

EMPOWER

SECOND EDITION

TEACHER'S BOOK
WITH DIGITAL PACK

B1

PRE-INTERMEDIATE

Lynda Edwards
with Ruth Gairns, Stuart Redman, Wayne Rimmer

Better
Learning

EMPOWER

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with Ruth Gairns, Stuart Redman, Wayne Rimmer,
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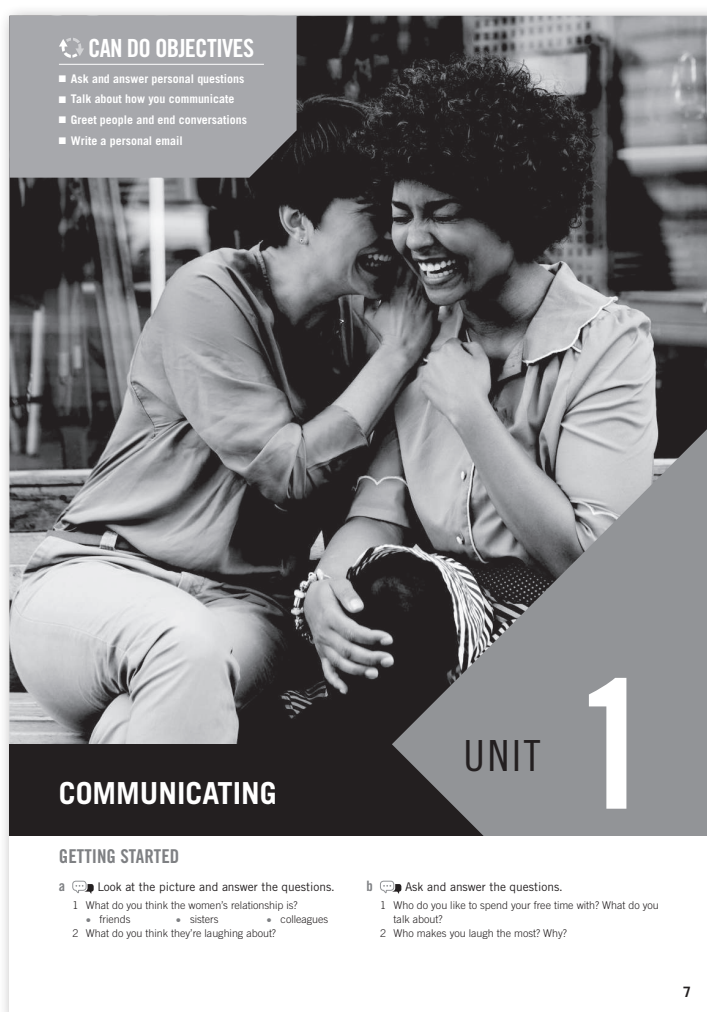
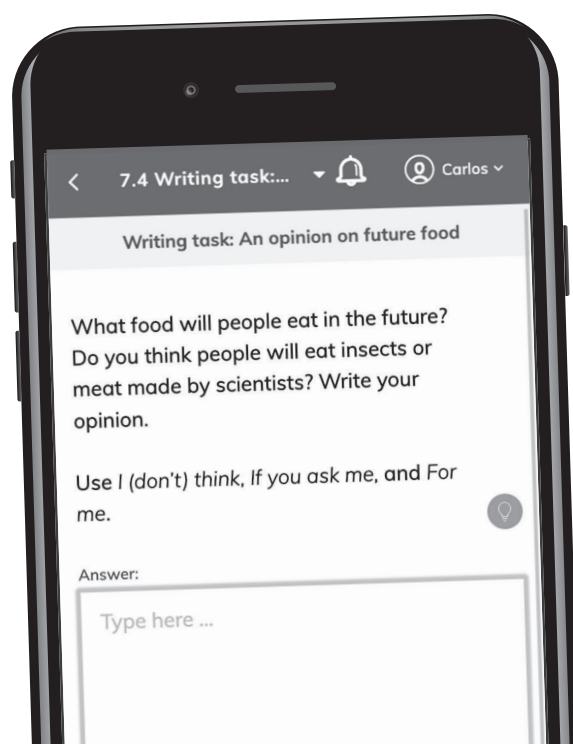
EMPOWER SECOND EDITION is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you love.

Assessment you

can trust.



Better Learning with *Empower*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

Learner engagement

1 Content that informs and motivates

Insights

Sustained motivation is key to successful language learning and skills development.

Content

Clear learning goals, thought-provoking images, texts and speaking activities, plus video content to arouse curiosity.

Results

Content that surprises, entertains and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

1A DO YOU PLAY ANY SPORTS?

1 SPEAKING AND LISTENING

a Look at pictures 1-3 and answer the questions.

- What event are the people at?
- Do you think each pair are meeting for the first time? Why / Why not?

b Listen to conversations 1-3. What do the people talk about? Write the numbers of the conversations.

- the party
- people they know
- money
- where they live
- work
- their interests
- education

c Listen again. Which speakers are not enjoying their conversations? Why?

2 VOCABULARY Common adjectives

a Complete the sentences with the adjectives the speakers used in the listening. Then listen and check.

all right awful strange delicious perfect boring

- It's a(n) _____ day for a birthday party.
- The pizza is _____.
- It's _____, but the music is a bit _____.
- It's a(n) _____ film.
- It's a really _____ story.

b Which of the adjectives in 2a are positive? Which adjectives are negative? Which adjective means 'OK'?

c Now go to Vocabulary Focus 1A on p. 134.

3 READING

a Talk to a partner. Answer the questions together.

- Where do you usually meet new people?
- Do you usually start conversations or wait for others to speak?
- What's the first question you usually ask someone?

b Read the first paragraph of *Small Talk*. Who is the article for? What problem does it help with?

c Read the article. Complete gaps 1-8 with the questions below.

How do you know Ana? What do you do?
How much do you earn? How's the food?
Do you live near here? Do you play any sports?
How much rent do you pay? Where did you buy them?

d Read the article again with a partner. Do you both agree with the advice?

SMALL TALK

When you start a conversation with a new person, ask about the situation you're in and the people who are there:

What do you think of the party?

1.
2.

Say something positive and follow it with a question:

This music's great. Do you know what it is?
The match was great last night. Do you watch football?
I really like your shoes. 3.

Then ask personal questions about interests and hobbies to show you are interested:

Did you see the film? What was it like?
4. Which ones?

What was the last song you listened to?
What kind of music is that?

When you feel more relaxed, ask personal questions about relationships and home life:

Where did you grow up?
Are you married?
Do you have any children?

5.

Holidays are always a good topic if the conversation slows down:

Do you have any holiday plans?
Where did you go on your last holiday?

You can ask about work and studies anytime:

6.
or **Where do you study?**

But be careful – sometimes people don't want to talk about work at a party!

There are also some topics that are never a good idea to talk about:

Money – people usually think talking about money is rude. So unless you know people very well, don't ask:

7.
or
8.

Politics and religion – you don't want to start an argument!

Age – never guess anyone's age. They won't be happy if you get it wrong!

UNIT 1

4 GRAMMAR Question forms

a Complete the tables with the questions in the box.

Where did you meet? Are you married?
Who do you know at this party? Why were you late?
Do you like the music? Is she your sister?

Questions with the verb be

Question word	Verb be	Subject	Adjective, noun, etc.
Why			late?
	Are		

Questions with other main verbs

Question word	Auxiliary verb	Subject	Main verb
Where			meet?
			know
Do			like
			at this party?
			the music?

b Look at the two tables in 4a and answer questions 1 and 2.

- In questions with the verb be, which word is first: be or the subject?
- In questions with other main verbs, what kind of word goes before the subject?

c Now go to Grammar Focus 1A on p. 144.

d Pronunciation Listen to the questions in the tables in 4a. Underline the stressed words.

e Put the words in the correct order to make questions.

- do / like / what kind of music / you ?
- do / what / your parents / do ?
- grow up / did / you / in this area ?
- are / you / how old ?
- have / you / do / any hobbies ?
- speak / any other languages / you / do ?

f Listen and check. Underline the stressed words.

g Ask and answer the questions in 4e.

5 SPEAKING

a Write down six questions that you would like to ask other people in the class. You can use questions from this lesson or write your own. Think about:

- home
- relationships
- education
- work
- interests
- people you know
- the weekend
- travel
- something else

b Work in small groups. Ask the other students the questions you wrote in 5a. Then ask for more information.

Do you live near here? No, I live 20 km away.
Oh, how do you get here? I drive.

2 Personalised and relevant

Insights

Language learners benefit from frequent opportunities to personalise their responses.

Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

“There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical, and modern.”

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

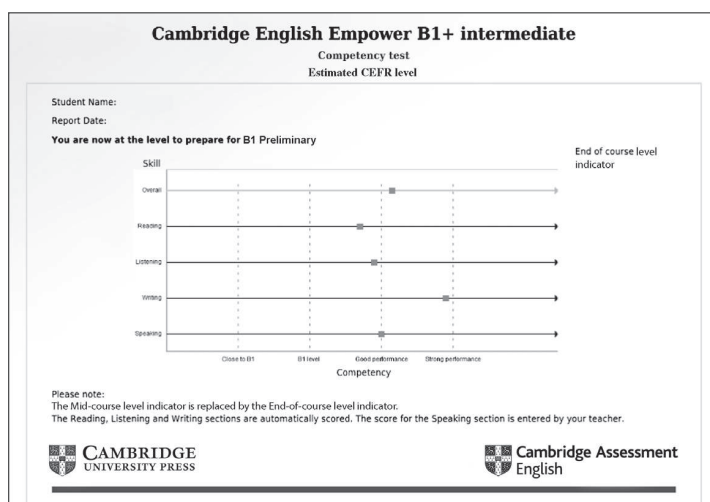
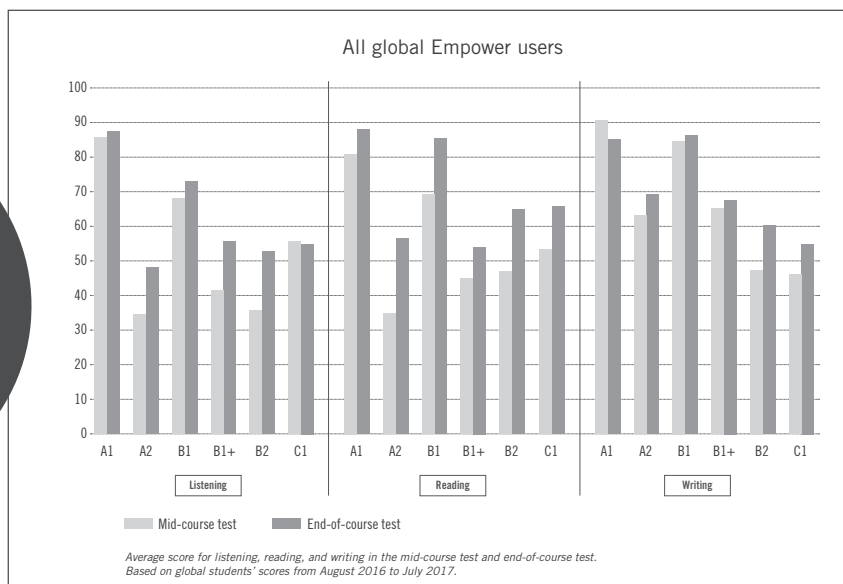
Content

End-of-unit tests, mid- and end-of-course competency tests and personalised CEFR test report forms provide reliable information on progress with language skills.

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global Empower students' scores over one year.



“We started using the tests provided with Empower and our students started showing better results from this point until now.”

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights

Schools and universities need to show that they are evaluating the effectiveness of their language programmes.

Content

Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with *Empower*.

Manageable learning

1 Mobile friendly

Insights

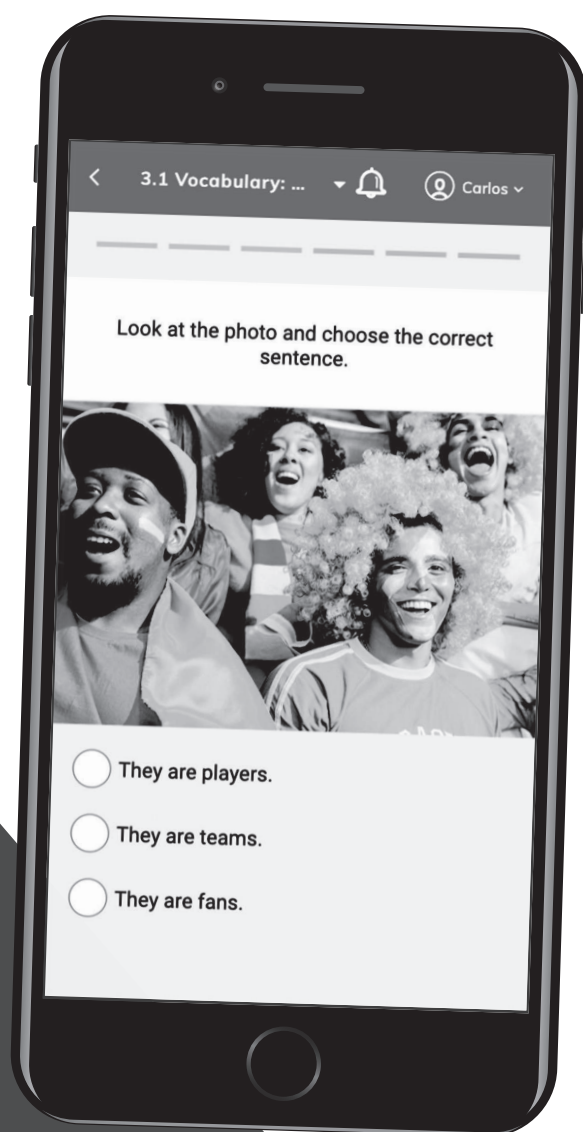
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

Results

Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



‘I had been studying English for ten years before university, and I didn’t succeed. But now with Empower I know my level of English has changed.’

