Book pages 34–35

Workbook page 22

Grammar reference and practice 3.2, Workbook page 108

Teacher's resource disk, Communication worksheet 3B

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 36–37

Workbook page 23

Grammar reference and practice 3.3, Workbook page 109

DVD extra, Food in the UK, page 37

Teacher's resource disk, Communication worksheet 3A

Section E: Student's Book pages 38–39

Workbook page 26

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 3 page 40

Recording vocabulary

Review 3 page 41

Pronunciation insight 3, Workbook page 125

Progress check Unit 3, Workbook page 27

Language and skills tests 3A and 3B, Test Bank

3A Reading and vocabulary

In my fridge

Summary

Topic: Eco-friendly food

Vocabulary: Life cycle of food; compound nouns and adjectives: environment; Vocabulary bank: food and nutrition

Reading: An article about food and the environment

Speaking: Talking about food; designing an eco-friendly snack

Lead-in

- Write two headings, *Fruit* and *Vegetables*, on the board.
- Give students two minutes to work in pairs to write the names of as many fruit and vegetables as they can.
- Find out which pair has the longest list and write their answers on the board.
- In pairs, students decide whether the fruit and vegetables are in season now.
- Ask: *What are the advantages of eating food that is in season?* (It tastes better, it is cheaper, it has travelled a shorter distance from the place where was grown, and so causes less pollution.)

Exercise 1 page 30

- Ask students to look at the title of the article and suggest what it may be about.
- Focus on the photo. Students answer the questions in pairs.
- Give students two minutes to read the text and then have a class feedback.

1 (Possible answers) **bananas, bread (rolls), cakes, fresh vegetables, frozen vegetables, fruit, pizza, potato chips/ French fries, (processed) meat, sausages, soft drinks/ energy drinks, tinned food**

2 Students' own answers

3 A large carbon footprint is bad for the environment.

Language note: *food for thought*

The title of the magazine article, *Food for thought*, is a play on words. The idiom *food for thought* means 'an idea that makes you think seriously and carefully':

The lesson was interesting. It gave me food for thought.

Culture / Language note: *The good, the bad and the ugly*

The caption of the photo, *The good, the bad and the really ugly*, is a reference to the famous Italian western film *The Good, the Bad and the Ugly*. The film was made in 1966. It was directed by Sergio Leone and starred Clint Eastwood.

The word *ugly* has two meanings in English. Its more common meaning is 'unpleasant to look at', but it also means 'unpleasant or dangerous', e.g. *ugly behaviour*. When the beef burgers in the article are described as ugly, reference is being made to the size of their carbon footprint, not to their appearance.

Exercise 2 page 30

- Give students five minutes to answer the exercise on their own. Emphasize the importance, when answering multiple-choice questions, of reading each option carefully, and not jumping to conclusions about the correct answer.
- Check answers as a class. Encourage students to say why the other options are wrong.

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

Exercise 3 page 30

- Circulate and monitor as students answer the questions. For question 1, encourage them to think in terms of food miles, packaging and production.

Pronunciation note: Nouns and verbs

Some words, like *transport* and *produce*, can be used as a noun or a verb. The nouns often have the stress on the first syllable: /'træns'pɔ:t/, /'prɒ'dju:s/. However, when they are verbs, the stress is on the second syllable: /træns'pɔ:t/, /prə'dju:s/.

Vocabulary bank: Food and nutrition page 136

- 1 1 calorie 2 nutrient 3 additive 4 sugar
5 minerals 6 carbohydrates 7 protein 8 fat
9 vitamins 10 salt
- 2 1 carbohydrates 2 sugar 3 fat 4 protein
- 3 1 calories 2 protein 3 nutrient 4 vitamins
5 minerals 6 carbohydrates 7 fat 8 sugar
9 salt 10 additives

Exercise 4 page 31

- Students do the exercise on their own or in pairs.
- Check answers as a class. Model and practise the pronunciation of *produce* /prə'dju:s/, *transport* /træns'pɔ:t/, *package* /'pækɪdʒ/, *recycle* /ri:'saɪkl/ and *refrigerate* /rɪ'frɪdʒəreɪt/.
- Ask students if any of the information surprised them.

1 eat 2 produces 3 transport 4 package 5 recycle
6 grow 7 refrigerate 8 throw away

Culture note: Cows and global warming

Cows emit a large amount of methane gas when they belch. The gas is a result of digestion. The average cow is said to belch between 100 and 500 litres of methane a day. Methane gas has a much greater effect on global warming than carbon dioxide.

Extra activity: Further discussion

In small groups, students discuss the following questions:
How do you think cows produce so much greenhouse gas? (They produce a lot of methane gas as a result of digestion.)
Why do you think so much food goes to waste in the UK?
Would you be prepared to eat less meat to reduce global warming?

Additional vocabulary

The following words are from *The good, the bad and the really ugly*:

- *bunch* (of bananas / keys) /bʌntʃ/ (n) a number of things of the same type that are grown or fastened together
- *sort out* /,sɔ:t 'aʊt/ (v) to separate
- *label* /'leɪbl/ (n) a piece of paper, etc. that is attached to something and gives information about it
- *packaging* /'pækɪdʒɪŋ/ (n) materials used to pack and protect things that are sold in shops
- *container* /kən'teɪnə(r)/ (n) a box, bottle, tin, etc. in which something can be stored or transported
- *sunlight* /'sʌnlɑɪt/ (n) light from the sun

Insight Compound nouns and adjectives

Many everyday objects and inventions are compound nouns, as are many aspects of the modern world, e.g. *global warming*, *recycling centre*.

A compound adjective is made up of two parts. It is usually written with a hyphen, e.g. *eco-friendly*, *long-haired*, *open-minded*. The meaning of a compound adjective is usually clear from the words it is made of.

Exercise 5 page 31

- Elicit examples of some common compound nouns (e.g. *homework*, *toothbrush*, *laptop*).
- Explain or elicit the meaning of *compound adjective*.
- Do the first item together. Students then do the exercise on their own or in pairs. Refer them to the wordlist at the back of the Workbook if necessary.
- Check answers as a class. Model and practise the pronunciation of *eco-friendly* /i:kəʊ 'frendli/.

eco-friendly, *energy-efficient*, *food miles*, *greenhouse gases*, *global warming*, *recycling centre*, *rubbish dump*
1 rubbish dump 2 eco-friendly 3 global warming
4 recycling centre 5 food miles 6 energy-efficient
7 greenhouse gases

Extra activity: Fast finishers

Write the following words in three columns on the board:

A	B	C
solar-	free	lorry driver
sugar-	distance	drink
long-	powered	light

Ask **fast finishers** to match words from A with words from B to make compound adjective, and then match them with nouns from C.

solar-powered light, sugar-free drink, long-distance lorry driver

Exercise 6 page 31

- In groups, students discuss their eco-friendly snack and design a leaflet to promote it.
- Circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask a student from each group to present their ideas to the class.
- The class decides which snack has the smallest and largest footprint. Have a class vote on which snack students would most like to buy.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about eco-friendly food. I can scan a text for information. I can use compound nouns and adjectives to talk about the environment.*

3B Grammar and listening

Burger or broccoli?

Summary

Topic: Food and diet

Grammar: Determiners

Reading: A food diary

Listening: A radio programme about British teenage diets

Speaking: Interviewing a partner about eating habits

Communication worksheet 3A: Pelmanism

Lead-in

- Dictate or write the following questions on the board for students to discuss in pairs or small groups:
What's your favourite food?
Is there any food that you can't stand or can't eat?
What's your favourite meal of the day?
Can you cook?
What's your speciality?

Exercise 1 page 32

- Focus on the photo. Ask: *What food can you see? (burgers, potato chips/French fries, lettuce, yellow (bell) pepper)* Students discuss the questions in pairs.
- Elicit answers and ask students to predict some of the reasons why Tanya has an unhealthy diet.

Students' own answers

Exercise 2 page 32

- Give students two minutes to read Tanya's food diary and answer the questions.
- Check answers as a class.

- 1 She didn't have time because she woke up too late.
- 2 She spends her money on magazines and CDs.
- 3 She doesn't eat big meals because she wants to stay slim.
- 4 She didn't eat more because she doesn't know how to cook.
- 5 She ate well because she had dinner with her family.

Exercise 3 page 32

- With a **weaker class**, remind students that countable nouns are objects, people, etc. that can be counted. Uncountable nouns are materials, liquids, abstract things, etc., that cannot be counted. Uncountable nouns do not have a plural form. Choose examples from classroom to illustrate the concept. Ask: *Can we count books, pens and dictionaries? What about air and homework?*
- Students do the exercise on their own or in pairs.

plural countable nouns: vegetables, hamburgers, biscuits, meals, glasses, potatoes

uncountable nouns: fruit, juice, money, peanut butter, bread, water, soup

Language note: Determiners

The determiners *a few* and *a little* refer to smaller quantities than *a lot*, *much* and *many*. However, they have a positive meaning, e.g. *I drank a few glasses of orange juice* focuses on the fact that I did drink some orange juice, rather than on the fact that I did not drink much.

To express a lack of something, we usually say, e.g. *He doesn't eat many vegetables. / He eats few vegetables.*

In formal and written English we can use *many* in affirmative sentences:

Many British teenagers have an unhealthy diet.

Exercise 4 page 32

- Students do the exercise on their own or in pairs.
- Check answers as a class.
- Check understanding by asking *Do we use 'much' and 'many' in affirmative sentences? (not usually) Do we use 'a lot of' in negative sentences? (yes)*

countable nouns, affirmative sentences: some, a few

countable nouns, negative sentences: any, many

countable nouns, questions: any, many

uncountable nouns, affirmative sentences: some, a little

uncountable nouns, negative sentences: any, much

uncountable nouns, questions: any, much

Grammar reference and practice 3.1 Workbook page 108

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

2 1 additives 2 mushrooms 3 meat 4 food
5 biscuits 6 fruit

3 1 a lot of 2 many 3 few 4 little 5 any
6 much

Exercise 5 page 33

- Students complete the dialogue on their own or in pairs.
- Check answers as a class.
- You could ask students to read the dialogue aloud.

1 some 2 some 3 any 4 any 5 some 6 some
7 any 8 any

Exercise 6 page 33

- Students complete the text on their own or in pairs.
- Check answers as a class.

1 much 2 a lot of 3 much 4 much 5 many
6 many 7 a little 8 a few 9 a little 10 a lot of

Exercise 7 1•13 page 33

- Give students time to read through the table to familiarize themselves with the type of information they will be listening for. Teach or elicit the meaning of *junk food* (food that is quick or easy to prepare, or take-away food, that is bad for your health).
- Students compare their answers in pairs. Check answers as class.

Audio script

Presenter Today on *Choices* we have nutritionist Lara Young talking about teenagers in the UK and their diets. So, Lara, what is the typical teenage diet like?

Lara Well, it's pretty bad. British teenagers don't really take care of their bodies and they don't eat well. People say, 'Teenagers are afraid of nothing except a healthy meal!' So they usually eat a lot of junk food, and that means a lot of sugar and fat in their diet. They often miss out meals. Some never eat lunch, for example, so they only have two meals per day instead of three.

Presenter What's the reason for this?

Lara Well, a lot of people think it's because teenagers are lazy but actually, most young people have a very busy lifestyle. They go out with their friends once or twice a week, they do after-school clubs and they have a lot of homework. Parents are busy, too, so it's quicker to have a few fast food snacks. People don't often cook family meals. Teenagers eat with their families perhaps once a week. They prefer to eat in front of the TV.

Presenter They can have an apple or a carrot in front of the TV. How much fruit and vegetables do they eat?

Lara They eat a little fruit every week, and they don't eat many vegetables.

Presenter And how important is having a family meal?

Lara Studies show that families who cook a meal and eat together have a better diet, children do better at school, and everyone is happier.

Presenter So what can teenagers do about it?

Lara If you don't have much time, try to have a healthy snack. Make a quick salad, don't eat chocolate, sweets or burgers. Drink water or a little juice, don't have a fizzy drink. Have a meal with your family twice a week and try to eat some fruit and a few vegetables every day. Don't miss out meals, either. You need to remember, it's your life and it's your body. Burger or broccoli? Try to make the right choice.

1 Yes 2 Yes 3 No 4 No 5 No

Exercise 8 1•13 page 33

- Students make questions with *how much* and *how many*. Check that questions are correctly formed before playing the recording a second time. Encourage students to write short answers, e.g. *A lot*.
- Alternatively, you could pause the recording between questions so that students can answer them orally with a partner.

- 1 How much junk food do British teenagers eat? A lot.
- 2 How much sugar and fat do they have in their diet? A lot.
- 3 How many meals do some teenagers miss out? One.
- 4 How many times a week do they go out with friends? Once or twice a week.
- 5 How much homework do teenagers have? A lot.
- 6 How many times a week do they eat with their family? Perhaps once a week.
- 7 How much fruit do they have every week? A little.

Exercise 9 page 33

- Students write a list of food they eat for breakfast, lunch and dinner. Ask them to include a determiner before each item (e.g. *a lot of vegetables, a little bread*).
- Focus on the example questions. Circulate as students interview their partners and monitor their use of determiners. Make a note of any common errors for a feedback session at the end of the activity.

Culture note: *Five a day*

Five a day refers to a campaign introduced by various governments around the world, including the USA, the UK, Australia, Germany and New Zealand. Its purpose was to encourage people to eat more fruit and vegetables: at least five portions a day.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use determiners with countable and uncountable nouns. I can talk about quantities. I have learned about British teenage diets.*

3C Listening, speaking and grammar

Eating out

Summary

Topic : Eating out

Listening: Four people talking about a vending machine

Speaking: Preparing a proposal for a school vending machine

Grammar: Indefinite pronouns and adverbs: *some-, any-, no-, every-*

Functional language: Inviting and responding to invitations

Communication worksheet 3B: jigsaw dialogue

Lead-in

- Ask students to imagine they are out and they want to buy a snack. Ask: *What kind of snack would you buy?* Elicit places where you can buy snacks (e.g. *shop, supermarket, café, market, kiosk, vending machine*).
- Find out through a show of hands what the most popular snack is and the most popular place to buy snacks.

Exercise 1 page 34

- Students discuss the questions in pairs. Have a brief class feedback and ask:
Where can you see vending machines? What are the advantages and disadvantages of using vending machines?

Exercise 2 1-14 page 34

- Read the strategy together and explain that *key words* are the words which express the main meaning in a sentence. Contrast these with the *grammar words*, e.g. articles, auxiliary verbs, pronouns and prepositions, which do not usually express the main meaning.
- Tell students they are going to listen to four people talking about vending machines on a radio programme about gadgets. If necessary explain that a *gadget* is a small tool or device that does something useful.
- Give them a few moments to familiarize themselves with the words before playing the recording.
- Check answers as a class and ask: *Which of the objects in the photos do the people mention?* (Jake mentions fizzy drinks. Sally mentions lobsters.)

Audio script

Presenter Today's gadget show is about something everyone uses at one time or another. The very first one appeared in Alexandria, in Egypt, in the first century AD. It sold holy water in Egyptian temples. Hundreds of years later, in the nineteenth century, people started to use them a lot. These new machines sold postcards and books, bubble gum and stamps. Today you can see them everywhere – at bus stations, in schools, shopping centres and sports clubs. What are they? They're ... vending machines! My question to listeners today is: what do you use them for? Our first caller is Jake on line 1.

Jake Well, I've never bought a postcard from one. I use vending machines for a quick snack. When you're out and

about and feeling hungry, you can always get some food and drinks, you know ...

Presenter You mean things like fizzy drinks, crisps and chocolate, right?

Jake That's right, junk food, I suppose.

Presenter So, perhaps vending machines encourage bad eating habits? What does Guy on line 2 think?

Guy It depends. You can buy healthy food from vending machines, too. In our school, we have a vending machine that sells apples.

Presenter That's interesting. Do people use it?

Guy No, no one buys the apples. Everyone prefers chocolate or crisps.

Presenter That's a shame. What other things do people buy from vending machines? Is there anything we can't buy from them? On line 3, we have Sally. Hi, Sally.

Sally Hi, well, I think we can buy everything. When I was on holiday in Japan last summer, I saw a few machines with T-shirts and shoes, and one sold umbrellas. A lot of machines refrigerate food, too, so they sold things like pizza and eggs, and even live animals, like lobsters.

Presenter Lobsters? You're joking!

Sally No, I'm not. You can find everything in Japanese vending machines. Japan has the most vending machines per person in the world – there is one machine for every twenty-three people.

Presenter Wow! That's interesting. Our final call today is from Dexter.

Dexter I usually use them for food and drinks, but last year in December, I bought a cheap camera from a vending machine.

Presenter Really? Where were you?

Dexter At the airport – I was going on holiday, but I forgot my camera. It was great to find one in a vending machine. There were a few MP3 players in the machine, too, but I didn't have enough money for one of those ...

A: postcard, snack, junk food

B: depends, healthy food, school, apples

C: Japan, T-shirts and shoes, refrigerate, animals

D: December, camera, airport, forgot

Exercise 3 1-14 page 34

- To help students understand the radio programme, you may wish to pre-teach *temple* (a building used for the worship of a god or gods), *holy water* (water that has been blessed by a priest), *bubble gum* and *lobster*.
- Give students time to read through the sentences.
- Play the recording and check answers as a class.
- Ask: *Would you buy shoes from a vending machine? What about a camera? A live lobster? Why/Why not?*

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

Extra activity: Comprehension

Write the following sentences from the recording on the board:

- 1 The first vending machines appeared in ____.
- 2 They sold ____.
- 3 Vending machines became very popular in the ____ century.
- 4 In Japan there is one vending machine for every ____ people.

Ask students to complete the gaps in the sentences. If necessary, play the recording again.

- 1 Egypt 2 holy water 3 nineteenth / 19th
4 twenty-three / 23

Extra activity: Compound nouns

Write the following words in two columns, A and B, on the board:

A	B
fizzy	gum
bubble	station
junk	centre
bus	food
shopping	drink
post	card
sports	machine
vending	club

Ask students to match the words in A with the words in B to make compound nouns.

fizzy drink, bubblegum, junk food, bus station, shopping centre, postcard, sports club, vending machine

Exercise 4 1-15 page 34

- With a **weaker class**, elicit the indefinite pronouns and adverbs (e.g. *someone / somebody, something, somewhere*) and write them on the board before students do the exercise.
- Students complete the sentences on their own or in pairs.
- Play the recording for students to check their answers.
- Read through the information about indefinite pronouns and adverbs. Point out that they are all written as one word (*someone, everything*), with the exception of *no one*.

1 **some(thing); every(one)** 2 **every(where)**

3 **No (one), every(one)** 4 **any(thing)**

We use *somewhere, nowhere, anywhere* and *everywhere* to talk about places.

We use *someone/somebody, no-one/nobody, anyone/anybody* and *everyone/everybody* to talk about people.

We use *something, nothing, anything* and *everything* to talk about things.

Grammar reference and practice 3.2 Workbook page 108

1 **1 no(body)** 2 **every(where)** 3 **Some(one)**

4 **any(thing)** 5 **any(where)** 6 **no(thing)**

7 **any(one)** 8 **Every(body)**

2 **1 anywhere** 2 **everywhere** 3 **no one / nobody**

4 **somewhere** 5 **something / anything**

6 **Someone / Somebody** 7 **nothing** 8 **anything**

Exercise 5 page 34

- Students do the exercise on their own or in pairs.
- Check answers as a class.

1 **Everyone** 2 **nothing** 3 **somewhere** 4 **anything**

5 **anyone** 6 **everywhere** 7 **No one** 8 **Someone**

Language notes: Indefinite pronouns and adverbs

Somebody and *someone* mean the same, as do *anybody* and *anyone*, *everybody* and *everyone*, and *nobody* and *no one*. After these words we use a singular verb:

Everybody likes chocolate. (Not ~~*Everybody like chocolate.*~~)

The words which refer to places (*somewhere, nowhere, anywhere* and *everywhere*) are indefinite adverbs. The others, which refer to things and people, are indefinite pronouns.

Exercise 6 page 35

- Students prepare their proposal in groups. Circulate and monitor, helping with vocabulary and ideas as necessary.
- Students present their proposals to the class.

Exercise 7 page 35

- Begin by telling students what you do at weekends and what you are doing this weekend to give them an idea of how long they should talk for.
- Remind them to use the present simple when they answer the first question and the present continuous when they answer the second.

Exercise 8 1-16 page 35

- Play the recording for students.
- Check answers as a class.

Audio script

Paul Hi, Zara. What's the problem?

Zara Oh, hi Paul. It's this vending machine. It's not working ... and I'm really hungry.

Paul Hey, I'm going to the school café. Do you want to come?

Zara That's a good idea. I can get something there.

Paul The food is good here. What do you think?

Zara It's OK. They've got crisps, right?

Paul No, they haven't, but they've got some apples.

Zara That's better than nothing. So, what are you doing this weekend?

Paul I'm going to my cousin's birthday party. It's at the sports club on Saturday.

Zara Really? Are a lot of people going?

Paul Yes, everyone is going. Hey, would you like to come with me?

Zara Thanks, but I'm busy. I'm going to the cinema with Jamie on Saturday.

Paul Oh, that's a shame.

Paul is going to his cousin's birthday party.

Zara is going to the cinema with Jamie.

Exercise 9 1-16 page 35

- Students complete the phrases on their own or in pairs.
- Play the recording again for them to check their answers.
- Check answers as a class.

1 **want to come** 2 **Would you** 3 **idea** 4 **busy**

5 **shame** 6 **think**

Language note: ... right?

It is very common in modern English, particularly amongst young people, to end a sentence with *right?* when eliciting confirmation about something we already know or are almost sure about. This has the same function as a question tag, e.g. *They've got crisps, right?* is the same as *They've got crisps, haven't they?*

It used to be considered an 'Americanism', but has now become a common feature of British English.

Exercise 10 1-17 page 35

- Students complete the dialogue on their own or in pairs.
- Play the recording for them to check their answers.
- You could play the dialogue a third time while students read along at the same speed, paying attention to the rhythm and intonation.

1 C 2 A 3 E 4 B 5 D

Exercise 11 page 35

- Students do the exercise on their own or in pairs.
- Check answers as a class.

Inviting: Why don't you come with us?

Responding: Thanks, I'd like that. I can't make it at six. That sounds great.

Exercise 12 page 35

- In pairs, students choose a situation and take it in turns to invite their partner. Tell them they need to fix a time and place.
- With a **weaker class**, ask students to script their dialogue first.
- Students could practise reading their dialogues aloud and then act them out to the class.
- Ask **fast finishers** to choose another situation and have another conversation.

Extra activity: Speaking

Brainstorm a list of free-time activities and write them on the board.

Ask students to choose three of the activities, and then write down four times when they are free (e.g. *Tuesday evening, Saturday afternoon*).

Students move around the class and make arrangements with three different people.

When they have finished, tell them they have to cancel two of the arrangements. They talk to two people to cancel their arrangements, e.g. *I'm sorry but I can't make it tomorrow. I've got a lot of homework*.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about vending machines. I can use indefinite pronouns and adverbs like 'somebody', 'anywhere' and 'everything' to talk about people, places and things. I can invite and respond to invitations.*

3D Culture, vocabulary and grammar

Notes from a big country

Summary

Topic: Junk food in America

Vocabulary: Containers; Vocabulary bank: Food adjectives

Reading: An extract from a novel about American culture

Grammar: Relative pronouns and adverbs

Communication worksheet 3A: Pelmanism

Lead-in

- Play a game of 'In my grandmother's cupboard' to revise food vocabulary and countable and uncountable nouns. Begin by saying: *In my grandmother's cupboard, I found an apple.* Gesture to a student to repeat what you said and add something beginning with *b*, e.g. *In my grandmother's cupboard, I found an apple and some broccoli.* Gesture to the next student to repeat the sentence and add something beginning with *c*, e.g. *In my grandmother's cupboard, I found an apple, some broccoli and some cheese.*
- Encourage students to continue.

Exercise 1 page 36

- Focus on the shopping lists and check that students know the meaning of the words. Model and practise the pronunciation of *muesli* /'mju:zli/, *cereal* /'sɪəriəl/ and *strudel* /'stru:dl/. Ask: *What do you think Cookie Crisp cereal is? And toaster strudel? Would you like to eat them?*
- Focus on the task and check that students understand and can pronounce *nutritious* /nju:'triʃəs/.
- Students answer the questions in pairs. Have a brief class feedback.

Students' own answers

Culture note: Muesli and Strudel

Muesli is a dish of Swiss origin. It contains oats, dried fruit and nuts, and is served with milk for breakfast. It was originally developed by a Swiss doctor to give to patients in his hospital.

Strudel is a cake of German origin. It is made with pieces of fruit, especially apple, which are rolled in pastry and baked.

Exercise 2 page 36

- Focus on the title of the lesson. Ask: *What do you think 'a big country' is?*
- Students read the text and answer the questions in pairs.
- Check the answer and ask students to tell you which words in the text tell you that the writer likes junk food (*I made for the junk food section ... Well, it was heaven ... chocolate chip cookies ... Brilliant*).

He likes junk food.

Exercise 3 page 36

- Focus on the instructions and sentences. Explain or elicit the meaning of *approve* /ə'pru:v əv/, *trolley* /'trɒli/ and *disgusting* /dɪs'gʌstɪŋ/.
- Students read the extract again and check their answers in pairs, justifying their opinions and correcting the sentences that are false.

- 1 F: *Some weeks ago I announced to my wife that I was going to the supermarket with her next time ...*
- 2 F: *... the stuff she kept bringing home was not fully in the spirit of American eating.*
- 3 T
- 4 NG
- 5 F: *His wife said: You are not bringing home something called breakfast pizza.*
- 6 T
- 7 F: *His wife said: 'You're going to eat it all ... Every bit of everything that you don't put back on the shelves now.' ... And do you know she actually made me eat it.*
- 8 T

Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer on their own or in pairs:

- 1 *What do you think the writer means by 'in a shade of yellow unknown to nature'? (lines 12–13)*
- 2 *Why do you think the writer's wife wanted him to eat everything in the trolley?*
- 3 *How long did it take him to eat the junk food?*

- 1 He means the cheese was a very unnatural colour.
- 2 (Possible answer) She didn't want him to waste anything. She wanted to teach him a lesson. She knew he would think it was disgusting.
- 3 It took weeks.

Additional vocabulary

The following words are from the extract, *Junk Food Heaven*:

- *announce* /ə'naʊns/ (v) to give some news about an important decision or plan
- *stuff* /stʌf/ (n) an informal word meaning 'things'. *Stuff* is uncountable.
- *spray* /spreɪ/ (v) to cover something with liquid that is forced out of a container
- *greasy* /'greɪsi/ (adj) covered in too much oil, e.g. greasy chips
- *store* /stɔ:(r)/ (n) an American word for 'shop'
- *awful* /'ɔ:fəl/ (adj) terrible, disgusting

Exercise 4 page 36

- Students discuss the questions in pairs. Elicit their ideas and write them on the board. Encourage students to use positive as well as negative language.
- Ask a few students to report their partner's answers back to the class.

- 1 (Possible answer) It is **unhealthy / not good for you / artificial / processed / greasy / convenient / tasty.**
- 2 **Students' own answers**

Exercise 5 page 36

- Students do the exercise on their own or in pairs.
- Check answers as a class and practise the pronunciation of *carton* /'kɑ:tən/ and *tube* /t.ju:b/.

1 E 2 F 3 B 4 C 5 D 6 A 7 G 8 H
 a (spray) can of cheese, a box of cereal, a box of pizza, a packet of microwave pancakes

Exercise 6 page 36

- Before students complete the table, check understanding of some of the words by asking questions, e.g. *What do we make bread with? What do we have on toast? What do we use to blow our nose?* Also, elicit or explain the meaning of *soda* (a sweet fizzy drink).
- Students do the exercise on their own or in pairs.
- Check answers as a class.

a carton of eggs, milk
 a jar of jam, coffee
 a bottle of water, vinegar
 a tube of toothpaste, cream
 a bag of potatoes, flour
 a packet of crisps, biscuits
 a can of olives, soda

Vocabulary bank: Food adjectives page 136

- 1 1 good 2 Everyone 3 hard 4 long 5 a lot of
6 natural 7 best 8 difficult
- 2 1 Unhealthy, bad 2 No one / Nobody, disgusting
3 Cooked, soft 4 fresh, short 5 Plain, little
6 Processed, artificial 7 worst, sour 8 easy, tender
- 3 1 raw 2 spicy 3 sweet 4 fresh 5 unhealthy
6 tough 7 organic 8 disgusting 9 sour
10 delicious

Language note: Relative pronouns

Relative pronouns can be a difficult area for students. The following are some common errors:

Students use the wrong relative pronoun, e.g. *who* instead of *which*.

Students forget to omit the pronoun:

She's the girl who she won the cooking competition.
This is the cake that I made it yesterday.

Exercise 7 page 37

- Ask students to read the text quickly to understand the main idea. Check comprehension by asking questions, e.g. *Where is Bill Bryson from? What is 'Notes from a Small Island' about?*
- Focus on the highlighted words and explain that they are relative pronouns and adverbs.
- Students complete the rules. Do the first one together. Point out that relative pronouns refers to the word before.
- Check answers as a class and then read through the rules about when we can and cannot leave out *who*, *that* and *which*. Write the following sentences on the board to illustrate the point:
He's the man who/that wrote the book.
This is the book (which/that) he wrote.

a who b which, that c whose d where e when

Reference and practice 3.3 Workbook page 109

- 1 1 where 2 that 3 whose 4 who 5 when
6 that 7 when 8 where 9 when 10 where
- 2 4 Mrs Taylor isn't a person I know very well.
6 The cinema we go to every week is closing down.
7 Our teacher is a person everyone respects.
The relative pronoun *that* can be left out in sentence 6.

Exercise 8 page 37

- Students do the exercise on their own or in pairs.
- With a **weaker class**, get students to underline the word before the gap as this will help them focus on the correct relative pronoun for the gap.

1 who / that 2 whose 3 which / that 4 which / that
5 which / that 6 when 7 where
We can leave out the relative pronoun in 3 and 4.

Exercise 9 page 37

- In pairs, students take it in turns to make a sentence. Their partner guesses who / what / where it is. Do two or three examples together before they begin.
- Circulate and monitor to check that students are using the relative pronouns correctly.

DVD extra Food in the UK

Extra activities: Relative pronouns

Students test each other on the words in exercise 6 using relative pronouns to define them, e.g. *It's stuff which you put in coffee. It's a liquid that you put on salad.*

You could use the following two activities in future lessons. They practise relative pronouns and also serve as vocabulary revision exercises.

- 1 Put students in groups.
Write out the words you want to revise on sets of cards. Give a set of cards to each group of students. They place the cards face downwards on the desk. They then take it in turns to pick a card and define the word on it using a relative pronoun, e.g. *It's a place where ... , It's a person who ... , It's something which*
The first person to guess the word wins the card. The person with the most cards is the winner.
- 2 Put students in groups.
Hand out five small pieces of blank paper to each student. They think of words or phrases they have recently learned and write one word or phrase on each piece of paper.
Collect the pieces of paper, shuffle them and distribute them to different groups.
The groups then use the cards in the same way as in the first activity. This activity requires zero preparation!

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use relative pronouns and adverbs to give more information about a person, a thing, a place or time. I have learned about the American diet. I can talk about containers.*

3E Writing

Short texts: notes, invitations, adverts and announcements

Summary

Topic: Notes, invitations, adverts and announcements

Reading: Short texts, including notes, invitations, adverts and announcements

Vocabulary: Abbreviations

Writing: A note, an invitation and an advert

Lead-in

- To get students thinking about the purpose of writing, ask:
How many text messages (approximately) have you sent in the last 24 hours?
How many people did you send them to (approximately)?
What was the purpose of these messages?
- Write their ideas on the board. Try to elicit some of the reasons mentioned in the strategy (e.g. *reminding, inviting, explaining, requesting*).

Exercise 1 page 38

- Focus on the task instructions. Before students look at the texts, ask:
What kind of thing can you read on a school noticeboard?
What kind of note might you read on a person's desk at work or at home? On a fridge?
- Students answer the questions in pairs. Encourage them to use speculation words like *maybe* or *perhaps*, e.g. *On a noticeboard, maybe?*
- Check students' answers to question 1. Students may disagree. Accept all suggestions but ask them to explain the reason for their answers.
- For question 2, ask a few students to report their partner's answers back to the class.

(Possible answers)

A on a desk or fridge **B** on a school noticeboard
C on a desk **D** on a desk **E** on a desk
F on a school noticeboard

Exercise 2 page 38

- Read through the strategy together. Make sure students are clear about the meaning of *remind* (help somebody remember something), *make a request* (ask somebody to do something), *advertise* (tell the public that something is going to happen; tell the public about a product or service to encourage people to buy or use it) and *announce* (tell people officially about a decision or plan).
- Students discuss the purpose of the short texts. Do the first one together and point out that the texts may have more than one purpose.

A to remind somebody about their lunch box, to give suggestions / instructions about dinner
B to inform people about the lost snake, to offer a reward
C to thank somebody
D to invite somebody to a party and explain where and when it is
E to make a request
F to advertise, to explain / give instructions

Exercise 3 page 38

- Students do the exercise on their own or in pairs.
- Check answers as a class and make sure students can say the abbreviations correctly. (See Language note.) Although this is a writing exercise, if students can say the abbreviations correctly, it will help them when they are writing.
- Highlight the fact that some abbreviations are written in capitals, whilst others are lower case. Point out, also, that *e.g.* and *etc.* must be written with full stops.

1 St 2 RSVP 3 asap 4 etc. 5 PS 6 NB 7 tel
8 e.g. 9 esp.

Language note: Abbreviations

A few abbreviations are only used in writing: *tel*, *esp.*, *St* and *etc.* If you read the note aloud, you would say *telephone, especially, street* and *et cetera*. Others, such as *e.g.* /,i: 'dʒi:/, *RSVP* /,ɑ:r es vi: 'pi:/, *asap* /,eɪ es eɪ 'pi:/, *PS* /,pi: 'es/ and *NB* /,en 'bi:/ can be spoken as well as written.

Several abbreviations come from other languages:
etc. stands for the Latin *et cetera*, which means 'and the others'.

e.g. stands for the Latin *exempli gratia*, which means 'examples given'.

NB stands for the Latin *nota bene*, which means 'note well'.

PS comes from the Latin *post scriptum*, which means 'something written later'.

RSVP stands for the French *répondez, s'il vous plaît*, which means 'please reply'.

Exercise 4 page 39

- Focus on the task and the prompts and then refer students to the letters on page 13 to find the differences.
- Check answers as a class. Draw attention to the fact that all of the differences save space and time.

In short texts we do not begin with a greeting such as *Dear*, or end with *Best wishes*, *Yours sincerely*, etc. If we want to express affection, we end with an *x*, e.g. *Mum x*, *Lily xx*.

We often use abbreviations and imperatives in short texts.
We often omit pronouns and articles in short texts.

Exercise 5 page 39

- Give students a minute to read the email and underline the important information. Elicit the main purpose of the email (to ask the recipient to advertise a lost jacket).
- Circulate and monitor as students write an advert. Encourage them to use text B in Exercise 1 as a model.
- Ask two or three students to read out their adverts.

(Possible answer)

Lost! Black leather jacket with red lining. Two pockets at front and small green logo above left pocket. Last seen at school party. €15 reward if found. Call Kelly asap. Tel. 01632960354

Extra activity: Writing notes

Write the following sentences on the board:

- 1 *The vending machine isn't working.*
- 2 *I'm sorry I'm late.*
- 3 *I missed the bus.*
- 4 *I'm going to the cinema later. Do you want to come?*
- 5 *I'll see you at the station.*

Students shorten them by omitting pronouns, auxiliaries, articles, etc.

- 1 Vending machine not working.
- 2 Sorry I'm late.
- 3 Missed (the) bus.
- 4 Going to (the) cinema later. Want to come?
- 5 See you at (the) station.

Writing guide page 39

- Read the **tasks** together. Ask: *How many texts do you have to write?* (three) *What kinds of texts are they?* (a note, an invitation and an advert)
- Give students five to ten minutes to complete the **ideas** stage and **plan** their texts.
- Circulate while students **write** their short texts, making sure they use short sentences, imperatives and abbreviations where possible, and that they include all the information. Encourage them to identify the parts of the task where they can include abbreviations, e.g. *asap*.
- When students have finished, ask them to **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

(Possible answers)

1

James,

Going camping this weekend with Sam, Jake and Tom. Want to come? Meeting at bus station Friday 6 p.m. Let me know asap.

NB Bring good walking boots.

Josh

2

Mr and Mrs Cooper

Sorry can't say goodbye in person. Just wanted to say thanks for accommodation and great food. Really enjoyed my stay, esp. trip to Brighton.

Mo

PS hope you visit me soon.

3

Music festival ticket for sale!

Indy Rock festival in Victoria Park this Saturday 11 a.m. to 11 p.m.

Cost of ticket: €25

Call Gareth. Tel. 09676 382716

Extension: Fast finishers

Ask **fast finishers** to compare their note, invitation and advert with a partner's. Whose is the shortest? Whose is the clearest?

Additional writing tasks

- 1 Your friend offered to feed your cat while you are on holiday. Thank them and leave a note with instructions. Tell them where the food is. Remind them when you are coming back. Ask them to call if there are any problems.
- 2 You heard that one of your school friends needs to borrow a surfboard. Leave a note on their desk. Offer to lend them your surfboard. Tell them when to come and collect it. Remind them that you need it back before Saturday because you are going surfing.

- 4 1 many 2 a lot of 3 a lot of 4 some 5 many 6 much 7 much 8 a little 9 any 10 a few
- 5 1 Nobody / No one 2 anybody / anyone 3 something 4 everything 5 anywhere 6 nothing 7 anything 8 Everybody / Everyone
- 6 1 who 2 where 3 which 4 when 5 where 6 whose 7 who

Pronunciation insight 3 Workbook page 125

Answer key: Teacher's book page 154

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write short texts. I can write abbreviations.*

Vocabulary insight 3 page 40

Recording vocabulary

- 1 Students' own answers
- 2 **A:** meaning, part of speech, example sentence, irregular forms, collocations, translation
B: translation, meaning
- 3 healthy /'helθi/ (adj) = strong and well
Ex. [students' own example sentence]
healthier / healthiest ≠ unhealthy
Collocations: child, diet, skin, animal, plant, climate, lifestyle, hair, competition
- 4 A 4 B 3 C 1 D 2
- 5 (Possible answers)
Word family: grow, grew, grown, growth
List with a topic heading: food adjectives: delicious, fresh, raw, spicy, tough
Labelled drawing: jar, label, lid
- 6 Students' own answers

Review 3 page 41

- 1 1 grow 2 produces 3 refrigerate 4 transport 5 package 6 eat 7 recycle 8 throw away
- 2 1 warming 2 rubbish 3 recycling 4 Greenhouse 5 efficient 6 friendly
- 3 1 bag of potatoes 2 jar of jam 3 tube of toothpaste 4 box of chocolates 5 packet of biscuits 6 carton of eggs

4

My space

Map of resources

Section A: Student's Book pages 42–43

Workbook page 28

Vocabulary bank, Houses and homes page 137

Teacher's resource disk, Communication worksheet 4B

Section B: Student's Book pages 44–45

Workbook page 29

Grammar reference and practice 4.1, Workbook page 110

Grammar reference and practice 4.2, Workbook page 110

Section C: Student's Book pages 46–47

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Teacher's resource disk, Communication worksheet 4B

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 48–49

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Grammar reference and practice 4.3, Workbook page 111

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Section E: Student's Book pages 50–51

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Language and skills tests 4A and 4B, Test Bank

Cumulative review Units 1–4 pages 54–55

Literature insight 2, Workbook page 86

Exam insight 2, Workbook page 96

4A Reading and vocabulary

Moving house

Summary

Topic: Living in the past

Vocabulary: Modern devices; adverbs of manner and comment; compound adjectives; Vocabulary bank: Houses and homes

Reading: An article about a modern family who live in a 1940s house

Speaking: Talking about living in the past

Communication worksheet 4B: Dominoes

Lead-in

- Write *Modern devices* on the board and elicit what it means (modern devices are things like mobile phones or computers that make our life easier). Model and practise the pronunciation of *device* /dɪ'vaɪs/.
- Students brainstorm as many modern devices as they can think of. Write their ideas on the board, e.g. *MP3 players, smartphones, laptops, tablet PCs, e-book readers, dishwashers, microwaves ovens*.
- Ask: *Which modern devices couldn't you live without?*

Exercise 1 page 42

- Focus on the photos. Ask: *Do you think the people had a comfortable life in their house?* Elicit some feedback (e.g. *Maybe, but their kitchen looks very simple*).
- In pairs, students choose items from the list. With a **weaker class**, check students' understanding of the vocabulary before they do the exercise. You could do this by giving translations and eliciting the English words.
- When students have made their choices, get feedback and write suggestions on the board.
- Discuss the questions as a class and encourage students to give reasons for their answers, e.g. *I think life was very difficult in the 1940s because people didn't have dishwashers or microwaves*.

Students' own answers

Extra activity: Pair work

Students look at the things in exercise 1 again. In pairs, they rank them according to how much they contribute to an easy or comfortable life.

Get feedback from the class.

Exercise 2 page 42

- Give students one or two minutes to skim-read the text and compare their ideas in exercise 1. Tell them not to worry about new vocabulary at this stage, and that it is

good to get into the habit of skim-reading a text before reading it for detail.

- Get feedback from the class. Were students' ideas right?

(Possible answer)

The average family had an oven, a radio and a Hoover. The text doesn't mention a phone.

Exercise 3 page 42

- Read through the instructions and emphasize that the text has six paragraphs whereas there are seven sentences, so there is one extra sentence that will not match with any of the paragraphs.
- Ask students to read the sentences carefully and underline key words that will help them find answers. With a **weaker class**, do the first one together as an example: *The most important thing for a 1940s family.*
- Ask students to skim-read each paragraph and work in pairs to summarize it. When they have finished, they match the paragraph to one of the sentences.
- Check answers as a class.

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

Culture notes: Wartime in England

When England was at war in the 1940s, it came under frequent air attacks from the German air force, the Luftwaffe. These attacks were known as **the Blitz** and they were particularly frequent between September 1940 and May 1941. Many children who lived in big cities were sent to live with relatives in the countryside, where it was safer. The people who remained in the cities built bomb shelters in their gardens, if they had one. In London, people used to take shelter from the bombs in the deep underground stations.

During the 1940s there was **food rationing** in Britain. There were fewer imports (such as coffee and tea) during the war, so in order to make supplies last longer, and to make sure everybody got their fair share, people had to consume less. Everybody had a ration book, which showed how much food a person was entitled to. When a person went to the shop to buy coffee, for example, the shopkeeper stamped the ration book with the date to show that the person had had their fair share. Food rationing continued in Britain until 1954 – nine years after the end of the war.

Extra activity: Further discussion

Ask students: *What would you miss most if you lived in the 1940s? Why?*

How do you think people who were living in the 1940s felt in the 1950s and 1960s, when they had more gadgets and more comfort? Do you think they liked the changes? Why?

Do you know anyone who was alive in the 1940s? What do you know about their life then?

Exercise 4 page 42

- With a **weaker class**, read through the questions together and check for understanding. Encourage students to refer to the text for ideas to support their answers.
- Circulate and monitor, helping with vocabulary or ideas as necessary.

V insight Adverbs of manner and comment

We use adverbs of manner to modify verbs. In other words, we use them to say how something is done:
He walked slowly across the park.

We use adverbs of manner to modify adjectives. In other words, they increase or decrease the strength of the adjective:
He's got an extremely fast car.

We can also use adverbs of comment to give our opinion:
Luckily, I found my keys behind the sofa. (= I think it was lucky that I found my keys.)
Unfortunately, it began to rain when we got to the beach. (I think it was unfortunate that it began to rain.)

Exercise 5 page 42

- Focus on the table. Ask: *What words are in the left-hand column?* (adjectives) *Why do we use adjectives?* (to describe people or things)
- With a **weaker class**, check that students know the meaning of the adjectives and model and practise pronunciation.
- Ask: *What is an adverb?* Explain or elicit that adverbs are similar to adjectives because they also describe and give more information, but adverbs usually give information about verbs, not nouns. In other words, they describe how something is done. Point out that many adverbs of manner are formed from adjectives.
- In pairs, students find the adverbs and complete the table. Check answers as a class.
- Refer students to the spelling rules and ask them to complete them based on the adverbs in the table. Check answers as a class.

(un)fortunately (line 13); luckily (line 18); quickly (line 21); easily (line 40); (un)surprisingly (line 45); helpfully (line 47); necessarily (line 51); happily (line 52)

a -ly b -i, -ly

Extra activity: Speaking

Ask students to look at the adjectives in exercise 5 again. Students stand up. Ask one student to say an adjective from the table, e.g. *lucky*. The student makes a sentence with the word, e.g. *My cousin doesn't have a lot of homework. He's very lucky.*

Then ask another student to choose another adjective and make a sentence with it. Go round the class until every student has made a sentence.

Students could write some sentences for homework.

Exercise 6 page 43

- Read the instructions together. With a **stronger class**, ask students to do the activity in pairs. With a **weaker class**, look at two adverbs together to demonstrate the difference. *Unfortunately* refers to the fact that there were no twenty-first century labour-saving devices; the situation was unfortunate. *Quickly* refers to the verb *dig*; it describes how they dug the shelter.
- Students do the exercise in pairs.
- Check answers as a class.

1 quickly, easily, helpfully, happily

2 Unfortunately, luckily, surprisingly, necessarily

Extra activity: Fast finishers

Ask **fast finishers** to find three more adverbs in the text and identify what kind they are.

(Possible answers)

magically (line 14): adverb of manner (it describes an action: *disappear*)

especially (line 31): adverbs of manner (it focuses on a certain group: *children*)

terribly (line 40): adverb of manner (it modifies an adjective: *difficult*)

Extra activity: Weaker students

Mime an action, e.g. *running slowly*, exaggerating a little so that students see how you are running. Ask: *What am I doing?* and elicit: *You are running slowly.*

Students work in pairs to think of five actions to mime for the rest of the class. Circulate and monitor, helping with vocabulary as necessary.

When they are ready, each pair takes it in turns to mime actions for the rest of the class. The pair who guesses the action correctly gets a point. The pair with the most points wins.

Exercise 7 page 43

- Remind students to think carefully about the missing word. Does it describe a noun? Or does it describe how an action was done or express an opinion?
- Students do the exercise on their own. Circulate and monitor, helping as necessary. Check answers as a class.

1 quickly 2 helpful 3 happily 4 easy 5 necessary
6 luckily / fortunately 7 surprisingly 8 Unfortunately

Additional vocabulary

The following words are from the article *The 1940s house*:

- hang on* /,hæŋ 'ɒn/ (v) to wait for a short time
- purpose* /'pɜ:pəs/ (n) a reason for doing something
- experiment* /ɪk'sperɪmənt/ (n) a scientific test or activity that is done in order to study what happens and to get new knowledge
- larder* /'lɑ:də(r)/ (n) a cupboard or small room used for storing food
- realistic* /,riəl'ɪstɪk/ (adj) being as close to reality as possible
- chore* /tʃɔ:(r)/ (n) a routine job or task, often boring

Extra activity: Fast finishers

Write the following words on the board: *well, good, English, long, looking, speaking, haired, known*. Ask students to form four common compound adjectives.

They then say what each adjective could describe.

well-known (actor); **good-looking** (man or woman);
English-speaking (country); **long-haired** (girl)

Insight Compound adjectives

Compound adjectives allow us to give more specific information about nouns, e.g. instead of saying *They live in a big house*, we can say *They live in a two-storey house*.

The words in compound adjectives are usually separated by a hyphen.

Exercise 8 page 43

- Focus on the highlighted words in the article and ask students what they notice about them. Elicit that they all have a hyphen.
- Ask: *What kind of words are they?* (adjectives)
How do you know they are adjectives? (They describe nouns.)
- Point out that they are compound adjectives because they consist of two words joined together.
- Ask students to read the text quickly, ignoring the gaps.
Ask: *Is it about a family living in the 1940s or one living in the twenty-first century?* (the twenty-first century) *How do you know?* (They have modern devices.)
- With a **weaker class**, check the meaning of the individual words in the compound adjectives. With a **stronger class**, encourage students to use the context to guess their meaning.
- Students complete the exercise in pairs.
- Check answers as a class.

1 modern-day 2 three-bedroomed 3 semi-detached
4 full-time 5 two-storey 6 labour-saving
7 old-fashioned 8 open-plan

Exercise 9 page 43

- In groups, students choose a period of history they would be interested in learning more about (e.g. Ancient Greece, the sixteenth century, the 1920s, the 1960s).
- Tell them to imagine they are going to live in that period for a month. Explain the activity.
- Circulate and monitor, helping as necessary. Encourage students to use some language for making suggestions, agreeing or disagreeing, e.g. *I think we really need ...*; *How about taking ...?*; *I think that ... would be more useful*; *I'm not sure. What about ... instead?*
- At the end of the activity, one student presents the group's ideas to the class. Have a class vote on which group chose the most useful devices.

Extra activity: Stronger students

In groups, **stronger students** think about the advantages of living a simpler life. Give them an example: *You can spend more time with family and friends. There are not so many distractions like television or the internet.*

Students discuss the question. Encourage them to make a note of their ideas.

Each group presents their advantages to the class.

Vocabulary bank: Houses and homes page 137

- 1 1 terraced house 2 cottage 3 block of flats
 4 semi-detached house 5 tent 6 bungalow
 7 detached house 8 caravan 9 castle 10 mansion
- 2 1 castle 2 terraced house 3 caravan 4 tent
 5 cottage 6 mansions 7 detached house
 8 bungalow 9 block of flats
 10 semi-detached house

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a family who lived in a 1940s house. I know words for labour-saving devices. I can use adverbs of manner and comment. I can recognize and understand compound adjectives. I can talk about life in the past.*

4B Grammar and listening

A room of my own

Summary

Topic: Sharing rooms

Grammar: Comparative and superlative adjectives; (*not*) *as ... as, too, enough*

Reading: An extract from a book; an extract from a report

Listening: People talking about their favourite rooms

Speaking: Comparing and choosing a room

Lead-in

- In pairs, students describe their dream house to each other. Encourage them to be as imaginative as possible.
- Get feedback by asking a few students to describe their partner's dream house.

Exercise 1 page 44

- Focus on the questions. With a **weaker class**, check that students understand the qualities in question 2. Elicit or explain *privacy* /'prɪvəsi/ (having the freedom to do things without other people watching or knowing) and *comfort* /'kʌmfət/ (being comfortable). Model and practise the pronunciation.
- Give students two or three minutes to discuss in pairs, and then open up the discussion to the class, getting feedback by asking: *What's your favourite room?* Write any new vocabulary on the board and check for pronunciation by modelling the word and asking students to repeat.

Students' own answers

Exercise 2 1•18 page 44

- Explain the exercise. Ask students to read the sentences.
- With a **weaker class**, play the recording until the // symbol. Ask: *Does Maya have a brother? (yes) Does she like his room? (no)* Elicit that the correct answer for number 1 is *her brother's bedroom*.
- Play the recording for students. Play it again for them to check their answers.
- Check answers as a class.

Audio script

Presenter One. Maya.

Maya My favourite room? Well, it isn't my brother's bedroom. That's the worst room in the house and definitely the messiest – football kit and bits of pizza all over the floor. // I think my favourite room is the living room. It's a lot tidier than the other rooms and much more comfortable – there's a big old-fashioned sofa and it's right in front of the TV. If nobody else is around, I can sit there for hours, watching my favourite shows.

Presenter Two. Adrian.

Adrian The kitchen, because it's the busiest and the most interesting room, I think. My dad is always cooking there, so it's a bit warmer and it's friendlier than the other rooms, too. It's open-plan so there's lots of space, and it's got big windows that look out onto the garden, so it's lovely and light – that's really nice in the summer.

Presenter Three. Yasmin.

Yasmin It's my bedroom. It's the best room in the house, although it isn't the biggest. In fact it's slightly smaller than the kitchen. But it's a lot more private and far quieter than the kitchen. We live in a three-storey house and my room is on the top floor, so I can see the park from my window! It's also the only place where I can get away from my little brother, and the only room where I can do what I want – listen to music, read a magazine, chat to friends ... Oh, and everything in the room is black – my favourite colour!

- 1 **her brother's bedroom** 2 **The living room**
 3 **the kitchen** 4 **bedroom** 5 **the kitchen**

Exercise 3 page 44

- Focus on the table. Explain that we use comparative forms to compare two things, and superlative forms to compare more than two things.
- Point that the different ways we form comparative and superlative forms, and highlight the spelling changes in some words (see Language note below). Explain that there are few irregular adjectives, but that they must be learned.
- Ask students to find and underline the comparative and superlative adjectives in exercise 2. Tell **weaker students** that these adjectives look similar to the adjectives in the left-hand column.
- Check answers as a class.
- In pairs, students complete the table.
- Check answers as a class.

	Comparative	Superlative
Short adjectives		
big	bigger	the biggest
quiet	quieter	the quietest
small	smaller	the smallest
busy	busier	the busiest
Long adjectives		
comfortable	more comfortable	the most comfortable
interesting	more interesting	the most interesting
Irregular adjectives		
bad	worse	the worst
good	better	the best
far	further	the furthest

Language note: Comparative and superlative adjectives

- We use comparative adjectives to compare two people or things:
Moscow is colder than Sydney.
French is more difficult to learn than English.
- We use superlative adjectives to compare more than two people or things:
London, Dublin and New York are great cities, but Dublin is the most pleasant city to live in.
She is the nicest person in the class.
- To make the comparative form of one-syllable adjectives, we add *-er*. To make the superlative form, we add *-est*:
clean – cleaner – the cleanest
- If a one-syllable adjective ends in vowel + consonant (e.g. *big, wet, fat*) the final consonant doubles, and then we add *-er* or *-est*:
big – bigger – the biggest
wet – wetter – the wettest
- To make the comparative form of adjectives ending in *-y*, we add *the*, leave out the *-y* and add *-er*. To make the superlative form, we leave out the *-y* and add *-est*.
happy – happier – the happiest
- To make the comparative form of words with two or more syllables, we use *more* before the adjective. To make the superlative form, we add *the most* in front of the adjective.
entertaining – more entertaining – the most entertaining
- We often use *than* after a comparative adjective.
Compare:
Sally and Sue are both tall, but Sue is taller.
Sue is taller than Sally.
- Irregular adjectives have to be learned.

