CUTTING EDC5

THIRD EDITION

UPPER INTERMEDIATE

TEACHER'S RESOURCE BOOK

WITH RESOURCE DISC



O1 GETTING ON

OVERVIEW

PAGES 6-7

Speaking and listening: Your past and present

Grammar: Past and present verb forms

Common European Framework: Students can present clear, detailed descriptions on a wide range of familiar subjects; can use a sufficient range of language to be able to give clear descriptions.

PAGES 8-9

Reading: Great sibling rivalries

Vocabulary: Relationships

Common European Framework: Students can read with a large degree of independence, adapting style and speed of reading to different texts and purposes; can use a sufficient range of language to be able to give clear descriptions.

PAGES 10-11

Listening and vocabulary: Friendship

Grammar: Uses of auxiliary verbs

Pronunciation: Stressed and unstressed auxiliary verbs

Wordspot: get

Common European Framework: Students can keep up with an animated conversation between native speakers; can respond to feelings such as surprise, happiness, sadness and interest.

PAGES 12-13

Task: Keep a conversation going

Common European Framework: Students can initiate, maintain and end discourse appropriately with effective turn taking.

PAGES 14-15

Speaking: Responding to how people feel

Pronunciation: Sounding sympathetic

Writing: Planning and drafting a biography

Common European Framework: Students can respond to feelings such as surprise, happiness, sadness and interest; can write clear, detailed descriptions of real or imaginary events and experiences.

Speaking and listening (PAGE 6)

Your past and present

WARM UP

Bring some photos which show important events in your life, and show them to students, describing what happened. Ask students to select photos from their mobile phones to show their partner and describe.

- 1a As an example, pick one or two of the items A–F and share some information about yourself with the class, writing notes on the board. Give students five minutes to think about their answers and make notes. Walk round and help students with any vocabulary they need, writing any new words/phrases on the board.
- b Students work in pairs to share their ideas. Encourage students to ask follow-up questions to find out more information. In feedback, nominate students to share any interesting information they found with the class.

2a 1.1 Explain that students are going to listen to six people talking about important things in their lives. Tell students not to worry if they don't understand every word and clarify that they only have to match each speaker to one of the ideas in exercise 1a, and that they'll have a chance to listen again for more detail afterwards. Play the recording and do the first as an example with them. Play the rest of the recording, pausing after each item if necessary. Students check their answers in pairs and then as a class.

ANSWERS:

A 2F 3C 4B 5D 6E

b Students work in pairs to discuss which speaker mentioned each topic, and what they remember about each of the words in the box. Play the recording again and check the answers.

ANSWERS:

a farm: Speaker 1. He used to go to his aunt and uncle's farm every summer. It was a really special place for him and he loved it.

a coincidence: Speaker 5. She has recently met a woman called Emma, like herself. Emma's husband is called John or Johnny, just like her husband. It gets confusing when they all go out together.

a baby: Speaker 6. This is the baby his cousin and his wife had three weeks earlier. He can't remember the baby's name, but it looks sweet in the photo on Facebook.

a pond: Speaker 4. The house where he was born had a pond at the bottom of the garden. He used to spend hours looking at the fish. The pond was probably dangerous, but nobody worried about it. working on a film: Speaker 2. The work is really interesting, but she has to be there very early and get up at five, which she hates. an awful boss: Speaker 3. This is the horrible woman that she first worked for. She really hated her boss and used to discuss her over coffee with her workmate Kathy.

3 1.2 Go through the extracts and elicit students' ideas as to the missing words, but don't give any answers yet. Play the recording, pausing after each extract if necessary, for students to write the missing words. Students compare in pairs before checking answers as a class.

ANSWERS:

1 used to go, absolutely loved 2 I work, that start, I'm working on

3 had had a few 4 haven't seen her for 5 we've lost

6 lived there for 7 standing next, started talking 8 looks quite

Language focus 1 (PAGE 7)

Past and present verb forms

See Teaching tips: Using a discovery approach to grammar, page 20.

Explain that the quiz is to find out what students know about English verbs. This will help decide what to focus on in later lessons. Students work in pairs to answer the questions. Move around the room while students are working to make sure they understand what to do. In feedback, go through the answers with the class and take note of any generally weak areas for later attention.

ANSWERS:

1

a generally true

b temporary situation

2

met: single action in the past

were working: action in progress at that time

3

a don't remember

b owned

Both remember and own are state verbs, which are not normally used in continuous forms.

4

used to describes habits / states in the past

5

1 b 2 a 3 c 4 d

6

had bought

You may want to ask students to read Study 1 on page 131 for a more detailed explanation of past and present verb forms.

PRACTICE

If you think students need more controlled practice before doing this exercise, they could do Practice 1 on pages 131–132 first.

1 1.3 Tell students to look at the photo on page 7, and elicit where they think Alek is from and what her job is. Students complete the exercise individually then compare answers in pairs. Explain that the recording includes only the correct verb forms. Play the recording so students can check their answers.

ANSWERS:

3 was born 4 broke out 2 hasn't been 1 has appeared 8 had had 6 got 7 decided 5 used to play 9 got 13 approached 12 was shopping 11 joined 10 had moved 16 also designs 17 has written 15 has been 14 decided 19 was changing 20 is changing 18 is spending

ADDITIONAL PRACTICE

Resource bank: Activity 1A Me too! (Past and present verb forms)

Study, practice & remember: Practice 1

Workbook: Language focus 1: Past and present verb forms, pages 4–5

Reading (PAGES 8-9)

- 1 Check understanding of *sibling*. Students discuss the questions in pairs. Walk round and help with vocabulary where necessary, writing any new words/phrases on the board. In feedback, nominate students to share any interesting information with the class.
- 2 Focus students' attention on the photos and explain that they show famous siblings. Students work in pairs and discuss what they know before sharing information with the class. Feed in information from the Culture notes below if necessary.

Culture notes

Rudi and Adi Dassler: German shoemakers in the early 20th century. After equipping athletes at the 1928 and 1936 Olympics, they gained reputations as expert shoemakers and went on to found the companies Puma and Adidas.

Venus and Serena Williams: Professional tennis players who have both been ranked World No. 1 by the Women's Tennis Association, and have played against each other in eight Grand Slam finals, as well as playing together in doubles matches.

Noel and Liam Gallagher: British rock musicians who played together in the band Oasis. Noel left the band in 2009 to pursue a solo career, and Liam formed a new band, Beady Eye.

Olivia de Havilland and Joan Fontaine: Both British-American actresses, they are two of the last surviving Hollywood stars from the 1930s. They have both won Academy Awards.

3 Go through the questions and check understanding of rivalry. Set a time limit of five minutes for students to read the article and answer the questions individually. Students compare their answers in pairs and then check as a class.

ANSWERS:

Venus and Serena Williams
 Olivia de Havilland and Joan
 Fontaine
 Noel and Liam Gallagher
 Rudolf and Adi Dassler
 Venus and Serena Williams
 Noel and Liam Gallagher

4 Students read the article again more carefully and complete the sentences, then check their answers in pairs. Check answers with the whole class.

POSSIBLE ANSWERS:

- 1 ... she was jealous of her looks.
- 2 ... married first and won the Oscar before Olivia did.
- 3 ... won an Oscar but refused to shake her sister's hand.
- 4 ... he was trying to work, but Liam had invited some friends to the studio for a party.
- 5 ... they were very different and eventually fell out permanently.
- 6 ... they sided with one brother or the other.
- 7 ... they've played each other in many major tennis tournament finals.
- 8 ... she still hates seeing photos of the two of them together as she doesn't feel as beautiful as her sister.
- Put the students in small groups to discuss the questions. In feedback, nominate a student from each group to share their ideas with the class, and find out if other students agree.

Vocabulary (PAGE 9)

Relationships

See Teaching tips: Working with lexis, page 21.

- 1a Go through the example with the class, and explain that students need to do two things: complete the phrases and try to remember which siblings each sentence refers to. Make sure they don't check with the article yet.
- **b** Students check their answers with the article, then discuss the meanings of the phrases in pairs. Check answers with the class and explain or elicit the meanings of the phrases where necessary.

ANSWERS:

- 2 competing with each other (the author and her sister)
- 3 feels threatened by (the author's sister)
- 4 don't have a lot in common (Olivia de Havilland and Joan Fontaine)
- 5 loathe each other (Olivia de Havilland and Joan Fontaine)
- 6 putting each other down (Noel and Liam Gallagher)
- 7 fell out (Rudolf and Adi Dassler)
- 8 feels inferior to (the author)

Note that when we use phrases 4 and 7 with an object, we link them with the preposition with, e.g. He doesn't have a lot in common with her. Rudolf fell out with his brother.

2 Students work in pairs. Walk round and help with the meaning of the phrases where necessary. Check answers with the class and give further explanations or examples if needed.

POSSIBLE ANSWERS:

- 1 Venus and Serena Williams
- 2 Rudolf and Adi Dassler, Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 3 Noel and Liam Gallagher
- 4 Venus and Serena Williams, the author and her sister (sometimes)
- 5 Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 6 Rudolf and Adi Dassler, Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 7 Venus and Serena Williams
- 3a Go over the examples and elicit one or two more phrases for each list from the class. Students work individually before checking in pairs. Check answers with the class, and drill the phrases chorally and individually, paying attention to linking between words.

ANSWERS:

good relationships: be loyal to each other, be supportive of each other

bad relationships: be jealous of, compete with each other, feel threatened by, not have a lot in common, put each other down, fall out, feel inferior to, not get on with each other, be violent towards each other, not respect each other, their relationship seems destructive

b Go over the example with the class and make sure students know what to do. Students work in pairs before checking answers with the class. Write any new vocabulary on the board.

POSSIBLE ANSWERS:

be close to each other - be distant from each other be loyal to each other - be disloyal to each other be supportive of each other - put each other down loathe each other - love each other be jealous of - be supportive of compete with each other - cooperate with each other feel threatened by - feel safe with not have a lot in common – be very similar put each other down - be supportive of each other fall out - remain good friends feel inferior to - feel equal/superior to not get on with each other - get on well with each other be violent towards each other - be respectful of each other not respect each other - respect each other their relationship seems destructive - their relationship seems constructive

- 4a Pick two of the relationships for yourself and describe them to the class as an example. Give students five minutes to think about what they're going to say, and walk round and encourage them to use phrases from exercises 1a and 2.
- b Put students in small groups to discuss their relationships. Go through the example and encourage students to ask follow-up questions to find out more information. In feedback, nominate students to share any interesting information they found out with the class.

Vocabulary, exercise 4b: Alternative suggestion

When students have prepared their descriptions, put them in groups and ask them to describe the relationships without saying what the relationship is. Other students listen and guess which relationship they are describing.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Relationships, page 6

Listening and vocabulary (PAGE 10)

Friendship

See Teaching tips: Working with lexis, page 21.

WARM UP

Books closed. Divide the board in two halves and write *positive* characteristics at the top of one section and negative characteristics at the top of the other. Elicit an example of each and write it on the board, e.g. caring, unsympathetic. Divide the class in two groups and assign a section to each. Give students a minute to discuss and write down as many characteristics as they can. Make sure all students write down the ideas. When the time is up, students form pairs with a member of the other group and compare lists. Elicit ideas from the class as a whole and write them on the board. Ask students to choose some of the adjectives and describe people they know in pairs.

1a Students discuss the characteristics in pairs. In feedback, elicit students' ideas and check understanding of the phrases, especially behind your back (without you knowing) and confide in (you can share secrets with them).

ANSWERS:

3 and 5

- **b** If you did the Warm up activity, ask students to compare the list in exercise 1a with the lists on the board, then discuss in pairs which is the most important characteristic. Otherwise, ask students to think of two more characteristics in pairs. When they have finished, nominate students to share their ideas with the class.
- 2a 1.4 Go through the questions with the class and make sure students know what to listen for. Play the recording and students answer the questions in pairs. Check answers with the class.

ANSWERS:

- 1 Maz's boyfriend
- 2 She doesn't think she and Ben want the same things in life and wonders whether there's much point in staying with him.
- Ben comes across as easy-going and pleasant, but unadventurous, preferring the quiet life. Maz has got plans and ambitions and wants to widen her horizons.
- 4 She promises not to tell anyone about their conversation.
- **1.5** Students listen to the recording then answer the questions in pairs. Check answers with the class. Check students have understood the answers fully before moving on to exercise 1c.

ANSWERS:

- 1 Anna, Maz's friend
- 2 Anna's conversation with Maz
- 3 Joe is surprised and they both feel sorry for Ben.
- 4 He promises not to say a word to Ben.
- c 1.6 Students listen to the recording then answer the questions in pairs. Check answers with the class.

ANSWERS:

- 1 Ben, Maz's boyfriend
- 2 Ben is planning to take Maz on a surprise holiday to Greece after her exams in the summer.
- 3 Joe tries to get Ben to mention the holiday to Maz before he books it, as he knows Maz is considering leaving Ben.
- 4 Ben doesn't really listen to Joe's suggestions, as he is convinced he knows Maz very well and she will love the surprise holiday.

Listening and vocabulary, exercise 2: Alternative suggestion

Arrange students in three groups, and ask each group to listen to a different conversation. Nominate a student from each group to control the recording and tell them they can listen as many times as they want. Go round and check answers quietly when they have finished. Put students in groups of three, with one member from each of the previous groups, and ask them to summarise the conversations they heard.

3 Play all three recordings again, without pausing. Students listen and then summarise the situation in pairs. In feedback, ask one or two pairs to summarise the situation for the class.

ANSWERS:

The four friends all sound sincere and well meaning. Maz is genuinely concerned about the future of her relationship with Ben. Anna is supportive of both Maz and Ben. However, in spite of her promises, Anna cannot resist gossiping to Joe. When Joe hears about Ben's plans to take Maz on holiday, he tries to protect him from the big letdown that he can see coming.

4 Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class and ask if anyone has had any similar experiences.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Friendship, page 7

Language focus 2 (PAGES 10-11)

Uses of auxiliary verbs

See Teaching tips: Using a discovery approach to grammar, page 20.

- 1 Go through the example with the class. Students then work individually to complete the sentences before checking in pairs.
- 2 1.7 Play the recording for students to check their answers, pausing after each sentence if necessary.

ANSWERS:

2 we do have a good time together.
3 will you?
4 Yes, I have actually.
5 Oh, are you?
6 isn't it?
7 I know she will.

GRAMMAR

Uses of auxiliary verbs

1 Elicit what the auxiliary is in the first sentence in the box in exercise 1 with the class. Students then underline the others. Check answers with the class.

ANSWERS:

he is, will you, she will, isn't it, are you, I have, we do

2 This will be revision for many students. Either answer the questions with the class or put students into pairs and check their answers at the end.

ANSWERS AND LANGUAGE NOTES:

- 1 isn't it, will you (Remind students that negative sentence = positive tag question, positive sentence = negative tag question. Give more examples if necessary.)
- 2 we do (Auxiliary verbs can be used in positive sentences to add emphasis. Give more examples, e.g. I do like your dress.)
- 3 are you (Remind students that the level of interest is shown in the intonation. Here, the very high rising tone shows great interest and surprise.)

- 4 he is, I have (Students will know this very basic usage of auxiliary verbs.)
- 5 he is, I have, are you, she will (Ask students to give you the complete sentence for the first example, i.e. *He says he is interested*. Do the same for the others if necessary.)

Remind students that in 1-5 above the auxiliary must 'agree' with the main verb, e.g. is - is. This is also true of the positive forms of the Present simple and Past simple where we do not use the auxiliary in the main sentence, e.g.

She speaks five languages.

Does she?

I started my new job yesterday.

Did you?

You may want to ask students to read Study 2 on page 132 for a more detailed explanation of the uses of auxiliary verbs.

PRACTICE

1a 1.8 Explain that students are going to hear eight short conversations and that you are going to play the first half of each one. Students must then choose the correct response. Play the recording, pausing after each one for students to check answers in pairs. Don't give any answers yet.

Practice, exercise 1a: Alternative suggestion

With stronger classes, ask them to close their books. Pause the recording after each one and ask students to suggest possible responses. Students then open their books and compare their ideas with the options in exercise 1a.

b 1.9 Students listen to the complete conversations and check their answers.

ANSWERS:

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

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

- 1 1.10 Go through the information with students and play the recording. Play the recording again and pause after each example for students to repeat.
- 2 1.11 Repeat the procedure used in exercise 1.
- 3 Students work in pairs to practise the conversations from exercise 1b. Walk around and correct pronunciation of the auxiliaries where necessary.
- 2 Students work individually. They then check in pairs before checking as a class.

ANSWERS:

1 do 2 didn't 3 do 4 haven't 5 did 6 didn't 7 can 8 aren't

- 3a If necessary, have an example conversation already prepared to help weaker students. With a stronger class, ask students to write notes instead of full sentences. If time is short, cut the number of conversations.
- b Students practise their conversations in pairs. Tell students they are going to act out one conversation for the class. Give five minutes for practice and, if necessary, correct the pronunciation of auxiliaries. With a large class, divide students into groups or choose only a few pairs to act out their conversations.

ADDITIONAL PRACTICE

Resource bank: Activity 1B Three-person snap (Uses of auxiliary verbs)

Study, practice & remember: Practice 2

Workbook: Language focus 2: Uses of auxiliary verbs, page 7; Pronunciation: Stressed and unstressed auxiliary verbs, page 8

Wordspot (PAGE 11)

get

See Teaching tips: Working with lexis, page 21.

1 Introduce this Wordspot by asking students how they would translate *get* into their language, to show them it has many meanings. Check that students understand the verbs in the box (*catch*, *obtain/receive*, etc.). Tell them that the diagram on page 11 shows some examples with *get*, but the headings explaining the meanings are missing. Go through the example, then students write the other headings in the diagram. Check answers with the class and give examples to show meaning if necessary.

ANSWERS:

2 understand 3 obtain/receive 4 arrive 5 catch

2 Give students a few minutes to put the phrases in the correct sections of the diagram. If necessary, give example sentences to help students with the meaning.

ANSWERS:

become: get angry, get lost, get better/worse, get stuck understand: get a joke obtain/receive: get a better job, get a shock, get \$50,000 a year arrive: get to work catch: get an early flight, get a cold phrasal verbs: get on with your work, get over an illness

- 3 Put students in pairs and ask one to look at page 126 and the other to look at page 128. As an example, ask one student A to read out the first question and get his or her partner, student B, to answer. Ask the pairs to do the same with all the other questions and answers.
- 4a Give students a few minutes to think about the questions they need to ask, e.g. What time did you get home last night? or Did you get home late last night? If your classroom is quite open, get students to move around the room asking their questions. If not, students can ask the others sitting near them.
- **b** Students report back to the class, e.g. Silvia got home late last night. Anna rarely gets angry.

ADDITIONAL PRACTICE

Resource bank: Activity 1C Get circles (get)
Workbook: Wordspot: get, page 8

Task (PAGES 12–13)

Keep a conversation going

See Teaching tips: Making tasks work, page 23.

WARM UP

Write the following questions on the board:

What do you find difficult when having a conversation in English?

What strategies do you use to keep a conversation going?

Put students in small groups to discuss the questions. When they have finished, choose students from each group to share their ideas with the class.

Preparation (PAGES 12-13)

Reading and listening

- 1 Give students time to read the rules and let them ask any questions they may have. Check understanding of *clockwise*. When they have finished, check understanding by asking questions, e.g. What is the aim of the game? How long do the players have to keep the conversation going? Who judges if Players A and B are following the rules? etc.
- 2 1.12 Go through the questions and make sure students know what to listen for. Students listen to the recording then check answers in pairs before checking with the class.

ANSWERS:

1

Player 1 – What are the pros and cons of coming from a large family? Player 2 – Who have you fallen out with in the past? Why did you fall out?

Player 3 – What is the ideal age to get married and why?

2

Set 2

3

Set 1 – The man didn't give full answers.

Set 3 – The woman didn't keep the conversation going.

Task (PAGES 12-13)

Speaking

- Set a strict time limit of five minutes for this. Allow students to take notes if they want to, but make sure they don't write full sentences. Go round and help where necessary.
- 2 Go through the phrases in the Useful language box and drill them with the class. Put students in groups of three or four to play the game. As they are playing, walk around and be on hand to help where necessary, but try not to interrupt students while they are playing.
- 3 Students discuss the questions in their groups. In feedback, nominate students from each group to share their ideas with the class.

Share your task

Some additional ideas could include:

- Students prepare pictures and/or objects related to what they're talking about. They then film themselves, referring to the pictures/ objects as they talk.
- Students record/film the questions and answers as an interview, including follow-up questions.
- Student record/film themselves without saying which question they're answering. They then play their recording for the class to guess which question they're answering.
- Students record/film themselves, but include one 'small' lie in their answer. Other students then listen/watch and try to guess what the lie is.

Language live (PAGES 14-15)

Speaking (PAGE 14)

Responding to how people feel

- 1 Check that students understand *sympathetic* and do not confuse it with 'generally nice or kind'. For example, a sympathetic person is someone who will listen to you, try to understand your feelings and help you when you are upset. Put students into pairs to discuss the questions.
- 2 1.13 Set the first question only and tell students not to write sentences, only short notes. Play the recording without pausing. Check answers as a class. Set the other two questions and check the meaning of *reasonably*. Tell students to write short notes. Play the recording again, pausing after each conversation so students can write their answers. Put students into pairs to compare, and play the recording again if necessary. Check answers as a class.

ANSWERS:

Conversation 1

- 1 He has just started a new job as an assistant manager, but he feels that his boss is ignoring all his suggestions.
- 2 very sympathetic
- 3 She suggests he tries talking to someone about it, possibly even to his boss.

Conversation 2

- 1 She and her companion are stuck in a traffic jam and she is worried that they are going to miss their appointment.
- 2 reasonably sympathetic
- 3 He offers to call the people they've got the appointment with.

Conversation 3

- 1 Linda's come home to find Tony (probably her cat) missing.
- 2 reasonably sympathetic
- 3 Simon suggests looking under the bed, or calling him in the garden.
- 3 Students read through the phrases in the box and the situations in pairs. Check the meaning of *spilled*, *row*, and *hairstyle*. Ask students if all the situations are equally serious. Elicit responses for the first situation as an example, then give students a few minutes to do the others. Check answers as a whole class.

POSSIBLE ANSWERS:

You must be really worried. 5

Don't take any notice of him/her. 2

Don't worry, it doesn't matter. 1, 3, 6

Try not to worry about it. 2, 3, 5, 7

Just ignore him/her/it/them. 2, 6

There's no point in getting upset. 2, 3

That sounds awful! 2

How annoying! 2, 6

Cheer up! 3, 4, 6, 7

Never mind. 1, 2, 3, 4, 6

Calm down! 4, 7

What a shame! 3

4 Explain that an appropriate response in one situation could sound unsympathetic or excessive in other situations. Students discuss the question in pairs before checking with the class.

POSSIBLE ANSWERS:

- 1 It would be rude to say *How annoying!* to a visitor who had spilled his or her drink.
- 6 It would be unfeeling to say Don't worry, it doesn't matter. to a friend who is worried because his or her mother is going into hospital.

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

1 1.14 Start by saying one of the sentences from exercise 3 sympathetically and then unsympathetically. Ask students to tell you which is which. If they have problems hearing the intonation, exaggerate it. Explain that you need to use the correct intonation if you want to sound sympathetic. Play the recording without pausing for students to decide which sentence in each pair sounds more sympathetic. Students check in pairs before checking answers as a class.

ANSWERS:

1b 2a 3b 4b 5b

- 2 1.15 Play the recording, pausing after each phrase, and ask students to repeat. Correct if necessary.
- 5 Put students in pairs and give them ten minutes to choose a situation from exercise 3 and to prepare a conversation similar to those they heard in exercise 2. Walk round the class, helping students with language and providing vocabulary. If students find this difficult, refer them to the audio script on page 168 as a model. If some pairs finish early, get them to choose another situation and write a second conversation.
- 6 Students practise their conversations in pairs, paying attention to intonation. After a few minutes, ask them to change roles so that everyone practises sounding sympathetic. Walk round the class and correct if necessary. Then get each pair to act out their conversation for the class. With a large class, select a limited number of students to act out their conversations. If they want to, students could use their mobile phones to record their conversations.

Writing (PAGES, 14-15)

Planning and drafting a biography

- 1a This discussion should be brief. During feedback ask students to compare what they do in their own language and in English.
- **b** Explain that the 'Five steps to better writing' on page 133 gives good ideas about drafting a piece of writing. Give time for students to read the advice, and help with any new vocabulary.
- 2a Ask students to read notes A and B quickly, and then work in pairs to decide which of the five steps in the writing process the notes illustrate. Check answers with the class.

ANSWERS:

A: 1 Preparing and gathering information

B: 2 Structuring

The last stage is 5 Final draft.

b Do an example with the students. Put them in pairs and ask them to discuss the question. Check the answers with the class.

POSSIBLE ANSWERS:

Paragraph 1: e, i

Paragraph 3: d, e, f, h, i

Paragraph 2: a, b, c, g, j

Paragraph 4: a, b, f, g, j

3a Ask students to tell you who is in the photo and what they know about her. Put them in pairs to name as many of her films as they can, then check answers with the class. Ask which of the films students have seen.

Meryl Streep

Her films include: The Deer Hunter, Kramer vs. Kramer, Sophie's Choice, Out of Africa, Postcards from the Edge, Death Becomes Her, The Bridges of Madison County, One True Thing, Music of the Heart, Adaptation, The Devil Wears Prada, Mamma Mia!, The Iron Lady and Hope Springs

b Do an example with the class and tell them to use dictionaries or their mobile phones for the spelling mistakes if necessary. Check the answers, then ask students in which steps of the writing process they should check their work like this. (Answer: steps 3 and 4.) Tell them it is always very important to check their writing carefully.

ANSWERS:

Spelling: a year latter; Steep

Punctuation: giving performances, that attract; *Music of the Heart* a role; victim or *The Iron Lady*

Grammar: enrolled in (not exactly incorrect; AmE usage, BrE would be at) Her first film role has been; Contrast this to; She is married ... since 1978

Missing words: changed mind; her successful film to date

- **4a** Go through the topics and ask students to choose one, helping with ideas where necessary. If you have internet access, allow students time to research the person they chose, or suggest they use their mobile phones to do so.
- **b** As students write their first drafts, go round and guide them as necessary. Give them plenty of time to write their drafts.
- 5a When students have completed their first drafts, ask them to check their work, paying particular attention to the verb forms they revised on page 7. When they are ready, ask them to check each other's drafts in pairs. Go round and help with any queries.
- **b** Students write their final drafts. When they have finished, ask them to swap drafts with a different partner from exercise 5a. They then read each other's drafts. In feedback, ask students to share any interesting information they found out with the class.

Writing, exercises 4-5: Alternative suggestion

If you are short of time, you could ask students to research a famous person online for homework, then do the writing in the following class.

ADDITIONAL PRACTICE

Workbook: Language live: Responding to how people feel, page 8; Writing: Planning and drafting a biography, page 9

Study, practice & remember

(PAGES 131-133)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

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ANSWERS:

1
1 F, T, F 2 F, T, F 3 F, T, T 4 F, T, F

2
1 used to play 2 lived 3 is looking after 4 had started
5 was reading 6 saw 7 're having 8 Was it raining
9 Does, belong
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Practice 2

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ANSWERS:

1
2 do you? 3 she is now 4 Has he? 5 Yes, I did.
6 doesn't she? 7 Haven't you?

2
1 do love 2 does make 3 did hear 4 do think
5 did wait 6 do speak

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

Remember these words

```
ANSWERS:
                                3 respected, respectful
                 2 to destroy
   competitive
                5 trusted, trusting, trustworthy
 4 to support
 Students' own answers
           2 on
                   3 on
                                    5 over
                           4 out
   down
                                           4 get a better job
             2 get the joke 3 got stuck
                6 get over it
 5 got a shock
```

Study tips

These exercises can be done in class or at home. If done for homework, students can bring them to the next class and have a discussion based on their answers.

- 1 Books closed. Ask students to list their three biggest problems with written English and then compare with a partner. Students open their books and discuss which of the things in the list they find difficult.
- 2 Students read the steps then discuss which they already do in pairs. In feedback, ask students to share their ideas, and elicit any other ideas they have for writing more effectively in English.
- 3 Refer students back to the qualities they discussed on page 10 of the Students' Book. Students write their drafts individually and then discuss the differences in pairs.

02 UPS AND DOWNS

OVERVIEW

PAGES 16-17

Vocabulary and speaking: Describing how you feel

Grammar: Forming adjectives

Common European Framework: Students can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

PAGES 18-19

Reading and speaking: Happiness facts and myths

Common European Framework: Students can read articles concerned with contemporary problems in which the writers adopt particular stances or viewpoints; can express their ideas and opinions with precision.

PAGES 20-21

Listening and vocabulary: Things that make you feel good

Grammar: Forming nouns and gerunds

Pronunciation: Noun suffixes

Common European Framework: Students can summarise extracts from news items, interviews or documentaries containing opinions; can summarise personal opinions about a discussion or interview and answer further questions of detail.

PAGES 22-23

Task: Do a class survey

Common European Framework: Students can carry out an effective, fluent interview, departing spontaneously from prepared questions, and following up interesting replies.

PAGES 24-25

World culture: The happiness formula

Common European Framework: Students can understand a range of recorded material, including some non-standard usage, and identify attitudes and relationships between speakers.

Vocabulary and speaking

(PAGES 16-17)

Describing how you feel

See Teaching tips: Working with lexis, page 21.

WARM UP

Divide the board in two halves and write *good feelings* at the top of one section and *bad feelings* at the top of the other. Put students into pairs, and ask half of the pairs to brainstorm adjectives to describe positive feelings and the other half to do the same for negative feelings. When they have finished, join pairs from each side into groups. Students share their lists and add to each other's. Elicit the adjectives as a class and write them on the board. Ask students which they are feeling now.

- Students read the facts. Help them with any words they don't understand. They then discuss the questions in small groups. In feedback, nominate students from each group to share their ideas with the class.
- 2a Ask students if they use any phone apps to help with their lifestyle, and if so, to explain them to the class. Check understanding of to bleep someone. Students read about the app then answer the questions in pairs before checking answers with the class.

ANSWERS:

- 1 The inventor claims the app will make users more self-aware and able to make better-informed life choices.
- 2 The app bleeps users several times a day and asks them what they are doing. Users then choose a word to describe how they feel and rate the strength of their feelings on a scale of one to five. The inventor says we have a more accurate impression of our feelings during the activity or just after.
- 3 Students' own answers
- b Students work in pairs to look at the adjectives and check they understand them. If available, allow students to use dictionaries or their mobile phones to help. Check the pronunciation of awkward /'ɔ:kwəd/, curious /'kjʊərɪəs/, nervous /'nɜ:vəs/, relaxed /rɪ'lækst/, uncomfortable /ʌn'kʌmftəbəl/, slightly /'slaɪtli/ and extremely /ɪks'tri:mli/. Check understanding of the adjectives with the class and ask students which they rarely or never feel.
- 3a Check understanding of *family gathering* and *commuting*. Give students enough time to read, tick the situations and add more. Walk round and help with vocabulary where necessary, writing any new words/phrases on the board.
- **b** Check students understand that they should work individually to choose two adjectives for each situation and rate each adjective according to its strength.
- 4 Read the example with the class before students work in groups to compare their answers. Circulate and encourage students to ask follow-up questions to find out more information. When they have finished, nominate one or two students to share any interesting information they found out.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Describing how you feel, page 10

Language focus 1 (PAGE 17)

Forming adjectives

See Teaching tips: Using a discovery approach to grammar, page 20.

1 Write on the board: unsociable and cheerful. Elicit the prefix and the suffix (un- and -ful), and underline them. Students find five examples of each and then check in pairs. Check answers with the class and build up two lists on the board, under the examples you wrote up at the start.

ANSWERS:

Prefixes: <u>bad-</u>tempered, <u>self-</u>aware, <u>better-</u>informed, <u>dis</u>satisfied, <u>impatient, insecure, uncomfortable, unsociable</u>

Suffixes: bad-temper<u>ed</u>, compar<u>ed</u>, better-inform<u>ed</u>, amus<u>ed</u>, bor<u>ed</u>, cheer<u>ful</u>, confid<u>ent</u>, cur<u>ious</u>, depress<u>ed</u>, dissatisfi<u>ed</u>, enthusiast<u>ic</u>, excit<u>ed</u>, frustrat<u>ed</u>, grumpy, impat<u>ient</u>, insec<u>ure</u>, lonely, nerv<u>ous</u>, panicky, posit<u>ive</u>, relax<u>ed</u>, sleepy, stress<u>ed</u>, uncomfort<u>able</u>, unsoci<u>able</u>

GRAMMAR

Forming adjectives

1 Do an example with the class, then ask students to match the adjectives with the prefixes and suffixes. Check answers with the class.

ANSWERS:

un-: uncomfortable, unsociable

in-: insecure

im-: impatient

dis-: dissatisfied

self-/good-/well-/better-/bad-/badly-: self-aware,

better-informed, bad-tempered

-able/-ible: uncomfortable, unsociable

-ful: cheerful

-(i)ous: curious, nervous

-(i)ent: confident, impatient

-y: grumpy, lonely, panicky, sleepy

-ic: enthusiastic

-ure: insecure

-ive: positive

-ed: amused, bad-tempered, better-informed, bored,

depressed, dissatisfied, excited, frustrated, relaxed, stressed

-ing: none

2a Do this exercise with the class. As you elicit the answers, check students understand that:

-ed describes how we feel

-ing describes what (or who) makes us feel this way

ANSWERS:

1 frustrating 2 frustrated

b Students work in pairs. In feedback, elicit students' answers and write them on the board.

POSSIBLE ANSWERS:

amused/amusing, bored/boring, depressed/depressing, excited/ exciting, satisfied/satisfying

You may want to ask students to read Study 1 on page 134 for a more detailed explanation of forming adjectives. *

PRACTICE

1a Elicit the first answer as an example. Students complete the text alone then check in pairs. Encourage them to guess the meaning of vocabulary from the context, and to use their dictionaries or mobile phones only if really necessary. Check answers as a class, spelling the words on the board if needed.

ANSWERS:

1 fascinating 2 exciting 3 efficient 4 useful

5 successful 6 talented 7 determined 8 unpopular

9 dishonest 10 marvellous 11 unsolved 12 pessimistic

13 optimistic 14 disappointed

b Students discuss in pairs. Check ideas as a class.

2a Refer students back to the Grammar box and ask them to match the adjectives from exercise 1a to the prefixes and suffixes. Explain that this will provide them with a useful reference tool when finished. Check answers with the class.

ANSWERS:

un-: unpopular, unsolved

dis-: dishonest

-ful: successful, useful

-(i)ous: marvellous

-(i)ent: efficient

-ic: optimistic, pessimistic

-ed: determined, disappointed, talented, unsolved

-ing: exciting, fascinating

b Ask the class if they have any other ideas for 'words of wisdom' they'd like to share. Students work in pairs to write their own advice. Walk round and help with ideas and vocabulary, and encourage students to use the adjectives from the lesson. When they are ready, invite students to share their 'words of wisdom' with the class.

3a Elicit the first one as an example. Students work individually then check in pairs before checking with the class.

ANSWERS:

1 overpaid 2 underfed 3 nonstop 4 post-war

5 pre-arranged 6 self-critical 7 misshaped

8 pro-government 9 anti-war

b 2.1 Explain that students will hear eight descriptions of things, and must think of and write down an example of each one. Play the recording, pausing after each sentence to give students time to write their answers.

c Go over the example with the class, then put students in pairs to compare and explain what they've written. In feedback, nominate students to share any interesting ideas they heard with the class.

Practice, exercise 3: Alternative suggestion

In exercise 3b, ask students to write their answers in random places on a piece of paper. In exercise 3c, they show their answers to a partner who guesses what they refer to.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 1
Workbook: Language focus 1: Forming adjectives, pages 10–11

Reading and speaking (PAGES 18-19)

WARM UP

Bring some blank slips of paper to class, and distribute one to each student. Ask them to write something which makes them happy on the paper, but not to write their name. When they have finished, collect all the slips of paper, shuffle them and redistribute them to other students, making sure each student has a different slip of paper. Students then walk around the class and find out who wrote what they have. Encourage students to ask follow-up questions to find out more information. In feedback, ask students to share any interesting information with the class.

- 1 Check understanding of *chase* and *inherit*, and use the photo to explain *butterfly* if students ask. Give students a few minutes to read the quotes, then as a class discuss which ones students agree with most.
- 2a Check understanding of daydreaming. Give students enough time to read the statements and decide if they think they're true or false.
- **b** Put students in small groups to compare their answers. Elicit students' predictions as a class and write them on the board.
- 3 Give students a time limit of three minutes to read their articles quickly. They then discuss the questions in pairs. Check answers with the class and tick off the correct predictions on the board.

All the topics from exercise 2a are mentioned.

Statements 3, 5 and 8 are true, and 1, 2, 4, 6 and 7 are false.

4 Students read their articles again more carefully. In their same pairs, Student A asks one set of questions and Student B the other. Check they understand which questions to ask and answer, then circulate and help where necessary. When they have finished, check answers with the class.