**Nikita, Empower Student,
ITMO University, Saint
Petersburg, Russia**

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on.

Content

Throughout the *Empower Student's Book*, learners are offered a wide variety of practice activities, plenty of controlled practice and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

1B I'M REALLY INTO SOCIAL MEDIA

Learn to talk about how you communicate

Present simple and present continuous

Adverbs

1 READING AND LISTENING

a How do you communicate? Do you do these things with your friends and family? If not, what do you do instead?

- write a blog
- send postcards from abroad
- write letters by hand
- make plans with friends by email
- cancel plans by text or direct message
- call friends to invite them somewhere

I always send birthday cards.

I don't write 'happy birthday' on Instagram instead.

b Read the introduction to the article and the line in 'quotation marks' under each photo. What do you think the missing words are?

c Read the article and check your answers to 1b. Answer the questions.

- Why does Julie think her friend will cancel?
- What does social media help Jin remember?
- Why is Marc writing a blog?
- Why does Gabriel prefer communicating through pictures?

d **LISTEN** Listen to four speakers. Match them with the topics they talk about.

1 Tara	a blogs, calls and writing
2 Magda	b relationships and texts
3 Chris	c important days and Facebook
4 Mike	d plans and texts

e **LISTEN** Listen again. Is each speaker happy or unhappy about the use of technology? Why / Why not?

f Which ideas do you agree with?

- it's rude to cancel by text.
- it's all right to end a relationship by text.
- Social media is the perfect place to say 'Congratulations'!
- I love to get postcards and letters.

THE FAST AND THE FURIOUS

Communication is quick and easy with digital technology. But is it making us lazy? Should some things be more personal?

Julie

'Instagram means I don't do anything.'

I'm really into Instagram. It's especially useful for birthdays, that kind of thing. When I check my Instagram feed, I can see who's celebrating, so I never forget. And I can just write a message on their post. And when people have big news – maybe a new baby or something – you can write a comment so right away.

T'd prefer a phone call to a text.

I absolutely hate it when friends cancel by text. It's so rude. My friend Sara and I planned to go to the cinema tonight. But I'm pretty sure she'll cancel – she usually does. I'm waiting for her text now.

Marc

'Writing a blog is a lot easier than sending ...'

I'm studying in New York, away from my family. And while I'm here, I'm writing a blog so my friends and family at home know my news. I particularly like to put all my photos on there because people leave comments. Most of my friends use social media, but I prefer writing a blog. It's fairly easy to do, and it's quicker than writing 50 separate emails.

Gabriel

Hi Sara, Are we still on for the film tonight?

Hi Julie, Not sure. I'll let you know soon.

2 VOCABULARY Adverbs

a Look at the **highlighted** adverbs in the article. Answer the questions.

- Which adverbs make another word stronger?
- Which adverbs make another word less strong?

b Look at the sentences and complete 1–4 with the frequency adverbs.

I **usually** just send a text.

I **hardly ever** get cards or presents from friends.

I **almost always** cancel plans by text.

My daughter **rarely** calls me.

100%
always
1 normally often sometimes
2
3 never
4
0%

c **LISTEN** Pronunciation Look at the words in the table. Do the letters in **bold** make long or short vowel sounds? Complete the table headings. Listen and check. Repeat the words.

_____ vowels	_____ vowels
rarely	cancel
really	especially
write	particularly
photos	blog
usually	sometimes

d **LISTEN** Listen and repeat the sentences.

- My friend always cancels plans.
- I particularly enjoy getting letters.
- I think social media is fun.
- I hardly ever write postcards.
- I usually text my friends.
- I'm really into blogs.
- Sometimes text my mum photos.
- I rarely see my family at weekends.

e **CHANGE** Change the sentences in 2d so they are true for you. Then compare your sentences with a partner.

Hi Sara, Are we still on for the film tonight?

Hi Julie, Not sure. I'll let you know soon.

3 GRAMMAR Present simple and present continuous

a Look at these sentences. Which are present simple? Which are present continuous? Complete the headings.

present _____

- I like to put all my photos on my blog.
- When I plan something, I send a text.

present _____

- I'm waiting for her text.
- She's writing a blog so we know what she's doing.

b Match sentences 1–4 with these uses of the present simple and present continuous.

We use the present simple to talk about ...

- habits and routines ☐
- feelings and permanent situations ☐

We use the present continuous to talk about ...

- actions right now ☐
- temporary actions around now ☐

c Now go to Grammar Focus 1B on p. 144.

4 SPEAKING

Ask and answer the questions. Give reasons for your answers.

How often do you ...?

- send a text to your boss or teacher to say you are ill
- share important news on social media
- read English-language websites
- send an e-card instead of a real card
- buy presents for people online
- start conversations with new people
- write emails in English
- video call friends and relatives
- send video by text

How often do you read English-language websites?

How often do you send e-cards?

Never. I absolutely hate them.

Not very often, but I'm planning a holiday in London ...

11

2 Beyond the classroom

There are plenty of opportunities for personalisation.

Elena Pro,
Teacher, EOI
de San Fernando
de Henares,
Spain

Insights

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

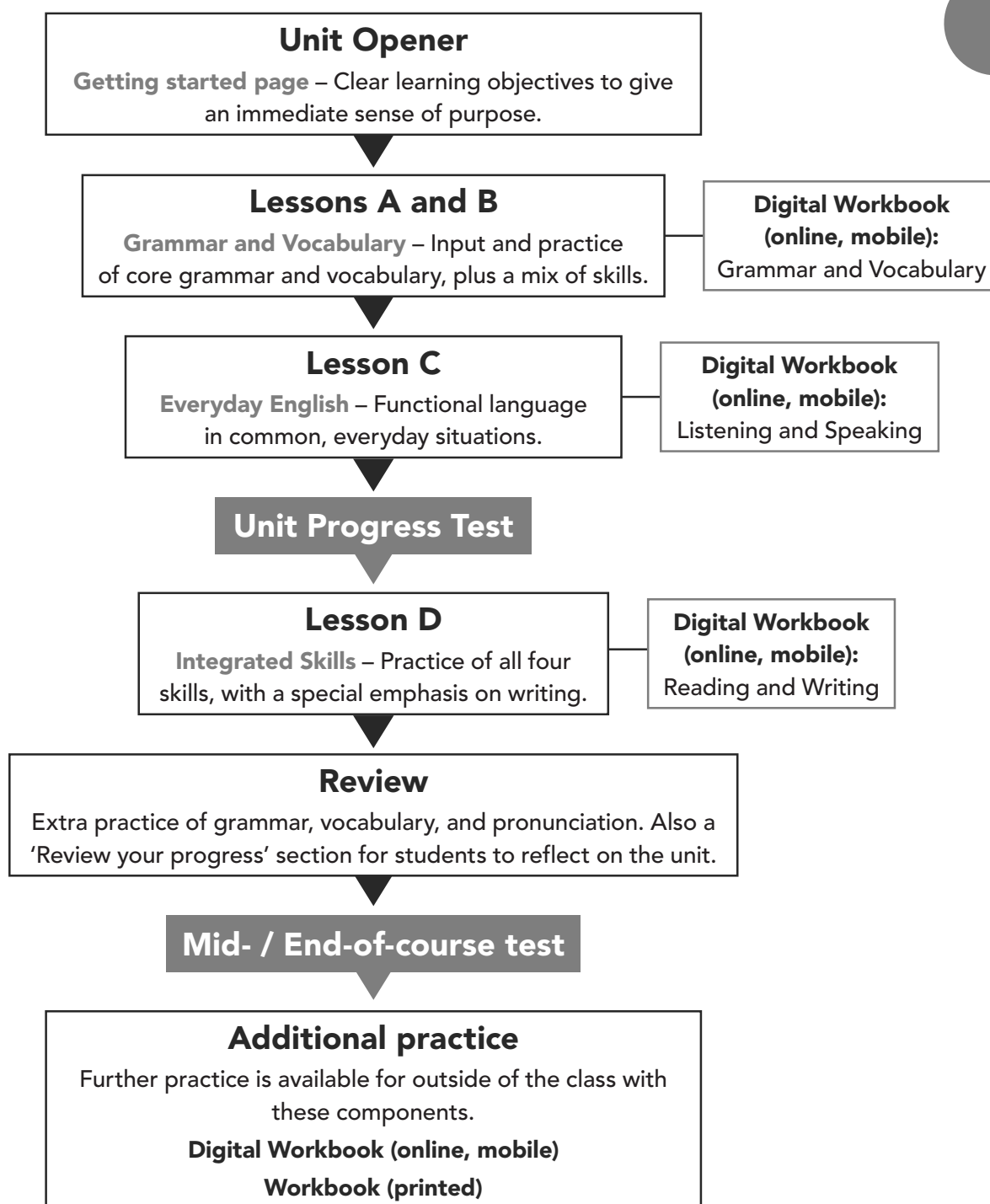
Content

Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

Unit overview



Components

Resources – Available on [cambridgeone.org](https://www.cambridgeone.org)

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Audio• Video• Unit Progress Tests (print)• Unit Progress Tests (online) | <ul style="list-style-type: none">• Mid- and end-of-course assessment (print)• Mid- and end-of-course assessment (online) | <ul style="list-style-type: none">• Digital Workbook (online)• Photocopiable Grammar, Vocabulary and Pronunciation worksheets |
|--|--|--|

Getting Started

Clear learning objectives give an immediate sense of purpose.

Striking and unusual images arouse curiosity.

CAN DO OBJECTIVES

- Ask and answer personal questions
- Talk about how you communicate
- Greet people and end conversations
- Write a personal email



COMMUNICATING

UNIT

1

GETTING STARTED

- a  Look at the picture and answer the questions.
- 1 What do you think the women's relationship is?
 - friends • sisters • colleagues
 - 2 What do you think they're laughing about?

- b  Ask and answer the questions.
- 1 Who do you like to spend your free time with? What do you talk about?
 - 2 Who makes you laugh the most? Why?

Activities promote emotional engagement and a personal response.

Lessons A and B

Grammar and Vocabulary and a mix of skills

'Teach off the page'

A straightforward approach and clear lesson flow help to minimise preparation time.

Clear goals

Each lesson starts with a clear, practical, and achievable learning goal, creating an immediate sense of purpose.

1A

DO YOU PLAY ANY SPORTS?

1 SPEAKING AND LISTENING

a Look at pictures 1–3 and answer the questions.

- 1 What event are the people at?
- 2 Do you think each pair are meeting for the first time? Why / Why not?

b 01.01 Listen to conversations 1–3. What do the people talk about? Write the numbers of the conversations.

- | | | | |
|--------------------|-------|-------------------|-------|
| • the party | 1 2 3 | • work | _____ |
| • people they know | _____ | • their interests | _____ |
| • money | _____ | • education | _____ |
| • where they live | _____ | | |

c 01.01 Listen again. Which speakers are not enjoying their conversations? Why?

2 VOCABULARY Common adjectives

a 01.02 Complete the sentences with the adjectives the speakers used in the listening. Then listen and check.

all right awful strange delicious perfect boring

- 1 It's a(n) _____ day for a birthday party.
- 2 The pizza is _____.
- 3 It's _____, but the music is a bit _____.
- 4 It's a(n) _____ film.
- 5 It's a really _____ story.

b Which of the adjectives in 2a are positive? Which adjectives are negative? Which adjective means 'OK'?

c Now go to Vocabulary Focus 1A on p. 134.

3 READING

a Talk to a partner. Answer the questions together.

- 1 Where do you usually meet new people?
- 2 Do you usually start conversations or wait for others to speak?
- 3 What's the first question you usually ask someone?

b Read the first paragraph of *Small Talk*. Who is the article for? What problem does it help with?

c Read the article. Complete gaps 1–8 with the questions below.

- | | |
|---------------------------|-------------------------|
| How do you know Ana? | What do you do? |
| How much do you earn? | How's the food? |
| Do you live near here? | Do you play any sports? |
| How much rent do you pay? | Where did you buy them? |

d Read the article again with a partner. Do you both agree with the advice?

Learn to ask and answer personal questions

Question forms

Common adjectives



SMALL TALK

Do you have problems when you meet people for the first time?

Is it difficult to think of what to talk about? Don't worry. You don't need to talk about yourself; ask the right questions and you can make the other person talk.

When you start a conversation with a new person, ask about the situation you're in and the people who are there:

What do you think of the party?