Grammar reference and practice 4.1 Workbook page 110

- 1 more beautiful - the most beautiful
 - 2 funnier - the funniest
 - 3 nicer - the nicest
 - 4 farther / further - the farthest / furthest
 - 5 more dangerous - the most dangerous
 - 6 sadder - the saddest
 - 7 more interesting - the most interesting
 - 8 worse - the worst
 - 9 wider - the widest
 - 10 cleaner - the cleanest
 - 11 dirtier - the dirtiest
 - 12 more famous - the most famous
- 1 noisier than 2 more modern than 3 bigger than
 - 4 quieter than 5 older than 6 smaller than
- 1 the laziest 2 The largest 3 the most expensive
 - 4 the best 5 The tidiest 6 The hottest

Exercise 4 page 44

- Focus on the photo and ask students: *What building do you think this is?* Write some language for speculation (e.g. *It looks like ...; It might be ...*) on the board and elicit suggestions, e.g. *It looks like a castle. It might be a room in a very old house.*

- Give students a minute to read the text, ignoring the gaps, and ask:
What kind of room is in the picture? (a hall)
In what kind of building would you find a room like this?
(Students can infer that it was a very large house or castle.)
Why was it important? (Because it was the biggest room in the house and everyone ate and slept there.)
- Students complete the text. Remind them to think how many things are being compared before they choose the comparative or superlative form.
- Check answers as a class.

1 more important 2 the biggest 3 the busiest
4 (the) noisiest 5 the warmest 6 dirtier 7 higher
8 darker 9 cleaner 10 more comfortable

Exercise 5 page 44

- Focus on the prompts and explain the exercise.
- With a **weaker class**, make the first question together as an example.
- Students make questions on their own. Circulate and monitor, helping as necessary and encouraging students to self-correct.
- Check answers as a class. Write the correct questions on the board to make sure students have a good model to check against.
- Give students a few minutes to discuss the questions in pairs. Get feedback from one or two pairs. (e.g. *The brightest room in my house is the kitchen. There are two big windows.*)

- 1 Which is the brightest room in your house?
- 2 Which is the most useful labour-saving device in your kitchen?
- 3 Is a computer more expensive than a mobile phone?
- 4 Which is the most unusual object in your house?
- 5 Why are semi-detached houses more expensive than one-bedroomed flats?
- 6 Which is the tallest building in your town?
- 7 Is your house further from the town centre than your best friend's house?
- 8 What is the quickest way to get to school?

Extra activity: Weaker students

Write the following words on the board: *winter, summer, cold.*

In small groups, students make a comparative sentence with these words. When they have finished, they raise their hands and say: *Winter is colder than summer.*

Continue the activity with the following sets of words:

- 1 July, January, hot
- 2 lions, dogs, dangerous
- 3 planes, cars, fast
- 4 MP3 players, CD players, modern
- 5 Life today, life in the 1940s, comfortable

- 1 July is hotter than January.
- 2 Lions are more dangerous than dogs.
- 3 Planes are faster than cars.
- 4 MP3 players are more modern than CD players.
- 5 Life today is more comfortable than life in the 1940s.

Extra activity: Quiz

Write the following quiz on the board:

- 1 What is the highest mountain in the world?
- 2 Russia is bigger than the USA. True or false?
- 3 What is the longest river in the world?
- 4 What is the smallest country in the world?
- 5 Australia is more crowded than China. True or false?
- 6 What is the coldest continent in the world?

Students do the quiz in pairs.

Check answers as a class. Award one point for each correct answer.

1 Mount Everest 2 true 3 the Nile 4 Vatican City
5 false 6 Antarctica

Exercise 6 page 45

- Focus on the letters. Ask: *What is a problem page?* Elicit that a problem page is a page with letters about readers' problems and advice about how to solve them.
- Students do the exercise on their own. They then check ideas in pairs.
- Check answers as a class.

The problem is that both people share their bedroom with a brother or sister.

Students' own answers

Extra activity: Pair work

Tell students about a time when you shared a room (make it up if it is not true), e.g. *When I was growing up, I shared a room with my brother. It was nice because we used to talk and have fun. But it was also annoying because he was untidy and I hate living in a messy room.*

In pairs, students take it in turns to tell each other if they have ever shared a room and what it was / is like. If they have never shared a room, they can imagine what it is like. Encourage them to talk about both the advantages and the disadvantages of sharing. Write some useful phrases on the board to help them: *One good thing about sharing is ...; It's annoying when ...; Another advantage is that ...; A disadvantage of sharing is that ...*

Get brief feedback.

Exercise 7 page 45

- Go through the rules together and explain that (*not*) *as* + adjective + *as* is another way of comparing two things.
- Point out that *too* means 'more than necessary' and *enough* means 'sufficient'. In other words, *too* has a negative meaning and *enough* has a positive one.
- Students do the exercise in pairs.
- Check answers as a class.

1 a 2 b 3 b 4 b 5 b

Language note: (*not*) *as* ... *as*, *too*, *enough*

- We can compare two people or things using a comparative adjective:
The USA is bigger than the UK.
- We can also use *not as* + adjective + *as* to express the same thing:
The UK isn't as big as the USA.

- We use *as* + adjective + *as* to say that two people or things are the same:
My marks are as good as yours.
- *Too* goes before an adjective. We use *too* to say that something is more than is good, necessary, possible, etc.:
The room is too cold. (= I would like the room to be warmer.)
- *Enough* goes after an adjective. *Enough* means 'to the necessary degree'. We use it to express that we think something is just right:
The room is warm enough. (= I am happy with how warm the room is.)
- We can also use *enough* in negative sentences:
The room isn't warm enough. = *The room is too cold.*
- We can use an infinitive after adjective + *enough* and *too* + adjective to add further information:
The room is too cold to sleep in. (= I can't sleep in the room because it needs to be warmer.)
The room is warm enough to sleep in. (= I am happy with how warm the room is and I can sleep in it.)

Grammar reference and practice 4.2 Workbook page 110

1 (Possible answers)

- 1 A cottage isn't as big as a mansion.
- 2 Buckingham Palace is as well-known as the Tower of London.
- 3 Bicycles aren't as expensive as sports cars.
- 4 Musicians are as popular as actors.
- 5 A 10,000-metre race isn't as fast as a 100-metre race.
- 6 A lake isn't as deep as an ocean.
- 7 The Sahara Desert in Africa is as dry as the Gobi in Asia.
- 8 Mount Fuji is not as high as Mount Everest.
- 9 Skiing is as dangerous as skating.
- 10 The moon is not as far from the Earth as the sun.

- 2 1 too crowded 2 big enough 3 too 4 tender enough 5 too 6 too much 7 too long 8 not tall enough 9 too 10 too early

Exercise 8 page 45

- Focus on the sentences and explain the exercise. With a **weaker class**, do the first one together.
- Students do the exercise on their own. They then check answers in pairs.
- Check answers as a class.

- 1 My wardrobe is too small for all my clothes.
- 2 It's too noisy to do my homework!
- 3 You aren't old enough to watch that horror film.
- 4 This chair is too uncomfortable to sit on.
- 5 The room wasn't tidy enough to sleep in.
- 6 The windows are very small in this room. It's too dark.

Extra activity: Fast finishers

Ask **fast finishers** to write four sentences about their home using *too* and *enough*.

When they have finished, ask them to read out their sentences to the class (e.g. *My bedroom isn't very big, but it's big enough for me.*).

Exercise 9 page 45

- Students read the extract quickly, ignoring the gaps. Ask: *What is it about?* Elicit that the extract compares children who share a room with children who do not share a room.
- Read through the instructions together. With a **weaker class**, remind students to look carefully at the words on either side of the gap before deciding on their answer. For example, the word before the first gap is an adjective, so the missing word must be *enough*.
- **Stronger students** can do the exercise on their own, while **weaker students** do it in pairs.
- Check answers as a class.

1 enough 2 as 3 lonely 4 enough 5 as 6 than
7 more 8 healthiest 9 most

Extra activity: Pair work

Ask students to find five personality adjectives in the extract in exercise 9 (*confident, sociable, shy, easy-going, relaxed*).

In pairs, students discuss people in their family using these adjectives. Encourage them to ask each other questions and to use the language they have learned in the lesson, e.g. *'Who is the most sociable person in your family?' 'My father, but he isn't as relaxed as my mother.'*

Ask a few students to tell the class about their partner's family.

Exercise 10 page 45

- Focus on the photos and the questions.
- With a **weaker class**, write some adjectives on the board to help students discuss the questions: *bright, well-lit, spacious, organized, modern, colourful*.
- Circulate and monitor, checking that students are using comparative forms, *too* and *enough* correctly. Make a note of any common errors to address in a later feedback session.
- Get brief feedback from each pair about their partner's opinions.

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use comparative and superlative adjectives. I can use '(not) as ... as', 'too' and 'enough'. I can understand people talking about their favourite rooms. I can understand a report comparing children.*

4C Listening, speaking and vocabulary

House rules

Summary

Topic: Rules at home

Listening: A talk about household chores

Speaking: Asking for permission and responding

Vocabulary: Collocations: household chores

Functional language: Asking for permission and responding

Communication worksheet 4B: Dominoes

Lead-in

- Tell students to imagine a school without any rules. Ask: *What would it be like?*
- In pairs, students discuss ideas. After two or three minutes, ask them to share their ideas with the class (e.g. *It would be great. We could do anything we wanted. It would be fun, but we wouldn't learn anything.*)

Exercise 1 page 46

- Remind students of the word *chore*; it appeared in the reading text on pages 42–43. Then focus on the photos.
- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary as necessary and writing any new words on the board, e.g. *laundry*.
- Get feedback by briefly discussing each question as a class, e.g. *Children shouldn't help with household chores because they are too boring. Girls are as hardworking as boys.*
- Ask students to brainstorm other chores and write their ideas on the board.

Insight Collocations: household chores

We often talk about household chores using collocations, e.g. we say *do the dishes* (= wash the dishes) not *make the dishes* (= create the dishes). Generally speaking, we use *do* about work that does not involve creating something, e.g. *do the laundry, do the cleaning*. We tend to use *make* when we are creating something, e.g. *make the dinner, make a cake*.

Exercise 2 page 46

- Read through the instructions together. Ask **weaker students** to read the sentence beginnings and endings and underline any new vocabulary. Write any new words on the board and model the pronunciation, especially for *ironing* /'aɪəniŋ/.
- Students do the exercise on their own or in pairs.
- Check answers as a class.
- In pairs, students discuss the questions. Get feedback by asking them to share their ideas with the class.

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

Exercise 3 1•19 page 46

- Focus on the factfile and ask: *What is this factfile about?* Elicit that it is about the number of children who do chores.
- Read the instructions together and play the recording.
- Play the recording again for students to check their answers.
- Check answers as a class.
- In pairs, students discuss the question briefly, comparing themselves with the children in the survey. Get feedback from a few pairs.

Audio script

Presenter ... and so please welcome child psychologist Marlene Knight, author of the book called *Whose house is it anyway?* She's going to talk about sharing space and responsibilities with our children.

Marlene Thank you very much. ... OK, so I'm going to start with the home and who does what around the house ... Yes, I'm talking about household chores. In some homes, parents and their children often argue about chores and who does them. In

other homes there are no arguments. Why? Because the parents do everything. So let's look at some strange but true facts ... A recent survey of eleven-to sixteen-year-olds in the UK found that 35% never prepare meals, 63% don't do the ironing and 75% never load a washing machine or clean the bathroom. Girls usually work harder in the home than boys, but many children ... girls and boys ... don't even make their bed before they go to school. What does this mean? Are kids lazy or just too busy? Do they do enough? And should parents ask them to do more?

1 eleven 2 35 3 ironing 4 the bathroom 5 work
6 make their bed

Exercise 4 1-20 page 46

- Explain to students that they are going to listen to the rest of the talk. Ask them to read the sentences and underline key words that will help them focus as they listen. Encourage them to guess which sentences they are going to hear and to mark them. Point out that they may not hear every idea, so they should move on to the next sentence if they do not hear anything.
- Play the recording. Students compare their answers in pairs.
- Give students a few minutes to decide whether they agree with the ideas. Write some expressions on the board to help them, e.g. *I completely disagree with the fact that ...; In my opinion, ...; I couldn't agree more.*
- Have a class feedback.

Audio script

Marlene Some people point out that today's kids have more homework and have less time to do jobs around the house. If they're teenagers, they also don't have much energy because their bodies and brains are developing very quickly, and that can be tiring ... for them as well as us!
Kids also say: 'It's not my house, why should I clean it?' Well, they use it, and if they don't learn how to do basic chores like cooking and cleaning, how can they look after themselves when they leave home? Helping with chores is training in basic survival skills. It's also a good way to remind children that they are part of something bigger than themselves – the family. And, by giving them some responsibility, you're also telling them that you trust them, and that increases their confidence.
But it's often tricky to get children to do chores. There is no 'I' in the words 'work' or 'chores' ... and most kids only like to do things that help them or give them something back immediately. The best way to deal with this is to make some house rules, and also point out some of the long-term benefits: studies show that children and teenagers who help around the house are happier and have better family values. When they take out the rubbish, lay the table or Hoover the floor, they are actually learning how to become more helpful members of society.
So, my message today is this: don't teach your children to be lazy. Start good habits early, and help them become good and responsible citizens in the future.

The ideas in the recording are: 3, 4, 5 and 7.

Exercise 5 page 46

- Ask: *Do you have any rules in your own house?* and elicit responses, e.g. *I can use the internet for only one hour in the evening. I have to do my homework before I can watch TV.*
- Focus on the eight rules. Then read through the instructions together. Write some useful language for

negotiating on the board, e.g. *How about ...? I'd prefer to ...; What do you think about ...? I think it would be fairer to ...*

- In groups, students discuss the rules that they can agree with their parents.
- Students do the exercise. Circulate and monitor, and interrupt only to prompt them with ideas if necessary. Make a note of any errors you would like to address later.
- When students have finished, ask a student from each group to present their rules to the class and give reasons why they chose them.

Extra activity: Group work

Ask: *Why are there rules?* Give students time to think and then elicit some answers, e.g. *Things are more organized when we have rules. Rules help people do necessary things. Without rules, people just do what they want.*

Ask students to look at the rules in exercise 5 again. In groups, they think of two or three advantages for each rule, e.g. *When everyone helps with the household chores, they finish more quickly. People learn to cooperate and help each other.* Circulate and monitor, helping with vocabulary and ideas as necessary.

Get feedback from each group at the end of the activity and write new or difficult vocabulary on the board.

Exercise 6 page 47

- Focus on the situations and explain the exercise.
- Students do the exercise in pairs.
- Check answers as a class. Ask students if they have ever had to ask for permission in any of these situations, and elicit responses, e.g. *I asked my parents to give me money for a new mobile phone. They said that my old phone is working fine. They didn't give me money for a new one.*

1 parent 2 friend 3 parent / friend / teacher
4 parent 5 parent 6 teacher

Exercise 7 1-21 page 47

- Explain the exercise. With a **weaker class**, play the first dialogue and pause the recording to ask which of the situations the dialogue matches. Elicit that it matches situation 6.
- Play the rest of the dialogues.
- Students check their answers in pairs. Then check answers as a class.

Audio script

A Teacher ... which you should have seen in the books, and you have 45 minutes to complete the exam.

Rafi Excuse me, sir.

Teacher Yes?

Rafi Could I use a dictionary, please?

Teacher Yes, Rafi. Of course you can.

B Sophie [sighing]

Nell What's the matter?

Sophie I haven't got anything to wear for Tessa's party.

Nell Why don't you wear your red jumper?

Sophie I can't, I wore that last time. Hey, can I please borrow your T-shirt?

Nell Sure, no problem. But you also borrowed my jeans last weekend, so next time I'll ...

- C Patrick** It's nearly half past eight. She's late.
Kemal Why don't you text her?
Patrick My phone isn't working. Is it OK if I use your phone?
Kemal Here, go ahead.
- D Clara** Hi, Dad. Have you got a minute?
Dad What do you want, Clara?
Clara It's Tessa's birthday party this weekend.
Dad I see. Did she invite you?
Clara Yes. Erm ... it starts at nine, but it ends quite late.
Dad How late?
Clara At midnight, but Tessa says I can stay at her house. Is it all right if I stay the night?
Dad Hmm, that depends. Ask your mother.

A 6 B 2 C 3 D 1

Exercise 8  1·21 page 47

- Ask students what the people in the dialogues were doing. Elicit that they were asking for permission to do something.
- Explain that there are several ways of asking permission politely. Point out the incomplete phrases. Give students time to look through them and ask **stronger students** if they can remember any phrases from the recording.
- Play the recording again. Students complete the phrases. They then check answers in pairs.
- Check answers as a class.

1 Could 2 please 3 all right 4 problem 5 Here
 6 depends

Extra activity: Pair work

Write the following words on the board: *a shopkeeper, a waiter, a librarian, a celebrity, a boss*. Check that students know what the people are.

Students work in pairs and ask permission from each of these people to do something, e.g. (to a shopkeeper) *Could I have a bag please? Can I have the receipt, please?* The shopkeeper gives or refuses permission.

Ask a few students to share some ideas with the class.

Exercise 9  1·22 page 47

- Focus on the picture. Ask: *What can you see?* and elicit that a boy is helping his mother do the dishes.
- Tell students to read the dialogue quickly. Ask: *Why is Joel being helpful?* (Because he wants to go to a rock concert.)
- Students do the exercise in pairs. Play the recording for students to check their answers.

Audio script

Joel Hi, Mum. Shall I do the washing? I can load the machine if you like.

Mum Thanks, Joel, that's helpful.

Joel Er, Mum ... Harry has got some tickets for a rock concert this Saturday. It's at the football stadium. Do you mind if I go?

Mum That depends. What time does it finish?

Joel Around midnight.

Mum Then I'm afraid not. We're going to your granddad's on Sunday, remember?

Joel I can come back earlier, Mum.

Mum Hmm, I'll think about it.

Joel Thanks, Mum. Oh, there's just one more thing. Could I please have my pocket money today? The tickets are expensive.

[See audio script](#)

Exercise 10 page 47

- Explain the activity. With a **weaker class**, find one of the phrases together.
- Students do the activity in pairs.
- Check answers as a class.

Asking permission: Do you mind if ...? Could I please ...?
Responding: I'm afraid not; I'll think about it.

Extra activity: Weaker students

In pairs, **weaker students** practise the dialogue in exercise 9.

Play the recording again if necessary. Circulate and monitor.

When students have finished, they swap roles.

Ask a few pairs to perform the dialogue for the class.

Exercise 11 page 47

- Read the instructions together. Then put students in pairs and refer them to the role cards. Check the meaning of any difficult vocabulary and point out the difference between *dye* (to dye your hair a different colour) and *die* (to stop living).
- Ask A students to read their options and choose one. Encourage them to think of ways they can persuade their parents to agree and write some useful language on the board: *I promise I'll tidy my room more often. Can I come home early? I really want to go!*
- Ask B students to decide if they will give permission or not. Encourage them to think of different ways they can refuse permission or negotiate with their 'child', e.g. *I'm afraid you're too young for ...; I don't think that's a good idea because ...; I'm not so sure about ...; Well, if you promise to ..., you can ...*
- Give students time to think and make notes if they wish before they do the role-play. Circulate and monitor, helping with ideas or vocabulary as necessary. Ask **fast finishers** to swap roles and repeat the exercise.
- Ask a few pairs to perform their role-play for the class. Have a vote on which role-play was the most entertaining.

Extra activity – writing: asking, giving and refusing permission

You are going to the UK for a month to do a language course at a school. The school has found a room in a house near the school for you to stay in. You want to get some information about the house and ask some questions. Write a letter to the owner of the house:

- Introduce yourself.
- Ask what facilities the house has (e.g. *washing machine, internet*) and if you will have to do any chores.
- Ask if you can use the owner's telephone to phone home.
- Ask if one of your friends can stay for the first week.

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use collocations to talk about household chores. I can understand a talk about household chores. I can ask permission in different situations. I can respond to somebody who is asking permission.*

4D Culture, vocabulary and grammar

Historic homes

Summary

Topic: Historic homes

Vocabulary: Phrasal verbs; Vocabulary bank: Parts of a house

Reading: An extract from a travel guide

Grammar: Verbs + infinitive or *-ing* form

Communication worksheet 4A: Class survey

Lead-in

- In pairs, students describe their homes to each other.
- Get feedback by asking a few students to describe their partner's house.

Exercise 1 page 48

- Tell students about your own home, e.g. *My home is in an old building. I don't know who lived there before me. My neighbour says a very nice family lived there, but they moved to another city.*
- Focus on the questions and ask students to ask and answer the questions in pairs. Circulate and monitor, helping as necessary.
- Get feedback from a few pairs. Which student has the most interesting home?

Exercise 2 page 48

- Read through the strategy together. Emphasize how useful it is to predict the content of a reading text before they read: Explain that the *layout* (the way in which the parts of a text are arranged; what a text looks like on the page) can tell you what type of text you are going to read (e.g. a newspaper article, an internet blog, an extract from a book). These all look different and probably contain different information. The title of a text and its sub-headings are useful because you can normally get the main idea of the content from them. Finally, pictures are also useful because they can sometimes tell you more than a heading, and give you a good idea of what the text, or part of the text, is about.
- Ask students to apply the strategy and then read the text to check their answers.
- Check answers as a class.
- Ask students: *Where is the house: in the city or the countryside?* (the countryside)
Which country do you think it's in? (the United Kingdom)
Why do you think so?

1 a 2 b 3 a 4 b

Exercise 3 page 48

- Read the headings together, checking for understanding as you do so.
- Explain the task, reminding students that there is an extra heading they do not need.
- Students check answers in pairs.
- Check answers as a class.

1 C 2 A 3 E 4 F 5 D

Extra activity: Fast finishers

Ask **fast finishers** to find three examples of superlative adjectives in the text and make their own sentences using them.

the biggest (line 6); the most expensive (line 18); the most well-known (lines 52–53)

Extra activity: Further discussion

Ask students:

How would you feel if you lived in a house like Highclere?

Are there any disadvantages to owning a house like this?

How did the servants who worked in these houses feel about their employers? Why?

What is the role of these houses in the modern world?

Exercise 4 page 48

- Students discuss the questions in pairs. Circulate and monitor, helping with ideas or vocabulary as necessary.
- Get feedback from a few pairs.

Culture note: Historic homes

Highclere is one of the many historic houses all over the British Isles. The owners were usually members of the British aristocracy. In the past these houses were very important to the social and economic life of an area. The houses had a lot of land attached to them and the owners had tenants who lived on this land, for which they charged rent.

Some famous people have been born in houses like this. Winston Churchill, one of Great Britain's most famous prime ministers, was born in Blenheim Palace, Britain's largest private home.

Exercise 5 page 48

- Elicit or explain that phrasal verbs are formed of two parts (verb + particle). The meaning of a phrasal verb is different from that of the verb from which it is formed. The meaning depends on the particle.
- With a **stronger class**, tell students to do the task by on their own. With a **weaker class**, help students by finding the first phrasal verb together.
- Students check answers in pairs.
- Check answers as a class.

1 show off 2 got up 3 went up 4 tired out
5 grew up 6 looked after 7 find out
8 brought about

Extra activity: Fast finishers

Tell **fast finishers** to choose three of the phrasal verbs from exercise 5 and make their own sentences.

Exercise 6 page 49

- Students read the text quickly, ignoring the gaps. Ask: *Was Charlotte happy with her job in the castle?* (no)
- Students complete the text on their own.
- Check answers as a class.

1 grew up 2 found out 3 got up 4 went up
5 tired (her) out 6 look after

Additional vocabulary

The following words are from the text *A House with a History*:

- *wealthy* /'welθi/ (adj) having a large amount of money
- *servant* /'sɜ:vənt/ (n) a person who works in somebody else's house for wages
- *nanny* /'næni/ (n) a person who works in somebody else's house to look after children
- *archaeologist* /,ɑ:ki'ɒlədʒɪst/ (n) a person who studies the cultures of the past by examining the remains of buildings and objects found in the ground
- *curse* /kɜ:s/ (n) a word or phrase that has a magic power to make something bad happen
- *exhibition* / ,eksɪ'bɪʃn/ (n) a collection of things that is shown publicly

Exercise 7 page 49

- Refer students to the sentences. Ask: *How many verbs are there in each sentence?* (two: *imagine, live; want, learn*)
- Ask students to look at the form of the second verb and at rules a and b. Students do the task.
- Check answers as a class.
- Focus on the highlighted words in the text and ask students to complete the table. They should look at the verb that comes after the highlighted verb.
- Check answers as a class.

1 b 2 a

Verb + infinitive: *decide, manage, want, hope*

Verb + *-ing*: *imagine, finish, carry on, enjoy, love*

Grammar reference and practice 4.3 Workbook page 111

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

2 1 going 2 to become 3 studying 4 to be
5 relaxing 6 getting 7 to work 8 waiting

Extra activity: Weaker students

Write *To do* on one side of the board and *Doing* on the other. Elicit that one verb is in the infinitive and the other is the *-ing* form.

Say one of the verbs from exercise 7, e.g. *agree*. Ask students to respond by saying *agree to do*. Do the same with the rest of the verbs, with students responding using the appropriate form of *do*.

Exercise 8 page 49

- Students do the exercise then check their answers in pairs.
- Check answers as a class.

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

Extra activity: Stronger students

Students write eight sentence beginnings (similar to the ones in exercise 8) using the following verbs: *agree, try, need, promise, avoid, look forward to, carry on, decide and manage*. For example, *I agreed ...; He always tries ...*

When they have finished, they swap with a partner and complete their partner's sentences.

Exercise 9 page 49

- Refer students to the sentence beginnings in exercise 8 again. Ask them to work on their own to complete the sentences with their own ideas.
- Circulate and monitor, helping as necessary and making sure students are using the correct form of the verb.
- When students have finished, they can interview their partner about the sentences, e.g. *'What do you hope to do? I hope to be a scientist when I grow up.'*
- Get feedback from a few pairs.

Vocabulary bank: Parts of a house page 137

1 1 roof 2 chimney 3 skylight 4 garage
5 balcony 6 attic 7 upstairs 8 stairs
9 downstairs 10 front door 11 step 12 cellar

2 1 garage 2 balcony 3 step 4 chimney
5 front door 6 downstairs 7 attic 8 roof
9 skylight 10 stairs 11 cellar 12 upstairs

DVD extra Homes in the UK

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about historic houses. I can recognize and use phrasal verbs. I have learned about verbs followed by the infinitive and the '-ing' form.*

4E Writing

An email: description of a room

Summary

Topic: Bedrooms and personal space

Reading: A description of a room

Vocabulary: Adverbs of degree

Writing: A description of a room

Lead-in

- Ask students to work in pairs and tell each other what they like most and least about their rooms.
- Get feedback, asking a few students to describe what their partner said about their room.

Exercise 1 page 50

- Focus on the photos. Ask students to work in pairs and name all nine photos as fast as they can.
- Get feedback and write the words on the board: *comic book, MP3 player, book, teddy bear, armchair/beanbag, electric guitar, wardrobe*.
- Read the questions together and explain that a *prized possession* is something that we own that is very valuable, either because it is worth a lot of money or because it has some kind of sentimental value.
- Students discuss the questions in pairs.
- Get feedback from a few students about the contents of their rooms.

Exercise 2 page 50

- Tell students to read the extract from the magazine. Ask: *What is it about?* (an advertisement for a competition in which students have to write a description of their room) *What is the prize?* (The winning description will be published in the magazine.)
- Ask students to read the opening paragraphs and find which objects are included.
- Check answers as a class.
- Focus on the expression *It's a pigsty*. Ask students to work out the meaning of *pigsty* from the context and elicit that it is a very dirty or untidy place. Then explain or elicit that a pigsty is also a small building or area where pigs are kept.

The objects included are books, comics, a chair and a wardrobe.

Exercise 3 page 50

- Read the strategy together. Stress how important it is to get the reader's attention by starting their writing in an interesting way. Go through the different ways of starting.
- Students do the exercise in pairs.
- Check answers as a class.
- Give students one or two minutes to discuss the question.
- Get feedback about which description they think will be most interesting.

- 1 A: *My mum says my room is a pigsty.* (opinion)
- 2 E: *There's a strange-looking wardrobe ...* (a mysterious object)
- 3 D: *When I look out of my window ...* (a view from outside)
- 4 B: *When I was ten, I ... jumped off the bed and banged my head on the bookcase.* (a dramatic event)
- 5 C: *In my room, there is ...* (a straight description)

Students' own answers

Extension activity

Ask students to think of two different openings to describe a holiday.

Circulate and monitor, helping with vocabulary as necessary. When they have finished, students swap their openings with a partner. They then try to identify which type their partner's openings are.

Exercise 4 page 51

- Give students one or two minutes to read the description. Ask them how many items from exercise 1 are mentioned (books, MP3 player, guitar, beanbag). Then ask students to identify what kind of opening the writer used.
- Check answer as a class.

The writer opens with a quote/opinion from a friend and agrees with it.

Exercise 5 page 51

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

- 1 (Possible answers) *friendly (My friends like to sit there when they visit); romantic (my favourite romantic film of all time); messy (it's not very tidy); musical (my pink MP3 player ... my guitar ... listen to music)*

- 2 *room: tiny, dark, special, cosy, messy, original; furniture: small (bed, desk), dusty (bookcase), old (bookcase), big (beanbag), comfortable (beanbag)*
- 3 *on (the wall); next to (my bed), on top of (the bookcase), opposite (the bookcase), at the side of (my desk)*

Extra activity: Weaker students

Say: *There is one of these next to the window.* Students have to tell you what you are talking about, e.g. a desk, a bin.

In pairs, students continue the activity. One student says: *There is one of these ...* and uses a preposition of place to say where it is. Their partner guesses what the object is. Circulate and monitor, helping with vocabulary or ideas as necessary.

Insight Adverbs of degree

Adverbs of degree give us information about how something is done or what something is like, e.g. *My house is big* describes my house. But *My house is incredibly big* expresses how big it is.

Adverbs of degree can also describe adverbs of manner. *He drove to work* expresses what he did. *He drove to work fast* uses the adverb of manner (*fast*) to describe how he drove.

He drove to work extremely fast uses both an adverb of manner (*fast*) and an adverb of degree (*extremely*) to describe how fast he drove.

Exercise 6 page 51

- Focus on the highlighted words in the description. Write the following words on the board: *incredibly, really, extremely* and *slightly*. Ask students what they have in common. Elicit that they all end in *-ly* and they are all adverbs.
- Ask students to tell you what these adverbs describe and elicit that they describe adjectives.
- Students do the exercise on their own or in pairs.
- Check answers as a class.

a little: a bit, rather, not very, slightly

a lot: incredibly, very, really, extremely, quite

Exercise 7 page 51

- Students do the exercise on their own. They then compare sentences in pairs.
- Get feedback from a few students.

Students' own answers

Writing guide page 51

- Read the **task** together, making sure students are clear that they have to write an email with a description of their room. Ask *Who do you have to write it for?* (the magazine *My Space, My World*)
- Give students five to ten minutes to complete the **ideas** stage and **plan** their email. Encourage them to imagine their room as they make notes: this will make it easier to put the description together when they begin to write.
- Circulate and monitor while students **write** their emails, making sure they organize their paragraphs according to their plan. Check that they are using a variety of adjectives, adverbs of degree and the correct prepositions of place.

- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Students' own answers

Extra activity: Fast finishers

Ask **fast finishers** to compare their emails with a partner. Whose is the most interesting?

Additional writing activity

You decide to enter a competition in a magazine:

Are you bored with your room? Do you have to share with a brother or sister? Do you need a change?

Email us a description of the room of your dreams.

The most interesting description will appear in next month's magazine and we will make the winner's dream come true when we decorate their room!

Write the email.

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a description of my room. I can use adverbs of degree.*

Vocabulary insight 4 page 52

Phrasal verbs: literal and non-literal meanings

- 1 **bring** = to take or carry something to a place
come = to move or travel towards a person or a place
get = to receive something
go = to move to another place
grow = to become bigger
look = to turn your eyes in a particular direction
sit = to rest the lower part of the body on a chair, a sofa, etc.
stand = to be on your feet, in a vertical position
throw = to send something from your hand through the air by moving your hand or arm quickly
turn = to move or make something move around a central point
show = to let somebody see something

Students' own answers

- 2 1 in, down 2 away 3 down 4 down 5 up 6 in
 3 1a L 1b NL 2a NL 2b L 3a L 3b NL
 4a NL 4b L
 4 1a at 1b after 2a up 2b for 3a back 3b about
 5 1 b 2 b 3 b

Review 4 page 53

- 1 1 quickly 2 Unfortunately 3 necessarily 4 Luckily
 5 helpfully 6 Surprisingly
 2 1 two-bedroomed 2 Modern-day 3 full-time
 4 old-fashioned 5 semi-detached
 3 1 lay 2 made 3 take out 4 does 5 loaded
 6 clean

- 4 1 show off 2 tires (visitors) out 3 grew up 4 looks after
 5 found out 6 brings about
 5 1 more expensive than 2 the biggest city
 3 is worse than 4 is quieter than
 5 is warmer than 6 The easiest way
 6 1 too small 2 not as fast as 3 warm enough
 4 big enough 5 as tall as 6 not as comfortable as
 7 1 watching 2 to see 3 to go 4 to build 5 living
 6 having 7 to open 8 visiting 9 walking 10 being

Pronunciation insight 4 Workbook page 125

Answer key: Teacher's book page 154

Cumulative review Units 1–4 pages 54–55

1 and 2 1–23

Audio script

If you're in or around London with nothing to do this weekend, why not visit Knebworth House, one of the oldest and largest country houses in England? Knebworth is famous for holding open-air rock concerts, but there is much more to do at the house and country park than just listen to live music. First of all, there's the house. From the outside, it looks like an enormous castle. Entering the front door is like going back in time. The building is now over five hundred years old and it has been the home of the Lytton family for all that time. In fact, the latest generation of the family still lives there today. Visitors are welcome on two floors of the house, where they can visit some of the oldest rooms. The first of these is the Banqueting Hall, where the family had formal dinners in the past. One of the most important guests at these dinners in the sixteenth century was Queen Elizabeth I, who often came to the house. After dinner, she stayed in the Queen Elizabeth Room, a bedroom which is also open to visitors. Other historic rooms that you can see are the Library and the State Drawing Room, where the family invited guests to drink tea. As you walk around the house, you might see something familiar. This is because Knebworth House is used a lot by filmmakers. Director Tim Burton used the outside of the house in his first Batman film, and the staircase was used for one of the Harry Potter films. After you visit the house, you can go for a walk around the country park. There are gardens to sit in, an adventure playground to play in and a dinosaur trail to follow. There's something for everyone at Knebworth, and you'll need more than a day to see it all. When you need a break, you can have something to drink in the Garden Terrace Room, and at lunchtime you can either have lunch in the restaurant, or bring your own picnic to eat under the trees in the garden.

- 1 **d to encourage people to visit the house**
 2 1 False 2 True 3 False 4 True 5 False 6 True
 7 False 8 True
 3 Students' own answers
 4 1 D 2 F 3 A 4 C 5 B
 5 1 c 2 b 3 a 4 b 5 a 6 c 7 b 8 a 9 b 10 c
 6 Students' own answers

Additional materials

Literature insight 2 Workbook page 86 Answer key: Teacher's book page 151

Exam insight 2 Workbook page 96 Answer key: See website

5

No limits

Map of resources

Section A: Student's Book pages 56–57

Workbook page 36

Vocabulary bank, Generations page 138

Teacher's resource disk, Communication worksheet 5A

Section B: Student's Book pages 58–59

Workbook page 37

Grammar reference and practice 5.1, Workbook page 112

Grammar reference and practice 5.2, Workbook page 113

Teacher's resource disk, Communication worksheet 5B

Section C: Student's Book pages 60–61

Workbook page 38

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 62–63

Workbook page 39

Grammar reference and practice 5.3, Workbook page 113

Vocabulary bank, Personality adjectives page 138

Section E: Student's Book pages 64–65

Workbook page 42

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 5 page 66

Phrasal verbs: understanding the particle

Review 5 page 67

Pronunciation insight 5, Workbook page 126

Progress check Unit 5, Workbook page 43

Language and skills tests 5A and 5B, Test Bank

5A Reading and vocabulary

Taking risks

Summary

Topic: Taking risks

Vocabulary: Adjective suffixes: *-ing* and *-ed*; noun suffixes: *-ment* and *-ion*; Vocabulary bank: Generations

Reading: An article about the effects of the brain on risk-taking

Speaking: A questionnaire about risk-taking

Communication worksheet 5A: Questionnaire

Lead-in

- Pre-teach the following words, and model and practise their pronunciation: *sensible* /'sensəbl/ (able to make good judgements based on reason and experience rather than emotion), *show off* /,ʃəʊ 'ɒf/ (to try to impress others), *survive* /sə'vaɪv/ (to continue to live or exist despite a dangerous event or time), *peer pressure* /'piə preʃə(r)/ (pressure from people of your age or social group to behave like them in order to be liked or accepted) and *adolescence* /,ædə'lesns/ (the time in a person's life when he or she develops from a child into an adult).
- Check understanding by asking: *Which word or phrase means ...?*

Exercise 1 page 56

- Focus on the photos and ask students to describe what the people are doing (riding on a rollercoaster, skateboarding).
- Students discuss the statements in pairs. Get feedback to find out students' opinions but do not tell students whether they are right or wrong.

Students' own answers

Exercise 2 page 56

- Give students three minutes to read the article.
- Check answers as a class.

1 False 2 False 3 True 4 False

Exercise 3 page 56

- Read through the strategy box together. Do the first example together.
- Students work on their own to decide what the bold pronouns in the article refer to.
- Check answers as a class and elicit whether the pronoun refers to a word, a phrase or a whole sentence or idea.

- 1 the feeling when you get off a rollercoaster
- 2 dopamine levels
- 3 doing something dangerous or frightening
- 4 taking a risk
- 5 the teenage brain
- 6 the frontal cortex
- 7 teenagers who are not usually big risk-takers
- 8 boys'

Exercise 4 page 56

- Explain the reading task, stressing that two sentences will not be needed.
- Tell students that when they do this kind of reading task it is a good idea to follow this procedure:
 - 1 Read the text very quickly to get the general meaning.
 - 2 Read the text before and after the gap carefully and try to predict the missing information.
 - 3 Look for a sentence in A–G that fits the topic.
 - 4 Look for any grammar or vocabulary links, e.g. pronouns.
 - 5 If students are not sure of the answer, they should go on to the next gap. They can come back to it later and complete the gap by a process of elimination.
- Give students ten minutes to do the exercise. Ask students if any of the information in the text surprised them.
- Check answers as a class.

1 E 2 F 3 A 4 B 5 C

Extra activity: Further discussion

Students discuss the following questions:

- Do you agree that teenagers are easily bored and disappointed?*
- Do you think teenage girls are more sensible than teenage boys?*
- Do you enjoy sports like skateboarding, go-carting and trampolining? How do they make you feel? Do you think they are risky?*

Extra activity: Fast finishers

Ask **fast finishers** to complete the common collocations with *do, go, make* and *wear*: ___ a seatbelt, ___ a decision, ___ something shocking, ___ a discovery, ___ on a rollercoaster ride, ___ a choice

When they have finished, they can check their answers by reading the text again.

wear a seatbelt, make a decision, do something shocking, make a discovery, go on a rollercoaster ride, make a choice

Additional vocabulary

The following words are from the article *Blame your brain*:

- *miss the point* /,mɪs ðə 'pɔɪnt/ (phr) to not understand something
- *feel like (doing something)* /'fi:l laɪk/ (v) to want to do something
- *fit in* /,fɪt 'ɪn/ (v) to feel or behave like you are part of a group
- *weapon* /'weɪpən/ (n) an object for fighting, e.g. a gun, knife or bomb
- *helmet* /'helmt/ (n) a hard hat which protects your head

V insight Adjective suffixes: -ing and -ed

Suffixes are used at the end of words. They can often tell you if a word is a noun, verb, adjective or adverb.

Many adjectives have an *-ing* or an *-ed* suffix. The *-ing* suffix is often used in adjectives that describe a person, thing or situation; the *-ed* suffix is often used in adjectives that describe the effect on someone of this person, thing or situation.

This is a language area which can cause a lot of confusion, and mistakes can be unintentionally rude, e.g. *You look very boring*, instead of *You look very bored*. A simple drawing on the board might help clarify this point.

Vocabulary bank: Generations page 138

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

2 a a child b an elderly man c a toddler
d a teenager e a baby f a man in his twenties
g a middle-aged woman

3 1 T 2 F 3 T 4 T 5 F

4 (Possible answers)

- go to university: when you are an adolescent or a young adult
- become a grandparent: when you are middle-aged/ elderly
- retire: when you are elderly
- get married: when you are an adult
- leave school: when you are an adolescent/a young adult
- have children: when you are an adult
- be born: when you are a baby
- start work: when you are an adolescent/a young adult
- learn to walk: when you are a toddler
- learn how to drive: when you are an adolescent/ a young adult

Exercise 5 page 56

- Students do the exercise on their own or in pairs.
- Check answers as a class. Model and practise the pronunciation of *excited* /ɪk'saɪtɪd/, *frightening* /'fraɪtɪŋɪŋ/ and *embarrassed* /ɪm'bærəst/.

- 1 adjectives ending in *-ed*
- 2 adjectives ending in *-ing*

Exercise 6 page 57

- Students complete the sentences on their own or in pairs.
- Check answers as a class.

- 1 exciting, excited 2 frightening, frightened
- 3 amazing, amazed 4 surprised, surprising
- 5 embarrassed, embarrassing

Extension activity: -ed and -ing adjectives

In pairs, students talk about topics 1–5 using the *-ing* or *-ed* forms of *amaze*, *confuse*, *shock*, *excite*, *interest*, *disappoint* and *bore*.

- 1 the last film they saw
- 2 a conversation they had with a friend
- 3 a trip to a theme park
- 4 a TV programme they watched
- 5 a city they visited recently

Insight Noun suffixes: -ment and -ion

We can add the suffixes *-ment* and *-ion* to the end of a verb to make it into a noun, e.g. *enjoy* – *enjoyment*, *translate* – *translation*. They are very common noun suffixes.

Sometimes the root word changes when the suffix is added, e.g. *decide* – *decision*, *solve* – *solution*.

Exercise 7 page 57

- Elicit what a *suffix* is (a letter or group of letters added to the end of a word to make another word). Explain that *-ment* and *-ion* are common suffixes.
- Students complete the table with words from the article and the sentences in exercise 4.
- Check answers as a class. Model and practise the pronunciation of the nouns. Make sure students pronounce *-ment* and *-ion* with a schwa /ə/ sound.
- Ask students to tell you which words change their spelling when a noun suffix is added (*decide*, *intend*, *solve*).

1 enjoyment 2 develop 3 encourage 4 argument
5 impress 6 decision 7 intention 8 solution

Exercise 8 page 57

- Students work on their own to complete the news story with nouns and verbs from the table in exercise 7.
- With a **weaker class**, go through the first few gaps together, helping students to work out whether a noun or verb is required before they decide which one fits the context.

1 decided 2 impression 3 encouragement
4 intention 5 argument 6 developed 7 solution
8 enjoyed

Exercise 9 page 57

- In pairs, students take it in turns to interview their partner.
- Circulate and monitor, encouraging students to ask follow-up questions, e.g. *Do you enjoy rollercoaster rides? When was the last time you went on a rollercoaster? Was it frightening?*
- Students analyse the results. Ask: *Do you agree with the results?*

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about risk-taking. I can understand pronoun referencing. I can use the adjective suffixes '-ing' and '-ed' and the noun suffixes '-ment' and '-ion'.*

5B Grammar and listening

Too young, too old?

Summary

Topic: Very young and very old explorers

Grammar: Present perfect and past simple; *ever* and *never*; *already*, *just* and *yet*

Reading: An article about two young explorers

Listening: A radio interview with a climbing instructor

Speaking: Interviewing a partner about achievements, ambitions, recent experiences and interests

Communication worksheet 5B: Student survey

Lead-in

- Students test their knowledge about Mount Everest with a quiz. Read out the following questions. Students write the answers: a, b or c.

- 1 *Mount Everest is nearly ... metres high.*
a 9,000 b 10,000 c 20,000
- 2 *Every year Mount Everest ...*
a *grows a little higher*
b *becomes a little lower*
c *stays the same height*
- 3 *The lowest temperature can be ...*
a -42°C b -52°C c -82°C
- 4 *The highest temperature can be ...*
a 25°C b 32°C c 37°C

1 a 2 a (It grows by 0.1 cm a year.) 3 b 4 c

Exercise 1 page 58

- Focus on the profiles. Students discuss the questions in pairs.
- Elicit answers.

(Possible answers)

They are unusual because Jordan Romero is very young and Anthony Smith is very old. Jordan has climbed Everest and Anthony has sailed from Zanzibar to East Africa. Maybe they did it because they wanted to be the youngest/oldest person to do these things, to test their physical and mental limits, to raise money for a charity.

Exercise 2 1•24 page 58

- Tell students that they should focus only on answering the question. Explain that there is more than one answer and suggest that they keep notes as they listen.
- Play the recording for students.
- Check answers as a class.

Audio script

Presenter Today on *Challenges* we are talking to climbing instructor Marco Black about young adventurers and the risks they take. So Marco, why have adventurers become younger recently?

Marco Well, people have already explored most of the places on Earth. They've climbed the highest mountains, they've visited the driest deserts and they've travelled across the oceans. Today, it isn't a race to be the first any more, it's a race to be the youngest. Sixteen-year-old Jordan Romero is a good example.

Presenter How many mountains has Jordan climbed?

Marco Well, he's climbed the seven highest mountains in the world, including Everest.

Presenter When did he climb Everest?

Marco Several years ago, in 2010.

Presenter And how old was he then?

Marco Only thirteen years old.

Presenter That's an amazing achievement! Why did he do it?

Marco Well, Jordan comes from a family of climbers and he's very ambitious. He decided to climb Everest when he was nine years old, after he saw a picture of the highest mountain on each continent at school. He's even been to Antarctica!

Presenter But thirteen is very young. Was he too young to climb Everest?

Marco Perhaps he was ... Some young adventurers don't understand the risks they're taking, but then Jordan was well-prepared.

Presenter Marco, have you ever climbed a mountain with someone as young as Jordan?

Marco No, I've never done that ... But when I climbed Mount Kilimanjaro in April 2012, one of the people in our group was an old age pensioner! She was really fit actually, and we didn't even have to ...

He comes from a family of climbers and he is very ambitious. He wanted to be the youngest climber to climb Mount Everest.

Exercise 3 1-24 page 58

- Give students time to read the questions before playing the recording again.
- Check answers as a class and ask: *Do you think Jordan was too young to climb Everest? Why/Why not?*

1 b 2 a 3 a 4 a 5 b

Culture note: Jordan Romero

Jordan Romero was born in 1996 and is an American mountain climber, famous for being the youngest person to climb Everest. He embarked on his dream of climbing all of the Seven Summits (the highest mountain in each continent) at the age of ten, when he climbed Mount Kilimanjaro. He climbed one to two summits every year, including Everest in 2010, and completed his Seven-Summit challenge in 2011, becoming the youngest person to climb all seven summits at the age of fifteen.

It is unlikely that Romero's record will be beaten because the governments of Nepal and China no longer allow under-sixteens to climb Everest.

Exercise 4 page 58

- With a **weaker class**, ask students to identify which of the verbs in exercise 3 are in the present perfect and which are past simple (present perfect: 1, 4, 5; past simple: 2, 3).
- Students complete the rules.
- Check answers as a class. Remind students that it is usual in speech and informal writing to use contractions, e.g. *He's climbed seven mountains*, especially after pronouns.

a the past simple b the present perfect c have/has
d ever

Language note: Past simple and present perfect

Help students to understand the difference between definite and indefinite time:

He climbed Everest in 2010.

The year 2010 is in the past, so the past simple is used.

He has climbed Everest.

We do not know when he climbed Everest, and we do not care, either. All we know or want to know is that he has had this experience.

It is important for students to become familiar with the common pattern of starting with the present perfect to talk or ask about a general or recent experience and then switching to the past simple as they 'zoom in' to talk about a specific occasion or aspect:

'Have you ever been skiing?' 'Yes, I have. I went skiing in the Alps two years ago.'

Grammar reference and practice 5.1 Workbook page 112

- 1 1 has taken 2 hasn't taken 3 haven't travelled
4 has travelled 5 have had 6 hasn't had
- 2 1 played 2 has been 3 met 4 haven't seen
5 Have (you ever) worn 6 wrote 7 've had
8 hasn't been

Exercise 5 page 58

- Students do the exercise on their own or in pairs.
- Check answers as a class. Ask students to justify their choice of tense.

1 have never visited 2 skied 3 started
4 hasn't finished 5 Have (you) ever been 6 walked
7 made 8 have achieved 9 Have (they) done
10 haven't developed

Exercise 6 page 58

- Go through the instructions for the activity. Focus on the example and elicit the tenses that are used and why. (The question asks about an indefinite time in the past. The answer refers to an indefinite time (*Yes, I have*) and then 'zooms in' on a definite time (*I went skiing ...*).
- Do not let the conversations become too long. Focus instead on giving students practice in switching accurately between the two tenses.

Alternative activity

Students ask the questions in open pairs across the class. Student 1 asks the first question and then nominates Student 2 to answer the question, e.g. *Have you ever tried a risky sport ... Katya?* Nominating a student at the end of the question, rather than at the beginning, ensures that the rest of the students pay attention. Student 2 answers the question. If the answer is *yes*, he/she gives more details using the past simple. Then he/she asks the next question and nominates Student 3 to answer it. If the answer is *no*, he/she nominates another person to answer the same question. Continue until all the questions have been asked and answered.

Students then ask and answer the questions in closed pairs.

Exercise 7 page 59

- Focus on the photo and the advert. Elicit or explain the meaning of *fancy* /'fænsi/ (to want something or want to do something), *raft* /rɑ:ft/ (a flat structure made of pieces of wood tied together and used as a boat or floating platform), *crew* /kru:z/ (all the people working on a ship, plane, etc.) and *old age pensioner* /,əʊld eɪdʒ 'penʃənə(r)/ (a person who is getting money regularly from the government or a company because they are too old to work). Check that students pronounce these words correctly.

The advert is asking for three people to join Anthony on his journey across the Atlantic.
People who like adventure and taking risks would answer the advert.

Culture note: Anthony Smith

Anthony Smith, a former science correspondent and BBC television presenter from London, completed the 4,596 km voyage across the Atlantic from the Canary Islands to the Caribbean. The voyage took 66 days. He recruited his team by placing an advert in the British newspaper, the *Daily Telegraph*. The advert said: 'Fancy rafting across the Atlantic? Famous traveller requires 3 crew. Must be OAP. Serious adventurers only.' (The advert in exercise 7 is only slightly adapted from this.) Mr Smith did the voyage to highlight the fact that one billion people worldwide live without clean water. The crew raised thousands of pounds for the charity *WaterAid*.

Exercise 8 page 59

- Students do the exercise on their own.
- Check answers as a class and practise the pronunciation of *already* /ɔ:l'redi/.

1 Anthony 2 Anthony 3 Jordan

Language note: just, already, yet, ever, never

Choosing between the present perfect and past simple is notoriously hard for students. Even if they understand the grammar rules, it can be hard to apply them. Many students find it easier to relate the tenses to vocabulary which is associated with them, e.g. the present perfect is often used with *just, already, yet, ever* and *never*.

Exercise 9 page 59

- Students use the sentences in exercise 8 to complete the rules.
- Check answers as a class.
- Ask students to make three more sentences and then compare their sentences in pairs.
- Circulate as they do this to check that they are using *already, yet* and *just* correctly.

a just b already c yet d yet e already; just

Grammar reference and practice 5.2 Workbook page 113

- 1 He has / 's just arrived.
 - 2 She has / 's seen her name on the list.
 - 3 Carol and Ted have just got married.
 - 4 I have / 've just written an email to you.
 - 5 You have / 've just walked past a very famous person.
 - 6 We have / 've just finished our homework.
- 2 1 already 2 yet 3 already 4 yet 5 already 6 already

Exercise 10 page 59

- Students do the activity on their own or in pairs. Remind them to use contractions after pronouns.
- Check answers as a class.

1 's had 2 studied 3 became 4 worked
5 's (already) written 6 hasn't produced (any films) (yet)
7 sailed 8 didn't go 9 raised 10 's (already) travelled
11 hasn't been (to the South Pole) (yet) 12 's (just) given

Exercise 11 page 59

- Put students in groups of four. Ask them to copy the profile three times, one for each of the other students in their group.
- Give students a few minutes to complete the profile for each member of the group. They should write two to three things under each heading.
- Tell students they are going to interview the other people in their group and elicit the questions they will need to ask: *Have you ever ...? Have you just ...? Would you like to ...? Are you interested in ... / Do you like ...?*
- Circulate and monitor, noting down important errors for a feedback session at the end.
- If there is time, encourage students to ask follow-up questions.

DVD extra Great explorers: Edmund Hillary

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned when to use the present perfect and when to use the past simple. I can use 'ever', 'never', 'already', 'yet' and 'just'.*

5C Listening, speaking and vocabulary

Fears and phobias

Summary

Topic: Fears and phobias

Listening: A radio programme about phobias

Speaking: Discussing phobias; describing a photo

Vocabulary: Base and strong adjectives

Functional language: Talking about photos: locating, describing and speculating

Lead-in

- Write the following on the board:
Have you ever ...
go to the top of a very high building?
be in a very large crowd?
get stuck in a lift?
give a talk to a large group of people?
- Students make questions with the present perfect and then ask and answer questions in pairs. If the answer is yes, they ask two follow-up questions.
- Ask a few students to tell the class about their partner's experiences.