ANSWERS:

- 1 It opens up new possibilities and increases the chances of finding luck and friendship.
- 2 The researchers sat in public places in New York holding a sign saying 'Talk to me'. Positive results: they were generally surprised by the kindness of strangers. Negative results: they sometimes encountered hostility and suspicion.
- 3 The activities that make us happy are the ones where we focus on the present, such as exercising or talking to friends.
- 4 Fathers who do less housework are more stressed.
- 5 The amount of housework fathers are doing is increasing, but at a very slow rate: it will be 2050 before men and women are sharing the chores equally.
- 6 No, it doesn't. Although the index focuses on factors like education, health and safety, it shows it takes more than sunny weather to feel happy.
- 7 Because what makes people happy is to earn more than their friends and colleagues.
- 8 No, it isn't. Money has an impact on happiness, because not having enough money definitely makes people miserable.
- **9** People are least happy in cities, and happiest away from cities, particularly in mountains and forests.
- 10 She gave one group of students \$20 to spend on themselves and another group the same amount to spend on other people. Those students who spent the money on others were much happier.
- 11 'Pro-social spending' is what Elizabeth Dunn calls the act of spending your wealth on others rather than on yourself.
- 12 Because it makes you feel happier: it reminds your face muscles what it feels like to smile and smiling reminds you what it feels like to be happy.

Reading and speaking, exercise 4: Additional activity

If you have time, give students five minutes to read the other article and underline any new words for them. Students then compare in pairs and discuss what they think they mean. When they have finished, students can ask you about any words they are still not sure about.

Give students time to read their partner's article quickly, and then choose which set of questions they want to discuss with their partner. Walk round as students discuss the questions and make notes on language for later feedback. When they have finished, nominate students to share ideas with the class then go over any common errors or examples of good language use with the class.

Find out more

Before students go online, elicit some useful search terms they could use related to happiness, e.g. happiness facts, causes of happiness, money and happiness, etc. Students go online in pairs to find out as many interesting facts as they can. Go round and help with any difficult vocabulary and make a note of it to share with the class later. When they have finished, students share their facts with the class.

Listening and vocabulary (PAGE 20)

Things that make you feel good

See Teaching tips: Working with lexis, page 21.

- 1 Discuss this as a class, checking understanding of the frequent answers where necessary. Elicit any more ideas students have and write them on the board.
- 2a Do the first one as an example, then put students in small groups to categorise the other ideas.

ANSWERS:

things that make people feel good: financial security, good friendships, a strong relationship/marriage, having variety and excitement in life, my hobbies and interests, being fit, doing something creative

things that make people feel bad: lack of sleep/exhaustion, lack of confidence, being unemployed, lack of money

could be both: criticism from others, being an employer, not an employee, being a non-conformist, exam stress, paying taxes

b Look at the examples with the class. Students work in pairs then check answers with the class. Write the opposites on the board.

POSSIBLE ANSWERS:

financial security – financial insecurity
a strong relationship/marriage – being single / having casual relationships

having variety and excitement in life – having a dull and boring life lack of sleep/exhaustion – a good night's sleep

being fit – being unfit

being an employer, not an employee – working for a boss being a non-conformist – being a conformist

lack of confidence – confidence

exam stress – relaxed attitude to exams

being unemployed – having a job

doing something creative - doing something repetitive/mechanical

- 3a Focus students' attention on the first photo, and elicit some of the students' ideas. Students discuss the other people in pairs. In feedback, ask students to share their ideas with the class, but don't give any answers yet.
- **b** 10 2.2 Play the recording for students to check their ideas, then check answers with the class.

ANSWERS:

See exercise 4b for full answers.

- 4a Look at the things in the box with the class and elicit what students can remember about each one. Play the recording again for students to listen and take notes. Students check in pairs, but don't check answers with the class yet.
- **b** In pairs, students use their notes from exercise 4a to summarise the good and bad things about each person's life. Check answers with the class, nominating a different student to summarise each person's information for the class.

Rick

Good things: spending time with his children and watching them grow up, being a non-conformist

Bad things: lack of sleep, no time to relax, criticism from wife/family

Frankie

Good things: an active social life, good friends, intellectual stimulation of philosophy

Bad things: loneliness (studying on her own), exam nerves/stress, wanting to meet more people, lack of confidence

Nancy

Good things: being an employer and not an employee, financial security, having an important role

Bad things: firing people, paying taxes, anti-social behaviour on the streets

- Check understanding and pronunciation of *entrepreneurs* /pntrəprə'n3:z/. Go over the examples with the class and elicit one or two further ideas. Students discuss in pairs. When they have finished, nominate students to share their ideas with the class, and find out if other students agree.
- **b** Give students five minutes to make their lists on their own. Walk round and help with vocabulary where needed, writing any new words/phrases on the board. When they are ready, put students in small groups to compare their ideas. In feedback, find out how many things the students have in common.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Things that make you feel good, page 13

Language focus 2 (PAGE 21)

Forming nouns and gerunds

See Teaching tips: Using a discovery approach to grammar, page 20.

1 Refer students back to the noun phrases in exercise 1 on page 20 of the Students' Book. Students answer the questions in pairs, and then check answers with the class.

ANSWERS:

1

nouns: financial security, good friendships, a strong relationship/ marriage, my hobbies and interests, lack of sleep/exhaustion, criticism from others, lack of confidence, exam stress, lack of money

gerunds: having variety and excitement in life, being fit, being an employer, not an employee, being a non-conformist, paying taxes, being unemployed, doing something creative

2

-ity, -ship, -age, -iety, -ment, -tion, -ism, -er, -ee, -ist, -ence

GRAMMAR

Forming nouns and gerunds

1a Students work individually then check in pairs before checking answers with the class. Go over the language notes and write any further ideas up on the board.

ANSWERS AND LANGUAGE NOTES:

-ness (loneliness). Further examples: happiness, kindness, madness.

(-ness is probably the most common noun suffix in English, and one which English native speakers may add to almost anything to form a noun (often colloquially).)

- -ion/-sion/-tion/-ation (exhaustion, stimulation). Further examples: religion, confusion, competition.
- -ity/-iety/-y (security, variety, family). Further examples: curiosity, anxiety.
- -ment (excitement). Further examples: unemployment, disappointment, improvement.
- -ance/-ence (confidence). Further examples: allowance, independence, patience.
- -our/-iour (behaviour). Further examples: colour, saviour.
- -ism (criticism). Further examples: racism, communism, capitalism.

(-ism usually refers to an ideology or way of thinking.)

- -age (marriage). Further examples: average, courage.
- (-age is usually used with abstract nouns.)
- -ship (friendship, relationship). Further examples: membership, citizenship.
- -er (employer). Further examples: teacher, driver, cleaner. (-er is used for people, as the 'doer' of an action.)
- -ee (employee). Further examples: trainee, interviewee.
- (-ee describes someone who 'receives' an action or service.)
- -ist (non-conformist). Further examples: artist, capitalist.

b Answer this as a class.

ANSWERS:

-er, -ee, -ist

2 Students answer the question individually before checking answers with the class.

ANSWERS:

lack of sleep/exhaustion, lack of confidence

3 Read the examples with the class. Students work in pairs before checking the answer with the whole class.

ANSWER:

reduce (the noun form is reduction)

4 Read the notes and the examples with the class.
You may want to ask students to read Study 2 on page 135 for a

more detailed explanation of forming nouns and gerunds.

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

1 2.3 Check that students understand the concept of stressed and weak forms in spoken English. Play the first word and write it on the board, then elicit the stressed syllable and mark it as an example (anxiety). Then play the recording, pausing after each item. Students compare answers in pairs. Check answers as a class.

ANSWERS:

See 2 for full answers.

The only stressed suffix is ee in employee.

2 Check students understand that the schwa is a weak form and give a few examples, e.g.

/ə/ /ə//ə/

America, about, yesterday.

In pairs, students mark where the schwa occurs in the words from exercise 1. If necessary, tell them that not all the words will have a schwa, and if there is one, it won't be in the stressed syllable.

ANSWERS:

(stresses are <u>underlined</u>, schwa sounds are in **bold**)
an<u>xi</u>ety, <u>confidence</u>, <u>conformist</u>, <u>cri</u>ticism, employ<u>ee</u>,
ex<u>ci</u>tement, ex<u>haus</u>tion, <u>lone</u>liness, re<u>la</u>tionship, se<u>cu</u>rity

3 Play the recording, pausing after each word so that students can practise saying the words. Correct pronunciation if necessary.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 135 first.

1 Explain that all the words that students need are in the article on page 18 of the Students' Book. Put students in pairs and explain that they should race to see which of them can find all the nouns first. When one student has finished, they can check their answers with their partner. Check answers with the class.

ANSWERS:

1 psychologist 2 pollution 3 overcrowding 4 economist

5 well-being 6 reality 7 spending 8 aggression

9 violence 10 kindness 11 difference 12 contentment

2 Do the first one as an example, and then students complete the text individually before checking in pairs. Check answers with the class.

ANSWERS:

1 happiness 2 health 3 getting 4 fitness 5 enjoyment

6 satisfaction 7 doing 8 painting 9 cooking

10 gardening 11 Doing 12 Ioneliness 13 Companionship

14 friendship 15 interaction 16 Being 17 stress

18 frustration 19 Joining 20 benefits

ADDITIONAL PRACTICE

Resource bank: Activity 2A Who am I? (Forming nouns and gerunds);
Activity 2B Which stress pattern? (Stress patterns of verbs, nouns and adjectives); Activity 2C Prefix and suffix dominoes (Forming adjectives; Forming nouns and gerunds)

Study, practice & remember: Practice 2

Workbook: Language focus 2: Forming nouns and gerunds, pages 13–14; Pronunciation: Stressed and unstressed syllables in nouns, page 15

Task (PAGES 22-23)

Do a class survey

See Teaching tips: Making tasks work, page 23.

WARM UP

Review the vocabulary students learnt for describing feelings from exercise 2 on page 16 of the Students' Book. Bring or download photos of people showing different emotions and ask students to describe them in pairs, using the adjectives.

Preparation (PAGE 22)

Listening

- 1 Focus students' attention on the photos and elicit what the people might be feeling and what might be causing them to feel like this. Go through the questions and check understanding, especially of giggle and give you the creeps. Ask students which question they think each photo goes with.
- 2 2.4 Tell students not to worry if they don't understand every word, they just need to match the speakers to the questions at this stage. Play the recording for students to match, and then check in pairs. Check answers with the whole class.

ANSWERS:

Speaker 1: What scares you? – when you find a big spider in the bath, sometimes gets someone else to go in the room before her if she thinks there's a spider there.

Speaker 2: What makes you giggle? – if she's not had much sleep, in a serious situation, now.

Speaker 3: What makes you feel stressed? – he always tries to get somewhere half an hour early, he can't deal with being late.

Speaker 4: What makes you happy? – seeing his boy when he gets home, his laugh.

Speaker 5: What makes you depressed? – there doesn't seem to be a solution, nobody wants those things to exist but they do, as soon as we've cured an illness, another pops up, we're stuck with those things.

3 Go over the phrases in the Useful language box, section a and check understanding. You could drill them at this stage so that students get a feel for what they sound like. Students listen and tick the phrases they hear, and then check in pairs. Check answers as a class.

ANSWERS:

Speaker 1: ... really worries/scares me, My biggest fear is/would be ...

Speaker 2: ... makes me giggle/laugh

Speaker 3: ... makes me happy/really stressed

Speaker 5: I find ... very depressing

Task (PAGE 22)

Speaking

- 1a Elicit some ideas for the first question as an example. Students work individually and think of their own answers for all of the questions. Circulate and help with ideas and vocabulary where necessary.
- **b** Go through the questions, then give students plenty of time to think about how to develop their answers. Walk around and answer any queries they may have.

- Assign a question to each student. If you have more students than questions, then you will need to assign some questions more than once. Using the first question as an example, elicit some ideas for follow-up questions, e.g. How often do you do that? Why does it make you happy? Refer students to the Useful language box, section b for more ideas for follow-up questions. Give students a few minutes to think of follow-up questions for the question you have given them, and help where necessary.
- **b** Ask students to stand up to carry out their survey. Students mingle and ask other students their question and take notes. Encourage them to also ask their follow-up questions. Circulate and take notes on their use of language for later feedback.
- 3a If you have a small class, then students can work alone here.

 Otherwise, students work in pairs with other students who asked the same question. Refer students to the Useful language box, section c and encourage them to think about how they will summarise their findings to the class.
- **b** Invite students to take turns in presenting their findings to the class, and find out how many answers students had in common. Afterwards, give class feedback on any common errors or examples of good language use from exercise 2b and the summaries.

Follow up (PAGE 23)

Writing

- 1 Students choose at least one of the titles and make notes on what happened. Walk round and help with vocabulary, writing any new words/phrases on the board.
- 2 Go through the topics and give students time to write their descriptions but make sure they don't write the title. Go round and help where necessary.
- Put students in groups to share their descriptions and guess the titles. When they have finished, nominate one student from each group to read out their description for the class to guess the title.

Share your task

Some additional ideas could include:

- Students prepare visuals such as graphs to illustrate their findings, and film themselves referring to these as they give their talks.
- Students film/record themselves carrying out the survey in the style of a 'vox pop' programme.
- Students choose the most interesting answer they heard and film/ record themselves acting it out.

ADDITIONAL PRACTICE

Workbook: Writing: A description of something that happened to you, page 15

World culture (PAGES 24-25)

The happiness formula

Culture notes

Televisions per household: In India, the first television broadcast was in 1959. Today, approximately 50% of households own a television, and average daily viewing time is 2 hours. In the USA, the first television broadcast was in 1928. Today around 99% of households own a television, and the average daily viewing time is nearly 5 hours.

Motor vehicles: As of 2010 there are more than a billion motor vehicles in use in the world, not including off-road vehicles and machines used for construction. The country with the highest ownership is San Marino, with an average of 1,263 vehicles per 1,000 people. The lowest ownership is in Togo, with only 2 vehicles per 1,000 people.

Mobile phones in China: China is the country with the most mobile phones in use in the world (it also has the world's largest population), with over a billion mobile phones (around one-sixth of all the mobile phones in the world). The largest mobile operator is the state owned 'China Mobile', which has over 500 million subscribers.

Find out first (PAGE 24)

- 1a Introduce the topic by telling the class about your favourite laboursaving devices and gadgets. If possible, bring one or two to class to show. Students discuss the question in pairs, and then compare ideas with the whole class.
- **b** Students do the quiz in pairs. When they have finished, elicit their ideas but don't check answers yet.
- c Students research the questions individually, using the search terms to help, and then check in pairs. Monitor and help with vocabulary where necessary. Check answers with the class, and feed in information from the Culture notes if necessary. If you don't have access to the internet in class, tell your students the answers.

ANSWERS:

1b 2c 3b 4c

View (PAGE 24)

See Teaching tips: Using the video material in the classroom, page 24.

- 2a Go through the words and phrases in the box and check understanding with the class. Students discuss the question in pairs, and then compare ideas with the whole class.
- **b** Go through the questions and check students understand what to watch for. Play the DVD for students to answer the questions. They then check in pairs before checking answers as a class. Check understanding of *sophisticated wizardry* and *a mangle*.

ANSWERS:

- 1 It warns us that machines could lead us to misery. We must educate the next generation on the risks and how to design happiness into the future.
- 2 They have failed to give us more free time or make us happy.
- 3 The human contact that is critical to happiness.
- 4 good social relationships; meaning, from religion or a philosophy of life; having interesting goals which use our strengths and abilities
- 3 Students work individually to choose the correct answers, and then check in pairs. Play the DVD again and check answers with the whole class.

ANSWERS:

1 new possibilities 2 both 3 less 4 alone 5 less 6 a recipe for

4 Students discuss the questions in small groups. When they have finished, nominate a student from each group to share their answers with the class.

World view (PAGE 25)

Focus students' attention on the table and check students are clear about what information to listen for. Ask them to copy the table into their notebooks. Note: If your students ask, Audrey speaks with a slight Scottish accent, and Guillem and Luis speak with a slight Spanish accent.

ANSWERS:

Jurgen

Technology mentioned: instant messaging on your phone, landline, SMS text messaging, voicemails

Effect = on happiness: positive in general but doesn't like instant messaging

Reasons: you can't escape from people, people can tell if you've received their messages or not

Audrey

Technology mentioned: dishwasher

Effect on happiness: positive

Reasons: saves time

Guillem

Technology mentioned: communication technology

Effect on happiness: positive

Reasons: improved communication, has helped his social life

Helen

Technology mentioned: catch-up TV

Effect on happiness: positive (in a small way)

Reasons: you can watch your favourite programmes rather than just what's on

Luis

Technology mentioned: computer

Effect on happiness: negative

Reasons: spends all his time working and looking at the computer, not other things around him

6 Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class and have a brief class discussion.

Find out more (PAGE 25)

- 7a Go through the list of titles with the class, and elicit what students know about each one. Discuss their answers to the questions.
- **b** Students choose one of the surveys and research it online, using the search terms provided and making notes. Circulate and help with vocabulary where necessary.

Write up your research

8 Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 7b. When they have finished, put students in pairs to check and correct each other's work. In feedback, ask students to share any interesting information they found out.

Students can now do Progress Test 1 on the Teacher's Resource Disc.

Study, practice & remember

(PAGES 134-136)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

ANSWERS: 2 un 3 dis 4 un 5 im 6 un 8 dis 10 in 9 un 4 in advance 3 too confident 2 without 1 against 6 given the wrong information 5 imagine-3 disappoint-4 import-1 talent-2 pleas-

Practice 2

ANSWERS: 3 evidence 4 pessimism 2 depression 7 interviewee 5 membership 6 movement 10 tiredness 9 annoyance 8 anxiety 3 friendship 4 anxiety 1 childhood 2 creativity 6 hostility 5 employee 3 go, take, spend, sit 2 Join, meet 1 go, do 4 Change, lose, go

Remember these words

```
ANSWERS:
                      4 intellect
                                     5 panic
                                               6 impatient
            3 finance
 2 secure
                            9 curiosity
            8 enthusiasm
                                         10 awareness
 7 hostile
                                        13 optimism/optimist
 11 creativity
               12 content, contented
 14 fitness
                                               5 fortune
                       3 security
           2 social life
                                    4 creeps
 1 giggle
         7 behaviour
 6 nap
```

Study tips

When discussing how students use dictionaries, bear in mind that many students may use a dictionary app or website on their mobile phone instead of a traditional dictionary.

1 Students work individually then check in pairs. Check answers with the class.

ANSWERS:

satisfied, satisfying, satisfies satisfaction, dissatisfaction

satisfactory (something that seems good enough for a particular situation, opposite unsatisfactory), satisfied (pleased because something has happened as you want, or because you have got what you want, opposite dissatisfied), satisfying (making you feel pleased and happy, opposite unsatisfying)

2 Students complete the sentences alone, and then check in pairs. Check answers with the class.

ANSWERS:

- 1 satisfying 2 satisfactory, satisfying 3 dissatisfaction
- 4 unsatisfactory 5 dissatisfied

03 IT ALL WENT WRONG

OVERVIEW

PAGES 26-27

Vocabulary: Mishaps

Grammar: Narrative tenses

Common European Framework: Students can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.

PAGES 28-29

Task: Tell a story from two points of view

Common European Framework: Students can develop a clear description or narrative, expanding and supporting the main points with relevant detail and examples.

PAGES 30-31

Vocabulary: Crime and punishment

Grammar: Continuous aspect in other tenses

Common European Framework: Students can keep up with an animated discussion, accurately identifying arguments supporting and opposing points of view; can express their ideas and opinions with precision.

PAGES 32-33

Vocabulary: Headlines

Reading and listening: News articles

Common European Framework: Students can scan quickly through long and complex texts, locating relevant details; can quickly identify the content and relevance of news items.

PAGES 34-35

Speaking: Dealing with unexpected problems

Writing: A narrative

Pronunciation: Sounding calm or angry

Common European Framework: Students can explain why something is a problem, discuss what to do next, compare and contrast alternatives; can write clear, detailed descriptions of real or imaginary events and experiences.

Vocabulary (PAGE 26)

Mishaps

See Teaching tips: Working with lexis, page 21.

WARM UP

Write Murphy's Law on the board, and ask students if they've heard of it. Explain that it states: If anything can go wrong, it will. Give some examples, e.g. if you drop buttered toast on the floor, it will land buttered side down. Ask students to think of more examples in pairs, and then share them with the class.

1 Focus students' attention on the photos and elicit what's happened in each case. Check understanding of mishap (an accident, not usually serious). Give students enough time to read the list of mishaps and check they understand the meanings. Check understanding using focused questions, e.g. If you lock yourself out of your house, can you get in? If you bang your head, does it hurt?, etc. Give students a few minutes to think of more examples to add to the list then compare in pairs. In feedback, elicit students' ideas and write them on the board.

2 Read the example with the class. Students work in pairs to discuss which of the things have happened to them. Encourage students to ask follow-up questions to find out more information. When they have finished, nominate students to share their experiences with the class.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Mishaps, page 16

Language focus 1 (PAGE 27)

Narrative tenses

See Teaching tips: Using a discovery approach to grammar, page 20.

1 3.1 Ask students to read the questions and topics, and check they know what to listen for. Check understanding of *mashed potato* and *remote*. Students listen, and then check answers in pairs. Play the recording again if necessary. Check answers with the class.

ANSWERS:

1

Clare: While out on a date, she put sugar on her burger. She was too embarrassed to say anything and ate it all, pretending to enjoy it.

Luke: While he was standing in as a waiter at a smart dinner event, he tripped and fell and dropped mashed potato on the shoulder of one of the women at the table.

Rachel: Her great aunt and uncle were travelling on the train from Wales to London. When the train stopped at a station, her great aunt got off the train to buy cups of tea from the buffet, came back out through the wrong door onto the opposite platform and boarded a train back to Wales.

2

Clare: sugar, a first date

Luke: a formal dinner, a spoonful of mashed potato, people wearing evening dress

Rachel: a station buffet, a great aunt and uncle, a remote part of Wales

2 Tell students that they will be summarising the stories after listening again, so they should note down the main points to help them do this. Play the recording again, pausing after each speaker. Students summarise the stories in pairs, then different students summarise each story for the class.

POSSIBLE ANSWERS:

Clare: While out on a date, she went to a burger restaurant. Feeling nervous and excited, she put sugar instead of salt on her burger by mistake. She was too embarrassed to say anything and ate it all, pretending to enjoy it. She doesn't know whether her companion noticed or not.

Luke: He was working in a hotel, serving in the bar, when he was asked to stand in as a waiter at a formal dinner event. He was feeling stressed and he tripped and fell and dropped mashed potato on the shoulder of a smartly-dressed woman at the table.

Rachel: Her great aunt and uncle were travelling on the train from Wales to London. When the train stopped at a station, her great aunt got off the train to buy cups of tea from the buffet, came back out through the wrong door onto the opposite platform and boarded a train back to Wales. She spent a lot of time looking for her husband before realising what had happened. It was so stressful that that they stopped travelling completely after that.

- 3a Elicit the first answer as an example. Students work individually, and then check in pairs. Don't check answers with the class yet.
- **b** 3.2 Play the recording for students to check their answers, then check answers with the class.

1 was talking 2 had happened

5 was serving

had happened 3 had been working

6 had been travelling

- 4 hadn't done
- 7 was going

GRAMMAR

Narrative tenses

Students should already be quite familiar with the Past simple, Past continuous and Past perfect. This will help them understand the Past perfect continuous.

1 Students work in pairs to read the information and complete the table. Refer them to sentences 1–7 in the previous exercise for help and examples. Check answers with the class.

ANSWERS:

Past simple verb + -ed (regular verbs) I got confused I never admitted they had a big dinner event They asked me to wait on the tables I was very nervous I tripped and fell the train stopped She got on another train	Past continuous was/were + verb + -ing I was talking I was serving which was going back to Wales
Past perfect had + past participle what had happened I hadn't done	Past perfect continuous had + been + verb + -ing I had been working They had been travelling for a while

2 Students do this in pairs, then check the answers with the class.

ANSWERS:

- 1 past continuous 2 past simple 3 past perfect
- 4 past perfect continuous

Check students understand that:

- the Past simple and Past perfect describe whole, completed actions.
- the Past perfect is used to make it clear that the action happened before another action in the past.
- the Past continuous and Past perfect continuous show duration.
- the Past continuous in sentence 5 shows the action was interrupted.
- the Past perfect continuous in sentences 3 and 6 shows duration which gives the background to the story.

You may want to ask students to read Study 1 on page 137 for a more detailed explanation of narrative tenses.

PRACTICE

- 1a Elicit the first answer as an example. Students complete the stories individually then check in pairs. With weaker classes, play the first story on recording 3.3 for students to listen, complete and check answers. This will give them an example for the next story.
- **b** 3.3 Play the recording for students to check their answers. Check answers with the class, and elicit why each form is used.

ANSWERS:

- 1 was reading 2 became 3 was coming / came 4 gave
- 5 looked 6 hadn't been / wasn't 7 was coming
- 8 was lying 9 was driving 10 entered 11 hadn't noticed
- 12 carried on 13 ran out 14 was 15 decided
- 16 had only been waiting / had only waited 17 saw
- 18 were wearing 19 seemed 20 realised 21 had driven
- Tell students that they are going to talk in detail about a mishap. They could either choose one of the mishaps they discussed in exercise 2 on page 26, or choose a different one. Go through the questions, and then give students enough time to plan what they are going to say. Walk round and help students with vocabulary, writing any new words/phrases on the board.
- **b** Students write their story, using their notes. Monitor and help where necessary. When they are ready, students take turns to read their story to the class. Ask other students to listen and choose the funniest, unluckiest, most shocking, etc.

Practice, exercise 2b: Alternative suggestion

Do this as a speed writing exercise. When students have finished planning what they are going to write, explain that you are going to give them five minutes to write their texts. Use a timer or clock and count down the time as they write (the aim here is to create a bit of pressure). When the time is up, tell them to stop writing. Give them one minute more to go back and make any changes or corrections they want to, but they mustn't write any more at this point. Students then swap texts with another student, who checks their use of narrative tenses and gives suggestions about how to improve the text. Students then write a final draft in class or for homework.

ADDITIONAL PRACTICE

Resource bank: Activity 3A Sidney and the circus (Narrative tenses)

Study, practice & remember: Practice 1

Workbook: Language focus 1: Narrative tenses, pages 17–18

Task (PAGES 28-29)

Tell a story from two points of view

See Teaching tips: Making tasks work, page 23.

Preparation (PAGES 28-29)

Listening

1a In pairs, students describe the pictures on pages 28–29. Introduce the characters and explain that students need to know the vocabulary in the box to understand the story. Students match the words to the pictures, and then check in pairs. Check the answers with the class, and check the pronunciation of slippery /'slippri/ and sway/swei/.

POSSIBLE ANSWERS:

laugh your head off – D

a police car – F

break into a car – C

a slippery road – B

swear – B

thick ice – B

sway all over the place – B

a police cell – G

be drunk – D

a steep hill – B

- **b** Ask students to discuss their ideas for the story. Get a few ideas from the class and point out the old lady at the window. Ask what students think she is thinking and doing. Do not give answers at this stage.
- 2 3.4 & 3.5 Put the students into two groups (A and B) to listen to Bill's account and the old lady's account of events. Choose one student in each group to control the recording, and send them to a quiet place to listen to it. Tell students to make notes and to listen as many times as necessary. If a group finishes quickly, put the students in pairs to practise telling the story.

Task (PAGES 28-29)

Speaking

- 1 Put students into pairs from their own group. Introduce the phrases in the Useful language box, sections a and b and give students a few minutes to think about how to use them. Give students time to practise retelling their accounts. Walk round the room providing further vocabulary and helping with any misunderstandings.
- 2a Put students into pairs, one from each group, and ask them to take turns telling each other their stories. Walk round the class and note common problems with the use of narrative tenses.
- **b** Go through the phrases in the Useful language box, section c. Give students time to compare the two accounts and make a list of the differences and missing information. Get class feedback and write their ideas on the board.
- 3 Put students into new pairs to discuss the questions. Check ideas and opinions as a whole class.

Share your task

Some additional ideas could include:

- · Students act out the stories in groups and film/record them.
- Students create sound effects or play background music while they tell the stories.
- Students film/record themselves telling the story from the point of view of another character in the story, e.g. the police officer.

Vocabulary (PAGE 30)

Crime and punishment

See Teaching tips: Working with lexis, page 21.

1 Write *crime* on the board in big letters. Put students in pairs and tell them they have two minutes to write the words for as many crimes as possible. When they have finished, invite students to write their answers on the board. Check spelling with the class.

POSSIBLE ANSWERS:

anti-social behaviour, arson, assault, break-in, car-jacking, driving offences, drug offences, embezzlement, forgery, fraud, gun crime, perjury, rape, sexual assault, theft

Vocabulary, exercise 1: Additional activity

In feedback, ask one student from each pair to come to the board, but without their answers. The students who remain seated must call out the answers for their partners to write on the board. You could also play some fairly loud music at this point to make sure students pronounce the words clearly and listen carefully.

- Tell students they should just check the meaning of the words and phrases in bold at this stage, not answer the questions. They can use dictionaries or mobile phones. Be prepared to explain and give examples where necessary, and check the pronunciation of prosecuted /'prosikju:tid/, fraud /fro:d/ and evicted /i'viktid/.
- **b** Students do the questionnaire individually.
- 3a Put students into small groups to compare their answers. Walk round and encourage students to give reasons for their choices and ask follow-up questions. When they have finished, find out which answers were most common by a show of hands.
- **b** Students discuss the questions in the same groups. In feedback, nominate students from each group to share their ideas with the class.
- **4a** Refer students back to the list of crimes that they made in exercise 1. Students write the questions in pairs. Circulate and help where necessary.
- **b** Put two sets of pairs together to ask and answer their questions. When they have finished, ask each group to summarise their discussion for the class.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Crime and punishment, page 18

Language focus 2 (PAGE 31)

Continuous aspect in other tenses

See Teaching tips: Using a discovery approach to grammar, page 20.

1 Students work individually to do the activity. Check answers as a whole class.

ANSWERS:

1 lost 2 be reading 3 spelt 4 break 5 been drinking, stolen

GRAMMAR

Continuous aspect in other tenses

1 & 2 Students complete the table in the Grammar box. Check they have completed it correctly, and then ask them to discuss the question. Go through the answers with the class.

ANSWERS:

1

Present perfect simple have/has + past participle I've lost you've spelt someone has stolen	Present perfect continuous have/has + been + -ing I haven't been drinking
Future simple	Future continuous
will + infinitive (without to)	will be + -ing
you'll break	will be reading

2 The continuous form shows duration or repetition.

Highlight the contractions in the examples in the table. Also, point out the word order in questions, and the contractions in negative forms. For example:

Have you hurt yourself? / No, I haven't.

How long have they been waiting? / They haven't been waiting long. When will you be home? / I won't be late.

Will you be waiting? / Yes, I will.

You may want to ask students to read Study 2 on page 138 for a more detailed explanation of the continuous aspect in other tenses.

PRACTICE

1 Do the first one as a class and check understanding by asking: Is it an instant action or does it show duration? Give students time to complete the other conversations in pairs, and make sure they discuss why they have chosen each particular option. Check answers and elicit the reason for each.

ANSWERS:

- 1 have been rowing (a repeated action / action that went on for some time)
- 2 be lying (an action that will go on for some time)
- 3 broken, dropped (single events)
- 4 be doing (an action that will go on for some time)
- 5 lose (a single event)
- 6 run out, get (single events)
- 2a 10 3.6 Play the recording, pausing after each part to let students note their ideas. Put students into pairs to compare. If they have problems, play the recording again, pause after each part and give more time for students to decide.
- **b 10.13.7** Play the recording without stopping. Ask students how many questions they guessed correctly. Play the recording again, pausing after each part to let students write the questions down. Check as a whole class.

ANSWERS:

- 1 What have you been doing this morning?
- 2 How long have you been learning to drive?
- 3 What will you be doing at eight o'clock this evening?
- 4 What will you be wearing tomorrow?
- 5 How long have you been living in your present flat?
- 6 What will you be doing this time tomorrow?

c Explain that students are going to ask each other the questions. Go through the example and give them time to change the questions as necessary. Put them into pairs and ask them to note their partner's answers. Finally, ask a few students to tell the class something interesting they learnt about their partner.

ADDITIONAL PRACTICE

Resource bank: Activity 3B Continuous snakes and ladders (Narrative tenses; Continuous aspect in other tenses)

Study, practice & remember: Practice 2

Workbook: Language focus 2: Continuous aspect in other tenses, page 19

Vocabulary (PAGE 32)

Headlines

See Teaching tips: Working with lexis, page 21.

WARM UP

Write the following questions on the board:

How do you usually find out the news? In a newspaper, online, on the TV or somewhere else?

What's your favourite newspaper / news website? Why do you like it?

Students discuss the questions in small groups. In feedback, nominate a student from each group to share their answers with the class.

- 1 Check understanding of *maze*. Students work in pairs to explain the stories. Don't deal with the vocabulary yet, just ask students to explain as much as they can. Check their ideas with the class.
- 2a Students match the words individually, and then check in pairs. Check answers with the class, and answer students' questions about any of the other vocabulary.

ANSWERS:

2 vows 3 set to 4 Death toll 5 calls

b Discuss this question as a class.

ANSWER:

They are shorter and have greater impact.

3 Students discuss the questions in pairs. When they have finished, check answers with the class and ask if headlines are the same in the students' own languages.

ANSWERS:

- 1 Present simple
- 2 with the infinitive with to, e.g. set to cause
- 3 all of these except nouns and noun phrases

Vocabulary, exercise 3: Additional activity

Bring or download real headlines from newspapers and/or news websites for students to study and refer to after answering the questions in exercise 3.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Headlines, page 19

Reading and listening (PAGES 32-33)

News articles

- 1 Focus students' attention on the headlines and the introductions in bold, and read the example with the class. Students discuss what they think the stories are about in pairs. In feedback, elicit students' ideas and write them on the board.
- 2a Elicit the first answer as an example. Students work individually then check in pairs. Don't check answers with the class yet.
- **b** Emphasise that students should just read the articles quickly in order to check their answers to exercise 2a. Set a time limit of three minutes for them to do this. Check answers with the class.

ANSWERS:

- 1 a prize A 2 reactor C 3 privacy B 4 account B 5 person A 6 divorce B 7 atom C 8 materials C 9 debt A
- 3a Students work individually. Make sure they identify the line which gives them the answer in each case, as well as deciding if the statement is true or false.
- **b** Students check answers in pairs before checking with the whole class.

ANSWERS:

- 1 F ('took it home to her husband ... They discovered that it was a winning ticket')
- 2 F ('Police have now frozen the remaining £15,000')
- 3 T ('Fortunately ... she had kept the receipt')
- 4 T ('we remind players it is their responsibility to keep tickets safe')
- 5 F ('faces up to five years')
- 6 T ('were still living under the same roof')
- 7 T ('Clara was having an affair with her former husband')
- 8 F ('38 percent ... had spied on their partner's email')
- 9 T ('Sweden's radiation authority was first alerted ... by Handl himself')
- 10 T ('posting regular updates on his blog')
- 11 T ('radioactive materials were confiscated')
- 12 F ('he has promised to stick to reading books about physics')
- 4 Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class and find out if other students agree. Don't give any answers yet.
- 5a 3.8 Play the recording for students to check their answers to exercise 4.

ANSWERS:

Richard Handl was not charged.

Amanda and Michael Stacey got suspended sentences of 11 months in jail. The charges against Leon Walker were dropped.

b Students listen again and make notes on any other information, then check in pairs. Go through the answers with the class.

ANSWERS:

See the audio script on pages 169-170 of the Students' Book.

6 Put students in small groups to discuss the questions. In feedback, nominate students from each group to share their answers with the class.

Language live (PAGES 34-35)

Speaking (PAGE 34)

Dealing with unexpected problems

1a 1.9 Focus students' attention on the photo and elicit what the problem might be. Explain that students are going to hear about unexpected problems in three places. Play the recording, pausing after each part to let students note their answers. Check as a class.

ANSWERS:

Conversation 1: takes place on a train. The train passenger doesn't have a ticket and the ticket inspector wants to fine him, even though the passenger is willing to buy a ticket.

Conversation 2: takes place in a museum. The women didn't realise that the man showing them round the museum wanted to be paid for his services.

Conversation 3: takes place in a restaurant. Ms Pole had booked a table in a restaurant, but she arrives late and the restaurant have given her table away.

b Give students a few minutes to read the extracts and try to complete them from memory, then play the recording, pausing after each extract for students to write their answers. Students check in pairs, then play the recording again if necessary. Check answers with the class.

ANSWERS:

- 1 understand that 2 make, suggestion, don't 3 ridiculous
- 4 misunderstanding, realise 5 that's fair 6 don't understand
- 7 mean 8 my fault 9 can see, need, speak
- 2 Read the example with the class. Students discuss the question in pairs. When they have finished, nominate students to share their ideas with the class and find out if other students agree.

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

1 (1) 3.10 Play the recording then answer the question as a class. Elicit what makes the speaker sound calm or annoyed.

ANSWER:

Calm the first time, angry/annoyed the second time.

2a 1 3.11 Refer students back to the sentences in exercise 1b.

Play the recording, pausing after each one to elicit how the speakers feel.

ANSWERS:

- 1 calm 2 angry/annoyed 3 angry/annoyed 4 calm 5 angry/annoyed 6 angry/annoyed 7 calm 8 calm
- 5 angry/annoyed 6 angry/annoyed 7 calm 8
 9 angry/annoyed
- **b** Play the recording again, pausing after each sentence for students to repeat. Drill if necessary.
- 3a Students work in pairs to read the situations then decide what to say in each one. Elicit ideas as a class.
- **b** Give students time to choose a situation and to prepare their conversations. Circulate, providing vocabulary and language as needed. Ask the pairs to practise their conversations for five minutes. Correct pronunciation and language use.
- c Ask for volunteers to act out their conversations.