1 _____

2 _____

Say something positive and follow it with a question:

This music's great. Do you know what it is?
The match was great last night. Do you watch football?
I really like your shoes. 3 _____

Then ask personal questions about interests and hobbies to show you are interested:

Did you see the film? What was it like?
4 _____ Which ones?
What was the last song you listened to?
What kind of music is that?

Manageable learning

The syllabus is informed by English Profile and the Cambridge English Corpus. Students will learn the most relevant and useful language at the most appropriate point in their learning journey. The target language is benchmarked to the CEFR.



When you feel more relaxed, ask personal questions about relationships and home life:

Where did you grow up?
Are you married?
Do you have any children?
 5

Holidays are always a good topic if the conversation slows down:

Do you have any holiday plans?
Where did you go on your last holiday?

You can ask about work and studies anytime:

6
 or **Where do you study?**

But be careful – sometimes people don't want to talk about work at a party!

There are also some topics that are never a good idea to talk about:

Money – people usually think talking about money is rude. So unless you know people very well, don't ask:

7
 or
 8

Politics and religion – you don't want to start an argument!

Age – never guess anyone's age. They won't be happy if you get it wrong!

UNIT 1

4 GRAMMAR Question forms

a Complete the tables with the questions in the box.

Where did you meet? Are you married?
 Who do you know at this party? Why were you late?
 Do you like the music? Is she your sister?

Questions with the verb *be*

Question word	Verb <i>be</i>	Subject	Adjective, noun, etc.
Why			late?
	Are		

Questions with other main verbs

Question word	Auxiliary verb	Subject	Main verb	
Where			meet?	
			know	at this party?
	Do		like	the music?

b Look at the two tables in 4a and answer questions 1 and 2.

- 1 In questions with the verb *be*, which word is first: *be* or the subject?
- 2 In questions with other main verbs, what kind of word goes before the subject?

c >>> Now go to Grammar Focus 1A on p. 144.

d 01.07 Pronunciation Listen to the questions in the tables in 4a. Underline the stressed words.

e Put the words in the correct order to make questions.

- 1 do / like / what kind of music / you ?
- 2 do / what / your parents / do ?
- 3 grow up / did / you / in this area ?
- 4 are / you / how old ?
- 5 have / you / do / any hobbies ?
- 6 speak / any other languages / you / do ?

f 01.08 Listen and check. Underline the stressed words.

g Ask and answer the questions in 4e.

5 SPEAKING

a Write down six questions that you would like to ask other people in the class. You can use questions from this lesson or write your own. Think about:

- home
- work
- the weekend
- relationships
- interests
- travel
- education
- people you know
- something else

b Work in small groups. Ask the other students the questions you wrote in 5a. Then ask for more information.

Do you live near here? No, I live 20 km away.

Oh, how do you get here? I drive.

Rich in practice

Clear signposts to **Grammar Focus** and **Vocabulary Focus** sections offer extra support and practice.

Regular speaking activities

Frequent speaking stages get students talking throughout the lesson.



1B

I'M REALLY INTO SOCIAL MEDIA

Learn to talk about how you communicate

- Present simple and present continuous
- Adverbs

1 READING AND LISTENING

a How do you communicate? Do you do these things with your friends and family? If not, what do you do instead?

- send birthday cards to friends
- write a blog
- send postcards from abroad
- write letters by hand
- make plans with friends by email
- cancel plans by text or direct message
- call friends to invite them somewhere

I always send birthday cards.

I don't write 'Happy birthday' on Instagram instead.

b Read the introduction to the article and the line in 'quotation marks' under each photo. What do you think the missing words are?

c Read the article and check your answers to 1b. Answer the questions.

- 1 Why does Julie think her friend will cancel?
- 2 What does social media help Jin remember?
- 3 Why is Marc writing a blog?
- 4 Why does Gabriel prefer communicating through pictures?

d Listen to four speakers. Match them with the topics they talk about.

- | | |
|----------------------------------|-------------------------------|
| 1 ☐ Tara | a blogs, calls and writing |
| 2 ☐ Magda | b relationships and texts |
| 3 ☐ Chris | c important days and Facebook |
| 4 ☐ Mike | d plans and texts |

e Listen again. Is each speaker happy or unhappy about the use of technology? Why / Why not?

- f Which ideas do you agree with?
- It's rude to cancel by text.
 - It's all right to end a relationship by text.
 - Social media is the perfect place to say 'Congratulations'!
 - I love to get postcards and letters.

'I engage with my _____ on Instagram.'

I don't keep in touch with a lot of close friends, but I do have a lot of followers on Instagram. I post photos and videos every day. I'm an artist, so sometimes I include my new art and talk about where people can see my art in person. My followers comment on my posts, and sometimes they come to one of my art shows. It's great to meet them in person, but I'm shy, so I prefer to communicate through pictures!

THE FAST AND THE FURIOUS

Communication is quick and easy with digital technology. But is it making us lazy? Should some things be more personal?



'Instagram means I don't _____ anything.'

I'm really into Instagram. It's especially useful for birthdays, that kind of thing. When I check my Instagram feed, I can see who's celebrating, so I never forget. And I can just write a message on their post. And when people have big news – maybe a new baby or something – you can write a comment straight away.



'I'd prefer a phone call to a _____.'

I absolutely hate it when friends cancel by text. It's so rude. My friend Sara and I planned to go to the cinema tonight. But I'm pretty sure she'll cancel – she usually does. I'm waiting for her text now.

'Writing a blog is a lot easier than sending _____.'

I'm studying in New York, away from my family. And while I'm here, I'm writing a blog so my friends and family at home know my news. I particularly like to put all my photos on there because people leave comments. Most of my friends use social media, but I prefer writing a blog. It's fairly easy to do, and it's quicker than writing 50 separate emails.



10

Learner engagement

Engaging images and texts motivate students to respond personally. This makes learning more memorable and gives learners ownership of the language.

2 VOCABULARY Adverbs

a Look at the **highlighted** adverbs in the article. Answer the questions.

- 1 Which adverbs make another word stronger?
- 2 Which adverbs make another word less strong?

b Look at the sentences and complete 1–4 with the frequency adverbs.

I **usually** just send a text.
I **hardly ever** get cards or presents from friends.
I **almost always** cancel plans by text.
My daughter **rarely** calls me.



c Pronunciation Look at the words in the table. Do the letters in **bold** make long or short vowel sounds? Complete the table headings. Listen and check. Repeat the words.

_____ vowels	_____ vowels
rarely	cancel
really	especially
write	particularly
photos	blog
usually	sometimes

d Listen and repeat the sentences.

- 1 My friend always cancels plans.
- 2 I particularly enjoy getting letters.
- 3 I think social media is fun.
- 4 I hardly ever write postcards.
- 5 I usually text my friends.
- 6 I'm really into blogs.
- 7 I sometimes text my mum photos.
- 8 I rarely see my family at weekends.

e Change the sentences in 2d so they are true for you. Then compare your sentences with a partner.

Hi Sara,
Are we still on for the film tonight?

Hi Julie,
Not sure. I'll let you know soon.

3 GRAMMAR

Present simple and present continuous

a Look at these sentences. Which are present simple? Which are present continuous? Complete the headings.

- present _____
- 1 I like to put all my photos on my blog.
 - 2 When I plan something, I send a text.
- present _____
- 3 I'm waiting for her text.
 - 4 She's writing a blog so we know what she's doing.

b Match sentences 1–4 with these uses of the present simple and present continuous.

- We use the present simple to talk about ...
- habits and routines ☐
 - feelings and permanent situations ☐
- We use the present continuous to talk about ...
- actions right now ☐
 - temporary actions around now ☐

c Now go to Grammar Focus 1B on p. 144.

4 SPEAKING

Ask and answer the questions. Give reasons for your answers.

- How often do you ...?
- send a text to your boss or teacher to say you are ill
 - share important news on social media
 - read English-language websites
 - send an e-card instead of a real card
 - buy presents for people online
 - start conversations with new people
 - write emails in English
 - video call friends and relatives
 - send video by text

How often do you read English-language websites?

Not very often, but I'm planning a holiday in London ...

How often do you send e-cards?

Never. I absolutely hate them!

Spoken outcome

Each A and B lesson ends with a practical spoken outcome, so learners can use language immediately.

11

Lesson C

Effective real-world spoken communication

Everyday English

Thorough coverage of functional language for common everyday situations helps learners to communicate effectively in the real world.

Comprehensive approach to speaking skills

A unique combination of language input, pronunciation, and speaking strategies offers a comprehensive approach to speaking skills.

1C

EVERYDAY ENGLISH

It was really nice to meet you

Learn to greet people and end conversations

- Ⓟ Sentence stress
- Ⓢ Showing interest

UNIT 1

4 PRONUNCIATION Sentence stress

a Listen to the sentences. Notice the words with stressed syllables.

I think it was about six years ago!

I live on Hampton Street.

My name's Mark, by the way.

Mark's my husband!

I'm going to the café down the street now...

...to meet Leo, my best friend.

b Look at the sentences in 4a. Which words have stressed syllables – grammar words or words that give information?

5 LISTENING

a Look at the picture from Part 2. Who is the fourth person at the café? Does he know Rachel and Mark?



b What do you think they will talk about in the café? In pairs, think of three things. Then watch or listen to Part 2. Were you right?

c Watch or listen again. Answer the questions.

- 1 Do Rachel and Mark have plans for next week?
- 2 What job does Rachel do?
- 3 Who helps Rachel at the shop?
- 4 What does Annie say about her job?
- 5 What does Mark do?
- 6 What is Annie doing at the weekend?
- 7 Why do Rachel and Mark leave?
- 8 What suggestion does Annie make before they leave?

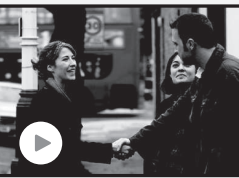
1 LISTENING

a In your country, what do you normally say and do when you ...

- first meet somebody new?
- meet someone you know well?

We hug and kiss. We shake hands and say...

b Look at the photographs. Do you think the people in each photo know each other well? Why?

c Watch or listen to Part 1 and check your answers to 1b.

d Watch or listen again. Are sentences 1–5 true (T) or false (F)? Correct the false sentences.

- 1 ☐ The last time Rachel and Annie saw each other was six years ago.
- 2 ☐ Annie lives a long way from the town centre.
- 3 ☐ Rachel and Mark got married a year ago.
- 4 ☐ Annie has a boyfriend.
- 5 ☐ Rachel, Mark and Annie decide to go to a restaurant together.

2 USEFUL LANGUAGE Greeting people

a Complete the sentences from Part 1 with the words in the box. Listen and check your answers.

meet you no see to see you by the way are you these days

- 1 Long time _____!
- 2 How _____?
- 3 Great _____!
- 4 Where are you living _____?
- 5 My name's Mark, _____.
- 6 Nice to _____.

b Look at the phrases in 2a. Which can you use to speak to ... ?

- 1 someone you know
- 2 someone you are meeting for the first time

c Listen and note down some possible replies to the phrases in 2a. Do you know any different ways to reply to each phrase in 2a?

d Work in pairs. Take turns saying the phrases in 2a and replying.

3 CONVERSATION SKILLS Showing interest

a Listen and complete the conversations from Part 1 with the adjectives in the box.

fantastic lovely good nice

- 1 Long time no see! How are you?
I'm great. What a surprise! Great to see you.
- 2 We live on Compton Road.
Oh – how nice!
- 3 Mark's my husband!
Husband – wow! That's news.
- 4 Would you both like to come?
Yeah, that sounds brilliant! Let's go.

b Look at the conversations in 3a. Do the **highlighted** phrases give information or show interest?

c What kind of word completes each phrase 1–4? Choose the correct form from the box.

adjective + noun adjective

- 1 What a + _____!
- 2 How + _____!
- 3 That sounds + _____.
- 4 That's + _____ + news.

d Work in pairs. Take turns to tell your partner about yourself. Reply using the phrases in 3c.

Tell your partner:

- where you live
- something you did at the weekend
- some news
- what job you do / what you are studying these days

6 USEFUL LANGUAGE Ending conversations

a Listen and complete the phrases for ending a conversation.

- 1 We really must _____.
- 2 It was really nice to _____ you.
- 3 It was great to _____ you again, Annie.
- 4 Yeah! We must _____ soon.
- 5 _____ hello to Dan for me!

b Which phrase in 6a do you use when you say goodbye to somebody you have just met?

c Put the sentences in the correct order to make a conversation.

B ☐ Oh, that's fine. It was great to see you.

A ☐ Not far from here. Look, I'm sorry, but I really must go. I'm late for a meeting.

A ☐ Dan, is that you?

B ☐ Yeah! I think I last saw you at John's wedding. How are you?

A ☐ Yes, I will! I'll give you a call!

B ☐ I'm fine. And you? Where are you living these days?

B ☐ Hi Sarah! Long time no see!

7 SPEAKING

a Communication 1C Work in pairs. Student A: Go to 7b below. Student B: Go to p. 130.

Student A

b Read card 1. Think about what you want to say.

c Start the conversation with Student B. Use your own name.