Exercise 1 page 60

- Working on their own, students rate the things on a scale of 0–5.
- When they have finished, they compare their ratings in pairs. Encourage them to use sentences to talk about their ratings, e.g. *I'm a bit scared of ...*, *I'm very scared of ...*, *I'm not at all scared of ...*, *I'm terrified of ...*
- Find out if anybody can explain why a certain thing makes them very scared.

Exercise 2 1-25 page 60

- Read through the questions. Suggest that students take notes while they listen.
- With a **weaker class**, use the students' own language to pre-teach *genes* /dʒiːnz/ and *inherit* /ɪnˈherɪt/.
- Play the recording for students. They then compare their answers in pairs.
- Check the answers as a class. Ask: *Do you think you have learned or inherited a fear from a parent? Did you develop a fear because of a bad experience as a child?*

Audio script

Presenter What are phobias? Well, the dictionary says that a phobia is a very strong fear of something, often something that is not dangerous at all. About one in four people have a phobia and psychologists are trying to understand why. Maybe it's because our parents have the same fear, so we learn the phobia from them. Or perhaps it's because of a bad experience as a child ... There is also research that says we might inherit our phobias, so they are in our genes. Today on *Science in Mind*, we are out on the streets, talking to people with phobias and trying to find out why they are afraid. Before we start with ...

A phobia is a very strong fear of something, often something that is not dangerous at all. Maybe we learn the fear from our parents; maybe the fear comes from a bad experience; maybe it is in our genes.

Exercise 3 1-26 page 60

- Play the recording, pausing after each speaker for students to compare their answers in pairs.

Audio script

Presenter Speaker A

Adam Do I have any phobias? Well, I've never liked tall buildings. I can't look down and I feel dizzy and hot, boiling hot ... and I can't breathe. I know I'm not in danger, but I always have this physical reaction and I can't control it. You see, I fell down the stairs when I was a child. I remember that my parents were really worried. I think that's when it started.

Presenter Speaker B

Elise They've always made me feel sick. I mean, they're so ugly ... I feel a bit silly, although I read that 10 per cent of people have ridiculous phobias, so I'm not alone. Anyway, one winter, it was very cold – it was freezing – but a window was open in the kitchen and a huge one came in. It was really big and mum was really scared and so was I! My little brother thought it was hilarious and he picked it up and played with it, but mum didn't think it was funny. She was angry – furious, in fact – so my brother put it outside.

Presenter Speaker C

Maxim Our flat is on the sixth floor, but I've always used the stairs, even when I'm tired. There is a lift, but it's tiny ... it's very, very small. I used it once and it wasn't a good experience. When the doors closed, I felt very frightened ... Yeah, it was a bad experience, terrible really. I went to see a doctor about it and she told me to use the lift every day, so it became a habit. She called it 'exposure therapy', but it didn't work. It actually made my phobia worse.

A heights B spiders C small spaces

Exercise 4 1-26 page 60

- Give students time to read the sentences and deal with any vocabulary questions which arise.
- Tell students to write A, B or C next to the sentences. Remind them that two sentences are not needed.

1 B 2 A 3 – 4 A 5 B 6 C 7 – 8 C

Extension activity: Stronger students

Write the following gapped sentences on the board:

- When Speaker A is at the top of a building he feels ___ and ___ and he can't ___.
- When Speaker A was a child he _____.
- According to Speaker B, ___ % of people have ridiculous phobias.
- Speaker C lives in a flat on the ___ floor.
- Speaker C tried 'exposure ___' which made his phobia ___.

Students try to complete them from memory. If necessary, play the recording again for them to check their answers.

1 dizzy, hot, breathe 2 fell down the stairs 3 ten 4 sixth 5 therapy, worse

insight Base and strong adjectives

There are many strong adjectives in English that describe something that is very hot, very small, very silly, etc.

We can *very* before a base adjective, e.g. *very funny*, *very bad* but we cannot use *very* before strong adjectives: *its very freezing*.

Instead we can use *absolutely* or *really*: *its absolutely/really freezing*.

Exercise 5 1-27 page 60

- Explain the meaning of *base* and *strong* adjectives.
- Students complete the table, using a dictionary if necessary.
- Check answers as a class. Ask students if they can remember what the adjectives referred to in the listening text, e.g. *boiling* – the first speaker feels boiling hot when he is at the top of a building.

silly – ridiculous
cold – freezing
big – huge
funny – hilarious
angry – furious
small – tiny
bad – terrible

Exercise 6 page 60

- Students do the exercise on their own or in pairs.
- Check answers as a class.

the weather in Alaska: freezing
your favourite joke: hilarious
an unpleasant experience: terrible
the temperature in the Sahara: boiling
a baby: tiny
how you feel when someone has lied to you: furious/
ridiculous

Extra activity: Word stress in strong adjectives

Explain to students that because strong adjectives have a strong meaning, it is usual to say the stressed syllables in an exaggerated way. This means we say the syllable in a higher and louder voice and draw it out.

Model and drill the strong adjectives, exaggerating the stressed syllables.

Write the base adjectives on the board. Students make two-line dialogues, e.g.:

You: *Hot.*

Student A: *Was it hot in the disco?*

Student B: *Hot? It was boiling!*

You: *Big.*

Student A: *Was your pizza big?*

Student A: *Big? It was huge!*

Exercise 7 page 60

- Focus on the phobias and make sure students understand and can pronounce *storms* /stɔ:mz/, *clowns* /klaʊnz/, and *youth* /ju:θ/.
- Students discuss the questions in pairs or small groups.
- Have a class feedback.

Students' own answers

Exercise 8 page 61

- Elicit or teach the word *ramp* (a slope used for skateboarding).
- Give students a minute to discuss the questions in pairs.
- Ask two or three students to present their answers to the class.

Students' own answers

Exercise 9 1·28 page 61

- Play the recording for students.
- Students say which photo is being described. Ask which words helped them decide (*skateboard, ramp, sitting, etc.*).

Audio script

Katrin Wow, that's a great photo. Where is it?

Andy Thanks, it's at a skateboarding competition in London.

Katrin Who are those people in the background?

Andy They're all skateboarders. They're sitting on the ramp, waiting to compete.

Katrin I can see that it's very high. I've never been on a ramp that high! It looks quite frightening.

Andy No, it's not frightening. It's fun.

Katrin Who's the boy in the foreground?

Andy That's my friend Josh. He's a really good skateboarder, so he was competing.

Katrin Judging by his face, he's really scared.

Andy Yes, he does look a bit worried!

Katrin Is that you in front of him, on the right? The one in the white T-shirt?

Andy No, it's his brother. I took the photo.

Katrin Well, it looks like it was a sunny day for a change.

Andy Yes, when I took this photo last summer, it was boiling hot!

photo A

Exercise 10 1·28 page 61

- Explain the meaning of *speculating* (making a guess about something).
- Students complete the phrases on their own or in pairs.
- Play the recording for them to check their answers.
- Check the answers as a class and highlight the use of *look* (see Language note). With a **stronger class**, point out the use of the auxiliary *does* in *He does look a bit ...*. It is used as a way of agreeing with a previous comment: '*He looks furious.*' '*He does look rather angry.*'

1 background 2 front 3 see 4 by 5 look 6 like

Language note: look

Look can have the meaning of 'seem'.

look (a bit) + adjective:

You look happy. He looks a bit frightened.

look like + clause:

You look like you're having fun.

Exercise 11 1·29 page 61

- Students put the dialogue in order on their own or in pairs. Do the first one or two together as a class.
- Play the recording for them to check their answers.

Audio script

Josh Hey, that's a nice picture. Where is it?

Hannah It's in Dublin. It's a photo of a St Patrick's Day concert.

Josh St Patrick's Day?

Hannah Yes, it's a big celebration in Ireland on 17 March. There's usually a huge parade through the streets.

Josh I've never celebrated St Patrick's Day, but it looks fun. Is that you in the middle of the picture?

Hannah Yes, it is. And that's my cousin on the left. My friends Liz and Dora are just behind us.

Josh There are lots of people there. What are they waving?

Hannah Oh, these are shamrocks. It's the symbol of Ireland.

Josh That's interesting. Well, I bet you all had a good time!

Hannah Yes, we did. It was amazing!

See audio script

Culture note: St Patrick's Day

St Patrick's Day commemorates St Patrick, the patron saint of Ireland. It is a day of singing, dancing and public parades. It is traditional to wear green on St Patrick's Day, and to wear a shamrock (a plant with three small leaves on its stem) attached to your clothes. St Patrick's Day is a public holiday in the Republic of Ireland and Northern Ireland and is also celebrated in places with large Irish populations, such as Great Britain, the USA and Canada.

Exercise 12 page 61

- Students do the activity on their own or in pairs.
- Check answers as a class.

Locating: in the middle of, on the left, behind
Speculating: it looks (fun), I bet ...

Exercise 13 page 61

- Focus on the photo and read through the task.
- In pairs, students prepare notes for a dialogue about the photo using the dialogue in exercise 11 as a model. Remind them to use language from exercise 10 for speculation, locating and describing.
- Students use their notes to have a conversation about the photo. Circulate and monitor, making a note of any persistent errors for a feedback session later.
- You could ask some pairs to act out their dialogues in front of the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about phobias. I can use base and strong adjectives. I can describe a photo.*

5D Culture, vocabulary and grammar

Antarctic adventure

Summary

Topic: Antarctic adventure

Vocabulary: Phrasal verbs: stages in a journey;
Vocabulary bank: Personality adjectives

Reading: An eyewitness account: Scott's Hut

Grammar: Present perfect with *for* and *since*

Lead-in

- Write *Antarctic* on the board and ask students to brainstorm as many words related to the Antarctic as possible (e.g. snow, ice, freezing, frozen, South Pole, snow storm, wind, Captain Scott, Amundsen, explorer, sled, ski, research station, scientist, tourist).
- Ask: *Would you like to visit the Antarctic? Why?/Why not?*

Exercise 1 page 62

- Students do the quiz in pairs.
- Ask students to tell you their answers. Do not tell students whether they are right or wrong.
- Students read the text to check their answers.

1 a 2 b 3 a 4 b 5 b

Exercise 2 page 62

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

- 1 She is a scientist.
- 2 Amundsen used dogs to pull his sleds and Scott used motorized sleds and horses. Amundsen had good weather. Scott had bad weather.
- 3 The sleds broke down after a storm and the horses died.
- 4 He was disappointed because the Norwegian flag was already there.
- 5 They ran out of food and got lost in snowstorms. Evans had a bad fall and died.
- 6 The boots are dirty and broken, so they remind us that Scott was hard-working, ambitious and determined.
- 7 Scott's journey was terrible and terrifying, but he and his team never gave up.

Exercise 3 page 62

- Students discuss the questions in small groups. Circulate and monitor, participating in their conversations as necessary.
- Have a class feedback. (See Culture note.)

Culture note: Other famous explorers

Millions of pounds have been spent in recent years on restoring **Scott's Hut** and its contents. It can take a conservator two weeks to preserve the label on a single bottle. Some people argue that it is a waste of money to preserve the building and its contents in a climate where it will soon become damaged again, and which so few people will be able to visit. They believe it should be relocated to a warmer climate where more people can see it. Others believe that it should be left where it is as its location is what makes it special. It is now possible to view photographs of Scott's Hut on Google Maps.

Christopher Columbus (1451–1506) was born in Genoa. He set sail from Spain to discover a western sea route to the east. He went in search of valuable spices, but instead, in 1492, he discovered the Bahamas, close to the Americas.

Marco Polo (1254–1324) was an Italian trader and explorer. He went on a 24-year journey for trade through Asia. He reached China and met the Mogul Emperor Kublai Khan. When he returned to Europe, he dictated a famous book about his travels: *The Travels of Marco Polo*.

Ferdinand Magellan (1480–1521) was a Portuguese explorer. He, too, attempted to find a western sea route to the Indies. He was the first to sail from the Atlantic to the Pacific via the Straits of Magellan, and his expedition circumnavigated the globe. He died on the voyage.

Captain James Cook (1728–1779) was a British explorer. He made three voyages to the Pacific Ocean and made the first European contact with the eastern coast of Australia.

Exercise 4 page 62

- Students look at the phrasal verbs in the text and try to work out their meaning from the context.
- Students complete the sentences with the correct phrasal verb.

1 set out 2 stop off 3 carried on 4 went down
5 broke down 6 gave up 7 turn back 8 come across

Additional vocabulary

The following words are from the text *Eyewitness account: Scott's Hut*:

- *race back* /ˌreɪs 'bæk/ (v) to return very quickly
- *nightmare* /'naɪtmə(r)/ (n) a terrible situation, literally 'a bad dream'
- *supply* /sə'plaɪ/ (n) an amount of something that is available to be used, e.g. a water / electricity / food supply
- *determined* /dɪ'tɜ:mɪnd/ (adj) If you are determined, you decided to do something and will not let anything stop you.

Extra activity: Further discussion

Students discuss the questions in pairs or small groups:
If you could go on an exploring expedition, where would you go? What would you enjoy? What would you hate?

Exercise 5 page 62

- Give students a minute or two to think of a long or eventful journey and make notes.
- In pairs, student take it in turns to describe their journey.
- Alternatively, students could write a paragraph about their journey.

Exercise 6 page 63

- Students answer the questions on their own or in pairs.
- Check answers as a class. You could ask students to translate the three example sentences into their language. Ask: *Do they use the same or a different tense?*
- Write some gapped time phrases on the board ____ two years, ____ 2012, ____ Monday, ____ five minutes and elicit whether *for* or *since* are needed to complete the phrases.

- 1 It started getting cold on Monday. Yes, it is still cold.
- 2 He put them there a hundred years ago. Yes, they are in the hut now.
- 3 They refer to both the present and the past.
- 4 We use *for* with a period of time and *since* with a point in time.
- 5 We use *how long* when we want to know the duration.

Grammar reference and practice 5.3 Workbook page 113

- 1 1 for five days 2 since 2023 3 for seven years
4 since 9 June. 5 for six months 6 since April
- 2 1 How long have you lived there?
2 How long has it been cold (sunny, raining, snowing etc.)?
3 How long have you had it?
4 How long have you known them?
5 How long have you studied it?
6 How long have you been interested in them?
- 3 1 for 2 never 3 ever 4 since 5 yet 6 just
7 already

Exercise 7 page 63

- Students complete the email with the present perfect or past simple.
- Check answers as a class and ask students to explain their choice of tense.

- 1 've been living 2 haven't seen 3 have arrived
- 4 's tagged 5 hasn't done 6 has been/gone
- 7 've had 8 didn't send 9 stayed 10 chatted
- 11 's lived

Exercise 8 page 63

- Read through the instructions together. Give students two or three minutes to prepare for the interview. A students prepare questions in note form while B students familiarize themselves with the information in the email in exercise 7.
- Circulate and monitor, checking that students can use the tenses and *for* and *since* correctly.

Vocabulary bank: Personality adjectives page 138

- 1 1 quiet 2 lazy 3 brave 4 shy 5 funny
6 generous 7 kind 8 honest
- 2 1 honest 2 shy 3 lazy 4 kind 5 generous
6 funny 7 quiet 8 brave
- 3 1 lazy 2 mean 3 honest 4 brave 5 quiet
6 serious 7 extrovert 8 kind
- 4 Students' own answers

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned about Captain Scott's expedition. I can use phrasal verbs to talk about the stages of a journey. I can use the present perfect with 'for' and 'since' to talk about the duration of a situation or an action.*

5E Writing

A letter: description of a person

Summary

Topic: Inspirational people

Vocabulary: Expressing addition

Writing: A letter

Lead-in

- Ask: *What makes you admire someone?* and write the following on the board:
I admire people who ...
have a special talent
take risks
are generous
are good looking and fashionable
are extremely intelligent
stay positive when life is hard
are honest and not afraid to say what they think
are funny
- Students rank the qualities from 1–8.
- When they have finished, they compare their ideas with a partner.

Exercise 1 page 64

- Focus on the competition announcement. Explain or elicit that an inspirational person is someone you admire and whose behaviour, personality or achievements make you want to be better or more successful.
- Students answer the questions in pairs.

The winner will receive a book: *Teens Can Make It Happen*.
Students' own answers.

Exercise 2 page 64

- Students read the competition entries and answer the questions.
- Check answers as a class and ask: *How do you know B is about a friend? (I met Stacey ... She was in my class, etc.).*

A is about someone famous. B is about a friend.

Exercise 3 page 64

- Go through the strategy together. Explain that using paragraphs and topic sentences helps students organize their ideas and makes the text easier for a reader to understand.
- Students put the paragraphs in the correct order.

3, 1, 2

Exercise 4 page 64

- Students complete description B with topic sentences.
- Check answers as a class and ask students to explain their choices.

1 c 2 a 3 b

Exercise 5 page 64

- Focus on the highlighted words and explain that we use them when we want to add information. Explain that they all mean the same thing, but come in different positions within a sentence. Stress that it is important for students to know a variety of expressions in order to avoid repetition when writing.
- Students look at the position of the highlighted words in the sentences and complete the rules.
- Check answers as a class and highlight the fact that we need a comma after *What's more* and *In addition*. Point out that these two expressions are more formal than the others.

a too b also c In addition

Exercise 6 page 64

- Students do the exercise on their own.
- Check answers as a class. For each sentence, you could elicit a correct sentence for the other option, e.g. for sentence 1 it would be correct to say: *It's good for your health as well.*

1 In addition 2 as well 3 also 4 also 5 too
6 also 7 What's more

Extra activity: Expressing addition

Write the following gapped sentences on the board:

- 1 He's climbed Mt Everest. ____, he's written a book about it.
- 2 Joe's an amazing guitar player. He ____ sings well.
- 3 Have we got time to go shopping and go to a café ____?
- 4 I've got enough money to buy a skateboard and a helmet ____.
- 5 She's a great teacher. ____, she's very funny.

Students complete the sentences. There may be more than one correct answer, but they should use each of the expressions at least once.

Writing guide page 65

- Read the **task** together. Make sure students are clear that their description should be part of a letter.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their description. Circulate and monitor, helping with vocabulary and ideas as necessary.
- Students **write** their descriptions, following their paragraph plan. Circulate and monitor, checking that students have divided their description into paragraphs and included topic sentences. Remind them to use a variety of phrases to express addition.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Additional writing activity

If students they have already written about a famous person for the competition, they should write a description of someone they know, and vice versa.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a description of a person. I can divide my writing into paragraphs. I can write topic sentences. I can express addition.*

Vocabulary insight 5 page 66

Phrasal verbs: understanding the particle

- 1 *Play games, feel bored and take risks* are not phrasal verbs. The second word in each of these phrases is not a particle (adverb or preposition).
- 2 1 f 2 c 3 a 4 d 5 b 6 e
- 3 1 out 2 up 3 up 4 up 5 out 6 out
- 4 1 got up 2 going out 3 Eat up 4 Hurry up
5 rubbed out

5 out

removing: *get out, rub out*

sharing: *serve out, give out*

leaving: *start out, check out, go out*

up

increasing: *go up, turn up, hurry up*

moving from lower to higher: *pick up, get up*

finishing: *drink up, eat up*

6 Students' own answers

Review 5

page 67

- 1 1 amazing 2 frightening 3 excited 4 surprising
5 frightened
- 2 1 enjoyment 2 impression 3 solution 4 intention
5 developments
- 3 1 huge 2 boiling 3 hilarious 4 terrible 5 tiny
- 4 1 came across 2 stopped off 3 has broken down
4 are setting off 5 turned back
- 5 1 Have (you ever) climbed 2 went up
3 didn't take 4 had 5 've done
6 Has (he ever) thought 7 hasn't tried 8 flew
9 Did (he) get 10 gave up
- 6 1 just 2 yet 3 already 4 yet 5 already 6 yet
7 just
- 7 1 has known Kate for
2 haven't had a holiday since
3 has been a doctor since
4 have lived here for
5 hasn't seen his family since
6 haven't worked for
7 have studied English since
8 hasn't rained for

Pronunciation insight 5 Workbook page 126

Answer key: Teacher's book page 155

6

Roads to education

Map of resources

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Teacher's resource disk, Communication worksheet 6B

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6A Reading and vocabulary

A hard lesson

Summary

Topic: Police in schools

Vocabulary: Collocations: crime; negative prefixes: *un-*, *im-*, *il-* and *ir-*; Vocabulary bank: Schools: bad behaviour

Reading: An article about police in schools

Speaking: Discussing suitable punishments for school 'crimes'

Communication worksheet 6B: Pelmanism

Lead-in

- Ask students to brainstorm as many places as they can where there are rules to follow.
- Write them on the board, e.g. *at home, at school, in a cinema, in a swimming pool, on public transport.*
- Elicit an example of a rule for each place, e.g. *At home I have to go to bed at ten o'clock.*

Exercise 1 page 68

- Ask students to look at the photo. Ask: *What can you see?* and elicit that there are some school students and police officers.
- Give students two or three minutes to discuss the questions in pairs. Circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask students to share their ideas with the class, e.g. *It's a school, so it's probably safe. There are police so maybe something bad has happened; Maybe somebody's things were stolen.*
- Give students a further one or two minutes to skim-read the article and compare their ideas.

Exercise 2 page 68

- Read through the instructions together and make sure students know what they have to do.
- With a **weaker class**, remind students to look carefully at the sentences before and after the gap. This will help them to predict what information is missing. They should also read the options carefully and underline key words to help them. For example, the words before gap 4 – *the situation isn't going to change* – match the meaning of *are not going to leave... soon*. Therefore, sentence A fits into gap 4.
- Students do the exercise on their own. They then compare answers in pairs.
- Check answers as a class.

1 C 2 E 3 B 4 A 5 F

Additional vocabulary

The following words are from the article *War Zones*:

- *pepper spray* /'pepə spreɪ/ (n) a defensive spray used to irritate the eyes
- *juvenile* /'dʒu:vənəɪl/ (adj) related to young people who are not yet adults
- *offence* /ə'fens/ (n) an instance of breaking the rules or the law
- *statistics* /stə'tɪstɪks/ (n pl) a collection of facts or figures that give information
- *naughty* /'nɔ:ti/ (adj) behaving badly (especially used about children)
- *immature* /,ɪmə'tjʊə(r)/ (adj) not fully developed or grown, not sensible

Exercise 3 page 68

- In groups, students discuss the questions. Ask them to think about their own school; this should make it easier for them to talk. Remind them to think of arguments in favour of and against having a police presence in schools.
- Circulate and monitor, helping with vocabulary and ideas as necessary.
- When students have finished, write *For* and *Against* on the board.
- Get feedback and write students' arguments under the appropriate heading. Which column is longer?

Extra activity: Further discussion

Students discuss the following questions as a class:
What are some causes for very bad behaviour in schools?
Who is more responsible for the behaviour of students, parents or teachers? Why?

Exercise 4 page 68

- Explain that there are many verbs and collocations that are specific to the topic of crime and criminals.
- Ask students to find the verbs and the words that collocate with them in the text.
- Students compare answers in pairs. Check answers as a class.
- Go through the collocations, checking for understanding. Model and practise the pronunciation of *offender* /ə'fendə(r)/ and *assault* /ə'sɔ:lt/.

1 trouble 2 people 3 offenders 4 a fine 5 in court
6 (terrible) crimes 7 somebody with assault 8 in prison

Extension: Stronger students

With a **stronger class**, write the following on the board:

<i>commit a crime</i>	<i>be found guilty / not guilty</i>
<i>be acquitted</i>	<i>be charged with a crime</i>
<i>go on trial</i>	<i>be sentenced to prison</i>
<i>be arrested by the police</i>	

In pairs, students put these events into the order in which they normally happen. Encourage them to use their dictionaries to help them with new words.

Check answers as a class. You could follow up by asking students to write a short story describing a crime.

1 commit a crime
2 be arrested by the police

3 be charged with a crime
4 go on trial
5 be found guilty / not guilty
6 be sentenced to prison / be acquitted by a judge

Extra activity: Fast finishers

Ask **fast finishers** to find four examples of compound adjectives and compound nouns in the text and options A–F. Explain that not all of them will have a hyphen.

When students have found the words, they should use the context to work out what they mean.

gang-related (line 12): usually referring to crimes that are committed by gangs

war zones (line 16): an area where there is a war; an area where there is a lot of violence or fighting

criminal record (line 34): an official record of a person that contains information about any crimes the person committed

well-equipped (option C): having good, modern equipment

Exercise 5 page 68

- Ask students to read the extract, ignoring the gaps. Ask: *Would you like to go to school in America?*
- Students complete the text. Tell **weaker students** to look at the words before and after the gap as this will help them form the correct collocation. Remind them to think about the correct form of the verb.
- Students compare answers in pairs. Check answers as a class.

1 got into 2 punished 3 arrest 4 appeared
5 spent time 6 commit 7 charge 8 pay

Insight Negative prefixes

Negative prefixes are a simple way to make adjectives negative, but not all adjectives can take a negative prefix.

The most common negative prefix is *un-*:

happy – *unhappy*; *comfortable* – *uncomfortable*; *eventful* – *uneventful*

The prefixes *il-*, *ir-* and *im-* are usually used with words beginning in *l*, *r* and *m* or *p* respectively:

legal – *illegal*; *responsible* – *irresponsible*; *possible* – *impossible*

We can also use *dis-* and *in-* as negative prefixes:

organized – *disorganized*; *considerate* – *inconsiderate*

Exercise 6 page 69

- Refer students to the words 1–8. Ask:
What kind of words are they? (adjectives)
What is the opposite of 'happy'? (sad, miserable, unhappy)
Explain that *unhappy* is one of the opposites of *happy* and is formed by adding the negative prefix *un-* to *happy*.
- With a **stronger class**, tell students to complete the task on their own. With a **weaker class**, go through the various prefixes together. Check that students understand and can pronounce *rational* /'ræʃnəl/ (based on practical reasons rather than emotions) and *literate* /'lɪtəreɪt/ (being able to read and write).
- Check answers as a class.

1 un- (unhappy) 2 ir- (irresponsible)
3 un- (unthinkable) 4 il- (illegal) 5 im- (impolite)
6 im- (impossible) 7 un- (usual) 8 im- (immature)

Exercise 7 page 69

- Ask students to look at the adjectives. Check that they understand *moral* /'mɒrəl/ (a moral person always tries to behave in the right way).
- Students do the exercise in pairs.
- Check answers as a class.

unfortunate, unhelpful, illogical, immoral, impractical, irregular, unsafe, unsurprising, untidy

Extra activity: Weaker students

Ask students to work in pairs and think of nouns that can be described by the adjectives in exercise 7. Encourage them to make full sentences, e.g. *My bedroom is untidy.*
This city is very safe.

Extension: Stronger students

In pairs, **stronger students** take it in turns to define the adjectives in exercises 6 and 7. Their partner has to guess the adjective, e.g. *'This means that a person is not very sensible for their age.'* *'Immature.'*

Circulate and monitor, helping as necessary.

Exercise 8 page 69

- Ask students to read the sentences. Point out that they all need a negative adjective to make sense.
- Do the first sentence together as an example. Ask students to think of an adjective to describe the school and elicit *unsafe*.
- Students complete the sentences on their own. Check answers as a class.

1 unsafe 2 untidy 3 impossible 4 illegal
5 unhappy 6 illiterate

Exercise 9 page 69

- Read the instructions together. Go through the different 'crimes' with students and check for understanding. Model and practise *bullying* /'bʊlɪŋ/, *swearing* /'swɛərɪŋ/, *truancy* /'tru:ənsɪ/ and *vandalism* /'vændəlɪzəm/.
- In groups, students discuss the different 'crimes'. You could ask them to rank the 'crimes' from the most to the least serious; this will help them decide on the appropriate fine.
- Circulate and monitor, helping as necessary. Make a note of any errors to discuss in a later feedback session.
- Ask one student from each group to present the group's idea to the class. Write the 'crimes' on the board and the amounts that each group would fine for them.

Vocabulary bank: School: bad behaviour page 139

- 1 1 cheat 2 suspend 3 play truant 4 swear
5 give a detention 6 fight 7 give a warning
8 expel 9 bully 10 vandalize
- 2 Bad behaviour: bully, cheat, fight, play truant, swear, vandalize
Punishment: expel, give a detention, give a warning, suspend
- 3 1 expelled 2 bully 3 suspended
4 gives a warning 5 were playing truant 6 swear
7 vandalized 8 cheats 9 gives (us) detention
10 were fighting

Extra activity: Group work

Write the following words on the board: *joyriding, vandalism, mugging, burglary, arson*. Ask students if they recognize any of the words. Explain that the words are all crimes. If necessary, explain the meaning of *joyriding* (the crime of stealing a car and driving it for pleasure, usually in a fast and dangerous way), *vandalism* (the crime of destroying something, especially public property, deliberately and with no good reason), *mugging* (the crime of attacking somebody violently, or threatening to do so, in order to steal their money), *burglary* (the crime of entering a building illegally and stealing things from it), *arson* (the crime of deliberately setting fire to something, especially a building). Put students into groups and tell them to agree on a suitable punishment for each crime, e.g. spend time in prison, pay a fine, do community service.

DVD extra An American high school

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about the police in schools. I can recognize and use collocations connected with the topic of crime. I can use the negative prefixes 'un-', 'im-', 'il-' and 'ir-'. I can discuss suitable punishments for crimes.*

6B Grammar and listening

Hungry to learn

Summary

Topic: Schools with a difference

Grammar: *will* and *going to*; first conditional

Reading: An article about the world's youngest head teacher

Listening: An interview with a student

Speaking: Making predictions; talking about conditions

Communication worksheet 6A: Board game

Lead-in

- Write the following questions on the board:
How would you feel if you didn't have to go to school?
How would you feel if you couldn't go to school?
In pairs, students discuss the difference between the two questions.
- Then ask them to think of three adjectives to describe how they would feel in each situation.
- When they have finished, ask them to share their ideas with the class, e.g. *We would feel happy, excited and lucky if we didn't have to go to school. We would feel disappointed, upset and angry if we couldn't go to school.*

Exercise 1 page 70

- Students read the sentences. With a **weaker class**, check for understanding.
- Ask students to think about the sentences and whether they are true for them.
- Write some useful language on the board to help students discuss the sentences with a partner: *I completely*

agree with sentence number 1 because it's ...; My parents think that ... but I don't.

- Get feedback from each pair about the sentences they think are true for them.

Exercise 2 page 70

- Ask students to look at the photo and read the heading of the newspaper article and think what the article will be about. Then ask students to read the article quickly and compare their ideas.
- Ask students if their ideas were correct and encourage them to think of the ways the school in the article is different from theirs.

Exercise 3 page 70

- Draw students' attention to the sentences numbered 1–7 in the text. Ask them to underline the verbs with *will* / *won't* and *going to*. Write the verbs on the board.
- With a **stronger class**, ask students to read the rules and match them to the sentences 1–7 themselves. With a **weaker class**, do the activity together. Point out that we can use the information around the verb to decide what the situation is, e.g. *Is it prediction? Is it an intention?* etc.
- Students compare answers in pairs.
- Check answers as a class.

- 1 Ali's school will make (rule a)
- 2 he's going to teach (rule d)
- 3 children won't go (rule a)
- 4 I'll help (rule b)
- 5 It's going to rain (rule c)
- 6 we'll close (rule b)
- 7 He's going to raise (rule d)

Language note: *will* and *going to*

There are many ways to talk about the future in English. Two of the most common ways are *will* and *going to*. It is not always easy to decide which form to use, and sometimes both are correct.

We usually use *will*:

- (a) to make predictions about the future, to say what we think will happen, even though we may not be certain:
Everybody in the world will speak English one day.
- (b) to make a decision as we speak:
There's no milk left. I'll go to the shop to get some.
- (c) to offer to do something for somebody:
'I can't carry this bag. It's too heavy.' 'Don't worry. I'll help you.'
- (d) to promise to do something:
I can't tidy my room now, but I'll tidy it tomorrow, I promise.

We usually use *going to*:

- (a) to talk about plans or intentions:
I'm going to do my homework when I get home.
- (b) to make predictions when we are certain about the future because we have evidence that the prediction will happen:
The car is going too fast! It's going to crash!

Exercise 4 page 70

- Before students do the exercise, remind them to use the context to help them decide whether the situation is a prediction, an intention, an offer, etc.

- Students do the exercise on their own. They then check answers in pairs.
- Check answers as a class.
- Ask **fast finishers** to act out the dialogues.

- 1 're going to
- 2 'll
- 3 'll
- 4 'm going to
- 5 'll
- 6 're going to

Grammar reference and practice 6.1 Workbook page 114

- 1 1 is going to 2 'll 3 'll 4 's going to
5 'm going to 6 will 7 'm going to 8 Will you
- 2 1 will 2 're going to 3 'll 4 's going to
5 'm going to 6 will 7 'm going to 8 'll

Exercise 5 2•01 page 71

- Ask students to read the dialogue quickly. Then ask: *What does Malika want to do when she grows up?* (She wants to be a teacher.)
- Students complete the interview on their own or in pairs.
- Play the recording for students to check their answers.

Audio script

Interviewer Hi Malika, is the school open today?

Malika Yes, it is. There's a clear, blue sky, so it's going to be sunny.

Interviewer What are your plans for today, Malika?

Malika I'm going to go to school this afternoon.

Interviewer What are you studying today?

Malika I think it'll be geography, but I'm not sure.

Interviewer Are you going to study this evening?

Malika No, I'm not. I'm going to work this evening. I clean people's houses.

Interviewer What about after that?

Malika I usually teach my little sister, but I don't think I'll have time today.

Interviewer What do you think you'll do when you have your diploma?

Malika Well, I'm not going to clean people's houses. I want to be a teacher.

Interviewer Thanks, Malika, and good luck. Will you do another interview after your graduation?

Malika I'd love to. Perhaps I'll have a job as a teacher then!

- 1 's going to be
- 2 'm going to go
- 3 'll be
- 4 'm going to work
- 5 'll have
- 6 'll do
- 7 'm not going to clean
- 8 'll have

Extra activity: Pair work

In pairs, students role-play the dialogue in exercise 5.

Circulate and monitor, helping with pronunciation as necessary and checking that students are forming the tenses correctly.

Extension activity

Ask students to think about the school Malika goes to, the US schools with police presence, and their own school. In groups, students discuss the following questions:

Which school is the best to go to? Why?

Which school has the most eager students? Why?

Which students have the best quality of life?

Exercise 6 page 71

- Check that students understand what they have to do.
- In pairs, students make their predictions and give reasons. Remind them to think about which future form to use.
- Make a note of common errors to address later.
- Get feedback from each pair by asking a student to share one of their partner's predictions with the class, e.g. *Maja doesn't think she'll be a doctor when she leaves school. She doesn't like science. She likes English and history so she's going to study these subjects at university.*

Extra activity: Pair work

In pairs, students make five predictions about their partner's life in ten years, e.g. *I think Ana will have a very good job in ten years.*

Circulate and monitor, helping as necessary.

Students read out their predictions to their partner, who decides if they sound possible or not.

Exercise 7 page 71

- Ask students to look at the photo and ask them what they can see. Elicit that some people are walking along a dangerous road next to a cliff. Ask: *Would you like to walk on this road?* and elicit responses, e.g. *No I wouldn't. It looks unsafe. / Yes, I would. I like dangerous things!*
- Students read the news story quickly and answer the questions. They then compare answers in pairs.
- Check answers as a class.

(Possible answers)

The journey to school is unusual because it is dangerous. It takes three days to make the journey in good weather. The children make the journey in order to get to school. At the moment, there is no other way to get there.

Exercise 8 page 71

- Ask students which of the two sentences they can find in the text (*If they slip, they'll fall into the valley below.*).
- Read through the rules and explanation together and check understanding. Ask: *Is it certain that the children will slip?* (no) *What is the result of slipping?* (falling into the valley below)
- Highlight the structure of conditional sentences and point out that they can be written with the *if* clause first or with the main clause first.
- Students underline more examples of the conditional in the text. Ask **fast finishers** to rewrite the sentences with the clauses in a different order. Check answers as a class.

condition: present simple

result: will + verb

If anything happens, what will we tell their parents?

The children won't fall if they're careful.

If they do, the children won't have to risk their lives again.

Language note: First conditional

Conditional sentences consist of two clauses: the condition and the result. The condition usually begins with the word *if*. The result depends on the condition: *If it rains, we'll go inside* (condition: *If it rains*; result: *we'll go inside*). We are not sure that it will rain, but it is a possibility.

Grammar reference and practice 6.2 Workbook page 114

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

2 1 have, 'll buy 2 rains, won't hold 3 will be, 're
4 'll catch, don't feel 5 don't leave, 'll miss
6 won't get, don't do

Exercise 9 page 71

- Read out the conditional sentences and explain that they describe a chain of events: each result becomes a condition for the next sentence so they are all linked.
- **Stronger students** can do the task on their own. With a **weaker class**, do the first part of the chain together.
- Students compare their answers in pairs.
- Check answers as a class. Then ask students what they think about Kai Yang's future and elicit that it does not look very promising. Ask them what he should do to change it and elicit that he should make the dangerous journey to school.

If he doesn't learn to read, he won't do any exams.

If he doesn't do any exams, he won't get a diploma.

If he doesn't get a diploma, he won't get a job.

If he doesn't get a job, he'll be poor.

If he's poor, he won't send his children to school.

Exercise 10 page 71

- Read through the instructions together. Refer students to the starting points and ask students to choose one. Encourage them to choose different starting points or allocate different starting points to students.
- Students think of five ideas that might result from the starting point before they make their conditional sentences, e.g. *Your alarm clock doesn't go off – sleep in, late for school, fail exams, no job, no money.*
- Students do the exercise on their own. Circulate and monitor, helping with ideas and vocabulary as necessary.
- Students read out their chains to a partner.
- Ask a few students to read out their chains for the class.

Extra activity: Weaker students

Write four condition clauses on the board:

1 *If it rains heavily tomorrow,*

2 *If I save a lot of money,*

3 *If we study very hard,*

4 *If I learn to speak English perfectly,*

Ask students to work with a partner and think of a result for each condition and then make conditional sentences.

Get feedback by asking one student in each pair to read out one of their conditional sentences.

Extension activity: Stronger students

Write the following words on the board: *offer, warning, advice, suggestion, threat*. Check for understanding. Explain that we can use the first conditional to do all those things, e.g. *If you've got homework to do, I'll do the dishes.* (*offer*)

Read out the following conditional sentences. In pairs, students decide what they are being used for.

1 *If you do that again, you'll be in trouble.* (*warning*)

2 *If you ask your parents nicely, they'll let you go to the party.* (*advice*)

- 3 *If you don't finish your homework, I won't let you watch any television.* (threat)
 4 *If you find the essay difficult, I'll help you.* (offer)
 5 *If it's too wet to go to the park, we'll go to the cinema.* (suggestion)

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use 'will' and 'going to'. I can use the first conditional. I can understand an article about a school. I can understand an interview with a student.*

6C Listening, speaking and grammar

The best things in life

Summary

Topic: Games

Listening: A talk about playing

Speaking: Making and responding to offers and suggestions

Grammar: Zero conditional

Functional language: Making offers and suggestions

Lead-in

- Ask students to think of a famous celebration or festival in their country. Give them two or three minutes to discuss what they know about it in pairs.
- Get feedback from each pair. Write any new or difficult vocabulary on the board.

Exercise 1 page 72

- Tell students to look at the photos and ask: *What games are the people in the photos playing?* Elicit that they are playing a game of chess, playing hide and seek and skipping with a skipping rope.
- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary as necessary.
- Get feedback by briefly discussing each question with the class, e.g. *I think skipping and hide and seek are for younger children. Chess is a game for teenagers because it is more difficult.* For question 3, encourage students to add their own ideas if possible, e.g. *I also think that playing helps your concentration. Some games are difficult and you have to think carefully about how to play.*

Exercise 2 2•02 page 72

- With a **weaker class**, play the recording until the // symbol and then ask: *What is the man talking about?* (about children playing outside)
- Play the recording from the beginning. Give students one minute to compare their ideas with those of the speaker.
- Get feedback from a few students.

Audio script

I sometimes ask my class: *What are you going to do after school? Are you going to do your homework? Or are you going to play outside?* In a recent survey, kids said playing outside

with friends was their favourite activity. Eighty-six per cent preferred it to playing a computer game, and 89% preferred it to watching television. Free outdoor play is one of the best things in life – but sometimes we forget this simple fact. //

People often think play is only for young children, but actually this isn't true. In America, a study of fourteen-year-olds showed that teenagers also enjoy play, although their games are more risky and competitive. Children may be happy running around and playing 'tag', but teenagers might prefer 'dares', or asking each other to do challenging things.

So play is fun. How else can it help us? Let's look at some science. Scientific research has proved that when people play, their brains grow. In 1964 scientists carried out an experiment on rats. Some rats lived in cages with no toys, but other rats had toys to play with. Researchers discovered that the rats with toys had bigger brains and better problem-solving skills.

Scientific studies also show that play helps you concentrate and remember information. If schools have regular break times, students get better grades. To prove my point, many Chinese and Japanese schools have breaks every fifty minutes and their students are some of the best in the world!

Play is also important for social skills – it helps you get on with people. This might sound obvious, like 'if you add one and one, you get two', but sometimes we forget about this. Play helps us learn to communicate and work with others. If you have good language skills, you make more friends. You're happier, too, and when people are happy, they do better in life.

To sum up, play helps us develop social skills, solve problems and learn about the world. It's also about using our imagination. Albert Einstein once said, 'Imagination is more important than knowledge.' He also thought that you're never too old to learn. In other words, adults can benefit from play, too. ... So let's have a go ... Here, catch this ball!

Exercise 3 2•02 page 72

- Explain that a talk is an informal speech about a particular subject that you might hear on the radio or at a special event. In this case, students will hear a talk about the importance of playing.
- Read through the strategy together. Emphasize that it's difficult to both listen and take notes, and it takes practice to do this well. Therefore, students should get into the habit of taking notes. They should first practise recognizing the main ideas in a talk. They should not try to write down everything they hear: this is a waste of time and too difficult. Instead, they should note key words that summarize the speaker's ideas. Then look at the abbreviations and symbols with students:
 - = can be used to express 'is', 'are', 'the same as', etc.
 - can be used to express 'leads to'
 - > can be used to express 'more than'
 - < can be used to express 'less than'.
 Explain that the above are just examples and that many people, with practice, develop their own system for writing incomplete or abbreviated sentences.
- Give students time to read through the notes and then play the recording. You may need to play it a second time with a **weaker class**.
- Students compare answers in pairs.
- Check answers as a class.

1 favourite 2 watching television 3 teenagers
 4 bigger 5 China 6 language 7 imagination
 8 adults

Extension activity: Fast finishers

Write the following adjectives on the board: *risky, competitive, challenging, scientific, obvious*.

Ask **fast finishers** to look up the meaning of these adjectives in a dictionary and write five sentences to illustrate their meaning, e.g. *It's risky to cross the road without waiting for the green light.*

Circulate and monitor, helping as necessary.

Exercise 4 page 72

- Tell students to look at the sentence beginnings and ask: *What kind of sentences are these? Have you seen sentences like these before?* Elicit that they are conditional sentences.
- Student do the exercise in pairs.
- Check answers as a class.
- Point out that these conditional sentences are different from the conditional sentences on page 71. Ask students if they can identify the difference and elicit that these conditionals use the present simple in the result clause, not *will*.
- Students complete the rules. With a **weaker class**, complete the rules together.

1 B 2 A 3 E 4 C 5 D

a condition: *if + present simple tense*

result: *present simple tense*

b when

Language note: Zero conditional

The zero conditional is formed by using the present simple in both the *if* clause and the result clause:

If you freeze water, it becomes ice.

Water becomes ice if you freeze it.

It is used to talk about facts that are always true. We are sure that water becomes ice when it is frozen.

We can use *when* instead of *if* without changing the meaning:

When you freeze water, it becomes ice.

Water becomes ice when you freeze it.

Grammar reference and practice 6.3 Workbook page 115

1 don't practise

2 learn

3 seems

4 pay

5 don't do

6 put

Exercise 5 page 73

- Look at the table together and explain the task. Ask: *What happens if you are late for school?* and elicit answers, e.g. *We have to do extra homework; We aren't allowed to enter the class. We have to go to the head teacher.*
- Students do the exercise in pairs. Circulate and monitor, helping with ideas as necessary and checking they are using the correct tenses.
- When they have finished, ask a few students to share their ideas with the class.

Students' own answers

Extra activity: Pair work

Write the following sentence beginnings on the board:

1 *If you eat too much junk food, ...*

2 *If you do plenty of exercise, ...*

3 *If you spend all your free time online, ...*

4 *If you are nice to other people, ...*

5 *If you save your pocket money, ...*

In pairs, students complete the sentences to make zero conditionals. Point out that they should choose realistic result clauses because zero conditionals talk about things that are always true.

Circulate and monitor.

Ask students to read out a few of their sentences.

Exercise 6 2•03 page 73

- Play the dialogue. Students compare answers in pairs.
- Check answers as a class.

Audio script

Rachel Can I help you?

Tom It's OK. I'm just looking. Oh, hi, Rachel. What are you doing here?

Rachel Tom! Hi ... well, I work here on Saturdays. It's my uncle's shop. What are you doing here?

Tom I'm on my way to the Notting Hill Carnival. I'm doing a video story about it for my school project.

Rachel That sounds interesting. I've never been to the Carnival.

Tom You're joking ... Why don't you come along later? There are some good events this afternoon.

Rachel Sorry, I can't. Well, I don't know if I can. I've got homework.

Tom Go on, Rachel – all work and no play isn't good for you.

Rachel Hmm, all right then. I finish work at one o'clock, so ...

Tom Do you want me to come and pick you up?

Rachel That'd be great, but are you sure?

Tom Of course, I'll meet you outside at one o'clock if you like.

Rachel Thanks, Tom, that's really kind.

Tom asks Rachel to go to the Notting Hill Carnival with him. Rachel decides to go with him when she finishes work.

Culture note: Notting Hill Carnival

The Notting Hill Carnival is an annual event that takes place every August in Notting Hill in London. It began in 1965 and it celebrates the multicultural community of London. There is a large community of people in London with Caribbean roots and the carnival has a strong Caribbean atmosphere. There are parades, street parties and many stands with a variety of international food for everybody to enjoy. Approximately a million people attend the carnival each year.

Language note: All work and no play ...

In the recording, Tom says *All work and no play*. This is part of an English proverb: *All work and no play makes Jack a dull boy. All play and no work makes Jack a mere toy.* In other words, if we only work and never play, we will have a boring and dull life. However, if we only play, and never work, we will not be mature and rounded human being and we will not appreciate life properly. The point of the proverb is that we need to find a balance between work and play in order to have a full life.

Exercise 7 2•03 page 73

- With a **stronger class**, students try to complete the phrases from memory. Then play the recording for them to check their answers.
- With a **weaker class**, play the recording, pausing after each phrase to give students time to write their answers.
- Model the phrases for pronunciation and intonation, asking students to repeat after you.

1 help 2 me 3 I'll 4 Why 5 sure 6 if

Exercise 8 2•04 page 73

- **Stronger students** complete the dialogue on their own. They then compare answers in pairs.
- With a **weaker class**, complete the first gap together. Point out that when Lily speaks after gap 1, she says 'Yes, *it will!*'. Therefore, the correct answer for gap 1 must be B, because Sam says '*it won't take long to get there!*'. Lily responds by disagreeing with him.
- Students complete the rest of the dialogue in pairs.
- Play the recording for students to check their answers.

Extra activity: Speaking

Read out the following situations to the class:

- 1 You are meeting your friend and it has started to rain.
- 2 You and your friend are late for the cinema.
- 3 You can't meet your friend because you've got a lot of homework.
- 4 Your friend is having difficulty doing homework.
- 5 You want to go out but your friend is ill.

Students make a suggestion for each situation, e.g. *Why don't we go to the cinema instead? How about playing a video game instead?*

See Student's Book for audio script.

Exercise 9 page 73

- Students read the dialogue again and underline ways of making and responding to suggestions.
- Check answers as a class.

Making offers: I'll help you ...

Responding to offers: Sorry, that's not ... Making

suggestions: Why don't we ...?

Responding to suggestions: Sounds like a good idea.

Exercise 10 page 73

- Read the instructions together. **Stronger students** then read through the ideas by themselves. Ask them, in pairs, to choose a situation, or to think of their own situation.
- With a **weaker class**, go through the ideas together and check for understanding.
- Students choose a situation by themselves. Alternatively, to ensure variety, allocate a situation to each pair of students, making sure each situation is represented in class.
- Give students time to prepare their dialogue. Circulate and help as necessary, encouraging students to use a variety of phrases from exercises 7 and 8.
- When they have finished, ask a few pairs to perform their role-play for the rest of the class.

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognize and use the zero conditional. I can understand a talk about playing. I can make and respond to offers and suggestions.*

6D Culture, vocabulary and grammar

Life goals

Summary

Topic: Life goals

Vocabulary: Adjectives in poems; Vocabulary bank:
School: compound nouns

Reading: A poem

Grammar: Expressing probability: *may, might* and *will*

Communication worksheet 6A: Board game

Lead-in

- Students work in pairs to think of as many adjectives as they can to describe their country. Encourage them to think about the weather, the landscape or anything that relates to their country. Give students two minutes for the activity.
- When they have finished, get feedback. Write new or difficult vocabulary on the board. Model and practise pronunciation if necessary.

Exercise 1 page 74

- Write the word *goal* on the board. Elicit or explain that a goal is something that people hope to achieve.
- Write the word *life* before *goal* and ask students to suggest a few life goals, e.g. *going to university, being successful*.
- Refer students to the list and ask them to do the task.
- Get brief feedback.

Extra activity: Pair work

Students work on their own to rank their personal life goals from 1 to 6 in the order in which they think they will achieve them.

Students compare their lists with a partner, then share their ideas with the class, e.g. *First I want to learn how to drive. Then I want to find a job.*

Exercise 2 2•05 page 74

- Tell students to look at the pictures and then ask: *What do you think the poem might be about?* Elicit that it might be about travelling because there is a picture of a globe.
- Play the recording as students read. Tell them not to worry about unknown words; they should aim for a general understanding. Ask them to discuss the questions in pairs.
- Check answers as a class.

The poem is about the poet's teacher. His life goal was to travel to different places in the world. He did not achieve this life goal because he became ill.

Exercise 3 page 74

- Ask the class how many sections they can see in the poem and elicit that there are six. Explain that in poetry, these different sections are called *verses*.
- Give students one or two minutes to read the summaries before asking them to match them to the verses.
- With a **weaker class**, do the first one together. Explain that summary a matches verse 3 because *He loved these places* means the same as *lands he longed to visit*. Also, *I didn't know why* means the same as *I couldn't understand why*.
- Check answers as a class.

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

Extra activity: Further discussion

Students discuss the following questions as a class:

Do you like geography? Why / Why not?

Have you ever been influenced by any of your teachers?

Is there any particular place that you long to visit? Why?

Exercise 4 page 74

- Students discuss the questions in pairs.
- Circulate and monitor, making a note of any errors you would like to address later.
- Get feedback by asking students to share their ideas with the class, e.g. *We think the teacher stayed in the school because he didn't have enough money to go travelling.*

1 Students' own answers

2 (possible answer) The lesson was to do what you want to do before it's too late.

Exercise 5 page 74

- Ask: *Did you like the poem?* Elicit responses (e.g. *I liked it because it describes beautiful places*).
- Point out that the poet uses lots of adjectives. Elicit that adjectives help to make writing more interesting.
- Students do the exercise in pairs.
- Check answers as a class.

Places on the maps: **sweet-scented, green, orange, glass-clear**

The teacher's home: **narrow, grey, drab, cold**

Exercise 6 page 74

- Write the adjectives describing the places on the maps on the board.
- Students discuss the question in pairs.
- Get feedback, and if necessary, elicit or explain that these adjectives describe warm countries near the sea.
- In pairs, students think of more adjectives for these places, e.g. *exotic, sunny, bright*.
- Check answers as a class.

Students' own answers

Exercise 7 2.05 page 74

- Write the following words on the board: *eat, feet, neat*. Ask students to say the words out loud and then ask them what they notice about them. Elicit that the words end with the same sound and explain that they are rhyming words.

- Play the recording again for students to underline the rhyming words.
- Students compare answers in pairs.
- Check answers as a class.

Students' own answers

Exercise 8 page 74

- Students do the exercise in pairs.
- Check answers as a class.

too: blue, knew

learned: returned, burned

free: sea, be, see, tree

play: away, day

told: cold, strangehold

Exercise 9 page 74

- Play the recording again or read the poem aloud yourself to model it for the class. With a **weaker class**, model the poem one line at a time and ask students to repeat.
- In pairs, students take it in turns to read the poem out aloud to each other.
- Circulate and monitor, listening to make sure that students are pronouncing the words correctly.
- Ask one or two students to read the poem to the class.

Additional vocabulary

The following words are from the poem *The Geography Lesson*:

sweet-scented /,swi:t 'sentɪd/ (adj) having a sweet smell or scent

jasmine /'dʒæzmɪn/ (n) a flowering plant famous for its fragrance

shake off /,ʃeɪk 'ɒf/ (v) to get rid of

take ill /,teɪk 'ɪl/ (v) to become ill

redraw /,ri:'drɔ:/ (v) to draw again

fade /feɪd/ (v) to disappear slowly

Exercise 10 page 75

- Ask students to read the sentences. Give them one or two minutes to discuss if the sentences are true for them.
- **Weaker students** do the activity in pairs or small groups. **Stronger students** can complete the diagram and rules by themselves.
- Students compare their answers in pairs.
- Check answers as a class.

very likely: I will definitely / certainly learn another language.

50%: Perhaps / Maybe I will learn to drive.

It's possible that I will find a good job.

very unlikely: I will definitely / certainly won't get married or have children.

a may, might b will c certainly d maybe

Language note: Expressing probability

There are different ways to express probability. A common fault with learners of English is that they use only one: *Maybe I'll go to the park later today. Maybe I'll see my friend there and maybe we'll go for something to eat.*

The modal verbs *may* and *might*, together with adverbs like *probably* and *possibly*, provide different ways of saying the same thing:

I might go to the park later today.

I'll possibly see my friend there and maybe we'll go for something to eat.

The position of *probably*, *definitely* and *certainly* in the sentence depends on whether we are using *will* or *won't*:
It probably won't rain.

It'll probably rain.

There is generally no difference between *may* and *might*.