ADDITIONAL PRACTICE

Resource bank: Activity 3C Problems, problems! (Dealing with unexpected problems)

Writing (PAGE 35)

A narrative

1 Tell students not to pay attention to the gaps at this stage, just to read the story and choose the most suitable titles. Set a time limit of two minutes for this. Check answers with the class.

ANSWERS:

Suitable titles:

The most frightening day of my life

A day I'll never forget

2 Students answer the questions in pairs before checking with the class.

ANSWERS:

- 1 At a travel agency, where the narrator had gone to pay for the tickets for a planned holiday.
- 2 The narrator and her baby, the staff at the travel agency, the other customers and the armed robbers.
- 3 The narrator had gone to the travel agency to pay for their family holiday. A group of men walked in and the staff and customers started handing over their possessions and going into a small bathroom at the back. The men, who were carrying guns, gestured to the narrator to go in as well, but they didn't take anything from her. While they were all locked in the bathroom, the robbers started searching the place and the people in the bathroom did their best to keep the baby quiet. Once the robbers had gone, they shouted for help and the police eventually arrived.
- 4 To start with, the narrator was excited at the thought of the holiday. As the events unfolded, she felt terrified.
- 5 Someone heard their cries for help and called the police.
- 3 Elicit the first answer as an example. Students complete the rest of the text individually then check in pairs. In feedback, elicit the answers and check understanding of the phrases.

ANSWERS:

- 1 Several years ago 2 it all happened when 3 both
- 4 Very quickly 5 at this point 6 both 7 possibly
- 8 Ironically 9 both 10 both 11 forever 12 both 13 both 14 fortunately
- 4a Give students time to think about their experiences and choose one to write about. As they make notes, walk round and help with vocabulary, writing any new words/phrases on the board.
- **b** Go through the checklist with the class. Students write their first drafts. Circulate and help where necessary, and check students are using narrative tenses correctly.
- 5 Put students in pairs to swap stories and suggest improvements.
- 6 Students write their final drafts. When they have finished, collect their stories and pass them round the class. Students read each other's stories, and choose their favourite.

Writing, exercise 6: Alternative suggestion

Set up a class blog, and ask students to post their stories as blog posts.
You could then ask another class to read the stories and vote for the best one.

ADDITIONAL PRACTICE

Workbook: Language live: Dealing with unexpected problems, page 21; Pronunciation: Identifying the speaker's feelings, page 21; Writing: A narrative, page 21

Study, practice & remember (PAGES 137–139)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

ANSWERS: 2 that we had met before 3 They had been waiting 4 they had never seen 5 it had been snowing 6 John still hadn't decided 7 they had only known each other 1 was travelling 2 happened 3 had been flying 4 suddenly started 5 ran 6 got 7 had been sitting 8 explained 9 were flying 10 asked 1 was working 2 knocked 3 I'd been living 4 hadn't seen 5 lasked 6 He looked 7 pulled

Practice 2

ANSWERS: 2 been running 1 hurt 4 bought **5** finished 3 was drying 6 be travelling 7 won 8 been raining 1a Kristina is away at the gym right now. 1b Kristina regularly goes to the gym, but isn't necessarily there right now. 2a He changed his mind once, over a particular matter. 2b He changed his mind several times. 3a She did it once or twice. 3b She did it regularly, over a period of time. 4a The report will be completed by the end of the weekend. 4b I will work on the report at the weekend, but I won't necessarily complete it. 5a Seeing him made me decide to leave. 5b I had already decided to leave and was saying goodbye, and then he arrived. 3

Remember these words

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

```
ANSWERS:

1
1 hair 2 our ID 3 a glass of wine 4 the pavement
5 taxi 6 his train 7 a drink
2
1 loss 2 plagiarise 3 possession 4 violation 5 warn
6 confusion 7 fraudulent
3
1 over 2 off 3 out 4 off 5 down 6 out
```

Study tips

- 1 Ask the class if they know what collocations are, then read the explanation together.
- 2 Refer students back to the articles on page 33, and give them a few minutes to find the collocations. They check in pairs before checking answers as a class.

ANSWERS:

<u>call</u> the police<u>take</u> immediate action<u>winning</u> ticket<u>online</u> survey

3 Ask students to underline the collocations they find, and then check in pairs. Check answers with the class.

ANSWERS:

tax fraud / insurance fraud / credit card fraud / electoral fraud / be found guilty of fraud

4 Go through the examples with the class, then refer students back to the article on page 18. Give them time to find collocations then check in pairs. When they have finished, elicit what they found and write the collocations on the board.

Explain that underlining collocations like this in articles and dictionaries is a really useful way to significantly build their vocabulary.

04 YOUR MIND

OVERVIEW

PAGES 36-37

Vocabulary and listening: Mental skills

Grammar: Use and non-use of the passive

Common European Framework: Students can understand the main ideas in complex texts on both concrete and abstract topics.

PAGES 38-39

Reading and speaking: What shapes our personality?

Pronunciation: Word stress

Wordspot: mind

Common European Framework: Students can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints; can participate actively in routine and non-routine formal discussions.

PAGES 40-41

Grammar: Passive forms with have and get

Listening and vocabulary: Personal characteristics

Common European Framework: Students can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.

PAGES 42-43

Task: Choose people to go on a space mission

Common European Framework: Students can explain why something is a problem, discuss what to do next, compare and contrast alternatives.

PAGES 44-45

World culture: Nature or nurture?

Common European Framework: Students can understand a range of recorded material, including some non-standard usage, and identify attitudes and relationships between speakers.

Vocabulary and listening (PAGES 36-37)

Mental skills

See Teaching tips: Working with lexis, page 21.

WARM UP

Put students in pairs. Read the following riddle to the class, and ask if they can solve it:

Mary's mother has four children. The first child is called April. The second child is called May. The third child is called June. What is the name of the fourth child?

(Answer: Mary)

If they don't know the answer, then tell them. Ask what kind of skill this question tests (logic).

- 1a Go through the mental skills with the class and check understanding. Check pronunciation of spatial /'speifal/. Students rank their skills.
- **b** Students work in pairs to compare their answers. When they have finished, find out the most common strongest and weakest skills by a show of hands.
- 2 Students do the quiz individually, then compare answers in pairs and decide which skill each question is testing. Don't give any answers yet.

3 4.1 Play the recording, pausing after each section, for students to check their answers. Check answers with the class.

ANSWERS:

Answers to the quiz:

- 1 80
- **3** 30
- 6 First you take the goat across, leaving the wolf and the cabbage. Then you go back, and take the wolf across. Then you go back again, taking the goat with you. After this, you take the cabbage across, leaving the goat on the side where you started. Then you go back again, leaving the wolf with the cabbage. Finally you take the goat across again.

Analysis of the quiz:

- 1 logic, mathematical skills
- 2 memory
- 3 visual/spatial intelligence
- 4 emotional intelligence
- 5 creativity and imagination
- 6 problem-solving skills, logic
- 7 creativity and imagination
- 4 Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Mental skills, page 22

Language focus 1 (PAGE 37)

Use and non-use of the passive

See Teaching tips: Using a discovery approach to grammar, page 20.

- 1a Check students know how to form the passive by writing the following sentence on the board: They grow coffee in Brazil. Ask how to say the same sentence starting with Coffee ... and write the sentence on the board. Check the use of be + past participle. Students complete the sentences individually then check in pairs. Don't give any answers yet.
- **b** 10 4.2 Play the recording, pausing after each sentence for students to check their answers. Check answers with the class.

ANSWERS:

- 1 is designed, are required 2 remembered 3 group
- 4 be rotated 5 easily be taught 6 should discuss
- 7 should not be bribed 8 has been shown 9 say
- With weaker classes, write the following on the board first:
 modal passive = modal + be + past participle
 passive infinitive = (to) be + past participle
 Give students time to find the examples then check answers with the class.

ANSWERS:

Modal passive: should not be bribed

Passive infinitive: be rotated, be taught

GRAMMAR

Use of the passive

1 Explain that students are going to revise and learn more about the passive, and put them into pairs to discuss the statements. Check answers with the class and go through the language notes.

ANSWERS AND LANGUAGE NOTES:

Statement 4 isn't true.

(Statements 1 and 2 – In English, word order is very important, as verb forms don't have many endings. Because of this, the subject has more importance and focus.

Statement 5 – This is true because the passive sounds impersonal, which makes these types of texts sound more factual.)

2 Answer this question as a class.

ANSWER:

8 It has been shown in studies ...

3 Read the example with the class, then ask students to find a similar example in exercise 1a. Check the answer with the class.

ANSWER:

1 ... the mathematical skills that are required are not ...

Alternatives to the passive

4 Read through the information and ask students to find the examples in exercise 1a, then compare in pairs. Check answers with the class.

ANSWERS:

- 2 ... that people remember ... (= that is remembered by people)
- 3 ... if you group all the similar items ... (= if all the similar items are grouped)
- 9 They say that the strongest power we possess ... (= the strongest power we possess is said to be)

Point out that the active sentences in exercise 1a are more conversational and less formal than the passive alternatives. In informal conversation, we tend to use an alternative to the passive if there is one. So you means 'anyone'; they means 'people' or 'the authorities' or 'the people who are responsible for this'; people means 'the people who know this' or sometimes 'people in general'. The pronoun we can be used to replace the passive in a similar way. As English becomes less formal, these forms are increasingly used in written texts.

You may want to ask students to read Study 1 on page 140 for a more detailed explanation of use and non-use of the passive.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 1 on pages 140–141 first.

1 Introduce the text by writing *IQ* on the board and asking students if they know what it stands for (*intelligence quotient*). Ask students if they know what their *IQs* are. Students complete the text alone then check in pairs. Check answers with the class. With stronger classes, ask them to tell you why the passive is or isn't used in each case. Remind students of the form of relative clauses with the passive, using the example from section 3 in the Grammar box. Students then work in pairs to decide which relative clauses can be shortened.

ANSWERS:

- 1 can be measured
- 2 is said
- 3 had not been invented
- 4 is thought
- 5 would probably score
- 6 has ever been recorded (can also be shortened to: The highest IQ that has ever been recorded was ...)
- 7 is said
- 8 was measured
- 9 is generally regarded (can also be shortened to: Kim Ung-Yong, who is generally regarded as the ...)
- 10 was made
- 11 appeared
- 12 attended
- 13 was invited
- 14 chose
- 15 missed
- Refer students to the exercise on page 126. Put students into pairs and do the first example as a whole class, highlighting how the form changes. Tell students to help each other with vocabulary, or use their dictionaries or mobile phones if necessary. Check answers as a whole class. If students have found this difficult, write some of the active sentences and their passive equivalents on the board. Then highlight the changes by eliciting the form from the students.

ANSWERS:

- 2 You can only see brain cells with a microscope.
- 3 We still don't know exactly how many aspects of the human brain work.
- 4 People often think that the right side of the brain is the 'artistic' side.
- 5 In fact, we use both sides of the brain when we listen to music.
- 6 Someone has calculated that messages in the brain travel at over 250 kilometres per hour!
- 7 In ancient times, people believed that the purpose of the brain was to cool the blood.
- 8 They are doing research into how the brain is formed.

ADDITIONAL PRACTICE

Resource bank: Activity 4A Passive scrabble (Use and non-use of the passive)

Study, practice & remember: Practice 1

Workbook: Language focus 1: Use and non-use of the passive, pages 22–23

Reading and speaking (PAGES 38-39)

- 1a Books closed. Write *Nature or nurture?* on the board and ask students to discuss what they understand by this. When they have finished, elicit their ideas as a class.
- **b** Students read the sentences and then decide in pairs which theory they support. Check answers with the class.

ANSWERS:

1 nature 2 nurture 3 nature

2a Focus students' attention on the pictures and elicit what students think they show. Give students enough time to read the article then match the pictures to four of the paragraphs. They then check in pairs before checking answers as a class. Check understanding of leeches and roots (origins) and understanding and pronunciation of phlegm/flem/.

4 nurture

- Students discuss in pairs before sharing ideas with the class.
- Give students time to check the meaning of the words in bold with dictionaries or mobile phones, then check understanding as a class. Students read the text again and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 bile: depression and irritability; blood: brave and hopeful
- 2 until the 19th century
- 3 Because they thought the brain affected the shape of the head and phrenologists could give some insights into people's suitability for a job or as a marriage partner.
- 4 Students' own answers. (Skinner thought a child's mind was a blank slate and that its educators' influence was all important.)
- 5 In both cases, their parents are to a certain extent held responsible.
- 6 Because it shows that the behaviour of normal, healthy people can change according to circumstances and the environment. It has become infamous because it was shocking to see ordinary people's behaviour so quickly changing for the worse.
- 7. No, they shouldn't, because the influence of the environment is held to count for more than the genes. In practice, striking similarities emerge, showing the importance of genes.

Find out more

Students work in pairs to search online about the topic and note any interesting facts they find. Note that an image search for this topic also throws up interesting results, so alternatively you could ask students to choose an image they find and download it to show to the class and explain what it shows and why they like it.

Put students in small groups to discuss the questions. In feedback, nominate students from each group to share their ideas with the class.

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

1 (0 0) 4.3 Ask students to read the words and mark where they think the stress is, then play the recording for students to check their ideas. Check answers with the class, then play the recording again, pausing after each word for students to repeat.

ANSWERS:

psychologist, scientist, environment, medicine, theory, ethics, genes, analysis, experience, neurotic, experiment

Wordspot (PAGE 39)

See Teaching tips: Working with lexis, page 21.

WARM UP

Write mind on the board and put students in pairs to think of phrases which include this word. Elicit their answers and write them on the board.

Focus students' attention on the diagram and explain that mind can be used as a verb, as a noun and in compound adjectives. Give an example of these from the diagram. If you think your class will find this exercise difficult, check that students understand the language in the explanations and the phrases in the diagram, or ask them to use their dictionaries or mobile phones. You may need to check the meaning of it doesn't concern you, unprejudiced, a pan and brush and ceiling. Go through the example with the class and tell students they might need to change the form of the phrase. Then give students a few minutes to complete the exercise. Check answers as a whole class.

ANSWERS:

- 2 open-minded, make up your mind 3 my mind went blank
- 4 speak their mind 5 something on your mind 6 I don't mind
- 9 Would you mind moving 8 changed my mind 7 Never mind 11 Mind your head 10 absent-minded
- 10 1 4.4 Explain that students will hear three short conversations that end with one of the phrases from the diagram in exercise 1, but that they'll hear a beep instead of the phrase. Play the recording, pausing after each beep. Check answers with the class.

ANSWERS:

- 1 speak your mind 2 I don't mind 3 absent-minded
- Students work in pairs to prepare three conversations like the ones in exercise 2. Emphasise that they should make the situation and the characters' moods clear. While they are writing, walk round the class, helping with vocabulary, checking that their conversations clearly illustrate the mind phrases, and correcting if necessary. If some students finish early, ask them to write more conversations. For feedback, ask a few pairs to read one of their conversations to the class.

Wordspot, exercise 3: Alternative suggestion

When students have prepared their conversations, join pairs into larger groups. Students read out their conversations but replace the phrases with mind with a 'beep', as in exercise 2. Other students listen and guess the phrase.

ADDITIONAL PRACTICE

Resource bank: Activity 4B It's all in the mind (mind) Workbook: Wordspot: mind, page 25

Language focus 2 (PAGES 40-41)

Passive forms with have and get

See Teaching tips: Using a discovery approach to grammar, page 20.

WARM UP

Ask students to think of films they've seen which are set in the future, and to think about what predictions they make. Write their ideas on the board and compare them with the predictions in the article on page 40 after exercise 1.

- Students read the text then discuss in pairs which predictions they think will come true. When they have finished, nominate students to share their ideas with the class. Check understanding of get rid of and plant an idea.
- Students discuss the questions in pairs, and then share ideas as a class.

GRAMMAR

Passive forms with have and get

1–3 Students work in pairs to answer the questions. Go through the answers and the additional information in exercise 3 as a whole class.

ANSWERS:

1

1 the characters

2 not specified

2

1 Clementine and Joel have their memories of each other erased ... – present tense

... we'll have good ones implanted instead. - future tense

2 In other tenses, the form of *have* changes to suit the tense. This is a very common construction in English and can be used in any tense.

3

... they get them downloaded directly to their brains.

Point out that we often use *done* instead of a more specific verb when the meaning is understood from the context, e.g. *I'm getting my car done*. We can infer here that *done* means *repaired/serviced* because this is a very common situation.

You may want to ask students to read Study 2 on page 141 for a more detailed explanation of passive forms with have and get.

PRACTICE

1 Go through the example, then students work in pairs to do the activity. Check answers with the class.

ANSWERS:

- 2 She's reading her horoscope.
- 3 He's having/getting his eyes tested.
- 4 He's taking his blood pressure.
- 5 She's dyeing her hair.
- 6 She's having/getting her nails painted.

Practice, exercise 1: Alternative suggestion

Books closed. Divide the class into two groups and give each group a board pen. Write one of the prompts from exercise 1 on the board, along with a pronoun, e.g. <code>she/read/palm</code>. A member of each group writes a passive sentence, and then passes the pen to another student in the group. The first team to write the sentence correctly wins a point. Continue with the other prompts. The team with the most points wins. When you have finished, ask students to open their books and follow the procedure for exercise 1 above in order to consolidate.

- 2 Read the example with the class. Students discuss the questions in pairs before sharing ideas with the class.
- 3 Focus students' attention on the first business card and elicit a few examples from the class. Put students into pairs to discuss what they can have done at each place. Walk round the class and encourage them to use passive forms with *have* and *get*. Check answers with the class and write a few examples on the board.

ANSWERS:

Redland Staff Services: You can have applicants interviewed, personality assessments and IQ tests done and applicants' handwriting analysed.

Ready Steady Go: You can have an exercise programme designed, your progress monitored, a weekly menu planned and healthy meals delivered.

Porter's: You can have long-lost relatives traced, business competitors monitored and family members followed.

4a 1 1 4.5 Set the questions and play the recording. Put students into pairs to compare, and then check answers as a class.

ANSWERS:

- 1 Redland Staff Services
- 2 He would like to have the applicants for the post of PA interviewed. He would like to have a detailed report provided, their personalities assessed and their IQ tested.
- **b** Give students plenty of time to make notes and prepare their conversations. Walk round the class helping with vocabulary and correcting language use. Give them about five minutes to practise the conversations, and give more help if necessary. Finally, ask a few pairs to perform for the rest of the class. If time is short, ask students just to prepare one conversation.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 2

Workbook: Language focus 2: Passive forms with have and get, page 25

Listening and vocabulary (PAGE 41)

Personal characteristics

See Teaching tips: Working with lexis, page 21.

- 1 Focus students' attention on the photo and elicit what they can see. Students discuss the questions in pairs. In feedback, choose students to share their ideas with the class.
- 2 4.6 Play the recording for students to listen and answer the questions. They then check in pairs before checking as a class.

ANSWERS:

- 1 It was a simulated space mission.
- 2 Russia, Europe and China
- 3 Scientists wanted to study the physical and psychological effects of spending that amount of time on board a space capsule.
- 4 They must be able to get on well; work successfully as a team, yet provide leadership; be extremely self-sufficient; stay calm under pressure.
- 3 Students work in pairs to choose the correct alternatives, and then listen again to check their ideas. Check answers with the class.

ANSWERS:

- 1 almost 2 volunteers 3 well 4 did what jobs
- 5 different 6 their colleagues on the ground
- 7 avoided communicating with
- 4a Give students time to read through the characteristics and check the meanings with dictionaries or their mobile phones. Then go through the characteristics and check understanding as a class. Students discuss the question in pairs.
 - **b** Join pairs into groups to compare answers and answer the question. In feedback, nominate students from each group to share their ideas with the class and find out if other groups agree.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Personal characteristics, page 26;
Pronunciation: Stress patterns, page 26

Task (PAGES 42–43)

Choose people to go on a space mission

See Teaching tips: Making tasks work, page 23.

Preparation (PAGES 42-43)

Reading

- 1a Students read the article then summarise the information in pairs. Ask one or two students to summarise the main information for the class.
- **b** Remind students of the vocabulary in Listening and vocabulary, exercise 4a on page 41. Students discuss the question in pairs before sharing their ideas with the class.
- 2a Read through the rubric with the class, and then give students a few minutes to read the profiles on pages 42-43. Walk round the class and help with vocabulary where necessary.
- **b** Students work individually to decide who they would and would not like to spend ten years with.

Task (PAGES 42–43)

Speaking

- 1a Students work individually to narrow down their choices from Preparation, exercise 2b to five candidates.
- b Give students time to work alone and plan how they are going to present their choices and explain their reasons.
- Go over the phrases in the Useful language box, sections a and b with the class. Put students in pairs to agree on five candidates. Monitor and note any common errors or examples of good language use for later feedback.
- Go over the phrases in the Useful language box, section c with the class. Join pairs into larger groups to present their ideas. Students try to agree on a final shortlist. Don't worry if they can't agree, as long as they can justify their reasons. When they have finished, ask each group to present their ideas to the class. Go over any common errors or good language use with the class.

Follow up (PAGE 43)

Writing

Remind students that the people on the mission are allowed to write home every three months. Elicit ideas for each topic from the class, and then ask students to make notes on their own. When they are ready, students write their emails, and then swap them with a partner to read.

Share your task

Some additional ideas could include:

- · Students imagine that they are applying to go on the mission, or that they are one of the people in the profiles on pages 42-43, and prepare a video or audio clip explaining why they think they should be chosen.
- Students prepare questions to ask when they watch/listen to the presentations, then interview the presenters.

ADDITIONAL PRACTICE

Workbook: Writing: An email home, page 27

World culture (PAGES 44-45)

Nature or nurture?

Culture notes

Some studies of spatial skills show no significant differences between men and women, though most studies show men to be better at mental rotation, while women have an advantage in spatial memory. Studies do not, however, show that men are better at reading maps.

Women perform better in tests of emotional interpretation, such as understanding facial expressions, as well as empathising.

Research has shown that women are generally more risk averse than men, and so more likely to invest in longer-term opportunities, which provide a sense of safety and security. In the financial world, a cautious approach tends to lead to a bigger payoff in the long term.

In a study by a US car insurance firm, men were involved in more motoring accidents than women. Men were cited for reckless driving 3.41 times more than women.

One study showed that men were more accurate than women when identifying things at a distance. This has been suggested as being down to our hunter-gatherer past.

Find out first (PAGE 44)

- 1a Introduce the topic by asking the class what they think some of the main psychological differences between men and women are. Students read the information and guess the answers. When they have finished, elicit their ideas but don't check answers yet.
- b If possible, students go online to check their answers using the search terms in the box. Otherwise students check answers with you. Check answers with the class, and feed in information from the Culture notes if necessary.

ANSWERS:

1 boys 2 girls 3 women

View (PAGE 44)

See Teaching tips: Using the video material in the classroom, page 24.

- 2a Give students a minute to think of as many toys as they can. While they are doing this, divide the board into two sections: boys and girls. Elicit students' ideas and ask them where they should go on the board. Feed in dolls, trucks, pink fluffy toys and helicopters.
- **b** Go through the questions and check students understand what to watch for and the meaning of toddler. Play the DVD for students to answer the questions then check in pairs. Check answers with the class. Check understanding of to raise eyebrows (make people pay attention or show concern) and gravitate towards.

ANSWERS:

- 1 It proves how likely adults are to gender stereotype and therefore how easily they can influence young children.
- 2 It proves the importance of nature: even without parental influence, male monkeys show a preference for boys' toys and female monkeys for girls' toys.
- 3 They might be attracted to motion and things with moving parts like mechanical objects.
- 4 The classic scientific view was that nurture played a huge part in our preferences, but more recent research has shown that nature plays just as big a role.
- Students work individually to tick the true sentences and correct the false ones, and then check in pairs. Play the DVD again before checking answers as a whole class.

- 2 The first experiment with toddlers is designed to test the nurture argument.
- 3 /
- 4 The first experiment shows how likely adults are to gender stereotype.
- 5 The second experiment is controversial and was carried out many years ago.
- 7 Dr Hines found that male monkeys spent more time with the boys' toys, and female monkeys more time with the girls' toys.
- 8 The classic scientific view was that nurture played a huge part in our preferences, but more recent research has shown that nature plays just as big a role.
- Students discuss the questions in pairs. When they have finished, nominate a student from each pair to share their answers with the class.

World view (PAGE 45)

5a Focus students' attention on the table and check students are clear about what information to listen for. Ask them to copy the table into their notebooks. Students watch and complete the first column, then check in pairs. Check answers with the class. Note: If your students ask, Eben and Heather both have slight North American accents, and Luis has a slight Spanish accent.

ANSWERS:

Heather: no

Fauzia: yes

Monica: yes

Elliot: yes (but they tried not to)

Louisa: no (but thought differently later in life)

Luis: yes

b Play the DVD again for students to complete the second column. Students check in pairs before checking answers as a class.

ANSWERS:

Eben: his parents expected more of him, but all his sisters looked up to him, even the older ones.

Heather: her parents raised her to be independent and they both had to do the same chores.

Fauzia: her brother was allowed to stay out later than her and her sister.

Monica: her brother used to get away with a lot more, but he was put under a lot of pressure to achieve and she wasn't.

Elliot: his parents tried to treat them the same, but they tried to protect his sister a bit more.

Louisa: never felt she was treated differently until she was twentyfive and her parents chose her brother to meet her grandfather in Portugal.

Luis: he grew up in a typical Spanish family and his mother did everything at home. He didn't learn how to cook an egg or iron a shirt until he left home.

Students discuss the questions in small groups. When they have finished, nominate a student from each group to share their ideas with the class and have a brief class discussion.

Find out more (PAGE 45)

- 7a Go through the list with the class, and elicit what students know about each one.
- **b** Students choose one of the experiments and research it online, using the search terms provided and making notes. Circulate and help with vocabulary where necessary.

Write up your research

Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 7b. When they have finished, put students in pairs to check and correct each other's work. In feedback, ask students to share any interesting information they found out.

Students can now do Progress Test 2 on the Teacher's Resource Disc.

Study, practice & remember (PAGES 140-142)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

ANSWERS:

3 have decided 2 was forced 1 sentenced

4 had not been introduced 5 has passed 6 is caught

9 had been turned down 7 will be sent 8 attached 11 was blown

10 was almost hit

4 had been placed 2 tricked 3 telling 1 was arrested

8 had disappeared 7 found 5 to be removed 6 returned

9 had been taken 10 arrested 11 was boarding

12 had been paid for 13 am not usually deceived

14 said 15 was returned

Practice 2

ANSWERS:

1 had/got my eyes treated

2 have/get his tattoo removed; having/getting it done

3 had/got her hair dyed

4 have/get your photo taken

5 had/got her credit card stolen

6 have/get two copies of this made

7 Our house got burgled

Possible answers:

a shoe-repair shop: You have/get your shoes mended, ...

a dry-cleaner's: You have/get stains on clothes removed, ...

a hairdresser's: You have/get your hair dyed, ...

a beautician's: You have/get your legs waxed, ...

a cosmetic surgery clinic: You have/get your nose reshaped, ...

a doctor's: You have/get your health checked, ...

a dentist's: You have/get your teeth checked, ...

an optician's: You have/get your eyes checked, ...

3 b

Remember these words

ANSWERS:

adjective	noun	
arrogant	arrogance	
calm	calm	
humorous	humour	
jealous	jealousy	
logical	logic	
rebellious	rebellion	
resilient	resilience	
voluntary	volunteer	

1 emotional intelligence 2 extrovert 3 arrogant, good in a 4 organisational skills 5 attention-seeking, needy team

Study tips

Introduce the topic by asking what students know about polygraphs. Go through the information with the class. Students work individually and then check in pairs before checking answers as a class.

ANSWERS:

detectors - noun, infallible - adjective, physiological - adjective, correlated - verb, deceptive - adjective, differentiated - verb, rigorously - adverb, administers - verb, interpretation - noun

Students work in pairs to think of alternative words. Encourage them to make use of the surrounding text to help. When they have finished, ask them to compare their ideas in pairs before checking answers as a class.

POSSIBLE ANSWERS:

detectors - discoverers, infallible - accurate, physiological - physical, correlated - associated, deceptive - incorrect, differentiated separated, rigorously - thoroughly, administers - carries out, interpretation - explanation

05 FACE TO FACE

OVERVIEW

PAGES 46-47

Vocabulary: Getting together

Grammar: Review of future forms

Common European Framework: Students can give clear, detailed descriptions on a wide range of familiar subjects; can give a prepared straightforward presentation on a familiar topic.

PAGES 48-49

Reading and speaking: We may have 750 friends online, but we're lonely

Vocabulary: Colloquial language

Common European Framework: Students can scan quickly through texts, locating relevant details; can use a variety of strategies to achieve comprehension, including using contextual clues.

PAGES 50-51

Listening and vocabulary: Online dating Grammar: More complex question forms

Pronunciation: Intonation of questions and statements

Common European Framework: Students can use a variety of listening comprehension strategies, including listening for main points; can use clear, natural intonation.

PAGES 52-53

Task: Plan a fantasy dinner party

Common European Framework: Students can take an active part in discussion.

PAGES 54-55

Speaking: Dealing with problems on the telephone

Writing: Types of message

Common European Framework: Students can explain why something is a problem, discuss what to do next, compare and contrast alternatives; can express news and views effectively in writing, and relate to those of others.

Vocabulary (PAGE 46)

Getting together

See Teaching tips: Working with lexis, page 21.

WARM UP

Ask students to list all the times they've 'got together' with other people in the last week. When they are ready, put them in groups to compare their lists and see if they have any experiences in common.

1 Start by asking students how often they meet their friends, what day(s), what they do, etc. Use the discussion to elicit the meaning of the verb *get together* and the noun *get-together*. Ask students to copy list B and then write the appropriate people from list A in each category. Note: It is possible for neighbours to go on a social-networking site, for colleagues to go to a school reunion and so on. However, to help students understand the meaning of the events in list B, limit answers to the people in list A that most clearly demonstrate the meaning.

POSSIBLE ANSWERS:

- a blind date: people looking for a partner
- a business meeting: business associates, clients
- a celebration meal: business associates, clients, friends, guests, relatives
- a conference: business associates, clients, delegates, political leaders, speakers
- a dating website: people looking for a partner, strangers
- a dinner party: friends, guests, relatives
- a family get-together: relatives
- an online forum: political leaders, strangers
- a housewarming party: friends, guests, neighbours, relatives
- a school reunion: ex-classmates, friends
- a summit: political leaders
- a conference call: business associates, clients
- a social-networking site: acquaintances, business associates, clients, ex-classmates, relatives, strangers
- 2 Read the example with the class. Students work individually to match the verbs to the ways of meeting in exercise 1. To check answers, list the verbs on the board and add the events.

ANSWERS:

have: a blind date, a celebration meal, a conference call, a dinner party, a family get-together, a housewarming party, a school reunion make: a conference call

go on: a blind date, a dating website, an online forum, a socialnetworking site

attend: a business meeting, a celebration meal, a conference, a dinner party, a family get-together, a housewarming party, a school reunion, a summit

use: a dating website, an online forum, a social-networking site

- **3a** Give students time to think about and write their notes individually. Walk round the room providing any vocabulary they need.
- **b** In groups, give students time to describe their events, and encourage them to ask each other questions for more information. Give regular time checks so that all students get a chance to speak. For feedback, ask each group which event sounded the most fun, interesting, etc.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Getting together, page 28

Language focus 1 (PAGE 47)

Review of future forms

See Teaching tips: Using a discovery approach to grammar, page 20.

1a Go through the rubric with the class and check students understand what information they need to find out. With weaker classes, ask them to read the first message and answer the questions as a class to provide an example. Tell students not to choose the verb forms yet, just to read and answer the questions. Students check answers in pairs then check with the class.

ANSWERS:

A a conference – probably business associates or delegates

B a celebration meal - probably classmates or college friends

C a dinner party – probably friends

b Do the first one with the class. Students work in pairs to complete the activity. Check their answers but do not elicit explanations at this stage.

- A 1 starts 2 opens 3 's going to be 4 planning to 5 I'll still 6 I'll
- B 1 're going to 2 'll 3 'll be seeing
- C 1 Are you doing 2 are having 3 'll like 4 probably won't 5 won't 6 It'll probably 7 I'll keep

GRAMMAR

Review of future forms

1 Students work individually then check in pairs. Check answers with the class.

ANSWERS:

- 2 Present continuous Stuart and his girlfriend Bella are having this dinner party ...
- 3 Present simple The first presentation starts at 9.30, but the registration desk opens at 8.00.
- 4 will I'll catch up with you later ...; I'll call and book it ...;
 I'll keep you updated!
- 5 Future continuous I'll be seeing Rich at college later ...
- 6 planning to Jan, Begum and I are planning to meet ... (also decide to, hope to, think of, etc.)
- 7 going to ... it's going to be incredibly busy!
- 8 will ... he's invited this girl he thinks I'll like.; She probably won't be my type ... or I won't be hers.; It'll probably be dreadful!
- 9 will I'll still be on the train ...
- 10 probably won't She probably won't be my type.

 (also be bound to, be likely to, There's a good chance that, etc.)

You may want to ask students to read Study 1 on page 143 for a more detailed review of future forms.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 1 on page 143 first.

1 Students complete the conversations individually, and then explain their answers in pairs. Check answers with the class and elicit why each form is used.

ANSWERS:

- 1 'm cooking, 'll finish
- 2 leaves, 'm having / 'm going to have
- 3 'll have
- 4 'm passing / 'll be passing, 're not going
- 5 's leaving, Is (he) flying
- 6 are you going, 're staying, 're having / 're going to have
- 7 'm wearing / 'm going to wear
- 8 will be, 's sending / 's going to send
- 2a Refer students to the topics on page 127. Go through the topics and check that students understand *career* and *sporting fixtures*. Ask students to make notes on their topics individually, and walk round the room providing vocabulary.
- **b** Put students into pairs to give their talks, making sure they take turns. While they are speaking, note any errors with future forms and correct these at the end of the activity.

ADDITIONAL PRACTICE

Resource bank: Activity 5A The Supasaver debate (Review of future forms)

Study, practice & remember: Practice 1

Workbook: Language focus 1: Review of future forms, pages 28–29

Reading and speaking (PAGES 48-49)

- 1 Put students in groups to discuss the questions. In feedback, elicit students' ideas and have a class discussion.
- 2 Ask students to read the introduction (up to isolated), and then discuss their predictions as a class. Elicit students' ideas and write them on the board.
- **3a** Students read the text to check their predictions from exercise 2. Check understanding of gig, wired up (connected), scroll through and paradoxically.
- **b** Students work in pairs to check their predictions from exercise 2 and summarise the information under the topics given. In feedback, nominate students to share their summaries with the class.

ANSWERS:

Daily routine: In the morning, he checks his email, texts and Twitter feed before getting up, then again when he gets out of the shower. At work, he is in a constant state of distraction. It's the same in the evening: he misses the pub because he's sitting on his bed thumbing online.

Social events: He goes to parties, pubs and dinners, but he is there only in spirit. When he organises a dinner party, he thinks nothing of his friends being on the phone or Twitter throughout. At a festival, one of his friends spent his time trying to recharge his phone, then reading about the gig he was actually attending.

Relationships: He feels more lonely than ever. He hasn't met up with his housemates from university in a long time, doesn't make it to the pub in time to see his friends and neglects his girlfriend.

4 Read the example with the class. Students work individually to find the words or sentences in the text then check answers in pairs.

Go through the answers with the class and give further examples where necessary.

ANSWERS:

- 2 I have a constant drip-drip of information from any of the 750 online friends and followers ...
- 3 I am a ... man with ... long-standing mates.
- 4 I am not alone in feeling like an island.
- 5 Far from bringing me closer to people, my phone drives me further away.
- 6 When my long-suffering girlfriend comes round, she has to prise me from my phone or the internet.
- 7 During work hours, I chatter away on social-networking sites, delaying tasks.
- 8 ... he spent all of Rihanna's headline set reading updates from Twitter ...
- 9 ... none of us can go cold turkey.
- Give students a few minutes to read the facts, and check understanding. Students discuss the questions in groups. In feedback, nominate students from each group to share their ideas with the class.

Vocabulary (PAGE 49)

Colloquial language

See Teaching tips: Working with lexis, page 21.

1 Explain that the article on pages 48–49 is written in an informal, colloquial style, and as such has some examples of colloquial language. Students work individually, and then check in pairs. Encourage them to find the examples in the text and use the context to check meaning. Check answers with the class.

- 1 friends 2 a long way past 3 stop doing something completely
- 4 alcoholic drinks
- Tell students that they should be careful about using too much colloquial language, as it's usually very specific to one area and it can sound strange if overused. However, it can be useful to have an understanding of colloquial language to help them listen to and interact with native speakers. Look at the first line with the class, and elicit the colloquial phrase and what it means as an example. Students work in pairs to find the other six examples and discuss what they mean. Check answers with the class.

ANSWERS:

All right ... ? – How are you?

What's up? – What's the matter?

stressed out – unhappy and frustrated

Grab a chair – Sit down

He's doing my head in – I find him really exasperating what's going on? – what's happening?

chill out – calm down

3a 5.1 Ask students to read the conversation and think about what words are missing. Elicit students' ideas but don't give any answers. Play the recording for students to complete the conversation then check in pairs. Play the recording again if necessary, then check answers with the class, but don't say what the phrases mean yet.

ANSWERS:

See answers to exercise 3b below.

b Students discuss the meanings in pairs before checking answers as a class. Give further examples where necessary.

ANSWERS:

- 1 rip-off unreasonably high prices
- 2 wanna want to
- 3 How come? What do you mean?
- 4 off with me distant with me
- 5 like (filler word)
- 6 gonna going to
- 7 blah blah (indicates speech that's considered predictable)

ADDITIONAL PRACTICE

Workbook: Vocabulary: Guessing the meaning of colloquial language, page 30

Listening and vocabulary (PAGE 50)

Online dating

See Teaching tips: Working with lexis, page 21.