1 You are walking down the street and you see your friend.

- say hello
- give your news:
 - you've got a new job
 - your own idea
- listen to your friend's news and respond
- say goodbye

d Now look at card 2. Listen to Student B and reply. Use your own name.

2 You meet a colleague for the first time.

- say who you are
- give some information:
 - your office is in building C
 - your own idea
- listen to what your new colleague says and respond
- say goodbye

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

Everyday English video

Language is showcased through high-quality video, which shows language clearly and in context.

Unit Progress Test

Learners are now ready to do the Unit Progress Test, developed by Cambridge Assessment English.

Spoken outcome

Each C lesson ends with a practical spoken outcome.

Lesson D

Integrated skills with a special focus on writing

Skills for writing

The D lessons are highly communicative and cover all four skills, with a special focus on writing. They also recycle and consolidate the core language from the A, B and C lessons.

Personal response

Clear model texts on which students can base their own writing are provided.

1D

SKILLS FOR WRITING

I'm sending you some photos

Learn to write a personal email

W Correcting mistakes

1 SPEAKING AND LISTENING

a Read messages 1–3 and answer the questions.

- What do the highlighted phrases mean?
- Do you ever send or receive these kinds of messages? Who to/from? Why?

1 I can't seem to get in touch with you. Call me!

SEND

2 Did you get my last text?

SEND

3 Are you OK? We haven't heard from you for a long time.

SEND

b Listen to Nina and Chris talking about keeping in touch with friends and family. Who is better at keeping in touch: Nina or Chris?

c Listen again and answer the questions.

- Why doesn't Nina send many emails?
- Why does Chris call his mother so often?
- How often does Nina call her parents?
- When does Nina prefer to tell her friends her news?
- When does Chris send photos by email?

d How often do you keep in touch with friends and family? Circle the correct adverb for you.

always often sometimes rarely

Think about:

- a family member who lives in a different place
- a friend you don't see very often.

Which of these do you do with each person?
Write the first letter of their name.

- talk on the phone or make a video call
- send emails or texts
- send pictures, video or links
- hardly ever keep in touch
- meet for a chat

e Work in pairs. Talk about your answers to 1d.

I rarely keep in touch with people. I never have time to ...

I often keep in touch with my family. I enjoy sending ...

I sometimes send photos to my sister Jane. They're usually pictures of ...

I send my friend Alex links to interesting articles.

f Which of these opinions do you agree with?

- 'It's nice to see photos of what your friends are doing.'
- 'You don't have to keep in touch with people all the time.'
- 'If your parents worry a lot, you should call them.'

2 READING

a Simon is a student from England. Look at his pictures from Salamanca, in Spain. What do you think he is doing there?

b Read the emails and check your ideas in 2a. Which email is to his ... ?

- ☐ friend Blake ☐ uncle and aunt
☐ younger sister Mika

c Who does Simon write to about these subjects?

- the weather
- what he does in the evenings
- the family he is staying with
- learning to speak Spanish
- the other students

d Answer the questions about Simon's emails.

- What does he say about speaking Spanish?
- Why do you think he says different things about this to each person?



Receptive skills development

Clearly staged tasks practise and develop listening and reading skills while supporting learners' understanding of texts.

Staged for success

Careful staging and scaffolding generate successful outcomes.

Comprehensive approach to writing skills

A clear focus on key aspects of writing helps develop effective real-world writing skills.

UNIT 1

3 WRITING SKILLS

Correcting mistakes

a Look at the pairs of sentences A–D. Which pair has mistakes in ... ?

☐ grammar	☐ punctuation
☐ spelling	☐ capital letters

A 1 Hope youre both well and are enjoying the summer
2 Are you having a good time in Berlin,

B 1 i'm in salamanca, in spain.
2 the classes are very good, and we also watch spanish films.

C 1 I having a great time here, and the time going much too quickly.
2 She speak English quite good, but we are usually speaking Spanish together.

D 1 Her are some fotos of my group on the Spanish corse.
2 We're all from diferent countrys, so we usually speak English.

b Match the rules with mistakes in five of the sentences in 3a (A1–D2).

- ☐ The present continuous is formed *be + verb + -ing*.
- ☐ When we leave out a letter, we write an apostrophe (').
- ☐ We use the present simple to talk about habits.
- ☐ If a word ends in -y, we change it to -ies in the plural.
- ☐ Place names start with a capital letter.

c Correct all of the mistakes in the sentences in 3a. Check your answers in Simon's emails.

4 WRITING

a Write an email to a friend or family member that you don't see very often. Write about:

- how you are
- what's new for you (the place you're living or the people you're spending time with)
- what you're doing these days.

b Work in pairs. Exchange emails and read your partner's email. Circle their mistakes and write these letters at the end of the line.

• grammar G	• punctuation marks P
• spelling Sp	• capital letters L

c Work in pairs. Correct the mistakes in your emails together.

d Read other students' emails. Which email is the most interesting? Why?

1

Hope you're both well and are enjoying the summer. I'm in Salamanca, in Spain. This is a photo I took of the old centre. It's a beautiful old city, as you can see – and really big! It has an incredible mix of old, historical places and new, trendy areas. As you know, I'm learning Spanish at the moment. I'm taking a two-month Spanish course here, so my Spanish is slowly improving. The classes are very good, and we also watch Spanish films. It's pretty hot here, but it's nice and cool in the evenings. Love to all,
Simon

2

How's it going? Are you having a good time in Berlin? Here are some photos of my group on the Spanish course. We're all from different countries, so we usually speak English when we're together – not very good for my Spanish! Anyway, I'm having a great time here, and the time's going much too quickly. There are a lot of good cafés here, and we usually all go out at night together. What's Berlin like? Send me some photos! See you back at college next month.
Simon

3

I'm sending you some photos of the family I'm staying with in Salamanca. They've got a daughter the same age as you (her name's Blanca). She speaks English quite well, but we usually speak Spanish together. She introduced me to some of her friends, and I speak Spanish with them, too ... some of the time, not always! How's your job in the supermarket? Hope you're not working too hard and are saving a lot of money! See you next week.
Love,
Simon xx



Personal response

Frequent opportunities for personal response make learning more memorable.

Written outcome

Each D lesson ends with a practical written outcome, so learners can put new language into practice right away.

Review and Extension

Extra practice of grammar and vocabulary is provided.

UNIT 1

Review and extension

1 GRAMMAR

a Put the words in the correct order to make questions.

- 1 night / did / go / out / you / last ?
- 2 where / you / last / weekend / go / did ?
- 3 kinds of / like / you / what / do / TV programmes ?
- 4 do / this school / know / who / at / you ?
- 5 you / how / play / sport / often / do ?
- 6 you / do / what / at weekends / do / usually ?
- 7 tired / you / are / today ?

b Ask and answer the questions in 1a.

c Complete the conversation with the present simple or present continuous forms of the verbs.

- JACKIE** Hi, Mum.
MUM Oh, hi, Jackie. Nice of you to call. You ¹ _____ (not call) very often!
JACKIE Oh, come on, Mum! I ² _____ (work) really hard at university at the moment. I never ³ _____ (have) time to call! And I ⁴ _____ (send) you emails all the time.
MUM I ⁵ _____ (like) to talk to you and hear your voice, that's all. Your sister ⁶ _____ (call) me every weekend.
JACKIE Well, we ⁷ _____ (talk) now, but the world ⁸ _____ (change). Mum! Some of my friends never ⁹ _____ (call) home. They just ¹⁰ _____ (email) or send a text.
MUM I preferred how things were in the past.

2 VOCABULARY

a Complete the sentences with the correct adjectives.

- 1 The film was a _____ at the beginning, but I didn't like the ending.
- 2 We ate some really d _____ food at the party.
- 3 They've got a nice house, but they live in a really u _____ part of town.
- 4 It was a l _____ day, so we decided to go to the beach.
- 5 I bought a g _____ new dress to wear to my friend's wedding.
- 6 He listens to really s _____ music – I don't know any of the bands.
- 7 This summer, the weather here was h _____ – it rained all the time.
- 8 This is a p _____ day for a walk in the park – it's so warm and sunny.

b Choose the correct answers.

- 1 I *absolutely* / *fairly* love football.
- 2 My parents live abroad. I *rarely* / *always* see them.
- 3 I think American films are *absolutely* / *quite* good, but I don't love them.
- 4 I *usually* / *particularly* go for a run once or twice a week.
- 5 I *really* / *fairly* hate rock music.
- 6 I love all sports, but tennis is *especially* / *usually* good.

c Which sentences in 2b are true for you?

3 WORDPOWER *like*

a Match sentences 1–4 with replies a–d.

- 1 ☐ I've got a jacket **like** yours.
 - 2 ☐ **What was** the film **like**?
 - 3 ☐ I enjoy visiting countries with a lot of history, **like** Greece.
 - 4 ☐ We can go for a walk later **if you like**.
- a Yes, that would be great.
b And Italy! Me, too.
c Yes, this style's popular at the moment.
d I thought it was all right, but my friend hated it.

b Match the expressions in **bold** from 3a with meanings a–d.

- a ☐ what was your opinion of c ☐ if you want
b ☐ similar to d ☐ for example

c Complete the sentences with the words in **bold** from 3a.

- 1 **A** Is your university different from others in your country?
B No, it's _____ most of the others.
- 2 **A** We can meet tomorrow _____.
B OK – come to my flat for a coffee.
- 3 **A** Do you want me to bring something to the dinner party?
B Yes. Bring something sweet, _____ some ice cream.
- 4 **A** We went to that new restaurant yesterday.
B _____ it _____?

d We often use *like* with the verbs *look* and *sound*. Look at the examples.

- saying people or things are similar
*John **looks like** his brother – they're both tall with black hair.*
*I think this new song **sounds like** all their other stuff.*
- saying what you think will happen
*It **looks like** it might rain – it's very cloudy.*
- giving your opinion about what you heard or read
*I spoke to Sara yesterday. It **sounds like** she had a really good holiday.*

Complete the sentences with the correct forms of *look like* or *sound like*.

- 1 It _____ their first song. I really like it!
- 2 Sam invited Tom to the party, so it _____ he'll come.
- 3 You don't _____ your sister. She's very tall.
- 4 That was the last bus. It _____ we'll have to walk.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...

- | | |
|------------------------------------|--------------------------|
| ask and answer personal questions | ☐ |
| talk about how I communicate | ☐ |
| greet people and end conversations | ☐ |
| write a personal email. | ☐ |

Wordpower

Vocabulary extension recycles the vocabulary.

Documentary video

Engaging video documentaries provide students with further opportunities to explore the themes of the unit.

Review Your Progress

helps students reflect on their success.

Each unit links to additional sections at the back of the book for more grammar, vocabulary, and speaking practice.

Grammar Focus

Provides an explanation of the grammar presented in the unit, along with exercises for students to practise.

GRAMMAR FOCUS

1A be: positive and negative

OBJECTIVE

Full form	Contraction
Positive (+)	
<i>I am a student.</i>	<i>I'm a student.</i>
<i>You are a good cook.</i>	<i>You're a good cook.</i>
<i>He is my friend.</i>	<i>He's my friend.</i>
<i>She is Spanish.</i>	<i>She's Spanish.</i>
<i>It is sunny.</i>	<i>It's sunny.</i>
<i>We are sisters.</i>	<i>We're sisters.</i>
<i>They are from Japan.</i>	<i>They're from Japan.</i>

Full form	Contraction
Negative (-)	
<i>I am not a student.</i>	<i>I'm not a student.</i>
<i>You are not a good cook.</i>	<i>You aren't a good cook.</i>
<i>He is not my friend.</i>	<i>He isn't my friend.</i>
<i>She is not Spanish.</i>	<i>She isn't Spanish.</i>
<i>It is not sunny.</i>	<i>It isn't sunny.</i>
<i>We are not sisters.</i>	<i>We aren't sisters.</i>
<i>They are not from Japan.</i>	<i>They aren't from Japan.</i>

Remember to use the verb *be* to give information with a noun, adjective, preposition or adverb.
My name **is** *Rachel*. (NOT *My name are Rachel*)
My teacher **is** *Mr. Smith*. (NOT *My teacher are Mr. Smith*)
I **am** *from China*. (NOT *I am from China*)
We **are** *from Rome*. (NOT *We are from Rome*)
Always use a noun or a pronoun before positive and negative *be*.
He **is** my teacher. (NOT *My teacher is*)
They **are** Spanish. (NOT *Spanish are*)



Q Tip
you is the same when we talk to one person or two or more people.
You're a good cook. = one person
You're good cooks. = two or more people

We use contractions to help us speak quickly. In contractions, the apostrophe (') shows a letter is missing.
You are not old. → *You aren't old.*
There are two different contractions for *is not* and *are not*.
is not → *isn't* / *are not* → *aren't* / *is not* → *isn't* / *are not* → *aren't* / *is not* → *isn't* / *are not* → *aren't*

Q Tip
We can use 's after one name, but we don't use 're after two names.
Tom is my friend. → *Tom's my friend.*
Tom and Jo are my friends. (NOT *Tom and Jo's my friends*)

1B be: questions and short answers

In questions with the verb *be*, we change the word order.
Are you Turkish? → *Are you Turkish?*
Is your teacher from Rome? → *Is your teacher from Rome?*

Yes/No questions	Short answers
Q <i>Are you ready?</i>	A <i>Yes, I am.</i>
Q <i>Is it sunny?</i>	A <i>No, it isn't.</i>
Q <i>Are you a student?</i>	A <i>Yes, I am.</i>
Q <i>Is it cold?</i>	A <i>No, it isn't.</i>

In *Wh-* questions, we use a question word before *be*.
Where are you from?
What is your name?