Grammar reference and practice 6.4 Workbook page 115

- 1 Max will probably have a birthday party.
- 2 I probably won't go to football practice this lunchtime.
- 3 This computer definitely won't work with that cable.
- 4 I might check my emails later.
- 5 We will definitely spend Christmas at home this year.
- 6 It might rain this afternoon. / Maybe it'll rain this afternoon. / It's possible that it'll rain this afternoon.
- 7 People probably won't write letters by hand in twenty years' time.
- 8 I might visit my friends at my old school.
- 9 Ben and Amy will probably get married this year.
- 10 My parents definitely won't travel to China in July.

Exercise 11 page 75

- Students do the exercise on their own. Remind them to be careful when using adverbs and to think whether they need to use *will* or *won't*.
- Circulate and monitor, helping as necessary.
- Students compare answers in pairs.
- Check answers as a class.

- 1 I'll definitely earn lots of money.
- 2 I probably won't own a big house.
- 3 I may have a dog or a cat.
- 4 It's possible that I'll buy a motorbike instead of a car.
- 5 I certainly won't live in another country.
- 6 Maybe I'll marry someone from my school.
- 7 Perhaps I won't go to university.
- 8 But I might write a book of poetry!

Exercise 12 page 75

- In pairs, students discuss the sentences in exercises 10 and 11. Remind them to use full sentences when discussing life goals and encourage them to use different ways of talking about probability, e.g. *I don't agree with the first one. I probably won't earn lots of money.*
- Circulate and monitor, helping as necessary.
- Ask a few students to share their ideas with the class.

Vocabulary bank: School: compound nouns

page 139

- 1 1 playground 2 school uniform 3 noticeboard
4 school canteen 5 science laboratory
6 playing field 7 staffroom 8 classroom
9 sports hall 10 head teacher 11 textbook
12 timetable
- 2 1 school canteen 2 classroom
3 science laboratory 4 sports hall
5 school uniform 6 timetable 7 textbook
8 staffroom 9 playground 10 head teacher
11 noticeboard 12 playing field

Extra activity: Pair work

Tell students they are going to work in pairs to plan a party for the weekend. They should use phrases from exercise 10, e.g. *There'll definitely be a lot of people so we must get a lot of pizzas. It might be a nice day, so let's have the party in the garden.*

Circulate and monitor, helping as necessary.

Ask students to describe their plans to the rest of the class. Have a class vote on the most exciting party.

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand a poem. I can use 'may', 'might' and 'will' with adverbs to express probability in the future.*

6E Writing

A for and against essay

Summary

Topic: School uniforms

Reading: An essay about school uniforms; an essay about police in schools

Vocabulary: Linking words to express contrast

Writing: A for and against essay

Lead-in

- In pairs, students think of their least favourite thing about going to school and solutions, e.g. *Our least favourite thing is that we have to study a lot. A solution is to stop doing homework at home and do it at school instead.*
- Ask students to share their ideas with the class.

Exercise 1 page 76

- Tell students to look at the diagram and ask them what it is about. (school uniforms) Explain that this is a mind map and that we can use mind maps to organize our thoughts and ideas on a subject.
- In pairs, students study the mind map and answer the questions.
- Check answers as a class.
- Refer students to essay A on page 77 and give them a minute or two to read though it to compare their ideas.
- Get feedback from a few students about their ideas.

For: cheaper than fashionable clothes; feel part of a school community; better discipline
Against: boring to wear the same every day; can't express yourself; uncomfortable
Students' own answers

Exercise 2 page 76

- Read through the strategy together. Emphasize that it is important to spend some time thinking and planning before beginning to write. This will help students organize their ideas.
- Explain that very short notes (one word or a short phrase) are usually enough at this stage.
- Diagrams like mind maps are useful for organizing ideas, but students may prefer their own way of doing this. However, it is important to make sure ideas are organized logically.
- Students do the exercise on their own. They then compare answers in pairs.
- Check answers as a class.

For: teachers and students need more protection; difficult for teachers to control students, might make a difference in schools with violent pupils

Against: students feel anxious when police can arrest them for small offences, police have a zero tolerance policy, police officers can't always tell the difference between a pupil misbehaving and a pupil committing a crime.

Exercise 3 page 76

- Give students time to read the article on pages 68–69 again. They then find more ideas for and against police in schools in pairs.
- Circulate and monitor, helping as necessary.

For: rise in juvenile and gang-related crime

Against: students can leave school with criminal records; police use pepper spray on students

Extra activity: Class activity

Tell students they are going to make their own mind map about homework.

Draw the outline of a mind map on the board, with the word *Homework* as the topic in the middle of the diagram.

In pairs, students complete the mind map with ideas for and against homework. Encourage them to think of three ideas for each.

Ask students to share their ideas with the class.

Exercise 4 page 76

- Focus on the highlighted words in essay A and explain that they are linking words that express contrast.
- With a **weaker class**, show how the various linking words contrast ideas, e.g. *however* contrasts the fact that 65% of students don't like wearing uniforms with the fact that the writer is in favour of them.
- Students do the task on their own. They then compare answers in pairs.
- Check answers as a class.

at the beginning of a sentence: however; on the one hand; on the other hand

in the middle of a sentence: but

at the beginning or in the middle: although

Exercise 5 page 76

- Students complete the essay on their own. Remind them to think about the position of linking words in the sentence.
- Students compare answers in pairs.
- Check answers as a class.

1 However **2** On the one hand **3** although
4 On the other hand **5** However **6** although

Exercise 6 page 76

- Tell students to read the sentences. Point out that the pairs of sentences express contrasting ideas.
 - Students do the exercise on their own.
 - Check answers as a class.
- 1** They walked to school, although it was raining. / Although it was raining, they walked to school.
2 I arrived at school early. However, the teacher was late.
3 On the one hand, I enjoy basketball. On the other hand, I hate football.
4 He was tired but he finished his homework.
5 He finished his homework, although he was tired. / Although he was tired, he finished his homework.
6 The police stop crime but they cost schools a lot of money.

Extra activity: Pair work

Write the following sentences on the board:

- 1 It's July.
- 2 I don't feel tired at all.
- 3 I had a very large dinner yesterday.
- 4 I enjoy seeing my friends at school.
- 5 It was a beautiful, sunny day outside.

Tell students to work in pairs and think of a contrasting idea for each sentence. They should then join the sentences with linking words, e.g. *Although it's July, the weather is cold.*

Circulate and monitor, helping with vocabulary or ideas as necessary and checking that students are using the linking words correctly.

Get feedback by asking students to share their ideas with the rest of the class.

Writing guide page 77

- Read the **task** together. Ask: *What do you have to write?* (a for and against essay about having more break times in school)
- Give students five to ten minutes to complete the **ideas** stage and **plan** their work. Encourage them to write down their main ideas and put them into a mind map to organize them logically. Remind them to use the example essays as models.
- Circulate and monitor while students **write** their essays. **Check** that they are using linking words to contrast their ideas correctly.
- When students have finished, refer them to the checklist to make sure they have completed the task as well as they can.

Students' own answers

Extra activity: Fast finishers

Ask **fast finishers** to compare their essays with a partner. Whose is the most persuasive?

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a for and against essay. I can use linking words to express contrast.*

Vocabulary insight 6 page 78

Using a dictionary: verb and noun collocations

- 1 **1 nouns** 2 a mistake 3 homework 4 a crime
- 2 attention, a bill, a compliment, a fine, money, rent
- 3 **1 bill** 2 compliments 3 attention 4 money
5 fine 6 rent
- 4 **give: a present, advice**
spend: time, money
watch: a film, TV
- 5 **1 present (did you) give** 2 money (do you) spend
3 watch TV 4 film (did you) watch
5 time (do you) spend
6 advice (someone has ever) given
Students' own answers
- 6 Students' own answers

Review 6 page 79

- 1 **1 got** 2 arrested 3 charged 4 appear
5 punished 6 pay 7 spend 8 committed
- 2 **1 il(literate), – uneducated** 2 im(moral), – wrong
3 im(perfect), – damaged 4 im(polite), – rude
5 un(tidy), – messy
- 3 **1 unusual** 2 unsafe 3 irrational 4 impossible
5 unhappy 6 immature 7 illegal 8 irresponsible
- 4 **1 're going to play** 2 won't tell 3 isn't going to go out
4 'll help 5 'm going to study 6 'll win
- 5 **1 leave** 2 'll have 3 won't earn 4 do 5 'll have
6 study 7 won't cost 8 don't go
- 6 **1 's, have** 2 don't learn, don't do 3 listen, damages
4 remember, take 5 don't feel, make
- 7 **1 I'll definitely go to university.**
2 I might become a volunteer.
3 I certainly won't leave home.
4 Maybe I'll get a summer job.
5 I'll probably move to another city.

Pronunciation insight 6 Workbook page 126

Answer key: Teacher's book page 155

Cumulative review Units 1–6

pages 80–81

1  2•06

Audio script

Speaker 1

In my country, students take an exam called 'The College Scholastic Ability Test' when they finish school. This is the most important exam in your life because the results decide if you can go to university or not. Everything stops on the day of the exam – which is always the second Thursday of November. Teams of volunteers and special police units clear the traffic so that students can get to the exam and companies change their working hours, so that employees travel to work after the students have started the exam. Exam time is extremely stressful, as you can imagine.

Speaker 2

In my country, we have exams about twice a year once we get to secondary school – in the winter and in the summer. Sometimes, the work you do in class is also included in the final mark, which takes the pressure off a bit. Students take GCSE exams when they are sixteen and there are lots of different subjects to choose from. When they are eighteen, they take A-levels. The 'A' stands for 'Advanced'. Students usually do A-levels in three or four subjects that are related to what they want to study at university.

Speaker 3

In my country, we do exams in every subject all through the year, and the results come out at the end of every term. You get more than one chance to pass each subject, which is good. If you fail more than three subjects, you have to repeat the year. Students who want to go to university have to pass all their subjects in the school exams, and then take a university entrance exam. Their final mark decides which subject they can study at university. One of the most difficult courses to get onto is medicine, so you need a really high mark if you want to study that.

Speaker 4

In my country, most of the school exams are multiple choice tests. These are exams that ask a question and give four possible answers to choose from. We also have to write essays for some of the exams, but not for all of them. To get into university, you have to do the SAT entrance test. 'SAT' stands for 'School Aptitude Test', but it isn't only your exam results that can get you a place. Students also need to show that they have other skills, such as being good leaders or playing a sport very well.

2 Students' own answers

3 **1 e** 2 f 3 h 4 b 5 a 6 d

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

5 **1 development** 2 unfortunately 3 enjoyment
4 unthinkable 5 surprising 6 frightened 7 unsafe
8 happily 9 encouragement 10 solution

6 Students' own answers

Additional materials

Literature insight 3 Workbook page 88 **Answer key:** Teacher's book page 152

Exam insight 3 Workbook page 98 **Answer key:** See website

7

Progress?

Map of resources

Section A: Student's Book pages 82–83

Workbook page 52

Vocabulary bank, Country facts page 140

Section B: Student's Book pages 84–85

Workbook page 53

Grammar reference and practice 7.1, Workbook page 116

Section C: Student's Book pages 86–87

Workbook page 54

Vocabulary bank, Electronic devices: compound nouns page 140

Teacher's resource disk, Communication worksheet 7A

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 88–89

Workbook page 55

Grammar reference and practice 7.2, Workbook page 117

Grammar reference and practice 7.3, Workbook page 117

DVD extra, World English page 89

Teacher's resource disk, Communication worksheet 7B

Section E: Student's Book pages 90–91

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Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 7 page 92

Using a dictionary: words with more than one meaning

Review 7 page 93

Pronunciation insight 7, Workbook page 127

Progress check Unit 7, Workbook page 59

Language and skills tests 7A and 7B, Test Bank

7A Reading and vocabulary

Big and small

Summary

Topic: Growing population

Vocabulary: Statistics; nouns with two meanings;
Vocabulary bank: Country facts

Reading: A blog about population increase and globalization

Speaking: Organizing an event for an international festival

Lead-in

- Write the following questions on the board:
Do you watch foreign films or TV programmes? What kind?
Do you listen to bands from around the world? Which ones?
Do you ever eat in ethnic restaurants, e.g. Japanese, Italian, or at international fast food chains? Which ones?
Do you buy international products, like Samsung or Zara?
- In pairs, students ask and answer the questions.

Exercise 1 page 82

- Focus on the photos and the chart. Students discuss the questions in pairs.
- In feedback, elicit estimates of the current world population. Do not tell students whether they are right or wrong, but establish that the world population is growing. Then ask two or three students to tell the class about the differences and similarities between a foreign country they have visited and their own.

Exercise 2 page 82

- Focus on the chart again and remind students that they need to scan the text to find the missing information. Emphasize that it would be a waste of time to read the whole text in detail.

8,000 BC: five million

1805 AD: one billion

1987: five billion

2011: seven billion

2100: ten billion

Exercise 3 page 82

- Students read the questions. Remind them to look for key words in the questions that will help them identify the right part of the blog to look for the answer.
- Students compare their answers with a partner. Check answers as a class.

1 It would take 222 years.

2 The population started growing quickly because we invented agriculture.

- 3 The planet is getting smaller because it is easier to travel to other countries, cultures are getting more similar, and we use the same products.
- 4 The writer speaks three languages: Baras, Indonesian and English.
- 5 Languages are disappearing because many people are moving to the city, so the languages of the villages are disappearing.
- 6 No, he doesn't. He thinks the idea is depressing.

Exercise 4 page 82

- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary and ideas as necessary.
- Have a class feedback. For question 1 elicit and write a list of problems on the board. (The problems caused by the growing population include environmental problems like more pollution, more waste, increased global warming; a shortage of resources like water, oil and food; a rise in unemployment; overcrowded cities.)
- For question 2 ask:
Who thinks it is good thing if languages disappear? Why? (Communication becomes easier.)
Who thinks it is bad? Why? (When a language disappears, a culture dies too.)

Extra activity: Further discussion

With a **stronger class**, ask students to discuss the following questions, either as a class or in pairs:
Why do you think the population is increasing?
What are the advantages of a world with no cultural differences?
What are the disadvantages?

Extra activity: Fast finishers

Fast finishers can do a word-building exercise. Write the following on the board:

Noun	Adjective
<i>globe</i>	_____
<i>depression</i>	_____ / <i>depressed</i>
<i>peace</i>	_____
<i>culture</i>	_____

Ask students to write the adjectives and check their answers in the text.

global, depressing, peaceful, cultural

Additional vocabulary

The following words are from the blog post, *Going global*:
chain /tʃeɪn/ (n) a series of metal rings that are connected to each other

permanent /ˈpɜːmənənt/ (adj) lasting for ever

fascinating /ˈfæsəneɪɪŋ/ (adj) very, very interesting

Exercise 5 page 82

- Refer students to the highlighted verbs in the blog post. Students work out their meaning from context and then complete the exercise.
- Students compare answers in pairs. Check answers as a class and model and practise the pronunciation. Point out that the verb *halve* /hɑːv/ is spelled and pronounced differently from the noun *half* /hɑːf/.

- 1 divide
- 2 increased
- 3 multiplied
- 4 doubled
- 5 decreased
- 6 calculated
- 7 halved
- 8 estimate

Alternative activity: Weaker students

With a **weaker class**, do exercise 5 in two stages. Write the highlighted words from the blog post on the board. Students match these with the verbs in italics in the text. They then complete exercise 5, where they are used in a different context.

Exercise 6 page 83

- Before focusing on the exercise, write *can* on the board and elicit its meaning. Establish that it has more than one meaning (e.g. 'be able to', 'a metal container', 'a metal or plastic container for holding or carrying liquids', 'to preserve food by putting it in a can').
- Explain that English has many words with more than one meaning and the only way we can know which meaning is intended is to work it out from its context.
- Students do the exercise on their own or in pairs. Check answers as a class.

- 1 a
- 2 a
- 3 b
- 4 b
- 5 b
- 6 a
- 7 b
- 8 b

Extension activity: Dictionary work

Students look up the various meanings of each word in exercise 6 in the dictionary and study how it is used. They then write their own sentences to illustrate the meaning.

Exercise 7 page 83

- Students do the exercise on their own or in pairs.
- Check answers as a class.

- 1 country (a)
- 2 races (b)
- 3 second (b)
- 4 present (b)
- 5 end (a)
- 6 figure (b)
- 7 time (a)
- 8 way (a)

Exercise 8 page 83

- Read through the instructions together.
- In groups, students discuss the things they like (sports, music, food etc.). Depending on the outcome of their discussions, they decide whether the focus of their festival event is going to be global or local.
- Elicit some language for making suggestions, e.g. *Why don't we ...? How/What about ...?* and write them on the board for students to refer to as they plan their event.
- Circulate and monitor, helping as necessary.
- Students present their ideas to the class.

Vocabulary bank: Country facts page 140

- 1 1 population
 - 2 location
 - 3 culture
 - 4 currency
 - 5 climate
 - 6 time zone
 - 7 architecture
 - 8 ethnic groups
 - 9 geography
 - 10 history
 - 11 area
 - 12 religion
- 2 1 e
 - 2 l
 - 3 h
 - 4 k
 - 5 i
 - 6 b
 - 7 j
 - 8 c
 - 9 a
 - 10 g
 - 11 d
 - 12 f

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about going global. I can talk about statistics. I can understand and use some nouns with two meanings.*

7B Grammar and listening

Be an entrepreneur

Summary

Topic: Young entrepreneurs

Grammar: *must, mustn't, have to, don't have to*

Reading: An article with advice from young entrepreneurs

Listening: A radio interview with a young entrepreneur

Speaking: Making rules for different situations

Lead-in

- Write the following words on the board:

have / run an entrepreneur

become / be money

make / earn your own business

Students match each verb with a noun and form common collocations (*have / run your own business, become / be an entrepreneur, make / earn money*).

- Elicit or explain the meaning of *entrepreneur* /,ɒntrəprəʻnɜ:(r)/ (a person who makes money by starting or running businesses, especially when this involves taking financial risks) and practise the pronunciation, paying attention to the stressed final syllable. Ask: *What personal qualities do you need to be a successful entrepreneur?* (e.g. determined, ambitious, hard-working, like taking risks)
- Ask:
Does anybody in your family have their own business? What kind of business is it?
How long have they had it?
Would you like to have your own business when you are older?

Culture note: Famous entrepreneurs

Steve Jobs (1955–2012) was the co-founder of Apple. He helped make personal computers popular in the 1970s. In 1985 he left Apple for several years but returned in 1997 as Chief Executive Officer. He brought huge success to the company with the development of the iPod, iPhone, iPad, iTunes and iCloud. He was worth over \$8 billion when he died in 2012.

Rupert Murdoch (born 1931) is the founder of News Corporation, which is the world's second-largest group of newspaper and TV companies. He was born in Australia but is now a US citizen. In Britain he owns News International, a group which includes the newspapers *The Sun*, *The Times* and *The Sunday Times*, and half of the satellite TV company BskyB. In the US he owns the film company 20th Century Fox and the Fox TV network.

Mark Zuckerberg (born 1984) created Facebook while he was studying computer science at Harvard University. He became one of the world's richest young billionaires. The story of the founding of Facebook was made into a film *The Social Network*.

James Cameron (born 1954) is a Canadian film director. His best-known films include *The Terminator*, *Aliens*, *Titanic* and *Avatar*. The fact that *Titanic* and *Avatar* are among the two highest-grossing films of all times, has contributed to making Cameron the world's top-paid film director.

Donna Karan (born 1948) is an American fashion designer who created the clothing label DKNY. When she first started out in business, her aim was to create comfortable clothes for women. She then created DKNY for a younger market. Today DKNY is a huge brand, which also produces menswear, accessories, products for the home, perfume and cosmetics. She sold the company for several hundred million dollars in 2011, but remains the designer of the brand.

Bill Gates (born 1954) co-founded the world's largest PC software company, Microsoft, when he was nineteen years old. He is one of the world's richest people, and one of the best-known entrepreneurs of the personal computer revolution. He is also well known for founding the charity The Bill and Melinda Gates Foundation, which donates money to educational and health projects.

Exercise 1 page 84

- Students match the entrepreneurs with the businesses they started.
- Check answers as a class. Elicit some ideas about what types of business teenagers can start and write them on the board (e.g. making objects to sell on eBay, graphic design, website design, computer training for older people, a cleaning business, a dog-walking business).

[Steve Jobs – computers, MP3 players and smart phones](#)

[Rupert Murdoch – TV and newspapers](#)

[Mark Zuckerberg – social networking](#)

[James Cameron – films](#)

[Donna Karan – fashion and cosmetics](#)

[Bill Gates – computer software](#)

Exercise 2 page 84

- Student skim-read the text to see if any of the businesses on the board are mentioned in the text.

Exercise 3 page 84

- Students find and complete the sentences from the text.
- Point out that *must* is a modal verb and elicit that modal verbs are followed by an infinitive without *to* and that we do not use the auxiliary *do* when forming negatives and questions.
- Check answers as a class and read through the information together about the difference between *have to* and *must*.
- Elicit a translation of *mustn't* and *don't have to* to help clarify the differences.

1 *have to* – a 2 *mustn't* – c 3 *must* – a

4 *don't have to* – b

Language note: *must, mustn't, have to, don't have to*

When talking about rules and things that are necessary, i.e. when there is an 'external obligation', *must* and *have to* mean the same thing.

The most important difference is that *must* is usually used to talk about something the speaker feels is necessary, i.e. when there is an 'internal obligation'.

Have to is usually used with regular obligations:
I have to be at school by 8.30 a.m. every day.

Don't have to means that it is not necessary to do something but you can do it if you want to. Students often confuse this with *mustn't*. Listen for mistakes like *We mustn't go to school on Saturdays.*

Grammar reference and practice 7.1 Workbook page 116

1 1 **must** 2 **mustn't** 3 **must** 4 **must** 5 **must**
6 **mustn't** 7 **mustn't** 8 **mustn't** 9 **must**
10 **mustn't**

2 1 **I don't have to go to bed early at the weekend.**
2 **An entrepreneur has to have some money to begin a business with.**
3 **You have to use the correct currency when you go to a foreign country.**
4 **University students don't have to wear a uniform.**
5 **Someone who drives a car doesn't have to travel by bus.**
6 **You don't have to do exams every day of your life.**
7 **My brother has to get up at four o'clock to go to work.**

3 1 **have to** 2 **have to** 3 **don't have to** 4 **must**
5 **mustn't** 6 **must** 7 **have** 8 **has to**

Exercise 4 page 85

- Explain that one of the entrepreneurs in the article in exercise 2 has written some rules. Students choose the correct word to complete the rules.
- Check answers as a class and elicit the name of the person who wrote the rules. (Anton Schneider)

1 **mustn't** 2 **have to** 3 **don't have to** 4 **mustn't**
5 **have to** 6 **has to** 7 **don't have to**

Exercise 5 page 85

- Ask:
Does anybody in the class write a blog? Do you know anybody who does?
How can you make money from writing a blog? (through advertising)
- Students complete the blog on their own or in pairs.
- Check answers as a class.

1 **must / have to** 2 **must / have to** 3 **must / have to**
4 **mustn't** 5 **must / have to** 6 **don't have to**
7 **don't have to** 8 **must / have to** 9 **mustn't**
10 **must / have to** 11 **don't have to** 12 **must / have to**

Extra activity: Fast finishers

Ask **fast finishers** to write four sentences describing their obligations, e.g. *I have to get up at 7.30. I have to make my lunch for school.*

Exercise 6 2•07 page 85

- Explain or elicit what a *Native American* is (a member of any of the races of people who were the original people living in America).
- Ask students to read through the sentences and check that they understand *nightmare* (a dream that is very frightening or unpleasant). Elicit suggestions about what a dreamcatcher is.
- Play the recording for students.
- Students compare their answers in pairs, correcting the false sentences.

Audio script

Presenter ... started when they were eleven. So, Maka, tell us about your business.

Maka We make and sell dreamcatchers.

Presenter Dreamcatchers? What are they?

Maka Well, Zebi and I are Native Americans, and our people, the Sioux, like to put a dreamcatcher above their bed at night so they don't have to worry about bad dreams. The dreamcatcher catches the good dreams in its net and sends them down to the person sleeping below. The bad dreams, the nightmares, pass through the net and don't worry the person who's sleeping.

Presenter And how do you make them, Zebi?

Zebi You have to have wood, string, ribbons and feathers. First, you make a circle with the wood. Then you make a net with the string and tie on ribbons and feathers. Each dreamcatcher takes about an hour to make.

Presenter Sounds easy. Where do you make them?

Zebi In the kitchen at home.

Presenter And your parents don't mind?

Zebi Well, we have some rules. We **mustn't** use the kitchen between six and eight in the evening, because that's when our parents are cooking supper. Oh, and we also have to leave the kitchen tidy when we've finished.

Presenter And how do you sell your dreamcatchers?

Maka We sometimes sell them at the market in town. We have to get up really early for that, but it's fun and lots of people buy them, especially tourists. But we **don't have to** go to the market to sell them because we have our own website, too, and we can also sell them on eBay.

Presenter Maka, Zebi, thanks for talking to us, and good luck with your business in the future and I hope that you'll ...

1 T

2 **F: It catches the good dreams in its net and sends them down to the person sleeping below.**

3 **F: You have to use wood, string, ribbons and feathers to make a dreamcatcher.**

4 **F: They **mustn't** use the kitchen between 6 p.m. and 8 p.m.**

5 T

6 T

7 **F: Lots of people buy them, especially tourists.**

8 **F: They sell them on their own website and on eBay.**

Exercise 7 page 85

- Read through the task and situations together.
- In pairs, students choose one situation and make six rules.
- Circulate and monitor, making sure they are using *must*, *have to*, *mustn't* and *don't have to* correctly.

Extra activity: Group work

Put students in small groups. Give each group a piece of paper with the name of a place or means of transport on it, (e.g. a hospital, a bus station, a library, an aeroplane, an art gallery, a motorway). Students prepare five rules for the place on their card. When they have finished, they read out the rules to the class. The rest of the students have to guess what the place is.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use 'must', 'have to', 'mustn't' and 'don't have to' to talk about when it is important to do or not to do something and when it is not necessary to something. I can understand a radio programme about a young entrepreneur.*

7C Listening, speaking and vocabulary

Silicon Valley

Summary

Topic: New technology

Listening: An interview with a Silicon Valley entrepreneur

Vocabulary: Business; Vocabulary bank: Electronic devices: compound nouns

Functional language: Asking for and giving advice

Communication worksheet 7A: Error correction

Lead-in

- Write *Computer* on the board. In pairs, students have two minutes to think of as many words they can related to the topic of computers (e.g. keyboard, mouse, download, program).
- Ask the pair with the most words to read out their list. Ask if any of the other pairs can add to the list.

Exercise 1 2·08 page 86

- Focus on the photos. Ask the questions in open class and elicit answers but do not tell students whether they are right or wrong.
- Tell students they are going to listen to an interview with an entrepreneur who works in Silicon Valley. Play the recording for students to check their answers.
- Check answers as a class. Ask: *Why it is called Silicon Valley?* (Because the area was famous for products that had silicon microchips.)

Audio script

Presenter Today's guest is Silicon Valley entrepreneur, Arun Sharma. Arun, thanks for talking to us. So, first of all, what exactly is Silicon Valley?

Arun It's the Santa Clara Valley, south-east of San Francisco, in California, USA.

Presenter And how did it get the name Silicon Valley?

Arun Well, that started in the 1970s because the area was famous for products that had silicon microchips. But the Valley has been an important centre for scientific research and new technology for much longer than that. In 1909, the USA's first

radio station started there. Later, of course, its most famous products were computers.

Presenter Yes. Apple started in Silicon Valley, didn't it?

Arun That's right. Apple was the computer industry's earliest success story. Steve Jobs and Steve Wozniak made Apple's first computers in the Jobs' family's garage in 1976. Four years later, the company was worth \$1.8 billion and 300 people at Apple were millionaires. This success encouraged rich people to invest in other new technology companies, and that interest in investment has continued.

Presenter And what about you? Did you grow up in California?

Arun No, in India – 12,460 kilometres from Silicon Valley!

Presenter So how did you end up there?

Arun I first went there to study at Stanford University. It's one of the world's best universities, and 21% of its students are from outside the USA. It's got a long history of educating people who start technology companies. The founders of Hewlett-Packard went there in the 1930s, and Google, Yahoo and YouTube all started at Stanford, too. If you're choosing a university and are interested in technology, you definitely ought to think about Stanford.

Presenter Wow! So a lot of amazing people have studied there over the years.

Arun Yes. Anyway, when I left university, a friend and I became business partners. We started a business that made solar lights for homes that have no electricity in the world's poorest countries. Our headquarters are in Silicon Valley and ...

Presenter Why did you stay in the Valley? Aren't the people there more interested in computers and websites than solar lights?

Arun Not at all. Clean energy is the big thing these days. There were 13,300 new inventions in Silicon Valley last year, and at least 20% of them were connected with solar and other clean energy sources.

Presenter So what's your advice for someone with a great idea for a new technology business?

Arun If I were you, I'd do a lot of research. It's a good idea to talk to the type of people that you want as your customers, and listen to what they tell you. If they like your ideas, start making your products. Oh, and remember, no one can buy your products if they don't know about them, so make sure that people see your adverts.

Presenter Thank you, Arun, for ...

Silicon Valley is south-east of San Francisco, in the USA. It is famous for making computers.

Exercise 2 2·08 page 86

- Read through the strategy box together.
- In pairs, students go through the sentences and predict what kind of number will complete them. Do the first two or three together as a class.
- With a **weaker class**, go through all of the sentences together, and encourage students to predict not only the type of number, but also possible key words that they might hear, e.g. for number 4 elicit both 'amount of money' and *dollars*; for number 5 elicit both 'distance' and *kilometres*.
- Play the recording for students. Remind them to write the numbers in figures, not words.
- Students compare their answers in pairs.
- Check answers as a class.

1 1970s 2 1909 3 1976 4 \$1.8 billion 5 12,460 km
6 21% 7 13,300 8 20%

Extra activity: Further discussion

Play the recording again. Then ask further questions:
Where did Steve Jobs and Steve Wozniak make the first Apple computers? (in Steve Jobs' family's garage)
How many people at Apple were millionaires? (300)
Where is Arun Sharma from? (India)
What products does Arun's business make? (solar lights)
What is Arun's advice for people with a new big business idea?
(Do some research, make sure people see your adverts.)

Exercise 3 page 86

- Students match the words with the definitions in pairs.
- When they have finished, check answers as a class. Model and practise pronunciation of words which may be difficult to pronounce, e.g. *advert* /'ædvɜ:t/, *founder* /'faʊndə(r)/, *research* /rɪ'sɜ:tʃ/ and *headquarters* /,hed'kwɔ:təz/.
- In pairs, students think of an example for each.
- Ask them to compare their answers with those of another pair.

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

Exercise 4 page 86

- Students complete the text on their own. They then compare answers with a partner.
- Check answers as a class.

1 company 2 headquarters 3 inventions 4 founders
5 partner 6 adverts 7 customers 8 research
9 products

Culture note: Apple

People often wonder why Apple called their company Apple. According to interviews with Steve Jobs and Steve Wozniak, it was Steve Jobs who had the idea after spending a few months working in an apple orchard. He thought that it sounded more 'friendly' and fun than cold, technical names like IBM or Digital Equipment.

Exercise 5 page 87

- Students discuss the questions in pairs. Circulate and monitor while students talk.
- Have a class feedback and then take a vote on (a) what is the most important invention in recent times and (b) who is the most famous business person in the students' country.

Exercise 6 page 87

- Focus on the photo, and in open class elicit answers to the first question.
- In pairs, students discuss the second question.
- Have a brief class feedback.

Exercise 7 2:09 page 87

- Play the recording for students to compare their ideas and note down the advice that is given. You could ask them to listen out for four pieces of advice.
- Students compare answers in pairs.
- Check answers as a class. Ask: *Which advice did the girl think was not good? Why not?* (chat online at night: her brother works until 2 a.m. her time; visit him in the holidays: it's very expensive)

Audio script

Amber Hi, Jade. What's wrong?

Jade My brother James has just moved to Silicon Valley. He's got a job at a technology company there.

Amber Cool!

Jade Yeah, but I really miss him. I can't do my homework because I keep thinking about him. What do you think I should do?

Amber You ought to talk to him online every night.

Jade I can't, because it's two o'clock in the morning here when he finishes work in California. I'm always asleep then.

Amber Well, maybe it's a good idea to get up early and talk to him then.

Jade That's not a bad idea ... But it's not the same as seeing him every day at home.

Amber If I were you, I'd go and visit him in the holidays.

Jade That's really expensive. What's your advice for getting rich quickly?

Amber I think you should start your own business.

Jade That's a good idea! ... But what kind of business? Should I help people with their computer problems?

Amber Yes, definitely. You're great with computers!

Jade's friend advises her to talk to her brother online every night, to get up early and talk to him, to visit him in the holidays and to start her own business.

Exercise 8 2:09 page 87

- Students complete the phrases on their own.
- Play the recording again for them to check their answers.
- Check answers as a class. Point out that *should* is a modal verb and is followed by an infinitive without *to*.
- Highlight the information in the Language note. (See below.)
- Ask students: *Which of the language in the 'Giving advice' column sounds very direct? (You ought to ...)*
Which sounds less bossy? (Maybe it's a good idea to ..., if I were you, I'd ..., I think you should ...)

1 think 2 your 3 ought 4 idea 5 you 6 should
7 can't 8 bad 9 That's

Language note: Giving advice

There are many ways of giving advice in English. Some are very direct, e.g. *You should ...* and *You ought to ...*. In other cases, we 'soften' the language in order not to sound too rude or bossy, e.g. *I think you should ...*, *If I were you, I'd ...*. This 'softening' is very common in English.

The language in the 'Giving advice' column could be arranged in (approximate) order from direct to less direct: *You should/shouldn't ... / You ought to ... / I think you should ... / If I were you, I'd ... / Why don't you ...? / Maybe it's a good idea to ...*. *Ought to* means the same as *should*, but is less common.

Exercise 9 2:10 page 87

- Students work on their own or in pairs to put the dialogue in order.
- Play the recording for them to check their answers.

Audio script

Hugo Hi, James. Are you enjoying Silicon Valley?

James Well, my job is great, but I sometimes feel a bit lonely. I haven't made many friends here yet.

Hugo If I were you, I'd join a local sports team. That's a great way to make new friends.

James I don't know about that. I've never been very good at team sports. What else would you advise?

Hugo Are there any other sports that you like?

James I love snowboarding.

Hugo You ought to go to the mountains near Lake Tahoe for that, but I don't think you should go at this time of year. The snow will be better in January. I know! Why don't you join a surfing club and spend some time at the beach?

James That's a great idea. Thanks for the advice.

[See audio script](#)

Exercise 10 page 87

- Students work on their own or in pairs to find ways of asking for, giving and responding for advice in pairs.
- Check answers as a class. Draw attention to the difference in spelling and pronunciation between the verb *advise* /əd'vaɪz/ and the noun *advice* /əd'vaɪs/.

[Asking for advice: What else would you advise?](#)

[Giving advice: I don't think you should ...](#)

[Responding to advice: I'm not sure about that; That's a great idea; Thanks for the advice.](#)

Exercise 11 page 87

- Focus on the situations and ask students, in pairs, to choose one.
- Students then take it in turns to ask for and give advice. Encourage them to give at least three pieces of advice using a different language structure for each one.

Alternative activity

In small groups, students choose a problem. One person in each group asks for advice, and the others in the group give advice. The person asking for advice has to respond and at the end choose the best advice.

Additional activity – writing: asking for and giving advice

Put students into pairs and ask them to imagine that they are experiencing problems at home or at school. They each write a short letter to a problem page, stating what the problems are and asking for advice.

When they have finished, they swap letters with a partner. They then read their partner's letter and write a reply giving advice. Remind them to use the language they have learned for asking for and giving advice.

Circulate and monitor, helping with ideas as necessary.

Get feedback by asking a few students to read out a letter and a response. Have a class vote on who wrote the best letter and advice.

Vocabulary bank: Electronic devices: compound nouns page 140

- 1 1 **smartphone** 2 **tablet computer** 3 **MP3 player**
4 **games console** 5 **digital camera**
6 **e-book reader** 7 **satnav** 8 **HDTV**
- 2 1 **satnav** 2 **tablet computer** 3 **MP3 player**
4 **smartphone** 5 **e-book reader** 6 **digital camera**
7 **games console** 8 **HDTV**

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can listen for statistics. I can talk about business. I can ask for, give and respond to advice.*

7D Culture, vocabulary and grammar

The English language

Summary

Topic: The English language

Vocabulary: Language

Reading: All you need to know about English

Grammar: Second conditional; *I wish*

Communication worksheet 7B: Explaining actions and reasons

Lead-in

- Tell students they will do a quiz on the topic of languages. Read out the questions and write the answer options on the board:
 - 1 *How many languages are there in the world, approximately?*
a 70 b 700 c 7,000 d 70,000
 - 2 *Which language is spoken by most people as their mother tongue?*
a Chinese b English c Spanish d Hindi
 - 3 *How many languages die out every year?*
a 2 b 5 c 10 d 25
 - 4 *What percentage of web pages are in English?*
a 12% b 24% c 56% d 78%
 - 5 *A man from the USA holds the record for speaking the most languages. How many does he speak?*
a 14 b 24 c 44 d 54
- Students raise their hands to call out the answers. Give the correct answer after students have chosen.

1 c 2 a 3 d 4 c 5 d

Exercise 1 page 88

- Write *banana*, *OK* and *jazz* on the board and tell students that English has taken these words from another language. Can they guess which? Encourage them to think about the origins of jazz (West African slaves in New Orleans).
- Students do the activity in pairs. Remind them to think about what they know about the countries' culture, food, climate, etc. to help them guess the answers.
- Check answers as a class.

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

Exercise 2 page 88

- Students read the text to find out which other languages have influenced English. Encourage them to scan the text looking for the names of different languages.
- Check answers as a class.

[English has come from German / Germanic dialects, Danish, French, Latin and ancient Greek.](#)

Exercise 3 page 88

- Students do the exercise on their own and then compare answers in pairs, giving reasons for their answers and correcting those sentences which are wrong.

- Check answers as a class.

- T
- F: There are 1.8 billion people who speak it as their first or second language.
- T
- NG
- F: They went to live in South Africa later than the seventeenth century.
- F: It will be a long time before technology can replace the need for language learning.

Exercise 4 page 88

- Give students two or three minutes to answer the questions in pairs before opening the discussion up to the class.

Additional vocabulary

The following words are from the article *All you need to know about English*:

- definitely* /'defɪnətli/ (adv) certainly
- invade* /ɪn'veɪd/ (v) to enter a country, town, etc. using military force, in order to take control of it
- ancient* /'eɪn.tjənt/ (adj) very old
- spread* /sprɛd/ (v) to cover a larger and larger area
- not quite* /,nɒt 'kwaɪt/ (phr) not exactly
- replace* /rɪ'pleɪs/ (v) to take the place of

Extra activity: Further discussion

Students discuss the following questions:

Which other languages are closely related to your language?

What are the historical or geographical reasons for this?

Does your language have many words which come from English?

Can you think of any new words which have entered your language in the last few years?

Exercise 5 page 88

- Model and drill the words which may be difficult to pronounce, e.g. *dialect* /'daɪəlekt/, *official* /ə'fɪʃl/, *foreign* /'fɔ:rn/, *fluent* /'flu:ənt/, *native* /'neɪtɪv/ and *accent* /'æksənt/.
- Students do the exercise on their own. Remind them to decide first whether the missing word is a verb, noun or adjective, and if it is a noun, whether it is singular or plural.
- Students compare answers in pairs. Check answers as a class.

- official
- translations
- native
- fluent
- dialects
- accent
- slang
- foreign

Exercise 6 page 89

- Students complete the rules in pairs. Check the answers as a class. Alternatively, go through the rules with the whole class.
- Explain that the *if* clause can come in the first or second part of the sentence. Point out that if the *if* clause comes first, it must be followed by a comma.

- a past; would b were

Grammar reference and practice 7.2 Workbook page 117

- 1 were 2 would 3 had 4 were 5 wouldn't
6 could

- 1 could 2 'd get 3 stayed 4 wouldn't be
5 wouldn't get 6 would find

3 (Possible answers)

- If I had lots of money, I would / 'd buy a big football club.
- If I could live anywhere, I'd choose Paris.
- If I made the law, I would / 'd ban cars.
- If I could have any skill, I would / 'd want to make people laugh.
- If I could have any job, I would / 'd be an airline pilot.
- If I was / were from Germany, I would / 'd speak German fluently.

Exercise 7 page 89

- Students complete the text on their own or in pairs. Remind them that they can use the short form of the auxiliary *would* ('d) after pronouns.

- visited
- would speak
- went
- 'd / would have
- didn't learn
- 'd / would spend
- would be
- stopped
- wouldn't be
- shared

Exercise 8 page 89

- Ask a student the first question as an example. Students then ask and answer the questions in pairs.
- As feedback, get students to ask and answer the questions in open pairs across the class, with each student nominating another to answer the question.

Exercise 9 2•11 page 89

- Play the recording for students to listen and complete the sentences.
- Point out that we can say *were* instead of *was* in the first sentence.

Audio script

Audrey You speak fantastic French! I wish I were good at French.

Spencer Well, it's quite easy for me because my grandmother is French. I stay with her in Paris every summer.

Audrey Cool. I wish I had a grandmother in Paris!

Spencer Really? You know, I wish she didn't live there. It would be nicer if she lived in England and I saw her more often.

- A were B had C didn't live
1 past simple 2 present 3 yes

Grammar reference and practice 7.3 Workbook page 117

- 1 knew 2 didn't have 3 were 4 went
5 didn't live 6 wasn't / weren't

- 1 I wish life wasn't / weren't so complicated.
2 I wish I enjoyed sport.
3 I wish I could cook.
4 I wish people didn't drive everywhere.
5 I wish I was / were good at art.
6 I wish my camera worked.
7 I wish I understood this exercise.
8 I wish Sarah wasn't / weren't always late.

Language note: Second conditional; I wish

Students may find it confusing that we use the past simple in second conditional and *I wish* sentences when we are talking about the present or future.

It might be helpful to explain that past tenses do not always indicate past time, but are sometimes used for unreal or imaginary situations. It can be useful to consider past tenses as expressing 'distance': distance from now (the past) and distance from reality (imaginary situations).

Exercise 10 page 89

- Working on their own, students write down six things they would like to be different. Encourage them to write some negative sentences (*I wish ... didn't*) as well as affirmative sentences. Circulate and monitor, checking that students are using the correct tense.
- Read the example dialogue together and make sure students understand that they have to make a second conditional sentence.
- Do one or two examples with the class. Students continue in pairs.

DVD extra World English

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned about the English language. I can talk about languages. I can make second conditional sentences and sentences with 'I wish'.*

7E Writing

A formal email

Summary

Topic: A course at an English language school

Vocabulary: Expressing reason and result

Writing: A formal email

Lead-in

Introduce the lesson by asking students if they, or anyone they know, has ever been to another country to do a language course. Ask: *Where? When? For how long? What was it like?*

Exercise 1 page 90

- Ask a student to read the advert aloud.
- In pairs, students discuss whether or not they would like to go on a language course.

Exercise 2 page 90

- Focus on the strategy and the title. Explain that *register* refers to whether the writing is in a formal or informal style.
- Read the introduction together, and then ask students to read about the features of formal and informal writing on their own.
- Check comprehension by giving examples and asking students to say whether they are formal or informal, e.g. *I am writing ...*; (formal) *Write soon!*; (informal) *Best wishes*; (formal) *however*; (formal).

- Students read the emails and answer the questions. For questions 1 and 2 elicit a few examples from each email that helped students to identify the register.
- Make sure that students understand that most words are neutral (i.e. they can be used in formal or informal contexts) but that some are informal and some are formal.

1 B

2 A

3 Formal, because the writer does not know the person they are writing to.

Language note: Formal letters and emails

We use *Dear Sir or Madam* if we do not know the name of the person we are writing to. If we know the name, we write *Dear Mr / Mrs / Miss / Ms + surname*. We use *Ms* if we do not know whether a woman is married or not. It is often safest to use this form.

If we do not know the name of the person we are writing to, we end a letter with *Yours faithfully*. If we know the name, we end it with *Yours sincerely*.

Exercise 3 page 90

- Students underline the informal words and phrases in the informal email. Check these before asking students to match them with their formal alternatives.
- Check answers as a class and explain that these are standard phrases used in formal emails and letters, especially at the beginning and end, and that it is important to learn them as 'fixed chunks'.

Informal words and phrases in A: *Hi there, advert, cool, Tell me more about ... , Thanks a lot, Write soon!, Love*

1 *Hi there,* 2 *Your courses sound cool.*

3 *Please tell me more about ...*

4 *Thanks a lot for your help.* 5 *Write soon!* 6 *Love,*

Exercise 4 page 90

- Ask students to look again at the emails and say what their purpose is (to request information).
- Tell students that notes 1–6 relate to requests for information. Students match the notes with the writers.

1 L 2 J 3 J 4 L 5 J 6 L

Exercise 5 page 91

- Students do the exercise in pairs.
- Check answers as a class. Point out that *since* is another example of a word with two meanings.

1 *because, as, since* 2 *so, therefore, as a result*

Exercise 6 page 91

- Students choose the correct word.
- Check answers as a class.

1 *because* 2 *As a result,* 3 *As* 4 *Therefore*

5 *Since* 6 *so*

Extension activity: Linking words

For each of the sentences in exercise 6, ask students to make a sentence using the other linking word, e.g. *I don't want to go to Britain because it often rains there* could be changed to *It often rains in Britain, so I don't want to go there.*

Writing guide page 91

- Focus on the **task** and **ideas** together. Elicit or explain the meaning of *query* (a question, especially one asking for information).
- Give students five to ten minutes to brainstorm ideas for queries and their background. Circulate and monitor, helping with vocabulary and ideas as necessary.
- Refer students to email B and elicit the purpose of each paragraph. Focus on the suggested paragraph structure. Students match their notes to the paragraphs and **plan** their email.
- Students **write** their emails. Remind them that their aim is to write a clear email in an appropriate register.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Additional writing task

Write the following advert and notes on the board:

Come and join our tennis camp in the beautiful university city of Cambridge. Improve your tennis and your English at the same time!

One-week courses.

Cost: £750, including accommodation and lunches.

Contact info@Cambridgetenniscamps.co.uk

Notes:

Classes for beginners?

How many hours of coaching a day?

What if it rains?

Students write a formal email to Cambridge Tennis Camps, asking for the information in the notes. They should give background to the queries.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a formal email. I understand the difference between formal and informal writing. I can express reason and result.*

Vocabulary insight 7 page 92

Using a dictionary: words with more than one meaning

- 1 **two: verb and noun**
2 *Play*¹ has five different meanings.
The following meanings of *play*¹ (verb) and *play*² (noun) are similar:
*play*¹ meaning 1 – *play*² meaning 1
*play*¹ meaning 2 – *play*² meaning 3
*play*¹ meaning 4 – *play*² meaning 4
*play*¹ meaning 5 – *play*² meaning 2
- 2 **2 verb, meaning 2** **3 verb, meaning 3**
4 noun, meaning 1 **5 verb, meaning 4**
6 noun, meaning 2 **7 noun, meaning 4**
- 3 **1 noun** **2 verb** **3 adjective** **4 noun** **5 adjective**
6 noun **7 noun** **8 verb**

- 4 **a fine (sentence 5)** **b flat (sentence 3)**
c present (sentence 1) **d train (sentence 7)**
e flat (sentence 4) **f present (sentence 2)**
g train (sentence 8) **h fine (sentence 6)**

5 Students' own answers

Review 7 page 93

- 1 **1 will double** **2 is decreasing** **3 estimate**
4 has increased **5 has halved** **6 divided**
- 2 **1 second** **2 country** **3 present** **4 race** **5 time**
- 3 **1 company** **2 founder** **3 advert** **4 invention**
5 research
- 4 **1 official** **2 native** **3 dialects** **4 accent** **5 foreign**
6 slang
- 5 **1 must / have to speak**
2 don't have to get up
3 mustn't make
4 must / have to wear
5 don't have to learn
6 must / have to go
7 must / has to study
8 mustn't ride
9 don't have to wear
- 6 **1 If I was / were on holiday, I wouldn't have to go to school today.**
2 If Tom didn't have a lot of homework, he'd / he would go out.
3 If Anne didn't like cooking, she wouldn't make the dinner.
4 If you studied, you'd / you would pass your exams.
5 If I didn't work on Saturdays, I wouldn't have my own money.
6 If I was / were eighteen, I'd / I would have a car.
7 If Jack was / were taller, he'd / he would play basketball.
- 7 **1 I wish I was / were rich.**
2 I wish I didn't live in a small town.
3 I wish I had a smartphone.
4 I wish I knew a lot about computers.
5 I wish I didn't fail most of my exams.
6 I wish I could afford a tablet computer.
7 I wish I knew what to do in the future.

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Answer key: Teacher's book page 155

8

Achieve

Map of resources

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8A Reading and vocabulary

Against all odds

Summary

Topic: Successful people

Vocabulary: Verbs + prepositions; suffixes: *-ant*, *-ent*, *-ance*, *-ence*; Vocabulary bank: Sport: places

Reading: A magazine article about three successful people

Speaking: Talking about successful people

Communication worksheet 8A: Extended answers

Lead-in

- Ask students to brainstorm successful people who are famous. They can be from any field, e.g. science, art, sport, politics, dead or alive.
- Elicit names and write them on the board. Have a class vote on which person students think is / was the most successful.
- Finish off by asking students to tell you what success means for them, e.g. *I think success means being rich and healthy.*

Exercise 1 page 94

- Focus on the quotes and give students one or two minutes to read them. With a **weaker class**, read the quotes together and check for understanding.
- Go through each quote together and try to elicit their meaning; this may be difficult for some students. Ask: *What does the first quote say about success?* and elicit that it means you are successful when you keep trying.
- Check for understanding of the other quotes: *Success is being able to live your own life in your own way* means that if we follow our own goals and achieve them, then we are successful; *Luck is the best way to explain the success of people that you don't like* is ironic: the people do work hard, but because you don't like them, you attribute their success to luck; *A successful person is someone who can build something with the bricks that others have thrown at him* means that successful people ignore criticism and negative comments. Instead, they use them to improve and become more successful; *No pain, no gain* means that we do not improve or become successful without hard work.
- Students discuss the quotes in pairs. Circulate and monitor, helping with vocabulary as necessary. Encourage students to relate the quotes to their own experience if they can.
- Finish off by having a brief discussion with the whole class, asking students to comment on each quote, e.g. *I like the first quote the most because I think it's true. I'm good at English because I always try hard.*

Exercise 2 page 94

- Give students one or two minutes to skim-read the magazine article. Ask: *Are these three people successful because they are rich?* and elicit that they are successful because they overcame a difficult situation in their lives.
- Read the first question and ask students to underline the key words (*never knew their mother or father*). Draw students' attention to line 32 of the text and ask them to highlight the phrase *his parents had abandoned him as a baby*. If necessary, explain that this means the same as the key words in the question. Therefore, the answer to question 1 is *Paul Connolly*.
- Students do the exercise on their own or in pairs.
- Check answers as a class.

1 Paul Connolly 2 Emmanuel Jal 3 Sadaf Rahimi
4 Paul Connolly 5 Emmanuel Jal 6 Paul Connolly
7 Sadaf Rahimi 8 Emmanuel Jal

Alternative activity

Instead of asking the whole class to read the article, you could put students into three groups of three. Ask each group to read about one person in the article.

When they have finished, ask students to tell each of the other groups about the person they read about. Then, in their groups, they match the questions to the people.

Extra activity: Further discussion

Students discuss the following questions:

Do you know any other stories about people who changed their lives? What happened to them?

What qualities do these people have?

What has been the hardest challenge you have had to face? Were you successful?

Exercise 3 page 94

- Students discuss the questions in small groups. With a **weaker class**, read the questions together and check for understanding. Write any new vocabulary on the board and model and practise the pronunciation of *inspirational* /,ɪnspɪ'reɪʃənl/.
- Circulate and monitor, helping with vocabulary and ideas as necessary.
- When students have finished, get feedback by asking a few students to share their ideas with the class, e.g. *We think Sadaf had the greatest success because she didn't care about other people's opinions. She achieved her own goal.*

Culture note: South Sudan

South Sudan is the newest country in the world. It used to be part of its larger neighbouring country, Sudan. There were many problems between the dominant Muslim north and mostly Christian south, and most of the power was located in the north. After a civil war that lasted many years, the people of South Sudan voted in favour of creating their own country and it gained independence from Sudan on 9 July 2011. It has a population of over 8,000,000 people and its main export is oil.

V insight Verbs + prepositions: success

Verbs with dependent prepositions are followed by either a noun or the *-ing* form of a verb:

John prepared for the competition.

Sarah dreamed of finding a new job.

He congratulated me on my promotion.

He congratulated me on getting promoted.

Exercise 4 pages 94–95

- Ask students to underline the verbs related to success in the sentences (*dreamed, campaigned, prepare, competed, fight, succeeded, praised, congratulated*).
- Students complete the sentences on their own. They then check their answers by referring to the text.
- Check answers as a class.

1 of 2 for 3 for 4 in 5 for 6 in 7 for 8 on

Additional vocabulary

The following words are from the article *Success*:

- *express* /ɪk'spres/ (v) to show a feeling or opinion, often through music, art, writing, etc.
- *abandon* /ə'bændən/ (v) to leave a place or a person for ever
- *client* /'klaɪənt/ (n) a customer; somebody who receives a service
- *autobiography* /,ɔ:təʊbaɪ'ɒgrəfi/ (n) a book written by a person about their own life
- *bestseller* /,best 'selə(r)/ (n) an extremely popular book that has been sold a lot
- *threaten* /'θreɪn/ (v) to tell someone you will hurt them if they do not do what you want

Extra activity: Weaker students

Ask students to make five sentences with the verbs and prepositions from exercise 4. Circulate and monitor, helping with ideas where necessary.