- 1a If you have internet access, show students a dating website to contextualise the topic. Students discuss the questions in pairs. When they have finished, choose a few students to share their ideas with the class.
- **b** Give students a minute or two to read the profile. They then discuss the question in pairs, before sharing their ideas with the class.

POSSIBLE ANSWERS:

never boring, having a PA, some of (my mates) are celebrities

5.2 Go through the questions with the class and check students know what to listen for. Play the recording for students to answer the questions. Students check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1 men: importance of their job, industry they work in (finance or the film industry), having a PA, height and body shape women: age, body shape (weight)
- 2 not using the word I, shorter profiles, negative statements
- 3 to compensate for the belief that people lie or exaggerate; telling little white lies also encourages you to live up to the standards that you set in your profile
- 3 Students work in pairs to complete the idioms from memory, and then listen again to check their ideas. Students discuss the meanings in pairs before checking with the whole class.

ANSWERS:

- 1 fall hopelessly in love with fall deeply in love with
- 2 keep an eye out for watch out for
- 3 economical with the truth not telling the full truth
- 4 take with a pinch of salt not treat as entirely true
- 5 little white lies small lies that are not seriously dishonest
- 6 stretch the truth say things that are definitely wrong and unlikely
- 4 Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Idioms, page 31

Language focus 2 (PAGES 50-51)

More complex question forms

See Teaching tips: Using a discovery approach to grammar, page 20.

1 Students read the article then work in pairs to answer the questions. Choose a pair to summarise Ursula's opinion to the class. Check understanding of *lobster*.

ANSWERS:

The article describes a blind date.

Ursula likes the fact that Josh is chilled out, interesting and not motivated by money. But he didn't look like she had imagined and she isn't particularly keen to meet him again.

2a Ursula, and they should take notes on his answers. Students listen to the recording then compare notes in pairs. Play the recording again if necessary, and then choose students to explain their notes to the class.

ANSWERS:

Ursula didn't look like what Josh had hoped, a mix of Beyoncé and Eva Perón. His first impression was good, though. He thought she looked great and she reminded him of his sister. They talked about films and books, although he didn't pay much attention as he was concentrating on eating his lobster. He doesn't think she noticed when a piece of lobster landed on her dress. He thinks they are quite similar, both stressed out on first dates. He gives her seven and a half out of ten and would definitely like to see her again – but just as a friend.

Josh is kinder and Ursula is crueller.

b Play the recording again, pausing after each question for students to write it down. Students check in pairs, and then listen again if necessary. In feedback, invite students to the board to write the questions from the interview.

Wasn't your first impression of Ursula good?

Who did she remind you of?

What did you talk about? You know, what topics.

So did you have any awkward moments?

You don't think she noticed?

How similar are you and Ursula?

What marks out of ten would you give Ursula?

I wanted to ask if you'd want to meet Ursula again?

GRAMMAR

More complex question forms

1a Students work in pairs to complete the rules. Encourage them to use the questions they wrote in exercise 2b to help. When they have finished, go through the answers and language notes below.

ANSWERS AND LANGUAGE NOTES:

- 1 noun, adjective / adverb
- 2 end (The preposition should go at the end of the question, and shouldn't be omitted.)
- 3 intonation (These types of 'questions' are used in spoken English to show interest and/or surprise.)
- **5** affirmative
- **b** Students work in pairs then check answers with the class.

ANSWERS:

- 1 What marks out of ten would you give Ursula?
- 2 Who did she remind you of?
- 3 You don't think she noticed?
- 4 Wasn't your first impression of Ursula good?
- 5 I wanted to ask if you'd want to meet Ursula again?

You may want to ask students to read Study 2 on page 144 for a more detailed explanation of more complex question forms.

PRACTICE

If you think students need more controlled practice before doing this exercise, they could do Practice 2 on page 144 first.

1a Read the example with the class and elicit one or two further examples. Students work individually then check answers in pairs. Check answers with the class, and drill the questions.

ANSWERS:

See answers to exercise 1b below.

b Students discuss in pairs. In feedback, check answers with the class and elicit why the questions are suitable or not.

ANSWERS:

(The questions which are probably not suitable are underlined.)

What do you worry about?

Who do you most care about?

What do you dream about?

Have you had plastic surgery?

What jokes make you laugh?

Who do you depend on?

How long have you been single?

What do you like talking about?

Where did you grow up?

How similar are we?

What happened in your last relationship?

What qualities do you want in a partner?

Who do you vote for?

Do you often cry?

How much do you earn?

c Read the example with the class and remind students that they should use affirmative word order with indirect questions. Put students in groups to ask and answer the questions. In feedback, nominate students to share any interesting information with the class.

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

1a 5.4 Play the first two sentences and elicit which is a question (the first one). Use the examples in the Grammar box to highlight the use of intonation. Play the rest of the recording for students to write their answers. They then check in pairs before checking answers as a class.

ANSWERS:

- 1 a question b statement
 2 a question b statement
 3 a statement b question
 4 a statement b question
- 5 a question6 a questionb statementb statement
- **b 10 5.5** Play the recording, pausing after each question for students to repeat. Drill further if necessary.
- 2a Emphasise that students should complete the sentences with surprising information if possible. Go round and help with vocabulary where necessary.
- **b** Read the example with the class. Put students in pairs to read each other's sentences and ask about the surprising ones. When they have finished, ask students to share any interesting information with the class.

Practice, exercise 2: Alternative suggestion

If you think your students will have difficulty identifying surprising information about each other, ask them to write a mixture of true and false sentences in exercise 2a. They then show their partner who reads and guesses which are true and false.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 2

Workbook: Language focus 2: More complex question forms, pages 31–32; Pronunciation: Question intonation, page 32

Task (PAGES 52-53)

Plan a fantasy dinner party

See Teaching tips: Making tasks work, page 23.

WARM UP

Put students in pairs and ask them to make a list of all the types of party they can think of. When they are ready, elicit their ideas and write them on the board. Feed in any of the following ideas which haven't been mentioned: a dinner party, a housewarming party, a fancy-dress party, an engagement party, a leaving do, a Christmas party, a birthday party.

Preparation (PAGE 52)

Listening

- 1 Focus students' attention on the picture and ask students to say who they think the guests are (from left to right: David Beckham, Queen Elizabeth I, Eddie Murphy, Lady Gaga, Mother Teresa, Marilyn Monroe), but don't confirm their answers yet. Give students a few minutes to read the information then decide which aspect of the planning will be most difficult. Students share their ideas with the class.
- **5.6** Explain that students are going to hear six people speaking one after the other, not in conversation together. Tell them to make notes, and that you will play the recording twice if necessary. Play the recording, pausing after each speaker for students to write. When they have finished, ask students to compare their answers in pairs. Check answers as a class.

ANSWERS:

- 1 Lady Gaga, because she'd be fun. They could talk about music and fashion and the speaker would ask her where she finds her clothes and to sing songs.
- 2 Eddie Murphy, because she finds him hilarious. She would ask him what he thinks makes him funny, what the magical ingredient of comedy is and if he prefers stand up comedy or movies and TV.
- 3 Mother Teresa, because she's fascinating and inspiring. He would ask her why she gave up her life to help others.
- 4 Marilyn Monroe, because it would be good to have someone beautiful and amazing in the room. She would ask her what the best red lipstick is, talk about her movie career and ask if she'd been in love and what she would have done if she hadn't died.
- 5 Queen Elizabeth I, because she'd be interesting. She would ask her how she'd managed to be so powerful when being a woman at that time was difficult and about her day-to-day, domestic life.
- 6 David Beckham, because he's extremely good looking and he'd have interesting stories about places he's been and people he's met. They'd talk about the World Cup, and what his life's like being so famous.
- 3a Go through the phrases in the Useful language box, section a and check understanding by eliciting possible endings. Play the recording again for students to listen and tick the phrases they hear. Check answers with the class and drill the phrases.

ANSWERS:

Speaker 1: I could ask her about ...

Speaker 2: I've always wanted to meet ...

Speaker 3: It's someone that's always fascinated me.

Speaker 4: I'd ask/talk to him about ...

Speaker 5: It would be amazing to find out the truth about ...

b Give students a minute to think about the suggestions, then put them into groups to explain their answers. Ask students if they would invite the person they chose and the people the other speakers chose to the same dinner party.

Task (PAGE 53)

Speaking

- 1a Ask students to think of five possible guests. Emphasise that they can choose anyone at all as long as they are well known. If necessary, prompt students by giving different categories, e.g. pop stars, actors, politicians. Give students time to make notes about their guests. Walk round the room providing vocabulary.
- **b** Refer students back to the Useful language box, section a and give them a few minutes to think about how to justify their suggestions.
- 2a Students work in groups to discuss and agree on a guest list. Do not form groups larger than three because there will be too many guests to talk about.
- b Read through the Your fantasy dinner party instructions on page 52 again with students and check that they understand seating plan. Refer students to the Useful language box, section b. Give students a time limit, e.g. a maximum of ten minutes, to complete the activity, and tell them to include themselves in the final seating plan. Make sure each student has a copy of the guest list and seating plan.
- 3a Rearrange the students to form new groups. Students explain their seating plans and ask questions about the other students' seating plans.
- **b** Students discuss the questions in their groups. In feedback, nominate students from each group to share their answers with the class.

Follow up (PAGE 53)

Writing

1 Go through the topics with the class and ask students to work alone and make notes on each topic. Monitor and help with vocabulary. When they are ready, students write their letters, and then swap them with a partner to read.

Share your task

Some additional ideas could include:

- Students film/record themselves playing the role of the guest, and explain why they should be invited.
- Students work in pairs, with one playing the role of one of the guests, and another interviewing them about their life, and film/ record it.
- Students film/record themselves acting out the fantasy dinner party, playing the roles of the people they selected.
- Students watch/listen to everyone's recordings and choose the guest they'd most like to invite.

Language live (PAGES 54-55)

Speaking (PAGE 54)

Dealing with problems on the telephone

- 1 Elicit annoying telephone situations that students can relate to. Students then discuss the questions in groups. Encourage them to describe fully any situations they have been in themselves, particularly if these are similar to those in the recording.
- 2 5.7 Play the recording and give students time between conversations to compare answers in pairs or small groups. When you check answers, make sure students understand lose someone (be unable to hear someone on the telephone because of a bad signal), you're breaking up and put you through.

ANSWERS:

Conversation 1

- 1 a customer, a furniture company
- 2 The signal is poor and the conversation keeps breaking down.
- 3 The call gets cut off.

Conversation 2

- 1 a customer, a gas company
- 2 The customer is put through to the wrong department.
- 3 The customer has to give her details again.

Conversation 3

- 1 a travel agent, a customer
- 2 The customer is taking a delivery, and answering her children, and cannot deal with the call.
- 3 They agree that the travel agent will ring back.
- 3a Explain that students are going to listen and complete some of the phrases used in the three conversations. Pause the recording after each sentence to give students time to write.

ANSWERS:

- 1 getting 2 left, earlier 3 up, faint 4 breaking
- 5 confirm, postcode 6 put, through 7 bear 8 regarding
- 9 calling 10 would, good
- **b** Refer students to audio script 5.7 on page 172 to underline other useful phrases. Students check answers in pairs then check with the class.

POSSIBLE ANSWERS:

Conversation 1

Hello / Hi, This is ..., I keep losing you., I can hardly hear you., Shall I ring you back?, I'm going to call you back.

Conversation 2

You have ... options., We're now going to connect you., I'm calling about ..., Have you got your customer reference number?, How can I/we help you?, My name is ...

Conversation 3

Hello, ... speaking., Sorry, you were saying ... , I'll call back later., I'll speak to you later.

- c 5.8 Play the recording again, pausing after each sentence for students to repeat. Correct their pronunciation if necessary.
- 4 Go through the options with students and check any problem vocabulary, e.g. problems on the line, get cut off, hang up. Encourage students to use phrases from exercises 3a and b. Walk round the class prompting with ideas and helping with language. In feedback, select a few pairs to act out their conversations for the class.

Writing (PAGES 54-55)

Types of message

1a Introduce the topic by asking students if they ever write messages and why. Go through the descriptions and give students a few minutes to complete the activity.

ANSWERS:

1B 2E 3D 4A 50

b Explain that the messages are in the wrong order and that B is first and D is last. Students order them in pairs then check answers with the class. When you check answers, ask students to tell you how they know in each case.

ANSWERS:

2C 3A 4E

c Check any language students may not understand, e.g. *delighted*, *considerate*, *ASAP*. For *see u*, show that this sounds like 'see you', and explain that it is common in text messages to use letters instead of words.

ANSWERS:

1 We're both really delighted for you!! 2 Much love 3 Can you let me know if these flights suit ASAP? 4 I'll be out of the office tomorrow (Fri) 5 Best wishes, 6 I have some news, 7 Can't wait to see u both! 8 Please be more considerate in future 9 Hope you had a good day at work 10 By the way,

Writing, exercise 1c: Alternative suggestion

With stronger classes, ask them to suggest phrases to complete the messages without looking at the phrases in exercise 1c, and write their suggestions on the board. Students then compare their ideas with the phrases in the book and complete the messages.

2 Put students into pairs to find examples and answer the question. Check answers as a class and highlight any conventions that are different to the students' own language(s).

ANSWERS:

- 1 (it will be) our treat, (I) Can't believe it, (I'm) V excited and (I'm) v nervous, (I'm) Coming to Italy, (Do you) Fancy, (I'll be) Back about 8
- 2 What great news!, ASAP, I'm pregnant!, Can't believe it!, Can't wait to see u both!
- 3 u (= you)
- 4 LHR (= London Heathrow), ASAP (= as soon as possible), Fri (= Friday) V/v (= very)

Message B is formal.

- Ask students to use phrases and features from exercises 1 and 2 as appropriate. Tell them to keep the messages short. Monitor and help with vocabulary, writing any new words/phrases on the board.
- **4a** Go through the checklist with the class. Students swap messages with a partner and comment on and correct them. They then decide which one is the clearest.
- **b** Students redraft the least clear message. Monitor and help where necessary. When they have finished, ask one or two students to read out their messages to the class.

ADDITIONAL PRACTICE

Workbook: Language live: Dealing with problems on the telephone, page 32; Writing: Types of message, page 33

Study, practice & remember (PAGES 143-145)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

ANSWERS:

1 I'm going to take 2 are playing 3 we're having

4 it starts 5 won't mind 6 I leave 7 I'll tell

8 she'll understand 9 Are you going to take

10 I'm going to drive 11 's dropping 12 I'll pick you up

13 is 14 likely 15 leave

Practice 2

ANSWERS:

5 Which 3 What 4 How 2 well 6 about 7 to

8 for 9 at 10 long

2 Didn't she tell you?

3 Haven't you finished (it)?

4 Haven't you got one?

5 Don't you understand?

6 Don't you remember (me/it)?

2 I'm wondering how old your sister is.

3 Could you tell me how long you've been learning English?

4 I'd like to know how good your listening skills in English are.

5 Do you know when you will be finished in the bathroom?

6 Do you know if/whether you're going out this evening?

7 Could you tell me how you say 'Of course' in your language?

8 Do you know if/whether it will be expensive?

Remember these words

ANSWERS:

2 blind date 3 an acquaintance 4 an ex-classmate

5 school reunion 6 house-warming party 7 conference call

What's up? – What's the matter?

mates - friends

How come? – Why is that?

He's totally doing my head in. - He's really annoying me.

a tenner – ten pounds

totally stressed out - under a lot of pressure

Just kidding! – It was only a joke!

helplessly - hopelessly

stretching her truth – stretching the truth

a little blue lie – a little white lie

a pinch of pepper – a pinch of salt

long-sitting - long-standing

go cold chicken – go cold turkey

economic – economical

an eye in – an eye out

Study tips

- Ask students what they find difficult when listening to English, and write their ideas on the board. Students read the list to see if any of their ideas are mentioned.
- 2a Students read the tips, then discuss in pairs which seem most useful.
- b Discuss this question as a class, and ask students to share any of their own tips with the class.

OG BIG IDEAS

OVERVIEW

PAGES 56-57

Reading and speaking: Five inventions that shape the way we live today

Common European Framework: Students can scan longer texts to find specific information, and gather information from different parts of a text in order to fulfil a specific task; can express their opinions by providing relevant explanations, arguments and comments.

PAGES 58-59

Listening: Important dates **Grammar:** Perfect tenses

Vocabulary: Human achievements

Common European Framework: Students can understand radio documentaries and other recorded or broadcast audio material delivered in standard dialect; can take an active part in informal discussions.

PAGES 60-61

Task: Present an idea for a TV programme

Common European Framework: Students can give a clear, systematically developed presentation which highlights significant points and includes relevant supporting detail.

PAGES 62-63

Grammar: More about the Present perfect simple and continuous

Wordspot: first

Common European Framework: Students can express themselves clearly and without much sign of having to restrict what they want to say; can use a good range of vocabulary for most general topics.

PAGES 64-65

World culture: Unsung heroes

Common European Framework: Students can understand a range of recorded material, including some non-standard usage, and identify attitudes and relationships between speakers.

Reading and speaking (PAGES 56-57)

WARM UP

Ask students to empty their bags and discuss which of the objects are most important in their lives and why, e.g. mobile phone – essential for keeping in touch with friends and family.

- 1a Books closed. Write the following question on the board: What do you think have been the most important five inventions of the last 200 years? Students discuss in pairs, and then share their ideas with the class.
- **b** Ask students to open their books and look at the headings and photos. Ask if any of their ideas from exercise 1a are there, then discuss the question as a class.
- 2 Students read the article and check their ideas from exercise 1b. They then answer the questions in pairs. Check answers with the class and answer any questions they have about vocabulary.

ANSWERS:

	1	2
Standard time	1880 in England 20th century: time zones across the world	timetables for public transport
Running water	4,000 years ago in Crete	disease and poor personal hygiene
The light bulb	19th century	darkness in cities and roads; making the most of our free time
Algorithms	4,000 years ago	essential for information technology
Shipping containers	1950s	shipping costs

3a Students complete the article then check in pairs. Check answers with the class and ask students to tell you why they chose those sentences.

ANSWERS:

1b 2d 3c 4e 5a

b Elicit the first answer as an example. Students work in pairs then check answers with the whole class.

ANSWERS:

has resulted in – have led to has affected ... dramatically – has transformed enabling – make ... possible

- 4 Tell students that they will summarise each invention after reading again so they should try to remember the main points. They then work in pairs and take turns to summarise each invention. In feedback, nominate a different student to summarise each invention for the class.
- 5a Tell students there is no correct answer, but that they should order them according to what they think.
- **b** Put students in groups to compare their answers. In feedback, find out what each group thinks and if other students agree.
- 6a Students discuss the questions in pairs.
- b Give students a few minutes to read the *Your shout!* section, and then ask them which comments (if any) they agree with. Give out small pieces of blank paper and ask students to write a comment on each. Fast finishers can write two comments. When they have finished, collect them in and display them around the classroom. Students walk round the class, read the comments, and decide which they like best.

Listening (PAGE 58)

Important dates

1 Check understanding of BC (Before Christ), AD (Anno Domini) and decade. Students work in pairs to practise saying the dates and discuss the questions. Check answers with the class.

ANSWERS:

5000 BC - five thousand 'bee' 'cee'

3200 BC - three thousand two hundred 'bee' 'cee'

1600 - sixteen hundred

1850 - eighteen fifty

the 1860s - the eighteen sixties

2050 – twenty fifty

the 7th century AD (= 600-699 AD)

the 17th century (= 1600-1699)

the mid 16th century (= around 1550)

the late 18th century (= 1770-1799)

the next decade or so (= in the next 10 years)

within 30 years (= in the next 30 years)

the beginning of the 21st century (= 2000-2010)

- 2 Check students understand the concept of the timeline across the top of the page. Explain that it shows time as moving from left to right in a linear fashion. Go through the achievements on the timeline and check understanding, especially *printing press* and *internal combustion engine*. Students work in pairs then check their ideas with the whole class.
- 3a Students work individually to match the achievements to the timeline. Don't check answers yet.
- **6.1** Play the recording for students to check their answers. Students check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

(from left to right)

- a 3 the invention of writing (about 3200 BC)
- b 6 the arrival of Europeans in Australia (17th century)
- c 1 the discovery that bacteria cause diseases (1860s)
- d 2 a cure for the common cold (in the next decade)
- e 5 the first manned mission to Mars (within 20 years)
- f 4 human control of extreme weather events, like hurricanes (not within 20 years)
- 4 Play the recording again for students to listen and make notes of any further information. Students compare answers in pairs. In feedback, ask what information they found surprising.

Language focus 1 (PAGES 58-59)

Perfect tenses

See Teaching tips: Using a discovery approach to grammar, page 20.

1a Do the first one as an example together and demonstrate how to use the timeline to help. Students work in pairs. Check answers with the class.

ANSWERS:

1 5000 BC **2** 1600 **3** the 1860s

4 the beginning of the 21st century 5 the next decade or so

b Students work individually then check in pairs. Check answers with the class, but don't elicit any explanations at this stage.

ANSWERS:

1 had, hadn't 2 had, hadn't 3 had, hadn't 4 have, haven't

5 will have, won't have

GRAMMAR

Perfect tenses

The idea in this explanation is for students to understand the general concepts that are common to all verbs in the perfect aspect, rather than worrying about details that are different. Language focus 2 on pages 62–63 looks in more detail at the differences between the Present perfect simple and continuous.

1 Students find examples then discuss how they are formed in pairs. Check answers with the class and write the form on the board.

ANSWERS:

Past perfect: had invented, hadn't learnt, had discovered, hadn't arrived, had been invented, hadn't discovered – formed with had + past participle

Present perfect: have landed, haven't found – formed with have/has + past participle

Future perfect: will have sent, won't have learnt – formed with will have + past participle

2 Put students into pairs to choose the correct answers, and refer them to the timeline and the sentences in exercise 1b to help. Walk round the class helping with any misunderstandings. Go through the answers as a whole class, and give further examples where necessary.

ANSWERS:

- 1 before By 5000 BC, people in ancient Mesopotamia had invented the wheel ...
- 2 'before now' Today ... we have landed on the moon ...
- 3 before within 30 years, we will have sent a manned mission to Mars ...

You may want to ask students to read Study 1 on page 146 for a more detailed explanation of Perfect tenses.

PRACTICE

1 Elicit the first answer as an example. Students then complete the sentences before checking in pairs. Check answers as a class and elicit why each answer is correct.

ANSWERS:

- 1 had invented, hadn't learnt
- 2 had been invented, hadn't yet made
- 3 have discovered, haven't found
- 4 will probably have found, won't have discovered
- 5 probably won't have learnt, will probably have learnt
- 2a Tell students that they can use the timeline to help but encourage them to also use their own ideas and/or use their mobile phones to find out information. Emphasise that two of the sentences should be false. Monitor and check students are forming the perfect tenses correctly and don't let them show their sentences to anyone yet.
- **b** Put students in pairs to read out their sentences for their partner to guess. When they have finished, nominate a few students to read out one of their sentences for the class to guess if it is true or false.
- Students work individually to complete the sentences. Walk round the class, checking sentences and providing any vocabulary students need. Students compare their answers in groups.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 1
Workbook: Language focus 1: Perfect tenses, pages 35–36

Vocabulary (PAGE 59)

Human achievements

See Teaching tips: Working with lexis, page 21.

1 Students work individually then check in pairs. Check answers with the class, and ask students for examples of each one.

ANSWERS:

2i 3h 4c 5f 6j 7m 8l 9k 10g 11e 12a 13d

Vocabulary, exercise 1: Alternative suggestion

With stronger classes, ask them to cover the list of verbs 1–13 and to read achievements a—m and think of the verbs themselves. Students then check their answers with the list and do exercise 1.

- 2a Read the example with the class. In pairs, students describe the other achievements using the phrases from exercise 1.
- **b** 6.2 Play the recording, pausing after each sentence for students to check their answers. Check answers with the class.

ANSWERS:

- 2 Captain Cook was the first European to explore Australia and Antarctica.
- 3 Federer defeated Murray in the 2012 Wimbledon final.
- 4 Marie Skłodowska-Curie won the Nobel prize twice: once for physics and once for chemistry.
- 5 Alexander Fleming discovered penicillin.
- 6 Neil Armstrong was the first man to land on the moon.
- 7 Aung San Suu Kyi inspired others with her peaceful approach.
- 8 Bill Gates donated billions of dollars to help children in Africa.
- 9 Usain Bolt broke the record for the 100 metres.
- 10 Mark Zuckerberg founded Facebook.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Human achievements, pages 36–37

Task (PAGES 60-61)

Present an idea for a TV programme

See Teaching tips: Making tasks work, page 23.

WARM UP

Ask students to think of different types of TV programmes, and build up a list on the board, e.g. documentaries, chat shows, dramas, etc. In pairs, students discuss which they particularly like or dislike and describe examples from their country/ies.

Preparation (PAGES 60-61)

Listening

- 1 Introduce the topic by asking students if they've ever thought about making a TV programme, and if so, what kind of programme they'd like to make. Students read the information then summarise the concept in pairs.
- 2a Go through the achievements and check students know what they are. In groups, students match them to the categories. Check answers with the class.

ANSWERS:

- 1 The invention of an important piece of technology.
- 2 An extraordinary building or piece of engineering.
- 3 A great victory/struggle for independence. / Outstanding leadership at a key point in history.
- 4 An extraordinary example of human courage/determination.
- 5 An extraordinary literary achievement.
- 6 An extraordinary sporting career.
- 7 An extraordinary musical achievement.
- 8 An extraordinary artistic achievement.
- 9 An idea or philosophy that changed the world.
- 10 A great step forward for human rights.
- **b** Students work in the same groups to think of more examples. Go round the class and help with ideas where necessary. When they have finished, ask one student from each group to share their ideas with the class.
- 3a 6.3 Students listen and make notes, then check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1 Tim Berners-Lee (and others), the invention of an important piece of technology (the internet), it's opened up so much of the world, one of the most important inventions in recent years, changed the way we communicate as a race.
- 2 Neil Armstrong (and NASA), an important human 'first', an incredible achievement (even now), a life-changing event for the whole world.
- 3 William Shakespeare, an extraordinary literary career, he's a giant in the literary world, he's touched everyone's lives, his plays can be reinvented, he speaks timeless truths to everybody, his works are produced and studied all over the world, he's the most widely read author.
- 4 Felix Baumgartner, an extraordinary example of human courage, a great role model, has changed the world subtly.
- 5 The Beatles, an extraordinary musical career, they revolutionised music, without them there wouldn't be pop music, they globalised music, their songs will endure timelessly, everybody can name a Beatles song, they still influence the music industry today.
- **b** Go through the phrases in the Useful language box, and drill them so that students get a feel for what to listen for. Play the recording for students to listen and tick the phrases they hear. Check answers with the class.

ANSWERS:

- Speaker 1: I'd like to nominate ..., It's changed the way ..., It was an amazing achievement ...
- Speaker 3: I'd like to nominate ...
- Speaker 5: Without them ..., Their influence is still being felt today.
- 4 Students discuss the questions in groups. In feedback, nominate students from each group to share their ideas with the class.

Task (PAGES 60–61)

Speaking

- 1 Go through the notes with the class, then give students a minute or two to choose a topic.
- 2 Students make notes about the points. Refer students back to the Useful language box, and supply any vocabulary they need. Encourage them to use their mobile phones to research facts, or computers if they are available. Go round and help with ideas.
- 3a Students take turns to present their ideas to the class.
- **b** Encourage students to make notes as they listen and think of two questions to ask at the end.
- c Ask students to vote for their favourite achievement with a show of hands.

Follow up (PAGE 61)

Writing

1 Students write their summaries individually. Encourage them to use phrases from the Useful language box and go round helping with vocabulary. When they have finished, students swap summaries with another student to read.

Follow up, Writing: Alternative suggestion

Set up a class blog, and ask students to post their summaries there when they've finished. Other students then read the summaries and choose which programme they'd most like to see.

Share your task

Some additional ideas could include:

- Students film/record themselves acting out part of their programme.
- Students watch/listen to the presentations and choose which programme should be made.
- Students pretend they are the person described in the programme and act out describing their achievement.

ADDITIONAL PRACTICE

Workbook: Writing: A summary, page 38

Language focus 2 (PAGES 62-63)

More about the Present perfect simple and continuous

See Teaching tips: Using a discovery approach to grammar, page 20.

- **1a** Check understanding of *press-ups* and *cheesecake*. Students complete the world records individually then check in pairs. Don't give any answers yet.
- **b** Refer students to page 128 to check their answers. Discuss the question as a class.

ANSWERS:

1 was carrying 300 kilos at the time
2 did it underwater
3 only used one arm
4 did it in nine minutes
5 used his nose

2 Students discuss their answers in pairs. Encourage them to explain their answers if they can, and to guess if they are not sure. Briefly check answers but do not give or elicit explanations at this stage.

ANSWERS:

1a 2a 3b 4a 5b

GRAMMAR

More about the Present perfect simple and continuous

1 Students work in pairs to read through the rules, match them with the sentences in exercise 2 and choose the correct answers. Tell them to focus only on the correct forms (a or b) from the pictures. Walk round the room to help with language points if necessary. Check answers as a whole class.

ANSWERS:

- 1 simple sentence 1a
- 2 continuous sentences 3b, 5b
- 3 continuous sentences 3b, 5b
- 4 simple sentence 2a
- 5 simple sentence 4a

Remind students that they looked at the general differences between simple and continuous forms in Unit 3, and that these are true for all simple and continuous forms, including the Present perfect simple and continuous. Then explain that both forms link the past and present, and ask students to look again at the correct sentences under the cartoons and think about how they are linked to the present, e.g. in sentence 1a he landed and broke the record in the past and is now happy to be the new record holder. Discuss the sentences as a class.

You may want to ask students to read Study 2 on page 147 for a more detailed explanation of the Present perfect simple and continuous.

PRACTICE

1a Students work individually to choose the best verb form. Go round the class helping if necessary. Refer them back to the Grammar box and to Study 2 on page 147 for further help. Check answers as a class and elicit or give reasons yourself for each answer.

ANSWERS:

1 passed 2 both 3 been feeling 4 broken 5 lost 6 both 7 done 8 both 9 been

b Students work individually and choose at least five of the sentences. Stronger students can prepare the questions orally. Otherwise, give them a few minutes to think about how to form the question. Write the first question (Have you passed an important exam this year?) and the short answers (Yes, I have. I No, I haven't.) on the board, and highlight the forms. Set a time limit; then students go round asking as many other students as possible their questions and noting who answers yes to each. Encourage them to ask additional questions for more information. Finally, put students into groups to talk about what they discovered. Remind them they will need to use the third person, e.g. Johann has been abroad a lot this year.

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

1 6.4 Play the question and elicit which words are stressed.

Drill with the class.

ANSWER:

going out

- 2 6.5 Play the rest of the questions, pausing after each one for students to repeat. Correct where necessary.
- 2a Students read the information then discuss ideas in pairs. Elicit students' answers and write them on the board.
- **b** Read the examples with the class. Students prepare their conversations in pairs. Give them a few minutes to practise and make sure they are using correct pronunciation. Ask a few pairs to act out their conversations for the class.

ADDITIONAL PRACTICE

Resource bank: Activity 6A A wonderful life (Present perfect simple and continuous); Activity 6B Who's worked for the CIA? (Present perfect simple and continuous)

Study, practice & remember: Practice 2

Workbook: Language focus 2: More about the Present perfect simple and continuous, pages 38–39; Pronunciation: Weak forms of auxiliary verbs, page 39

Wordspot (PAGE 63)

first

See Teaching tips: Working with lexis, page 21.

Students work in pairs to complete the sentences before checking with dictionaries or their mobile phones. Go through the answers with the class. If necessary, check the meaning of the phrases by eliciting or giving more example sentences, or asking students to summarise the meaning in their own words.

ANSWERS:

- 4 first aid 1 first impression 2 At first 3 first-class 5 at first sight 6 first of all 7 first thing 8 in first place
- 10 first language 9 first-choice
- Do one or two examples with the class and then put them into pairs to complete the diagram. Tell them to look at the words around each phrase to decide if it is a noun or an adjective. Check answers as a whole class.

ANSWERS:

- 2 first thing, first language, first aid 1 first-choice
- 4 first of all 3 in first place
- 3a Ask students to look at the diagram in exercise 2 and memorise the phrases.
- b In pairs, students take turns to ask and answer the questions on page 128 without looking at page 63 of the Students' Book. Check answers with the class, and ask students how many they answered correctly.

ANSWERS:

- 2 at first 3 first thing 4 first-choice 1 first language
- 7 in first place **5** first-class **6** at first sight
- 8 first impression 10 first of all 9 first aid

ADDITIONAL PRACTICE

Workbook: Wordspot: first, page 39

World culture (PAGES 64-65)

Unsung heroes

Culture notes

William Shakespeare: No one knows exactly when Shakespeare was born, but he was baptised on 26th April, 1564, and his birthday is marked on 23rd April, to coincide with St. George's day. He was a poet and playwright, and is widely regarded as the greatest writer in the English language. He wrote about 38 plays, 154 sonnets and several other poems. He died on 23rd April, 1616.

John Lennon: Born on 9th October, 1940, John Lennon was a musician, singer and songwriter who became famous as one of the Beatles, one of the most successful bands ever. He was shot in New York in 1980.

Diana, Princess of Wales: Diana Spencer was born on 1st July, 1961, and became famous when she married Charles, Prince of Wales on 29th July, 1981. While married she became heavily involved in charity work, including raising awareness of land mines. She died in 1997 after a car crash in a tunnel in Paris.

Sir Winston Churchill: Born on 30th November, 1874, he was a politician best known for his leadership of Britain during the Second World War. However, prior to this Churchill had also been an officer in the army, a historian, a writer and an artist, and remains the only British prime minister to have received the Nobel Prize for Literature. At the start of the Second World War, his resistant spirit and powerful oratory skills helped unite Britain against Nazi Germany. He died on 24th January, 1965.

Isambard Kingdom Brunel: Born on 9th April, 1806, he was a mechanical and civil engineer who built dockyards, railways, steam ships and several important bridges and tunnels. He is considered to have been very important in shaping public transport and engineering. He was part of a team which helped build the first tunnel under a river, and his most famous work is perhaps the Clifton Suspension Bridge in Bristol, across the Avon Gorge. He also designed a huge ship called the Great Eastern, which at the time was the biggest ship ever built. Thousands turned out to see the launch, but the Great Eastern failed to launch properly as she was too big, which was humiliating for Brunel. He died shortly after her eventual launch in 1859.

Find out first (PAGE 64)

- 1a Go through the list of names and ask which the students have heard of and what they know about each one. Don't correct any information at this stage.
- **b** Students work in pairs to match the people to the sentences.
- c Students research the people individually, using the search terms to help, and then check in pairs. Monitor and help with vocabulary where necessary. Check answers with the class, and feed in information from the Culture notes if necessary. If you don't have access to the internet in class, tell your students the answers.

ANSWERS:

- 1 John Lennon 2 Sir Winston Churchill 3 Isambard Kingdom 4 William Shakespeare **5** Diana, Princess of Wales
- Students discuss in pairs, then check answers with the class.

ANSWERS:

Position 1: Sir Winston Churchill

Position 2: Isambard Kingdom Brunel

Position 3: Diana, Princess of Wales

Position 5: William Shakespeare

Position 8: John Lennon

(Position 4 was Charles Darwin, Position 6 was Sir Isaac Newton and Position 7 was Queen Elizabeth I)

View (PAGE 64)

See Teaching tips: Using the video material in the classroom, page 24.

- 3a Focus students' attention on the pictures and elicit which of the people from exercise 1a they relate to. Students work individually to complete the sentences, and then check in pairs.
- **b** Play the DVD for students to check their answers to exercise 3a then check in pairs. Check answers with the class. Check understanding of workshop, quarrelled, a funnel, maiden voyage and an advertising hoarding.

ANSWERS:

- 1 the Clifton Suspension Bridge 2 the Great Eastern ship
- 4 The Clifton Suspension Bridge
- 4 Give students a minute to remember the people and numbers from the DVD, then play the DVD again for students to check. Students check in pairs before checking answers with the whole class.

ANSWERS:

200 years ago, Britain was the workshop of the world. Photographers, a new trade, came to take pictures of the

Photographers, a new trade, came to take pictures of the Great Eastern ship.

John Scott Russell was a shipbuilder who went into a stormy partnership with Brunel.

The company directors sold tickets for the launch in order to raise cash.

Six men died when a funnel exploded during trials.

There were only 38 passengers on the ship's maiden voyage. Brunel died when he was 53 years old.

5 Students discuss the questions in pairs. When they have finished, nominate students to share their ideas about famous mistakes with the class.

World view (PAGE 65)

- Focus students' attention on the table and check students are clear about what information to listen for. Ask them to copy the table into their notebooks. Play the DVD for students to watch and complete the table. Check understanding of penniless, in the gutter and hits (successful songs).
- **b** Students check answers in pairs. If necessary, play the DVD again before checking answers with the whole class.

ANSWERS:

Lizzie:

Name of person she admires: Nikola Tesla

Biographical information: inventor and electrical engineer in the 1800s and 1900s

Achievements: worked with Thomas Edison and made a lot of money from his inventions (but developed a reputation in later years as a mad scientist and ended up penniless).

Sion:

Name of person he admires: the band Neu!

Biographical information: a German band from the early seventies Achievements: one of the first bands to experiment with electronic music and influenced David Bowie, Iggy Pop, Simple Minds and others.