Q Tip
With positive short answers, we don't use contractions.
Yes, I am. Yes, he is. Yes, we are. (NOT *Yes, I'm. Yes, he's. Yes, we're*)

Q Tip
We can use the contraction *isn't* with question words.
What is your name? → *What's your name?*
Where is he from? → *Where's he from?*

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Grammar Focus

1A Question forms

a Underline the main verb in each question.

- Where do you live? do
- How are you today? are
- Did you see the football match yesterday? did
- Who do you know at this party? do
- What did you do last weekend? did
- What kind of food do you like? do
- What's the food like? is
- Can I sit here? can

b Look at the questions in a again. Tick (✓) the questions which have an auxiliary verb.

c Add the word at the end of each line to make correct questions.

- What kind of books do you usually read? do
- You watch the Olympics on TV? do
- What the food like in India? is
- You go to the gym? do
- How much she earn? does
- It cold today? is
- Where they go on holiday? do
- I late? am

d Correct the mistake in each question.

- Why do you want you to go home? Why do you want to go home?
- Because I'm tired. Why do you want to go home?
- What did you meet at the party? Who did you meet at the party?
- Rachel and Fran. Who did you meet at the party?
- How much your car was? How much is your car?
- I paid £200. How much did you pay for it?
- The new James Bond film. Who key is this?
- Who key is this? What key is this?
- How many people you did invite? How many people did you invite?
- About 20. Was the film like?
- Was the film like? It was pretty good.
- It was pretty good. What kind music do you like?
- I like dance music. Now go to back to p. 9.



1B Present simple and present continuous

a Choose the best ending for each sentence from each pair.

- Write the number in the box.
- ☐ I work in a bank, ... ☐ but I don't enjoy it.
- ☐ I'm working in a cafe, ... ☐ so she spends a lot on petrol.
- ☐ She drives to work every day, ... ☐ so she can't answer the phone.
- ☐ She's driving right now, ... ☐ once a month.
- ☐ I write to my parents ... ☐ because their phone's broken.
- ☐ I'm writing to my parents ... ☐ once a month.
- ☐ We aren't eating there ... ☐ today because it's full.
- ☐ We don't eat there ... ☐ because the food is awful.

b Choose the correct answer.

- I eat / I'm eating my lunch now. Can you wait?
- Look at that man! He doesn't wear / isn't wearing any shoes.
- She usually goes / She's usually going to the cinema on Tuesday nights.
- I study / I'm studying hard because I have an exam next week.
- Some of my friends look / are looking at their phones every five minutes.
- My grandparents hardly ever visit / are hardly ever visiting us because they live in Australia.
- We want to finish the project tonight, so we work / we're working late.
- Is your brother liking / Does your brother like video games?

c Complete the conversation with the present simple or present continuous.

- A** What's the news, (you) / do!?
- B** Really? But you checked it about 20 minutes ago. How often? (you) / check your account?
- A** Well, (I) / usually check my account once a day. But today's different, (my sister / travel) around Africa at the moment, and I'm worried about her.
- B** (she / usually send) me a message two or three times a day, but the last time she wrote was a week ago.
- A** Maybe (she / travel) right now, and she can't use the Internet. (she / go) on safari?
- B** No, I don't think so. (she / not like) the country. (she / prefer) cities.
- Oh ... look! Here's a message from her: You were right! (she / drive) through the Masai Mara National Park right now.
- A** Where's that?
- B** (there / be) a lot of wild animals there.
- A** Cool ... that's amazing. So why (she / spend) her time on Instagram?

d Now go to back to p. 11.

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Vocabulary Focus

Extends and consolidates the vocabulary.

VOCABULARY FOCUS

1A Common adjectives

a Listen to the conversations and look at the pictures. Underline the adjectives.

- Look at these adjectives and answer the questions. Use the conversations in a to help you.

- delicious (délɪʃəs) ugly (ʌɡli) serious (sɪəriəs)
rude (ruːd) all right (əˈraɪt) silly (sɪli)
boring (ˈbɔːrɪŋ) strange (streɪndʒ)

- Which adjectives mean ... ?
1 OK _____ 5 the food is good _____
2 not normal _____ 6 not serious _____
3 not beautiful _____ 7 bad (for a problem) _____
4 not polite _____ 8 not interesting _____

- c Now look at these adjectives.
gorgeous (ɡɔːdʒəs) horrible (həˈrəbl) lovely (ləvli) amazing (əˈmeɪzɪŋ) awful (əˈfʊl) perfect (pəˈfekt)

- Which adjectives mean ... ?
+ very nice/good _____
+ very bad _____

- d Listen to the adjectives in a and c. How many syllables are there in each word? Underline the stressed syllable in each word.

- e Practise the conversations with a partner.

- f Now go back to p. 8.

2A Tourism

a Match the holiday items with the pictures. Listen and check. Repeat the words.

- backpack
- foreign currency
- passport
- sunscreen
- map
- sunscreen lotion

b Which of the items in a do you always take on holiday?

- 1
- 2
- 3
- 4
- 5
- 6

c Complete the travel phrases with the words in the box. Listen and check.

- holiday lightening visa campsite souvenirs money accommodation hotel hostel adventure luggage

- We went away on holiday for three weeks.
- We needed to get a visa from the embassy before we travelled.
- We also exchanged some money at the bank.
- We booked all of our online.
- When we arrived, we checked into our luxury hotel and unpacked our luggage.
- We did some shopping. The cafes and gardens were gorgeous.
- We bought some souvenirs for our friends and family.
- The second week, we stayed in a campsite by the beach.
- We had a great holiday and we didn't want to come home.
- Work in pairs. Think of your last holiday. Which of the things in c did you do? Tell your partner.

- e Now go back to p. 19.



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COMMUNICATION PLUS

2B STUDENT C

a You are a shop assistant. Look at the photos of your products and read the descriptions.

- Large rubber duck** €29.99
- Fun gift: children
- Flashes in the bath
- Makes a noise when you press it

- Mildew spice rack** €25.99
- Perfect gift: cooks, food lovers
- 10 jars, quality herbs and spices
- Flasks to wall or free-standing

- Coloured pencils** €4.99
- Great gift: artists
- 36 bright colours
- Colour in books or draw your own pictures

- Scented candles** €9.99
- Colourful gift for the home
- Three scents: vanilla, rose, pine
- Creates a perfect atmosphere

- Classic clock** €49.99
- Stylish gift: married couple
- Traditional design
- Batteries included

- Animal slippers** €19.99 per pair
- SALE €29.99 for two pairs
- Fun gift: men, women, children
- Various designs

- b Students A and B are customers in your shop. Listen to their questions and describe some of your products. Ask your customers to pay for the product when they have chosen.

- c Now swap roles. Go to p. 129.

2B STUDENT A

a Read Did You Mean Capri? and answer the questions.

- Where were they going?
- How were they travelling?
- What was the problem?
- Who helped solve the problem? How?
- What happened in the end?



Two Swedish tourists on holiday in Italy got a surprise after a spelling mistake on their GPS took them 600 kilometres from their destination.

The Swedish couple were travelling around Italy and wanted to go to Capri. Capri is an island in the south of the country, famous for its beautiful coastline and a popular tourist destination. The couple got their destination into their car's GPS, but they made a spelling mistake. They accidentally typed CAPRI instead of CAPRI. There is a real place named Capri in Italy, but it is a small town in the north of the country.

The couple followed the GPS directions. Although they were travelling to an island, it didn't worry them that they didn't cross a bridge, take a boat, or see the water. When they arrived in Capri, they went to the tourist office. They asked for directions to the Blue Grotto, a famous sea cave in Capri. But, of course, the tourist official didn't understand. He thought they wanted to go to a restaurant called the Blue Grotto.

When the official realised that the couple thought they were in Capri, he explained their mistake. The couple got back into their car and started driving south. The official said, 'They were surprised but not angry.'

- b Now go back to p. 21.

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Empower Methodology

A Learner-Centred Approach

Empower, with its unique mix of learning and assessment, places students and their needs at the centre of the learning process. This learner-centred approach also applies to the course methodology – the Student’s Book and the additional resources provide a range of classroom materials that motivate learners, address their language needs, and facilitate the development of their skills. This wide range of materials also means different learning preferences are catered to in each unit of the course. It provides teachers with flexibility with different learner groups.

Meeting the Needs of Learners at Different Levels

Supporting the Teacher

Empower also supports the teacher with classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between students and teachers. *Empower*:

- 1 encourages learner engagement
- 2 delivers manageable learning
- 3 is rich in practice
- 4 provides a comprehensive approach to productive skills.

Measurable Progress

Empower includes a uniquely reliable assessment package developed by test experts at Cambridge Assessment English. This allows teachers and learners to measure progress and determine learners’ strengths and needs. Not only do learners feel more motivated when they can see they are making progress, but they are then able to target and address specific learning needs.

Key Methodological Principles

1 Learner engagement

Getting Started

Each unit begins with a Getting Started page, designed to engage students from the very start of the unit – leading to greater motivation and more successful learning. It does this in the following ways:

- Striking images take an unusual perspective on the theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- Speaking activities prompt a personal response – exploring beyond the surface of the image – while providing a cognitive and linguistic challenge for the student and a diagnostic opportunity for the teacher.

Remarkable texts, audio and video

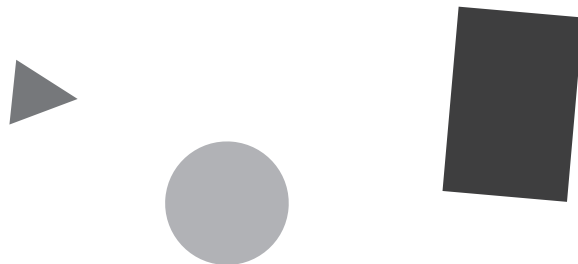
Throughout the course, learners encounter a range of **reading texts**, along with **audio and video**. The texts have been carefully selected to appeal to learners from a variety of cultural backgrounds. The topics will inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy and provoke an emotional response. The texts, audio and video in *Empower* provide learners with new insights and perspectives on a variety of topics. By using a varied range of spoken and written contexts, students are consistently motivated to engage with the target grammar and vocabulary.

Frequent opportunities for personal and critical response

There are frequent opportunities to contribute personal views, experiences and knowledge when discussing each lesson’s themes. Every lesson includes regular activities that encourage learners to respond personally to the content of the texts and images. These include **personalisation** tasks which make the target language in every unit meaningful to the individual learner. Many activities also involve some kind of critical response to the content of texts. This helps develop students’ critical thinking skills as well as gives them further speaking practice.

Independent learning

In order to make progress, learners must build their language knowledge and their ability to use this knowledge in an active way. Reading and listening widely in English will help students to progress faster, as will the development of good study skills. In *Empower*, **Learning Tips** support learners both in and outside the classroom. These features accompany the texts and audio and encourage learners to notice and systematically note useful language. The Teacher’s Notes for each lesson include **Homework activities** which encourage students to put the Learning Tips into practice in their independent learning and motivate further reading and listening outside the classroom.



2 Manageable learning

A second core principle that informs *Empower* is a recognition of the importance of manageable learning. This offers students (and their teachers) reassurance that the material is suitable for the level being taught: the language syllabus avoids overly complex language at any given level, and the reading, listening and video materials are carefully chosen to be accessible while consistently acknowledging learners' linguistic competencies and challenging them. *Empower* classroom materials reflect the concept of manageable learning in the following ways:

1 Syllabus planning and the selection of language

A key element in making learning material appropriate is the selection of target language. In *Empower*, two powerful Cambridge English resources – the Cambridge Corpus and English Profile – have been used to inform the development of the course syllabus and the writing of the material. This means that learners using *Empower* are presented with target language that includes:

Grammar

- a logically sequenced progression of grammar items and activities that focus clearly on both meaning and form
- systematic recycling of grammar within units and across each level
- a fresh approach to familiar language – accompanied by Cambridge Corpus-informed Tips, with notes on usage and typical errors – helps learners improve usage and tackle habitual mistakes

Vocabulary

- lexical sets that make vocabulary memorable and easier to learn
- an appropriate lexical load for each lesson so learners are not overwhelmed by too many vocabulary items
- activities that clarify different meanings of vocabulary
- Wordpower activities that aim to develop learners' vocabulary range.

Each level is carefully designed to offer measurable progress through the core syllabus while students develop toward each level's competency as independent individual learners.

2 Lesson flow

Teaching and learning are also made manageable through the careful staging and sequencing of activities, ensuring that each individual learner will be challenged and engaged while working together as a class. Every lesson is comprised of several sections, each with a clear focus on language and/or skills. Each section builds on the next, and activities within sections do likewise. Every section of language input ends in an output task, offering learners the opportunity to personalise the target language. At the end of each lesson, there is a substantial, freer speaking and/or writing activity that motivates learners to use new language in context.