When students have finished, put them into pairs. One student reads the beginning of one of their sentences and stops at the verb; the other student should continue the sentence using the correct preposition and their own idea. For example, if Student A has a sentence like this, *My teacher praised me for getting 100% in my test*, he / she should say: *My teacher praised me*. Student B continues with the preposition *for* and their own idea: *... for doing my homework on time*.

Students compare their sentences.

Extra activity: Stronger students

Write the following questions on the board:

- 1 *When was the last time you prepared for a competition?*
- 2 *Do you dream of achieving anything in life? What?*
- 3 *Have you been congratulated on an achievement recently? What was it?*
- 4 *Is it a good idea if parents always praise their children? Why?*
- 5 *Have you ever had to fight hard for something? If so, what?*

In pairs, students discuss the questions. Circulate and monitor, helping with ideas and vocabulary as necessary. Check they are using the verb and preposition combinations correctly.

V insight Suffixes: -ant, -ent, -ance, -ence

Suffixes allow us to form different parts of speech: we can form nouns, adjectives or adverbs by adding the right suffix. The suffixes *-ant* and *-ent* are usually used to form adjectives; *-ance* and *-ence* are used to form nouns.

These suffixes are pronounced in the same way, so it is necessary to learn which words take which suffix. However, if the adjective ends in *-ant*, the noun ends in *-ance*. Similarly, if the adjective ends in *-ent*, the noun ends in *-ence*.

Exercise 5 page 95

- Write the word *achieve* on the board and elicit that it is a verb. Ask students to search the text for two words that contain *achieve*. Write the words on the board, underlining the endings: *achiever* (line 3) and *achievement* (line 67).
- Explain that the underlined parts of the words are suffixes. Ask: *What do these suffixes do to the verb 'achieve'?* and elicit that suffixes change the verb 'achieve' to nouns.
- Read the instructions together and point out the suffixes. Tell students to focus on finding the words in the text before trying to form the nouns and adjectives.
- Check answers as a class.

3 brilliant 4 brilliance 5 important 6 importance
9 violent 10 violence 11 intelligent 12 intelligence
13 patient 14 patient 15 confident 16 confidence
17 different 18 difference

Exercise 6 page 95

- Tell students to read the text quickly, ignoring the gaps, and ask them what it is about. Elicit that it is about that fact that everybody in the world is different.
- **Stronger students** complete the text on their own. With a **weaker class**, remind students to decide if they need an adjective or a noun, and think about the meaning of the sentence in order to choose the right word.
- Students compare their answers in pairs.
- Check answers as a class.

1 different 2 intelligent 3 brilliant 4 patience
5 independence 6 distance 7 confidence 8 violent
9 important

Culture note: Successful achievers

Albert Einstein (1879–1955), the father of modern physics, was born in Germany. He was awarded the Nobel Prize in Physics in 1921, and was at one point offered the position of President of Israel, which he declined.

Lionel Messi is from Argentina and he plays professional football for Barcelona. He set the world record for scoring the most goals (73) in the 2011–12 football season.

Mother Teresa was a nun. Originally from Skopje in the former Yugoslavia, she travelled to India when she was young and spent the rest of her life there caring for the sick and the poor. In 1979 she was awarded the Nobel Peace Prize. She died in 1997.

Mohandas 'Mahatma' Gandhi (1869–1948), was the leader of the Indian nationalist movement against British rule. Famously an advocate of non-violent protest, he was himself assassinated in Delhi in 1948.

Extension: Fast finishers

- Write these words on the board: *compete, educate, danger*.
- Ask **fast finishers** to find words in the text that are formed from them. Encourage them to use a dictionary to check their meanings if necessary, and ask them to identify what parts of speech they are.

compete (v) – competition (n); educate (v) – education (n);
danger (n) – dangerous (adj)

Exercise 7 page 95

- Go through the different categories and check for understanding.
- Have a quick brainstorming session for each category by asking students to suggest successful people they know. Write their suggestions on the board.
- In small groups, students choose one successful person in each category and use the questions to discuss their success.
- Circulate and monitor, helping with vocabulary or ideas as necessary. Encourage students to use some of the vocabulary from the lesson.
- Get feedback by asking one student from each group to share their group's ideas with the class, e.g. *We think Usain Bolt is a very successful athlete. He's won gold medals in two Olympic Games and he is one of the highest paid athletes. He was determined to be successful in sport as a child, and he worked hard to achieve his goals.*

Extra activity: Internet research

Tell students to do some internet research on a famous achiever for homework as preparation for a presentation. They can use some of the ideas in exercise 7.

In a later class, ask students to present their famous achiever to the class. They should include a brief summary of the person's background, their achievements and why they chose that person.

Vocabulary bank: Sport: places page 95

- 1 1 football pitch 2 golf course 3 gym
4 racecourse 5 stadium 6 tennis court
7 boxing ring 8 swimming pool 9 ice rink
10 climbing wall 11 running track 12 racing track
- 2 1 racing track 2 golf course 3 tennis court
4 ice rink 5 swimming pool 6 running track
7 climbing wall 8 boxing ring 9 stadium
10 racecourse 11 gym 12 football pitch

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about successful people. I can recognize and use verbs and prepositions to talk about success. I can use the suffixes '-ant', '-ent', '-ance' and '-ence' to form adjectives and nouns.*

8B Grammar and listening

Foul play

Summary

Topic: Cheating

Grammar: Past perfect

Reading: Olympic cheats

Vocabulary: Vocabulary bank: Sport: compound nouns

Listening: Cheats in music

Speaking: Speaking about events in the past

Lead-in

- Write the following cities on the board: *Athens, London, Sydney, Barcelona, Rio de Janeiro.*
- Ask: *Where are these cities?* (Athens is in Greece; London is in the United Kingdom; Sydney is in Australia; Barcelona is in Spain; Rio de Janeiro is in Brazil.)
- Ask students to say what these cities have in common (they are not all capital cities). Elicit that they are all cities where the Olympic Games have been hosted.
- In pairs, students write down the year each city hosted / is hosting the Olympic Games (Athens: 2004; London: 2012; Sydney: 2000; Barcelona: 1992; Rio de Janeiro: 2016). Get feedback. Did anybody get all the years correct?

Exercise 1 page 96

- Read the instructions together. Check understanding of *bribes* (sums of money or valuable items that you give or offer to somebody to persuade them to help you, especially by doing something dishonest).
- In pairs, students discuss the questions. Circulate and monitor, helping with ideas if necessary and writing new vocabulary on the board.
- Get feedback by asking students to share their ideas with the class, e.g. *Some of the sportspeople in the Olympic Games cheated by using drugs to help them perform better.*

Exercise 2 page 96

- Focus on the photo. Ask: *What are the athletes doing?* Elicit that the athletes are competing in a race.

- Read the instructions and make sure students know what they have to do. In pairs, students match the examples of cheating with the paragraphs. Encourage students in a **weaker class** to underline the parts of the text that gives them their answer.
- Check answers as a class.
- In groups, students discuss whether some forms of cheating are worse than others. You could ask students to rank the forms of cheating from the most serious to the least serious.
- Get feedback by asking students to share their ideas with the class, e.g. *We think all types of cheating are bad. We think taking illegal drugs is the worst form of cheating because drugs are dangerous for your health.*

**A bribes B illegal equipment C drugs D violence
E lying**

Extra activity: True or False?

Write the following sentences on the board and ask students if they are true or false.

- An opponent bribed Eupolos in 388 BC.* (F)
- Frederick Lorz didn't run any of the marathon.* (F)
- Ben Johnson broke previous world records.* (T)
- Nancy Kerrigan's ex-husband beat her up.* (F)
- Not all of the Spanish basketball team were intellectually disabled.* (T)

Exercise 3 page 96

- In pairs, students discuss the questions.
- Check answers as a class.

1 **Event b happened first.**

2 **We form the past perfect with *had* + past participle.**

Language note: Past perfect

We use the past perfect to talk about events that happened before another event in the past. The past perfect is often used with the past simple.

Compare the following:

Sally had made dinner when Peter got home (= Sally made dinner before Peter got home.)

Sally made dinner when Peter got home (= Sally started to make dinner after Peter got home.)

Grammar reference and practice 8.1 Workbook page 118

- 1 **The train had just left the station.**
2 **Jo and Ann had bought the same present for Ben.**
3 **He hadn't won the competition.**
4 **The campaign hadn't been successful.**
5 **I had congratulated her on winning the race.**
6 **The journey had taken a long time.**
- 1 **Had (someone) been** 2 **Had (you) read**
3 **Had (the exam already) finished**
4 **Had (he) forgotten**
5 **Had (they) seen the film before?** 6 **Had (it) closed**
- 1 **had been** 2 **hadn't eaten** 3 **did Ryan go**
4 **'d already seen** 5 **were** 6 **didn't have**
7 **wasn't** 8 **had played**

- 4 1 We couldn't get in because Keira had locked the door.
- 2 Everyone congratulated Mark because he had done so well.
- 3 I thought Helen would win the prize because she'd written a brilliant essay.
- 4 Steve didn't have any money because he'd bought a new pair of running shoes.
- 5 The two athletes left the competition because they'd cheated.
- 6 I was very happy because I'd made some progress on my project.
- 7 The telephone wasn't working because you hadn't paid the bill.

Exercise 4 page 96

- Students do the exercise on their own. When they look for verbs in the text, remind them that they should be looking for verbs formed with *had* + past participle.
- Students compare answers in pairs.
- Check answers as a class.

he had bribed; he hadn't run; He had travelled; he had ... run; had broken down; he had won; What had he done; Tonya had asked; they hadn't told
 Negative form: *hadn't* + past participle
 Question form: *Had* + subject + past participle

Exercise 5 page 96

- Ask students to read the first sentence. It would be a good idea to use a timeline on the board to help them distinguish between the two actions in the sentence.
- Students do the exercise on their own. They then compare answers in pairs.
- Check answers as a class.

2a first: do some training; second: decide to enter race

2a first: decide to enter race; second: do some training

3a first: put on shoes; second: race start

3b first: race start; second: put on shoes

4a first: finish the race; second: go home

4b first: go home; second: finish the race

Exercise 6 page 97

- Students read the text on their own. Ask:
How did Liam cheat? (by pretending to be a woman.)
Are the sentences in the story long or short? (short)
 Explain that texts that have only short sentences are not good. We can use the past perfect to talk or write about events together.
- Refer students to the example and ask them to do the task on their own.
- Check answers as a class.

2 he had dressed in women's clothes

3 no other men had entered

4 he had run faster than everyone else

5 he had won the gold medal unfairly

6 other people in the race had complained

Extra activity: Fast finishers

Ask **fast finishers** to find the following words in the text on page 96: *rival, opponent, intellectually disabled*. Encourage them to use the context to guess their meanings and then check in a dictionary. Ask them to write sentences to illustrate their meanings.

Extra activity: Weaker students

Write the following sentences in two columns on the board in random order:

- 1
I read the The Hunger Games trilogy.
It stopped snowing.
The baby fell asleep.
John and Sue finished their meal.
We unpacked our bags.
- 2
I lent it to Dimitra.
We went outside to play.
They went downstairs.
They asked for some coffee.
We went sightseeing.

In pairs, students match each sentence from one column with a sentence from the other column. They then join the sentences using *when* and the past perfect. Circulate and monitor to make sure they are doing the task correctly. Check answers as a class.

When I had read *The Hunger Games* trilogy, I lent it to Dimitra.

When it had stopped snowing, we went outside to play.

When the baby had fallen asleep, they went downstairs.

When John and Sue had finished their meal, they asked for some coffee.

When we had unpacked our bags, we went sightseeing.

Exercise 7 page 97

- Tell students to read the text and ask: *How did Charles cheat?* (A friend helped him to answer the questions.)
- Students complete the text on their own.
- Check answers as a class.

1 was 2 said 3 had answered 4 didn't pay

5 had cheated 6 hadn't noticed 7 had helped

8 had they communicated 9 had read out

10 had coughed

Exercise 8 page 97

- Ask students to look at the photo. Ask: *Do you recognize these people?* In the likely event that they have never heard of Milli Vanilli, explain that they were a pop group who were successful in the early 1990s.
- Students discuss the questions. Do not worry if students have not been able to think of any examples of cheating in the music business.

Exercise 9 2-12 page 97

- Play the recording for students to listen.
- Check answer as a class

Audio script

... and that was Milli Vanilli. Now, you've probably never heard of this pop group, but in 1990, they were very, very famous. There were two young men in the group, Fab and Rob. They had met in Germany and formed their group. They were great dancers – young and good-looking – and their music was good, too. In 1990, they won a Grammy Award in the USA for Best New Group, and they were popular around the world. But suddenly, everything went wrong for Milli Vanilli. During one concert, they started repeating the same words again and again and again: 'Girl you know it's, girl you know it's, girl you know it's ...' This continued for about a minute, and then they ran off the stage.

What had happened? The music equipment had gone wrong. The machine had played the same part of the song again and again, and Fab and Rob had pretended to sing with it. All through the concert, they had moved their mouths, but they hadn't sung a word. The fans had heard their album, not a live performance. Later, people found out that Fab and Rob hadn't sung anything during their time as Milli Vanilli. Other singers had sung all the songs on their album. These other singers had great voices, but they were too old to be successful new pop stars. When people learned the truth, they were very angry. Milli Vanilli had to give back their Grammy Award ... and lots of fans burned their album. There were jokes about these music cheats for years.

People were angry with them because they had cheated: they never sang their own songs and used recordings of other people to become famous.

Exercise 10 2-12 page 97

- With a **stronger class**, ask students to read the sentences and try to complete them before you play the recording again.
- With a **weaker class**, give students time to read the sentences. Check for understanding and then play the recording again. Then students do the exercise. If necessary play the recording again.
- Check answers as a class.

- 1 Germany
- 2 Best New Group
- 3 the equipment had stopped working properly
- 4 had pretended to sing
- 5 older
- 6 the Grammy Award they had won

Exercise 11 page 97

- Tell the class about a real or invented occasion when you were late, e.g. *One day last year, I was going to meet a friend at 8 p.m. at a nice restaurant in town. However, at 7.30 p.m. I realized that I didn't have anything to wear. I had washed my favourite top earlier that day, but I had forgotten to dry it. It had been in the washing machine all day. I couldn't find anything else to wear so I tried to dry it quickly. I was an hour late and my friend was very angry with me.*
- Ask students to read situations 1–4 and ask them which one you spoke about (situation 1). They then choose a situation to talk about themselves.
- Students take it in turns to tell their partner about the situation they have chosen. Circulate and monitor, helping with vocabulary and ideas as necessary. Check that students are using the past perfect correctly. Encourage the students who are listening to ask further questions, e.g. *What had happened? Where had you been?*
- Ask students to report their partner's stories.

Extra activity: Pair work

Write the following situations on the board:

*You cheat in an exam you didn't study for because you were ill.
You cheat in a race at a sports event because you want to impress a girlfriend / boyfriend.*

You cheat in the national lottery because you want to donate money to charity.

You cheat in a game of chess because you have never won a game before.

In pairs, students discuss how serious it would be to cheat in each one. Ask them to rank the situations from 1–5, with 1 being the least serious and 5 being the most serious.

Get feedback by asking students to share their ideas with the class. Do the rest of the class agree?

Vocabulary bank: Sport: compound nouns page 141

- 1 1 time 2 rooms 3 shoes 4 line 5 sports
6 match 7 medal 8 board 9 score 10 skates
11 keeper 12 record
- 2 1 goalkeeper 2 winter sports 3 finish line
4 world record 5 changing rooms 6 gold medal
7 ice skates 8 scoreboard 9 football match
10 final score 11 running shoes 12 half-time
- 3 1 ice skates 2 scoreboard 3 goalkeeper
4 changing rooms 5 world record 6 Half-time
7 football match 8 finish line 9 winter sports
10 running shoes 11 final score 12 gold medal

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognize and use the past perfect tense. I can understand a text and a radio show about cheating.*

8C Listening, speaking and vocabulary

The greatest

Summary

Topic: The greatest achievements and people of all time

Listening: A radio programme about the greatest achievements in human history

Speaking: Giving opinions about greatest items / people of all time

Vocabulary: Collocations: achievement

Functional language: Expressing and justifying opinions

Communication worksheet 8A: Extended answers

Lead-in

- Write the expression *take something for granted* on the board and explain that it means to be so used to something that you do not recognize its true value any more and you are not grateful for it, e.g. *These days, we take the internet for granted. If we suddenly didn't have it, I don't know how I would live.*

- Ask students to work in pairs to think of five things they take for granted. You could ask them to compare their lives today with the lives of their grandparents.
- Ask students to share their ideas with the class.

Exercise 1 page 98

- Focus on the photos and ask students what they think they represent (e.g. a: writing; b: the alphabet / literacy / writing; c: space exploration; d: modern comforts; e: medicine / painkillers; f: pizza / convenience foods).
- Students discuss the questions in pairs. Ask them to refer to the photos and encourage them to think about the whole of human history.
- Circulate and monitor, helping with vocabulary as necessary and writing it on the board.
- Get feedback by asking students what they think is the greatest single achievement, e.g. *We think the single greatest achievement of all time is the invention of the alphabet. It meant that people could start to record things.*

Exercise 2 2.13 page 98

- Read through the instructions together. Then play the recording, pausing after each speaker to allow students time to decide on their answer.
- Students compare answers in pairs.
- Check as a class.

Audio script

Presenter In last week's programme, we saw how far humans have come since they lived in caves and hunted for their food. Today we're asking: What is the single greatest achievement in human history? Here are some of the answers.

Speaker 1; Neil Our greatest achievement, for me, was the moon landing in 1969. It proves that humans can rise to a challenge, any challenge. Even travelling 384,000 km through space to walk on the moon is possible if we put our minds to it. There were so many problems to solve: getting a heavy spaceship out of the Earth's atmosphere; supporting human life in space, where there's no air to breathe; landing safely on the moon ... and most difficult of all, getting the astronauts home again safely. But NASA had a huge team of brilliant people, and together they found a way to achieve their goal. It was just fantastic.

Speaker 2; Vicky In my opinion, it has to be writing. The reason is, with writing we have the ability to tell other people about the things that we've discovered – even people who we've never met. Books, and now the writing on the internet, allow us to learn from the great minds of the past. Take the ancient Greek Archimedes, for example – no one was very interested in his mathematical work in his own lifetime, but because he could write, mathematicians hundreds of years later could take advantage of his ideas. Basically, if we didn't have writing, we wouldn't have any of the clever technology that exists today.

Speaker 3; Nadia Medicine, in my view, is our greatest achievement. I say that because, well, I mean, without medicine most of the people you know would probably be dead from some terrible disease. Did you know, in nineteenth-century England, 50% of all babies died before they were one year old? You might say computers are more important, have changed the world more than medicine, but people can't invent new technology and stuff if they're already dead!

Speaker 4; Kofi Our greatest achievement? That's easy. It's pizza. Don't laugh. I'm serious. Think about it. Humans had to make a lot of progress before they could cook a pizza. You know ... they had to learn about fire. They had to start farming and growing wheat. They had to learn how to get milk out of a cow and make cheese with it. And after that, after they'd found a way to do all those things, they had to invent the perfect meal. And believe me, pizza is the perfect meal.

Speaker 5; Liam I'm still waiting for our greatest achievement. I hope it's going to come soon because, if it doesn't, humans are finished. Our greatest achievement will be the development of effective sustainable energy – some new kind of solar electricity, perhaps, or ... I don't know, but something that allows us to live comfortable lives without destroying our environment.

1 c 2 a 3 f 4 e 5 d

Exercise 3 2.13 page 98

- With a **stronger class**, ask students to read the sentences and decide if they are true or false before they listen to the recording again.
- With a **weaker class**, give students time to read the statements and check for understanding.
- Play the recording, pausing after each speaker to allow students time to answer.
- Students compare answers in pairs.
- Check answers as a class.

1 T

2 F: *When Archimedes was alive, nobody was very interested in his mathematical ideas.*

3 T

4 F: *Humans had to make a lot of progress before they could make a pizza.*

5 F: *Maybe in the future we can live comfortable lives without destroying the planet.*

Culture note: Important achievements

On 20 July 1969, the American space flight **Apollo 11** successfully landed on the Moon for the first time. The purpose of this mission was political as much as it was scientific. Scientists already knew what the Moon consisted of so the mission was not particularly valuable in that respect. Instead, the Moon landing was the result of a 'space race' between the USA and the USSR, the two political and military superpowers of the time.

Archimedes (287–212 BC) was a Greek mathematician and engineer. Although very little is known about his life, he is credited with being one of the greatest mathematicians of all time, and his achievements include estimating the value of pi with remarkable accuracy and designing innovative machines.

Exercise 4 page 98

- If necessary, play the recording again. Students discuss the best, most surprising and the worst ideas.
- Circulate and monitor, helping as necessary.
- Ask students to share their ideas with the class, e.g. *We think the best idea was Vicky's. Without writing, we wouldn't have things like technology or other scientific ideas.*

V insight Collocations: achievement

As with all collocations in English, these ones for achievement should be learned. A useful way to remember them is to record the different nouns that go with a particular verb, e.g. *find a way, find a solution, find an answer*.

Exercise 5 2.14 **page 98**

- Ask students to read the sentences. Explain that they all come from the recording they are going to listen to.
- Students try to complete the sentences on their own.
- Play the recording for students to check their answers.
- Check answers as a class. Check understanding by giving translations and eliciting the English collocations.

**1 Take 2 rise 3 make 4 find 5 solve 6 put
7 achieve 8 change**

Exercise 6 **page 98**

- Read through the instructions together. Give students time to think and prepare. Encourage them to write down notes if necessary.
- When students are ready, they take turns to tell each other about their experiences. Circulate and monitor, making a note of any errors you would like to address later and checking that students are using the collocations correctly.
- Get feedback by asking students to describe one of their partner's experiences, e.g. *When Carlos was studying for his history exam, he was nervous because he didn't like history. However, he put his mind to it and he studied very hard. In the end, he passed.*

Exercise 7 **page 99**

- Focus on the pairs of famous people. Ask: *Why is each pair famous?* (Shakespeare and J.K. Rowling are English writers; Mozart and Adele are musicians; Pelé and Lionel Messi are professional footballers; Picasso and Michelangelo are artists; Walt Disney and Peter Jackson are film directors.)
- In groups, students discuss the pairs and try to agree on which person has achieved more. If students are not familiar with all the people, ask them to focus just on the people they know about.
- Get feedback from each group, e.g. *We think Shakespeare achieved more than J.K. Rowling. He wrote a lot of plays and they are still popular today even though they are 400 years old.*

Culture note: Famous people

William Shakespeare (1564–1616) was England's greatest poet and playwright. He was an actor and part-owner of a theatre, but little is known about his personal life. He wrote 154 sonnets and 38 plays, including *Romeo and Juliet*, *Hamlet* and *Othello*. They have been translated into every major language.

J.K. Rowling (born 1965) is a British novelist who rose to overnight fame as the author of the Harry Potter books. She is officially the best-selling British author since records began. In 2012 she published her first novel for adults.

Wolfgang Amadeus Mozart (1756–1791) was a famous classical composer born in Salzburg in modern-day Austria. He was a child prodigy, and began composing at a very young age. He composed over 600 works during his short life and while he achieved fame, he never achieved financial stability.

Adele (born 1988) is an English songwriter and musician. She was discovered on the social website *Myspace* in 2006, and her first album, *19*, achieved international critical success. In 2011 she was named artist of the year, and in 2012 *Time* magazine named her one of the most influential people in the world.

Pelé (born Edison Arantes do Nascimento in 1940) is a retired Brazilian football player widely acknowledged as one of the greatest football players of all time. He scored 77 goals for the Brazilian national team and won two World Cups with them. Since retiring in 1977, Pelé has been a worldwide ambassador for football.

Lionel Messi: See Culture note on page 96.

Pablo Picasso (1881–1973) was a Spanish artist and one of the most influential artists of the twentieth century. Initially he painted in a realistic manner, but he later experimented with different styles, the most famous of which is cubism. His works include *Guernica* (1937) and *Les Femmes d'Alger (O.J.)* (1911).

Michelangelo (1475–1564) was an Italian sculptor and painter. Considered one of the greatest artists of all time, he completed two of his most famous works, the sculptures *Pietà* and *David*, before he was thirty. He also painted the ceiling of the Sistine Chapel in the Vatican City, as well as *The Last Judgement* on its end wall.

Walt Disney (1901–1966) was an American film producer and screenwriter, best known for establishing the Walt Disney Company in 1923, one of the most recognizable film producing companies in the world. Disney won 22 Academy Awards during his career, including one for the creation of Mickey Mouse in 1932.

Peter Jackson (born 1961) is a film producer and director from New Zealand. He has won three Academy Awards so far in his career, and he is best known for directing the film adaptations of *The Lord of the Rings* trilogy and *The Hobbit*.

Exercise 8 2.15 **page 99**

- Play the recording for students to listen and answer the questions.
- Students compare answers in pairs.
- Check answers as a class.

Audio script

Jack Hey, Daisy, do you want to do this survey with me? It's about the greatest ever everything.

Daisy OK, Jack. What do you have to do?

Jack Basically, you have to choose the greatest person in different categories. First, who's the greatest writer of all time? It has to be someone who writes in English.

Daisy Well, for me, the greatest writer's J. K. Rowling.

Jack The Harry Potter author? Come on, Daisy, what about, you know, Charles Dickens, Jane Austen, William Shakespeare?

Daisy No. In my view, J. K. Rowling's much better than all those old-fashioned writers.

Jack It seems to me that Shakespeare's the greatest writer. The reason I say that is, he's the best-selling writer in history, and he also invented 1,700 new words and phrases for the English language.

Daisy Maybe, but you can't deny that you haven't read many of Shakespeare's plays, and I've read all the Harry Potter books five times.

Jack OK then, you put J. K. Rowling, and I'll put Shakespeare.

Daisy Right, what's the next question? Let me guess ...

Daisy thinks J.K. Rowling is the greatest writer. Jack doesn't agree with her. He chooses Shakespeare.

Exercise 9 2•15 page 99

- Focus on the three headings and explain what they mean. Point out that conversation fillers are used to fill gaps in conversation: they help the conversation to flow better and are a way of linking ideas.
- Ask students to complete the phrases on their own. Then play the recording again for them to check their answers.
- Check answers as a class.

1 my 2 to 3 reason 4 can't 5 you

Exercise 10 2•16 page 99

- Ask students to look at the photos and predict what the dialogue will be about. Elicit that it will be about Pelé and Lionel Messi.
- Ask students to read the dialogue.
- Students do the exercise in pairs.
- Play the recording to check answers as a class.

1 for me 2 It seems to me that
3 The reason I say that is 4 you can't deny that
5 In my view

Exercise 11 page 99

- Students work on their own and find more expressions.
- Students compare answers in pairs.
- Check answers as a class.

**Expressing opinions: in my opinion,
Justifying opinions: I say that because
Conversation fillers: Hmm**

Exercise 12 page 99

- Read the instructions together. With a **weaker class**, ask students to read the questions and then check for understanding.
- Students prepare to talk. Encourage them to make notes, but remind them that they should only write key words, not full sentences.
- When students are ready, they discuss the questions in pairs. Remind them to use expressions from exercises 9 and 10.
- Circulate and monitor, helping as necessary and making a note of any errors you would like to address later.
- Get feedback by asking a few students to share their ideas with the class, e.g. *In our view, the greatest gadget of all time is the smartphone. It makes it easy to communicate with people all over the world.*

DVD extra

Great British writers: Shakespeare, Austen, Fleming

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognize and use collocations to talk about achievements. I can understand people talking about the greatest achievements in human history. I can express and justify my opinion and use conversation fillers.*

8D Culture, vocabulary and grammar

The British honours system

Summary

Topic: Recognizing achievers: the British honours system

Vocabulary: State and society

Reading: An article about the British honours system

Grammar: *used to*

Communication worksheet 8B: Talking about the past

Lead-in

- Write *British royal family* on the board. Give students one minute to brainstorm the names of any members of the royal family they know, e.g. *Queen Elizabeth, Prince Philip / the Duke of Edinburgh, Prince Charles, Prince William*. Write their names on the board.
- In pairs, students decide if they think that having a royal family is old-fashioned.
- Ask some students to share their ideas with the class.

Exercise 1 page 100

- Tell students to look at the photos and ask them if they recognize anybody. Students may recognize the Queen of England in the photo on the right on page 101.
- Students discuss the questions in pairs or groups. They then check their answers by reading the text.

The people in the photos have been given awards in the British honours system. They have received their award from the Queen of England.

Exercise 2 page 100

- Read the strategy with the class. Explain that while some texts are completely factual, there are other texts that combine fact and opinion. It is important, especially when drawing conclusions about a text, to be able to distinguish between fact and opinion.
- Students read the text and underline the opinions in it.
- Check answers as a class.

**Every year, about two thousand amazing people receive a special award from the Queen. (lines 1–2)
... it seems to me that they deserve it. (lines 2–3)
I feel the British honours system is a great way to thank the people for their hard work. (lines 21–22)
I believe it's a good idea to give awards to volunteers who help their community. (lines 31–32)
In their view, it's better to have a president instead of a queen, ... (lines 38–39)
... in his opinion the Empire didn't use to treat its population fairly. (lines 47–48)
... their old-fashioned titles shouldn't have a place in the modern world. (lines 54–55)**

Exercise 3 page 100

- Ask students to read the sentences. Point out that the information in the text may be expressed in a different way, and students might have to look for synonyms or paraphrase to find their answer.
- Students complete the sentences on their own or in pairs. Encourage them to underline the parts of the text in which they find their answers.
- Check answers as a class.

1 Officer of the British Empire 2 200 3 dwarfism
4 his brother 5 three 6 Francis Crick 7 the world
8 Sir Bill Crispin

Culture note: Famous Britons

Francis Crick (1916–2004) was an English molecular biologist, biophysicist and neuroscientist. He is most famous for being the co-discoverer of the structure of the DNA molecule in 1953, together with James Watson.

Benjamin Zephaniah (born 1958) is a British writer and is well known in contemporary English literature. He comes from a Jamaican background and his work is strongly influenced by Jamaican history and culture.

Extra activity: Further discussion

Students discuss the following questions as a class:

What do you know about the British Empire? Can you name any countries that used to be part of it?

Does your country have a king or a queen? If not, who is the head of state?

Do you think that the British honours system is old-fashioned? Why / why not?

Exercise 4 page 100

- Students match the highlighted words with the definitions on their own.
- Students compare answers in pairs.
- Check answers as a class.

1 monarchy 2 politicians 3 capital 4 empire
5 government 6 civil servants 7 election
8 economy 9 president

Additional vocabulary

The following words are from the article *The British honours system: two points of view*.

- *gang* /gæŋ/ (n) a group of young people who spend time together, often fighting with other groups or behaving badly
- *award* /ə'wɔ:d/ (n) a prize given to someone following an official decision
- *volunteer* /,vɒlɪən'tɪə(r)/ (n) a person who does something to help other people without being forced or paid to do it
- *association* /ə,səʊsi'eɪʃn/ (n) a connection
- *title* /'taɪtl/ (n) a word used before somebody's name to indicate their sex, marital status or profession, e.g. *Mr, Miss, Mrs, Dr, Prof.*

Exercise 5 page 101

- Tell students to read the text quickly and ask them what it is about. Elicit that it is about a small country.
- Students complete the text on their own. Point out that they will have to read carefully around each gap in order to find the correct words.
- Students compare answers in pairs.
- Check answers as a class. Then ask the class if they know which country the text is about.

1 government 2 president 3 election 4 monarchy
5 civil servants 6 economy 7 capitals 8 empire

The text is about the Vatican City, in the centre of Rome.

Exercise 6 page 101

- Students discuss the questions in pairs. Encourage them to use some of the language described in the strategy in exercise 2 to give their opinions.
- If students come from a country where there is no honours system, encourage them to think about other ways that people there are recognized for their achievements.
- Circulate and monitor, helping with ideas as necessary.
- Get feedback by asking some students to share their opinions with the class, e.g. *I wouldn't accept an MBE because it's an old-fashioned title. It would be better to make a donation to a charity in my name.*

Exercise 7 page 101

- Focus on the example. Students find the other examples in the text.
- Check answers as a class. Then read the rules together, checking for understanding. Write a sentence with *used to* on the board: *John used to live in Rome*. Ask students to form the negative and question forms: *John didn't use to live in Rome. Did John use to live in Rome?*
- Students choose the correct words to complete the rules.

His friends used to steal and sell drugs.

Chris didn't use to believe ...

... the Empire didn't use to treat its population fairly

a the past b habits and states c did

Language note: *used to*

- *Used to* is a way to refer to actions someone did often in the past, but which he / she no longer does: *When I was younger, I used to go to the beach every summer.* (I don't go to the beach every summer now.)
- It can also be used to talk about a past state that has changed: *She used to have blonde hair when she was a baby.* (Her hair isn't blonde now.)
- We can use the past simple instead of *used to*: *When I was younger, I went to the beach every summer. She had blonde hair when she was a baby.*
- We cannot use *used to* for an action that happened once in the past. For that we must use the past simple: *I saw them in town yesterday.*

Grammar reference and practice 8.2 Workbook page 119

- 1 We didn't use to win every game of cricket.
 - 2 My grandparents used to vote in every local election.
 - 3 Did the stadium use to have two towers on the roof?
 - 4 Dan didn't use to be very confident about his sporting abilities.
 - 5 Did I use to be a very patient person?
 - 6 Ian used to spend every evening at the gym.
 - 7 Did Laura's dad use to be a civil servant?
 - 8 Lee used to compete against much bigger boys in races.
 - 9 How often did Stan and George use to play basketball?
 - 10 They didn't use to get up early in the morning.
- 2 1 used to own 2 won 3 built 4 used to dream
5 followed 6 bought 7 used to want 8 used to be

Exercise 8 page 101

- Remind students that *used to* is used to talk about past habits and states and that we cannot use it to talk about single actions.
- Students rewrite the sentences on their own.
- Check answers as a class.

- 1 Eleanor used to train in a pool for eighteen hours a week.
- 3 She didn't use to listen to people's rude comments about her height.
- 4 Chris's friends used to be young criminals.
- 5 When he was young, Bill didn't use to work with young children.

Exercise 9 page 101

- Students discuss the questions in pairs.
- Get feedback by asking students to share their ideas with the class, e.g. *When I was younger, my father used to collect me from school, but now he doesn't. When Tomas was younger he didn't use to read English books, but now he does.*

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand a text about the British honours system. I can use 'used to' to talk about past habits and states.*

8E Writing

An opinion essay

Summary

Topic: Taking part and winning

Reading: An essay about taking part and winning

Vocabulary: Phrases to introduce examples and conclusions

Writing: An opinion essay

Lead-in

- Ask students to think about major sporting events such as the World Cup or the Olympic Games. In pairs, students discuss the advantages and disadvantages of hosting the event.
- Get feedback from the class and write their ideas on the board in note form, e.g. *national pride, good for the economy, expensive, interferes with daily life.*

Exercise 1 page 102

- Focus on the photos and the questions. Discuss the first question as a class, eliciting what students can see in the photos. (The young man in the top photo is holding a cup. The two men in the middle photo are probably judges and the numbers represent the marks they have awarded someone. The tennis player is sitting on the ground. He looks disappointed and has probably lost a match.)
- In pairs, students discuss the other questions.
- Getting feedback by asking a few students to share their ideas with the class, e.g. *Competitions are a good thing because they make us try harder to be good at something.*

Exercise 2 page 102

- Read the strategy together. Stress that it is always important to spend some time brainstorming for ideas before starting to write. Brainstorming means writing down any ideas that come to mind; there may be some bad ones as well as good ones, but the more ideas students can come up with, the more options they will have to write about.
- Remind students about the mind maps they saw in Unit 6, and explain that they are useful for organizing ideas when brainstorming.
- Students do the exercise in pairs.
- Get feedback from the class.

Exercise 3 page 102

- Ask students to read Aisha's essay and, in pairs, answer the questions.
- Check answers as a class.

She disagrees, but she has included arguments against her opinion as well: winning = lots of determination and hard work; winners inspire other people

Exercise 4 page 102

- Explain that in an opinion essay, there must be an introduction and a conclusion. The introduction tells the reader what we are going to write about, while the conclusion summarizes the main points we have made and emphasizes our opinion.
- Ask students to read Aisha's essay again and choose the best conclusion. Students do the exercise on their own.
- Ask **fast finishers** to identify why the other conclusions do not summarize the arguments in the essay.
- Check answers as a class.

Conclusion D best summarizes Aisha's argument.

Exercise 5 page 102

- Student work on their own to answer the questions.
- Check answers as a class.

Phrases that introduce an example: For instance, For example, such as

Phrases that introduce a conclusion: To conclude, To summarize, In conclusion, To sum up, All things considered

Exercise 6 page 102

- Students read the extracts and decide if they are giving an example or stating a conclusion. They then match the extracts to the essay topics a–c.
- Check answers as a class.

1 To sum up: conclusion – a

2 To summarize: conclusion – b

3 such as: example – c

4 For example: example – b

5 For instance: example – a

6 All things considered: conclusion – c

Writing guide page 103

- Read the **task** together. Ask: *What do you have to write?* (an opinion essay in which they should agree or disagree with the idea of competitive sports for children)
- Give students five to ten minutes to complete the **ideas** stage and **plan** their essay. Encourage them to follow the instructions step by step and make a mind map of their own experience before deciding what their opinion will be. If necessary, explain the concept of a counter-argument (an argument that supports an opposing point of view). Also, remind students to use the paragraph structure suggested and encourage them to refer to the essay in exercise 3 as an example.
- Circulate and monitor while students **write** their essays. **Check** that they are using phrases for giving examples and stating their conclusion correctly.
- When students have finished, refer them to the checklist to make sure they have completed the task as well as they can.

Additional writing task

'The Olympic Games should be held in the same city every four years in order to save unnecessary expense.' Do you agree?

Write your essay in 200–250 words.

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write an opinion essay. I can use phrases to give examples and introduce a conclusion.*

Vocabulary insight 8 page 104

Using a dictionary: dependent prepositions

1 1 d 2 c 3 e 4 b 5 a

Prepositions: (possible answers) about, in, from

2 1 about 2 of 3 in 4 for

3 1 in 2 against 3 for

4 1 to, about 2 with, about 3 about, from

4 with, about 5 to, for

5 Verb	Preposition	Object
wait	for	somebody something
apologize	to for	somebody something
agree	with about	somebody something
compete	in against for	something somebody something
learn	from about	somebody / something something

Students' own answers

Review 8 page 105

1 1 dreamed 2 prepared 3 competed 4 succeeded
5 fought 6 praises

2 1 brilliance 2 independence 3 Violence
4 patience 5 importance

3 1 Volunteers want to change the world.
2 Take advantage of the situation.
3 Athletes have to work hard to achieve their goals.
4 You won't make progress if you don't try harder.
5 They need to solve the problem by tomorrow.
6 If you want to succeed, you'll have to rise to the challenge.

4 1 capital 2 monarchy 3 politician 4 election
5 empire

5 1 had come 2 hadn't scored 3 hadn't kicked
4 had hit 5 had (already) saved 6 hadn't seen
7 had cheated 8 had touched

6 1 The player went to hospital because he had broken his leg.
2 The accident happened because the driver hadn't seen the cyclist.
3 We didn't play tennis because we hadn't booked a court.
4 The athlete didn't win the race because he hadn't trained enough.
5 The referee cancelled the match because rain had flooded the pitch.
6 They were upset because they hadn't scored any points.
7 The fans started cheering because their team had won the match.
8 I didn't do PE because I had forgotten my trainers.

7 1 didn't use to earn as much money
2 used to wear black shirts
3 used to have six players
4 didn't use to be as big
5 didn't use to do them
6 used to buy them at the stadium
7 used to ride heavy bicycles

Pronunciation insight 8 Workbook page 127

Answer key: Teacher's book page 155

Cumulative review Units 1–8

pages 106–107

1  2•17

Audio script

Presenter One

Spokesperson We are proud to announce the launch of our new smartphone. Our last mobile phone sold more than 250,000 units, but this model has a number of new features. These include a four-inch screen and an updated operating system. The new phone will be available from stores on Friday, 15 May. The price is \$199 for customers who sign a two-year contract. People wishing to purchase the phone should arrive early because there is a lot of interest in the device and there will be ...

Presenter Two

Commentator ... the final of the men's 100 metres race. And the question that everyone is asking themselves is this: will Usain Bolt beat his previous Olympic record of 9.69 seconds? Or even his world record of 9.58? And they're off! Usain Bolt has got off to a bad start but he's making up for it now. And it's Bolt, coming from behind to take the lead. Yes, it's Bolt and he's going to win. Usain Bolt has done it again. And it's a new Olympic record. Bolt has set a new Olympic record of 9.63 seconds. What an incredible man!

Presenter Three

Receptionist Stoke Health centre. Can I help you?

Ruby Oh, hello. Um, I'd like to make an appointment to see the doctor, please.

Receptionist What's your name, please?

Ruby Pritchard. Ruby Pritchard.

Receptionist Well, Mrs Pritchard, we have a space tomorrow morning at half past eight. Is that any good?

Ruby I'm afraid that's a bit early for me. Have you got a later time?

Receptionist What time would you prefer?

Ruby Um, any time after nine fifteen, really.

Receptionist Let me see. How about ten fifteen, or ten forty-five?

Ruby Ten fifteen is perfect. Thanks a lot.

Receptionist OK, Mrs Pritchard, see you tomorrow morning. Goodbye!

Presenter Four

Radio presenter ... and if you're not doing anything on Saturday, you could go to the City Art Gallery to see the latest exhibition by local artist Kieron Williamson. Kieron started painting when he was only six years old and at his first exhibition, all sixteen of his pictures sold out as soon as the exhibition opened. Now aged ten, experts say that Kieron is the new Picasso, and people pay over a thousand pounds for one of his paintings.

Presenter Five

Ollie How do you get to school, Sam?

Sam I come by train. It takes me ages – about an hour and a half.

Ollie Wow! That's a long time! Do you live anywhere near the station?

Sam Not really. It's about two and a half kilometres from my house.

Ollie Really? How do you get there?

Sam I get the bus. The stop is only 350 metres from my house, so that's not too bad.

1 a 2 b 3 ten fifteen 4 10 years old 5 2.5 km

2 Students' own answers

3 1 E 2 D 3 A 4 F 5 B

4 1 didn't use to be 2 I'd never seen 3 wish I spoke
4 she wouldn't feel 5 don't have to pay
6 mustn't play 7 you'll fail 8 've known
9 doesn't get on 10 isn't as easy as

5 Students' own answers

Additional materials

Literature insight 4 [Workbook page 90](#) **Answer key:** [Teacher's book page 152](#)

Exam insight 4 [Workbook page 100](#) **Answer key:** [See website](#)

9

The media

Map of resources

Map of resources

Section A: Student's Book pages 108–109

Workbook page 68

Vocabulary bank, Parts of a newspaper page 142

Teacher's resource disk, Communication worksheet 9A

Section B: Student's Book pages 110–111

Workbook page 69

Grammar reference and practice 9.1, Workbook page 120

Section C: Student's Book pages 112–113

Workbook page 70

Vocabulary bank, Film genres page 142

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 114–115

Workbook page 71

Grammar reference and practice 9.2, Workbook page 121

Teacher's resource disk, Communication worksheet 9A

Teacher's resource disk, Communication worksheet 9B

Section E: Student's Book pages 116–117

Workbook page 74

Teacher's resource disk, Writing bank

DVD extra, Pinewood Studios page 116

Teacher's resource disk, Functional language bank

Vocabulary insight 9 page 118

Using a dictionary: easily confused words

Review 9 page 119

Pronunciation insight 9, Workbook page 128

Progress check Unit 9, Workbook page 75

Language and skills tests 9A and 9B, Test Bank

9A Reading and vocabulary

In the news

Summary

Topic: The news

Vocabulary: The press; collocations: the media;
Vocabulary bank: Parts of a newspaper

Reading: An article about reasons for including stories in the news

Speaking: Talking about the media

Communication worksheet 9A: Crossword

Lead-in

- Write *Media* on the board. Students brainstorm different kinds of media (television, radio, cinema, newspapers, magazines, the Internet, social networking sites). If necessary, explain that *media* refers to ways that large numbers of people receive information and entertainment.

Culture note: People in the news

Selena Gomez (photo B) is an American actress and singer best known from her role in the television series *Wizards of Waverly Place*. At the time of writing she was in a relationship with Canadian singer Justin Bieber.

Mitt Romney (photo E (top)) is an American businessman and politician who was the nominee for the Republican Party for the 2012 USA presidential elections.

Exercise 1 page 108

- Students match the photos with the headlines. You could focus on the photos first and elicit vocabulary that students might expect to see in the accompanying headline.
- Check answers as a class and explain or translate any unknown vocabulary in the headlines.
- Ask a few students to say which story they would be most interested to read.

1 B 2 E 3 D 4 C 5 A

Exercise 2 page 108

- Students read the article quickly to find out the main idea of the text. To discourage them from reading in too much detail at this stage, set a time limit of two minutes.

b

Exercise 3 page 108

- Students read the article again and answer the questions on their own. Remind them that they should write *NG* if the subject is not specifically mentioned in the text, even if they think they know the answer from their world knowledge. A sentence is false only if it is contradicted in the text.
- Students compare their answers with a partner, correcting the sentences which are false.

- 1 T
- 2 F: *Thomas Jefferson ... said that a man who had read nothing at all knew more than a man who had only read newspapers.*
- 3 NG
- 4 T
- 5 NG
- 6 T
- 7 F: *Some of them forget this, however, if the facts ruin a good story!*
- 8 T
- 9 F: *In the UK and USA, people often seem so interested in celebrity gossip stories ... important international stories sometimes disappear from the headlines.*

Exercise 4 page 108

- Focus attention on the task. Elicit some language from Unit 8 for giving opinions, e.g. *In my view, ...; You can't deny that ...; It seems to me that ...; Basically, ...* and write it on the board for students to refer to as they rank the criteria.
- When they have finished, ask them to compare their criteria with another pair.
- Ask students if they could think of any other criteria to include, e.g. Is it 'new' news? Have other newspapers got the story or is it exclusive? Is there a good balance of sad / shocking and light-hearted stories? Is it possible to get the information without invading people's privacy?

Extra activity: Fast finishers

Write the following on the board:

- 1 ___ the radio
- 2 ___ TV
- 3 ___ the front page
- 4 ___ the other side of the world
- 5 fall ___ your bike
- 6 fall ___ love
- 7 ___ summer
- 8 ___ holiday
- 9 an article ___ politicians
- 10 make money ___ sales

Ask **fast finishers** to complete the phrases with the correct preposition. With a **weaker class**, give the prepositions in a word pool (*about from in (x2) off on (x5)*). With a **stronger class**, do not give students the prepositions.

Students check their answers by referring to the text.

- 1 on 2 on 3 on 4 on 5 off 6 in 7 in 8 on
9 about 10 from

Additional vocabulary

The following words are from the article *What's in the news?*:

- *doubtful* /'daʊtfl/ (adj) difficult to believe
- *likely* /'laɪkli/ (adj) If something is likely, it is probable that it will happen.
- *link* /lɪŋk/ (n) a connection
- *political bias* /pə'lɪtɪkl 'baɪəs/ (phr) If a newspaper has a political bias, it has a strong feeling in favour of or against a particular political party or philosophy.
- *corrupt* /kə'rʌpt/ (adj) willing to use power to do illegal or dishonest things to get an advantage
- *ruin* /'ru:ɪn/ (v) to spoil

Extra activity: Further discussion

Students discuss the questions in small groups or as a class:
Do you believe what you hear or read in the news?
Are people in your country more interested in celebrities than international news stories?
Do you think it's acceptable to publish photos and details of celebrities' private lives?
Do you prefer broadsheet / tabloid / newspapers or online news websites / apps?

Exercise 5 page 108

- Elicit or explain the meaning of *The press* (newspapers and magazines; the name comes from the machine used for printing magazines and newspapers).
- Refer students to the highlighted verbs in the text. Students work out their meaning from context and then match them with their definitions.
- Model and drill words that students might have difficulty pronouncing: *broadsheet* /'brɔ:dsʃi:t/, *tabloid* /'tæblɔɪd/, *journalist* /'dʒɜ:nəlist/, *advertising* /'ædvətəɪzɪŋ/ and *gossip column* /'gɒsɪp kɒlʌm/ (notice that the final *n* of *column* is silent).

- 1 journalist 2 headline 3 broadsheet 4 tabloid
5 review 6 editor 7 gossip column 8 advertising
9 article 10 front page

Exercise 6 page 108

- Check students' understanding of the meaning of the verbs. Ask:
Which verb means 'to bring together from different places'? (gather)
Which verb means 'to say for sure that something is true'? (confirm)
Which verb means 'to carefully look at the facts of a situation to find out the truth'? (investigate)
- Suggest that students use their instinct to choose the correct verbs and then check their answers in the text.
- Check answers as a class. Check students' understanding of the verbs again by giving translations and asking them to say the English words.
- Elicit suggestions from the class for more words to add to each group.

- 1 broadcast (line 6): on the web, a programme
2 publish (line 30): an article, an announcement, a book
3 report (line 33): an accident, a crime, a story
4 confirm (line 34): the information, the news
5 gather (line 38): papers, your things / belongings
6 investigate (line 39): a situation, an accident, a murder
7 interview (line 42): a singer, a sportsperson, an actor

Exercise 7 page 109

- Students discuss the questions in small groups.
- Circulate and monitor, helping with language and ideas as necessary and participating in the conversations.
- After five to ten minutes, stop the discussion. For each question ask a different person from each group to report ideas back to the class.

Vocabulary bank: Parts of a newspaper page 142

- 1 1 television guide 2 arts and entertainment
3 sports section 4 crosswords and games
5 health and beauty 6 business and finance
7 classified ads 8 domestic news 9 horoscopes
10 letters from the readers 11 editorial
12 international news
- 2 1 international news 2 crosswords and games
3 television guide 4 editorial 5 health and beauty
6 sports section 7 horoscopes 8 classified ads
9 arts and entertainment 10 letters from the readers
11 domestic news 12 business and finance

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about reasons for choosing stories for the news. I can talk about the press and use collocations to talk about the media.*

9B Grammar and listening

Multitasking

Summary

Topic: Multitasking

Grammar: Reported speech; *say* and *tell*

Reading: An article about teenage media habits

Listening: A multifunctional device; to multitask or not to multitask

Speaking: Doing a survey and reporting the results

Lead-in

- Brainstorm a list of objects which have, or involve the use of, a screen (e.g. mobile phone, tablet, computer, e-book reader, television, DVD player, games console).
- Ask:
Do you think teenagers use these objects more or less than adults? Why?
Does your family ever complain that you spend too much time using these things? Why might they complain? What's your view?

Language note: multitasking

Multitasking means 'doing more than one thing at a time'. It is a relatively new word. It originated in the computer industry, where it refers to the ability of a computer to operate several programs at once.

Exercise 1 page 110

- Focus on the photo. Ask individual students to answer the first two questions.
- Students discuss question 3 in pairs. Elicit their ideas, for example: Advantages: you can do more things more quickly; it can make boring things more interesting (e.g. listening to music when you are at the gym). Disadvantages: you don't concentrate so well so you might make mistakes; it can be stressful.

Exercise 2 page 110

- To help students understand the text, pre-teach *pointless* (having no purpose; not worth doing).
- Ask students to read the text quickly to understand its general meaning. Ask questions to check understanding: *What was the survey about?* (teenagers' media habits) *How many hours does the average teenager in the USA spend using media technology?* (11) *How is this possible?* (They multitask.)
Who are Jake Kendall and Marisa Sanchez? (teenagers) *Who are Sylvia de Lupis and Dr Michael Rich?* (experts) *Are they both worried about the survey results?* (No, Dr Michael Rich isn't worried.)
- Students match the speakers to the statements.

- 1 Jake Kendall 2 Jake Kendall 3 Marisa Sanchez
4 Sylvia de Lupis 5 Dr Michael Rich

Exercise 3 page 110

- Explain that the sentences in exercise 2 are the actual words spoken by the people in the article, and the sentences in the text are what we refer to as 'reported speech'.
- Write the first direct speech sentence on the board and the corresponding reported speech sentence underneath it and elicit that the present simple becomes the past simple.
- Students work on their own to complete the rules.
- Check answers as a class and elicit that all the tenses 'move one step back into the past'.
- Point out that pronouns often change when direct speech is reported.

- 1 past simple 2 past continuous 3 past perfect
4 past perfect 5 would 6 said 7 told

Grammar reference and practice 9.1 Workbook page 120

- 1 1 didn't spend 2 were watching 3 hadn't started
4 had written 5 would publish
6 wasn't watching 7 wouldn't finish
- 2 1 he 2 they, us 3 I, my 4 my, me 5 my 6 his
- 3 1 said 2 said 3 told 4 told 5 said 6 told

Language note: Reported speech

The examples in the text show how the verbs 'move one step back into the past'. However, if something is still true when it is reported, the tenses do not always or necessarily change:

I like playing computer games,' he said.

He said that he liked / likes playing computer games.

Point out that *that* after *say* or *tell* is optional.

Exercise 4 2•18 page 110

- Play the recording. Students work on their own or in pairs to complete the text using the information they hear.

Audio script

Presenter ... that's great, Marisa. Thanks. And what about smartphones? Have you got one?

Marisa Oh yes. My smartphone is my most important possession.

Presenter What do you use it for?

Marisa Everything. I go online, I play games, I even watch TV. And I text my friends, of course. I sent four hundred texts last week!

Presenter Do you listen to music on your phone?

Marisa Yes, sometimes. But I usually listen to music on my MP3 player. I won it in an online competition a couple of months ago.

Presenter Do you have a computer in your bedroom?

Marisa No! I don't have my own computer. I have to use my mother's. But I'm saving money for a laptop. I'll have enough money in a few months.

Presenter OK. And will you be online more after that?

Marisa Probably not. I'm already online most of the time. But I've watched too many TV shows on my tiny smartphone screen. It'll be nicer to watch TV on a laptop or maybe a ...

1 was 2 had sent 3 listened 4 had won
5 didn't have 6 was saving 7 would have
8 had watched 9 would be

Exercise 5 page 111

- Students rewrite the sentences as reported speech. Remind them to change the tenses and the pronouns if necessary.
- Check answers as a class.