Jeanette:

Name of person she admires: Mary Seacole

Biographical information: lived during the Crimean War

Achievements: used her own money to set up a hotel near the front line and brought soldiers in to give them food and medicine and take care of them.

7 Students discuss the question in pairs. When they have finished, elicit answers and have a brief class discussion.

Find out more (PAGE 65)

- 8a Students choose one of the people and research them online, using the search terms provided and making notes. Try to ensure all the people are covered. Circulate and help with vocabulary where necessary.
- **b** Give students a few minutes to prepare how they will present their information and help with vocabulary where necessary.
- c Students present their information to the class. Ask other students which unsung hero they think is most impressive.

Write up your research

Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 8a. When they have finished, put students in pairs to check and correct each other's work. In feedback, ask students to share any interesting information they found out.

Students can now do Progress Test 3 and the Mid-course test on the Teacher's Resource Disc.

Study, practice & remember (PAGES 146–148)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

```
ANSWERS:

1
1 a T b F c T
2 a T b F c F
3 a NS b T c F
2
1 hasn't rained 2 sat 3 had learnt 4 'll have lived
5 'd made 6 'll have finished 7 haven't seen
```

Practice 2

```
ANSWERS:

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

2
1 've left 2 Have you finished 3 been trying
4 've sent, hasn't replied 5 've never seen 6 's been working

3
1 have used 2 had ever tried 3 died 4 brought
5 had been married 6 had lived 7 went
8 has been collecting 9 has collected
10 has been increasing 11 will have reached
```

Remember these words

ANSWERS: 1 a Brad Pitt has convinced other people to give money to charity. **b** Brad Pitt has given his own money to charity. 2 a and b mean the same. 3 a The story is strange but true. **b** The story isn't true. 4 a and b mean the same. 5 a The conquerors just visited the islands. b The conquerors fought the people on the islands and won the war. 6 a and b are very similar, but transformed suggests a stronger impact than influenced. 6 led 4 influence **5** enable 1 had 3 had 9 take 10 means 11 cause 8 make 3 1 effect/affectation 2 cause (the same) 3 cure (the same) 4 defeat (the same) 5 discovery 6 donation 7 exploration

Study tips

8 influence (the same)

9 transformation

- 1 Introduce the topic by checking understanding of accuracy and fluency, and asking students which they think they need to work on more when speaking. Students work individually then compare ideas in pairs. Ask students to share ideas with the class and find out if others agree.
- 2 Students discuss which they would like to work more on.

OMENITS

OVERVIEW

PAGES 66-67

Speaking and vocabulary: Celebrations and protests

Grammar: Relative clauses

Common European Framework: Students can explain a viewpoint on a topical issue; can use a sufficient range of language to be able to give clear descriptions.

PAGES 68-69

Reading and speaking: We saw history in the making

Common European Framework: Students can read with a large degree of independence, adapting style and speed of reading to different texts and purposes; can explain a viewpoint on a topical issue.

PAGES 70-71

Vocabulary and listening: Special events

Grammar: Quantifiers

Wordspot: take

Common European Framework: Students can understand extended speech even when it is not clearly structured; can exchange factual information.

PAGES 72-73

Task: Present ideas for an event

Common European Framework: Students can give a clear, systematically developed presentation, which includes key points and relevant supporting detail.

PAGES 74-75

Writing: A review of an event

Speaking: Awkward social situations

Common European Framework: Students can write clear, detailed descriptions of real or imaginary events and experiences; can cope linguistically to negotiate a solution to a dispute.

Speaking and vocabulary (PAGE 66)

Celebrations and protests

See Teaching tips: Working with lexis, page 21.

WARM UP

Write the following questions on the board:

Do you like being in large crowds or do you prefer being alone? When was the last time you were in a large crowd? How did you feel?

Put students in small groups to discuss the questions. When they have finished, ask students from each group to share their ideas with the class.

- 1 Focus students' attention on the photo and elicit what event students think it is (a pop or rock concert). Give students three minutes to work in pairs and think of five other events. Circulate and help with vocabulary, writing any new words/phrases on the board. Elicit answers from the class and ask if students have been to any events like these.
- 2a Students read extracts 1–8 and use their mobile phones or dictionaries to check the meaning of the words in bold. They then work in pairs to categorise the words. Check answers with the class, and ask students to explain the differences between similar words, e.g. flags and banners.

ANSWERS:

events: carnival, demonstration, festival, outdoor concerts, sporting events, victory parade

activities: addressed the crowd, booed, campaigning for, celebrate, cheered, clapped, clashed with, waved flags, went wild

people: crowd, marchers, protestors, supporters

things: an end to poverty, banners, costumes, floats, placards

- **b** Students add more words to each category in pairs. Elicit answers from the class and write them on the board.
- 3 Students discuss the question in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, nominate students to share their ideas with the class.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Celebrations and protests, page 40

Language focus 1 (PAGE 67)

Relative clauses

See Teaching tips: Using a discovery approach to grammar, page 20.

7.1 Students work individually then check in pairs. When they have finished, play the recording, pausing after each gap to allow them to change their answers if necessary. Check answers with the class.

ANSWERS:

- 1 when over 3.5 million people attended
- 2 where millions celebrate
- 3 who were there
- 4 which was about to begin in Iraq
- 5 which was in Rome
- 6 who decided to start
- 7 who watched the World Cup final
- 8 who won
- 9 that it is held

Language focus 1, exercise 1: Alternative suggestion

With weaker classes, write the following questions on the board:

- 1 At which event was the venue not big enough?
- 2 Which event took place in a stadium?
- 3 At which event were a lot of the people probably not actually attending?

Give students a few minutes to read the texts quickly and answer the questions, then check in pairs. Check answers with the class (1 protest, 2 sports event, 3 concert). Students then complete the texts with the phrases from the box in exercise 1.

GRAMMAR

Relative pronouns

1a Underline the first relative pronoun with the class. Students work in pairs to underline the other pronouns.

ANSWERS:

The relative pronouns are which, that, who, where and when.

b Students discuss the questions in pairs before checking answers with the class. If you think students need more help with this, demonstrate the subject/object by writing the example sentence on the board like this:

subject

object

The man | designed | the stadium.

ANSWER:

The relative pronoun can be omitted in the second sentence because which is the object of the relative clause.

c Answer the question as a class.

ANSWER:

... over the two weeks (that) it is held.

Defining and non-defining relative clauses

2 Put students into pairs to answer the questions. In feedback, write the example sentences on the board and highlight the points made in the language notes below.

ANSWERS AND LANGUAGE NOTES:

- 1 the first one (If you cross out the relative clause, the remaining sentence is *Those missed the party*. which doesn't make sense.)
- 2 the second one (If you cross out the relative clause, the remaining sentence is *Pedro missed the party*. which still makes sense.)
- 3 non-defining relative clauses (Non-defining relative clauses need commas, dashes or other punctuation to act as parentheses, as they contain extra, non-essential information.)

You may want to ask students to read Study 1 on page 149 for a more detailed explanation of relative clauses.

PRACTICE

1a Students work in pairs to complete the sentences. Walk round the class prompting if necessary. If students find this difficult, refer them back to the Grammar box or Study 1 on page 149 of the Students' Book. Check answers as a class and elicit the reason for each.

ANSWERS:

- 1 (which/that) 2 (who/that) 3 when 4 (which/that)
 5 whose 6 whose 7 where 8 (which/that)
- **b** Give students a few minutes to work alone and answer the questions on a separate piece of paper. Emphasise that students should only write single words or short phrases. As an example, do the first few questions for yourself and write the answers on the board.
- c To demonstrate the activity, ask a student a question about one of their written answers and elicit a reply using a relative clause, e.g. Why did you write 'Thailand'? It's a place (which/that) I'd really like to visit. Put students into pairs to do the same thing, and emphasise that they must use a relative clause in their replies. For feedback, ask a few students to tell the class something they have in common with their partner or something interesting they heard.

2 Complete the first sentence on the board, deleting and/or adding words and punctuation as necessary. Students then write their answers in full before comparing their answers in pairs. To check answers, write the original sentences on the board and elicit the necessary changes.

ANSWERS:

- 1 The UEFA Champions League final, which takes place in May, is the most-watched annual sporting event in the world.
- 2 The Beatles, who split up in 1970, have sold more records than any other band in history.
- 3 The Grand Bazaar in Istanbul, which was built in the 15th century, is the most popular tourist attraction in Europe.
- 4 One of the largest urban areas in the world is Chongqing, which is a little-known city in south-west China.
- 5 Cuban singer Compay Segundo, who made his first recording in the 1930s, finally found international fame in the 1990s with Latin group The Buena Vista Social Club.
- 6 Daytime eating and drinking are forbidden during the festival of Ramadan, which takes place in the ninth month of the Muslim calendar.

ADDITIONAL PRACTICE

Resource bank: Activity 7A Relative clauses crossword (Defining relative clauses); Activity 7B What's buried at the bottom of the garden? (Non-defining relative clauses)

Study, practice & remember: Practice 1

Workbook: Language focus 1: Relative clauses, pages 40-41

Reading and speaking (PAGES 68-69)

- 1a Focus students' attention on the photos and titles. Put students into groups to list what they know about each event but make sure they don't read the texts yet. When they have finished, elicit ideas from the class but don't correct them at this stage.
- **b** Students match the words to the events in pairs. Don't give any answers yet.
- 2a Students read the four texts and check their ideas from exercises 1a and b, then check in pairs. Check answers with the whole class and check understanding of *nightmare*, *overwhelming pressure*, *hammers* and *crammed the streets*.

ANSWERS:

The Wall Street Crash and the Jarrow March: the Stock Exchange, rebellion, reforms, starvation, shares, homelessness, to protest

The Summer of Love: an alternative lifestyle, the establishment, rebellion, to protest

The fall of the Berlin Wall: a border crossing, rebellion, reunify, to protest

Obama's election night: the campaign for Black rights, victory

b Students discuss the questions in pairs before checking with the class.

ANSWERS:

The Wall Street Crash: 1929 in New York, spreading all over the world; protest; because the crash brought about the 'Great Depression', homelessness and hunger; it was a worldwide event.

The Jarrow March: 1936 from Jarrow in the north east of England to London; protest; because of severe unemployment as a result of the 'Great Depression'; it was a national event.

The Summer of Love: 1967 in San Francisco; celebration; an alternative lifestyle was born from a rebellion against the establishment; there was rebellion in many parts of the world, but the 'Summer of Love' itself was in San Francisco.

The fall of the Berlin Wall: November 1989 in Berlin; celebration; following the erosion of communist rule in Eastern Europe, East Berliners were at last allowed to cross the wall and visit the West; all countries under communist rule in Eastern Europe were eventually affected.

Obama's election night: November 2008 in Chicago, USA and across the world; celebration; because Barack Obama became the first black president of the United States; celebrations took place across the world.

- Before students discuss the question, ask the class if anyone can remember any of the events, and if they were involved in any way. Students discuss in pairs and write three words for each event. Circulate and help with vocabulary where necessary. In feedback, elicit students' ideas and find out if they have any answers in common.
- **4a** Make sure students understand that one event has two comments. Students work individually then check in pairs, before checking answers with the class.

ANSWERS:

- A 3 The fall of the Berlin Wall
- B 2 The Summer of Love
- C 4 Obama's election night
- D 1 The Wall Street Crash and the Jarrow March
- E 2 The Summer of Love
- **b** Students discuss the question in pairs. Walk round and answer any questions students have about the vocabulary in the comments. When they have finished, nominate students to share their ideas with the class and elicit the answers below.

ANSWERS:

- A being shaken, excited; feelings of disbelief, then great joy
- B free and wild atmosphere; feelings of great emotion
- C feeling that the limits have been pushed back
- D mournful atmosphere; feelings of deep depression
- E feeling of complete liberation
- 5 Students work individually then check in pairs. In feedback, elicit answers and ask students to show you which parts of the texts give the answers.

ANSWERS:

- 1 T ('unthinkable')
- 2 T ('The Jarrow marchers were cheered and given food ... when they reached parliament, nothing was done for them')
- 3 F ('the organisers held a 'funeral' and burnt a coffin labelled 'Summer of Love')
- 4 T ('Under overwhelming pressure')
- 5 F ('swept to victory')
- 6 T ('The town was murdered ... like a hangman dropping a noose')
- 7 T ('I remember my mother bursting into tears')
- 8 T ('We just couldn't believe it ... it seemed impossible ... We were worried it might be closed again')
- 9 T ('the presidency was always closed to us')

6 Students discuss the questions in groups. When they have finished, nominate a student from each group to share their ideas with the class.

Reading and speaking: Additional activity

Ask students to find out about other important events from history, either in class or for homework. Some suggestions could include: 1963 – John F Kennedy assassinated; 1969 – first man on the moon; 1955 – Rosa Parks refuses to give up her seat on a bus; 2005 – Hurricane Katrina; 2007 – launch of the iPhone. Students choose one and research it on the internet (particularly eyewitness accounts) in order to share with the rest of the class.

Vocabulary and listening (PAGE 70)

Special events

See Teaching tips: Working with lexis, page 21.

WARM UP

Review the vocabulary from page 66 of the Students' Book. Before class, prepare sets of cards with words from exercise 2, e.g. placard, protestor, flag, clashed, etc. Make one set of cards for each group of three or four students. Put students in groups and give one set of cards to each group. Ask them to sit in a circle and place the pile of cards face down in the middle. Students take it in turns to take a card without showing it to anyone else in the group, and describe the word or phrase for other students to guess. Whoever says the word first wins the card. The student with the most cards in each group at the end is the winner.

1 Focus students' attention on the photos. Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class, and feed in the information from the Culture notes below.

Culture notes

Fireworks: These are commonly used for New Year celebrations around the world. They are also traditional in the UK on November 5th, which is known as Guy Fawkes Night. With bonfires and fireworks people remember Guy Fawkes, who was caught attempting to blow up the Houses of Parliament on that day in 1605.

London 2012: The 2012 Summer Olympic Games were held in London. The last time they had been held there was in 1948.

Chinese New Year: This is the most important of the traditional Chinese holidays, and is usually held in January or February, at the start of the Chinese Lunar New Year.

Cake: A traditional wedding cake at an English wedding often has many layers and is covered with decorative white icing. Small figures of the bride and bridegroom usually stand on the top.

Masquerade ball: Originally a European tradition which started in 15th-century Venice, these costume parties are now held around the world, usually during Carnival season.

2 Go through the example with the class. Students work individually to identify the incorrect word in each event and rewrite it in the correct place. Make sure students understand that the words may match more than one event. Check answers with the class, and give further explanations or examples where necessary.

ANSWERS:

carnival: a bridegroom; fireworks
wedding: mourners; a bride, a bridegroom, presents
music festival: presents; fans, merchandise
anniversary/engagement: merchandise; a bride, a bridegroom,
presents

public holiday: fans; fireworks, presents
fair: a bride; fireworks, merchandise
funeral: fireworks; mourners

7.2 Explain that students need to listen and say which event is being described. Play the recording, pausing after each one for students to check answers.

ANSWERS:

- 1 wedding 2 public holiday 3 music festival
- 4 Play the recording again, pausing after each one for students to make notes of the positive and negative issues. When they've listened to all three recordings, students check answers in pairs. Play the recording again if necessary, then check answers with the class.

POSSIBLE ANSWERS:

- 1 Positive: inviting just close family and a few old friends, saving money, nice party later
 Negative: very expensive, too many guests, stressful, too impersonal, too much fuss
- 2 Positive: big family gathering, special food, football matches and parade on TV, not commercial, very few presents or cards Negative: too much food, lazy day
- 3 Positive: build up of excitement through the day, great atmosphere, good facilities
 Negative: some festivals are friendlier than others, long queues for the toilets, expensive food and drink, easy to spend too much, never enough water

ADDITIONAL PRACTICE

Workbook: Vocabulary: Special events, page 43

Language focus 2 (PAGES 70-71)

Quantifiers

See Teaching tips: Using a discovery approach to grammar, page 20.

- 1a Elicit the first answer from the class as an example. Students choose the best quantifiers then check in pairs. Don't give any answers yet.
- **b** 7.3 Play the recording for students to check their answers, then check answers with the class.

ANSWERS:

- 1 Quite a few of 2 hundreds of 3 some 4 hardly any 5 a few 6 a couple of 7 far too much 8 Very few
- 9 a little 10 plenty of 11 enough 12 any

GRAMMAR

Quantifiers

1 & 2 Students answer the questions individually then check in pairs, before checking answers with the whole class.

ANSWERS:

- 1 large quantities: hundreds of (C), quite a few of (C), far too much (U), plenty of (B).
- 2 small quantities: some (B), hardly any (B), a few (C), a couple of (C), very few (C), a little (U).
- 3 neither: enough (B), any (B).
- 3 Give students a few minutes to discuss the groups of sentences. Go through the answers with the class.

ANSWERS:

- 1 Sentence a is a neutral comment, while b is a negative comment.
- 2 Sentences a and b are similar, however b suggests that there are 'more than enough' toilets.
- 3 The number of friends implied in the sentences decreases from a to b to c.
- 4 In a, some of the guests were not known to the person getting married, but in b, all the guests were strangers (an unlikely situation).
- 5 In a, the speaker loves going to festivals and attends as many as possible, but in b, the speaker never goes to festivals.

You may want to ask students to read Study 2 on page 150 for a more detailed explanation of quantifiers.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 150 first.

- 1a Demonstrate the activity by using the first set of prompts to describe your country. Students write the rest of the sentences individually. Circulate and check students are using the quantifiers correctly.
- **b** Students compare answers in pairs. When they have finished, ask one or two pairs to describe any answers they have in common to the class.
- 2 Give students a few minutes to plan what they are going to say. Monitor and help where necessary. When they are ready, put students in pairs to share their descriptions. Monitor and note any errors with quantifiers for later feedback. When they have finished, ask a few students to report any interesting information they found out to the class.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 2
Workbook: Language focus 2: Quantifiers, pages 43–44

Wordspot (PAGE 71)

take

See Teaching tips: Working with lexis, page 21.

WARM UP

Books closed. Write the following sentences on the board:

It doesn't ____ me long to get ready in the morning.

The concert will ____ place on 1st November.

Please fasten your seatbelts. The plane is going to ____ off shortly.

Students work in pairs to decide what the missing word is (take), and discuss what the phrases with take mean in each sentence.

1 Put students into pairs and ask them to guess the meaning of any phrases they do not know. Tell students they will need to change the form of the verb *take* in most of the sentences. Check answers as a whole class and elicit or give more examples if necessary.

ANSWERS:

1 took part
2 takes place
3 take a photo of
4 take your time
5 It takes
6 take care of
7 taking a seat
8 take it seriously
9 taken notes
10 takes after
11 take off
12 to take up

- 2a 7.4 Play the recording, pausing after each question to give students time to write their answers. Tell them they do not need to write full sentences. As an example, write an answer for question 1 on the board, e.g. no, only at weekends. After students have written their answers, give them a few minutes to try and remember the questions. They then check their ideas by looking at audio script 7.4 on page 173 of the Students' Book.
- **b** Put students into pairs to ask and answer the questions. For feedback, ask students to tell the class the most interesting or surprising thing they heard.

Wordspot: Additional activity

Before the lesson, prepare sets of cards (one per group of three or four students) with the phrases from exercise 1 on. Put students in groups and place a set of cards in the centre of each group, face down. Students take it in turns to pick up a card and say an example sentence using that phrase. If the rest of the group think it's correct, the student can keep the card. If not, then whoever can correct it first keeps the card. The student with the most cards in each group at the end is the winner. Walk round and be ready to adjudicate where necessary while students are playing the game.

ADDITIONAL PRACTICE

Workbook: Wordspot: take, page 44

Task (PAGES 72-73)

Present ideas for an event

See Teaching tips: Making tasks work, page 23.

Preparation (PAGES 72-73)

Reading and vocabulary

1a Focus students' attention on the photos. Students match these to the events in the box in pairs, and then check answers with the class.

ANSWERS:

from left to right: traditional dancing, art exhibition, children's entertainment, sports day

b Students discuss the questions in pairs. Check answers as a class and feed in information from the Culture notes below where necessary. Ask a few students to share their experiences with the class.

ANSWERS:

Women are wearing traditional costumes for dancing flamenco, a typical dance in Spain.

Visitors are looking at pictures in an exhibition.

A Punch and Judy show is taking place, possibly at a summer fair. Schoolchildren are taking part in an egg and spoon race at a sports day.

Culture notes

Punch and Judy show: This is a traditional British puppet show. It is popular with children and often shown at the seaside or at a summer fair. It dates back to 17th-century Italy and is performed by a single puppeteer. Audience participation is encouraged and it is similar to a pantomime.

Egg and spoon race: This is a race where participants must balance an egg on a spoon and race other participants in a straight line to the finish line. It is still a traditional competition in most British primary schools on the annual sports day, held in the summer.

2a Students work individually then check in pairs, before checking answers with the whole class.

ANSWERS:

- 1 This is an event organised by local residents to raise money for charity, and sponsored by the mayor.
- 2 You plan your event in detail, then present your idea to the mayor.
- 3 The idea that's most exciting and original and raises the most money for charity will win the competition.
- **b** Students use their mobile phones or dictionaries to check the meaning of the phrases in bold, then compare with a partner.
- c Students answer the question in pairs. Check answers with the class and give further explanations where necessary.

ANSWERS:

- 1 promotion 2 raising money 3 raising money 4 promotion 5 promotion 6 raising money
- 3 Students discuss in pairs. When they have finished, elicit ideas from the class.

Task (PAGES 72-73)

Speaking

- 1a Put students in small groups, and give them time to decide which type of event they are going to plan. Walk round and help with ideas where necessary.
- **b** Go through the Useful language box, section a with the class. Go through the questions with students and make sure they make detailed notes.
- 2 Go through the phrases in the Useful language box, section b and make sure students are clear about who will present which pieces of information. Encourage students to practise their presentation and help with vocabulary where needed.
- 3a Students present their ideas to the class. Go through the topics beforehand and make sure other students make notes while they watch each presentation.
- **b** Go through the questions in the Useful language box, section c and encourage students to ask questions at the end of each presentation. Hold a class vote for the best idea via a show of hands, and keep a tally on the board.

Share your task

Some additional ideas could include:

- Students prepare pictures and/or objects related to what they're talking about, and then film themselves, referring to the pictures or objects as they talk.
- Students film/record themselves carrying out part of the event they've presented.
- Students film/record their presentations, then watch with another student who suggests ways it could be improved. Students then film a second version.

Language live (PAGES 74-75)

Writing (PAGE 74)

A review of an event

- 1 Introduce the topic by telling students about any famous bands or singers you've been to see in concert. Students discuss the questions in pairs. When they have finished, ask a few students to share their ideas with the class.
- 2a Give students a few minutes to read the review quickly and answer the questions, before checking in pairs and then as a class. Check the meaning of off by heart.

ANSWERS:

- 1 the atmosphere was electric; the concert included the band's biggest hits; unforgettable experience to sing along with other fans
- 2 something was missing, because he didn't know the songs from their latest album; two women in the audience were singing too loud and very badly
- **b** Students read the text again more carefully and tick the things he describes. Students check in pairs, and then check answers with the whole class.

ANSWERS:

The reviewer describes everything except the quality of the performance and the names of the band members.

3a Elicit the first answer as an example. Students find the rest of the sentences in the review alone before checking in pairs. Check answers with the whole class.

ANSWERS:

- 1 They're definitely one of the best live bands (who are) performing today.
- 2 The two women (who were) sitting next to me were cheering ...
- 3 No one (who was sitting in the arena) seemed to mind.
- 4 Quite a lot of the songs were from their latest album, (which is) currently standing at the top of the charts.
- 5 I'll sit a bit further away from the two women with tuneless voices (who were) trying to sing louder than the lead singer.
- The sentences in the review all omit words from the relative clauses.
- **b** You may wish to refer students back to Language focus 1 on page 67 and/or Study 1 on page 149 of the Students' Book to review relative clauses before starting this exercise. Students work alone then check in pairs, before checking answers with the whole class.

ANSWERS:

2 who 3 who was 4 who is 5 that 6 that is7 who is 8 no deletion possible

writing any new words/phrases on the board.

- 4a Refer students back to the topics in exercise 2b, and give them plenty of time to make notes. Monitor and help with vocabulary,
- **b** Students organise their notes. Walk round and help where necessary, discussing what information should go in what paragraph and in what order. Students write their first drafts.
- 5a Students review their first draft and attempt to improve it using the ideas in the checklist. They then write a final draft of their review. Explain that students should write 120–150 words. Go round and help with ideas and suggestions here.
- **b** When they have finished, students swap reviews with a partner and read them in order to give each other feedback. Encourage them to comment on good features as well as give suggestions.

Speaking (PAGE 75)

Awkward social situations

- 1 Introduce Bella and ask students why the situations are awkward. Students discuss in pairs what they would say in each situation. Elicit suggestions from the class.
- 2a 7.5 Play the recording and ask students if their suggestions in exercise 1 were the same or different.
- **b** 7.6 Play the recording, pausing after each sentence for students to complete the sentences. Check understanding of any phrases they don't know, e.g. I couldn't manage any more. (= I can't eat any more); I hope I didn't offend you. (= I hope I didn't make you feel bad/uncomfortable); I don't want to keep you. (= I don't want to take up your time). Tell students that polite intonation is very important because Bella is refusing invitations and offers. Play the recording and pause after each sentence for students to repeat.

ANSWERS:

- 1 full 2 manage 3 worry 4 matter, happen 5 met 6 everything 7 realise 8 offend 9 keep 10 chance
- 3a Give students five to ten minutes to prepare their conversations. If time is short, ask students to choose only one situation. Walk round the class providing vocabulary and modelling intonation for students to copy.
- **b** First, give students a few minutes in pairs to practise their conversations and polite intonation. If time is short, select only a few pairs to act out their conversations for the class.

ADDITIONAL PRACTICE

Workbook: Writing: A review of an event, pages 44–45; Language live: Awkward social situations, page 45; Pronunciation: Sounding polite, page 45

Study, practice & remember (PAGES 149–151)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

ANSWERS:

- 1 1 whose 2 which 3 where 4 which 5 when 6 which 2
 - 1 a shop which/that sells second-hand computer games
 - 21
 - 3 /
 - 4 the couple whose house is for sale
 - 5./
 - 6 the place where I was born
 - 71
 - 8 the beach where he works
- 2
 - 1 This house, in which Dickens lived as a child, is now a museum.
 - 2 Our new computer system, which cost several thousand euros, is still not in operation.
 - 3 The receptionist, who was in a bad mood, told us to wait outside.
 - 4 He is a man to whom the whole nation will always be deeply grateful.
 - 5 I'll call you next week, when I'll have more information.
 - 6 The fishing trade, which the whole town depends on, has been badly affected by pollution.
 - 7 The man on the left, whose wife is wearing a red dress, is my old headmaster!

Practice 2

ANSWERS:

- 1
- 1 more than a few 2 more than we need 3 not much
- 4 a lot of 5 all of them 6 more than enough
- 7 everything 8 certain
- 2
 - 1 a bit of 2 very few 3 a bit of 4 much 5 no 6 any

Remember these words

ANSWERS:

- people: a bridegroom, a mourner, a spectator, a steward things: a balloon, a banner, a coffin, a costume, a float, merchandise, a placard
- events: a ceremony, a demonstration, a fair, a funeral, a parade, a reception, a victory
- 2 1 made 2 place 3 waved 4 after 5 part 6 re
- celebrate celebration decorate – decoration gather – gathering promote – promotion starve – starvation

Study tips

- 1 Ask students how they can practise speaking outside the classroom, and write their ideas on the board. Give students a few minutes to read the suggestions, and tick off any on the board that they mentioned. Students then discuss which of the ideas are possible for them in pairs.
- 2 Students try out an idea for a month. Make sure you remember to revisit the idea a month later (and remind students of the idea once a week). A month later, ask students how effective they feel the idea was and find out which ideas were most effective.

08 STRANGE BUT TRUE

OVERVIEW

PAGES 76-77

Reading and vocabulary: Mysteries and oddities

Common European Framework: Students can read articles and reports on contemporary problems in which the writers adopt particular stances or viewpoints.

PAGES 78-79

Grammar: Overview of modal verbs

Vocabulary: Extreme adjectives

Common European Framework: Students can present clear, detailed descriptions on a wide range of subjects; can express their ideas and opinions with precision.

PAGES 80-81

Listening and speaking: A mystery story

Grammar: Past modals

Pronunciation: Weak form of have

Common European Framework: Students can understand a story; can use a sufficient range of language to be able to give clear descriptions, and express viewpoints on most topics.

PAGES 82-83

Task: Discuss two mysteries

Common European Framework: Students can exchange, check and confirm accumulated factual information with some confidence; can write clear, detailed descriptions of real or imaginary events.

PAGES 84-85

World culture: The Bermuda Triangle

Common European Framework: Students can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail.

Reading and vocabulary

(PAGES 76-77)

Mysteries and oddities

See Teaching tips: Working with lexis, page 21.

WARM UP

Put students in pairs. Read the following riddle to the class, and ask if they can solve it:

A businessman is about to leave on a business trip. As he leaves the office building, the night security guard stops him and says, 'Sir, don't go on that trip! Last night I had a dream that your plane would crash and everyone would die!' Being superstitious, the businessman believes him and cancels his trip. Sure enough, later that night the plane crashes and everyone dies. The businessman rewards the night security guard with \$1,000 and then immediately fires him. Why did he fire him?

Give students a few minutes to discuss the situation and try to solve the riddle. If no one works it out, then tell the class the solution (*The night security guard was fired for sleeping on the job!*).

1 Check understanding of the types of mysteries by eliciting an example of each one. Students discuss the questions in small groups.

- 2 Give students a few minutes to check they understand the phrases using their mobile phones or dictionaries and checking with you where necessary. Students then think of examples in pairs. In feedback, nominate a different student to share each example with the class.
- 3 Students read the story beginnings then answer the questions in pairs. Check answers with the whole class, and write students' predictions for question 5 on the board. Check understanding of fetch millions and amnesia.

ANSWERS:

1

- A first picture (drawing)
- B second picture (painting)
- C third picture
- D spider picture
- E last picture

2

- A Yoro, in Honduras, May or June every year
- B the Netherlands, 19th century
- C Detroit, 1930s
- D California, 2007
- E the north of England / London, March 2002 / December 2007

3

- A Every year, small fish rain down on the streets.
- B Van Gogh, a tormented artist, cut off his own ear.
- C A small baby fell from the fourth floor of a building on top of a street sweeper below, and both survived.
- D David Blancarte lost the use of his legs in a motorcycle accident, and 20 years later was bitten by a potentially deadly spider.
- E John Darwin, who had been missing presumed dead after a canoeing accident, reappeared five years later, saying he had been suffering from amnesia.

4

- A supernatural event, unexplained natural phenomenon
- B unfortunate mishap, tragic incident, popular myth
- C near miracle, amazing coincidence
- D near miracle, unexplained natural phenomenon
- E clever hoax, mysterious disappearance, practical joke, stupid publicity stunt
- **4a** Students match the beginnings and endings then check in pairs, before checking answers with the class.

ANSWERS:

A 5 B 4 C 1 D 3 E 2

b Students discuss the questions in pairs. When they have finished, nominate one or two pairs to share their ideas with the class.

ANSWERS:

Still unexplained: raining fish, David Blancarte walking again.

Do the first one with the class as an example, showing how students can use the context to explain the meaning by asking *If it was raining fish, were there a lot of fish or only a few?* Students discuss the other meanings in pairs. In feedback, check answers and give any further explanations as necessary.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Mysteries and oddities, page 46

Language focus 1 (PAGES 78-79)

Overview of modal verbs

See Teaching tips: Using a discovery approach to grammar, page 20.

- **1a** Check understanding of *tickle*, *hiccup*, *catch* a *cold* and *sleepwalk*. Students discuss the questions in pairs. Elicit ideas from the class but don't confirm answers yet.
- **b** Students check answers with the article, then discuss the question in pairs.

ANSWERS:

We can't tickle ourselves because our brain can predict the feeling. We hiccup when our diaphragm gets irritated.

No, we can't catch a cold from being cold.

No one is sure why people sleepwalk but it could be a sign of stress.

2 The aim of this exercise is to give you a chance to see how much your students already know. This will give you an idea of how much detail you need to go into in the Grammar box. Students work individually, and then check in pairs before checking answers with the class.

ANSWERS:

1 can 2 be able to 3 can't 4 must 5 able to
6 must 7 might 8 can 9 don't have to 10 shouldn't
11 should 12 ought to 13 can't 14 shouldn't
15 may 16 could 17 mustn't

GRAMMAR

Most of this should be revision for your students, so allow them to work through the questions in pairs and clarify where necessary.

Modals of ability

1 Students discuss in pairs before checking with the class.

ANSWER:

Because in 2, there is already another modal verb, should. Only one modal verb can appear in a clause.

Modals of obligation

2 Students discuss in pairs before checking with the class. When checking answers, go through the language notes below as necessary.

ANSWERS AND LANGUAGE NOTES:

- 1 must (have to describes a necessity, whereas must describes a necessity which originates from the speaker)
- 2 mustn't
- 3 don't/doesn't have to (this describes the lack of a necessity, whereas mustn't describes a negative obligation)
- 4 should, ought to
- 5 shouldn't

Modals of possibility or probability

3 & 4 Students discuss in pairs before checking with the class.
When checking answers, go through the language notes below as necessary.

ANSWERS AND LANGUAGE NOTES:

3

- 1 must (this shows that the speaker is sure something is true)
- 2 may, might, could (note that we don't use can in this way)
- 3 can't
- 4 can

4

Because we don't use can to talk about deduction in this way.

You may want to ask students to read Study 1 on page 152 for a more detailed explanation of modal verbs.

PRACTICE

1a Introduce the topic by asking what the connection between pets and an earthquake might be. Then ask students if they know anything about how animals can be used to predict natural disasters. On the strength of this discussion, pre-teach behaviour and magnetic field. Elicit answers to the question first, and then ask students to read the text and check.

ANSWERS:

They might be able to sense early signs of earthquakes, maybe because they are sensitive to slight changes in the Earth's magnetic fields.

b Do the first example with the class, eliciting why *must* is not appropriate. When you check answers, ask students to explain their choices.

ANSWERS:

1 ought to / should 2 could / may 3 might 4 can't 5 could / may 6 aren't able to / can't 7 could / might 8 have to / must 9 can

- 2 Go through the questions with the class and check understanding. Give students a few minutes to think about the answers.
- 3a Put students in groups to discuss their answers. Elicit their ideas but don't give any answers yet.
- **b** 8.1 Play the recording, pausing after each section for students to compare their answers in pairs. Check answers with the class.

ANSWERS:

- 1 Yes and no: they don't close their eyes, but they are less active at certain times.
- 2 Because they have thick layers of fur and dead skin on their feet.
- 3 Yes, a sound of 200 decibels could kill you.
- 4 No, they can't catch diseases, but they can have an allergic reaction to plants.
- 5 Because a chemical in them tricks your body into thinking it is being burned.
- 4 Give students plenty of time to think of their questions. Go round and help with vocabulary, writing any new words/phrases on the board. When they are ready, invite students to ask the class.

Practice, exercise 4: Alternative suggestions

- a Do this as a mingling activity. When students have prepared their questions, ask them to walk around the class and ask and answer the questions with their classmates. When they have finished, ask students what the most convincing answers they received were.
- b Hold an 'Ask the experts' panel show. Choose three or four 'experts' (or ask for volunteers) to come and sit at the front of the class, and one presenter to chair the discussion. Other students ask their questions to the panel, who take it in turns to give their answers. Students could also film/record this.

ADDITIONAL PRACTICE

Resource bank: Activity 8A The maze of terror (Overview of modal verbs) Study, practice & remember: Practice 1 Workbook: Language focus 1: Overview of modal verbs, page 48

Vocabulary (PAGE 79)

Extreme adjectives

See Teaching tips: Working with lexis, page 21.

WARM UP

Write the letters of the alphabet on the board vertically, leaving space next to each one to write a word. Put students into pairs, and give them three minutes to try and think of an adjective which begins with each letter of the alphabet. When they have finished, elicit their answers and write them on the board next to the corresponding letters, or invite students to write them on the board.

Read the example with the class and elicit what the adjectives mean. Explain that both of these adjectives have 'extreme' meanings.

ANSWERS:

hilarious - extremely funny horrible - extremely unpleasant

2a Go over the example with the class and elicit why vast doesn't belong in the group. Students work individually then check in pairs, before checking answers as a class.

ANSWERS:

- 1 vast; terrific 2 terrific; awful 3 gorgeous; incredible
- 5 awful; gorgeous 4 incredible; vast
- b Elicit the first answer as an example, then students match the other phrases before checking answers with the class.

ANSWERS:

- 3 very strange/impressive 2 very bad 1 very good
- 4 very big 5 very beautiful
- Students match the adjectives and meanings individually then check in pairs. Check answers with the class.

ANSWERS:

deafening - very loud starving - very hungry exhausting – very tiring ridiculous - very silly furious - very angry tragic - very sad tiny - very small

- Answer the question as a class, and highlight the following:
 - · very is only used with gradable/normal adjectives, e.g. very hungry but NOT very starving.
 - really can be used with both gradable/normal and extreme adjectives, e.g. really small and really tiny.
 - absolutely is only used with extreme adjectives, e.g. absolutely ridiculous but NOT absolutely silly.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Extreme adjectives, pages 48-49

Listening and speaking (PAGE 80)

A mystery story

- 1a Explain that students are going to hear the story of a mysterious disappearance. Ask them to match the words and phrases in the box to the pictures in pairs.
- **b** Give students about five minutes to read the beginning of the story and discuss the pictures, and then elicit some ideas.
- 8.2 Play the recording for students to check their ideas.
- 3a Students answer the questions in pairs.
- b When they are ready, play the recording for students to check their answers. Give them a chance to compare their answers in pairs, and then play the recording again if necessary. Check answers with the class.