3 Task and activity design

Tasks and activities have been designed to give students an appropriate balance between freedom and support. As an overall principle, the methodology throughout *Empower* anticipates and mitigates potential problems that learners might encounter with language and tasks. While this clearly supports students, it also supports teachers because there are likely to be fewer unexpected challenges during the course of a lesson, which means that necessary preparation time is reduced to a minimum. Students at all levels need to increase their language knowledge and their ability to use spoken and written language in a variety of situations. However, learners' needs can vary according to level. For example, at lower levels, students often need more encouragement to use language in an active way so they can put their language knowledge into immediate use. Conversely, at higher levels, learners need to be more accurate in the way they use language in order to refine their message and convey their ideas with more complexity and subtlety. *Empower* responds to these varying needs in the following ways as the course progresses from level A1 to C1:

- **Topics, tasks, and texts with an appropriate level of cognitive and linguistic challenge at each level** motivate learners by providing new challenges.
- **Multiple communicative opportunities** in every lesson either encourage fluency or allow students to refine their message using a wider range of language.
- **Varied and stimulating texts** motivate learners to develop their reading and listening skills so that a wider range of texts becomes accessible as the course progresses.
- **Listening and video materials** expose students to a wide variety of voices and natural, colloquial speech, while giving a strong focus on the language that students need to produce themselves.
- **Learning Tips** support learners in developing a broad vocabulary both in and outside the classroom.

3 Rich in practice

It is essential that learners be offered frequent opportunities to practise the language they have been focusing on – they need to activate the language they have studied in a meaningful way within an appropriate context. *Empower* is rich in practice activities and provides students and teachers with a wide variety of tasks that help learners to become confident users of new language.

Student's Book

Throughout each *Empower* Student's Book, learners are presented with a wide variety of practice activities, appropriate to the stage of the lesson and real-world use of the language.

- There are frequent opportunities for spoken and written practice. Activities are clearly contextualized and carefully staged and scaffolded. Extended spoken and written practice is provided in the final activity in each lesson.
- Grammar Focus and Vocabulary Focus pages at the back of the Student's Book offer more opportunities for practicing the grammar and vocabulary, helping to consolidate learning.
- Review and Extension activities at the end of each unit provide more opportunities for both written and spoken practice of the target language.

Teacher's Book

- Many learners find practice activities that involve an element of fun to be particularly motivating. Such activities – seven per unit – are provided in the photocopiable activities in Cambridge One, providing fun, communicative practice of grammar, vocabulary, and pronunciation.
- The main teacher's notes also provide ideas for extra activities at various stages of the lesson.

Other components

- The Workbook provides practice of the target input in each A, B and C lesson.
- The Digital Workbook component offers practice activities that can be completed on a mobile device or computer.
- Through Cambridge One, *Empower* provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom.

4 A comprehensive approach to productive skills

Most learners study English because they want to use the language in some way. This means that speaking and writing – the productive skills – are more often a priority for learners. *Empower* is systematic and comprehensive in its approach to developing both speaking and writing skills.

Speaking

The **C lesson** in each unit – Everyday English – takes a comprehensive approach to speaking skills, and particularly in helping learners to become effective users of spoken language for social and professional purposes. The target language is clearly contextualised by means of engaging video and audio that will be relevant and familiar to adult learners.

These Everyday English lessons focus on three key elements of spoken language:

- Useful language – focusing on functional language that is most relevant to learners' needs
- Pronunciation – focusing on intelligibility and the characteristics of natural speech, from individual sounds to extended utterances, developing learners' ability to express meaning by varying intonation and stress
- Conversation skills – speaking strategies and sub-skills that help learners to become more effective communicators

This comprehensive approach ensures that speaking skills are actively and appropriately developed, not just practised.

Writing

In the *Empower* Student's Book, learners receive guidance and practice in writing a wide range of text types. Writing lessons are not 'heads-down.' Instead, and in keeping with the overall course methodology, they are highly communicative, mixed-skills lessons with a special focus on writing. In *Empower*, writing is dealt with in the following ways:

- **Writing is fully integrated into listening, reading, and speaking** – as it is in real life – and is not practised in isolation.
- **There is an explicit focus on key linguistic features of written language** that encourage students to express themselves with greater clarity and accuracy.
- **A process writing methodology** is embedded in the instructions for writing activities, and learners are often encouraged to self-correct and seek peer feedback.
- **Communicative outcomes** – writing lessons lead to a final, communicative task, ensuring that learners are always writing for a purpose.

Assessment

Learning Oriented Assessment

What is Learning Oriented Assessment (LOA)?

Teachers are naturally interested in their students' progress. Every time they step into the classroom, teachers note if a learner is struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still can't produce it in a practice activity. This is often an intuitive and spontaneous process. By the end of a course or a cycle of learning, the teacher will know far more about a learner's ability than an end-of-course test alone can show.

An LOA approach to teaching and learning brings together this ongoing informal evaluation with a more formal or structured assessment, such as end-of-unit or end-of-course tests. LOA is an approach that allows the teacher to pull together all this information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. A range of insights into students and their progress feeds into total assessment of the learner. It also allows the teacher to use all of this information not just to produce a report on a learner's level of competence, but to plan and inform future learning.

How does *Empower* support LOA?

Empower supports LOA both informally and formally, and both in and outside the classroom:

1 Assessment that informs teaching and learning

- Reliable tests for both formative and summative assessment (Unit Progress Tests and skills-based Competency Tests)
- A clear record of learner performance through Cambridge One

2 LOA classroom support

- Clear learning objectives and activities that build toward those objectives
- Activities that offer opportunities for learner reflection and peer feedback
- A range of tips for teachers on how to incorporate LOA techniques, including informal assessment, into their lessons as part of normal classroom practice

1 Assessment that informs teaching and learning

Empower offers two types of tests written and developed by teams of Cambridge Assessment English exam writers. The tests in the course have been piloted, involving thousands of candidates across all tests and levels, to ensure that test items are appropriate to the level. Cambridge Assessment English tests are underpinned by research and evaluation and by continuous monitoring and statistical analysis of performance of test questions. *Empower* tests are designed around the following essential principles:

- **Validity** – tests of real-world English and the language covered in the Student's Book
- **Reliability** – tasks are consistent and fair
- **Impact** – tests have a positive effect on teaching and learning, in and outside the classroom
- **Practicality** – tests are user-friendly and practical for teachers and students.

Unit Progress Tests

The course provides an online Unit Progress Test at the end of every unit that tests the target grammar, vocabulary, and functional language from the unit. The teacher and learner are provided with a score for each language area that has been tested, identifying the areas of mastery and where the learner has encountered difficulties and needs more support. Paper-based versions of the tests are also available.

Competency Tests

Empower offers mid-course and end-of-course Competency Tests. These skills-based tests cover Reading, Writing, and Listening and Speaking and are calibrated to the Common European Framework of Reference (CEFR). They provide teachers and students with a digital record of achievement which indicates the students' performance in all language skills within the relevant course level.

Cambridge One provides teachers and students with a clear and comprehensive record of each learner's progress during the course, helping teachers and learners to recognise achievement and identify further learning needs. Cambridge One helps teachers to systematically collect and record evidence of learning and performance, and in doing so demonstrates to teachers and students how much progress has been made over time. Paper-based versions of the tests are also available.

2 LOA classroom support

Clear objectives

An LOA approach encourages learners to reflect and self-assess. In order to do this, learning objectives must be clear. In *Empower*, each unit begins with a set of 'can do' objectives so that learners feel an immediate sense of purpose. Each lesson starts with a clear 'Learn to ...' goal, and the activities all contribute toward that, leading to a significant practical outcome at the close of the lesson. At the end of each unit, there is a Review Your Progress feature that encourages learners to reflect on their success, relative to the 'can do' objectives at the start of the unit. Within the lessons, there are also opportunities for reflection, collaborative learning and peer feedback.

LOA classroom tips for teachers

In a typical lesson, teachers are likely to use some or perhaps all of the following teaching techniques:

- **monitor** learners during learner-centred stages of the lesson
- **elicit** information and language
- **concept check** new language
- **drill** new vocabulary or grammar
- encourage learners to **review and reflect** after they've worked on a task.

The chart below summarizes core and LOA-specific aims for each of the above techniques. All of these familiar teaching techniques are a natural fit for the kind of methodology that informally supports LOA. An LOA approach will emphasise those parts of a teacher's thinking that involve forming evaluations or judgments about learners' performance (and therefore what to do next to better assist the learner). The 'LOA teacher' is constantly thinking things like:

- *Have they understood that word?*
- *How well are they pronouncing that phrase?*
- *Were they able to use that language in a freer activity?*
- *How many answers did they get right?*
- *How well did they understand that listening text?*
- *How many errors did I hear?*
- *What does that mean for the next step in the learning process?*

The *Empower* Teacher's Book provides tips on how to use a number of these techniques within each lesson. This will help teachers to consider their learners with more of an evaluative eye. Of course, it also helps learners if teachers share their assessment with them and ensure they get plenty of feedback. It's important that teachers make sure feedback is well balanced so that learners know what they are doing well in and what needs a little more work.

Teaching techniques					
	monitoring	eliciting	concept checking	drilling	providing feedback
Core aims	• checking learners are on task • checking learners' progress • making yourself available to learners who are having problems	• checking what learners know about a topic in order to generate interest	• checking that learners understand the use and meaning of new language	• providing highly controlled practice of new language	• finding out what ideas learners generated when working on a task • praising learners' performance of a task • indicating where improvement can be made
LOA aims	• listening to learners' oral language, and checking learners' written language, in order to: » diagnose potential needs » check if they can use new language correctly in context	• finding out if learners already know a vocabulary or grammar item • adapting the lesson to take into account students' individual starting points and interests	• checking what could be a potential problem with the use and meaning of new language for your learners • anticipating and preparing for challenges in understanding new language, both for the whole class and for individuals	• checking that learners have consolidated the form of new language • checking intelligible pronunciation of new language	• asking learners how well they feel they performed a task • giving feedback to learners on specific language strengths and needs • fostering 'learning how to learn' skills

LOA and learner motivation

The teaching and learning materials in *Empower* ensure learners maintain motivation throughout the course. In addition, teachers can further amplify learner motivation by adopting LOA approaches in their lessons. Here are some core LOA motivation ideas:

- **Make learning aims explicit to learners** – teachers should point out the ‘can do’ objectives and tell students how they will help their language development.
- **Modify learning objectives** on the basis of learner feedback – after learners complete an activity, teachers can get feedback on how they thought it went and respond to their suggestions (for example, learners may wish to repeat the activity because they feel they could do it better the second time).
- **Judge when to give feedback on learner language** – different learner groups and different activities require different types of feedback. Sometimes a teacher can give language feedback as learners are speaking, and sometimes it’s better to wait until they have finished the activity; teachers should consider the most appropriate approach for each activity.
- **Balance developmental feedback with praise** – it’s important to acknowledge what learners do well and praise their efforts, so teachers should give balanced feedback, but they should also make sure praise is targeted and not too general, otherwise it may sound insincere.

LOA and capturing learner language

One of the biggest challenges for teachers during the course of a lesson is being able to tune into learner language. This is particularly difficult with larger classes, when students are all speaking at the same time in pair or group work. If teachers want to adopt an LOA approach and capture language samples from a range of learners, they can consider some of the following techniques:

- **Listen only for the target language** that has just been taught and whether students are using it accurately – don’t worry about the other mistakes learners might make.
- **Target specific learners for each activity** – sometimes it’s not possible to listen to all learners for every activity, so if there are three speaking activities during the course of the lesson, the teacher can aim to tune into a different third of the class for each activity. By the end of the lesson, the teacher will have listened to all of the learners.
- **Ask learners to complete the speaking activities** located in each unit of the Digital Workbook – they can record their responses using a smartphone and submit the recordings in Cambridge One. The teacher can then give written feedback – it’s not very different from giving feedback on written work that students have submitted.

Documentary videos

Expose your students to English via authentic, real-world contexts.

These high-interest supplementary Empower videos are thematically linked to the topics and language of each unit.

Each video comes with a downloadable and printable video worksheet.

Teachers can use the video and worksheet at any point in a unit.



Available on
[cambridgeone.org](https://www.cambridgeone.org)



eBooks

The *Empower* eBook includes all of the content from the print Student's Book, and can also be used to:



Listen to audio



Highlight text

Aa

Make notes



The eBook is ideal for iPads and Android tablets.

Empower and the CEFR, English Profile

The CEFR and English Vocabulary Profile

The *Empower* course syllabus is informed by English Profile and the Cambridge English Corpus and is carefully benchmarked to the Common European Framework of Reference (CEFR). This ensures that students encounter the most relevant and useful language at the right point in their learning.

The Cambridge English Corpus is a multi-billion word collection of texts taken from a huge variety of sources, including newspapers, the Internet, books, magazines, radio, schools, universities, the workplace and even everyday conversation – and is constantly being updated.

Our language research features in most of our materials. In particular, we use it to:

- ensure that the language taught in our courses is natural, accurate and up-to-date
- select the most useful, common words and phrases for a topic or level
- focus on certain groups of learners and see what they find easy or hard
- analyze spoken language so that we can teach effective speaking and listening strategies.