- 1 Sylvia de Lupis said (that) video game addicts often got bad results at school.
- 2 Other experts said (that) their media habits hadn't caused their bad results.
- 3 Jake told researchers (that) his parents had given him a laptop.
- 4 He said (that) he wouldn't switch off his laptop until bedtime.
- 5 He told researchers (that) he would probably spend six hours online after dinner.
- 6 Marisa told her mum (that) she was playing an online game with her friends.
- 7 She said (that) they never bought magazines.
- 8 She told everyone (that) she hadn't read a newspaper for years.
- 9 Researchers said (that) some teenagers hadn't wanted to do the survey.

Exercise 6 2:19 page 111

- As students have had plenty of written practice of reported speech, you could ask them to do this exercise orally.
- Tell students they will hear a conversation between Jake and his mother. Give them one minute to read the sentences and then play the recording. Pause the recording where appropriate to allow students to answer. Check the answer before you continue with the next part of the dialogue.

Audio script

Mom Come on, Jake. It's time for supper.

Jake OK, Mom. I'll come in a minute. I'm just finishing my homework.

Mom That's not homework, Jake. You're watching a DVD.

Jake I often watch DVDs while I'm studying.

Mom Oh Jake, you'll never pass your exams that way. To do something well, you have to focus on it properly. You're not focusing on homework when you're watching a DVD.

Jake It's not fair! You say that, but you multitask as much as I do. Was the TV on in the kitchen when you cooked supper?

Mom Yes, but I've cooked the same meal lots of times. It's easy! Multitasking can save you time when you're doing something that doesn't need all your concentration, like waiting for a bus, or tidying your room, or using an exercise machine at the gym.

Jake Well, my homework doesn't need all my concentration. I'm writing about the Second World War; we learned about it two years ago. It's easy.

Mom But multitasking can also waste a lot of time. Every time you stop focusing on your homework and then return to it, you waste time trying to remember what you need to do next. Without the DVD, you'll finish the homework more quickly. Then you can relax properly. Isn't that better than working all evening?

Jake I don't mind working all evening. I can chat to my friends at the same time.

Mom More multitasking! Oh Jake, you're impossible! Leave it now, anyways, and come to eat.

- 1 F: She said (that) it was time for supper.
- 2 T
- 3 F: She wasn't happy.
- 4 F: She said (that) he would never pass his exams that way.
- 5 F: He said (that) she multitasked as much as he did.
- 6 T
- 7 F: He said that had learned about it two years ago.
- 8 T
- 9 F: He said (that) he didn't mind working all evening.

Extension: Reported speech: contradictions

Point out that reported speech is often used to contradict or challenge another person: *But you said ...* Practise using reported speech in this way by saying sentences to the class and asking them to contradict or challenge you, e.g.:
You: I can't come to the party.

Student: But you said that you could come to the party!

You: You're having a test tomorrow.

Student: But you said we weren't having a test tomorrow!

Students write five similar sentences. They read them out to their partner, who contradicts them.

Exercise 7 page 111

- Go through the instructions together.
- Students work in groups. Each student interviews the others in their group, noting their answers to the question. They then make comparisons between their results and the results of the USA survey. Circulate and monitor, helping students with their calculations if necessary.
- Students choose the three most interesting facts and make sentences using reported speech.
- Students read out their sentences to the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can report what other people have said. I can understand a conversation about multitasking.*

9C Listening, speaking and vocabulary

Behind the scenes

Summary

Topic: Films and special effects

Listening: A radio report about inflatable dummies

Strategy: Listening for main ideas

Vocabulary: Films; Vocabulary bank: film genres

Functional language: Giving and reacting to news

Lead-in

- Write these questions on the board and do a quick class survey:
How often do you go to the cinema?
How often do you watch DVDs or online films?
Which do you prefer? Why?
- Then find out through a show of hands what the majority of the class prefers.

Culture note: Special effects

Green screen filming is an editing technique in which two images are combined to create a single final image. For example, if a director wants to create an illusion of people driving down a road, the actors and cars can be filmed in a studio in front of a green (or sometimes blue) screen. The green is then edited out and replaced with images of a landscape moving past. Green and blue screens are used because they are as far away from the colour of human skin as you can get. Actors have to avoid wearing green clothes as these will also be edited out.

Miniatures are models of people, animals, objects, buildings, settings, etc. Despite their name (a miniature is a very small copy or model of something), they can be smaller than real-life, life-size or larger than the objects they represent. They are used to represent things that do not really exist, or that are too difficult or expensive to film, e.g. explosions, floods and fires. Miniatures are used to create some of the oldest forms of special effect. Some people believe they are more realistic than CGI. They are often used together with CGI.

Exercise 1 page 112

- Focus on the photos and the words. Explain or elicit the meanings and practise the pronunciation of *inflatable dummies* /ɪnˌflætəbəl ˈdʌmɪz/ and *miniatures* /ˈmɪniətʃəz/.
- In pairs, students describe which of the tricks is being used in each photo. Elicit the names of some films with amazing special effects.

Exercise 2 2-20 page 112

- Play the recording for students. Ask them to tick the words they hear.

Audio script

Dominic Hello and welcome to *Dominic's Download*, the programme that brings you all the latest news and views from the world of entertainment. In today's programme, we

interview Gareth Edwards, one of Britain's most successful young directors, and listen to Gina B's brilliant new song for the next James Bond soundtrack. We find out about using inflatable dummies in films, and we also discuss some of the exciting entertainment on and off screen this summer. But first, we've got Molly here to tell us all the latest celebrity gossip.

Molly Hi, Dominic. Well, a lot has happened in the world of entertainment since I was here last. Have you heard about the new *Off Limits* film?

Dominic No ... but I loved the first film. It was brilliant!

Molly Well, I was talking to a friend yesterday, and she said that there were plans for a second film. She told me that they had already thought of an exciting plot, and that the writers were working on the script. She also said that most of the cast from the last film had agreed to star in the new one.

Dominic Really? That's fantastic news!

Molly I know! And apparently there's more ...

[an interview, a song, celebrity gossip, a new film](#)

Exercise 3 2-21 page 112

- Read through the Strategy box together. Emphasize that students should not panic if they do not understand every word when they listen to people speaking in English. It should still be possible to understand the main idea. Explain that if they panic, it will make it harder for them to listen properly. Instead, they should either ignore words they do not know, or make a rough guess about what they mean.
- Play the recording for students and encourage them to make a note of any words they hear repeated.
- Let students compare their answers in pairs before having a feedback with the whole class.

Audio script

Dominic And now, we're going to Catherine Jenner, who's in Manchester. Catherine, what are you up to?

Catherine Hi, Dominic. I'm on the film set of *United We Stand*, to see how they do the crowd scenes in the film. They need to have a crowd of 10,000 people in their football match scenes, and it's too expensive to pay thousands of real people to be extras. So, what are their options? Most people would imagine that CGI was the obvious choice. They think that computers can do anything these days, and in some ways they're right. All those blockbuster action films do amazing special effects with CGI. But it takes CGI artists months of careful work to create a convincing crowd scene, and the cost of that can be very high. CGI isn't cheap. Instead, *United We Stand* is going to use inflatable dummies. I spoke earlier to the seven members of the crew with the job of preparing the dummies, and they told me that they had worked on their inflatable rubber people for two weeks. They'd blown up 10,000 of them, given each one an individual face, and dressed them all in costumes. It's been a lot of hard work. But it's a lot quicker and easier – and most importantly, cheaper – than CGI. And when these dummies are in the film, no one will notice that they're not real people. The film-makers put a few real people in the crowd. Lots at the front, and others in the middle. The real people move, cheer, wave their arms around. And if those people are in the right places for the cameras, they bring the whole crowd to life. You don't see that most of the crowd isn't moving and made of rubber. 10,000 people in a crowd, for a cheap price? Inflatable dummies, it seems, are the answer. Now I'm going to ...

Dominic, the presenter of the programme, is speaking to a reporter called Catherine. She is on the set of a new film. She is there to find out how they do crowd scenes in the film. The main idea is that it is too expensive to use CGI to create a crowd of 10,000 people. It is cheaper to use inflatable dummies and a few real people.

Exercise 4 2-21 page 112

- Give students time to read through the questions and answer any that they think they can remember from the first time they heard the recording.
- Students compare and justify their answers in pairs.
- Check answers as a class.

1 c 2 c 3 a 4 b 5 b

Extension activity: Film vocabulary

It may be useful, especially with a **weaker class**, to get students to work out the meaning of the film vocabulary in the recordings before they go on to use these items in exercise 5.

Write the following extracts from the recordings on the board and ask students to guess the meaning of the underlined words:

the next James Bond soundtrack
 I'm on the film set of 'United We Stand'
 an exciting plot
 the writers were working on the script
 most of the cast from the last film had agreed to star in the new one
 football match scene
blockbuster action films do amazing special effects with CGI
 seven members of the crew had the job of preparing the dummies

Now read out the following definitions. Each time you read one, students match one of the underlined words with the definition:

a very popular and successful film (blockbuster)
 the written text of a film (script)
 a group of people with special skills working together (crew)
 all the people who act in a film (cast)
 all the music, speech and sounds that are recorded for a film (soundtrack)
 the events that form the story of a film (plot)
 unusual or exciting pieces of action in films that are created by CGI or other methods to show things that do not normally exist or happen (special effects)
 a place where part of a film is filmed (film set)
 a part of a film in which the action happens in one place (scene)

Exercise 5 page 112

- Students do the exercise on their own.
- Students compare answers with a partner. Check answers as a class.

1 blockbuster 2 cast 3 plot 4 script 5 scene
 6 film set 7 crew 8 special effects 9 soundtrack

Exercise 6 page 113

- Students discuss the questions in pairs. Circulate and monitor as they do so.
- Ask a few students to describe their scene to the class, without saying the name of the film. Can the other students guess the film?

Exercise 7 page 113

- Focus on the photos. Students describe the photos in pairs and speculate about what the people are talking about and how they are feeling. Remind them to use language for speculating, e.g. *He looks ...*, *He looks like he's ...*, *Judging by his face, ...*
- Ask two or three students to describe the photos and speculate about them in front of the class.

Exercise 8 2-22 page 113

- Play the recording for students to match the dialogues to the photos. When they have finished, check answers as a class.

Audio script

Anna Hey, Suri, have you heard about the film?

Suri What film?

Anna Well, I was just talking to Stanley and he said that there would be a film crew at school during the summer holidays. They're making a film at our school!

Suri Are they? Cool!

Anna And there's some exciting news about Stanley, too. He's going to be an extra in it.

Suri Lucky Stanley! How wonderful!

Dad Hey, Stanley. There's some bad news about the film, I'm afraid.

Stanley Really? What?

Dad Well, you know that actor Greg Jenson, who's going to be the main teacher in the film?

Stanley Yes.

Dad Well, it said on the internet this morning that he'd had an accident on a film set and broken his leg.

Stanley Poor guy! What a dreadful thing to happen!

Dad Yes, and now they can't make your film this summer. They have to wait until Greg's leg is better, and by then, your school will be full of school kids again. They're going to make the film in Australia, instead.

Stanley Oh no!

Dialogue 1: photo B. They are making a film at the girls' school. Stanley is going to be an extra in it.

Dialogue 2: photo A. An actor has broken his leg so they are going to make the film in Australia.

Exercise 9 2-22 page 113

- Students complete the phrases on their own.
- Play the recording again for them to check their answers.
- Check answers as a class. Check the spelling of *dreadful* and elicit synonyms (e.g. *terrible*, *awful*).
- Point out that using echo questions, e.g. *Did they? Are you?* to show interest is very common in English.
- Highlight the information in the Language box.

1 heard 2 talking 3 There's 4 said 5 How
 6 dreadful

Language note: Reacting to news

Point out that we say *That's* + adjective:

That's great!

However, we say *What* + *a/an* + (adjective) + noun:

What a pity! What a terrible shame! What a dreadful thing to happen!

Explain that there are many ways of responding to what people say, and that it is usual to respond in two or three different ways, e.g.:

'Helen broke her leg.' 'Oh no! Poor Helen! How did it happen?'

'I passed my driving test.' 'Did you? That's fantastic!'

Congratulations.'

Remind students that it is important to sound as if they care by using an interested, sad or happy intonation. If their intonation is flat, it will sound as if they are being sarcastic!

Extra activity: Echo questions

Using echo questions, e.g. *Did you? Are they?* to show interest or surprise is common in English, but students often avoid them because they have to work out which auxiliary to use. For these reasons it is worth focusing on them by doing a simple substitution drill. Say some simple sentences to which students respond chorally or individually with echo questions, e.g.:

It's my birthday tomorrow. (response: *Is it?*)

My brother's coming to visit. (response: *Is he?*)

She works as a reporter. (response: *Does she?*)

I don't like sweet things. (response: *Don't you?*)

I cycled to school this morning. (response: *Did you?*)

Encourage students to exaggerate the strong stress and high intonation of the auxiliary verbs.

Exercise 10 2-23 page 113

- Working on their own or in pairs, students put the dialogue in order.
- Play the recording for them to check their answers.

Audio script

Oliver Hey, Jo, have you heard about Bella's film?

Jo No. What film?

Oliver She made a short film last term and entered it in a competition. And she won!

Jo What a brilliant thing to happen. Well done to Bella!

Oliver I was talking to her this morning, and she said that she'd won twenty new video cameras for the school, so now we can have a film-making club.

Jo Really? That's fantastic news! When does it start?

Oliver That's the bad news. Mr Simpson is going to be in charge of the club, but he's really busy this term. It isn't going to start until January.

Jo What a shame! But it'll be great when it finally starts.

[See audio script](#)

Exercise 11 page 113

- Students do the activity on their own or in pairs.
- Check answers as a class.

That's fantastic news!

What a brilliant thing to happen!

What a shame!

Exercise 12 page 113

- In pairs, students take it in turns to give and respond to news. Tell them to use a different phrase each time. Remind them to give more than one response and to make sure they sound interested.
- Ask **fast finishers** to think of three more pieces of news to exchange.

Extra activity: Group work

If your classroom situation allows, get students to move around exchanging real news. They should ask questions and repeat news that they have heard from other class members. Write some ideas on the board as prompts:

Personal news: e.g. *holidays, birthdays celebrations, things you have bought, pets*

News you've heard or read in the media: *celebrities, sport, entertainment*

Stop the activity after five minutes and ask students to sit down in groups and share the most interesting pieces of news.

Vocabulary bank: Film genres page 142

1 1 romantic comedy 2 western 3 animated film
4 war film 5 documentary film 6 action film
7 historical drama 8 musical 9 fantasy film
10 science fiction film 11 horror film 12 thriller

2 1 a horror film 2 an animated film
3 a science fiction film 4 a musical
5 a romantic comedy 6 a documentary film
7 a western 8 a thriller 9 a historical drama
10 a war film 11 an action film 12 a fantasy film

3 Students' own answers

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can listen for the main ideas. I can talk about films. I can give and react to news.*

9D Culture, vocabulary and grammar

The BBC story

Summary

Topic: The BBC

Vocabulary: Types of TV programme

Reading: An article about the history of the BBC

Grammar: Question tags

Communication worksheet 9A: Crossword

Communication worksheet 9B: Quiz

Lead-in

- Write the following words on the board: ___ screen, ___ channel, ___ viewers, digital ___, satellite ___
- Ask:
Which one word can be used in all gaps to make compound nouns? (television)

Can you think of any more compound nouns with 'television'? (e.g. television programme, television licence, television presenter, television adverts, television show)
 What's your favourite television programme at the moment?
 What's your least favourite?
 Do you have a favourite TV channel? Which one is it and why?

Exercise 1 page 114

- Students do the exercise in pairs. Elicit answers without confirming or correcting them.
- Students read the text to check their answers. Elicit the correction for the false sentences.

1 T

2 F: It was in 1922.

3 F: Television broadcasting had begun in 1936.

4 T

5 F: There is no advertising on the BBC.

Exercise 2 page 114

- Encourage students to underline the key words in sentences 1–8. If possible, they should work out where the answer will be from the heading in the article, e.g. in sentence 1 the key word *start* is likely to refer to information in the paragraph with the heading *Birth of the BBC*.
- Check answers as a class.

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

Extension activity: Pair work

Ask students to find out the actual answers to the questions 1–8 in exercise 2, e.g. for question 1, the answer is 'four'. With a **weaker class**, ask students to read the text again to find the answers. With a **stronger class**, students can work in pairs and answer the questions orally.

Exercise 3 page 114

- Students do the exercise on their own or in pairs.
- Check answers as a class.

Littlebrook Abbey – costume drama

Sunnyvale – soap opera

The Big Match – sports coverage

Dicky and Ducky – cartoon

Search for a Star – reality show

Freddie's Friday Night – chat show

The World at Nine – news bulletin

Met Check – weather forecast

Animal Instinct – wildlife documentary

Not for Nothing – sitcom

Language / Cultural note: TV programmes

Soap operas are so-named because radio, and later, TV serials about everyday life in the USA used to be sponsored by companies that made soap. They advertised their products during the shows. The word *soap opera* is usually shortened to *soap*.

The word **sitcom** comes from two words, *situation* and *comedy*. It describes a series that has a cast of characters who always appear in the same place, such as a home or a workplace. *Friends* is an example of a well-known sitcom.

Exercise 4 page 114

- Give students two or three minutes to answer the questions in pairs before opening the discussion up to the class.

Additional vocabulary

The following words are from the article *A short history of the BBC*:

- *cheer somebody up* /,tʃiə ... 'ʌp/ (v) to make somebody feel happier
- *crowd round* /,kraʊd 'raʊnd/ (v) to gather in large numbers around somebody or something
- *staff* /stɑ:f/ (n) all the people who work in a place or for a company
- *fee* /fi:/ (n) the money you pay for something, e.g. a licence fee, a membership fee, school fees
- *require* /rɪ'kwaɪə(r)/ (v) need
- *unfair* /,ʌn'feə(r)/ (adj) not right, not acceptable

Exercise 5 2•24 page 115

- Focus on the instructions. Students match the statements with the question tags.
- Play the recording for students to check their answers.

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

Exercise 6 page 115

- Students work on their own to complete the rules about question tags. Alternatively, go through the questions with the whole class. Point out that when we write question tags, we need a comma between the sentence and the tag.

a auxiliary b negative c positive

Exercise 7 2•25 page 115

- Explain that question tags have two uses and that we show the use by means of our intonation.
- Read through the information together. Then play the recording so that students can hear the difference.
- Ask some concept question to check understanding of the two different types of question tag:
 For the first one, ask:
Does the speaker think the other person will watch the programme? (yes)
Is the speaker sure that the other person will watch the programme? (no)
Why is he / she asking? (to get confirmation)
 For the second, ask:
Does the speaker think the show is fantastic? (yes)
Is the speaker sure that the show is fantastic? (yes)
Why is he / she asking? (He / She wants the other person to agree.)
 Establish that this type of question tag is very common and is used as a way of keeping up a conversation. Ask students if there is a similar function in their language.
- Play the recording again for students to repeat the two different intonation patterns.

Grammar reference and practice 9.2 Workbook page 121

- 1 1 hasn't 2 didn't 3 didn't 4 will
5 am 6 doesn't 7 isn't 8 won't
9 wasn't 10 has 11 have 12 won't
- 2 1 haven't they 2 can't you 3 is he 4 have you
5 can we 6 isn't it 7 doesn't she 8 do I
- 3 1 The train leaves at six o'clock, doesn't it?
2 I'm not far from the station, am I?
3 Paul will be at the party, won't he?
4 Amanda's finished with the computer, hasn't she?
5 Mark's going to win the race, isn't he?
6 The film doesn't start until eight o'clock, does it?
7 It's very hot in the / this room, isn't it?
8 George and Samantha aren't American, are they?
9 Lionel Messi is the best football player, isn't he?
10 Andrea has a red car, doesn't she?
11 The exam will start at one o'clock, won't it?
12 Isabel's hair looks very nice, doesn't it?

Exercise 8 2-24 page 115

- Play the recording again for students to listen and repeat. Students sometimes have difficulty saying question tags, but it helps if they do not pause at the comma.

- 1 rising 2 falling 3 falling 4 falling 5 rising
- 6 rising 7 falling 8 rising

Exercise 9 page 115

- Students do the exercise on their own. They then compare answers with a partner.
- Check answers as a class.

- 1 isn't he 2 has she 3 doesn't it 4 are you
- 5 can't you 6 weren't they 7 didn't they

Exercise 10 page 115

- Students replace the pronouns with the names of people they know. Do an example together.
- Circulate and monitor, checking for correct formation and intonation of the question tags.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned about the BBC. I can talk about different types of TV programme. I can use question tags to ask for confirmation when I am not sure about something or when I want another person to agree with me.*

9E Writing

A film review

Summary

Topic: Films

Strategy: Writing endings

Vocabulary: Adjectives for describing films

Writing: A film review

Lead-in

- Put students into groups of three. Ask them to think of three films that they have all seen and compare their opinions of the films.
- Have a brief class feedback.

Exercise 1 page 116

- Students rank the elements of a great film. Encourage them to use examples in their discussions.

Exercise 2 page 116

- Students read the review and answer the questions on their own or with a partner.

- 1 The title is *The Avengers*. It is an action film.
- 2 The director is Joss Whedon.
- 3 The main characters are from the *Marvel* comic books. They include *Iron Man*, *Thor*, *Loki*, *Captain America* and the *Black Widow*.
- 4 The writer mentions the action scenes (they are spectacular), the plot (it is predictable), the script (it is humorous), the cast, the characters (they are convincing) and the special effects (they are impressive).
- 5 The writer particularly likes the funny scenes, the action scenes and the special effects. He / She also likes the characters.
- 6 The millionaire scientist, Iron Man, gets the funniest lines when he argues with old-fashioned Captain America; the action scenes are spectacular, especially the final battle when Loki and the aliens try to take over New York.
- 7 On balance, it is a positive review.

Exercise 3 page 116

- Read through the strategy box together.
- Students match the endings with the strategies.

- A 3 (very positive) B 1 (not so positive) C 4 (negative)
D 2 (positive)

Exercise 4 page 116

- Ask students to read the review again and choose the best replacement ending.
- They then compare their ideas in pairs, giving reasons for their choice.

(Possible answer)

The best replacement would be D. It refers to the predictable plot and the exciting action scenes that the writer mentioned in the review.

Exercise 5 page 116

- Students look at the highlighted adjectives. Encourage them to guess whether they are positive or negative by looking at the context or by comparing them with similar words in their language.

positive: convincing, entertaining, humorous, impressive, spectacular, memorable

negative: predictable, dull

Exercise 6 page 116

- Students choose the correct word.
- Check answers as a class. For each word, elicit a synonym or an explanation, e.g. *convincing* – *like real life*; *dull* – *boring*; *predictable* – *you can guess what's going to happen*; *memorable* – *something you'll remember for a long time*; *humorous* – *funny*.

- 1 convincing 2 dull 3 memorable 4 entertaining
5 spectacular 6 impressive 7 predictable
8 humorous

DVD extra Pinewood Studios

Writing guide page 117

- Focus on the **task** and **ideas** together.
- Give students ten minutes to note down their answers to the questions. Circulate and monitor, helping with vocabulary and ideas as necessary.
- When students have finished, read through the **plan** together. Students match their notes to the paragraphs.
- Students **write** their reviews. Tell them to use as many adjectives from exercise 6 as they can.
- When students have finished, they **check** their reviews against the checklist.
- After you have marked their reviews, you could display them in the classroom for other students to read.

Additional writing activity

Write a review of a television drama or sitcom, or a theatre play that you have seen recently.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a review of a film. I can use adjectives to describe films. I have learned how to write an interesting ending for a review.*

Vocabulary insight page 118

Using a dictionary: easily-confused words

- 1 Students' own answers
2 1a is saying 1b is telling 2a is talking
2b is speaking 3a is telling 3b speaks 4a said
4b told 5a spoke 5b said
3 1 say, tell 2 tell 3 tell 4 talk 5 speak 6 tell
4 1 speak 2 tell 3 said 4 speak 5 tell 6 talking
5 Students' own answers

Review 9 page 119

- 1 1 tabloid 2 front page 3 headlines 4 broadsheet
5 articles 6 editor
2 1 gather 2 investigate 3 interview 4 report
5 confirm
3 1 soundtrack 2 cast 3 script 4 crew
5 blockbuster

- 4 1 wildlife documentary 2 chat show 3 soap opera
4 weather forecast 5 sitcom
5 1 (that) he was reading an online survey about
multitasking
2 (that) she sent twenty text messages every day
3 (that) she had gone / been to the cinema with a friend
4 (that) she had had her computer for two years
5 (that) he would phone me / us later
6 (that) she hadn't made any mistakes
7 (that) he was chatting to a friend
8 said (that) she found it hard to concentrate
6 1 said 2 told 3 told 4 said 5 said 6 told
7 1 isn't there 2 do you 3 won't it 4 doesn't it
5 isn't he 6 have we 7 didn't he 8 wasn't it
9 aren't they 10 can't we

Pronunciation insight 9 Workbook page 128

Answer key: Teacher's book page 155

Map of resources

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Workbook page 76

Vocabulary bank, Materials page 143

Section B: Student's Book pages 122–123

Workbook page 77

Grammar reference and practice 10.1, Workbook page 122

Grammar reference and practice 10.2, Workbook page 123

Teacher's resource disk, Communication worksheet 10B

Section C: Student's Book pages 124–125

Workbook page 78

Teacher's resource disk, Communication worksheet 10A

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 126–127

Workbook page 79

Vocabulary bank, Protest: verb phrases page 143

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Exam insight 5, Workbook page 102

10A Reading and vocabulary

Make a difference

Summary

Topic: The real cost of producing everyday items

Vocabulary: Phrasal verbs: buying and selling clothes; compound nouns: shopping and manufacturing; Vocabulary bank: Materials

Reading: An article about the life-cycle of a T-shirt

Speaking: Discussing ways to make a difference

Lead-in

- Ask students each to choose any student in the class but they should not tell anyone who they have chosen.
- In pairs, students take it in turns to describe what the person is wearing. Their partner has to guess who the person is.

Exercise 1 page 120

- Check for understanding of *second-hand* (not new; owned by somebody else before).
- In pairs, students discuss the questions.
- Get feedback by asking students to share their ideas with the class, e.g. *I've got about ten T-shirts. My favourite T-shirt is the one I bought at a concert last summer.*

Exercise 2 page 120

- Ask students to tell you what they can use to predict the content of a text. If necessary, remind them about the reading strategy they learned about in Unit 4. Elicit that they can use the pictures accompanying a text, the title and the layout to predict the content of a text and the type of text it is.
- Read the strategy with the students. Point out that it is also a good idea to skim-read the introduction and conclusion of a text. Ask students what the function of an introduction and conclusion is. Elicit that an introduction tells the reader what the text will be about while the conclusion summarizes the main points in the text (see Unit 8).
- It is also worth pointing out that writers tend to use expressions in their conclusion that help us identify if they are expressing an opinion (e.g. *in my opinion; in my view*) or advising (e.g. *should; it's a good idea to ...*).
- Tell students to look at the conclusion and ask them why the writer has used direct questions. Elicit that he / she wants the reader to think about the topic. The writer concludes by saying: *Think about it, ...* . In other words, this text is trying to persuade the reader.
- In pairs, students answer the questions.
- Check answers as a class.

1 a 2 b 3 c

Culture note: Sweatshops

A sweatshop is a place where people work for low wages in difficult or dangerous conditions. Employees often work very long hours and earn very little. Sometimes they are even children. There have been sweatshops all over the world throughout history; however, nowadays many people associate the term with countries like India or Bangladesh, where large companies from the West buy clothes manufactured at a very low cost.

Exercise 3 page 120

- Tell students to look at the title of the text and the map. Give them a minute to examine the map and then ask them to predict what the text is about. Elicit that it is the story of a T-shirt and how it travels across the world.
- Ask students to read the questions quickly and point out that only one option is correct.
- With a **stronger class**, ask students to answer the questions on their own before comparing answers in pairs.
- With a **weaker class**, go through the questions again and check for understanding. Point out that if students are not sure of the answer, they should try to eliminate any options that are definitely wrong; this will make it easier to identify the correct answer. Students work in pairs to answer the questions. Encourage them to underline the sections of the text that give the answers.
- Check answers as a class. It might be worth focusing on how students arrived at the answer for question 6. Following the strategy in exercise 2, explain why c is the correct answer.

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

Extra activity: Further discussion

Students discuss the following questions in groups:

How do you get rid of your old clothes?

What do you think the children who work in sweatshops think of the people who buy clothes they are making?

Do you think this article will persuade teenagers to change how they buy their clothes? Why?

Additional vocabulary

The following words are from the article *The story of your T-shirt*:

- *pile* /paɪl/ (n) a number of things one on top of the other
- *bargain* /'bɑ:ɡən/ (n) a thing bought for less than the usual price
- *slogan* /'sləʊɡən/ (n) a short phrase, often used in advertising
- *complex* /'kɒmpleks/ (adj) having many different parts, difficult to understand
- *pesticide* /'pestɪsaɪd/ (n) a chemical used to kill harmful insects
- *tag* /tæg/ (n) a small label on which there is information, e.g. a price tag

Exercise 4 page 120

- Give students a few minutes to discuss the question. Encourage them to refer to the text for ideas, e.g. *I don't like that fact that children make our T-shirts. It isn't fair that we can buy them cheaply after they have worked so hard to make them.*
- Finish off by opening the discussion to the whole class. Get feedback from a few students and ask the other students if they agree or disagree.

Extra activity: Internet research

Ask students to do some research on the internet about their favourite clothing or footwear brands. Tell them to find out as much as they can about the brand, e.g. Where are the brand products made? Are they *Fairtrade*? Does the company that makes their favourite brand use sweatshops? If so, have people protested about it? Has any action been taken?

Students write brief notes and bring them to class.

In the next lesson, ask students to share their information with the rest of the class. You could also have a discussion where students decide what action they can take to avoid contributing to the culture of sweatshops.

Culture note: Fairtrade

There are many famous companies that have been accused of taking advantage of sweatshops in order to manufacture their products cheaply and thereby make maximum profits. However, consumers have become increasingly aware of the use of sweatshops. The *Fairtrade* movement has tried to help the situation by certifying products (common examples are clothes, coffee and bananas) that have been produced fairly. If you buy a product with a *Fairtrade* logo, you know that the people who produced it are getting paid and treated properly.

Extra activity: Fast finishers

Tell **fast finishers** to look at the two incorrect answer options for each question. Ask them to identify the parts of the text which show that these options are wrong.

Exercise 5 page 121

- Focus on the highlighted words in the text and ask students what kind of words they are. Elicit that they are phrasal verbs.
- Students do the exercise on their own. They then compare answers in pairs.
- Check answers as a class.

1 put on 2 try on 3 pick up 4 hang up 5 sell out
6 look around 7 take off

Exercise 6 page 121

- Tell students to read the dialogue, ignoring the gaps. Ask: *Does Ryan buy a T-shirt or not? (He does.)*
- Students complete the dialogue on their own.
- Check answers as a class.

1 look around 2 try (it) on 3 Put (it) on 4 take (it) off
5 hang (it) up 6 sold out 7 pick (it) up

Exercise 7 page 121

- With a **weaker class**, read through the definitions together and check for understanding. Students work in pairs to match the compound nouns to the definitions.
- Check answers as a class.
- Ask students to work in pairs to answer the question. Encourage them to write full sentences to explain how each thing is related to the T-shirt.

1 second-hand 2 field 3 sweat 4 conditioning

5 export 6 tag 7 factory 8 discount

The T-shirt is for sale in a second-hand shop.

The material for the T-shirt comes from a cotton field.

The T-shirt was made in a sweatshop.

There was no air conditioning in the sweatshop where the T-shirt was made.

An export company took the T-shirt to Nigeria.

There is a price tag on the T-shirt.

Factory workers made the T-shirt.

The T-shirt was made to be sold in a discount shop in the UK.

Exercise 8 page 121

- Read the instructions together and make sure students understand what they have to do.
- Go through the suggested actions and check for understanding of *labour* /'leɪbə(r)/ (physical work), *petition* /pə'tɪʃn/ (a document signed by a large number of people that asks somebody in a position of authority to do or change something) and *protest* /'prəʊtest/ (the expression of strong disagreement with or opposition to something).
- Give students time to think about their ideas before they talk in groups. They then rank the actions. Tell them that they should try to agree with each other on the order, and remind them to use language for making suggestions, agreeing or disagreeing.
- When they have finished, get feedback by asking a student from each group to tell the rest of the class how they ranked the activities.

Vocabulary bank: Materials page 143

1 1 a fur coat 2 linen trousers 3 a velvet dress
4 denim jeans 5 a leather jacket 6 a silk scarf
7 a cotton T-shirt 8 a lace blouse 9 nylon tights
10 a wool jumper

2 1 silk 2 wool 3 fur 4 cotton 5 leather
6 linen 7 lace 8 nylon 9 velvet 10 denim

3 Students' own answers

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text to describing how T-shirts are made. I can recognize and use phrasal verbs. I can recognize and use compound nouns.*

10B Grammar and listening

Where does it come from?

Summary

Topic: The origin of everyday items

Grammar: Passive voice: present simple, past simple, present perfect

Reading: A diary of a boy's day

Listening: A dialogue about chewing gum

Communication worksheet 10B: Jigsaw stories

Lead-in

- Tell students they have two minutes to think of five basic things they use every day that they would not be able to live without. Ask them to avoid electronic devices in their lists; they should choose simple items that are not considered gadgets, e.g. *a book, a cup, a chair, a pen, an umbrella*.
- Get feedback by asking students to share their ideas with the class. Write some of their ideas on the board and ask the class to vote on the most essential item.

Exercise 1 page 122

- Focus on the photos. Ask: *What are they?* Elicit *alarm clock* (A), *radio* (B), *newspaper* (C), *trainers* (D), *toothbrush* (E) and *duvet* (F). Model and practise the pronunciation of *duvet* /'du:vet/.
- Students discuss the questions in pairs. Encourage them to justify their guesses about where the items come from.
- Get feedback by asking students to share their ideas with the class. Do not confirm their answers yet.

Exercise 2 page 122

- Focus attention on the photo and ask: *What can you see?* (a boy who is waking up)
- Students skim-read the text and compare their ideas in exercise 1.
- Check answers as a class. Discuss the information with the students. Ask: *Are you surprised by any of the answers?* and elicit some answers, e.g. *I didn't know that the Chinese invented toothbrushes.* duvet: Denmark; alarm clock: the USA; trainers: the USA; toothbrush: China; radio: Italy; newspaper: Germany

Student's own answers

Extra activity: Fast finishers

Ask **fast finishers** to find two phrasal verbs in the text (*go off, kick off*).

Tell them to use the context to work out their meaning. They then write an example sentence for each one.

Exercise 3 page 122

- Read the two sentences together. Ask students to underline *invented* in the active sentence and elicit that it is in the past simple form.
- With a **stronger class**, ask students to discuss the questions in pairs. With a **weaker class**, discuss the questions as a class.
- Check answers as a class.

- 1 yes
- 2 The active sentence is about the person who did the action, Levi Hutchins.
- 3 The passive sentence is about the result of the action, the alarm clock.
- 4 The passive sentence is used in the text. This is to highlight the result of the action (the alarm clock) because the text is about the inventions, not the inventors.

Exercise 4 page 122

- Focus on the highlighted verbs in the text. Ask students what they all have in common and elicit that they are all passive form verbs and that they are all formed with the verb *be* and a past participle.
- Students find the sentences and complete the rules in pairs.
- Check answers as a class.

Present simple sentences: But Simon's clock isn't made in America – it's made in Taiwan; Today, 100 million pairs of trainers are sold in the UK every year!; Today, many newspapers ... and some aren't printed at all.

Past simple sentences: Duvets were first sold in the UK in the 1960s; The alarm clock was invented by an American called Levi Hutchins in 1787; When were trainers first used?; The first toothbrushes were made by the Chinese in 1498; The radio was invented by an Italian called Guglielmo Marconi; The first newspaper was printed in Germany in 1605.

a *be* b present c past

Language note: Passive: present simple and past simple

We use the passive form to change the emphasis of a sentence. The object of an active sentence becomes the subject of the passive sentence. The passive verb form is formed using the verb *be* in the appropriate tense and form + past participle.

Active: *Shakespeare wrote 'Hamlet'.*

Passive: *'Hamlet' was written by Shakespeare.*

The object of the active sentence is *'Hamlet'*.

The verb of the active sentence is *wrote*. This is a past simple verb so we need the verb *be* in the past simple: *was*. The past participle of the verb *write* is *written*.

The subject of the active voice, *Shakespeare*, becomes the agent of the passive sentence: *by Shakespeare*.

Grammar reference and practice 10.1 Workbook page 122

- 1 1 taken 2 carried 3 worn 4 thrown 5 woken
6 grown
- 2 1 are 2 was 3 are 4 is 5 were 6 are
- 3 1 My mobile was stolen yesterday.
2 Lunch was finished by 2 p.m.
3 Food products are frozen to conserve them.
4 Daily newspapers are published every day.
5 We were met at the station.
6 The post is delivered before nine o'clock
7 I was given an alarm clock for my birthday.
8 The office is cleaned every night.

Exercise 5 page 123

- Students complete the sentences on their own or in pairs.
- Check answers as a class.

1 was (the safety pin) invented; was invented

2 were (ballpoint pens first) used; were (first) used; were invented

3 were developed; are (they) made; are made

Exercise 6 page 123

- Ask students to read the text quickly, ignoring the gaps, to find out how Simon gets to school. Elicit that he gets to school on his bicycle.
- Students complete the text. Explain that the verbs can be passive or active verbs, in the present simple or the past simple. They need to think carefully before they decide which form and tense to use.
- Students compare answers in pairs.
- Check answers as a class.

1 were invented 2 paid 3 was enjoyed 4 used

5 is still used 6 takes 7 are made 8 weren't invented

9 was built 10 rides

Extra activity: Weaker students

Write the following words in two lists on the board:

List 1: *books, bread, ice cream, jumpers, wine*

List 2: *grapes, wheat, paper, milk, wool*

Check for understanding.

In pairs, students match words from the two lists, e.g. *wine – grapes*. They then make passive sentences that describe the relationship between the words, e.g. *Wine is made from grapes*.

Check answers as a class.

Books are made from paper.

Bread is made from wheat.

Ice cream is made from milk.

Jumpers are made from wool.

Wine is made from grapes.

Exercise 7 page 123

- Ask students to read the facts. Check understanding of *banned* (*ban* means 'to decide or say officially that something is not allowed'). Ask students to guess what the information is about.
- Play the recording for students to check their ideas.
- Check the answer as a class.

Audio script

Matt Hey Carol, what are you doing?

Carol I'm researching my school project.

Matt What's it about?

Carol My favourite thing. Guess!

Matt Give me a clue ...

Carol OK, it has been used by people for thousands of years – in fact, it was enjoyed by the ancient Greeks and the Aztecs. Oh, and it is made from trees.

Matt Hmm, I need some more clues ...

Carol Well, today most dentists say it's good for your teeth, and studies have shown that it's good for your brain, too. It helps you think. Still, it's been banned in a lot of schools, including our school, and in some countries, too ... like Singapore.

Matt That's interesting, but I still have no idea.

Carol OK, last clue so listen carefully: 187 flavours have been developed since 1848, including watermelon, mango and chocolate, but the most popular flavour is spearmint. That's my favourite flavour, too.

Matt Ah I know! It's chewing gum.

Carol Correct! Modern gum was invented by an American, Thomas Adams, in 1869. Twenty years later, a type of chewing gum called Tutti-Frutti became the first to be sold in a vending machine in New York City. And last year, 5.6 million kilometres of gum was sold in the USA. That's enough to reach the moon and back seven times.

Matt Wow! That's amazing, but it's not good news for the environment. Gum stays on pavements and school desks for years, doesn't it?

Carol Yes, it does. But a new type of chewing gum has recently been developed in the USA. It's eco-friendly and it disappears after six months ... It's called 'Rev7' ...

Matt Hmm, perhaps we can bring that gum to school.

chewing gum

Exercise 8 page 123

- Ask students to look at the factfile in exercise 7 again and tell them to underline the verbs.
- Students do the task in pairs.
- Check answers as a class. With a **weaker class**, write the verbs on the board as you check answers.

The verbs are passive. They are in the present perfect, present simple and past simple.

1 has been used, has been banned

2 hasn't been sold

3 Has it been banned ...?

Language note: Passive: present perfect

We form the passive in the present perfect with the present perfect form of the verb *be* + past participle:

Active: *They have cleaned the rooms.*

Passive: *The rooms have been cleaned.*

Grammar reference and practice 10.2 Workbook page 123

- 1 1 have been banned 2 has been explained
3 have been cleaned 4 hasn't been found
5 hasn't been awarded 6 Have (you) made
- 2 1 have been made 2 hasn't been closed
3 Have (you) been told 4 has been sold
5 hasn't been found

Exercise 9 page 123

- Ask students to read the prompts. They then write sentences in the present perfect passive.
- Check answers as a class.

1 Has chocolate been eaten for hundreds of years?

No, it hasn't. It's been eaten for thousands of years.

2 How long have fizzy drinks been enjoyed by people?

They've been enjoyed by people since 1767!

3 Which sweet has been sold in shops since 1908?

Lollipops have been sold in shops since then.

Exercise 10 page 123

- Ask students to read the questions quickly and ask: *What are they about?* (chewing gum) Tell students that the answers to these questions were in the recording that they listened to in exercise 7.
- Explain to students that they will need to use different tenses to complete the questions. Remind them about the differences between the past simple and the present perfect.
- Students complete the questions in pairs.
- When they have finished, tell them to ask and answer the questions in pairs. If necessary, play the recording in exercise 7 again.
- Check answers as a class.

1 Was (it) used

2 Is recommended

3 have been developed

4 was (the gum first) sold

5 Has (an eco-friendly version) been developed

Extra activity

Have a quiz with the class. Put students into small groups and ask each group to decide on a team name.

Ask questions using the passive:

1 Who was ... written by?

2 Where is ... grown?

3 Who was ... directed by?

4 Which film was awarded the Oscar for Best Picture in ...?

5 Where is ... made?

6 Who was ... played by in the movie ...?

7 Who was ... composed by?

8 Who was ... sung by?

9 When was ... invented?

10 Who was ... painted by?

Read the questions one by one and give students time to discuss and write down an answer.

When you have asked all the questions, ask each group to swap their answer sheet with another group.

Go through the correct answers. Students award one mark for each correct answer. The team with the most points wins.

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a journal about somebody's day. I can recognize and use the passive forms of the present simple, past simple and present perfect. I can understand a dialogue discussing the origins of chewing gum.*

10C Listening, speaking and vocabulary

Protest

Summary

Topic: Mobile phones

Listening: A talk about the effects of producing mobile phones

Speaking: Discussing the pros and cons of banning mobile phones

Vocabulary: The environment

Functional language: Persuading, agreeing, disagreeing

Communication worksheet 10A: Role play

Lead-in

- Write the word *endangered* on the board. Ask students if they can see from which shorter word it is formed and elicit *danger*. Explain that if something is endangered, it is in danger of disappearing.
- In pairs, students think of as many animals as they can that are endangered, e.g. *polar bears, tigers, elephants, rhinoceroses*.
- Get feedback by asking students to share their ideas with the class. If they do not know the animals in English, ask them to tell you the word in their own language and write the English word on the board.

Exercise 1 page 124

- Ask students to look at the photos.
- In pairs or groups, students discuss questions 1 and 2.
- Focus on the title of the leaflet: *Blood phones*. Ask: *What does this title suggest about phones?* Elicit answers, e.g. *Phones are not made in a good way.*
- Students then read the leaflet. Explain or elicit the meaning of *mine* /maɪn/ and *miner* /'maɪnə(r)/ if necessary.
- Get some feedback from the class.

1 Students' own answers

2 Students' own answers

3 (Possible answer) The leaflet tells us how mobile phones are made. One of the materials that is used in mobile phones, coltan, is mined in the Congo, and this causes a lot of damage to wildlife.

Exercise 2 2•27 page 124

- Tell students that they are going to hear a talk about how mobile phones are made and the problems that this causes to the environment. Point out that the information in the leaflet is only a brief summary of the talk so students will have to listen carefully in order to identify the missing words. Remind them to think about synonyms and paraphrase as they listen.
- Tell students to read the leaflet again. With a **stronger class**, play the recording. Students compare answers in pairs. Play the recording again for students to check their answers. Check answers as a class

- With a **weaker class**, give students more time to read the text and encourage them to think of the information they will need, e.g. they will need a noun in the first gap. Then play the recording, pausing after the // symbols to allow them to write their answers. Students compare answers in pairs. Play the recording again.
- Check answers as a class.

Audio script

Presenter Today, at 21st Century Global Issues, we have speaker Andrew Tennant. He's here to talk about your phones ... so if you could please switch them off ... Thanks.

Andrew Hello, it's good to be here today ... Well, we all know that mobile phones don't just fall out of the sky ready-made. The box may say 'Made in China', but that's only half of the story. Our phones are made in many different places, from many different materials, but one of the most important materials is a metal called columbite-tantalite, or 'coltan'. // Why is coltan important? Well, it's used to store energy in mobile phones. It's also used in laptop computers, televisions and other electronic devices. // So where is it from? Well, that's the problem. Unfortunately, 80% of the world's coltan comes from Africa, from forests in the Democratic Republic of Congo. // It's unfortunate because coltan creates big problems for the people and the wildlife there. Trees have been cut down and huge mines have been opened in the middle of the rainforest. The people who work in these mines work long hours in dangerous conditions, they are poorly paid, and some of them are children. //

The forest is also home to gorillas. In the last five years, large parts of the rainforest have been destroyed because of mining, // so the gorilla's habitat, or living space, has been reduced. As a result, the number of gorillas has dropped by 90%, and there are only 3,000 animals left. // If mining continues in the Congo, they won't survive. The mines create other problems, too. Money from coltan pays for war in the Congo. // This is why phones which use coltan from the Congo are known as 'blood phones'.

So, what can we do about it? Do we throw away our mobiles? How can we protect the rainforest, save the gorillas and improve conditions for people in the mines? At the moment, many companies don't know where their coltan comes from, so we can send these companies emails and text messages and ask them to ban coltan from the Congo // and buy certified coltan from places like Australia. We can also sign online petitions to protest against the mining, post comments on Facebook and support charities like RAISE Hope for Congo. Another way to help is to buy a second-hand phone instead of a new one. // This doesn't use up so much coltan, so your phone won't damage the environment as much. But if you do buy a new phone, make sure you recycle your old one, because that helps conserve coltan, too. // Blood phone or good phone? It's your call.

1 metal 2 televisions 3 80% 4 Children
5 rainforest 6 90% 7 war 8 emails / text messages
9 second-hand 10 Recycle

Exercise 3 page 124

- Ask students to read the sentence beginnings and endings and check for understanding. Then ask them to match the sentence beginnings and endings on their own or in pairs.
- When they have finished, they identify the phrasal verbs.
- Check answers as a class.

1 B 2 H 3 E 4 F 5 C 6 A 7 D 8 G
Phrasal verbs: cut down, use up

Culture note: The Democratic Republic of Congo

The Democratic Republic of Congo (formerly Zaire) should not be confused with the Republic of Congo. The former used to be a Belgian colony while the latter used to be a French colony. Both take their name from the Congo river, which runs through them. This region of Africa has seen bitter wars between rival tribes. It is also exploited for natural resources at the expense of the indigenous population, and 'blood diamonds' have been mined to pay for warfare.

Exercise 4 page 124

- In groups, students discuss the questions in exercise 3. Give them time to think about what they can say for each question, and encourage them to make brief notes.
- Circulate and monitor. Do not interrupt students, but make a note of any errors you would like to address in a later feedback session.
- When students have finished, go through the question about mobile phones and the instructions together, checking for understanding. Explain that *pros and cons* is another way of saying *advantages and disadvantages*.
- Circulate and monitor as students brainstorm ideas, helping with vocabulary and ideas as necessary. When they are ready, tell them to discuss the question and try to reach a conclusion.
- Get feedback by asking a few students to share their group's ideas with the class, e.g. *We think there are more cons to banning mobile phones. Everybody uses them every day. It would be difficult to live without them.*

Exercise 5 page 125

- Focus on the photo and ask students what they can see. Elicit that there are many people working in a factory.
- Students read the review and complete the sentences on their own. They then compare their answers in pairs.
- Check answers as a class.

- 1 documentary series
- 2 how our clothes are made
- 3 travel to a clothes factory in India
- 4 Students' own answers

Exercise 6 2-28 page 125

- Ask students to read the questions. Then play the recording for them. If necessary, play it again.
- Check answers as a class.

Audio script

Maya What are you watching, Ali?

Ali Oh, a talent show. It's a bit boring ...

Maya What else is on? Hmm ... the TV guide says *Blood, Sweat and T-shirts* is on Channel 2.

Ali What's it about?

Maya It says 'Six students go to India to find out how their clothes are made.' That sounds interesting.

Ali I don't think so. I think it sounds depressing.

Maya Well, it's better than watching this. We'll learn a lot.

Ali I suppose so, but I want to be entertained.

Maya I know what you mean, but I think you'll enjoy it.

Ali I'm not sure about that.

Maya Come on, Ali! You won't be disappointed.

Ali Oh, all right then ... I really don't mind what I watch.

Maya Great! Where's the remote control?

The boy is watching a talent show. The girl wants to watch *Blood, Sweat and T-shirts*. They decide to watch *Blood, Sweat and T-shirts*.

Exercise 7 2-29 page 125

- Explain that phrases from all three categories were used in the dialogue.
- Ask students to complete the phrases as well as they can from memory. They should be able to guess some of the words even if they cannot remember them from the recording.
- Play the recording for students to check answers.
- Check answers as a class.

1 enjoy 2 won't 3 mean 4 don't 5 think 6 sure

Exercise 8 2-29 page 125

- Students put the dialogue in order on their own.
- Play the recording for students to check their answers.
- Check answers as a class.

Audio script

Jack Hey, have you heard the news about the park? It's been closed because the council are building a shopping centre. There's a protest about it on Saturday.

Evie That's awful, but I don't think a protest will change anything.

Jack Sorry, Evie, I don't agree. I think it will make a difference. People feel strongly about it.

Evie Perhaps you're right. I use the park, too. I'll miss the skatepark there.

Jack You know, we really should support the protest and go along.

Evie I can't, Jack. I've got homework to do on Saturday.

Jack Come on, Evie! You've got nothing to lose – I'll help you with your homework.

Evie Will you? Are you sure?

Jack Yes, no problem. Let's sign the online petition, too. You'll be glad you did.

Evie OK, good idea.

See audio script

Exercise 9 page 125

- Students work on their own to find the expressions in the dialogue.
- Check answers as a class.

Persuading: *You know, we really should ...; Come on, ...; You've got nothing to lose; You'll be glad you ...*
Agreeing: *Perhaps you're right; OK, good idea*
Disagreeing: *Sorry, I don't agree*

Exercise 10 page 125

- Read through the situations together and check for understanding.
- Give students time to prepare their dialogue. Encourage them to think of reasons to persuade their partners to come with them and ask them to use some of the phrases from exercise 7.
- Students role-play the dialogue in pairs. Circulate and monitor, helping only if necessary.
- When they have finished, they swap roles.
- Get feedback by asking a few pairs to act out their dialogues for the rest of the class.

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a talk about how mobile phones threaten the environment. I can discuss the pros and cons of banning mobile phones. I can persuade, agree and disagree with somebody.*

10D Culture, vocabulary and grammar

Eyes in the sky

Summary

Topic: Google Earth Outreach

Vocabulary: Adjective suffixes: *-ful, -less*; Vocabulary bank: Protest: verb phrases

Reading: An article about the growth of Google Earth Outreach

Grammar: Passive voice: future

Communication worksheet 10B: Jigsaw stories

Lead-in

- In pairs, students make a list of the top five activities they use the internet for, e.g. *chatting to friends, finding out about new music, discovering films, doing research for homework.*
- Get feedback from the class and write their top five uses of the internet on the board.

Exercise 1 page 126

- Write *search engine* on the board and ask students what it means. Elicit that a search engine is an internet site that allows you to search the internet for information.
- Focus on the Google logo in the first circle. Ask students to tell you anything they know about Google and write their ideas on the board in note form, explaining any new vocabulary.
- In pairs, students do the quiz.
- When they have finished, they can check their answers by reading the article.
- Check answers as a class.

1 false 2 true 3 false 4 false 5 false

Exercise 2 page 126

- Remind students about the strategy of reading the introduction and conclusion to predict the content of a text. Then ask students to answer the questions on their own.
- Check answers as a class.

1 an article

2 Students' own answers

3 To inform people about Google Earth Outreach (its beginnings and its plans for the future)

Exercise 3 page 126

- Read through the instructions together. Remind students that it is useful to skim-read a text first in order to get a general idea of what each section is about. This will help them as they do the task.

- Students do the exercise on their own or in pairs. Encourage them to underline the parts of the paragraphs that allowed them to find their answers.
- Check answers as a class.

A 2 B 1 C 4 D 3

Extra activity: Further discussion

Students discuss the questions in groups:

Have you ever used Google Earth? Do you find it interesting to explore other countries virtually?

What other kinds of problems do you think that Google Earth Outreach can help address?

Why do you think it is important to protect tribes like the Surui in Brazil?

Culture note: Google Earth Outreach

Google Earth Outreach was set up by Google in order to raise awareness about different issues around the world. It is mainly used by non-profit organizations, who take advantage of the tools it offers, i.e. Google Earth and Maps. This makes it easier for them to highlight issues for the public. Google Earth and Maps are very popular and provide a vast audience which these organizations can access.

Exercise 4 page 126

- Students discuss the questions in pairs.
- Circulate and monitor, helping with vocabulary and ideas as necessary. Write any new vocabulary on the board.
- Get feedback as you circulate.

Insight Adjective suffixes: *-ful* and *-less*

These two suffixes are usually opposites:

-ful means 'full of something; having the qualities of something'

-less means 'without something'

For example, a *thoughtful* person will think about what they are doing and how their actions might affect other people. A *thoughtless* person does not.

Watch out for certain adjectives, however: a *helpful* person is willing to help other people. A person who is *helpless*, however, is not someone who is unwilling to help. Such a person is unable to take care of himself / herself or do things without the help of other people.