ANSWERS:

- 1 To escape the latest outbreak of the plague.
- 2 Clara Redwood fell ill and the hotel doctor was called.
- 3 He examined Mrs Redwood carefully, then called the hotel manager and spoke to him in French.
- 4 She was sent to get the medicine from the doctor's surgery on the other side of Paris. She travelled in the doctor's carriage, while the doctor stayed with her mother.
- 5 It took four hours.
- 6 Because the hotel manager and the doctor both denied ever having met Eleanor's mother.
- 7 Nothing. The room was empty, the decorations had been replaced and the beautiful red velvet curtains had disappeared.
- 8 Officials refused to believe her.
- 9 She was declared insane and put in a mental hospital.
- 10 No, she was never able to trace her mother.
- Put students in groups to discuss the questions. Walk round and help where necessary. When they have finished, choose a student from each group to share their ideas with the class.
- 8.3 Students listen to the explanation then discuss in pairs whether they find it convincing. Check understanding of let someone down and be traced. To round up, ask students what they think really happened.

Language focus 2 (PAGE 81)

Past modals

See Teaching tips: Using a discovery approach to grammar, page 20.

- Put students into pairs and ask them to guess the answers if they are not sure.
- 8.4 Play the recording, pausing after each sentence, and ask students to check their answers. Then briefly go through the answers with the class.

ANSWERS:

2 managed to 3 had to call 4 couldn't leave 5 might have 6 must have conspired 7 can't have disposed 8 should have investigated

GRAMMAR

Past modals

1–3 Students work though exercises 1–3 in pairs before checking answers with the whole class.

ANSWERS AND LANGUAGE NOTES:

1

- 1 could
- 2 managed to (this refers to a single event, and suggests it was difficult, but that the person succeeded)

2

- 1 had to
- 2 should have (this form is often used to criticise past behaviour)

3

1 must have 2 might have 3 can't have

You may want to ask students to read Study 2 on page 153 for a more detailed explanation of past modals.

PRACTICE

1 Look at the example as a whole class and explain that It is certain that ... sent becomes must have sent, because it expresses the same level of possibility and is in the past. Ask students to work individually or in pairs to complete the exercise, and walk round the room correcting any problems with modals. If students have found this exercise very difficult, write the sentences on the board and highlight the changes as you check the answers.

ANSWERS:

- 2 The doctor must have sent a letter with Eleanor ...
- 3 They can't have removed Mrs Redwood's signature ...
- 4 They might not have taken Eleanor back to room 342. It might have been a different room.
- 5 Someone else must have seen Mrs Redwood ...
- 6 The British Embassy can't have checked Eleanor's story ...
- 7 Eleanor might have invented the whole story.
- 2 Read the example with the class, then students write their own sentences. Circulate and check they are using the modals correctly. In feedback, ask students to read their sentences to the class.

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

1 8.5 Go through the sentences with the class and elicit possible endings. Play the recording, pausing after each sentence for students to complete it. Ask students to check in pairs, and then play the recording again if necessary. Check answers with the class, writing the sentences on the board each time, or inviting a different student to the board to write each sentence up.

ANSWERS:

- 1 ... shouldn't have gone out last night.
- 2 ... might have got lost.
- 3 ... shouldn't have worn them.
- 4 ... can't have got my message.
- 5 ... must have left it at work.
- 6 ... shouldn't have got angry with her.
- 7 ... must have been expensive!
- 8 ... shouldn't have eaten so much.
- 9 ... must have left my wallet at home.
- 2 Go through the examples with the class. Play the recording again and ask students to pay attention to the weak form of have.

3 Students practise saying the sentences. Go round and listen to how they are pronouncing the weak form of have and drill where necessary.

Pronunciation: Additional activity

Write the following prompts on the board:

should - start - earl

must - known - com

can't - left - read

might - told - soon

Drill the prompts with the class slowly, and keeping a steady rhythm. After a couple of times, add the following syllables between the prompts, but make sure you keep the same rhythm:

We should have started earlier.

They must have known we were coming.

She can't have left already.

You might have told me sooner.

Insist students keep to the same rhythm, then after a while ask them what happens to the 'extra' words (they become weak forms). Explain that because of this, have when used with modals like this often becomes shortened to /əv/ or /v/.

3a 8.6 Go through the topics with the class and check students know what to listen for. Play the recording for students to match the speakers to the topics then check in pairs. Play the recording again if necessary and check answers with the class.

ANSWERS:

- 1 something people couldn't do 25 years ago
- 2 something difficult that you've managed to keep doing
- 3 something you didn't have to do ten years ago that you have to now
- 4 something you had to do recently but didn't enjoy
- 5 something you should have done recently, but forgot about
- **b** Students discuss the topics in pairs. Monitor and make notes on their language use for later feedback. When they have finished, ask one or two students to share their ideas with the class, and give feedback.

ADDITIONAL PRACTICE

Workbook: Language focus 2: Past modals, pages 49–50;
Pronunciation: Weak form of have, page 51
Study, practice & remember: Practice 2

Task (PAGES 82-83)

Discuss two mysteries

See Teaching tips: Making tasks work, page 23.

Preparation (PAGES 82-83)

Reading and vocabulary

WARM UP

Tell students about a book you've read, or a film you've watched about a mystery. Give them details of the story and ask if anyone has seen/read the same story. Ask students to share any mystery stories they've read or seen with the class.

1 Focus students' attention on the pictures and titles and ask students if they have ever heard of these cases. Students read the introductions then answer the question in pairs. Check answers with the class.

ANSWERS:

Isidor Fink: 9th March, 1929; Fifth Avenue, New York; Isidor Fink, an immigrant who ran a laundry

Travis Walton: 5th November, 1975; Arizona; Travis Walton, a forestry worker

2 Students check the meanings of the words with their mobile phones or dictionaries, and then match them to the stories in pairs. Check answers with the class, and give further explanations of the meanings where necessary.

ANSWERS:

Isidor Fink: to be nailed shut, bolts, a fortress, gangsters, gunshot wounds, iron bars, screams

Travis Walton: an abduction, aliens, a beam of light, a golden disc, to hover, a lie detector, a UFO

Reading and vocabulary, exercise 2: Alternative suggestion

Before the lesson, make one set of cards with the vocabulary from the box in, and another with pictures that you've downloaded of the things in the box (do an image search on the internet and print each one off). Give out the cards with the words to half the class and the cards with the pictures to the other half. Students find their 'partner' and stick their pair of cards on the board. Walk around and help where necessary.

- 3a Depending on how many students you have in the class, put students into either pairs or groups of four, and direct each student/ pair to the stories.
- **b** Students read their stories and make notes on the topics. Go round and help where necessary.

ANSWERS:

Isidor Fink: Lithuanian immigrant, owned a laundry, found dead from gunshot wounds inside his securely locked apartment; a neighbour heard screams, called a police officer; no gun in the apartment, suicide ruled out, no money taken.

Travis Walton: forestry worker, claimed to have been abducted by aliens; six colleagues, driving with him, saw a golden disc and a beam of light that threw Travis to the ground, he disappeared for a few days, colleagues confirmed part of his story; witnesses passed lie detector tests during investigation, Travis himself failed one and passed two more.

Task (PAGES 82-83)

Speaking

- 1 Go through the phrases in the Useful language box, section a. Students practise retelling their stories alone or in pairs. Go round and help with vocabulary where needed.
- 2a Put students back into their pairs or groups from Preparation, exercise 3a, and go through the Useful language box, sections a and b. Students tell their stories. Encourage students to ask questions and check details as they listen.
- **b** Go through the phrases in the Useful language box, section c. Refer students back to the questions under the introductory texts on pages 82 and 83 of the Students' Book. Students discuss the questions.

- 3 Go through the phrases in the Useful language box, section d and ask each group to report back to the class and find out if other students agree.
- 4 Students turn to page 129, and read what people have said about the mysteries, then discuss the questions in pairs. When they have finished, ask students to share their ideas with the class.

ANSWERS:

Experts now agree that Isidor Fink was shot outside his apartment, but managed to let himself in and lock up behind him, before collapsing dead on the floor.

In Travis Walton's case, it has been suggested that the workers might have invented the whole story to get money out of the forestry company. It has also been claimed that Travis might have taken LSD and hallucinated about aliens.

Follow up (PAGE 83)

Writing

- 1a Students can choose one of the mysteries from the unit or another real life mystery they know about. Give students a few minutes to decide what they are going to write about.
- b Students make notes on the facts of the story. You could refer them back to the topics in Preparation, exercise 3b on page 82 for help. If you have access to the internet, or students have mobile phones, they can research the mystery online to find out more information.
- c Students write a short description of the mystery. When they have finished, students swap their stories with another student to read.

Share your task

Some additional ideas could include:

- Students work in groups of three and each prepare a different explanation for one of the stories, which they film/record themselves giving. Other students watch/listen and vote for the best explanation.
- Students film/record themselves acting out part of one of the stories.
- Students film/record themselves acting out different endings/ explanations, performing as characters from the story.
- Students act out a 'courtroom drama' scene where they find out what happened in one of the stories, then film/record it.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Mysteries, page 51; Writing: A story, page 51

World culture (PAGES 84-85)

The Bermuda Triangle

Culture notes

The Bermuda Triangle refers to an area in the western part of the Atlantic Ocean in the northern hemisphere, and is also known as The Devil's Triangle. Many official organisations such as the US Navy do not recognise its existence.

A number of aircraft and ships have disappeared within the area, which some have blamed on paranormal activity or alien abduction.

However, investigations have shown that many of the reports of disappearances have been inaccurate or invented.

Find out first (PAGE 84)

- 1a Students read the texts then discuss which details they think are incorrect. Elicit their ideas but don't check any answers yet. Check understanding of on board and cargo.
- **b** Students research the cases individually, using the search terms to help, and then check in pairs. Monitor and help with vocabulary where necessary. Check answers with the class. If you don't have access to the internet in class, tell your students the answers.

ANSWERS:

The Mary Celeste was found in <u>1872</u>.

The Voynich manuscript contains <u>240</u> pages.

View (PAGE 84)

See Teaching tips: Using the video material in the classroom, page 24.

- 2a Students discuss the questions in pairs. Don't check any answers yet.
- Play the DVD for students to check their answers to exercise 2a, and check answers with the class. Students then answer the questions in pairs. Play the DVD again if necessary. Check answers with the class and feed in any additional information from the Culture notes.

ANSWERS:

Exercise 2a

The Bermuda Triangle is in the area between Bermuda, Miami and Puerto Rico.

Planes and ships are said to have disappeared in the triangle under mysterious circumstances.

Exercise 2b

- 1 strange lights in the sky
- 2 They vanish without trace: no warning, no distress calls, no wreckage.
- 3 Bermuda, Miami, Puerto Rico
- 4 5 planes and 14 people
- 5 They couldn't see land, couldn't confirm their position, didn't know which way was west and were out of gas (fuel).
- 6 The plane sent to the rescue also disappeared.
- 3a Go through the numbers and dates with the class, and elicit students' ideas about how to correct them. Play the DVD again for students to correct them.
- **b** Students check their answers in pairs and explain each figure. Check answers with the class.

ANSWERS:

century

hundreds of lives – the number of people who died 1000 ships – the number of ships which disappeared in the last

1492 – the year Columbus reached America

1,500,000 square miles - the area of the Bermuda Triangle

5th December, 1945 – the day five US Navy planes disappeared while flying over the Triangle

twenty-seven minutes later – the time it took for the rescue plane to vanish

4 Discuss the questions as a class.

World view (PAGE 85)

- Focus students' attention on the table and check they are clear about what information to listen for. Ask them to copy the table into their notebooks. They then watch the DVD for the first three speakers (up to the end of Martin speaking) and complete the information. Check understanding of flying saucer, a figure and hooves.
- **b** Give students time to compare answers. If necessary, play the DVD again then check answers with the whole class.

ANSWERS:

Eben: He was at home in Namibia, outside packing the car to go on their summer holiday with his sister; they saw a bright light appear. It was moving very fast and making a swishing sound; it could have been 'the morning star' / planet Venus or a meteorite.

Madeleine: She was with a friend in a hostel in Delhi, and they had just arrived after a long flight; her friend saw the figure of a child on the staircase; she could have just been tired, but the owner of the hostel said other people had seen it though there were no children staying in the hostel.

Martin: He was on his own in a house in the middle of the countryside; he heard horse's hooves outside; there was no explanation as he couldn't see anything.

6a Check students understand the question, and then play the rest of the DVD for them to write their answers. Students check in pairs before checking answers with the whole class.

ANSWERS:

1 D 2 Y 3 Y 4 N 5 D 6 Y 7 N

b Students discuss what they can remember in pairs. When they are ready, play the DVD again for them to check their ideas, and then check answers with the whole class.

ANSWERS:

- 1 He likes the idea of the paranormal but he's quite logical.
- 2 Too many things have happened to her that she can't explain.
- 3 He hasn't had any proof but he's open-minded and hopes something will happen to him.
- 4 He believes science will explain everything.
- 5 She's open to it but doesn't think there's anything to either prove or disprove it.
- 6 She knows a lot of people who have had strange experiences (including herself) and feels that she can sense another dimension.
- 7 He doesn't believe in anything which can't be proved by science.
- c Students work in small groups to discuss the questions. Go round and help with vocabulary, writing any new words/phrases on the board. In feedback, nominate students from each group to share their stories or ideas with the class.

Find out more (PAGE 85)

- 7a Go through the list with the class, and elicit what students know about each one.
- **b** Students choose one of the mysteries and research it online, using the search terms provided and making notes. Circulate and help with vocabulary where necessary.

Write up your research

8 Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 7b. When they have finished, put students in pairs to check and correct each other's work. In feedback, ask students to share any interesting information they found out.

Students can now do Progress Test 4 on the Teacher's Resource Disc.

Study, practice & remember

(PAGES 152-154)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

ANSWERS: 1 1 a 2 a 3 a 4 a 5 a 6 a 7 b 2 1 can (cheetah) 2 have to (mayfly) 3 may/might (tiger) 4 could (flea) 5 should (bear) 6 can't (bat) 7 can (moth) 8 must (Pinta Island tortoise)

Practice 2

```
ANSWERS:
           2 didn't have to 3 must have been
                                                4 could have
  1 could
  5 should have
                 6 may have
  1 a can't have left
                         b must have left
  2 a could have studied
                         b had to study
  3 a must have got
                         b can't have got
  4 a can't have gone
                          b must have gone
  5 a had to buy
                         b must have bought
```

Remember these words

```
ANSWERS:

1
1 a myth 2 a natural phenomenon 3 mysterious
4 a practical joke 5 eye witness 6 UFO

2
Possible answers:
1 tiny 2 appalling 3 furious 4 deafening 5 terrible
6 huge 7 exhausted 8 hilarious 9 starving 10 stunning
```

Study tips

1 Students read through the ideas individually, and then discuss the question in pairs. Go round helping with vocabulary where necessary. Get class feedback on their answers and encourage them to try some of the ideas at home.

09 GETTING IT RIGHT

OVERVIEW

PAGES 86-87

Reading and speaking: How to stand out from the crowd

Vocabulary: Phrasal verbs

Common European Framework: Students can quickly scan long and complex texts to find relevant details; can read articles concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

PAGES 88-89

Grammar: Use and non-use of articles

Common European Framework: Students can exchange, check and confirm factual information.

PAGES 90-91

Grammar: Different ways of giving emphasis

Pronunciation: Using stress for emphasis

Listening and writing: Taking notes

Wordspot: right and wrong

Common European Framework: Students can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important.

PAGES 92-93

Task: Collect and present tips

Common European Framework: Students can give a clear, systematically developed presentation which highlights significant points and includes supporting detail.

PAGES 94-95

Speaking: Suggestions and advice

Writing: A speculative covering letter

Common European Framework: Students can explain why something is a problem, discuss what to do next, compare and contrast alternatives; can convey information and ideas on abstract as well as concrete topics.

Reading and speaking (PAGES 86-87)

WARM UP

Write the following things on the board:

Dye your hair a strange colour (green, blue, ...).

Disagree with someone just to create a discussion (even if it's not really your opinion).

Do something dangerous, just for 'fun'.

Tell other people about a time you failed at something.

Put students in small groups to discuss which of the things they have done or would consider doing, and why. When they have finished, nominate a student from each group to share their ideas with the class.

- 1 Check understanding of the quotation by eliciting ways in which people can get themselves noticed, e.g. wearing strange clothes, voicing a controversial opinion, etc. Put students in groups to discuss how far they agree with the statement, and what other things they think are necessary to be successful in life. When they have finished, nominate students from each group to share their ideas and have a brief class discussion.
- 2a Students discuss the question in pairs. In feedback, go through each action and elicit students' opinions.

b Explain that students should look for the ideas from exercise 2a in the article, but also identify any other ideas given. When they have finished, students check in pairs before checking with the whole class. Check understanding of be overlooked (not be noticed), aloof (unfriendly and distant), name-dropping (referring to famous people as if they're your friends) and narcissist (someone who spends too much time admiring him/herself). Answer any further questions students have about vocabulary in the article, especially the meaning and pronunciation of zeitgeist /'zaɪtgaɪst/ (general spirit or feeling of a period in time), paradigm /'pærədaɪm/ (a very clear or typical example of what something should be) and panacea /pænə'sɪə/ (something that people think will solve all their problems).

ANSWERS:

Ideas from exercise 2a mentioned in the article: making eye contact ...

referring to important people ...

listening carefully ...

saying publicly what you believe in ...

Other ideas mentioned in the article:

Make an entrance: be a good actor, pretend to be confident, raise your status, hold yourself upright, speak slowly and clearly, hold your breath as you walk into a room

Sound like an expert: mention famous people ('name-dropping'), use abbreviations and acronyms, make things up if you have to Act like a leader: set goals, stand up for your beliefs, listen to people and treat them as equals, remember being a leader is about serving people, not the other way round

3 Students read the article again and answer the questions, then check in pairs. Check answers with the whole class.

ANSWERS:

- 1 Because it's the key to creating a connection with people.
- 2 To look relaxed and 'raise your status'.
- 3 It makes you look more radiant and lively.
- 4 'Name-dropping' makes you sound like an expert yourself.
- 5 Using abbreviations, acronyms and complicated words also makes you sound like an expert.
- 6 When you meet a real expert.
- 7 She stood up for what she believed in and sparked the American civil rights movement.
- 8 They have followers.
- 9 They think leadership is about other people looking up to them and serving them, when in fact true leaders treat other people as equals and serve them.
- 4 Students discuss the article in pairs. In feedback, ask a few students to share their ideas with the class.

POSSIBLE ANSWER:

The article is partly humorous, partly serious.

Vocabulary (PAGE 87)

Phrasal verbs

See Teaching tips: Working with lexis, page 21.

With weaker classes, do the first one with the class as an example. Find the phrasal verb in the text and ask Would the tips in section 1 help you seem different from or the same as everyone else? (different from). Students choose the other meanings alone then check in pairs. Check answers with the class, and give further explanations where necessary.

ANSWERS:

- 1 seem different from 2 become unconscious 3 invent
- 4 know that someone is lying 5 say publicly 6 respect
- 2a Explain that students should think of a different person for each topic. Walk round and help with ideas where needed.
- **b** Put students in small groups to compare their answers. In feedback, find out if students had any answers in common.

Vocabulary: Additional activity

Students pick one of the phrasal verbs, then work in pairs to prepare a short conversation to illustrate its meaning, e.g. a situation where someone has to stand up for something. Go round and help with vocabulary, writing any new words/phrases on the board. When they have finished, students act out their conversations to the class, who listen and guess which phrasal verb they chose.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Phrasal verbs, page 53

Language focus 1 (PAGES 88-89)

Use and non-use of articles

See Teaching tips: Using a discovery approach to grammar, page 20.

- 1 Introduce the topic by telling students about a job interview you've had. Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class. You could also ask if students ever conduct interviews, and if so what questions they usually ask.
- 2a Use the picture to pre-teach manhole cover. Students read the weird interview questions in part A then discuss in pairs. Elicit possible answers to the questions.
- **b** Students discuss the questions in pairs. When they have finished, students check their answers in part B of the article. Tell them not to worry about the gaps. Go through the answers to the questions with the class.

ANSWERS:

Top companies tend to use these questions.

They are designed to test the creativity and quickness of a candidate, and to find out more about the way they think.

The best way is to tackle the question intelligently, and never say 'I don't know.'

3 9.1 Students complete the article then check in pairs. When they are ready, play the recording for students to check their answers, pausing after each one.

ANSWERS:

1 the 2 a 3 a 4 ø 5 the 6 a 7 the 8 the 9 a 10 ø 11 ø 12 The 13 the 14 the 15 the 16 an 17 a 18 the 19 the 20 the 21 ø 22 ø 23 the 24 the 25 the

Notes on a Test-Teach-Test approach

The aim of this exercise is for students to check how much they know about articles. Rather than just teaching the rules for students to practise, they are first given a chance to 'test' what they know in exercise 3. As students work through the exercise, monitor them closely and take note of which parts they find more difficult. This will give you an idea of which areas to focus on more when going through the Grammar box.

GRAMMAR

General rules for the use of articles

Explain that there are many rules and exceptions when using articles in English. Encourage students to think about the use of articles in their own language and to note where English is the same or different.

1–7 Students work through the questions in pairs. When they have finished, check answers with the class and go through the language notes below.

ANSWERS AND LANGUAGE NOTES:

- 1 a cartoon character (There are many cartoon characters and we don't know which one yet.)
- 2 tackling the question intelligently (Show students in the text where this has been mentioned before.)
- 3 the President of the United States (There is only one President.)
- 4 the way that the candidate thinks (This is an example of the lexical pattern the + noun + relative clause.)
- 5 the only wrong answer (only makes the noun unique here.)
- 6 a trend amongst top companies (top companies are being referred to in general terms here.)
- 7 Hollywood (a singular proper name.)

You may want to ask students to read Study 1, section 1 on page 155 for a more detailed explanation of the basic rules for use of articles.

PRACTICE

1a Students complete the questions then check in pairs. Check answers with the whole class.

Practice, exercise 1a: Alternative suggestion

On three large pieces of paper, write a/an, the and ø and stick them on different walls in the classroom. Put students into three or four groups, and ask them to do exercise 1a orally. Do not let them write any answers at this stage. After a few minutes, explain that you will call out a number from the exercise and a student from each group has to run to the correct symbol and touch it. The first student to touch the correct article wins a point for their group. The group with the most points at the end of the game wins. After the game, students can complete exercise 1a on their own in their books, and check answers with the class when they have finished.

ANSWERS:

1 a 2 a 3 ø 4 an 5 The 6 the 7 the 8 the 9 the 10 the 11 ø 12 the 13 a 14 a 15 a 16 the 17 an 18 the 19 a 20 The

b Students discuss the questions in pairs. When they have finished, ask students for their opinions about the easiest/most difficult questions.

GRAMMAR

Specific rules for the use of articles

1 Students complete the rules in pairs then check answers with the class.

ANSWERS:

- 1 the: the most important part
- 2 ø: Professor Abdul Khalid
- 3 ø: London University

Highlight the following:

- That there are general rules for the use of the definite article
 with places and times, but there are also exceptions. For
 example, in 2 above, if the title is unique in a company/
 organisation, then we use the, e.g. the Sales Manager. Also,
 in 3 above, we could say the University of London, which
 matches rule 4 from the previous Grammar box on page 88.
- That it is necessary for students to learn both the rules and the exceptions.
- That students should notice the rule/exception each time they learn a new place name or time phrase.
- 2 Students discuss in pairs, and then check with Study 1 on page 155. Check answers with the class.

ANSWERS:

5, 7, 8

3 Students work in pairs then check answers with the whole class.

ANSWERS:

1 the 2 the 3 ø 4 both 5 ø 6 the

You may want to ask students to read the rest of Study 1 on page 155 for a more detailed explanation of the use and non-use of articles.

2a Students work individually then check in pairs. Make sure students only decide where articles need to be added and don't do the quiz yet.

ANSWERS:

the Czech Republic the afternoon the Black Sea the same day the Blue Sea the morning the Red Sea the next day the previous day the Yellow Sea a female bird the sun an exotic plant the Earth a red and black insect the moon a very small woman the Earth the sun the River Vltava the Šumava Mountains the nearest star

b Students do the quiz in pairs. When they have finished, elicit students' ideas but don't give any answers yet.

c 9.2 Play the recording, pausing after each answer for students to check.

ANSWERS:

A the same day as you left, in the afternoon B a red and black insect C the Czech Republic D leave hospital E the Blue Sea F the distance from the sun to the Earth

ADDITIONAL PRACTICE

Resource bank: Activity 9A The genuine article (Use and non-use of articles)

Study, practice & remember: Practice 1

Workbook: Language focus 1: Use and non-use of articles, pages 53–55

Language focus 2 (PAGE 90)

Different ways of giving emphasis

See Teaching tips: Using a discovery approach to grammar, page 20.

WARM UP

Prepare some compliments you can pay to students in your class, using some of the language for giving emphasis from this lesson, e.g. Marissa, your hair looks really nice today. Sergei, your jokes do make me laugh. Jan, what I like most about your English is your pronunciation. Ask students to prepare some compliments for other people in the class, and write them down. Walk round and offer advice on how they can emphasise their sentences. Don't explicitly teach the language yet, just make suggestions here and there. When they are ready, students pay compliments to the people they wrote about.

- 1a Introduce the topic by telling students about a presentation you've given. If you've never given a presentation, you could tell them about the first time you taught a class. Students discuss the questions in pairs.
- **b** Students read the conversation then answer the questions in pairs. Check answers with the class. Check understanding of a wimp.

ANSWERS:

Paul is nervous because he has to give a presentation in class and he is terrified of speaking in public. Sophie tells him to take deep breaths and listen to some relaxing music.

9.3 Elicit ideas from the class as to what the missing words might be. Play the recording, pausing after each one for students to write it down. Check answers with the class and elicit what effect the missing words have.

ANSWERS:

I'm so nervous.

Why on earth are ...

... public speaking is absolutely terrifying ...

Don't be such a wimp.

It was you who cried ...

... an extremely important interview.

What I need is sympathy ...

I'm really sorry.

I do sympathise.

... what helps is to take ...

The missing words all give extra emphasis.

GRAMMAR

Different ways of giving emphasis

1 Give students five to ten minutes to work though the questions in pairs. Check answers with the class and go through the language notes.

ANSWERS AND LANGUAGE NOTES:

- 1 absolutely, extremely, really, so. (Other words: completely, terribly, awfully, incredibly These are called intensifiers.)
- 2 So is used in front of an adjective or an adverb; such is used in front of a noun. (Both are used to emphasise a point. Such can also be used before an adjective + noun, e.g. It's such a lovely day.)
- 3 I do sympathise.
- 4 It was you who cried in the toilet ..., what helps is to take deep breaths ... (These are called cleft sentences, and are used to emphasise the particular thing or person rather than the verb.)
- 5 on earth

You may want to ask students to read Study 2 on page 156 for a more detailed explanation of different ways of giving emphasis.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 156 first.

1a Match the first sentence with the class as an example. Put students into pairs to match the other sentences.

ANSWERS:

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

b 9.4 Use the first sentence and show how it can be made more emphatic. Tell students there may be more than one possibility in some cases. Use the recording to check answers.

ANSWERS:

- 1 I'm absolutely exhausted
- 2 I really like living here; it's so near
- 3 such a nice evening
- 5 Why on earth are we
- 6 so painful
- 7 What on earth have
- 8 was really lovely; I do hope
- 10 I really think
- a he really enjoyed
- b it was you who wanted to
- c Why on earth; It wasn't me who started
- e you really need
- f I really do think
- g you're so boring
- h really noisy
- i it was you I wanted to see
- j <u>It wasn't me who</u> broke

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

1 00 9.4 Go through the information, and either ask a student to read the two examples with the appropriate stress or read them yourself. Ask students to look at the audio script for recording 9.4. Play the recording, pausing briefly after each pair of sentences to give students time to mark the stress. Emphasise they need only mark the words that are specially stressed. Check answers as a whole class, playing the sentences again if students find this activity difficult.

ANSWERS:

- 1 absolutely, so boring 2 really, so near, really noisy
- 3 such 4 suppose, No, you 5 earth, inside, beautiful, you
- 6 so painful, really need 7 glass, earth, doing, me, me
- 8 really lovely, do, he 9 new club, really do, home, three
- 10 really think, earth, me
- 2 Students practise saying the conversations in pairs.
- 2 Students work in pairs to extend one of the conversations. Walk round and help where necessary, checking that students are giving emphasis correctly. When they have finished, give students time to practise the conversation before taking it in turns to perform it to the class.

ADDITIONAL PRACTICE

Resource bank: Activity 9B Where on earth are we? (Different ways of giving emphasis)

Study, practice & remember: Practice 2

Workbook: Language focus 2: Different ways of giving emphasis, pages 55–56; Pronunciation: Sentence stress for giving emphasis, page 56

Listening and writing (PAGE 91)

Taking notes

- 1 Put students in groups to discuss the questions. In feedback, nominate students from each group to share their ideas with the class, and find out if other students agree.
- 2a Look at the examples with the class, then give students a few minutes to think of more words, then compare in pairs. Elicit ideas from the class and write them on the board.
- **b 10.19.5** Play the recording once for students to check their answers from exercise 2a. Focus students' attention on the notes and ask if anyone can see the two mistakes. Play the recording again for students to check their answers.

ANSWERS:

don't move around too much and don't talk too fast

3a Go through the techniques and check students understand what they are. Students find examples in the notes. They then check in pairs before checking answers as a class.

ANSWERS:

bullet point: '-' (there are three in total)
highlighting: start & finish @ right time
main heading: How to Give Presentations
underlining: don't read it out
abbreviation: esp (= especially); @ (= at)
sub-heading: important points

b Discuss the question as a class.

- **4a 9.6** Students listen to the recording and take notes. Refer them back to the techniques in exercise 3 and give them a few minutes to make their notes clearer, using the techniques. Play the recording again if necessary.
- **b** Students compare their notes in pairs.
- 5 Students discuss the question in pairs. When they have finished, ask a few students to share their ideas with the class.

Listening and writing: Additional activity

For homework (or in class if you have time), ask students to find a short video clip online related to a topic they're interested in. The clip should be of no more than three minutes. Students take notes on the main points covered in the clip. In the next class, students share their notes with a partner, who reads them and asks follow-up questions. Students then show their clip to their partner who compares it with the notes they read.

Wordspot (PAGE 91)

right and wrong

See Teaching tips: Working with lexis, page 21.

1 Match the first sentence with the class as an example. Put students into pairs to match the other sentences. In feedback, give further explanations where necessary.

ANSWERS:

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

2 Students work individually to rewrite the phrases. Circulate and help where needed. When they have finished, students check in pairs before checking answers as a class.

ANSWERS:

- 1 went wrong 2 looks about right now 3 it serves you right
- 4 you were completely right about her 5 That's all right by me!
- 6 the wrong way round 7 there's nothing wrong with me
- 8 Right here, right now. 9 What's wrong? 10 I'll be right back.

ADDITIONAL PRACTICE

Workbook: Wordspot: right and wrong, page 56

Task (PAGES 92-93)

Collect and present tips

See Teaching tips: Making tasks work, page 23.

Preparation (PAGES 92-93)

Reading

1 Give students a minute to look at the website, then put them in small groups to discuss the questions.

ANSWER:

It's a self-help website, with advice on a range of topics and situations.

2a Students match the tips and sections individually then check in pairs. Check answers with the class and elicit why students gave those answers.

ANSWERS:

- 1 How to be a good friend 2 How to be successful in exams
- 3 How to get fit and stay fit
 4 How to have a happy romantic
 relationship
 5 How to impress your colleagues and boss
- 6 How to dress for success in the workplace 7 How to prepare for a job interview
- **b** Students discuss the tips in pairs. If they disagree, then encourage them to say what they think a better tip would be. When they have finished, nominate students to share their ideas with the class.
- 3 Look at the first tip with the class and elicit the phrases Always be ... and A (dishonest) person has no chance of Students underline other useful phrases then check in pairs. Check answers with the class. You could also refer students to the Useful language box at this point.

ANSWERS:

Always be ...; A (dishonest) person has no chance of ...;

Most experts agree that ...; The first and most basic point is ...;

Research shows that ...; those who ... (achieve the best results).;

One classic mistake is to ...; ... try to be realistic.; Take every opportunity to ...; Never be afraid to ...; It's far better to ...;

Always remember that ...; Until you know differently, it's best to ...;

Aim to (find out as much as you can) ...; ... think about how you can best ...

Task (PAGES 92-93)

Speaking

- 1a Give students time to choose a topic. Make sure they understand they can choose another topic that interests them if they prefer, as long as they both know about it.
- **b** While students are working, walk round the class providing any vocabulary they need.
- c Explain that the aim here is for students to collect as many tips as possible, so encourage them to make notes as they walk around.
- d Give students plenty of time to prepare their talk and think about how they will present their tips. Refer students to the phrases they underlined in Preparation, exercise 3, and go through the Useful language box, sections a—c. Then ask them to finalise their list of tips and think about how they can use some of this language. Walk round and help where necessary.
- 2 Put students into new groups, with people who have worked on different topics. Ask them to take turns to introduce their topic and to go through their list. At the end of each list, encourage the other students to make comments. Ask students to vote on the most useful tips and share these with the class in feedback.

Follow up (PAGE 93)

Writing

Students choose one of the topics and write their blog or tips for a website. Monitor and help with vocabulary, writing any new words/ phrases on the board. When they have finished, ask students to show each other their blogs or tips in order to get feedback.

Share your task

Some additional ideas could include:

- Students film/record themselves in the style of a 'How to ...' programme.
- Students show their recording to other students without saying what the topic is. Other students watch/listen and guess the topic.
- Students film themselves acting out some of the tips related to their chosen topic silently. They then show the video, but provide a 'live' running commentary.
- Students prepare joint presentations in pairs, then film/record themselves giving the presentations.
- Students prepare questions to ask when they watch/listen to the presentations, then interview the presenters.

Language live (PAGES 94-95)

Speaking (PAGE 94)

Suggestions and advice

WARM UP

Tell the class about a 'problem' you have that you need help with. Keep it light-hearted and not too serious, e.g. you'd like to learn a new language but you don't know any good schools, or you want to buy a car but you're not sure how to go about it. Ask students for advice. Give students a minute or two to think of a similar 'problem' they have. When they are ready, students stand up, mingle and ask each other for advice, and give each other suggestions. When they have finished, nominate different students and ask them to share the best piece of advice they received.

- 1 Check understanding of fed up (with something). If possible, introduce the topic by describing someone you know who is fed up with their job. Students discuss the questions in pairs.
- 2a 9.7 Give students time to go through the sentences and check they know what to listen for. Check understanding of estate agent. Play the recording for students to choose the correct answers then check in pairs. Play the recording again if necessary, then check answers as a class.

ANSWERS:

- 1 more lively and interesting 2 Amy 3 right personal qualities
- 4 interested 5 contacting an acquaintance for advice
- **b** 9.8 Give students time to read the sentences then play the recording for students to choose the correct answers. Students check in pairs then check answers with the whole class.

ANSWERS:

- 1 happy 2 are not 3 computer skills
- 4 getting some part-time experience
- 3a Students try to complete the sentences, and then listen to the recordings again to check their answers. Students check in pairs before checking as a class.

ANSWERS:

Conversation 1

- 1 suggestions 2 ever thought about 3 look into it
- 4 perhaps you're right 5 could, suppose 6 not go
- 7 should do 8 don't you

Conversation 2

- 1 some advice 2 any advice, what I should 3 definitely
- 4 the most important thing 5 it's essential 6 taking a course
- 7 I would suggest 8 I hadn't thought 9 'd just write
- 10 I really appreciate
- **b 9.9** Students match the sentences in pairs, then listen and check. Finally, check answers with the class.

ANSWERS:

asking for advice and suggestions: conversation 1 - 1; conversation 2 - 1, 2

giving advice and suggestions: conversation 1 - 2, 3, 5, 6, 7, 8; conversation 2 - 3, 4, 5, 6, 7, 9

responding to advice and suggestions: conversation 1 - 4; conversation 2 - 8, 10

c Drill the sentences with the class, both chorally and individually. Elicit which phrases sound particularly formal or informal.

ANSWERS:

Informal: 1 and 4 in Conversation 1
Formal: 2 and 10 in Conversation 2

A Refer students to page 129 and give them time to read the situations and choose which one they want to act out. Walk round and help with vocabulary while students are planning what to say, and monitor them while they practise the conversations. When they are ready, choose a few pairs to perform their conversation for the class.

Writing (PAGE 95)

A speculative covering letter

1 Ask students what Jenny's last piece of advice was in recording 9.8 on page 94 (to write to estate agents). Students read the letter then answer the questions in pairs.

ANSWERS:

- 1 her name and address, where she is currently working, what her qualifications and personal qualities are
- 2 It has got an excellent reputation.
- 3 her CV
- 2 Go through the example with the class. Students match the phrases individually then check in pairs. Check answers with the class, talking about the differences in meaning and the degree of formality.

ANSWERS:

2 e 3 c 4 h 5 d 6 b 7 a 8 c 9 b 10 f

- 3a Give students time to choose one of the options and decide whether they want to write as themselves or invent a persona.
- b Students first make notes, using the ideas given. Monitor and help with vocabulary or further ideas where necessary. Students write their first drafts. Walk round and encourage students to use or adapt the phrases from exercise 2.
- c Students swap and read each other's letters in order to suggest changes. Students then write a final draft of their letter.