English Vocabulary Profile offers reliable information about which words (and which meanings of those words) and phrases are known and used by learners at each level of the CEFR.

For more information on English Profile and the Cambridge English Corpus, please use these links:

<http://www.englishprofile.org>

<https://languageresearch.cambridge.org/cambridge-english-corpus>

The CEFR is a standard guideline to recognise a learner's level of language fluency. Each level of *Empower* is carefully mapped to the appropriate CEFR level in accordance with English Vocabulary Profile, guaranteeing that students encounter the right language at the right level.

Empower	CEFR Level
Starter	A1
Elementary	A2
Pre-Intermediate	B1
Intermediate	B1+
Upper Intermediate	B2
Advanced	C1

Resources – How to access

To access the online resources, go to cambridgeone.org and register.

Resource	For Teachers	For Students	
	Teacher's Book with Digital Pack	Student's Book with eBook	Student's Book with Digital Pack
Class Audio	cambridgeone.org	cambridgeone.org	cambridgeone.org
Class Video	cambridgeone.org	cambridgeone.org	cambridgeone.org
Video Activity Sheets	cambridgeone.org	cambridgeone.org	cambridgeone.org
Video Teaching Notes / Answer Keys	cambridgeone.org		
Digital Workbook	cambridgeone.org		cambridgeone.org
End-of-unit assessment (Online version)	A Unit Progress Test for every unit (automatically marked) covers grammar, vocabulary, and functional language. cambridgeone.org		A Unit Progress Test for every unit (automatically marked) covers grammar, vocabulary, and functional language. cambridgeone.org
Mid- and end-of-course assessment (Online version)	Mid-course and end-of-course competency tests cover all four skills and generate a CEFR report which reliably benchmarks learners to the target level. cambridgeone.org		Mid-course and end-of-course competency tests cover all four skills and generate a CEFR report, which reliably benchmarks learners to the target level. cambridgeone.org
End-of-unit assessment (Print version)	Unit Progress Tests with Teacher's answer key for every unit which covers grammar, vocabulary, and functional language. cambridgeone.org	Please ask your teacher for further information.	Please ask your teacher for further information.
Mid- and end-of-course assessment (Print version)	Mid-course and end-of-course competency Tests with Teacher's answer key for every unit which covers grammar, vocabulary, and functional language. cambridgeone.org	Please ask your teacher for further information.	Please ask your teacher for further information.
Workbook audio	cambridgeone.org	cambridgeone.org	cambridgeone.org
Workbook answers	In Workbook with Answers or cambridgeone.org		
Photocopiables	cambridgeone.org		
Presentation Plus	Displays all Student's Book material, plays all Class Audio and Video, shows answer keys and more. For access, contact your local Cambridge representative.		
Teaching with Empower	An introduction to the <i>Empower</i> online assessment and practice materials, via a short teacher training course. For access, contact your local Cambridge representative.		

Empower components

The following *Empower* components are available for 6 levels (A1–C1):

- Student's Book with eBook
- Student's Book with Digital Pack
- Workbook with Answers
- Workbook without Answers
- Combo A with Digital Pack
- Combo B with Digital Pack
- Student's Book with Digital Pack, Academic Skills and Reading Plus (levels A2, B1, B1+, B2)
- Teacher's Book with Digital Pack
- Presentation Plus

Find out more:

cambridge.org/empower

Introduction to the Cambridge Life Competencies Framework (CLCF)

How can teachers prepare their students to succeed in a world that is rapidly changing? They need to help students develop transferable skills, to work with people from around the world, to think creatively, to analyze sources critically and communicate their views effectively. How can they teach these skills alongside language? In response to these questions, Cambridge University Press has developed the Cambridge Life Competencies Framework. The Life Competencies are explored throughout the *Empower* course.

The Cambridge Life Competency Framework

The Framework outlines core areas of competency that are important for development: creative thinking, critical thinking, learning to learn, communication, collaboration, social responsibilities.

Creative Thinking	Preparing for creativity	Generating ideas	Implementing ideas and solving problems	
Critical Thinking	Understanding and analysing ideas and arguments	Evaluating ideas and arguments	Solving problems and making decisions	
Learning to Learn	Developing skills and strategies for learning	Taking control of own learning	Reflecting on and evaluating own learning	
Communication	Using appropriate language and register for context	Facilitating interactions	Participating with appropriate confidence and clarity	
Collaboration	Taking personal responsibility for own contribution to a group task	Encouraging effective group interaction	Managing the sharing of tasks in a group activity	Working towards task completion
Social Responsibilities	Understanding personal responsibilities as part of a social group	Showing intercultural awareness	Understanding global issues	
Emotional Development	Identifying and understanding emotions	Managing own emotions	Empathy and relationship skills	



For more information about *Empower* and the CLCF, scan the QR code.
Or visit cambridge.org/empower/clcf

Student's Book Scope and Sequence

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Communicating					
Getting started Talk about spending time with friends					
1A	Ask and answer personal questions	Question forms	Common adjectives	Syllables and word stress Sentence stress	
1B	Talk about how you communicate	Present simple and present continuous	Adverbs	Long and short vowels	
1C	Greet people and end conversations			Sentence stress	Greeting people; Ending conversations
1D	Write a personal email				
Review and extension		More practice	WORDPOWER like		
Unit 2 Travel and tourism					
Getting started Talk about holiday photos					
2A	Talk about past holidays	Past simple	Tourism	-ed endings	
2B	Describe travel problems	Past continuous	Travel collocations	Sentence stress Vowel sounds	
2C	Ask for information in a public place			Connected speech	Asking for information in a public place
2D	Write a travel blog				
Review and extension		More practice	WORDPOWER off		
Unit 3 Money					
Getting started Talk about the future of cash					
3A	Talk about money and shopping experiences	Present perfect or past simple	Money and shopping		
3B	Talk about living with less	Present perfect with already and yet	make / do / give collocations	Sound and spelling: /dʒ/ and /j/	
3C	Talk to people in shops			Sentence stress	Talking to people in shops; Paying at the till
3D	Write an update email				
Review and extension		More practice	WORDPOWER just		
Unit 4 Social life					
Getting started Talk about celebrations and food					
4A	Talk about your plans for celebrations	Present continuous and be going to	Clothes and appearance	Sound and spelling: going to	
4B	Plan a day out in a city	will / won't / would / shall	Adjectives: places	Sound and spelling: want and won't	
4C	Make social arrangements			Sentence stress	Making social arrangements
4D	Write and reply to an invitation				
Review and extension		More practice	WORDPOWER look		
Unit 5 Work					
Getting started Talk about exciting and dangerous jobs					
5A	Talk about what people do at work	must / have to / can	Work	Word stress	
5B	Talk about the future of work	will and might for predictions	Jobs	Sound and spelling: /ʃ/	
5C	Make offers and suggestions			Stressed/unstressed modals: vowel sounds	Making offers and suggestions
5D	Write a job application				
Review and extension		More practice	WORDPOWER job and work		
Unit 6 Problems and advice					
Getting started Talk about being afraid					
6A	Give advice for common problems	Imperative; should	Verbs with dependent prepositions	Sound and spelling: /u:/ and /ʊ/	
6B	Describe extreme experiences	Uses of to + infinitive	-ed / -ing adjectives	-ed endings Word stress	
6C	Ask for and give advice			Main stress	Asking for and giving advice
6D	Write an email giving advice				
Review and extension		More practice	WORDPOWER Verb + to		

Listening	Reading	Speaking	Writing
Three conversations at a party	Article: <i>Small Talk</i>	Getting to know each other	Personal questions
Four monologues about technology and communication	Article: <i>The Fast and the Furious</i>	Ways of communicating	Sentences about communicating
Meeting an old friend		Meeting people and ending conversations; Showing interest	 Unit Progress Test
Conversation: keeping in touch	Three personal emails	Keeping in touch	Personal email Correcting mistakes
Audio diary: <i>Yes Man Changed My Life</i>	Diary article: <i>Yes Man Changed My Life</i>	Types of holiday; A holiday you enjoyed	
Monologue: a bad flight	Two news stories about travel problems	Retelling a news story; Travel problems	
At the train station		Asking for information in a public place; Asking for more information	 Unit Progress Test
Conversation: travelling to Australia	Travel blog	Making travel plans	Travel blog Linking words
Radio report: stories from a sales day	Questionnaire: <i>Sales Season – Can You Say No?</i>	Money and shopping experiences	
Radio programme: <i>Ways of Life</i>	Article: <i>Get Happy – Give Your Money Away!</i>	Living with less	Notes about living with less
Shopping for a present		Talking to people in shops; Changing your mind	 Unit Progress Test
Four monologues: supporting charity	Email: update on raising money for charity	Charities	Update email Paragraphing
Interview: May Ball	Article: <i>Life in Numbers</i>	Future plans; Preparations for special occasions	
Audio blog: Indian wedding		Tokyo highlights; Planning a day out in a city	Notes on a city you know well
Conversation: Mike and Harry in Tokyo		Making plans Making time to think	 Unit Progress Test
Planning to meet: birthday dinner			An invitation Writing and replying
Three monologues: socialising	Two emails: invitations		
Three monologues: cool jobs	Infographic: <i>The Coolest Jobs</i>	Job qualities and requirements	Workplace rules
Three interviews: at a career fair	Article: <i>Planning a Safe Future Career</i>	Finding a job; The future world of work	Predictions: finding a job / world of work
Leaving work early		Reassurance; Offers and suggestions	 Unit Progress Test
Conversation: part-time jobs	Email: job application	Summer and part-time jobs	Job application Organising an email
Two interviews: <i>Sharks Saved My Life (Part 2)</i> / Skydiving accident	Article: <i>How to Deal with Life's Little Problems</i> Article: <i>Sharks Saved My Life (Part 1)</i>	Common problems and possible solutions; Advice for people who are always late Emotional experiences; Stories about dramatic events	Advice for a common problem Notes about a dramatic event
Advising a friend		Showing sympathy; Asking for and giving advice	 Unit Progress Test
Three monologues: problems	Wiki: advice for learners of English	Giving advice	Message giving advice; Linking: ordering ideas and giving examples

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 7 Changes					
Getting started Talk about different generations					
7A	Talk about life-changing events	Comparatives and superlatives	get collocations		
7B	Describe health and lifestyle changes	used to	Health collocations	Sound and spelling: used to / didn't use to	
7C	Talk to the doctor		Health problems and treatments	Intonation for asking questions	Describing symptoms; Showing concern and relief; Doctors' questions
7D	Write a blog about an achievement				
Review and extension	More practice	WORDPOWER change			
Unit 8 Culture					
Getting started Talk about street art					
8A	Talk about art, music and literature	The passive: present simple and past simple	Art, music, and literature	Word stress	
8B	Talk about sports and leisure activities	Present perfect with for and since	Sports and leisure activities		
8C	Apologise; Make and accept excuses			Intonation for continuing or finishing	Apologising; Making and accepting excuses
8D	Write a book review				
Review and extension	More practice	WORDPOWER by			
Unit 9 Achievements					
Getting started Talk about achievements					
9A	Talk about future possibilities	First conditional	Degree subjects; Education collocations	Word groups	
9B	Describe actions and feelings	Verb patterns	Verbs followed by to + infinitive / verb + -ing		
9C	Make telephone calls			Main stress: contrastive	Calling people you don't know; Calling people you know
9D	Write a personal profile				
Review and extension	More practice	WORDPOWER Multi-word verbs with put			
Unit 10 Values					
Getting started Talk about seeing a crime					
10A	Talk about moral dilemmas	Second conditional	Multi-word verbs	Sentence stress: vowel sounds	
10B	Describe problems with goods and services	Quantifiers; too / not enough	Noun formation	Word stress Sound and spelling: verbs and nouns	
10C	Return goods and make complaints			Sentence stress	Returning goods and making complaints
10D	Write an apology email				
Review and extension	More practice	WORDPOWER Multi-word verbs with on			
Unit 11 Discovery and invention					
Getting started Talk about unusual technology					
11A	Explain what technology does	Defining relative clauses	Compound nouns	Word stress: compound nouns	
11B	Talk about discoveries	Articles	Adverbials: luck and chance	Word stress: adverbials	
11C	Ask for and give directions in a building			Sound and spelling: /ɔː/ and /ɜː/	Asking for and giving directions in a building
11D	Write a post expressing an opinion				
Review and extension	More practice	WORDPOWER Preposition + noun			
Unit 12 Characters					
Getting started Talk about animals and people					
12A	Tell a story	Past perfect	Animals	Sound and spelling: /ɪ/, /ɔː/ and /əʊ/	
12B	Talk about family relationships	Reported speech	Personality adjectives	Sentence stress: that	
12C	Agree and disagree in discussions			Main stress: contrastive	Agreeing and disagreeing
12D	Write a short story				
Review and extension	More practice	WORDPOWER age			
Communication Plus	p. 127	Vocabulary Focus	p. 134	Grammar Focus	p. 144