Some words, e.g. *success* and *end* do not use both suffixes: *success* – *successful* and *end* – *endless*.

Exercise 5 page 126

- Remind students that by adding a suffix to a word, we can change its word class, e.g. we can form nouns from verbs and adjectives from nouns.
- Students do the exercise on their own.
- Check answers as a class.

1 thoughtless 2 useful 3 endless 4 powerful
5 hopeless 6 harmful 7 helpful 8 successful

-ful means 'full of something; having the qualities of something'

-less means 'without something'

Words that can be used with both: *thought, use, power, hope, harm, help*

Exercise 6 page 126

- Students do the exercise on their own.
- Check answers as a class

1 powerful 2 endless 3 thoughtless 4 harmful
5 hopeless 6 useless 7 helpful

Additional vocabulary

The following words are from the article *The big picture*:

- *shuttle* /'ʃʌtl/ (n) a vehicle used to travel in space
- *trek* /trek/ (v) to go on a long and difficult walk
- *deforestation* /,di:foʊ'rei'steɪʃn/ (n) the process of removing trees from an area of land
- *tribe* /traɪb/ (n) a group of people who live in the same area and share a common language, religion and customs
- *logger* /'lɒgə(r)/ (n) a person whose job is to cut down trees (logging)
- *extinction* /ɪk'stɪŋkʃn/ (n) the situation when an animal, language or plant no longer exists

Exercise 7 page 127

- Draw students' attention to the verbs in bold in the text. Students match the verbs to the tenses. They then complete the rule.
- Check answers as a class.

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

will be

The sentences are passive.

Grammar reference and practice 10.3 Workbook page 123

- 1 1 will be exhibited 2 will be tracked
3 won't be provided 4 will be used
5 won't be fixed 6 won't be known
- 2 1 will be written 2 will be brought
3 will be cut down 4 won't be published
5 will be hung 6 will be caught
- 3 1 You will be interviewed by two of the managers.
2 The operation on John's knee will be performed by a doctor.
3 The motorway won't be designed by the construction company.
4 Will the article be emailed by the journalist?
5 The foreign students will be sent an information pack by Jessica.
6 Will the train tickets not be booked by the secretary? / Won't the train tickets be booked by the secretary?

Exercise 8 page 127

- Ask students: *What can you see?* (a tablet PC) Tell them to read the text quickly. Ask: *What does it say about search engines?* (Search engines will change in the future and people will be able to make searches using images.)
- Students complete the text on their own or in pairs. They will have to decide carefully between active and passive forms. Check answers as a class.

1 will become 2 won't be used 3 will be taken
4 will appear 5 will be translated 6 will be shown
7 will be downloaded 8 will open up
9 will be developed 10 will be

Exercise 9 page 127

- Read the instructions together and refer students to the inventions in exercise 8.
- In pairs, students rank the inventions from the most to the least useful. Encourage them to agree on the order.
- When they are ready, ask them to discuss the questions.
- Circulate and monitor, helping as necessary.
- Get feedback from a few pairs.

Extra activity: Group work

Write the word *Technology* on the board. Put students in groups and ask them to think of five technological devices that they use on a daily basis. Elicit ideas and write them on the board.

Write the following question on the board: *When was the last time you had a technology-free day?* Students discuss the question briefly in groups. Ask: *Do we depend on technology a lot these days?* and elicit *Yes, we do*.

In groups, students make a list of the pros and cons of being dependent on technology. Encourage them to think about life without technology and what they would use / do without technological devices. Circulate and monitor, helping with vocabulary and ideas as necessary.

Finish off by eliciting some ideas from each group and writing their ideas on the board in note form under the headings *Pros* and *Cons*, e.g.:

Pros: technology can save time for other things; it makes life easier

Cons: we don't know how to live life simply; we are not used to hard work; if gadgets stopped working, we wouldn't know what to do.

Vocabulary bank: Protest: verb phrases page 143

- 1 1 make a complaint 2 go on strike
3 sign a petition 4 go on a demonstration
5 donate money 6 carry a banner
7 protest against a decision 8 shout a slogan
9 post a comment 10 join a campaign
- 2 1 went 2 were shouting 3 made a complaint
4 donated money 5 sign 6 protest 7 is carrying
8 posted 9 join a campaign 10 go

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand a text about Google Earth Outreach. I can use the suffixes '-ful' and '-less'. I can recognize and use the future simple form of the passive.*

10E Writing

Describing a process

Summary

Topic: Processes

Reading: The process of producing chocolate; the life-cycle of paper

Vocabulary: Linking words: ordering stages in a process

Writing: A description of a process

Lead-in

- Ask students to imagine that they have to explain to an elderly relative (with little experience of computers) how to open an email account.
- In pairs, students have two or three minutes to think of a clear, logical way to describe this process.
- Get feedback from a few students. Do not worry if they do not link the stages, e.g. *You switch on the computer. You have to open the internet. You go to an email website, for example, gmail.com. You click on a button that says 'Open new account'. You complete the information the website needs. Now you have an email account.*

Exercise 1 page 128

- Focus on the question and give students one or two minutes to think about it in pairs. Get some feedback if possible, e.g. *Chocolate is made from cocoa.*
- Now focus on the photographs and ask students to work in pairs to put them in the correct order. Circulate and monitor, but note that at this stage it is enough if students start thinking about the process.
- Get feedback before referring them to the description to check their answers.

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

Exercise 2 page 128

- Read through the strategy together and make sure students understand how to use correct punctuation.
- Point out the importance of correct punctuation. Firstly, writing with accurate punctuation makes a much better impression on the reader. Secondly, if it is inaccurate, it may interfere with the reader's understanding.
- Focus on the different uses for the comma:
It can be used to separate items in a list:
I bought a sandwich, some juice and an orange.
It can be used to separate clauses in sentences:
If I see John, I'll ask him to call you.
Sue's new smartphone, which is supposed to be top of the range, has been causing her problems.
- Encourage students to memorize the checklist and apply it to their writing.
- Students do the exercise in pairs.
- Check answers as a class.

- 1 a (Mayan)
2 a (Dark)
3 c (bitter, which)
4 b (Nigeria. 450)
5 f (flavour)

- 6 e (sun-dried)
7 f (factories)
8 c (cleaned, roasted)
9 d (contraction: it's)
10 b (next? I)

Language note: British and American spelling

Flavor is not really an 'incorrect' spelling: it is the spelling used in American English. Other words like this include *colour*, *humour* and *labour* (British English) which are spelled *color*, *humor* and *labor* in American English.

There are other differences too, e.g. *theatre*, *centre* and *dialogue* (British English) are spelled *theater*, *center* and *dialog* in American English.

It is important to note that American English is not incorrect; however, if it is going to be used, it should be used consistently. Most other English-speaking countries, including Australia, Ireland, Canada and South Africa, follow British English spelling.

Exercise 3 page 129

- Students work on their own to identify and correct the errors in the sentences. They then complete description B with the sentences.
- Check answers as a class.

- a Recycling is very ECO-FRIENDLY – one ton of paper saves seventeen trees.
b Paper products make up 40% of our RUBBISH.
c Most of these trees are grown in sustainable forests in places like CANADA.

1 b 2 c 3 a

DVD extra How a paper mill works

Exercise 4 page 129

- Ask students to tell you what descriptions A and B have in common. Elicit that they both describe a process. Point out that in order to do this clearly, the descriptions talk about the process from its beginning until its end. It is usually necessary to use linking words in order to make this process clear.
- Focus on the table and the highlighted words in the text. Students complete the table on their own.
- Check answers as a class.

First: First of all

Next: After a while; then; Later; After that

Finally: Last of all; In the end

Exercise 5 page 129

- Tell students to look at the two descriptions again and focus on the verbs. Ask them if they notice anything about the verb forms and elicit that both descriptions use the passive. Explain that if we are writing about the process of making chocolate, we will give more emphasis to the chocolate than to the people who perform the process. In other words, we usually use the passive when describing a process.
- Students do the task on their own, using linking words to connect the sentences.
- Check answers as a class.

- 1 The cotton plant is grown by farmers.
- 2 It is picked by workers in the cotton field.
- 3 It is delivered by trucks to the cotton mill.
- 4 The cotton fabric is made by factory workers.
- 5 The clothes are designed by a designer.
- 6 They are sold in a department store.
- 7 They are taken to a second-hand shop.
- 8 They are recycled in a recycling centre.

Writing guide page 129

- Read the **task** together. Ask: *What do you have to write?* (a description of the life cycle of an everyday product) Give students time to choose an item. Check that they have chosen an item they can easily write about.
- Go through the **ideas** stage together. Encourage students to follow all the steps and make notes when they research their chosen item. You may wish to allocate the research phase for homework and follow up the activity in a later class.
- Give students five to ten minutes to **plan** their description, reminding them to follow the structures in the examples on pages 128 and 129.
- Circulate while students **write** their descriptions, making sure they organize their paragraphs according to the structure and including the notes they made researching their product. **Check** that they are using appropriate linking words and the passive voice correctly.
- When students have finished, refer them to the checklist to make sure they have completed the task as well as they can.

Students' own answers

Additional writing task

'Describe the life-cycle of a mobile phone/laptop/tablet PC.'
 Note: Before students attempt this, they should do some research on the internet. It is unlikely that they will know enough about the process of making one of the devices mentioned in the essay topic.

Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a description of a process. I can use linking words to order the different stages in a process. I am aware of the different punctuation rules to check when writing.*

Vocabulary insight 10 page 130

Word families

- 1 All the words are verbs.
The following words can also be nouns: *hope, harm, use, help* and *end*.
- 2 1 c 2 a 3 b
- 3 Students' own answers
- 4 1 prefix
2 It makes a word negative.
3 Both *ir-* and *il-* are negative prefixes. We use *ir-* if the word starts with *r* (e.g. *irregular*) and *il-* if the word starts with *l* (e.g. *illegal*).
- 4 nouns
5 adjectives
6 Adjectives ending in *-ed* describe how someone feels. Adjectives ending in *-ing* describe what someone or something is like.
7 adverbs
- 5 1 adjective: amazing 2 adjective: impossible
3 adjective: hopeful 4 noun: encouragement
5 adjective: surprised 6 noun: difference
7 noun: competition 8 adjective: unhappy
9 adverb: Unfortunately

Review 10 page 131

- 1 1 try 2 hang 3 took 4 looked 5 Put 6 pick
- 2 1 price tag 2 cotton fields 3 air-conditioning
4 Factory workers 5 Export companies
- 3 1 survive 2 cut down 3 protect
4 is supporting / supports 5 destroying 6 reduce
- 4 1 thoughtless 2 useful 3 endless 4 hopeful
5 harmful 6 helpless
- 5 1 are worn 2 isn't made 3 was established
4 weren't used 5 aren't sold 6 wasn't chosen
7 is grown 8 are bought
- 6 1 has been baked 2 haven't been made
3 have been used 4 has been considered
5 have been eaten 6 have been delivered
7 has been declared 8 hasn't been confirmed
- 7 1 (Maps) won't be used in the future.
2 (Cars) will be built with a GPS system.
3 (Travel agencies) won't be needed.
4 (Family holidays) will be planned online.
5 (Televisions) won't be manufactured any more.
6 (Bigger computer screens) will be developed.

Pronunciation insight 10 Workbook page 128

Answer key: Teacher's book page 155

Cumulative review Units 1–10

pages 132–133

1  2+30

Audio script

Presenter ... the environment. Billions of these are handed out every day, they're used for a few minutes, and then they're thrown away. What am I talking about? Yes, it's plastic bags. Here's our environmental expert, Holly Winters, to tell us all about them. Holly, welcome to the show.

Holly Hello, everybody.

Presenter So, how do plastic bags start their lives, Holly?

Holly Well, all plastics are made from oil, and that goes for plastic bags, too. About 0.2% of the world's oil is used to make them. That doesn't sound like a lot, does it? But listen to this: about five trillion plastic bags are produced each year. And the oil that is needed to make these costs about three billion pounds.

Presenter Wow! Where are the bags made?

Holly Most of our plastic bags are made in countries like China, India, Thailand and Malaysia. They're printed with the supermarket logos in the factories and then they're transported to the UK. After that, they're driven to the stores where they are given to shoppers. It is estimated that, on average, each person in the UK uses 216 plastic bags per year.

Presenter And what do people usually do with the bags once they get home with their shopping?

Holly Well, a third of the people in the UK put their rubbish in them. Another third re-use them for shopping. But even so, about 98% of the bags end up at the rubbish dump.

Presenter Can't they be recycled?

Holly Yes, they can. But the process is very expensive. Also, there aren't enough recycling centres in the UK. In total, only about 5% of plastic bags are recycled. Some are recycled here but most of them are taken to China, where there are more recycling centres.

Presenter What happens to the bags that are thrown away?

Holly Scientists estimate that they last up to a thousand years. And the ones that end up in the sea kill about 100,000 animals and a million sea birds each year. It really is a problem.

Presenter So what's the solution? Should we ban plastic bags?

Holly That would be difficult. But if supermarkets stopped giving them out free, then we wouldn't use so many of them. Personally, I think that supermarkets should start charging for them.

Presenter Holly Winters, thank you for joining us. And now we're going to talk to someone with a different opinion about ...

- 1 1 T
- 2 F: Five trillion bags are produced each year.
- 3 T
- 4 F: The logos are printed in the factories in Asia.
- 5 F: Five per cent of people reuse shopping bags.
- 6 F: Plastic bags can be recycled.
- 7 T
- 8 F: She thinks supermarkets should charge for bags.

2 Students' own answers

- 3 1 a leaflet
- 2 It is written for people who care about the environment.
- 3 Its purpose is to give information and to promote Fairtrade.

4 1 C 2 E 3 A 4 F 5 B

5 1 are 2 where 3 been 4 off 5 to 6 is 7 for
8 were 9 on 10 will

6 Students' own answers

Additional materials

Literature insight 5 Workbook page 92 Answer key: Teacher's book page 153

Exam insight 5 Workbook page 102 Answer key: See website

Workbook answer key

Unit 1 Our world

1 Vocabulary

Everyday life page 4

Exercise 1

1 of 2 with 3 on 4 about 5 of 6 of 7 in

Exercise 2

1 birthday cards 2 ID cards 3 shopping list
4 parking ticket 5 credit cards 6 shopping centre

Exercise 3

1 c 2 d 3 e 4 a 5 b

Exercise 4

1 anxious 2 laptop 3 ID card 4 mobile phone
5 fed 6 computer game 7 home 8 out 9 car keys
10 proud

Exercise 5

Students' own answers

Grammar

Around the world page 5

Exercise 1

- The River Nile doesn't go through South America. It goes through North Africa.
- In Australia, winter doesn't start in December. It starts in June.
- Tanzania isn't the smallest country in Africa. It's the largest country in Africa.
- There aren't ten countries in South America. There are twelve countries.
- Bengal tigers don't live in Africa. They live in Asia.

Exercise 2

- 's working; 's helping
- are doing; 're learning
- 's getting; isn't taking
- 's travelling; 's writing
- isn't cooking; 's going
- aren't going; 're flying

Exercise 3

- A - Rania; B - Mary 2 A - Josh; B - Peter
- A - Jane; B - Ella

Exercise 4

- do you think 2 'm teaching 3 do you like
- doesn't rain 5 snows 6 love 7 'm cooking 8 's
- Do you understand 10 don't speak 11 want

- are you staying 13 's 14 live 15 are you doing
- 're going

Exercise 5

- are staying 2 're working 3 love 4 don't live
- has 6 collect 7 feed 8 help 9 hates
- 're flying 11 Do you want

Exercise 6

Students' own answers

Listening, speaking and vocabulary

New friends page 6

Exercise 1

- make - g 2 do - e 3 making - d 4 do - c
- make - a 6 making - f 7 does - b

Exercise 2

- watch 2 video games 3 bake 4 novel
- jewellery 6 check 7 hang 8 social networking

Exercise 3 3-01

Audio script

- Lucas** Hey, aren't you Sam's sister?
Anna Yes, that's right. How do you know Sam?
Lucas We play tennis together.
Anna I see. I'm Anna, by the way.
Lucas I'm Lucas. So, what school do you go to, Anna?
Anna Manor High.
Lucas What's it like there? Is it OK?
Anna It's a nice school. Actually, I love it.
Lucas Really? That's good. And what do you do after school?
Anna I usually hang out with friends.
Lucas Are you into tennis, too?
Anna No, but I'm good at basketball.
Lucas Me too! We're playing basketball on Monday after school. Sam will be there, too. Why don't you come along?
Anna That sounds great.

- False 2 False 3 False 4 True

Exercise 4

- [See Exercise 3 for audio script]
Asking for personal information:
How do you know ... ?
What's it like there?
Are you into ... ?
What do you do after school?
Reacting:
Really?
Actually, I love it.
I usually ...
That sounds great.

Exercise 5

[See Exercise 3 for audio script]

- | | |
|-------------------------|--------------------------------|
| 1 How do you know | 5 what do you do after school? |
| 2 What's it like there? | 6 I usually |
| 3 Actually, I love it. | 7 Are you into |
| 4 Really? | 8 That sounds great. |

Exercise 6

Students' own answers

Vocabulary and grammar

Immigration page 7

Exercise 1

- 1 away 2 off 3 through 4 with 5 to 6 on

Exercise 2

- 1 getting away 2 getting through 3 get on with
4 get on 5 Get off 6 get to

Exercise 3

- 1 an 2 0; the; 0 3 a 4 The; 0; 0 5 the; 0 6 an; the

Exercise 4

- 1 the 2 the 3 The 4 the 5 0 6 0 7 The
8 the 9 a 10 The 11 a 12 0 13 the 14 0
15 the 16 0 17 an

Exercise 5

Students' own answers

Reading

Life at a Buddhist monastery page 8-9

Exercise 1

- 1 13,000 2 Ganden 3 5 a.m. 4 9 a.m.
5 a traditional dish with beans 6 on Monday
7 in Bhutan 8 two dollars

Exercise 2

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

Exercise 3

- 1 cut off 2 go off 3 wake up 4 log off 5 stay up
6 put up 7 catch up with

Exercise 4

- 1 catch up 2 cut off 3 put ... up 4 stay up
5 wake up 6 goes off 7 logging off

Exercise 5

Students' own answers

Writing

An informal letter page 10

Exercise 1

- 1 a 2 b 3 a

Exercise 2

- 1 G 2 L 3 G 4 G 5 L 6 L

Exercise 3

Letter A: different from; have a lot in common; the same as
Letter B: both; unlike; neither of them; just like

Exercise 4

- | | |
|---------------------|------------|
| 1 a lot in common | 4 contrast |
| 2 nothing in common | 5 unlike |
| 3 similar | 6 Neither |

Unit 1 Progress check page 11

Exercise 1

Please refer to Student's Book pages 4-5

Exercise 2

b

Exercise 3

proud, afraid, ashamed

Exercise 4

shopping bag, shopping centre, shopping list

Exercise 5

We use the auxiliary verb *do* in present simple negative and questions. We use the auxiliary verb *be* to form the present continuous.

Exercise 6

- | | |
|----------------------|----------------------|
| a present simple | c present continuous |
| b present continuous | d present simple |

Exercises 7 and 8

Please refer to Student's Book page 8

Exercise 9

Please refer to Student's Book page 9

Exercise 10

Please refer to Student's Book pages 10 and 11

Exercise 11

get to, get off, get on

Exercise 12

- 1 an 2 The; 0

Exercise 13

similarities: the same, similar to, both
differences: in contrast to, unlike

Exercise 14

Before you start writing an informal letter, you need to think about: who you are writing to, the type of composition and the things you want to include.

Unit 2 Places

Vocabulary

Ghost towns page 12

Exercise 1

1 quiet 2 dangerous 3 narrow 4 wide 5 messy
6 tidy

Exercise 2

1 a university b library c cinema
2 a skatepark b sports centre c football stadium
3 a railway station b taxi rank c art gallery
4 a factory b bus station c hospital
5 a market b concert hall c theatre

Exercise 3

1 a lake 2 a mountain 3 a plain 4 a hill 5 a valley
6 a forest 7 a cliff 8 a waterfall 9 a cave

Exercise 4

1 old 2 sea 3 mountains 4 library 5 theatre
6 market 7 deserted 8 popular

Exercise 5

Students' own answers

Grammar

The kindness of strangers page 13

Exercise 1

1 left	11 knocked
2 came	12 went
3 was / were	13 didn't understand
4 needed	14 didn't speak
5 asked	15 didn't know
6 decided	16 took
7 liked	17 survived
8 described	18 forgot
9 was	19 told
10 was	

Exercise 2

1 Why did you visit the island of Nuku Hiva?
2 How did you get there?
3 What were the islanders like?
4 How did the islanders survive?
5 Did you eat unusual food?
6 When did you leave the island?

Exercise 3

- 1d It was raining when we arrived, but someone lent us an umbrella.
- 2c I was riding a bike in the town when I fell off, but two helpful people carried me and my bike back to the hotel.
- 3b We were walking in the mountains when we got lost, but a friendly local person told us where to go.
- 4e Peter was taking photos of the town when he dropped his wallet, but someone picked it up and returned it to him.
- 5a I was carrying a heavy bag in the hotel, but a kind man helped me to take it downstairs.

Exercise 4

1 was 2 was staying 3 invited 4 wanted 5 knew
6 got 7 was sleeping 8 started 9 decided 10 left

Exercise 5

Students' own answers

Listening, speaking and vocabulary

Getting around page 14

Exercise 1

1 d 2 a 3 e 4 c 5 b

Exercise 2

1 tasted 2 saw 3 feel 4 heard 5 tasty 6 smelly

Exercise 3

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

Exercise 4 3-02

Audio script

Dan Right. Where are we, Kim?

Kim I don't know, Dan. You have the map.

Dan OK. OK. Let's see. We're here at the Metro Center. Now, where do we want to go?

Kim The White House, of course. Look. Ask this woman.

Dan Excuse me. Are you from Washington?

Woman Yes. I am.

Dan Great! Can you help us? We're looking for the White House. Could you tell us how to get there?

Woman Oh, sure. Er... It's near here. Go down this road towards Pennsylvania Avenue. When you reach Pennsylvania Avenue, turn right and walk along the road to the White House.

Dan Sorry, I didn't catch that. Did you say turn left or right?

Woman Turn right into Pennsylvania Avenue. You'll see the White House on the right. You can't miss it!

Dan OK. Well, thank you very much.

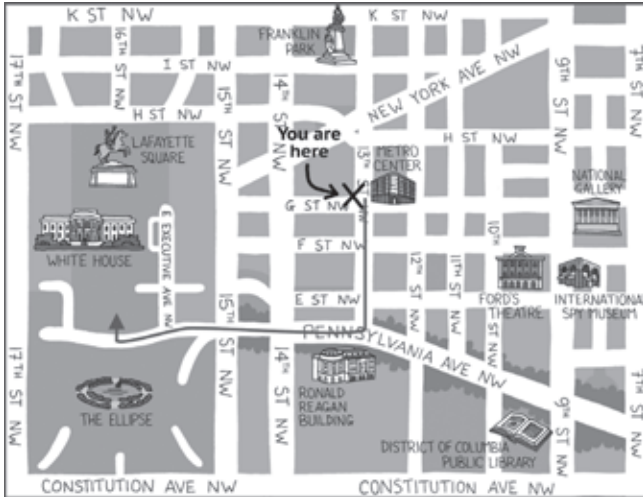
Kim Thanks! And are there any other interesting places near here?

Woman Well, there is Ford's Theatre, which is the ... [fade out]

1 F 2 T 3 F

Exercise 5

See Exercise 4 for audio script.



Exercise 6

- a – A
- b – D
- c – D
- d – A
- e – A
- f – D
- g – A

Exercise 7 3-02

Audio script

Dan Right. Where are we, Kim?
Kim I don't know, Dan. You have the map.
Dan OK. OK. Let's see. We're here at the Metro Center. Now, where do we want to go?
Kim The White House, of course. Look. Ask this woman.
Dan Excuse me. Are you from Washington?
Woman Yes. I am.
Dan Great! Can you help us? We're looking for the White House. Could you tell us how to get there?
Woman Oh, sure. Er... It's near here. Go down this road towards Pennsylvania Avenue. When you reach Pennsylvania Avenue, turn right and walk along the road to the White House.
Dan Sorry, I didn't catch that. Did you say turn left or right?
Woman Turn right into Pennsylvania Avenue. You'll see the White House on the right. You can't miss it!
Dan OK. Well, thank you very much.
Kim Thanks! And are there any other interesting places near here?
Woman Well, there is Ford's Theatre, which is the ... [fade out]

- 1 Are you from Washington?
- 2 Could you tell us how to get there?
- 3 It's near here.
- 4 Go down this road
- 5 Sorry, I didn't catch that.
- 6 Turn right into Pennsylvania Avenue.
- 7 You can't miss it!

Exercise 8

Students' own answers

Vocabulary and grammar

Naming places page 15

Exercise 1

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

Exercise 2

- 1 While / As 2 when 3 when 4 while / when
 5 While / As 6 While / When

Exercise 3

- 1 was sailing 2 opened 3 read 4 reached 5 made
 6 was travelling 7 gave 8 got 9 found 10 called
 11 were repairing 12 named

Exercise 4

Students' own answers

Reading

Nieuw Amsterdam page 16-17

Exercise 1

- 1 B 2 E 3 D 4 F

Exercise 2

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

Exercise 3

- a settlers b residents c well-built d wooden
 e constructed f designed g thick h deep i steep

Exercise 4

- 1 a thick b deep c steep
 2 a designed b constructed
 3 a wooden b well-built
 4 a settlers b residents

Exercise 5

Students' own answers

Writing

A travel blog page 18

Exercise 1

- 1 lively 2 long 3 tiring 4 awful

Exercise 2

- 1 historic 2 helpful 3 sunny 4 lively 5 chilly
 6 long

Exercise 3

- 1 Cape Town
 2 ☺: b the people, c the restaurant, d the weather,
 e the market, f the food
 ☹: a the bus trip

Exercise 4

- 1 sunny day 2 long journey 3 lively city centre
4 historic buildings 5 friendly people 6 amazing view
7 peaceful place 8 pretty market

Unit 2 Progress check page 19

Exercise 1

Please refer to Student's Book pages 16 and 17

Exercise 2

Please refer to Student's Book page 16

Exercises 3 and 4

Please refer to Student's Book pages 16 and 17

Exercise 5

The past simple forms of all regular verbs end in *-ed*.
Irregular verbs have different past simple forms.

Exercise 6

Past simple negative forms of *be*: we add *n't* (= not) to *was* / *were*.
Past simple question forms of *be*: we change the order of the subject and the verb.
Past simple negative and question forms of other verbs: we use *did* / *didn't*.

Exercise 7

- a past habit
b a longer action interrupted by a shorter action

Exercise 8

sight, smell, hearing, taste, touch

Exercise 9

Please refer to Student's Book page 20

Exercise 10

Please refer to Student's Book page 21

Exercise 11

Please refer to Student's Book page 22

Exercise 12

learn from / about
belong to
hope for

Exercise 13

Please refer to Student's Book page 25

Exercises 14 and 15

Please refer to Student's Book pages 24 and 25

Unit 3 Choices

Vocabulary

In my fridge page 20

Exercise 1

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

Correct order: 6, 1, 2, 7, 8, 4, 5, 3

Exercise 2

- 1 recycling centre 5 eco-friendly
2 global warming 6 greenhouse gases
3 energy-efficient 7 rubbish dumps
4 food miles

Exercise 3

- 1 calories 2 vitamins 3 additives 4 sugar
5 Protein 6 Fats

Exercise 4

- 1 vitamin 2 fats 3 carbohydrates 4 calories
5 grows 6 produces 7 transport 8 refrigerate
9 recycle 10 eco-friendly

Exercise 5

Students' own answers

Grammar

Burger or broccoli? page 21

Exercise 1

- 1 some 2 any 3 any 4 some 5 any 6 Some

Exercise 2

- 1 some 2 a lot of 3 any 4 a little 5 some
6 many 7 a few 8 much 9 a lot of 10 any
11 much 12 a few

Exercise 3

- 1 How much 2 How much 3 How many
4 How many 5 How many 6 How much

Exercise 4

- 1 any 2 How much 3 much 4 a few 5 some
6 any 7 a lot of 8 a lot of 9 some 10 a little
11 many 12 some 13 much

Exercise 5

Students' own answers

Listening, speaking and grammar

Eating out page 22

Exercise 1

- 1 anyone 2 nowhere 3 nothing 4 anywhere
5 Someone 6 Everything 7 No one 8 somewhere

Exercise 2

- 1 everything 2 Someone 3 everywhere 4 anyone
5 somewhere 6 Nothing

Exercise 3

- 1 False. She wants to go out for dinner on Thursday.
2 False. She wants to go to a Japanese restaurant.
3 False. Annie is going to a restaurant next week.
4 False. She'll eat dessert with Lisa at the Japanese restaurant.
5 False. He can.
6 True

Exercise 4 3-03

Audio script

Annie Hello?

Lisa Hi, Annie, it's Lisa. Do you want to come out for dinner? Next Thursday, I'm organizing a party for Sally.

Annie Sally? I thought she was with her parents in Japan.

Lisa She came back yesterday! And do you know what, there is a new Japanese restaurant in town – YoYo Sushi – so she wants to go there. Why don't you come with us?

Annie Thanks, but I'm busy. It's my brother's birthday.

Lisa That's a shame.

Mum I just booked the restaurant, we're going to YoYo Sushi!

Annie Oh, wait a minute. Mum says we're going to YoYo Sushi, too. Perhaps I can have my main course with my family and dessert with you ... What do you think?

Lisa That's a good idea. After dinner, we can go to the university club. It's got dancing competitions every Thursday, and the music's always great.

Annie Are a lot of people going?

Lisa Everyone! I'm going to phone Vince now. See you next week!

Vince Hello?

Lisa Hi, Vince, it's Lisa.

Vince Oh, Lisa, how are you?

Lisa Fine, thanks. Listen, I'm organizing a night out for some friends next week – we're going to that new restaurant, YoYo Sushi. Would you like to come?

Vince Thanks, I'd like that. What time are you going?

Lisa We're meeting outside the restaurant at quarter to six. It's next to the history museum. Sally will be there, too, and Annie will eat dessert with us.

Vince That sounds great. See you next week.

- 1 Do you want to come out for dinner? – B
2 Why don't you come with us? – B
3 Thanks, but I'm busy. – A
4 That's a shame. – B
5 What do you think? – A
6 That's a good idea. – B
7 Would you like to come? – B
8 Thanks, I'd like that. – C
9 That sounds great. – C

Exercise 5

Students' own answers

Vocabulary and grammar

Notes from a big country page 23

Exercise 1

- 1 sweet 2 cooked 3 unhealthy 4 tough 5 hard
6 frozen

Exercise 2

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

Exercise 3

- 1 which 2 where 3 who 4 whose 5 that 6 when

Exercise 4

- 1 whose 2 which / that 3 where 4 which / that
5 who / that 6 which 7 where 8 when
9 who / that 10 who / that

Exercise 5

- 1 The mushrooms which / that we bought yesterday weren't fresh.
2 What's the name of the woman who wrote *The Hunger Games*?
3 I can't find the key which / that opens this door.
4 July and August are the months when most people go on holiday.
5 I'd like to speak to the person who / that cooked this meal.
6 The Italian town of Parma, where my father was born, is famous for the ham they make.
7 The cookery book which / that you gave me is very good.
8 The happiest day in my life was the day when I became a vegetarian.

Sentences 1 and 7 do not need the relative pronoun.

Exercise 6

Students' own answers

Reading

Food: the fundamental question page 24–25

Exercise 1

- 1 E 2 C 3 A 4 F

Exercise 2

- 1 two and a half
2 toothpaste tubes
3 only lasts for about two years
4 NASA's Advanced Food Technology Project
5 nutrients
6 dessert
7 comfort food / junk food
8 other life forms

Exercise 3

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

Exercise 4

- 1 laboratory 2 plants 3 Spinach 4 ingredient
5 planet 6 recipes 7 liquids 8 researchers

Exercise 5

Students' own answers

Writing

Short texts: notes, invitations, adverts and announcements page 26

Exercise 1

- A apologize and explain C advertise
B announce and give instructions D advertise

Exercise 2

Students' own answers

Exercise 3

- 1 e.g. 2 RSVP 3 asap 4 etc. 5 PS 6 tel. 7 St
8 esp. 9 NB

Unit 3 Progress check page 27

Exercises 1 and 2

Please refer to Student's Book pages 30 and 31

Exercise 3

A recycling centre is a place where we take old objects and materials so that they can be recycled and used again. A rubbish dump is a place where we leave things which we can't recycle.

Exercise 4

We use *a few* with plural countable nouns (like *tomatoes*) and *a little* with uncountable nouns (like *ketchup*). We can also use *some, any, a lot of, much* and *many* to talk about quantities.

Exercise 5

We use *how much* with uncountable nouns and *how many* with plural countable nouns.

Exercise 6

Please refer to Student's Book pages 34 and 35

Exercise 7

-one / body, -thing, -where

We use *somewhere, nowhere, everywhere* and *anywhere* to talk about places.

Exercise 8

nouns and verbs

Exercise 9

Please refer to Student's Book page 35

Exercise 10

Please refer to Student's Book pages 36 and 37

Exercise 11

- a packet b bottle c tube

Exercise 12

- 1 which / that 2 who / that

Exercise 13

Please refer to Student's Book page 38

Exercise 14

don't

Unit 4 My space

Vocabulary

Moving house page 28

Exercise 1

- 1 easily 2 quickly 3 Surprisingly 4 Luckily
5 Unfortunately 6 helpfully

Exercise 2

- 1 c old 2 a full 3 d two 4 e labour 5 b open
6 f semi

Exercise 3

- 1 bungalow 2 caravan 3 castle 4 block of flats
5 mansion 6 cottage

Exercise 4

- 1 cottages 2 terraced 3 storey 4 day 5 labour
6 Unsurprisingly 7 easy 8 lucky

Exercise 5

Students' own answers

Grammar

A room of my own page 29

Exercise 1

- 1 The State Dining Room is older than the Oval Office.
2 The State Dining Room is wider than the Oval Office.
3 The Oval Office is smaller than the State Dining Room.
4 The Oval Office is busier than the State Dining Room.
5 The State Dining Room is more comfortable than the Oval Office.
6 The State Dining Room is more beautiful than the Oval Office.

Exercise 2

- 1 the largest 2 the tallest 3 the furthest / farthest
4 the most polluted 5 the most expensive

Exercise 3

- 1 Our TV is as big as our neighbour's TV.
2 My bedroom isn't as messy as my sister's bedroom.
3 The kitchen in our house is as old-fashioned as the bathroom.
4 A terraced house is as expensive as a three-bedroomed flat in this town.

- 5 The cooker is as dirty as the fridge.
 6 The streets in Paris aren't as narrow as the streets in my town.

Exercise 4

- 1 comfortable enough 4 loud enough
 2 too far 5 rich enough
 3 too narrow 6 too cold

Exercise 5

- 1 most 2 the 3 as 4 as 5 enough 6 too
 7 enough 8 than 9 more

Exercise 6

Students' own answers

Listening, speaking and vocabulary

House rules page 30

Exercise 1

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

Exercise 2

- 1 hoovered 2 did 3 took 4 cleaned 5 made
 6 did 7 loaded 8 laid (or cleaned)

Exercise 3 3-04

Audio script

Presenter One

Patrick Wow. That smells great, Aunt Julia. What are you cooking?

Aunt Julia Pasta. I hope you like it.

Patrick I love it.

Aunt Julia It'll be ready in five minutes. Could you go and lay the table in the dining room for me, please?

Patrick Sure. Can I use the bathroom, please? My hands are dirty.

Aunt Julia Of course you can. Use the downstairs bathroom. It's just over there.

Presenter Two

Patrick Thanks for dinner, Aunt Julia. That was tasty.

Aunt Julia That's OK. Would you like some more?

Patrick No, thanks. I'm not hungry. Is it OK if I make a phone call? I forgot to charge the battery on my phone this morning. Could I use yours?

Aunt Julia Sure, no problem. I'll just clear the table. The phone is in the living room.

Patrick Thanks, Aunt Julia.

Presenter Three

Aunt Julia Well, you look comfortable on that sofa.

Patrick Yes, it's really nice here. Aunt Julia... Do you mind if I switch on the TV? There's a really good film on and I'd like to see it.

Aunt Julia Well, it depends. What time does it finish?

Patrick Oh, er, it isn't a very long film, and it's Saturday tomorrow, so ...

Presenter Four

Aunt Julia Right, well, this is your room for the night. I've washed and ironed the sheets so I think you'll be OK here.

Patrick Yes, it's great. Is it all right if I read a book? I usually read before I go to sleep.

Aunt Julia Go ahead. See you in the morning.

Patrick Good night. And thanks for everything, Aunt Julia.

Dialogue 1: kitchen (C)

Dialogue 2: dining room (A)

Dialogue 3: living room (D)

Dialogue 4: guest bedroom (B)

Exercise 4

See Exercise 3 for transcript

- 1 pasta 2 Patrick 3 the downstairs bathroom
 4 the living room 5 a film 5 He reads a book.

Exercise 5

See Exercise 3 for transcript

- 1c Can I use the bathroom, please?
 2a Is it OK if I make a phone call?
 3d Do you mind if I switch on the TV?
 4b Is it all right if I read a book?

Exercise 6

Students' own answers

Vocabulary and grammar

Historic homes page 31

Exercise 1

- 1 after 2 up 3 out 4 out 5 about 6 off
 7 down 8 up

Exercise 2

- 1 grew up 2 got up 3 went down 4 found out
 5 look after 6 show off 7 tired ... out
 8 brought about

Exercise 3

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

Exercise 4

- 1 doing 2 to starting 3 working 4 living 5 to do

Exercise 5

- a 3 decorating b 5 breaking c 1 painting d 2 to give
 e 4 to use

Exercise 6

Students' own answers

Reading

Life in Ancient Rome page 32-33

Exercises 1 and 2

- 1 a history website
 2 It is a factual text about how people lived in Ancient Rome.
 3 games and activities, the design of their homes, the lives of both the rich and the poor, how they decorated their homes

Exercise 3

1 C 2 F 3 B 4 G 5 D

Exercise 4

- 1 True
- 2 False. They usually lived in wooden houses.
- 3 True
- 4 Not given
- 5 True
- 6 False. They usually lived in one-storey houses.
- 7 Not given
- 8 False. They didn't have much furniture.

Exercise 5

- 1 a servants b slaves
- 2 a a burglars b thieves
- 3 a a gardeners b guards
- 4 a a generations b families

Exercise 6

- 1 generations 2 thieves 3 servant 4 guards
- 5 burglar 6 slaves

Exercise 7

Students' own answers

Writing

An email: description of a room page 34

Exercise 1

Laura wants her friends to write and describe the place *away* from home that makes them feel at home, and to explain why they love it.

Exercise 2

- 1 the local public library 3 grandmother's house
- 2 a treehouse 4 a coffee shop

Exercise 3

A 3 B 1 C 4 D 2

Exercise 4

- 1 rather 2 really 3 incredibly 4 a bit

Exercise 5

- 1 a 2 b 3 b 4 b

Unit 4 Progress check page 35

Exercise 1

Possible answers

Good things: family grew closer because had to work hard together; played board games, read or talked in the evening

Bad things: no labour-saving devices like fridge and washing machine; no central heating; not much soap or toilet paper; food rationing – not much milk or meat, not many eggs; not enough food – children often hungry; more household chores

Exercise 2

quickly (how something is done)
luckily (gives an opinion)

Exercise 3

Possible answers: semi-detached, two-storey, three-bedroomed

Exercise 4

quiet, quieter, the quietest
big, bigger, the biggest
busy, busier, the busiest
good, better, the best
comfortable, more comfortable, the most comfortable

Exercise 5

as ... as

Exercise 6

My room isn't big enough!

Exercise 7

Please refer to Student's Book page 46

Exercise 8

Possible answers: chores remind children of their responsibility to others; children who do chores feel more confident; they become better citizens

Exercise 9

Please refer to Student's Book page 47

Exercise 10

The layout tells you where a text is from and who it is for. The title and photos give content clues.

Exercise 11

a find out b grow up c look after

Exercise 12

Possible answers: It belongs to the Carnarvon family. It looks like the Houses of Parliament. It was built in 1842. It's worth over 150 million pounds.

Exercise 13

-ing: avoid, don't mind
infinitive: agree, promise, need

Exercise 14

Please refer to Student's Book page 50

Exercise 15

a little: a bit, slightly, quite
a lot: incredibly, very, extremely

Unit 5 No limits

Vocabulary

Taking risks page 36

Exercise 1

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

Exercise 2

1 amazing 2 excited 3 surprising 4 frightened
5 exciting 6 surprised 7 amazing 8 frightening
9 surprised 10 embarrassing

Exercise 3

a development b encouragement c argument
d intention e solution f impression

Exercise 4

1 surprising 2 development 3 decisions
4 enjoyment 5 frightened 6 excited 7 intention
8 encouragement 9 exciting 10 solution

Exercise 5

Students' own answers

Grammar

Too young, too old? page 37

Exercise 1

1 She has been to the South Pole.
2 She has never seen polar bears.
3 Has she ever got lost?
4 He has travelled along the Yangtze River.
5 He hasn't explored Africa.
6 How many travel books has he written?

Exercise 2

1 Have ... climbed
2 Have ... ridden
3 Have ... discovered
4 Have ... made
5 Have ... taken
a found b rode c filmed d went e led
1 d 2 b 3 a 4 c 5 e

Exercise 3

1 has visited 2 drove 3 have never flown
4 have bought 5 spent 6 haven't seen

Exercise 4

1 I've already been
2 I haven't climbed Mount Fuji yet
3 We've just skied
4 Paul has already completed
5 Have you read today's newspaper yet?
6 Sally has just completed

Exercise 5

1 did 2 have 3 ever 4 had 5 have 6 left
7 already 8 not 9 yet 10 was 11 has
12 already / just

Exercise 6

Students' own answers

Listening, speaking and vocabulary

Fears and phobias page 38

Exercise 1

1 freezing 2 hilarious 3 boiling 4 tiny 5 ridiculous

Exercise 2

1 Photo A shows a rollercoaster ride. Photo B shows a merry-go-round.
2 **Possible answers:** they both show people on funfair rides; one ride is fast and exciting but the other is slow and relaxing
3 **Possible answers:** excited, frightened, happy, etc.

Exercise 3 3:05

Audio script

Josh OK, Hannah. So, what can you see in your photo?

Hannah Er ... well, the photo shows a middle-aged man and a boy, a father and son perhaps, on a ride at a funfair. They're on a roller coaster and, judging by his face, the man is terrified.

Josh Yeah. I've never seen anybody look so scared.

Hannah The boy on the left has his eyes closed, and the man next to him has even covered his face with his hand. He looks like he's going to cry. In the background, the photo shows some people who are just having fun. They're holding their arms in the air and they aren't frightened at all.

Josh It's a great photo, much funnier than mine.

Hannah What's in your photo?

Josh Well, it also shows a ride at a funfair. In the foreground, there are two young people, in their twenties. They're riding on horses – you know, horses on a merry-go-round. They look excited. It looks like they're having fun, but it's a slow, gentle ride – not like the one in your photo! It's probably cold because they're both wearing hats and scarves. And this is the Eiffel Tower behind them, I think.

Hannah Oh, yes, I can see it. Well, it's a nice photo, but you're right – it isn't as funny as mine.

Hannah: The boy on the left has got his eyes closed ...

Josh: It's probably cold because they're both wearing hats and scarves.

Exercise 4

Locating: b, d, f, h, j, l

Describing: a, e, i

Speculating: c, g, k

Exercise 5

a – H	d – H	g – H	j – J
b – not used	e – not used	h – H	k – J
c – H	f – H	i – not used	l – J

Exercise 6

Students' own answers

Vocabulary and grammar

Antarctic adventure page 39

Exercise 1

1 out 2 down 3 across 4 back 5 down 6 up
7 on 8 off

Exercise 2

1 b 2 a 3 b 4 c 5 a

Exercise 3

1 brave 2 generous 3 lazy 4 talkative 5 quiet
6 dishonest

Exercise 4

1 since 2 for 3 Since 4 for 5 since 6 since

Exercise 5

1 how long 2 since 3 have read 4 didn't know
5 gave 6 have spent 7 haven't finished 8 yet
9 have lived 10 for 11 led

Exercise 6

Students' own answers

Reading

Sir Ranulph Fiennes – the world's greatest living explorer pages 40-41

Exercise 1

Students' own answers

Exercise 2

- a 5 (in 2000)
- b 8 (in 2009)
- c 1 (in the early 1960s)
- d 6 (after the expedition in 2000)
- e 3 (in 1979)
- f 7 (in 2003)
- g 2 (after he left the army, but before 1979)
- h 4 (in 1991)

Exercise 3

- 1 Sir Ranulph Fiennes
- 2 the time he spent in Oman
- 3 the adventure
- 4 Sir Ranulph Fiennes and his friends
- 5 travel round the world in an unusual direction / from south to north / along the polar axis
- 6 walking across the Antarctic
- 7 Sir Ranulph Fiennes
- 8 Sir Ranulph Fiennes

Exercise 4

- 1 Queen Elizabeth II
- 2 joined the British Army / became a soldier
- 3 the late 1960s
- 4 only one
- 5 it was the first time a man or woman went across the continent by walking and skiing only
- 6 heights
- 7 his equipment fell through a hole in the ice and he had to pull everything out with his hands
- 8 South America

Exercise 5

a pull out b take up c pull off d cut off e take on
f get back

Exercise 6

1 took on 2 took up 3 cut off 4 pull ... out
5 get back 6 pull ... off

Exercise 7

Students' own answers

Writing

A letter: description of a person page 42

Exercise 1

- 1 He's also an explorer and adventurer.
- 2 In addition, he owns an airline and a train company.
- 3 What's more, he's flown across the Atlantic in a balloon.
- 4 He's one of the richest as well.

Exercise 2

1 B 2 A 3 C

Exercise 3

1 What's more 2 also 3 as well

Unit 5 Progress check page 43

Exercise 1

Possible answers: Because they have lower dopamine levels. Because the frontal cortex, the part of the brain which controls emotions, isn't fully developed in teenagers.

Exercise 2

them: expeditions
he: Edmund Hillary

Exercise 3

a frightened b frightening

Exercise 4

a argument b impression c enjoyment

Exercise 5

1 have climbed 2 went

Exercise 6

1 just 2 already 3 yet

Exercise 7

a boiling b ridiculous c hilarious d furious

Exercise 8

Possible answers: fear of heights, open spaces, heights, spiders, public speaking, etc.

Exercise 9

Please refer to Student's Book page 61

Exercise 10

Roald Amundsen

Exercise 11

a out b back c on

Exercise 12

since

Exercise 13

Possible answers: too, also, as well, in addition, what's more

Exercise 14

It introduces the topic and often summarizes what the paragraph is about.

Unit 6 Roads to education

Vocabulary

A hard lesson page 44

Exercise 1

1 getting; appearing 4 arrested; charged
2 punishes; pay 5 spend
3 committed

Exercise 2

1 polite 2 thinkable 3 moral 4 possible 5 usual

Exercise 3

1 unhappy 2 impolite 3 illiterate 4 immature
5 imperfect 6 unusual

Exercise 4

1 Bullying 2 Vandalizing 3 Swearing 4 truant
5 Warning 6 Detention 7 suspend 8 expel

Exercise 5

1 spend 2 truant 3 appeared 4 pay 5 warning
6 illegal 7 immature 8 irresponsible

Exercise 6

Students' own answers

Grammar

Hungry to learn page 45

Exercise 1

1 are going to 5 is going to
2 will 6 is going to
3 is going to 7 is going to
4 will 8 will

Exercise 2

1 will 5 are going to
2 is going to 6 will
3 is going to 7 am going to
4 will

Exercise 3

1 will know; studies
2 doesn't learn; won't understand
3 will make; joins
4 will ... do; doesn't like
5 won't feel; doesn't buy
6 work; will pass

Exercise 4

1 is going to spend 6 will cost
2 is going to start 7 work
3 will enjoy 8 will go
4 won't be 9 isn't going to fail
5 want

Exercise 5

Students' own answers

Listening, speaking and grammar

The best things in life page 46

Exercise 1

1 If you miss the ball, you wait for the next one.
2 If you hit the ball, you run.
3 If a fielder catches the ball, you're 'out'.
4 If you don't hit three balls, you're 'out'.
5 If you run round four bases, you score a 'home run'.
6 If your team scores the most runs, you win.

The sport is baseball.

Exercise 2

a If you play football or basketball, you learn team skills.
b If you join a sports club, you make new friends.
c If you go to the gym regularly, you get fit and strong.
d If you play outside, you keep healthy.
e If you learn a new sport, you feel good about yourself.
f If you get fresh air every day, you concentrate better.

Exercise 3 3.06

Audio script

Tom Hi, Rachel. What are you looking at?

Rachel The sports clubs on the notice board. I really want to do more sport.

Tom Me too. What's on?

Rachel Well, there's basketball on Wednesdays and football night on Thursdays. How about joining the football club?

Tom I don't know if I can. I have a part-time job on Thursday evenings.

Rachel OK. Well, I'm going to try judo on Saturdays. You get very fit if you do judo. Why don't you come with me?

Tom All right then. I usually help my parents with the household chores on Saturday mornings, but I'm sure it'll be OK if I do the chores in the afternoon.

Rachel My dad's going to drive me to the judo classes. We'll give you a lift if you like.

Tom A lift? That'd be great, but are you sure?

Rachel Of course. Your house is on the way to school. It won't be a problem. But you'll have to buy the right clothes before Saturday. You'll need a judo shirt and a belt.

Tom Oh, right. Is it expensive?

Rachel I don't know. Actually, my older brother has judo clothes. He's your size. I'm sure he'll lend them to you. Do you want me to ask him?

Tom Yeah. That's really kind.

Rachel OK. I'll ask him this evening. It won't be a problem. He never does judo any more.

Tom Great. Right, I have to go into class now. I'll call you later.

Rachel Bye, Tom.

C

Exercise 4

1 b 2 a 3 a 4 b 5 b

Exercise 5

1 c 2 d 3 e 4 a

Exercise 6

Students' own answers

Vocabulary and grammar

Life goals page 47

Exercise 1

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

Exercise 2

1 playing field 2 timetable 3 science laboratory
4 sports hall 5 head teacher

Exercise 3

- 1 I'll certainly study science.
- 2 I'll probably join the tennis club.
- 3 Maybe I'll play for the football team.
- 4 I'll definitely read more books.
- 5 I may write for the school magazine.
- 6 Perhaps I'll learn to speak French
- 7 I might get better at maths.
- 8 I certainly won't get a part-time job.

Exercise 4

1 won't 2 probably 3 possible 4 'll 5 Perhaps
6 might 7 definitely

Answer: Albert Einstein

Reading

Summerhill School pages 48-49

Exercise 1

Summary 2

Exercise 2

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

Exercise 3

1 boarding school 2 staff 3 state secondary schools
4 attend 5 strict 6 corporal punishment 7 spoiled
8 vote

Exercise 4

1 state secondary schools 5 strict
2 boarding schools 6 corporal punishment
3 attend 7 voted
4 staff 8 spoiled

Exercise 5

Students' own answers

Writing

A for and against essay page 50

Exercise 1

- 1 **b** Although school exams can be very stressful for some students, they are the fairest and most equal way of testing everybody.
- 2 **d** Some people argue that exams only test what we can remember, not what we know. However, I think they test our knowledge and our ability to express ourselves clearly.
- 3 **c** On the one hand, exams are a good way to compare students' abilities. On the other hand, it is fairer to test students on their everyday coursework.
- 4 **a** Exams are unfair for people who don't work well under pressure, but they are the only practical way to test students.

Exercise 2

1 Although 2 but 3 However 4 On the one hand

Exercise 3

Arguments *for* school exams: 3, a, b, d
Arguments *against* school exams: 1, 2, 4, c

Exercise 4

1 However 2 but 3 On the other hand 4 Although
5 Although
The writer uses arguments 1, 2 and 4 from exercise 1.

Unit 6 Progress check page 51

Exercise 1

Good idea: the police keep schools safe and stop bad behaviour

Bad idea: students get into trouble for minor offences and some get a criminal record

Exercise 2

- 1 pay a fine
- 2 commit a crime
- 3 appear in court

Exercise 3

Possible answers: unhappy, immoral, illegal, irresponsible

Exercises 4 and 5

Please refer to Student's Book pages 70 and 71

Exercise 6

No

Exercise 7

Possible answers: their brains develop; they get better grades

Exercise 8

play; grow / develop

Exercise 9

Please refer to Student's Book page 73

Exercise 10

Please refer to Student's Book page 74

Exercise 11

Please refer to Student's Book page 75

Exercise 12

Possible answers: although, however, on the one hand, on the other hand

Exercise 13

To organize your ideas and make sure they are relevant.

Exercise 14

Please refer to Student's Book pages 76 and 77

Unit 7 Progress?

Vocabulary

Big and small page 52

Exercise 1

- 1 a 2 c 3 a 4 c 5 b

Exercise 2

- 1 country 2 second 3 present 4 end 5 way

Exercise 3

- 1 Population 2 Area 3 Currency 4 Time zone
5 History 6 Geography 7 Climate 8 Religion
9 Culture 10 Ethnic groups

Exercise 4

- 1 way 2 time 3 estimated 4 figure 5 decreased
6 races 7 doubled 8 end

Exercise 5

Students' own answers

Grammar

Be an entrepreneur page 53

Exercise 1

- 1 a, b 2 c, e 3 d, f

Exercise 2

- 1 **e** You must / have to get to know people in your business.
- 2 **a** You mustn't give up when times are bad.
- 3 **f** You must / have to think how you can improve.
- 4 **b** You mustn't spend too much time thinking about what to do.
- 5 **c** You mustn't start making a new product before you've found out if people want to buy it.
- 6 **d** You don't have to seem more intelligent than others.