ADDITIONAL PRACTICE

Workbook: Language live: Suggestions and advice, page 57; Writing: A speculative covering letter, page 57

Study, practice & remember

(PAGES 155-157)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

```
ANSWERS:

1

1 a 2 the 3 the 4 a 5 The 6 the
7 the 8 the 9 a 10 a 11 A 12 a
13 a 14 the 15 a 16 the 17 the

2

1 The 2 the 3 a 4 the 5 the 6 ø
7 a 8 the 9 ø 10 ø 11 ø 12 the
13 The 14 the 15 The 16 ø 17 ø 18 ø

3

1 a travel representative 2 The President, the USA
3 The Sahara, the largest desert 4 the last person, the victim
5 no changes necessary 6 The weather, the south, the country
7 the/a hospital 8 the morning 9 the 9 p.m. film
10 a tropical island
```

Practice 2

```
ANSWERS:

1
1 so 2 did 3 What 4 It 5 on 6 such 7 really
8 far 9 absolutely 10 do

2
1 most about it 2 far 3 absolutely 4 do 5 such
6 on earth
```

Remember these words

```
ANSWERS:

1
1 A 2 B 3 A 4 B
2
1 take (a few) deep breaths 2 hold (your) head high
3 make (a great) entrance 4 set goals 5 make eye contact
3
2 right by me! 3 gone wrong 4 right back 5 wrong with it
6 wrong way round
4
1 job candidate 2 outgoing 3 good IT skills 4 better paid
5 right qualifications
```

Study tips

- 1 Ask students how they engage with English outside the classroom. Students then look at the list and discuss which of the ideas they use.
- 2 Students choose ideas to try in the future, and discuss how they might do each one. Write up any new tips or ideas on the board.

IO MEDIA

OVERVIEW

PAGES 96-97

Reading and vocabulary: The media

Common European Framework: Students can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints; can participate actively in an informal discussion.

PAGES 98-99

Listening: Questions about the media

Grammar: Reporting people's exact words

Pronunciation: Stress patterns to express disbelief

Common European Framework: Students can easily follow complex interactions between third parties in group discussion and debate; can summarise information from different sources.

PAGES 100-101

Grammar: Verbs that summarise what people say

Wordspot: speak and talk

Common European Framework: Students can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics; can summarise information from different sources.

PAGES 102-103

Task: Discuss an article

Common European Framework: Students can summarise texts, commenting on and discussing contrasting points of view and the main themes.

PAGES 104-105

World culture: The science of film

Common European Framework: Students can understand a wide range of recorded and broadcast audio material; can describe films they have seen.

Reading and vocabulary (PAGES 96-97)

The media

See Teaching tips: Working with lexis, page 21.

WARM UP

Draw a circle in the middle of the board and write *The media* inside. Elicit types of media from the class and build up a mind map. Put students in pairs and give them a minute to brainstorm words related to the media. When they have finished, either elicit their words and add them to the mind map, or invite students to come to the board and add them, then correct spelling.

1 Focus students' attention on the infographic and explain that it shows interesting facts and figures about the media. Put students in pairs to scan the information and answer the questions. Explain that it's a race and the first pair to find all the information wins. Check answers as a class.

ANSWERS:

- 1 people over 50
- 2 up to four hours a day
- 3 25%
- 4 It has increased.
- 5 males aged 15-24
- 6 60 million minutes
- 7 tabloid
- 8 coverage of a sports event
- 9 a type of social media called microblogging

Reading and vocabulary, exercise 1: Alternative suggestion

Put students in groups of three, and allocate one of the sections of the infographic to each student. Students work individually to find the answers to as many of the questions as they can in their section, and then share them with the rest of the group. Students then read the whole infographic more carefully in exercise 2.

- 2 Students use their mobile phones or dictionaries to check the meaning of the words in bold, then check and answer the question in pairs. In feedback, answer any questions students still have about the words in bold.
- 3a Students work in pairs to think of examples from their country.

 Try to pair students from the same country if possible, but if not, explain that students can write more than one answer. Make sure both students write their answers down, as they'll be working with a different partner later.
- b Rearrange students into new pairs to compare their answers. Read the example with the class and encourage students to ask follow-up questions. When they have finished, choose a few students to share any interesting information they found out with the class.
- 4a Go through the examples with the class. Put students into groups to brainstorm more words. When they have finished, divide the board into three sections (one for each category), and invite students to the board to write up their answers. Correct any spelling mistakes and check understanding of the words with the class.

POSSIBLE ANSWERS:

- 1 newspapers and magazines: article, story, picture, advertising, front page, back page, column, journalist, editor
- 2 TV and films: public service, channel, satellite, high definition, remote control, screen, broadcasting, licence, subscription, news programme, drama, games show, talk show, variety show, comedy, reality TV, multiplex, science fiction, animation, 3D, DVD, actor, producer
- 3 online: email, website, browsing, surfing, Google, search engine, blog, wiki, YouTube, Skype, Twitter
- **b** Students discuss the questions in the same groups. In feedback, nominate students from each group to share their ideas with the class, and have a brief class discussion.

ADDITIONAL PRACTICE

Workbook: Vocabulary: The media, page 58

Listening (PAGE 98)

Questions about the media

1 Go through the questions and check understanding. Students work in pairs to choose three questions. When they have finished, elicit students' choices. 2 10.1 Explain that students shouldn't worry if they don't understand every word at this stage, as they just need to listen for the questions asked, and will have another chance to listen more carefully afterwards. Play the recording for students to identify the questions then check answers with the class.

ANSWERS:

Who controls the media?

Does the media reflect what we think or control what we think?

How has the internet affected the world of media?

Will we still read newspapers in the future?

3 In pairs, students decide if the statements are true or false or if there is no information. Play the recording again if necessary, then check answers with the class.

ANSWERS:

1 T 2 F 3 T 4 F 5 T 6 NI 7 NI

- 4a Discuss the question as a class.
- **b** Refer students back to the questions in exercise 1, and ask students to choose three or four to discuss. When they have finished, nominate students to share their ideas with the class and find out if other students agree.

Language focus 1 (PAGES 98-99)

Reporting people's exact words

See Teaching tips: Using a discovery approach to grammar, page 20.

- 1 You could introduce this topic by selecting a video clip from a videosharing website, showing a famous person saying something that doesn't make sense. Students discuss the question in groups before sharing their ideas with the class.
- 2a Read the introduction and the first quote with the class, and elicit why it doesn't make sense.

ANSWERS:

It doesn't make sense for the speaker to say 'my mother and father' because people don't normally have any parents other than their mother and father!

- b Students read the quotes individually and choose the one they like best and then explain their choice to their partner. If students find some of the quotes difficult to understand, briefly explain the meaning.
- 3 Establish that the quotes in the article are in direct speech, and show students the inverted commas. Students match the sentences and underline the differences and then compare with a partner. Elicit the underlined sections and write them on the board.

ANSWERS:

- The mayor told journalists that if you excluded the killings, Washington actually had ...
- b 4 The lawyer asked the witness whether she had been present when her photograph had been taken.
- The actress said that smoking kills people and added that if you are killed, then you have lost an important part of your life.
- The lawyer asked the witness how his first marriage had ended. The witness replied that it had ended with death. The lawyer then asked whose death had ended the marriage.
- e 13 The minister said that he didn't know what he had said, but that he knew what he thought and that he assumed that that was what he had said.

GRAMMAR

If you think students will find this activity difficult, go through the questions with them. Otherwise, put students into pairs and give them time to answer the questions.

Verb tenses

1 & 2 When checking answers, elicit some examples of specific tense changes from exercise 3.

ANSWERS:

- 1 The verb forms move one tense into the past.
- 2 Because it is a generalisation and is still true/relevant now.

Reported questions

3 2: 4 When checking answers, explain that when reporting yes/no questions, we can use the conjunctions if or whether. There is no difference in meaning, but whether is a little more formal.

ANSWERS:

- 3 whether, how, whose
- 4 In reported questions, the word order is the same as in statements.

Other changes

5–8 Go through the answers with the class, referring to examples from exercise 3 in each case and giving further examples where necessary.

ANSWERS:

- 5 They often change and are sometimes omitted altogether.
- 6 Interjections are omitted.
- 7 You add more reporting verbs, such as added and replied.
- 8 You expand it into a complete sentence.

You may want to ask students to read Study 1 on page 158 for a more detailed explanation of reporting people's exact words.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 1 on pages 158–159 first.

1 Put students into pairs and walk round the class helping with the verb forms. Elicit the answers and write them on the board highlighting the changes.

POSSIBLE ANSWERS:

- 1 The Australian golfer said he owed a lot to his parents, especially his mother and father.
- 2 The commentator said the lead car was absolutely unique, except for the one behind it, which was identical.
- 6 The British footballer said he'd like to play for an Italian club like Barcelona.
- 7 The American footballer said that the word 'genius' was not applicable in football, adding that a genius is a guy like Norman Einstein.
- 9 The commentator said that that player dribbled a lot and that the opposition didn't like it, adding that you could see it on their faces.
- 10 The lawyer asked the witness to describe the person he/she saw. The witness replied that that person was medium height with a beard. The lawyer then asked whether the person was male or female.
- 11 The former US President told his audience that when he and his administration were talking about war, they were really talking about peace.
- 12 The lawyer asked the witness for his/her date of birth. The witness replied that it was July 15th. The lawyer then asked the witness to specify the year. The witness answered that his/her birthday was every year.

- 2a Ask if students can think of a time in their own lives when something was not reported accurately. Focus students' attention on the pictures, and read the speech bubbles aloud, dealing with any vocabulary problems. In each case, elicit what the people claim was said, in direct speech. Ask students to speculate briefly about what each person really said.
- **10.2** Tell students that they are going to hear the original conversations and to make notes about what was said in each case. Emphasise that they do not have to report exactly what was said, but that the overall content should be the same.

POSSIBLE ANSWERS:

- 1 He told Sheila that Rachel wasn't there. Sheila asked him to tell Rachel to call her back as soon as she got in and said it was about something important. She added that he mustn't forget.
- 2 She asked Zoë whether she had borrowed any money from her purse. Zoë said that she hadn't touched it and added that she felt she was always getting the blame.
- 3 Alex said he wanted to go first. His mum told him he could, but added that after ten minutes, it would be Rosie's turn.

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

1 10.3 Explain that students are going to hear two people saying the same thing but in different ways. Play the recording and get students to compare answers in pairs before checking as a whole class.

ANSWERS:

Speaker A is the one who thinks Debbie is telling the truth.

Speaker B puts the emphasis on said which implies that the speaker might not have been telling the truth.

2 10.4 Students write numbers 1–8 in their notebooks. Explain that they are going to hear eight people reporting what other people said, and that they must put a tick next to the number if the person thought the speaker was telling the truth, or a cross if the person thought the speaker wasn't telling the truth. Check and ask students how they know which people thought the speakers weren't telling the truth. (Answer: These people stress the reporting verbs to show their disbelief.)

ANSWERS:

In statements 1, 3, 4 and 7 the speaker doesn't believe what the other person said.

3 Put students into pairs and refer them to the audio script to practise saying the sentences with the correct stress patterns.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 1

Workbook: Language focus 1: Reporting people's exact words, pages 60–61; Pronunciation: Stress patterns and telling the truth, page 61

Language focus 2 (PAGES 100-101)

Verbs that summarise what people say

See Teaching tips: Using a discovery approach to grammar, page 20.

- 1 Focus students' attention on the photos and elicit who is in each one. Students discuss the questions in pairs. Elicit students' ideas but don't give any answers yet.
- 2a Students complete the texts with the phrases then check in pairs. Check understanding of an eating disorder. Don't give any answers yet.

b 10.5 Play the recording for students to check their answers, then check answers with the class.

ANSWERS:

1 admitted being 2 admitted that 3 accused her husband of having 4 explained that 5 invited Richard Nixon to be

6 denied committing 7 refused to accept 8 accepted that

9 confessed to making

3a Students work individually then compare their guesses in pairs. Check answers with the whole class.

ANSWERS:

Diana: 2, 5, 7

Nixon: 1, 3, 6

Extra: 4, 8

b Make sure students understand that they don't need to actually report the sentences yet, just choose the best verb to report them. Students work in pairs then check answers with the class.

ANSWERS:

1 accept 2 admit 3 confess 4 refuse 5 explain

6 deny 7 accuse 8 invite

GRAMMAR

Verbs that summarise what people say

1 Go through the first example with the class. Students match the other verb patterns individually then check in pairs. Check answers with the whole class.

ANSWERS:

2 accept, admit, explain
3 admit, deny
4 confess to
5 accuse (someone) of
6 refuse
7 invite

2 Students work in pairs before checking answers with the class.

ANSWERS:

1 warn
 2 agree, claim, point out, suggest
 3 recommend, suggest
 4 apologise
 5 blame (someone) for, warn (someone) about
 6 offer
 7 warn (someone) not to

You may want to ask students to read Study 2 on page 159 for a more detailed explanation of verbs that summarise what people say.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 159 first.

Read the example with the class, then students report the quotes before checking in pairs. Invite different students to come up and write each reported sentence on the board in order to check answers.

POSSIBLE ANSWERS:

- 2 Diana admitted she had had bulimia for a number of years.
- 3 Nixon confessed to letting down his friends and letting down the country.
- 4 He/She refused to talk about his/her private life, adding that it was too personal.
- 5 Diana explained she didn't see herself being queen of the country.
- 6 Nixon denied committing any offence.
- 7 Diana said she couldn't tolerate the media, which she accused of having become abusive.
- 8 He/She was invited to say a bit more about the crimes he/she had committed.

2a Students read the quotes, then categorise each one in pairs. Check answers with the class.

ANSWERS:

Film star: 3, 5, 6, 9

Manager of a sports team: 1, 7, 10

Politician: 2, 4, 8

b Students report the quotes using the best verb in each case, then compare answers in pairs. Walk round and check students are using the correct verb patterns. Check answers with the class.

POSSIBLE ANSWERS:

- 1 He/She suggested they wrote something positive about his/her team.
- 2 He/She accused the minister of having lied in the past and having carried on lying.
- 3 He/She recommended going to see his/her new film.
- 4 He/She apologised for making mistakes but said he/she still expected voters' support.
- 5 He/She confessed to hitting the photographer at the Oscar ceremony, while acknowledging the photographer was only doing his job.
- 6 He/She blamed the director for the poor quality of the film.
- 7 He/She denied having any intention of leaving the club.
- 8 He/She offered to look into the problem.
- 9 He/She warned them he/she would sue them if they wrote a negative review.
- 10 He/She agreed they should have won that game.

Practice, exercise 2b: Alternative suggestion

Before class, write the sentences in direct speech from exercise 2a in large letters on pieces of paper, and display them round the classroom. Number each sentence as in the Students' Book. After exercise 2a, ask students to close their books and put them in A/B pairs. Explain that each turn, you will say a number and a reporting verb. Student A stays where they are, and Student B finds the corresponding sentence, memorises it, then runs back to Student A who writes it using the reporting verb. The first pair to report each sentence correctly wins a point. Students should alternate in their pairs, taking turns to either memorise the sentences or write them down. The pair with the most points at the end wins.

3 Elicit the first answer as an example. Students report the information in pairs, then check answers with the whole class.

POSSIBLE ANSWERS:

- 1 The interviewer asked the minister if he/she had accepted money from a property developer.
- 2 The minister refused to answer that question.
- 3 The journalist offered him/her the chance to give a simple yes or no answer.
- 4 The minister admitted accepting some money, ...
- 5 He/She explained it was a business deal ...
- 6 ... and denied having done anything illegal.
- 7 He/She refused to say how much he/she had accepted, ...
- 8 ... claiming that it was confidential.
- 9 He/She accused the journalist of being unprofessional.

ADDITIONAL PRACTICE

Resource bank: Activity 10A Reporting a crime (Verbs that summarise what people say); Activity 10B The marriage from hell (Reporting people's exact words; Verbs that summarise what people say)

Study, practice & remember: Practice 2

Workbook: Language focus 2: Verbs that summarise what people say, pages 61–62

Wordspot (PAGE 101)

speak and talk

See Teaching tips: Working with lexis, page 21.

- 1a Tell students to read each sentence carefully and think about the context before completing the gaps. Students check in pairs.
- **b** 10.6 Play the recording, and give students time to change their answers if necessary. Then go through the answers and, if need be, provide more examples to reinforce the meaning of the phrases.

ANSWERS:

1 speak 2 speaks 3 talk 4 talking 5 speak 6 talking 7 Talk 8 speak 9 Talking 10 talk 11 speaking 12 talks 13 talk

- 2a The main aim of this activity is for students to process the phrases to help them memorise them. Ask students to copy a bigger version of the diagrams into their notebooks.
- b The aim of this additional activity is to check that students really understand the phrases. Give them time to read the phrases again and to ask questions if they need to. Then refer them to the questions on page 129. Students answer the questions individually before comparing with a partner.

ADDITIONAL PRACTICE

Workbook: Wordspot: speak and talk, page 62

Task (PAGES 102-103)

Discuss an article

See Teaching tips: Making tasks work, page 23.

Preparation (PAGES 102-103)

Reading and vocabulary

WARM UP

Write the following questions on the board:

How often do you read articles for pleasure?

Where do you read them? In magazines? On the internet? Somewhere else? Do you use any apps which allow you to save articles from the internet to read later?

Which topics interest you most?

Put students in small groups to discuss the questions. When they have finished, nominate a student from each group to share their ideas with the class.

- 1a Focus students' attention on the photos and the headlines. Students make guesses about each story, then compare in pairs. In feedback, elicit ideas from the class.
- **b** Check understanding of the words and phrases in the box. Students match them to the articles in pairs. Check answers as a class.

ANSWERS:

The most popular TV show in the world: forensic investigators, graphic violence, ratings

Your prospective employer is checking you out on Facebook: in the public domain, untested in court, violate someone's privacy

The most offensive TV advert ever: the Advertising Standards Authority, undermine parental authority, uphold a complaint

2a Students work in three groups. Each group reads one of the articles and decides which headline it relates to. Check understanding of swearing and blasphemy.

ANSWERS:

1 A 2 C 3 B

b Students read their article again, more carefully, and try to remember as much information as they can. They then compare what they can remember with their group members. If they want to, let students read the article again quickly to check any details they are unsure of.

Task (PAGES 102-103)

Speaking

- 1a Go over the Useful language box, section a with the class, eliciting possible ways to finish each sentence. Students practise summarising their article in pairs. Walk round and help with vocabulary where necessary, writing any new words/phrases on the board.
- **b** Go through the phrases in the Useful language box, section b and the examples, and ask students to write their questions down. Monitor and check students are forming the questions correctly.
- Students work in groups of three with members of each of the other groups and take turns summarising the articles. As students are summarising and discussing the articles, listen carefully and make notes on their language use for later feedback. When they have finished, give students feedback on their language, highlighting any examples of good language use and correcting any errors as a class.

Follow up (PAGE 103)

Students write a comment for a blog summarising what they said in the task. When they have finished, students either show their comment to another student for feedback or post it on a class blog for other students to read.

Share your task

Some additional ideas could include:

- Students film/record themselves giving their opinion, and finish by asking three questions. Other students watch/listen, then discuss the questions.
- Students prepare one of the stories as a TV/radio news report, including an interview, which they then film/record as a news programme.
- Students roleplay a debate on one of the topics, and film/record it. Other students watch/listen and say who they agree with most.

ADDITIONAL PRACTICE

Workbook: Writing: Summarise an article, page 63

World culture (PAGES 104-105)

The science of film

Culture notes

The history of film begins in the 1880s, when the first movie camera was invented, though long before this, in the 1830s, moving images had been produced on revolving drums and disks. Early movies were at first shown as novelties at carnivals, but later went on to become one of the most important entertainment and communication mediums in the world.

The first part of the 20th century was known as 'The Silent Era', as in the early days film producers were unable to fix sound to work at the same time as the pictures, and so in cinemas there would usually be a pianist who would play a musical accompaniment to words shown on the screen. However, many developments were made during this era, including the first colour moving images taken by Edward Raymond Turner in 1902. There had also been very early experiments with 3D film, and in 1922 the first 3D movie, The Power of Love, was shown to a Los Angeles audience.

In 1927, Warner Brothers released The Jazz Singer, which was still a predominantly silent film, but holds the distinction of being the first film to have a section of dialogue and singing synchronised with the pictures. Then came a period of very rapid change which meant that by 1929, almost all Hollywood films were being called 'talkies' and 'The Sound Era' was born.

The next major development came in 1972 with the introduction of Video Cassette Recorders, though it wasn't until the early 1980s that they became widely available. These devices meant people could watch more films at home. They were however superseded by DVDs, which appeared in 1996, and in recent years various other highdefinition digital formats have started to appear.

WARM UP

Draw a circle in the middle of the board and write Films inside. Elicit different genres, e.g. horror, comedy, romance and add them to the board in a mind map. Put students in pairs to discuss which genres they like most and give examples of recent films they've seen. In feedback, elicit answers and find out if students have any answers in common.

Find out first (PAGE 104)

- 1a Focus students' attention on the photos and elicit what they can see (film stills of a horse galloping and a reel of celluloid). Students do the photography quiz in pairs.
- b Students research the questions individually, using the search terms to help, and then check in pairs. Monitor and help with vocabulary where necessary. Check answers with the class, and feed in information from the Culture notes if necessary. If you don't have access to the internet in class, tell your students the answers.

ANSWERS:

2 1902 1 1922 3 1997 4 1826 5 1975 **6** 1927 **7** 1996

View (PAGE 104)

See Teaching tips: Using the video material in the classroom, page 24.

- 2a Students choose the correct answers then check in pairs. Don't give any answers yet.
- **b** Play the DVD for students to watch and check their answers. Check answers as a whole class.

ANSWERS:

slow-motion footage: slower, fast time-lapse footage: faster, long

a time-slice photograph: 3D, many different angles

3 Check understanding of the difference between trot and gallop (relating to horses). Play the DVD for students to answer the questions in pairs. Check answers as a class.

ANSWERS:

- 1 He showed that when a horse gallops, all four of its legs leave the ground at certain points.
- 2 a 24 b 500
- 3 You take one shot of the fruit every four seconds for two weeks, and then run the film at normal speed.
- 4 You arrange 120 lenses in a semi-circle, feed a strip of film behind the lenses and open them all simultaneously. When you watch the images back, you get a frozen 'slice' of time.
- 5 We might be able to see objects millions of times smaller than the atom, and microscopic nano-cameras inserted into our bodies could even record our dreams.

World view (PAGE 105)

- Pre teach CGI (computer-generated imagery) and slo mo (slow motion). Ask students to copy the table into their notebooks, and go through the topics to check students know what to listen for. Play the DVD, pausing after each speaker for students to write their answers.
- **b** Students compare their notes, then watch the DVD again if necessary. Check answers with the class.

ANSWERS:

Sion: The Artist; silent film, shot in black and white; still manages to have an impact in the modern film world.

Audrey: *Life of Pi*; a very visual film, they used a real tiger in the film, and cut it with CGI, they conveyed the emotions of the animal well; you could understand what it was thinking.

Jeff: Inception; they make the city fold in on itself and there are some beautiful scenes of characters floating in a hotel room; makes the film beautiful/visually appealing.

Helen: Forrest Gump; they take historical footage and put actors in; it's funny to see a new take on a historical event.

Elliot: The Matrix; 'bullet time' – they film a scene from lots of different angles and at different rates; adds a slo mo effect.

5 Students discuss the questions in groups. Go round and help with vocabulary where necessary, writing any new words/phrases on the board. When they have finished, choose a student from each group to share their ideas with the class.

Find out more (PAGE 105)

- 6a Write the three words on the board and elicit what students know about them as a class. Don't worry if they don't know much about all of them yet.
- **b** Students research the three film industries online and take notes. Focus on the search terms given to help them. Circulate while they are online and help with any vocabulary where necessary.

Find out more, exercise 6b: Alternative suggestion

Put students in groups of three and assign one of the film industries to each student. Students go online and research their industry, making notes on the topics in exercise 6b. When they have finished, students share the information they found out with the other members of their group.

Write up your research

7 Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 6b. Circulate and help where necessary, and write any new words/phrases on the board. When they have finished, students swap paragraphs and read each other's work. In feedback, nominate students to share any new information they discovered with the class.

Students can now do Progress Test 5 on the Teacher's Resource Disc.

Study, practice & remember (PAGES 158–160)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

ANSWERS:

1

- 1 The journalist asked the prime minister whether he knew anything ...
- 2 The minister told journalists last year he would resign if his policy was not successful ...
- 3 The manager said that his team had done their best the day before but that the other side ...
- 4 Journalists asked the minister when he would make his decision.
- 5 ... he was speaking to other leaders later that day to discuss how they would react.

2a & b

- 2 The journalist said that most of their readers would find that quite hard to believe. He/She added that he/she him/herself found it quite hard to believe.
- 3 The politician asked the audience who they trusted to run the country, the other party or them.
- 4 The journalist asked the minister whether he/she had known about the missing money.
- 5 The celebrity announced that they had just adopted their third child, adding that her name was HoneyBee.
- 6 The journalist asked the minister whether he/she was going to resign.
- 7 The minister replied that he/she had no intention of resigning, adding that the mess wasn't his/her fault.

Practice 2

ANSWERS:

1

97.jpg

1 they watched 2 had failed 3 wanted 4 he had thrown 5 her husband to get in touch 6 to investigate 7 the Totts that they had 8 the couple not to inform 9 had broken 10 to pay out 11 him to leave 12 to inform 13 to put 14 the couple to appear 15 for causing 16 they had to follow 17 Camelot of ruining their lives 18 to sue 19 making 20 the media for raising

2

- 2 Kay suggested they had a quiet night in and watched a video.
- 3 Martyn apologised for throwing the ticket away a few weeks earlier.
- 4 Camelot officials promised Martyn that they would investigate the matter most thoroughly.
- 5 They warned them not to tell anyone, even their family, about the matter.
- 6 They refused to answer any questions about the investigation itself.
- 7 Kay denied that they had had any problems in their marriage before all that happened.

Remember these words

ANSWERS:

1

- 1 all kinds of TV programmes
 drama series: regular fiction programme
 soap opera: ongoing series with an open-ended narrative
 talent show: reality TV programme and competition for amateur
 performers, such as singers or musicians
- 2 both printed press
 broadsheet: larger format, which used to be associated with
 quality press
 tabloid: smaller format, which used to characterise the popular
 press; many 'quality' papers now use a tabloid format
- 3 number of newspapers/readers circulation: how many copies are printed readership: how many people read it
- 4 online communication
 microblogging: a form of social media, the best-known example
 is Twitter
 social media: interactive websites including Facebook
- 5 journalists
 a foreign correspondent: reports events in a particular foreign
 country or region back to his/her newspaper
 an editor: a leading journalist in many traditional media, such as
 newspapers, radio or television

1 speak louder 2 speaks highly 3 Speak 4 speaking
5 talking about 6 talk

1 recommend 2 accuse 3 warn 4 admit 5 apologise 6 agree 7 offer 8 deny

Study tips

- 1 Introduce the topic by telling students a couple of things you (used to) do when preparing for an exam. Students work in pairs to brainstorm ideas. When checking answers with the class, build up a list on the board.
- 2 Students read the list and tick the ones they find effective and cross the ones they don't, then compare in pairs.
- 3 Students discuss which they intend to try in the future, and how exactly they intend to do it.

ALLIFE ISSUES

OVERVIEW

PAGES 106-107

Grammar: Hypothetical situations in the present

Common European Framework: Students can give clear, detailed descriptions of imaginary events; can express their ideas and opinions with precision.

PAGES 108-109

Reading: Interfering with nature

Pronunciation: Word stress and vowel sounds

Vocabulary: Science and processes

Common European Framework: Students can understand long and complex factual texts; scan quickly through texts to find relevant details.

PAGES 110-111

Task: Discuss a controversial issue

Common European Framework: Students can express their ideas and opinions with precision; can respond to complex lines of argument convincingly.

PAGES 112-113

Grammar: Hypothetical situations in the past

Wordspot: life

Common European Framework: Students can explain and discuss past situations and discuss what would have happened.

PAGES 114-115

Speaking: Reporting opinions

Writing: A 'for and against' essay

Common European Framework: Students can research and summarise factual information; can write an essay that develops an argument systematically, including significant points and relevant supporting detail.

Language focus 1 (PAGES 106-107)

Hypothetical situations in the present

See Teaching tips: Using a discovery approach to grammar, page 20.

WARM UP

Download or bring to class a picture of a genie to show students, and explain that they have a magic genie who is going to give them three wishes. Tell students what your three wishes would be, then give them a few minutes to decide what theirs would be. Go round and help with vocabulary, writing any new words/phrases on the board. When they are ready, put students into groups to share their ideas.

- 1 Focus students' attention on the photos and elicit what they can see. Students work in groups to read and discuss the questions.
- 2 Students discuss possible consequences in their groups. Monitor and listen to how well they are using language to describe hypothetical situations, and make notes on any areas/forms to focus on more when working through the Grammar box.
- 3a Make sure students understand that one situation has two comments and one has none. Students match the comments to the situations then check in pairs, before checking answers with the whole class. Check understanding of duvet, cannibalism and LOL (laugh out loud).

ANSWERS:

Katy K: 5 Fabgirl 17: 1 PaulfromOz: 1 JeremyJ: 6

JennyEP: 4 Amir K: 2

Situation 1 has two comments, situation 3 none.

- **b** Students discuss which comments they agree/disagree with in pairs. When they have finished, nominate students to share their ideas with the class and have a brief class discussion.
- 4 Go through situation 1 and its comments with the class and elicit the language used to talk about imaginary situations. Students underline the language in the other situations and comments then check answers with the class.

ANSWERS:

Situations 1-6

How would the world change if we learnt, What if we had, how would life be, Imagine if everyone could, how would the human race change, Suppose that men could, how would the world change, Imagine that a harmless drug was invented, What would the effects be, What if people had to pass, before they could become, how would society change

Comments

this would be horrible, I wouldn't be able to, I would have to, I really wish we could do this, I wish I knew what they were thinking and what they really wanted, It would be so cool, It would be a bit difficult, wouldn't it, It might feel, if only this was true, would be invented ... wouldn't it, If we found out ... really thought of us, we'd get a few shocks, this would be such a great idea

GRAMMAR

Hypothetical situations in the present

1 Students discuss the questions in pairs, before checking with the whole class. Go through the answers with the class.

ANSWERS:

- 1 present/future
- 2 past simple ('unreal past')
- 3 modal would in the main clause
- 4 Imagine if ...
 - Suppose that ...
 - Imagine that ...
 - If only

See the notes on the use of past tenses with hypothetical language under Language focus 2 on page 101 of the Teacher's Book.

It would be useful to summarise some of the different forms used to introduce hypothetical ideas, and add a few extra on the board:

If (only) + Past simple

I wish + Past simple. (The verb wish here expresses something that you want, but do not expect to happen. It does not express a simple desire.)

What if + Past simple + ? (Point out that, unlike the other possibilities, this is a question not an affirmative sentence.)

It's time (that) + Past simple. (This often expresses disapproval of the current situation, e.g. It's time (that) you went out and found a job because I can't afford to pay for everything myself.)

Imagine (that) + Past simple (e.g. Imagine (that) you had \$100,000 to spare ...)

Suppose (that) + Past simple (e.g. Suppose (that) everyone went out and did the same thing ...)

You may want to ask students to read Study 1 on page 161 for a more detailed explanation of hypothetical situations in the present.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 1 on page 161 first.

1 Do the first one together as an example. Students complete the rest of the sentences individually then check in pairs. Check answers with the class.

POSSIBLE ANSWERS:

- 1 became, burnt, would life change
 2 passed, would happen
 3 would life be, was invented, could stop
 4 were not allowed, might the effects be
 5 had, would it make
 6 would our lives be, was discovered
 7 got, was banned, would happen
- 2a Remind students of the situations on the website on page 106, and ask them to choose five to write about. Walk round as they're writing and check they are forming sentences correctly.
- **b** Students compare their sentences in pairs. In feedback, choose students to share their favourite idea with the class.
- 3a 11.1 Check understanding of *magic wand*. Play the recording, pausing after each speaker for students to choose the sentence and make notes. Students check answers in pairs. Play the recording again if necessary and check answers with the class.

ANSWERS:

Speaker 1: Sentence 10 – He would like to be able to speak Chinese, which is an important language, but it is so difficult he thinks his best chance of learning it is by magic.

Speaker 2: Sentence 3 – She would like to have naturally black hair instead of mousy brown.

Speaker 3: Sentence 8 – He would never emigrate and live abroad. He likes going to other countries on holiday, but would always want to come back to his home and family.

Speaker 4: Sentence 6 – She wishes she was better with technology, instead of always having to ask her daughter or her husband for help.

Speaker 5: Sentence 1 – She would choose to be a cat, because they are independent creatures, who come and go as they like, but get totally looked after and sleep all day.

- **b** As students are completing their sentences, walk round and help with vocabulary and check they are forming the tenses correctly.
- c Students compare their ideas in pairs. Encourage them to give reasons and ask each other follow-up questions to find out more information.

ADDITIONAL PRACTICE

Resource bank: Activity 11A Wishing (Hypothetical situations in the present)

Study, practice & remember: Practice 1

Workbook: Language focus 1: Hypothetical situations in the present, page 64

Reading (PAGES 108-109)

WARM UP

Divide the board into two sections, and at the top of one write *Problems* and the other *Solutions*. Elicit an example of a problem that human beings face and a solution to the problem and write them on the board. Students then brainstorm more ideas in pairs. When they have finished, invite students to the board to write up their answers and check understanding with the rest of the class.

1a If you did the Warm up activity, ask students to compare the ideas in the box with those on the board and see which are the same. Students categorise the words in the box in pairs. In feedback, elicit answers and add them to the lists on the board.

ANSWERS:

Problems: burning fossil fuels, climate change, earthquakes, nuclear bombs, rising sea levels, toxic chemicals, volcanic eruptions **Solutions:** solar energy, technological advances, wind power

- **b** Students discuss the problems in pairs. When they have finished, elicit ideas from the class.
- 2a Make sure students only look at the pictures and the introduction, and don't read the article yet.

ANSWERS:

See answers to exercise 2b below.

b Students discuss the questions in pairs, then check answers with the class.

ANSWERS: .

Pictured top left: 'stirring up the oceans' – relates to climate change. Long plastic tubes would stir up the sea, bring up cold water to the surface, absorb heat and CO₂ and cool the planet.

Pictured top right: 'building a giant umbrella in space' – relates to asteroid strikes. The umbrella would collect solar energy and refocus it on the asteroid, deflecting it away from the earth.

Pictured bottom left: 'pumping toxic chemicals into the atmosphere' relates to climate change. A 12-mile pipe would pump toxic chemicals into the atmosphere to form a protective layer, reflecting sunlight and cooling the earth.

Pictured bottom right: 'building a huge nuclear bomb' relates to asteroid strikes. A nuclear bomb would be launched to destroy an approaching asteroid.

3a Students work in pairs and each reads about one problem. They then answer the questions for the relevant section of the text.

ANSWERS:

Student A (climate change):

- · Solution one: pump even more chemicals into the atmosphere
- · Solution three: stop burning fossil fuels
- Solution one: pump even more chemicals into the atmosphere
- · Solution one: pump even more chemicals into the atmosphere
- Solution three: stop burning fossil fuels
- Solution two: stir up the oceans

Student B (asteroids):

- · Solution one: build a huge nuclear bomb
- · Solution three: do nothing and hope
- Solution one: build a huge nuclear bomb
- · Solution three: do nothing and hope
- Solution two: build a giant umbrella in space
- · Solution one: build a huge nuclear bomb
- **b** Students now work in pairs and ask each other their questions. Check answers with the class.
- 4 Students read the whole text and take turns explaining the solutions in their own words.
- Put students in small groups to discuss the questions. When they are ready, nominate a student from each group to summarise their answers for the class.

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

- Elicit the first answer as an example. Drill the word with the class and ask students to underline the stressed syllable. Students work through the other words in pairs.
- 2 11.2 Play the recording, pausing after each word for students to check their answers. When checking answers with the class, write the words on the board and underline the stress. Drill the words if necessary, then students practise saying them in pairs.

ANSWERS:

(stresses are underlined, vowels are in **bold**) asteroid: /1/, catastrophe: /i/, dioxide: /a1/, dinosaur: /o:/, eruption: /ɪ/, fuel: /juə/, nuclear: /ɪə/, ocean: /ə/, radioactive: /eɪ/, scientific: /aɪ/, solar: /əʊ/, surface: /ɪ/, temperature: ø /ə/, volcanic: /æ/, volcano: /eɪ/

ADDITIONAL PRACTICE

Workbook: Pronunciation: Vowels in science/nature words, page 65

Vocabulary (PAGE 109)

Science and processes

See Teaching tips: Working with lexis, page 21.

- Check understanding of roofs. Give students a few minutes to read the sentences, and then discuss their ideas in pairs. Elicit ideas from the class but don't give any answers yet.
- Students use their mobile phones or dictionaries to check the words in bold, then match the reasons to the sentences in exercise 1. Students check answers in pairs before checking answers with the class.

ANSWERS:

Students work in pairs then check answers with the class. Check the difference in meaning between the words and give further explanations where necessary.

ANSWERS:

3 contributes to / causes an increase in 1 to prevent

5 affect / cause an increase in 4 disappear

Vocabulary, exercise 3: Additional activity

After exercise 3, ask students to think of their own solution to one of the problems on page 108 (or another important problem facing humanity). Give them plenty of time and allow any ideas they have, but encourage them to use the vocabulary from exercises 1–3 and think about how they will present their idea to the class. When they are ready, students take it in turns to present their ideas to the class, and then vote for the best one.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Science and processes, page 65

Task (PAGES 110–111)

Discuss a controversial issue

See Teaching tips: Making tasks work, page 23.

Preparation (PAGES 110-111)

Listening

- Go through the key vocabulary with the class, checking understanding. Students look at the photos and discuss what they think each case is about in pairs.
- 2a 11.3 Play the recording for students to check their ideas. Ask students how much they guessed correctly.
- **b** Focus students' attention on the case summaries on page 111, and ask students to complete them from memory.
- c Play the recording again for students to check their answers, pausing after each section for them to make any changes to their notes. Check answers as a class.

ANSWERS:

Case 1:

15, secondary school student, attends private girls' school wants plastic surgery to change the shape of her nose; says she feels strong peer pressure to look attractive; believes her appearance will affect her career prospects

don't think her nose is a problem, and think she should wait until she is 21, as she may feel differently then; will pay for the surgery if doctors recommend it

Should she have surgery to change her nose before she is 21?

Case 2: 6, parents separated, two siblings, lives with his mother

diagnosed with ADHD, for which he has been prescribed a new drug wants her son to take the drug, as his problem is affecting his life both at home and at school, where he is falling behind doesn't want his son to take the drug, saying he just needs a more disciplined school, and to play outside more instead of playing computer games indoors

Should he start taking the drug?

Case 3:

early 60s, lifelong smoker, retired school secretary has a life-threatening illness, needs expensive surgery and medication treating her does not represent value for money, as she is shortening her life through smoking anyway

she has paid her taxes all her working life, and her illness isn't directly linked to smoking; she is well enough to undergo surgery

because, with an ageing population, healthcare is getting more and more expensive and choices have to be made

Should she be treated at the taxpayer's expense?

Give students a few minutes to read the fact file and answer any questions they have. Students match the facts to the cases and check in pairs before checking answers as a whole class.

ANSWERS:

B 2 C 3 D 2 E 3 F 1 G 3



Task (PAGES 110-111)

Speaking

Explain the two options to the class, and elicit, via a show of hands, which they would prefer to do. If you feel your students are able to discuss fairly controversial issues maturely, then Option B may be better as students can discuss their own opinions at the end. If not, then Option A might be better.

Option A

- 1 Go through the Useful language box, sections a and b, then put students in pairs to choose a case and think of their arguments. Go round and help with ideas and vocabulary where necessary.
- 2 Go through the phrases in the Useful language box, section c, and explain that students may want to use the phrases in sections a and b too. Put pairs into groups, and explain that they should present their arguments for and against, before discussing and trying to reach agreement.
- 3 Groups take it in turns to present their arguments and conclusions to the class. Encourage the other students in the class to ask questions and voice their own opinions.

Option B

- 1a-c Divide the class into two large groups to prepare their arguments either for or against each case. Go through the Useful language box, sections a and b, then put students in pairs within each group to think of and write their arguments. Monitor and help with ideas and vocabulary where necessary. When they are ready, pairs share their ideas with the rest of the group.
- 2 Put students in pairs with a student from the other group. Students present their arguments, and then try to persuade each other of their side of the argument.
- 3 Go through the phrases in the Useful language box, sections b and c, and then discuss each case as a class.

Share your task

Some additional ideas could include:

- Students work in groups of three, each discussing a different case from the task. They then film/record themselves taking it in turns to summarise the facts and give their opinion. Other students watch the recording and say who they agree with most.
- Students work in pairs, and film/record themselves interviewing the person in one of the cases.
- Students film/record themselves roleplaying a panel discussion: with a presenter and one person arguing for and another arguing against the issue.

Language focus 2 (PAGES 112-113)

Hypothetical situations in the past

See Teaching tips: Using a discovery approach to grammar, page 20.

WARM UP

Tell the class about a regret you have in your life. Give details and explain how you think your life might be different if you had done things differently. Give students a few minutes to think of a regret they are happy to share with their classmates and prepare the details. When they are ready, put students in small groups to tell each other their ideas.

- 1 Focus students' attention on the photo and elicit how students think the man is feeling. Give students a few minutes to read the quotes and discuss which they most agree with and why. Ask a few students to share their ideas with the class.
- 2a Tell students to read the text quickly and decide whose regrets they think it describes.

POSSIBLE ANSWER:

The text describes the regrets people have when they come to the end of their lives.

Students read the regrets again and guess the missing words then compare ideas in pairs. Elicit ideas from the class, then refer students to page 126 to check their answers.

ANSWERS:

- a myself b hard c feelings, feelings d friends
- e happier, happiness
- 3a Students work individually then check in pairs. Check answers with the class, but don't go into any explanation of answers at this stage.

ANSWERS:

- 1 might have, had 2 wouldn't, had 3 hadn't, wouldn't
- 4 had, would have
- b Students match the sentences and regrets in pairs. Don't give any answers yet.
- c 11.4 Play the recording for students to check their answers. Students check in pairs before checking answers with the whole class. Discuss which speakers they think express regret.

ANSWERS:

1 c 2 a 3 d 4 b

Speakers express regrets in situations 1 and 4.

GRAMMAR

Hypothetical situations in the past

1–3 Students work through the questions in pairs. Check answers with the class, and go through the notes on the use of past tenses with hypothetical language below.

ANSWERS:

- 1
- a They refer to things which didn't happen.
- **b** the Past perfect
- 2
 - a sentences 1 and 4
 - b sentences 2 and 3
 - C

sentences 1 and 4: would have + past participle in the main clause, Past perfect in the *if* clause sentences 2 and 3: would + infinitive in the main clause,

Past perfect in the *if* clause

3

- 1 would have been promoted / would be manager
- 2 would have got together / would be together
- 3 wouldn't have lost touch / would still be friends

You may want to ask students to read Study 2 on page 162 for a more detailed explanation of hypothetical situations in the past.

Notes on tenses with hypothetical language

It can be useful to think of past tenses as 'distant' and present tenses as 'near'. In this way, there are three things which affect our choice of tense: time, register and reality.

Time: We use past tenses to describe past actions because they are distant in time, e.g. I crashed the car yesterday.

Register: We communicate with people we see as distant by using past tenses to sound more formal, e.g. I was wondering if you could tell me how to get there?

Reality: We speak hypothetically by using past tenses to indicate distance in reality, e.g. *If I had arrived earlier, I would have seen her.*

Hypothetical situations in the past with *if* are made up of two 'pasts' – one to express non-reality, and one to express past time.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 162 first.

1a Do the first example as a whole class, highlighting the tenses and the position of never. Ask students to write the complete sentences in their notebooks so that they have space to write the answers. Check that they understand set eyes on someone (meet someone). Students work individually or in pairs. Walk round the room helping with verb forms. Go through the answers with the class. Where there are alternative answers, ask students to explain what the difference in meaning is.

ANSWERS:

- 2 hadn't done 3 had bought 4 hadn't met, would have been 5 had allowed 6 had tried 7 would be / would have been, hadn't opened 8 had never gone 9 could 10 had never set
- **b** To demonstrate the activity, give a true example of your own. Then give students a few minutes to think of their situations. If you are short of time, reduce the number of situations students write about. While they are working, walk round the room providing any vocabulary they need and helping with verb forms.
- c Students work in pairs to discuss their regrets. When they have finished, ask if anyone would like to share ideas with the class. Since some of the situations might be quite personal, don't force the issue if students don't want to share.
- 2 Students discuss the question in pairs.

ADDITIONAL PRACTICE

Resource bank: Activity 11B A nightmare holiday (Hypothetical situations in the past); Activity 11C I wish he wouldn't do that! (Hypothetical situations in the present and past)

Study, practice & remember: Practice 2

Workbook: Language focus 2: Hypothetical situations in the past, pages 67–68

Wordspot (PAGE 113)

life

See Teaching tips: Working with lexis, page 21.

1a Students do the exercise in pairs. Encourage them to guess the answers if they are unsure and allow weaker classes to use their dictionaries. Check answers as a class.

ANSWERS:

See answers to exercise 1b below.

b Students work individually to underline the words and phrases. Check answers as a whole class.

ANSWERS:

- 1 lifelong 2 private life 3 Life expectancy 4 life guard
 5 life sentence 6 life-threatening 7 lifetime 8 making life
- 9 life jacket 10 real life 11 lifelike 12 that's life
- 2 Students complete the definitions in pairs. Refer them to the previous exercise for help if necessary. Check answers as a class and emphasise that it is often useful for students to learn the whole phrase, e.g. a life-threatening illness, a lifelong ambition, etc.

ANSWERS:

- 2 life guard 3 life sentence 4 life jacket 5 lifelike
- 6 That's life 7 life difficult 8 life-threatening 9 private life 10 lifelong 11 chance of a lifetime 12 Life expectancy
- 3 11.5 Play the recording, pausing after each question for students to write it down. Check students have written the questions correctly before they discuss them in pairs.

ANSWERS:

- 2 Have you ever been rescued by a life guard?
- 3 Do you find it easy to talk about your private life?
- 4 Is anyone making life difficult for you at the moment?
- 5 Which film star would you like to meet in real life?

ADDITIONAL PRACTICE

Workbook: Wordspot: life, page 68

Language live (PAGES 114-115)

Speaking (PAGE 114)

Reporting opinions

- 1 Students work in pairs to make a list of reasons for and against the use of animals in medical research. Walk round and help with vocabulary, writing any new words/phrases on the board.
- 2 11.6 Go through the questions and elicit possible endings. Play the recording, pausing after each question for students to write what the reporter said.

ANSWERS:

- 1 polls reveal 2 do the polls show 3 testing cosmetics on animals 4 summarise the polls overall
- 3 Before playing the recording, ask students to read the sentences and attempt the exercise from memory. Play the recording again for students to check their answers. Students check in pairs before checking answers with the class. Drill the phrases chorally and individually.

ANSWERS:

1 opinion polls 2 one in five 3 Three-quarters 4 four out of five 5 over half 6 The vast majority 7 Generally speaking

4 Introduce the topic by asking students about smoking in their country/ies, e.g. Do many people smoke? Is it illegal to smoke in public places? Give students a few minutes to read the research about smoking.

POSSIBLE ANSWERS:

More than four out of five people are non-smokers.

Two thirds of people support a ban on smoking in all public places. In 2001, only one out of three people supported the idea.

Just under half the people support a ban on smoking in cars.

One in three people think smoking should be made completely illegal.

The vast majority of people think that the minimum age to buy cigarettes should be 16 or higher.

- 5a Give students plenty of time to think about what they are going to say, they then act out their interview in pairs. Monitor and help where necessary.
- **b** Students swap roles. When they have finished, ask if any pairs want to perform their interview for the class.

Language live, Speaking: Additional activity

After completing the exercises, ask students to choose a 'controversial' topic and pose it as a question, e.g. Should celebrities be allowed to keep their privacy? Are we becoming too dependent on computers? Do computer games cause violence? Make sure they choose something which interests them, as this will make it more motivating. When they are ready, students mingle and ask their question to other students in the class, recording answers. When they have finished, give them five minutes to write some sentences which report the class's opinions using the language from exercise 3. Circulate and help where necessary. When they are ready, students present their findings to the class.

Writing (PAGES 114-115)

A 'for and against' essay

Students discuss the questions in pairs and make lists. In feedback, elicit students' answers and write their ideas on the board.

POSSIBLE ANSWERS:

- 1 aquariums, circuses, cockfighting, dog racing, films, horse racing, hunting and shooting, theatres
- 2 Students' own answers
- 2 Students read the essay and compare the arguments in it with their ideas from exercise 1. Check understanding of take something for granted, cramped and outweigh. In feedback, ask different students to summarise the arguments for and against in the essay.

ANSWERS:

For:

- · safer and more enjoyable life in the entertainment business
- important educational function
- · animals are adaptable and enjoy life in captivity

Against:

- suggests animals have no rights
- animals are kept in cramped, unnatural conditions
- · often badly treated by their keepers
- they lose their identity, and so the educational aspect is lost

3 Students complete the essay with the words then check in pairs. Go through the answers with the class and check understanding of the linking words.

ANSWERS:

1 although 2 First of all 3 both 4 Secondly
5 lastly 6 both 7 both 8 both 9 Another argument
10 both 11 both

Writing, exercise 3: Alternative suggestion

Before looking at the words in exercise 3, ask students to read the essay again. They think of their own words to fill the gaps, then check in pairs. Elicit students' answers and write them on the board, then ask students to compare them with the alternatives in exercise 3. Finally students complete the text with the correct words.

4 Explain that either one or two of the phrases are wrong each time. Students work individually then check in pairs, before checking answers with the whole class. As you check answers, ask students to explain why the options are wrong.

ANSWERS:

(incorrect phrases)

- 1 Such as / Also; Another argument
- 2 another argument / however; Such as / At first
- 3 first of all; In conclusion / However
- 5a Give students enough time to choose a title and think of arguments for and against. Walk round and help with ideas and vocabulary where needed, and encourage them to think of as many arguments as possible.
- **b** Students select their strongest ideas and think of supporting points. Circulate and help where necessary.
- 6a Go through the checklist with the class. Students write the first draft of their essay. Monitor and help with vocabulary, and make sure students are using the linking expressions correctly.
- **b** Students swap drafts with a partner, and comment on each other's work using the checklist in exercise 6a. When they have finished, students write a final draft of their essay.

ADDITIONAL PRACTICE

Workbook: Language live: Reporting opinions, page 69; Writing: A for and against essay, page 69

Study, practice & remember (PAGES 161–163)

See Teaching tips: Using the Study, practice & remember sections, page 25

Practice 1

ANSWERS:

1

1 got, could buy 2 started 3 wouldn't interrupt

4 would be, wasn't 5 could 6 made

7 won, would you do 8 would hurry up

2

Students' own answers

3

1 went 2 could type 3 were 4 was 5 had 6 were 7 weren't leaving 8 wanted 9 could eat 10 didn't were

Practice 2

ANSWERS:

- 1 had told me, would have bought you
- 2 would have brought, had had
- 3 would have got, hadn't followed
- 4 hadn't failed, would have
- 5 would never have done, hadn't encouraged
- 6 had known, would have waited
- 7 had taken, would believe / would have believed
- 8 had listened, wouldn't be

Students' own answers

3

- 1 'd bought 2 had treated 3 had known 4 had not lost
- 5 had stayed 6 had done 7 would be 8 would have been
- 9 might have given 10 had gone

Remember these words

ANSWERS:

solar energy, nuclear bomb, life guard, life expectancy, life sentence, private life, long-term effects, wind power, peer pressure, self esteem, fossil fuel, volcanic eruption, toxic chemical, magnifying glass, taxpayer

- 1 a nuclear bomb: man-made; the other words are natural phenomena
- 2 toxic chemicals: the other words refer to sources of energy
- 3 to reflect: describes what happens to sunlight on some surfaces; the other words are movements
- 4 to contribute to: the other words are trying to stop something
- 5 a life sentence: a punishment; the other words are to do with saving lives

Study tips

- Introduce the topic by asking students how quickly they read in their first language and in English, and if there's much difference. Students read the ideas and tick or cross them as appropriate, then compare in pairs.
- Students discuss the ideas in pairs. Encourage them to try out some of the ideas over the next few weeks.

12 FAINE

OVERVIEW

PAGES 116-117

Reading and vocabulary: Fifteen minutes of fame

Common European Framework: Students can scan longer texts to find specific information, and find information in different parts of a text in order to fulfil a specific task; can account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments.

PAGES 118-119

Grammar: Use of gerunds and infinitives Listening: Celebrities and the media

Common European Framework: Students can understand most radio programmes and other recorded or broadcast audio material delivered in standard dialect; can take an active part in informal discussion.

PAGES 120-121

Grammar: Different infinitive and gerund forms

Pronunciation: Sentence stress

Common European Framework: Students can express their thoughts on cultural topics such as celebrities, music, films; can give brief comments on the views of others.

PAGES 122-123

Task: Hold the floor!

Common European Framework: Students can intervene appropriately in discussion, exploiting appropriate language to do so; can initiate, maintain and end discourse appropriately with effective turn-taking.

PAGES 124-125

World culture: Changing lives in Malawi

Common European Framework: Students can understand a wide range of recorded and broadcast audio material, including some non-standard usage.

Reading and vocabulary

(PAGES 116-117)

Fame

See Teaching tips: Working with lexis, page 21.

WARM UP

Download or bring to class some photos of celebrities, especially any that have recently been involved in scandals or gossip. Display them round the classroom and ask students to walk round in pairs, discussing what they know about each celebrity.

- In order to introduce the topic, tell the class about your own interest in celebrities and those of people in your country in general. Students discuss the questions in pairs.
- 2a Students use their mobile phones or dictionaries to check the meaning of the phrases. Answer any questions they still have with further explanations or examples. Students choose and write five names in pairs. Make sure both students write the answers down, as students will have to work with a different partner afterwards.
- b With weaker classes, demonstrate the activity first with a stronger student. Students work with a different partner and take turns to say the names they chose and guess why. Then ask one or two students to read out the names they wrote and have the class guess the reason.

- 3a Students read the introduction then answer the questions in pairs. Elicit students' ideas and have a brief class discussion.
- b Before students read the article, go through the names in the box and ask if students have heard of any of them. Students read the article and make notes on the people, then check answers in pairs. Check understanding of preacher, hoax, daydream and stalkers. Check answers with the class.

ANSWERS:

George Whitefield: 18th-century English preacher who drew a large crowd when he visited Boston in the USA

Sam Patch: 19th-century American, made famous in the first cheap newspapers for jumping into rivers, including Niagara Falls, from high places

Falcon Heene: the young son of an American couple who tried to attract media attention by pretending he was on board a large balloon which had broken free

Susan Boyle: Scottish singer who gained international fame after appearing on a British TV talent show

Donato Dalrymple: a fisherman who enjoyed the media spotlight after saving a boy from the sea

4 Students complete the sentences, referring back to the article to help, then check in pairs. Go through answers with the class.

POSSIBLE ANSWERS:

- 1 TV talent-show contestants
- 2 photography
- 3 the arrival of cheap newspapers and the demand for exciting stories
- 4 jump into the Genesee River in New York
- 5 the audience
- 6 fame / landing their own reality TV show
- 7 Over 40 percent
- 8 she was ill-equipped to cope with her sudden fame
- 9 the press and paparazzi
- 10 'Andy Warhol Syndrome', or having to adjust to ordinary life after a spell in the spotlight
- 5 Students discuss the questions in groups. When they have finished, nominate a student from each group to summarise their discussion for the class.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Fame, page 70

Language focus 1 (PAGES 118-119)

Use of gerunds and infinitives

See Teaching tips: Using a discovery approach to grammar, page 20.

WARM UP

Write the following prompts on the board:

I'm not very keen on ...

I try to put a lot of effort into ...

I'm too sensible to ...

When I was younger, my parents never let me ...

I don't think I'm likely to ... in the near future.

I find it difficult to put up with ...

Ask students to complete the sentences so they are true for themselves. Walk round and correct any errors with gerunds/infinitives, if students are using them. When they have finished, put students in pairs to share their answers. In feedback, ask a few students to share any interesting information they found out with the class.

- 1 Elicit one or two personality traits as an example, then put students in pairs to think of more. Write students' answers on the board.
- 2a Check that students understand bump into someone and pose (for a photo). Students do the quiz in pairs.
- **b** Students use the key to add up their scores, then ask them to turn to page 130 to read the conclusions. In feedback, ask students if they agree with the conclusion and why/why not.

GRAMMAR

Use of gerunds and infinitives

1 Students underline the infinitives and circle the gerunds then check in pairs. Check answers with the class.

ANSWERS:

Infinitives: to become, to go, to celebrate, to bump into, to go, to let, to go, to be seen, to remember, to remember, to remember, to wear, to wear, to be, to impress, to tell, to make, to get, to remember, to talk, to move on, to find, to be, to hide Gerunds: going, making, marrying, having, choosing, planning, finding, Impressing, talking, being, practising

2 Give students a minute to read the examples, and then ask them to find more examples in the quiz. Check answers with the class and go through the language notes below.

ANSWERS AND LANGUAGE NOTES:

- 1 You don't like making, who won't mind talking, You've spent ages practising (Some verbs are followed by gerunds, but there are no explicit rules for this. When students learn a new verb, they also need to learn what form follows it. As a very general rule, however, verbs which describe true feelings, e.g. like, love, enjoy, hate, can't stand, etc. are usually followed by the gerund.)
- 2 How do you go about choosing, You aren't ... keen on being photographed
- 3 Impressing the right people ... is important (Grammatically, a gerund as the subject of a sentence is used in the same way as a noun. A gerund can also be used as an object, e.g. I like watching TV.)
- 4 You expect other people to remember, if it helps to get you noticed, You pretend not to remember, You manage to hide (There are no explicit rules for this. When students learn a new verb, they also need to learn what form follows it. As a very general rule, however, verbs with a future meaning, e.g. hope, expect, plan, promise, etc. are usually followed by the infinitive.)
- 5 the right place to be seen, an excuse to move on
- 6 happy to let other people, desperate to impress, prepared to tell lies (Many adjectives are followed by the infinitive. Students need to learn them as they go along.)
- 7 too nervous to remember
- 8 Have you got what it takes to become, go to a club to celebrate, tell lies about yourself to make the right impression (This pattern is very common, and is a shortened form of *in order to*.)
- 9 something special to wear
- 10 You wouldn't dare tell lies

Explain to students that after *like*, both the gerund and infinitive can be used, but with slightly different meanings. Demonstrate this with the following example:

I don't like getting up early, but on a Monday morning I like to get up early so I can plan my work for the week.

The gerund is used to show a true feeling, but the infinitive is used when there is a reason why I have this preference.

You may want to ask students to read Study 1 on page 164 for a more detailed explanation of the use of gerunds and infinitives.

Grammar: Additional activities

- a Make two posters, one for gerunds and one for infinitives, and put them on the wall of the classroom. As new verbs come up in class, ask students to add them to the appropriate poster.
- b Test students regularly by giving them a list of verbs and asking them to decide which take the gerund and which take the infinitive.
- c Encourage students to use their dictionaries to check if a verb is followed by a gerund or an infinitive.

PRACTICE

- 1a Students complete the quotes then check in pairs. If students find this activity difficult, refer them to Study 1 on page 164 of the Students' Book. Don't check answers yet.
- **b** 12.1 Play the recording for students to check their answers. Ask students which quotes they like best.

ANSWERS:

1 to become 2 to prevent 3 recognising 4 Being 5 dreaming 6 being 7 to be 8 reading 9 writing 10 to have 11 to get 12 to mean 13 to achieve 14 to achieve 15 dying 16 Being 17 being 18 being 19 being

Practice, exercise 1b: Alternative suggestion

When playing the recording for students to check their answers, tell students that you are a 'human media player' and elicit play and pause. Tell students that they can make you control the recording with these commands, so for example, if they need time to write an answer, they can call out 'pause' for you to pause the recording, and 'play' when they want you to continue.

2a Students complete the questions, and then check with the whole class.

ANSWERS:

1 going 2 getting 3 to chat, to stick 4 remembering, remembering 5 to get, to fit, to feel 6 taking, being

b Students work in pairs to discuss the questions. Monitor and make notes of any common errors for later feedback. Ask one or two students to share any interesting information with the class, and give students feedback on their language.

ADDITIONAL PRACTICE

Resource bank: Activity 12A Gerund and infinitive dominoes (Use of gerunds and infinitives); Activity 12B Design your own soap opera (Use of gerunds and infinitives)

Study, practice & remember: Practice 1

Workbook: Language focus 1: Use of gerunds and infinitives, pages 72–73

Listening (PAGE 119)

Celebrities and the media

- Students discuss the meaning of the phrases in pairs, using their mobile phones or dictionaries to check any they're not sure of. Check understanding of the phrases with the class, and elicit students' ideas as to what the stories are about.
- 2 12.2 Students listen to the recording to check their predictions, and then answer the questions in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1 To prevent the media from publishing details of an extra-marital affair he had with a colleague. He is a family man and said he and his family have a right to privacy.
- 2 Charlotte Morland's phone was hacked into by tabloid newspapers. They published details of her mother's mental illness and as a result, her mother had a breakdown. Charlotte Morland wrongly accused friends of selling stories to journalists.
- 3a 10 12.3 Explain that students are going to listen to a radio phone-in show, where members of the public call in to give their opinions on the news stories. Explain that students shouldn't worry if they don't understand every word at this stage, but should listen for the general opinions of the callers. Students listen then check in pairs. Check answers with the whole class.

ANSWER:

Listeners seem to be sympathetic to the Morland family, but not to the 'unnamed entertainer'.

b Students match the listeners to their opinions then check in pairs. Check answers with the whole class.

ANSWERS:

Lesley d Gemma e Robert a Carol b Carl f

c Ask students what reasons the listeners gave for their opinions and if the presenter gave any opinions. Play the recording again for students to check, and then go through the answers with the class.

ANSWERS:

Becky: X's children haven't chosen to be famous; they are the ones who are going to suffer

Carl: X's behaviour is hypocritical so the public has a right to know Lesley: X should have thought about his children before he started having an affair

Gemma: what happened to the Morland family makes her ashamed to be British; nothing can compensate for that kind of trauma

Robert: the public are the hypocrites, not the journalists; tabloid newspapers only publish stories like this to sell newspapers

The Presenter doesn't really give an opinion, except to say that the story of Charlotte Morland and her mother is 'sad'.

Put students in groups to discuss the questions. When they have finished, ask one or two students to share their ideas with the class.

Language focus 2 (PAGES 120-121)

Different infinitive and gerund forms

See Teaching tips: Using a discovery approach to grammar, page 20.

- Focus students' attention on the photos and elicit the celebrities' names. If they aren't sure of any, refer them to page 130 to check (from left to right: Michael Jackson, Elvis Presley, Marilyn Monroe, John Lennon and Amy Winehouse). Students discuss what they know about each one in pairs. Elicit students' ideas.
- Students read the article and match the descriptions to the photos, then check in pairs. Check answers with the whole class.

ANSWERS:

D Michael Jackson

A Marilyn Monroe

B Elvis Presley

E Amy Winehouse

C John Lennon

Students discuss in pairs then check answers with the class.

ANSWER:

Michael Jackson

Go through the phrases with the class and check understanding. Students complete the article with the phrases then check answers with the class.

ANSWERS:

- 1 She desperately wanted to be taken seriously
- 2 most men would like to have met
- 3 he became notorious for not looking after himself
- 4 despite having died in 1977
- 5 he decided not to focus on music any more
- 6 he hated being criticised
- 7 she often seemed to be suffering

GRAMMAR

Different infinitive and gerund forms

Explain that gerunds and infinitives can be used in different forms. These should not be too difficult because students are already familiar with passives, perfect and continuous forms, and the same rules of form and meaning apply here. Give students a few minutes to find the examples and think about the form. Then go through the answers and the language notes, eliciting and giving explanations.

ANSWERS AND LANGUAGE NOTES:

- 2 not looking
- 3 to be taken (Used here because it's clear who she wanted to take her seriously.)
- 4 being criticised (Used here because the people who criticised him are not specified.)
- 5 to be suffering
- 6 to have met (Used to refer to the past, i.e. it's not possible to meet Marilyn Monroe now.)
- 7 having died

You may want to ask students to read Study 2 on page 165 for a more detailed explanation of different infinitive and gerund forms.

PRACTICE

1a Introduce the texts and ask students to predict what they expect to find in each. Elicit a few ideas. Students will have seen most of the vocabulary earlier in this unit, but check that they understand paparazzi and kidnap. Students work in pairs to read the first text and choose the correct answers. Refer them to Study 2 on page 165 of the Students' Book if necessary. Check answers as a class.

ANSWERS:

- 1 being seen 2 Being followed 3 Not getting, to take
- 4 to be criticised 5 to sell 6 to have 7 Having
- 8 being kidnapped 9 selling 10 Not knowing
- **b** Students read the second text, complete the gaps and then check in pairs. Check answers with the class and ask if students would like to be rich and famous or not.

ANSWERS:

- 2 being invited 3 Not having, to be 1 to have become
- 4 Not having, to spend 5 to be seen 6 have 7 Being expected 8 Not having, to buy 9 to sell 10 Being given

- 2a Go through the situations and elicit one thing to not worry about in each case. Students work in groups to choose three of the situations and make their lists. Walk round the class providing vocabulary and correcting form, if necessary.
- **b** Put students in pairs with someone from a different group. Ask them to compare their lists and to add more ideas if they can. When they have finished, nominate a few students to share their ideas with the class.

Practice, exercise 2b: Alternative suggestions

- a If you have a large class, add more topics to the list or ask students to decide on additional topics before you begin the exercise.
- **b** If the topics are not suitable for your students, prepare different ones in advance or ask students to decide on their own topics.
- c If you want to extend the activity, ask students to think of five things to worry about as well.

PRONUNCIATION

See Teaching tips: Helping students with pronunciation, page 22.

1 12.4 Play the recording, pausing after each sentence for students to tell you how many words there are. Play the recording again, pausing after each sentence for students to write. Check answers with the class, and write the sentences on the board.

ANSWERS:

See answers to exercise 2a below.

2a Ask students to mark where they think the stressed words are. Play the recording again for students to check their answers. Go through the answers with the class and mark the stressed words on the sentences on the board.

ANSWERS:

(stresses are underlined)

She asked me not to be late. (7 words)

I'm unhappy about not working. (5 words)

I'd like to have travelled more. (6 words)

He needs to be told. (5 words)

She seems to be sleeping. (5 words)

I really like being asked my opinion. (7 words)

b Drill the sentences with the class.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 2

Workbook: Language focus 2: Different infinitive and gerund forms, pages 73–74; Pronunciation: Sentence stress, page 74

Task (PAGES 122-123)

Hold the floor!

See Teaching tips: Making tasks work, page 23.

Preparation (PAGES 122-123)

Listening and speaking

1a Look at the example with the class, then put students in groups to make a list. When they have finished, elicit answers from the class and write their ideas on the board.

POSSIBLE ANSWERS:

in seminars at school or university, in a school assembly, in a place of worship, at a wedding or other celebration, in the local branch of a political party or other community group, as a presenter in an amateur dramatics or music show

- b Discuss how students feel in these situations.
- 2a Give students a minute to read the rules and check they understand what they have to do.
- **b** 12.5 Give students a minute to read the topics on the cards and go through the questions so that they are clear about what to listen for. Students listen then answer the questions in pairs. Check answers with the class.

ANSWERS:

Eliza: If you had to be famous, what would you like to be famous for?

James: Is it easier or more difficult to make friends if you are famous?

Harriet: Would you ever appear on a reality TV programme?

James did best, as he spoke for the full 30 seconds.

Eliza repeated herself and Harriet hesitated.

Task (PAGES 122-123)

Speaking

- 1a Give students plenty of time to prepare their ideas. Walk round and help with vocabulary, writing any new words/phrases on the board, and also help with ideas where needed.
- **b** Refer students to the phrases in the Useful language box, sections a and b, and ask them to think about how they could use them with their ideas and topics.
- 2 Before students start, refer them to the phrases they will need in the Useful language box, section c. Students play the game. Monitor and make notes on students' errors and good language use for later feedback. When they have finished, ask each group who was most successful, and give the class feedback on their language.

Follow up (PAGE 123)

Writing

1 Students choose an option and write their texts. Go round and help with ideas and vocabulary where necessary. When they have finished, students swap their written work with a partner in order to get feedback. Students can then write a final draft for homework.

Share your task

Some additional ideas could include:

- Students film/record themselves speaking about one of the topics for a minute. Other students work in groups and brainstorm ideas related to the topic, then watch or listen to the recording to see if any of their ideas were mentioned.
- Students film/record themselves playing the game as a TV/radio programme, with one student acting as a presenter.
- Students prepare visuals to show as they talk about the topic, then film themselves referring to these as they speak.

ADDITIONAL PRACTICE

Workbook: Writing: A forum post, page 75

World culture (PAGES 124-125)

Changing lives in Malawi

Culture notes

Malawi is a landlocked country in southeast Africa. It is a former British colony (formerly known as Nyasaland), which gained independence in 1964.

It is one of the world's least-developed countries, with an economy based mainly on agriculture, and a largely rural population of around 15 million. The government relies heavily on overseas aid to meet development needs, though this has decreased since 2000. In recent years the economy has shown some improvement, but this is still a country where the average amount to live on per day is only 60 pence, and only 74% of adults can read.

Malawi has a high infant mortality rate and a low life expectancy of around 55 years.

The Great Rift Valley runs through Malawi from north to south, and to the east of the valley is Lake Malawi, sometimes called the 'Calendar Lake' as it is 365 miles long and 52 miles wide. This huge expanse of water means that 20% of Malawi is covered by water.

WARM UP

Download or bring to class a map of Africa, and show or elicit where Malawi is. Elicit what students know about the country.

Find out first (PAGE 124)

- 1a Students complete the factfile in pairs. Elicit students' ideas but don't give any answers yet.
- **b** If possible, students go online to check their answers, using the search terms in the box. Otherwise students check answers with you. Check answers with the class, and feed in information from the Culture notes if necessary.

ANSWERS:

Population: 15

Life expectancy: 55

Average amount to live on per day: 60 pence Percentage of adults who can read: 74

Extraordinary fact: water

View (PAGE 124)

See Teaching tips: Using the video material in the classroom, page 24.

- 2a Focus students' attention on the photos and elicit students' ideas.
- **b** So through the events with the class and check understanding, especially of to go viral. Play the DVD for students to watch and put the events in order. Students check in pairs, and then check answers with the whole class.

ANSWERS:

e, d, b, g, h, c, f, a

3 Students match the beginnings and endings of the phrases. Play the DVD again for students to check their answers, then compare in pairs. Check answers with the whole class.

ANSWERS:

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

4 Give students a minute or two to review their answers to exercises 2b and 3, then put them in pairs to practise retelling the story. In feedback, nominate students to retell the story to the class, with one student starting, another continuing, etc.

World view (PAGE 125)

- **5a** Ask students to copy the table into their notebooks. Go through the questions and make sure students are clear about what to listen for. Play the DVD, pausing after each speaker for students to write their notes. Check understanding of abseiling.
- **b** Students compare notes in pairs. Play the DVD again if necessary, and then check answers with the class.

ANSWERS:

Jurgen: hostels for homeless people; doesn't say what moved him to help; he abseiled from the top of an eighteen-storey building.

Fauzia: Booktime (help students with reading); she had been reading about the problem; she went to a school and read with a child.

Helen: Homelessness; she gets upset when she sees homeless people on the streets; she donates money.

Jeanette: Famine in Ethiopia; she was upset when she saw pictures on television; she organised an ice-skating event and raised over a thousand pounds.

Martin: Dementia UK; his father has dementia and he wanted to help others in the same situation; he gave money.

c Put students in groups, and ask them to choose one of the questions to discuss, or allocate a different question to each group. When they have finished, nominate a student from each group to share their ideas with the class, and find out if other students agree.

Find out more (PAGE 125)

6a Go through the list of events and ask if students have heard of any of them. Students go online to find out only where each event takes place. Check answers with the class.

ANSWERS:

Thrill the World: worldwide

Red Nose Day: UK

The Mongol Rally: Europe - Mongolia

Twestival: online, worldwide

b Students research one of the fundraising events individually, then compare what they found out in pairs. Circulate and help with vocabulary where necessary.

Write up your research

7 Students write their paragraphs individually, using the prompts to help them. Circulate and help where necessary. When they have finished, students swap and read each other's paragraphs. Elicit any interesting information that students found out.

Students can now do Progress Test 6 and the End of course test on the Teacher's Resource Disc.

Study, practice & remember (PAGES 164–166)

See Teaching tips: Using the Study, practice & remember sections, page 25.

Practice 1

1 gerund:

ANSWERS:

gerund: don't mind, enjoy, good at, have trouble, it's worth, miss, practise, suggest

infinitive: agree, offer, old enough, pretend, refuse, seem, too lazy infinitive without to: let, had better, would rather

2

1 to go 2 ignoring 3 to remember 4 getting 5 to be 6 wait, to see, to make, appreciate •7 knowing

8 going 9 to make 10 to find, notice

11 arrive, to make 12 to like

3a

1/

2 Do you miss being a young child?

3 /

4 ... too old to change career?

5 Are you better at talking or listening?

6 Would you rather be watching TV ...?

7 1

8 Have you ever threatened to hit someone?

9 ... your 16-year-old son stay out late at night?

10 When and where do you practise speaking English?

11 Do you have more trouble writing or speaking English?

12 Do you refuse to give money to beggars?

13 ✓

14 /

36

Students' own answers

Practice 2

ANSWERS:

1

1 to be asked 2 to worry 3 asking 4 to take 5 to be

6 to have worked 7 to have seen 8 to be released

9 to be seen 10 not to interfere

Students' own answers

Remember these words

ANSWERS:

1 obsession 2 confidence 3 legend 4 immortality
5 fame 6 hypocrite 7 paranoia

1 draw 2 splashed 3 making 4 made 5 lose 6 take 7 receive 8 pose 9 make

the media <u>spot</u>light
to be a <u>living</u> legend
she does have a record <u>deal</u>
very <u>comfortable</u> in her own skin
the pressure of <u>fame</u> hard
<u>splashed</u> across the newspapers

Study tips

- 1 Introduce the topic by asking students how they use the internet to learn or practise English. Explain that an *online corpus* is a huge database of authentic language use. There are several of these which can be accessed online. By searching for a word or phrase you can see examples of how it's used. Show one or two examples if possible. Students read the suggestions and tick the ones they've tried.
- 2 Students discuss in pairs, and then share their ideas with the whole class.