Exercise 3

- | | |
|------------------|-------------------|
| 1 must / has to | 6 must / have to |
| 2 mustn't | 7 must / have to |
| 3 must / have to | 8 don't have to |
| 4 mustn't | 9 mustn't |
| 5 don't have to | 10 must / have to |

Exercise 4

Possible answers

If you're under fourteen, you mustn't work, except on a farm.

You don't have to be fourteen to work on a farm.

You have to be fourteen to work in an office in the USA.

You mustn't work more than three hours a day if you're fourteen.

You have to work fewer than forty hours a week if you're fourteen.

You mustn't work after 7 p.m. during the school year.

You don't have to stop work at 7 p.m. during the holidays.

You mustn't get a dangerous job if you're under eighteen.

Listening, speaking and vocabulary

Silicon Valley page 54

Exercise 1

- 1 Microsoft Corporation
- 2 Microsoft Redmond Campus
- 3 Bill Gates
- 4 Paul Allen
- 5 Microsoft Windows
- 6 a poster that says 'Microsoft: life without walls'

Exercise 2

- 1 console 2 camera 3 phone 4 computer
5 player 6 reader 7 nav 8 TV

Exercise 3

Differences between the two products: colour, cost, quality of camera, size of touch screen, size of memory card

Exercise 4 3:07

Audio script

James Hi, Hugo. What's wrong?

Hugo I've lost my phone. I'm so annoyed about it. But my parents have lent me some money to buy a new one. Which phone do you think I should buy?

James Er... well... Maybe it's a good idea to look online. Hang on. I'll just open a review page... I can do it on my smartphone. Look. OK, here's one.

Hugo I wish I could buy a phone like yours, but my parents didn't give me that much. And I've already looked online, actually. I quite like the Lunar Star Mini and the DFG Switch X. Should I buy the Lunar Star Mini? It's more expensive, but I think it looks good.

James If I were you, I'd compare the specifications. You know, information about the phones. Look, it says that the Mini has got more memory, but the DFG has got a better camera. Do you often take photos?

Hugo Well, yes.

James Then you ought to get a phone with a good camera.

Hugo OK. That's not a bad idea. Right, I think I'll buy that one. Thanks for the advice!

DFG Switch X

Exercises 5 and 6 3:07

- 1 Which phone do you think I should buy?
- 2 Maybe it's a good idea to look online.
- 3 Should I buy the Lunar Star Mini?
- 4 If I were you, I'd compare the specifications.
- 5 You ought to get a phone with a good camera.
- 6 That's not a bad idea.

a: 1, 3 b: 2, 4, 5 c: 6

Exercise 7

Students' own answers

Vocabulary and grammar

The English language page 55

Exercise 1

- 1 official
- 2 foreign
- 3 dialect
- 4 fluent
- 5 accent
- 6 slang

Exercise 2

- 1 If I came from Barcelona, I would speak Catalan.
- 2 Susie would understand Romansch if she lived in the Engadine valley in Switzerland.
- 3 If we decided to live in the Faroe Islands, we would have to learn Faroese.
- 4 If they had a house on the coast of Holland, they would know a few words of the Frisian dialect.
- 5 You would learn Gaelic if you went to school on the northern islands of Scotland.
- 6 If I knew how to speak Basque, I would go to the Basque country in the north of Spain.

Exercise 3

- 1 I wish I spoke Welsh.
- 2 Tom wishes he didn't have a strong accent.
- 3 Claire wishes she was learning a foreign language at school.
- 4 I wish I had a dictionary.
- 5 They wish they were native French speakers.
- 6 I wish I didn't have to translate this essay into Spanish.

Exercise 4

- | | |
|---------------------|-----------------|
| 1 lived | 5 were |
| 2 would hear | 6 would love |
| 3 didn't understand | 7 wanted |
| 4 wouldn't be able | 8 wouldn't have |

Exercise 5

Students' own answers

Reading

Disappearing languages pages 56–57

Exercise 1

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

Exercise 2

- 1 False. We lose a language every two weeks.
- 2 Not given
- 3 True
- 4 True
- 5 True
- 6 False. People still speak the Yupik language in Alaska.
- 7 Not given
- 8 Not given
- 9 False. According to the author, modern technology can save small languages, but we are still going to lose some over the next one hundred years.

Exercise 3

- | | |
|----------------------|----------------|
| 1 dies out, vanishes | 5 endangered |
| 2 native, indigenous | 6 rescue, save |
| 3 lose | 7 extinct |
| 4 miss | |

Exercise 4

- 1 died out; rescued
- 2 endangered; saved
- 3 indigenous; extinct; lost

Exercise 5

Students' own answers

Writing

A formal email page 58

Exercise 1

- 1 I've decided to research my family tree since I want to find out more about my Native American ancestors.
- 2 I've learned to speak Navajo. As a result, I can chat online to people from the Navajo community in New Mexico.

- 3 All Native Americans speak English as they have to use English in their daily lives.
- 4 In the late nineteenth century, the US government forced all Navajo people to live in the same place. Therefore, almost all of them live in New Mexico nowadays.

Exercise 2

- 1 Tsalagi 2 22,000
- 3 Oklahoma and North Carolina

Exercise 3

- 1 find out 2 advertised 3 because 4 fluent
- 5 grateful 6 As 7 mentions 8 could 9 have to
- 10 forward 11 sincerely

Exercise 4

- 1 She wants to find out which dialect of Cherokee the course teaches. She also wants to find out about video and audio material online and online forums or teachers. She wants to know about costs and how to pay.
- 2 The email is formal. She uses formal letter openers and closers (*Dear Mr ...*, *Yours sincerely*), formal expressions (e.g. *I am writing to ...*, *I look forward to ...*) and polite requests (*Please could you ...?*). She doesn't use contractions and abbreviations.

Unit 7 Progress check page 59

Exercise 1

- 1 about 7 billion

Exercise 2

- a double b increase c divide d multiply
e decrease f halve

Exercise 3

- a present b figure c end

Exercise 4

- 1 have to 2 mustn't

Exercise 5

There are a lot of technology companies there.

Exercises 6, 7 and 8

Please refer to Student's Book pages 86 to 88

Exercise 9

- a Fluent speakers speak a language very well, but it could be their second or third language. Native speakers are speaking their first language.
- b An official language is one that is recognized by the government of a country. A foreign language is a language that isn't your first language – it's one that you have to learn to speak.

Exercise 10

- 1 were 2 would

Exercise 11

- weren't

Exercise 12

reason: as, since, because
result: so, therefore, as a result

Exercise 13

c

Unit 8 Achieve

Vocabulary

Against all odds page 60

Exercise 1

- 1 in; in 2 of; for 3 for; for 4 on 5 for

Exercise 2

- a independence b distant c confidence d different
e patience f brilliance g violent

Exercise 3

boxing ring; football pitch; running track; swimming pool;
ice rink; tennis court; golf course; climbing wall

- 1 running track
- 2 ice rink
- 3 swimming pool
- 4 climbing wall
- 5 football pitch
- 6 golf course
- 7 tennis court
- 8 boxing ring

Exercise 4

- 1 of 2 courts 3 in 4 in 5 important
- 6 confidence 7 for 8 track 9 pitch 10 for

Exercise 5

Students' own answers

Grammar

Foul play page 61

Exercise 1

- 1 match 2 time 3 final 4 keeper 5 winter
- 6 medal 7 skates 8 record

Exercise 2

- 1 When we arrived at the stadium at ten past three, the match had started.
- 2 Tom wanted to go ice skating, but he had forgotten to bring his ice skates.
- 3 Louise won the fight in the boxing ring because she had bribed the referee.
- 4 After Simon had finished the bike race, he went for a drugs test.
- 5 Rachel won the tennis match because Amy had played badly.
- 6 Gary had touched the ball with his hand before he scored a goal.

Exercise 3

- 2 *Jenny fell over and hurt her leg.* She had run really well in the race and had been in second place. She tried to finish the race, but it was impossible.
- 3 *Suddenly, Andy saw Lee ahead of him.* Andy had run faster than the other athletes at the start of the cross-country race. He had been in the lead for most of the race. He couldn't believe it. How did Lee win?

Exercise 4

- 1 had played 2 had won 3 wanted 4 had forgotten
5 realized 6 hadn't arrived 7 called 8 raced
9 started 10 played

Exercise 5

Students' own answers

Listening, speaking and vocabulary

The greatest page 62

Exercise 1

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

Exercise 2

Students' own answers

Exercise 3 3:08

Audio script

Jack Did you read about the Austrian man who broke the world record for the highest sky-dive in history?

Daisy Yes, I did. I think his name is Felix Baumgartner. It's an amazing achievement, isn't it?

Jack In my view, one of the greatest achievements, ever.

Daisy Well, yes, but for me, it wasn't as great as Natalia Molchanova's free-dive. She did a free-dive of over a hundred metres. That's unbelievable.

Jack OK. True. But why do you think her free-dive is greater than Felix's sky-dive?

Daisy Basically, it seems to me that you have to train very hard to do a free-dive. You have to be very fit and strong. OK, so sky-divers have to train a lot, too, but they don't have to be as strong as free-divers.

Jack But you have to be very brave to sky-dive. It's a really dangerous thing to do.

Daisy I agree. But you can't deny that free-diving is really dangerous, too. They're both really, really dangerous. However, swimming down to the bottom of the sea and then back to the surface is more challenging than just sitting in a helium balloon!

Jack Hmm ... OK. Right, in the end, I think I probably agree with you.

1

Exercise 4

3 and 5

Exercise 5

- 1 D 2 J 3 D 4 Not used 5 D 6 D 7 D 8 J

Exercise 6

Students' own answers

Vocabulary and grammar

The British honours system page 63

Exercise 1

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

Exercise 2

- 1 In which country did Abraham Lincoln use to be the president? – b
2 What did people in Russia use to call their monarch? – c
3 Which one of these countries used to be in the British Empire? – b
4 Where did the population of ancient Athens use to meet and vote? – c
5 When did New York use to be an English city? – b
6 In which capital city did Michelangelo use to live? – c

Exercise 3

- 1 used to be 2 introduced 3 didn't use to get
4 used to give 5 became 6 used to wear
7 used to play

Exercise 4

- 1 b 2 a 3 c 4 b 5 c 6 a 7 a 8 d 9 c 10 a

Exercise 5

Students' own answers

Reading

So near, yet so far pages 64-65

Exercise 1

- A skiing B tennis C cycling

Exercise 2

- 1 *Somebody is better than them at an important time.* – Juha Mieto
3 *They get worried about winning and play badly.* – Jana Novotná
4 *They get very tired and lose all their energy.* – Julie Moss

Exercise 3

- 1 F 2 C 3 A 4 G 5 B

Exercise 4

- 1 Jana 2 Julie 3 Juha 4 Julie 5 Juha 6 Jana

Exercise 5

It was an amazing and unbelievable achievement because Julie had never run a triathlon before.

Perhaps she felt that she should finish the race because of the support from all her fans.

Many people believe that her determination to finish the race was one of the most inspiring moments in the history of the triathlon.

Exercise 6

1 leader 2 champion 3 fans 4 coach 5 spectators
6 teammates 7 rival

Exercise 7

1 spectators 2 fan 3 teammates 4 rival(s) 5 coach
6 leader; champion

Exercise 8

Students' own answers

Writing

An opinion essay page 66

Exercise 1

1 b 2 a 3 a 4 c 5 c

Exercise 2

Support:

Having money shows that you have worked hard.
You can live in a big house and have whatever you want.
If you have money, you can use it to help people or
change the world.

Against:

Being happy and loved is a sign of success.
Talented artists, writers and thinkers are successful but
often not rich.
You don't need lots of money to make good friends.
Ordinary things, such as getting a job that you like or
bringing up a family, are successes.

Exercise 3

Having money shows that you have worked hard.
Being happy and loved is a sign of success.
Ordinary things, such as getting a job that you like or
bringing up a family, are successes.

Exercise 4

Possible answers:

In addition, you don't need lots of money to make good
friends.
In addition, I think that if you have money, you can use it
to help people or change the world.

Unit 8 Progress check page 67

Exercise 1

Possible answers:

Emmanuel Jal: rap singer who campaigns for peace
Paul Connolly: fitness trainer and writer; brought up a family
Sadaf Rahimi: Afghani female boxer who might take part
in the Olympics

Exercise 2

1 of / about 2 for 3 for

Exercise 3

adjectives: independent, distant
nouns: brilliance, difference

Exercise 4

hadn't done

Exercise 5

1 world 2 dream 3 challenge

Exercises 6 and 7

Please refer to Student's Book pages 98 and 99

Exercise 8

British citizens who have achieved something important.

Exercise 9

Possible answers:

certain verbs or modals (e.g. *I believe... It may be...*)
opinion adjectives (e.g. *beautiful, amazing*)
words or phrases that introduce an opinion (e.g. *In my view*)

Exercise 10

Civil servants are people who help to manage the country,
but don't make political decisions. Politicians are the
people who make the decisions.

Exercise 11

Please refer to Student's Book page 101

Exercise 12

for instance, such as

Exercise 13

to sum up, to summarize, to conclude, all things considered

Exercise 14

Please refer to Student's Book pages 102 and 103

Unit 9 The media

Vocabulary

In the news page 68

Exercise 1

1 reviews 2 gossip columns 3 advertising
4 headlines 5 article 6 tabloids

Exercise 2

1 published 2 gathering 3 confirm 4 reported
5 broadcast 6 investigate

Exercise 3

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

Exercise 4

1 published 2 journalists 3 editor 4 broadsheet
5 articles 6 front page 7 gossip column 8 interview
9 international 10 finance 11 guide

Exercise 5

Students' own answers

Grammar

Multitasking page 69

Exercise 1

- 1 have
- 2 has increased
- 3 are multitasking
- 4 get
- 5 are able
- 6 grew up / have grown up
- 7 was
- 8 is helping

Exercise 2

- 1 told
- 2 said
- 3 said
- 4 said
- 5 told

Exercise 3

- 1 (that) her pet had eaten it
- 2 (that) someone had stolen it
- 3 (that) she didn't understand it, and her computer wasn't working
- 4 (that) he had left it at home and would bring it in in the afternoon
- 5 (that) it had been in his jacket pocket and his mum (had) put it in the washing machine
- 6 (that) aliens had taken it as a sample of human handwriting

Exercise 4

- 1 was
- 2 listened
- 3 were working
- 4 'd always liked
- 5 was
- 6 didn't think
- 7 was trying
- 8 'd had
- 9 'd played
- 10 'd had
- 11 didn't like
- 12 wouldn't be

Listening, speaking and vocabulary

Behind the scenes page 70

Exercise 1

- 1 blockbuster
- 2 script
- 3 special effects
- 4 cast
- 5 soundtrack
- 6 film set
- 7 scenes

Exercise 2

- | | |
|---------------------|-------------------------|
| 1 animated films | 4 documentary film |
| 2 musicals | 5 Science-fiction films |
| 3 historical dramas | 6 horror films |

Exercise 3 3-09

Audio script

Presenter Dialogue 1

Oliver Have you heard about Lucy?

Carrie No, what happened?

Oliver Someone stole her bag yesterday.

Carrie Oh, no! Poor Lucy! Was there anything valuable in it?

Oliver Mostly books, her lunch and homework, but she also had her keys in there.

Carrie What a dreadful thing to happen!

Oliver Luckily, she had her purse in her pocket, and then she went to ...

Presenter Dialogue 2

James Hey, Maria. There's some exciting news. You won't believe this. I was just talking to Mr Clark next door, and he said that

they're going to film some scenes for a new film in our street. It's called *Victoria and Albert*.

Maria Really? What's it about? Is it a romantic comedy? Or a documentary?

James I think it's a historical drama, set in Victorian times.

Maria Cool. I'm really excited. That's fantastic news. Maybe we'll be in the actual film! Do you know if they will ...

- 1 b 2 c

Exercise 4

- a-R b-R c-G d-R e-G f-R g-G

Exercise 5

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

Exercise 6

- 1 It said on the radio this morning that someone vandalized the library.
- 2 How wonderful!
- 3 What a dreadful thing to happen!
- 4 Have you heard about my project? It won first place!

Vocabulary and grammar

The BBC story page 71

Exercise 1

Factual: news bulletin, chat show, reality show, sports coverage, weather forecast, wildlife documentary

Fictional: sitcom, cartoons, costume drama, soap opera

Exercise 2

- | | |
|--------------------|----------------|
| 1 news bulletin | 4 cartoons |
| 2 weather forecast | 5 reality show |
| 3 Sports coverage | 6 sitcoms |

Exercise 3

- | | |
|----------------|----------------|
| 1 weren't they | 4 didn't they |
| 2 wasn't it | 5 weren't they |
| 3 didn't they | 6 didn't it |

Exercise 4

- | | |
|----------------|--------------|
| 1 aren't they | 6 are they |
| 2 can't they | 7 do we |
| 3 haven't we | 8 isn't it |
| 4 don't they | 9 won't they |
| 5 aren't there | |

Exercise 5

Students' own answers

Reading

What's good in the hood? pages 72-73

Exercise 1

- 1 E 2 B 3 A 4 C 5 D

Exercise 2

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

Exercise 3

1 a 2 b 3 b 4 a 5 b

Exercise 4

1 view 2 adopt 3 kind 4 issue 5 view 6 right
7 issue 8 right 9 adopted 10 kind

Exercise 5

Students' own answers

Writing

A review of a TV programme page 74

Exercise 1

1 c 2 b

Exercise 2

1 dull 2 predictable 3 impressive 4 spectacular
5 entertaining 6 humorous 7 memorable

Exercise 3

a memorable moment from the programme and a recommendation

Exercise 4

A a rhetorical question B a quote C a prediction

Unit 9 Progress check page 75

Exercise 1

Please refer to Student's Book page 108

Exercise 2

Tabloids have smaller pages and not much serious news.

Exercise 3

a story, a crime

Exercise 4

1 They said (that) they were doing a survey.
2 She said (that) she had lost her smartphone.

Exercise 5

1 told 2 said

Exercise 6

by using real people, computer-generated images, or inflatable dummies.

Exercise 7

False

Exercises 8 and 9

Please refer to Student's Book pages 112 and 113

Exercise 10

Possible answer: The BBC is a British broadcaster. It is popular partly because it has no advertising, but also because it has some good shows like *Top Gear*.

Exercise 12

1 isn't 2 did

We use rising intonation in question tags when we are asking for confirmation, and falling intonation when we are asking for agreement.

Exercise 13

Possible answers: a memory of the film that will stay with you for a long time, a rhetorical question, a recommendation, a prediction

Exercise 14

Please refer to Student's Book page 116

Unit 10 Made in ...

Vocabulary

Make a difference page 76

Exercise 1

1 look around 4 take it off
2 pick it up 5 hang it up
3 try it on 6 they've sold out

Exercise 2

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

Exercise 3

1 linen, cotton, denim 2 wool, leather, fur 3 nylon

Exercise 4

1 leather 2 workers 3 off 4 fur 5 around 6 on
7 sold 8 denim 9 discount

Exercise 5

Students' own answers

Grammar

Where does it come from? page 77

Exercise 1

1 are used 5 were manufactured
2 was invented 6 was designed
3 was built 7 were developed
4 wasn't invented 8 is known

Exercise 2

1 What was the 'fluoroscope'?
2 When was it invented?
3 Who invented it?
4 Where was the first one built?
5 Is the fluoroscope used today?

Exercise 3

1 has / have owned 5 haven't been called
2 has manufactured 6 has produced
3 have been sold 7 has been closed
4 have been made 8 has started

Exercise 4

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

Exercise 5

Students' own answers

Listening, speaking and vocabulary

Protest page 78

Exercise 1

- | | |
|----------------|----------------------|
| 1 conserve | 5 survive |
| 2 were reduced | 6 have been cut down |
| 3 support | 7 was destroyed |
| 4 use up | 8 ban |

Exercise 2 3-10

Audio script

Evie Have you seen the poster on the school noticeboard?

Jack Which one? The one about training your dog?

Evie No, not that one. The one next to it. I think we should both go and help out in the park. People leave a lot of rubbish there, and some of the trees need cutting down because they're dangerous when it's windy. And people walk their dogs in the park all the time and the dogs leave a mess. So, what do you think? Will you come and help?

Jack Well, I usually play football at the sports centre on Saturday morning. I don't want to miss that.

Evie Oh, come on, Jack. I think you'll enjoy it.

Jack I'm not sure about that. I prefer football to cleaning parks.

Evie But it's only one morning. You'll be glad you did it.

Jack I don't think so.

Evie Look, you use the park a lot, don't you? And so do I. We really should help to clean it. It will make a difference.

Jack Perhaps you're right.

Evie And if we don't help, who will? We're responsible for our park, aren't we?

Jack I suppose so. OK, I'll come ... but I'm only staying for an hour.

Evie Great! I'll see you at the park at five to ten. You won't be disappointed.

Jack Hmm...

B

Exercise 3

1 c 2 b 3 a 4 c 5 a

Exercise 4

A Persuading: 1, 3

B Agreeing: 4, 6

C Disagreeing: 2, 5

Exercise 5

1 b 2 a 3 c

Exercise 6

Students' own answers

Vocabulary and grammar

Eyes in the sky page 79

Exercise 1

- 1 powerful 2 powerless 3 useful 4 endless
5 successful 6 harmful 7 hopeful 8 hopeless

Exercise 2

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

Exercise 3

- 1 will be used to take photos of things and find out information about them
2 will be made without touching the keypad
3 won't be needed on computers because of touchscreen technology
4 will be printed on 3D printers
5 will be reduced so that they're the same size as a credit card
6 won't be changed by new search engines – but there'll be lots of them

Exercise 4

- 1 thoughtless 2 are hunted 3 harmful 4 was started
5 will be tagged 6 will follow 7 sign 8 post

Exercise 5

Students' own answers

Reading

Stop the rise of the fur trade page 80-81

Exercises 2 and 3

1 b 2 c 3 d

Exercise 4

1 E 2 B 3 A 4 C 5 F

Exercise 5

- | | |
|---------------------|----------------|
| 1 b fashionable | 4 a wild |
| a fashion-conscious | b domesticated |
| 2 b give up | 5 b reach out |
| a take up | a hand out |
| 3 a fur trade | |
| b fur farming | |

Exercise 6

- | | |
|-----------------------------------|-------------|
| 1 handing out | 5 fur trade |
| 2 Fashion-conscious / fashionable | 6 wild |
| 3 reach out | 7 took up |
| 4 domesticated | 8 gave up |

Exercise 7

Students' own answers

Writing

Describing a process page 82

Exercise 1

- 3 **After that**, the letters are sorted according to the region or country they are addressed to.
- 1 **First of all**, letters and packages are collected in bags from pillar boxes, post offices and companies.
- 4 **Next**, the letters are tied together and a label is put on showing the towns they are addressed to.
- 2 **Then** they are taken to the sorting office, where the bags are emptied and the letters are separated from the packages.
- 5 **In the end**, the letters that have been tied together are placed in bags, and then these are sent to the railway station or airport.

Exercise 2

After that, the letters are placed on slow-moving conveyor belts and carried to another section, which sorts them according to the towns or cities that are shown on their envelopes (e.g. London or Manchester).

This sentence goes between sentences 3 and 4 in Exercise 1.

Exercise 3

How is ice cream made in a factory?

Ice cream has always been popular. It was invented over 2,000 years ago and it was eaten by the Emperor Nero in ancient Rome. Let's look at how it is made.

First of all, in the factory, all the ingredients that are needed are weighed. Then, they are mixed together. The mix is heated at a really high temperature and harmful bacteria are killed.

Next, the mix is left for four hours. Colours and flavours are added when it is cool. After that, the mix is pumped through a freezer. Some of the water in the ice cream is frozen and air is pumped in it. Then, nuts, fruit and chocolate are added.

Finally, the ice cream is packaged and sent to shops.

Unit 10 Progress check page 83

Exercise 1

Uzbekistan: cotton is picked in cotton fields

India: T-shirts are made in factories and sweatshops

Nigeria: T-shirt are sold in the markets there

Exercise 2

1 on 2 off 3 on

Exercise 3

b

Exercise 4

- 1 Electric toothbrushes are used every day.
- 2 The first electric toothbrush was designed by Dr Philippe-Guy Woog.

Exercise 5

Ice cream has been eaten for hundreds of years.

Exercise 6

destroy, use up

Exercise 7

They use up reserves of important materials, such as coltan. The mines affect the environment and wildlife, especially gorillas.

Exercise 8

Students' own answers.

Exercise 9

Possible answers: mapping the Earth; helping environmental agencies see where deforestation or pollution is taking place; helping local people by providing proof of logging

Exercise 10

-ful = means 'full of'

-less = means 'lacking'

Exercise 11

will

Exercise 12

Students' own answers.

Exercise 13

I don't come from England.

Exercise 14

Possible answers: trees are cut down, trees are made into logs and transported to a paper mill, the logs are made into wood pulp

Literature insight 1 page 84

Before you read

- 1 People could see Halley's comet in the sky.
- 2 They are leaving because Huck finds out that a search party is going to the island that night to look for Jim, who is a runaway slave.

Exercise 1

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

Exercise 2

Students' own answers

Exercise 3

They haven't seen Huck since he was much younger and they don't know what he looks like. At that time, people didn't have cameras and only professional photographers took photos on special occasions. The world's first photo was taken around 1826 by French photographer Joseph Niépce, but it took several decades before photography became popular.

Exercise 4 3•11

Audio script

So he told me his plan. I knew it would be a good one because Tom's plans are always crazy and exciting.

And we sure had a lot of fun with that plan! We knew that Jim was locked up in a hut outside the house. Every night we got out through our bedroom window and dug a hole right under the wall of the hut. It took us a week, and it was hard work. We talked to Jim secretly and told him about the plan, and he was really pleased.

We also wrote secret letters to everybody. Tom said that people always do this in books. We wrote that there was a gang of slave-thieves coming up from the south. They wanted to steal Jim and get the three hundred dollars from his owner. Well, the Phelps and their friends got very excited, and on the night of the escape I went into the sitting-room, and there was a crowd of men in there – all with guns!

I ran and told Tom, and he said that this was really good. 'It's a real adventure now, all right,' he said, very excited. 'Perhaps they'll come after us, and shoot, and we'll all get killed!'

Well, there wasn't time to think about it because it all happened so quickly. We got Jim out through the hole under the wall, and began to run down to the river. But the men heard us and came after us. They began to shoot, and so we ran as fast as we could to the canoe. We got in it and went over to Spanish Island. My raft was there, and our plan was to escape on that and go on downriver.

'Now, Jim,' I cried, 'you're a free man!' We were all very happy, but Tom was the happiest of all, because he had a bullet in his leg. When Jim and I heard that, we weren't so happy. Tom wanted the adventure to go on, but Jim and I said that a doctor must look at Tom's leg. Tom was getting angry about this, but Jim said, 'You listen to me, Tom Sawyer. You say I'm a free man now, and perhaps I am. But old Jim is not going to run away and leave one of his friends with a bullet in his leg! So I'm staying right here until a doctor comes.'

Because they are having an adventure.

Exercise 5

See Exercise 4 for audio script

- 1 **False. He knows it will be a good plan because Tom's plans are always exciting.**
- 2 **True**
- 3 **False. The boys write letters to everybody.**
- 4 **True**
- 5 **True**
- 6 **False. Jim doesn't want to leave the island until a doctor comes to see Tom.**

Exercises 6 and 7

Students' own answers

Literature insight 2 page 86

Before you read

- 1 **Possible answers:** Alice, the White Rabbit, the March Hare, the Mad Hatter, the Caterpillar, the Dormouse, the Cheshire Cat, the Queen of Hearts
- 2 **The rabbit is wearing clothes and it has a pocket watch.**

Exercise 1

She becomes much smaller (only twenty-five centimetres high).

Exercise 2

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

Exercise 4

She decides to visit the March Hare.

Exercise 5 3•12

Audio script

There was a table under a tree outside the house, and the March Hare and the Hatter were having tea. A Dormouse was sitting between them, asleep. The three of them were all sitting together at one corner of the table, but the table was large and there were many other seats. Alice sat down in a big chair at one end.

'Have some coffee,' the March Hare said in a friendly voice.

Alice looked all round the table, but she could only see a teapot.

'I don't see any coffee,' she said.

'There isn't any,' said the March Hare.

'Then why did you ask me to have some?' said Alice crossly. 'It wasn't very polite of you.'

'It wasn't very polite of you to sit down. We haven't invited you to tea,' said the March Hare.

'But there are lots of seats,' said Alice.

'Your hair's too long,' said the Hatter, looking at Alice with interest.

'It's not polite to say things like that,' said Alice.

The Hatter looked surprised, but he said, 'Why is a bird like a desk?'

Alice was pleased. She enjoyed playing wordgames, so she said,

'That's an easy question.'

'Do you mean you know the answer?' said the March Hare.

'Yes,' said Alice.

'Then you must say what you mean,' the March Hare said.

'I do,' Alice said quickly. 'Well, I mean what I say. And that's the same thing, you know.'

'No, it isn't!' said the Hatter. 'Listen to this. *I see what I eat* means one thing, but *I eat what I see* means something very different.'

Alice did not know what to say to this. So she took some tea and some bread-and-butter while she thought about it. The Dormouse woke up for a minute and then went to sleep again. After a while the Hatter took out his watch, shook it, then looked at it sadly.

'Two days slow! I told you that butter wasn't good for watches!' he said angrily to the March Hare.

'It was the *best* butter,' said the March Hare sadly.

Alice was looking at the watch with interest. 'It's a strange watch,' she said. 'It shows the day of the week, but not the time.'

'But we know the time,' said the Hatter. 'It's always six o'clock here.'

Alice suddenly understood. 'Is that why there are all these cups and plates?' she said. 'It's always tea-time here, and you go on moving round the table. Is that right? But what happens when you come to the beginning again?'

'Don't ask questions,' said the March Hare crossly. 'You must tell us a story now.'

She arrives and leaves at 6 o'clock. The time is always the same there.

Exercise 6

See Exercise 5 for audio script

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

Exercise 7

- Possible answers:** Alice sat down without being asked. The March Hare offered her coffee but then told her there wasn't any. The Hatter made a rude comment about Alice's hair.
- Possible answers:** You usually *mean what you say* when you say that you are going to do something and actually plan to do it, e.g. you say that you aren't going to eat chocolate for a week and you really don't eat chocolate for a week. You *say what you mean* when you are being honest about something even when it might hurt somebody's feelings, e.g. telling a friend that their new haircut looks bad.
- Students' own answers.

Exercise 8

Students' own answers

Literature insight 3 page 88

Before you read

- Possible answer: The story might be about children in difficult situations, poor families, or children who have to go to work.
- Possible answer: strict and scary

Exercise 1

He's a clown in the circus.

Exercise 2

- False. He has his own children.
- Not given
- True
- False. Mr Gradgrind doesn't want to talk about the circus.
- False. She likes flowers because they are pleasant and pretty.
- True
- Not given
- False. He orders the teacher to begin the lesson and then leaves for home.

Exercises 3 and 4

Students' own answers

Exercise 5 3•13

Audio script

'Jupe can't do it any more,' said one voice. 'He's getting too old.' 'He's left her, but she won't believe it. They were like one person, that father and daughter, always together.' 'He always wanted the best education for the girl – he was so happy when she got into the school.' Suddenly Sissy ran back into the room. She saw the faces of the people there, gave a heart-breaking cry, and fell into the arms of the woman nearest to her. The woman held her, cried with her, and comforted her. 'Look here, girl, what's your name?' said Mr Bounderby, in a loud, stern voice. 'Can't you see? Your father's left you. You're not going to see him again, and that's that.' The circus people looked at Bounderby, and words passed between them. Then Mr Gradgrind stood up and spoke to Sissy.

'I have a proposal, Jupe. I will give you an education and take care of you. But you must decide at once if you want to come or not. Also, if you come with me, you must never speak to any of the people in this room again. It is you who must choose, but remember: a good practical education is a very important thing in life. I understand that even your father felt this.'

At these last words, Sissy stopped crying, and turned her face to Mr Gradgrind.

'But when Father comes back – how will he find me?'

'Do not worry, Jupe,' replied Mr Gradgrind calmly. 'He will come to Mr Sleary here, who will write to me.'

The circus women then packed Sissy's few clothes for her, and one by one her friends came to kiss her goodbye.

'Leave the bottle, my dear,' said Mr Sleary, seeing that the Nine Oils was still held tightly to her chest.

'No, no!' she cried. 'It's for Father when he comes back!'

'Very well, then. Goodbye, my dear. Be good, and don't forget us,' he said, and turning to Mr Gradgrind he added, 'And you too, Sir, think the best of us, not the worst. People can't work all the time, they need to be amused, too. Think the best of us, not the worst.'

Yes, she does.

Exercise 6

See Exercise 5 for audio script

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

Exercises 7 and 8

Students' own answers

Literature insight 4 page 90

Before you read

- She wrote over sixty children's books. Some of them were about children having adventures in the real world, while others were about children who meet fantasy creatures, travel in time and find magic objects.
- Students' own answers.

Exercise 1

Peter stole the coal, with the help of the girls.

Exercise 2

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

Exercise 4 3•14

Audio script

'Mother must have those things,' said Bobbie. 'The doctor said so. How can we get them for her? *Think*, everybody, just as hard as you can.'

They did think. And later, when Bobbie was sitting with Mother, the other two were busy with a white sheet, some black paint and a paintbrush.

The next morning, the 9.15 came out of the tunnel and the Old Gentleman put down his newspaper, ready to wave at the three children. But this morning there was only one child. It was Peter. Peter was showing him the large white sheet that was fixed to the fence. On the sheet were thick black letters that read: LOOK OUT AT THE STATION.

A lot of people did look out at the station, but they saw nothing strange. But as the train was getting ready to leave, the Old Gentleman saw Phyllis running towards him.

'I thought I was going to miss you!' she shouted, and pushed a letter into his hand, through the window, as the train moved away. The Old Gentleman sat back in his seat and opened the letter. This is what he read:

*Dear Mr (we do not know your name),
Mother is ill and the doctor says we must give her these things at the end of the letter, but we haven't got enough money to get them. We do not know anybody here except you, because Father is away and we do not know his address. Father will pay you, or if he has lost all his money, Peter will pay you when he is a man. We promise it. Please give the things to the Station Master, because we do not know which train you come back on. Tell him the things are for Peter, the boy who was sorry about the coal, then he will understand.
Bobbie Phyllis Peter*

Written below the letter were all the things the doctor had ordered, and the old gentleman read through them. His eyes opened wide with surprise, but he smiled. At about six o'clock that evening, there was a knock at the back door. The three children hurried to open it, and there stood Perks, the friendly Porter, with a large box. He put it on the floor. 'The Old Gentleman asked me to bring it,' he said. Perks left, and the children opened the box. Inside were all the things they had asked for, and some they had not – some wine, two chickens, twelve big red roses. And there was a letter.

*Dear Bobbie, Phyllis and Peter,
Here are the things you need. Your mother will want to know where they came from. Tell her they were sent by a friend who heard she was ill. When she is well, you must tell her all about it, of course. And if she says you were wrong to ask for the things, tell her that I say you were right, and that I was pleased to help.*

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

Exercises 5 and 6

Students' own answers

Literature insight 5 page 92

Before you read

- 1 He wrote detective stories, science fiction, historical dramas, non-fiction books, plays and poetry. *The Lost World* is science fiction.
- 2 Because he wants to impress Gladys Hungerton, the woman that he loves. He hopes she might agree to marry him if he becomes a famous adventurer.

Exercise 1

- 1 Ned feels in love and he is excited about the adventure.
- 2 Ned likes Mr McArdle.
- 3 He thinks Ned has done some good work.
- 4 Because Ned wants to do something dangerous.
- 5 Because editors prefer to send famous reporters with experience.
- 6 He has broken the arm of one reporter. He hits anybody who asks him questions, and he throws reporters downstairs.
- 7 Because no one knows exactly where he was, and he has stopped talking about the trip.
- 8 Either something wonderful happened during the trip to South America, or the Professor is a liar.

Exercise 2

Students' own answers

Exercise 3

When they meet, Professor Challenger attacks Ned as soon as he realizes Ned is a journalist.

Exercise 4 3•15

Audio script

'Now, listen carefully,' he began. 'I usually have no time for people from the newspapers. But your words to that policeman showed me that you are, perhaps, a little better than the rest of them. That is why I brought you back.'

'Now, you know that I made a journey to South America two years ago. Very few white people have visited the small rivers which run into the great Amazon River.'

'One night I was in a village deep in the forest. The Indians there took me to see a very ill white man in one of their homes. When I arrived, he was already dead. Beside him lay a bag. When I opened it, I saw the name *Maple White*, and an address in America. I also found something else. It was this book of his drawings. Look at it closely.'

He stopped, took an old, dirty, drawing book from his desk and gave it to me. There were drawings of Indians, and a picture of a white man, with the words *Jimmy Colver on the boat* below it. The other drawings were of animals and birds.

'I see nothing unusual here,' I said, and I turned the pages. The next drawing interested me more. It showed some very high, dark red cliffs. They lay across the page, like a great red wall, with green trees all along the top. One great, tall rock stood alone next to the cliffs.

'Now ... look at the last page,' said the Professor, smiling. I turned the page, and nearly screamed. I was looking at a wild, strange animal. It had a small head, short legs, and an enormous blue-grey body, perhaps nine metres long.

'Now look at this,' he said, and he showed me a bone. It was about fifteen centimetres long, with some dry skin at one end. 'I found it in the American's bag. The same bone in a man's body is like this,' he went on, and he showed me a bone about one centimetre long. 'So you can see it came from a very large animal. And the skin on the end tells you that the bone is not very old. Well, what do you think? What is it?'

'I'm afraid that I've no idea,' I replied.

'Then I'll tell you, young man. This bone belongs to a dinosaur. The drawing is of a dinosaur, too. Scientists think that they all died millions of years ago, but I can tell you that some dinosaurs are still alive today. So, what do you say now?'

- 1 two years
- 2 white (American) man
- 3 animals, birds
- 4 strange animal
- 5 fifteen centimetres
- 6 dinosaur
- 7 scientists

Exercises 5 and 6

Students' own answers

Exam insight answer keys: [See website](#)

Pronunciation insight 1 page 124

Exercise 1 3-21

1 b 2 c 3 a

Exercise 3 3-23

	/s/	/z/	/ɪz/
1 arrives			✓
2 brushes			✓
3 escapes	✓		
4 closes			✓
5 goes		✓	
6 takes	✓		

Exercise 5

1 /ɪz/ 2 /s/ 3 /z/

Exercise 6 3-25

- My sister leaves home at 8.30. /z/
- Max uses a computer for playing games. /ɪz/
- Anna always eats crisps. /s/
- My brother wears a uniform. /z/
- Olivia washes her hair every day. /ɪz/
- My boyfriend speaks Polish. /s/

Pronunciation insight 2 page 124

Exercise 1 3-26

1 finished 2 show 3 chatted 4 hope 5 respected
6 talked 7 tried 8 introduce

Exercise 2 3-27

1 c 2 a 3 b

Exercise 4

1 /ɪd/ 2 /t/ 3 /d/

Exercise 5 3-29

/d/	/t/	/ɪd/
arrived	dropped	decided
happened	looked	included
learned	noticed	invited
listened	reached	shouted
moved	stopped	visited

Exercise 6 3-30

1 liked 2 escaped 3 cried 4 watched 5 sighed
6 queued

Pronunciation insight 3 page 125

Exercise 1 3-31

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

Exercise 2 3-32

- | | |
|---------------------|-----------------------|
| 1 a bottle of water | 4 a lot of sugar |
| 2 not many adverts | 5 a box of chocolates |
| 3 a table for eight | 6 a few emails |

Exercises 3 and 4 3-33

- Put a little oil in a pan.
- Have we got any orange juice?
- Let's buy a packet of biscuits.
- Everybody is waiting for us.
- Dinner is at eight o'clock.
- There were a few angry customers.
- I went out for a meal on Friday evening.
- We bought a can of green olives.
- Shall we eat inside or outside?
- Can I have a glass of water, please?

Pronunciation insight 4 page 125

Exercise 1 3-34

1 one 2 three 3 two 4 one 5 two 6 three

Exercise 2 3-35

1 d 2 a 3 b 4 c

Exercise 3 3-36

1 cellar 2 confident 3 hotel 4 imagine 5 address
6 popular

Exercise 4 3-37

- full-time
- energy-efficient
- labour-saving
- modern-day
- old-fashioned
- open-plan
- three-bedroomed
- two-storey

The stress in compound adjectives is usually on the second word. *energy-efficient* and *labour-saving* are different because the stress is on the first word.

Exercise 5 3-38

- | | |
|-------------------------|------------------------|
| 1 <u>armchair</u> | <u>wheelchair</u> |
| 2 <u>bedroom</u> | <u>dining room</u> |
| 3 <u>frying pan</u> | <u>saucepan</u> |
| 4 <u>back door</u> | <u>front door</u> |
| 5 <u>detached house</u> | <u>terraced house</u> |
| 6 <u>fax machine</u> | <u>washing machine</u> |

The stress in compound nouns is usually on the first word. *detached house*, *terraced house*, *back door* and *front door* are different because the stress is on the second word.

Exercise 6 3-39

- in a saucepan
- in the dining room
- in the washing machine
- in an armchair
- in a detached house
- in my bedroom

Pronunciation insight 5 page 126

Exercise 1

- 1 Why 2 When 3 Where 4 How many 5 How long
6 Who

Exercise 2 3.40

- 1 down 2 up

Exercise 3 3.41

- 1 Have you ever done a bungee jump?
2 How long have you known your best friend?
3 When did you learn how to ski?
4 Did you enjoy go-karting last weekend?
5 Where do you go rock climbing?
6 Do you like windsurfing?
7 Can you ride a horse?
8 Who are you writing to?

Pronunciation insight 6 page 126

Exercise 1 3.42

- 1 place 2 life 3 boy 4 clear 5 chair 6 tour
7 home 8 house

Exercises 2 and 3

- 1 /aʊ/ crowd – e loud 5 /ɔɪ/ noise – g toys
2 /əʊ/ phone – f shown 6 /eə/ wear – b hair
3 /aɪ/ try – d high 7 /ɪə/ year – c here
4 /eɪ/ day – a grey

Exercise 4

- 1 toys, noise 2 day, grey 3 shown, phone 4 try, high
5 crowd, loud 6 year, here 7 hair, wear

Pronunciation insight 7 page 127

Exercise 1

- 1 don't have to
2 had to
3 has to
4 didn't have to
5 'll have to
6 don't have to

Exercise 2 3.45

The pronunciation of *to* in fast speech is weak /tə/.

Exercise 3 3.46

The first *t* in *mustn't* is silent.
The *l* in *should* is silent.
The *l* in *shouldn't* is silent.

Exercise 4 3.47

- 1 W 2 S 3 W, S 4 W 5 S 6 W, S

Exercise 5

- 1 b 2 a 3 a

Pronunciation insight 8 page 127

Exercise 1 3.48

- 1 b 2 c 3 a

Exercise 2 3.49

- 1 b 2 b 3 a 4 a 5 b 6 b

Exercise 3

- 1 If I were the Queen of England, **I'd** live in Buckingham Palace. *would*
2 She didn't have any money because **she'd** lost her wallet. *had*
3 **They'd** like to live in a big city. *would*
4 If he knew your phone number, **he'd** phone you. *would*
5 **We'd** love to go sightseeing this afternoon. *would*
6 **I'd** missed the bus so I had to walk to school. *had*

Pronunciation insight 9 page 128

Exercise 1 3.51

- 1 I'm 2 They've 3 We'll 4 Lucy's 5 My sister's
6 What's 7 Somebody's 8 doesn't 9 haven't
10 aren't 11 am 12 is

Exercise 2

- 1 It'll be a disaster.
2 They aren't coming, are they?
3 Everyone's complaining about the food.
4 A Have you finished?
B Yes, I have.
5 I'm wrong, aren't I?
6 The head teacher's going to talk to us.
7 Where are your books?
8 They'll be late, won't they?
9 You didn't use to have short hair, did you?
10 Ella would like to go swimming.
No contractions in the following sentences:
4 - we don't use contractions in short answers.
7 - we only use contractions with question word + *is*.
10 - we only use contractions with names + *is*.

Pronunciation insight 10 page 128

Exercise 1 3.53

- 1 is produced 4 were reduced
2 are made 5 has been stolen
3 was invented 6 have been sold

Exercise 3 3.53

weak form

Exercises 4 and 5 3.55

- 1 were 2 was 3 was 4 was 5 were 6 are 7 is
8 have been 9 has been 10 have been

Teacher's Resource Disk

The **Teacher's resource disk** contains:

- Communication worksheets
- Documentary video clips and DVD worksheets
- How to guides
- Functional language bank
- Writing bank

Communication worksheets

Fun, communicative practice for pairs and groups

There are twenty communication activity worksheets (two per unit) and two project worksheets for Pre-Intermediate *insight*. Intended for classroom use, they offer further practice of the grammar, vocabulary, functions and skills taught in the Student's Book.

Procedural notes accompany each activity worksheet.

<p>Unit 1 Worksheet A: Find someone who... Activity: Practise asking for personal information Language point: Present simple and present continuous (Unit 1, Section B) Time: 15 minutes Materials: One handout for each student</p>	<p>Unit 1 Worksheet B: Connections Activity: Matching the two halves of sentences Language point: Phrasal verbs with <i>get</i> and compound nouns (Unit 1, Sections A and D) Time: 15 minutes Materials: One handout for each pair of students, cut along the lines</p>
<p>Unit 2 Worksheet A: Places in a town Activity: Memory game Language point: Vocabulary for places in a town (Unit 2, Section A) Time: 15 minutes Materials: One handout for each group of students</p>	<p>Unit 2 Worksheet B: Ghost town Activity: Jigsaw reading Language point: Past simple and past continuous (Unit 2, Section D) Time: 15–20 minutes Materials: One handout for each pair of students, cut in half</p>
<p>Unit 3 Worksheet A: Shopping lists Activity: Pelmanism (remember and match pairs of cards) Language point: Determiners and vocabulary for containers and their contents (Unit 3, Sections B and D) Time: 15 minutes Materials: One set of cards for each group of students, cut along the lines. (There are two different sets of cards for the teacher to choose from.)</p>	<p>Unit 3 Worksheet B: Would you like to ...? Activity: Jigsaw dialogue Language point: Making, accepting and refusing invitations (Unit 3, Section C) Time: 15 minutes Materials: One handout for each pair of students, cut along the lines</p>
<p>Unit 4 Worksheet A: Great spaces Activity: Class survey Language point: Comparatives and superlatives (Unit 4, Section D) Time: 15–20 minutes Materials: One handout for each student</p>	<p>Unit 4 Worksheet B: Collocations dominoes Activity: Dominoes matching verbs with household chores and making compound adjectives Language point: Collocations connected with household chores; compound adjectives (Unit 4, Sections A and C) Time: 15–20 minutes Materials: Cut up one set of dominoes for each group of four students. Cut up one question sheet for each student (two Student As and two Student Bs).</p>

<p>Unit 5 Worksheet A: Experiences Activity: Questionnaire Language point: Adjective suffixes <i>-ing</i> and <i>-ed</i> (Unit 5, Section A) Time: 15 minutes Materials: One handout for each pair of students, cut along the lines</p>	<p>Unit 5 Worksheet B: Prove it! Activity: Student survey Language point: Present perfect tense (with <i>yet</i>, <i>already</i> and <i>just</i>) (Unit 5, Section B) Time: 15–20 minutes Materials: One handout for each group of four students</p>
<p>Unit 6 Worksheet A: What ... if ...? Activity: Board game Language point: First conditional and expressing probability (Unit 6, Sections B and D) Time: 15–20 minutes Materials: One handout for each group of students, counters and dice</p>	<p>Unit 6 Worksheet B: Double trouble Activity: Pelmanism (remember and match pairs of cards) Language point: Negative prefixes <i>un-</i>, <i>im-</i>, <i>ir-</i> and <i>il-</i> Time: 15 minutes Materials: One handout for each group of students, cut along the lines</p>
<p>Unit 7 Worksheet A: Good advice Activity: Error correction Language point: Asking for, giving and responding to advice (Unit 7, Section C) Time: 15 minutes Materials: One handout for each pair of students, cut along the lines</p>	<p>Unit 7 Worksheet B: Imagine ... Activity: Explaining actions and reasons Language point: Second conditional for imaginary situations (Unit 7, Section D) Time: 15–20 minutes Materials: One handout for each group of students, cut along the lines</p>
<p>Unit 8 Worksheet A: Just a minute! Activity: Extended answers Language point: Verbs and prepositions connected with success and collocations connected with achievement (Unit 8, Sections A and C) Time: 15 minutes Materials: Dice and one handout for each pair of students, cut along the line</p>	<p>Unit 8 Worksheet B: The good old days Activity: Talking about the past Language point: <i>used to</i> and <i>didn't use to</i> (Unit 8, Section D) Time: 15–20 minutes Materials: One handout for each pair of students</p>
<p>Unit 9 Worksheet A: In the news Activity: Crossword Language point: Vocabulary connected to the press and types of TV programmes (Unit 9, Sections A and D) Time: 15–20 minutes Materials: One crossword handout for each pair of students, either Student A or Student B.</p>	<p>Unit 9 Worksheet B: Film quiz Activity: Quiz Language point: Question tags (Unit 9, Section D) Time: 15–20 minutes Materials: One handout for each pair of students, cut along the line</p>
<p>Unit 10 Worksheet A: You'll love it! Activity: Role play Language point: Persuading, agreeing and disagreeing (Unit 10, Section C) Time: 15–20 minutes Materials: One handout for each pair of students, cut along the lines: one set of phrases and one set of role play cards</p>	<p>Unit 10 Worksheet B: What happened next? Activity: Jigsaw stories Language point: Active and passive tenses (Unit 10, Sections B and D) Time: 15–20 minutes Materials: One handout for each group of 10 students, cut along the lines and mix up</p>
<p>Project 1: Famous journeys Aims: To give students the opportunity to work on a group project to create a short presentation. To enable students to use sources of information in English with the help of ICT. Time: 15–20 minutes + extra time for the students to prepare their presentations and give their presentations to the class Materials: One handout for each group of students, folded along the line</p>	<p>Project 2: What's in the news? Aims: To give students the opportunity to work on a group project to design a news web page. To enable students to use sources of information in English with the help of ICT. Time: 40 minutes + extra time for the students to conduct interviews, prepare their web page designs and show them to the class. Materials: One handout for each small group of students</p>

DVD extra

There are ten documentary video clips with ready-to-use worksheets and teacher's notes to support the Pre-Intermediate level of *insight*. The clips, worksheets and teacher's notes can be accessed from the Teacher's Resource Disk.

Each clip has optional subtitles and has been selected to relate to, and build on, the theme of the unit. Grammar and vocabulary from the unit are recycled, but the primary function of these varied clips is to offer further cultural information via an easily-accessible medium.

The purpose of the worksheets is to help students to understand the content of the clip, and to provide ideas for discussion and project work around the content and the general topic. Each worksheet has been carefully designed for flexible use in the classroom and comprises:

- Start thinking – an activity to activate students' schemata.
- Comprehension check – a series of activities which check students' understanding of the clip and encourage them to react to it.
- Vocabulary and Extension, which can both be done without the need to see the clip again – a series of activities which exploit the clip for useful vocabulary. The extension activity allows students to work in groups and personalize the topic of the clip. Useful functional language is fed in where needed.
- Teacher's notes – these explain how to get the most out of the worksheets, provide useful background information to the clip and include a full answer key.
- Video scripts – the script for the clip is provided in full to allow further analysis of the language.

Unit 1 (1D): From Ireland to the USA

Subject: immigration

Grammar: present continuous, articles

Vocabulary: ancestry cramped disease emigrate famine harvest immigrant voyage

Extension activity: produce a poster about a famous American immigrant

Unit 2 (2E): Queenstown, New Zealand

Subject: Queenstown – adventure capital of the world

Grammar: past simple and past continuous

Vocabulary: hiking / tramping jet boating paragliding skydiving skiing

Extension activity: make an advert for an extreme sports location

Unit 3 (3D): Food in the UK

Subject: international food in the UK, curry

Grammar: determiners, indefinite pronouns

Vocabulary: Cornish pasties curry fish and chips Jamaican jerk chicken naan bread pizza

Extension activity: plan an international meal

Unit 4 (4D): Homes in the UK

Subject: overview of types of houses and homes in the UK

Grammar: comparative and superlatives, (*not*) *as, too, enough*

Vocabulary: antique cottage furniture staff stately home view boring comfortable
inconvenient noisy ugly usual

Extension activity: present your perfect home to the class

Unit 5 (5B): Great explorers – Edmund Hillary

Subject: description and news footage from the conquest of Everest

Grammar: present perfect with *just, yet / for* and *since*, past simple

Vocabulary: admire conquer freeze gather inspire remain set off achievement
coronation crowd expedition hero pack stamina summit

Extension activity: debate 'People shouldn't risk their lives going on dangerous expeditions'

Unit 6 (6A): An American High School

Subject: a look at Hawthorne High

Grammar: *will* and *going to*, first conditional

Vocabulary: British vs. American English;
core elective local packed SAT student council course exams league
lunch subjects

Extension activity: debate 'Private schools are better than public / state schools'

Unit 7 (7D): World English

Subject: English as a second language

Grammar: *must*, *mustn't*, *have to*, *don't have to*, second conditional

Vocabulary: Welsh translation; capital first foreign multilingual official Afrikaans

Extension activity: research words or phrases and present to the class

Unit 8 (8C): Great British writers – Shakespeare, Austen, Fleming

Subject: biographies of three influential authors

Grammar: *used to*, past perfect

Vocabulary: journalist novel spy playwright poet sonnet author close created
performed recreation romance well known

Extension activity: research a Shakespeare play and present to the class

Unit 9 (9E): Pinewood Studios

Subject: a look at the different types of stage and what films have been made there

Grammar: reported speech; *say* and *tell*

Vocabulary: audience blockbuster fan location replica setting;
phrases: keep up with technology shoot a scene save money stay underwater
take a long time

Extension activity: imagine making a film at Pinewood Studios

Unit 10 (10E): How a paper mill works

Subject: the paper production process at Burneside Mills

Grammar: passive (all forms)

Vocabulary: fabric mill pulp consistency roller trace moisture beat churn
package ship squeeze stretch

Extension activity: research a manufacturing process and present to the class