Listening	Reading	Speaking	Writing
Two radio monologues: <i>One Minute Inspiration: Steven Adams; Selena Gomez</i>	Quotes: life changes	Comparing yourself in the past and now; Life-changing events	Vocabulary definitions
	Article: <i>Health: 1970s and Today</i>	Changes in lifestyle and health	Sentences about changes in health
At the doctor's office		Describing symptoms; Showing concern and relief; Responding to questions	Unit Progress Test
Three monologues: making a change	Blog: <i>Living to Change</i>	Making positive changes	Blog: changes / achievements Linking: ordering events
	Article: <i>Six of the Best, Biggest, and Most Popular</i>	Art, music and literature	Sentences about art and music
Radio programme: <i>Superfans</i>		A famous person you admire; Sports and activities	Sentences about yourself; Notes about sports and activities
Accepting an apology		Apologising; Making and accepting excuses	Unit Progress Test
Three monologues: book reviews	Four book reviews	Books and reading	Book review Positive and negative comments; Linking: <i>although, however</i>
Five monologues: study habits	Article: <i>Unusual Degrees</i>	University degrees; Future possibilities	Real possibilities; Future plans
Radio interview: shyness	Article: <i>The Not-So-Easy Lives of Celebrities</i>	Shyness; Celebrity problems; Actions and feelings	
Calling people on the phone		Calling people on the phone; Dealing with problems on the phone	Unit Progress Test
Conversation: online courses	Two student profiles	Advantages and disadvantages of online learning	Personal profile Avoiding repetition
Radio news: illegal downloading		Dishonest behaviour; Honesty quiz	Unreal situations
Radio news: <i>Complaints around the World</i>	Article: <i>The Biggest Complainers in Europe</i>	When would you complain?	
Returning goods to a shop		Returning goods and making complaints; Sounding polite	Unit Progress Test
Three monologues: rudeness	Three emails: apologies	Rude behaviour	An apology email Formal and informal language
Podcast: <i>From Fiction to Fact</i>	Article: <i>Science Fiction through the Years</i>	Definitions; Describing inventions	
	Article: <i>Lucky Discoveries</i>	Unexpected events; Discoveries and inventions	Unexpected events
Lost in a building		Asking for and giving directions in a building; Checking information	Unit Progress Test
Radio call-in: inventions of the future	Four opinion posts: important inventions	Useful/important inventions	A post for a website Giving opinions; Expressing results and reasons
Radio news: <i>Willie the Parrot</i>	Article: <i>Jambo's Story</i>	Experiences with animals; Animal life-savers	Animals causing problems
Three monologues: sibling rivalry	Article: <i>Brothers and Sisters: The Facts</i>	Memorable things people say; Family personalities; Sibling relationships	Things people have said to you
A difference of opinion		Agreeing and disagreeing	Unit Progress Test
Radio report: Hurricane Harvey	Article: <i>Houston's Storm Bakers</i>	Dangerous weather	A story Linkers: past time

UNIT 1

COMMUNICATING

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about meeting people for the first time and communicating
- discuss attitudes to communication and describe their own communication habits
- exchange personal information
- greet people, show interest in a person and end conversations
- write a personal email

UNIT CONTENTS

G GRAMMAR

- Question forms
- Present simple and present continuous

V VOCABULARY

- Common adjectives: *all right, amazing, awful, beautiful, boring, delicious, gorgeous, horrible, lovely, perfect, rude, serious, silly, strange, ugly, wonderful*
- Adverbs: *absolutely, almost always, especially, fairly, hardly ever, particularly, pretty, rarely, really, usually*
- Wordpower: *like* (= for example, if you want, similar to, what is/was your opinion of)

P PRONUNCIATION

- Syllables and word stress
- Long and short vowel sounds
- Sentence stress

C COMMUNICATION SKILLS

- Asking and answering personal questions
- Talking about how you communicate
- Greeting people
- Ending a conversation
- Writing a personal email
- Correcting mistakes

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the following questions on the board: *What time of day do you enjoy most? Who are you with? Why do you like it?* Model for the class, e.g., *I enjoy the early evenings because I spend time with my children. We have fun together.* Put students in small groups to find out information about one another. Ask some students to share the information they found out with the class.

- a  Ask students to look at the picture and tell you what they see. Elicit the meanings of the words *colleague* and *laughing*. Read and talk about the questions. If fitting, you can give students information from the Culture Notes that follow.

CULTURE NOTES

By law, workers in the UK must have a 20-minute rest break during their working day if they work more than six hours a day. This could be a lunch break or a tea break. A typical lunch break in the UK is between 30 minutes and one hour. People either bring a lunch from home or go out and get something to eat. Employees often socialise with colleagues during their lunch break. Some companies in the UK have cafeterias, which are large areas inside the building where people can have lunch.

- b  Discuss the questions in pairs. Monitor and support students with vocabulary they need to discuss the questions.

EXTRA ACTIVITY

Show students a photo you like on your own phone. If possible, choose a photo with people in it. If your class is large, project the photo onto a screen or whiteboard. Encourage students to ask you questions. Then ask them if they have any photos on their phones that they would like to share. Encourage students to walk around the classroom and show their photos to other students and ask and answer questions about them in English. Monitor and support students with useful phrases for their conversations.

1A

DO YOU PLAY ANY SPORTS?



OPTIONAL LEAD-IN

Books closed. Tell students about someone you recently met for the first time. This could be a friend of a friend, someone who you sat next to on a train, etc. Tell them where you met, why you started talking, what you talked about and whether it was an interesting conversation and why / why not. Write on the board: *Where? When? Why? What? Interesting?* Then put students into pairs and ask them to tell each other about someone they met for the first time recently. Stop students after a few minutes and ask for examples from their conversations. Find out who had the most interesting conversation.

At the end of this lesson, students will be able to:

- read and understand a text about having a conversation with someone they don't know
- use some common adjectives correctly
- use question forms correctly
- stress the correct words in questions
- ask for and give personal information

1 SPEAKING AND LISTENING

a Tell students to open their books and look at pictures 1–3 to tell you what they can see. Elicit answers to the two questions and encourage students to explain their answers.

b **01.01** Tell students that they are going to hear three conversations from the party and that they need to identify what the people talk about in each conversation. First, go through the list of topics to check understanding. Play the recording, pausing after each conversation for students to share answers. You may need to play the conversations more than once. With a stronger group, ask students to work individually and then compare answers in pairs. Check answers as a class.

Answers

the party: 1, 2, 3; people they know: 1; money: 2; where they live: 1, 2; work: 2; their interests: 3; education: 1

Audioscript

- 1**
- A** It's a nice day today.
B Yes, it's a perfect day for a birthday party. It's great that so many people are here.
A So, how do you know Ana?
B We were at university together. We did the same course.
A Oh, right. What did you study?
B English literature. And you? How do you know Ana?
A I'm her neighbour. I live in the house next door.
B Really? It's a lovely street.
A I think so. So did you come ...
- 2**
- C** How's the food?
D It's great. The pizza is delicious. It's always nice to get good food at a party ... Err ... So, do you live near here?
C Yeah, I live down by the river. You know those flats ...
D Oh yeah! The new ones. They're expensive! How much rent do you pay?
- C** Err ... not much. It's not so ... expensive ... err ...
D So, what do you do?
C I work for a bank.
D So, how much do you earn?
C Err, is that ... err ... over there ... sorry, I just have to speak to my friend, because ...
- 3**
- E** What do you think of the party?
F Yeah, it's great. It's really nice to meet all of Ana's friends. You?
E It's all right, but the music is a bit boring.
F Mmm.
E I like your T-shirt. Is it for a football team?
F No! At least I don't think so!
E So, do you play any sports?
F No, not really. I don't really like sport.
E Well, what do you like then?
F I prefer reading or watching films.
E Oh.

- F** Yeah, so I might go to the cinema after the party. There's a new film about a man who goes to Peru to visit his brother and ...
E Yeah, I saw that last week.
F Oh. What was it like?
E Oh, it's an awful film. Really boring.
- F** OK, well, I'd like to see it anyway. Perhaps I'll like it.
E No, I don't think so. It's a really strange story. And in the end, the man can't find his brother and he just goes home again.
F Oh, thanks a lot!

c **01.01** Play the recording again. Students identify which speakers are not enjoying their conversations and give reasons. If necessary, pause after each conversation.

Answer

Conversation 2: The man doesn't seem happy answering questions about money – he hesitates and then moves on.

Conversation 3: The man isn't enjoying the party. At first, the woman answers but doesn't ask questions. Then they don't agree about a film the woman wants to see and the man tells her how the film ends!



EXTRA ACTIVITY

Give students lines from the conversations and elicit responses. Don't worry if students don't remember them word for word, e.g., Teacher: *It's a nice day today.* Students: *It's a perfect/great day for a (birthday) party.* Put students in pairs and give them each a conversation to role play. Monitor and support with prompts if necessary. Choose a pair to perform their conversation for the class.



FAST FINISHERS

Ask fast finishers to role play the other two conversations.

2 VOCABULARY Common adjectives

a **01.02** Students complete the sentences. Play the recording to check.

Answers

- 1 perfect
- 2 delicious
- 3 all right, boring
- 4 awful
- 5 strange

b Discuss the questions as a class. To review vocabulary, ask students to tell you something that they think is all right, awful, strange, delicious, perfect or boring, e.g., *I'm reading a boring book at the moment.*

Answers

positive: perfect, delicious; negative: boring, awful, strange; OK: all right

- c** >>> 01.03–01.04 Students complete the exercises in Vocabulary Focus 1A on SB p. 134. Play the recording for Exercise a and students follow the dialogue in the pictures. Encourage students to identify and underline the adjectives. Students complete Exercises b and c, working individually and compare their answers with a partner. Then check answers as a class. For Exercise d, check understanding of *syllable* and *stressed* and play the recording twice: once for students to decide how many syllables there are in each word and again for them to underline the stressed syllables. Elicit pronunciation of the adjectives and correct as appropriate. Tell students to go back to SB p. 8.

Answers (Vocabulary Focus 1A SB p. 134)

- a** 1 silly; boring 4 awful; horrible 7 amazing; ugly
2 rude; serious 5 lovely; perfect
3 delicious; gorgeous 6 strange; all right
b 1 all right 3 ugly 5 delicious 7 serious
2 strange 4 rude 6 silly 8 boring
c very nice/good: gorgeous, lovely, amazing, perfect
very bad: horrible, awful
d delicious 3 ugly 2 serious 3 rude 1 all right 2
silly 2 boring 2 strange 1 gorgeous 2 horrible 3
lovely 2 amazing 3 awful 2 perfect 2

3 READING

- a** Read the questions with the class and then students discuss in pairs.
- b** Ask students what they think the title of the article means. (*Small talk* is friendly conversation about things that aren't very important, often just to pass the time.) Students read the first paragraph. Discuss the answers to the questions as a class. (The article is for people who don't know what to say when meeting people for the first time. It offers ideas for some good questions to start a conversation.)
- c** Read the questions as a class. Students read the rest of the article individually and use the questions to complete the text. They then check in pairs. Finally, check answers as a class.

Answers

- 1/2 How do you know Ana? How's the food?
3 Where did you buy them?
4 Do you play any sports?
5 Do you live near here?
6 What do you do?
7/8 How much do you earn? How much rent do you pay?

- d** Students read the article again in pairs and discuss whether they agree with the advice. Bring the class together and ask students to share opinions.

VOCABULARY SUPPORT

relationship (B1) – the family connection between people
topic (B1) – subject

FAST FINISHERS

Ask fast finishers to think of some more conversation-starting questions for each section of the article.

4 GRAMMAR Question forms

- a** Books closed. Put students in small groups. Give them two minutes to remember as many questions from the listening and reading tasks as they can. Ask each group in turn to tell you a question. Write the questions on the board. Which group remembered the most? Ask students to open their books and look at the questions. Are any the same as the ones on the board? Students complete the tables individually. Check answers as a class.

Answers

Questions with the verb *be*

Question word	Verb <i>be</i>	Subject	Adjective, noun, etc.
Why	were	you	late?
	Are	you	married?
	Is	she	your sister?

Questions with other main verbs

Question word	Auxiliary verb	Subject	Main verb	
Where	did	you	meet?	
Who	do	you	know	at this party?
	Do	you	like	the music?

- b** Ask students for the answers to the questions. You can elicit the present simple third person singular auxiliary *does* at this point.

Answers

- 1 *be*
2 auxiliary verb (a verb giving grammatical information, not meaning)

- >>> 01.05–01.06 Students read the information in Grammar Focus 1A on SB p. 144. Play the recording and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 1A on SB p. 145. Check answers as a class, making sure that students are using the auxiliary verbs correctly and that they are not adding *s* to the infinitive. Tell students to go back to SB p. 9.

Answers (Grammar Focus 1A SB p. 145)

- a** 2 are 3 see 4 know 5 do 6 like 7 's 8 sit
b 1 3 4 5 6 8
c 2 Did you watch the Olympics on TV?
3 What was the food like in India?
4 Do you go to the gym?
5 How much does she earn?
6 Is it cold today?
7 Where did they go on holiday?
8 Am I late?
d 1 Why do you want to go home?
2 Who did you meet at the party?
3 How much was your car?
4 Which film did you see?
5 Whose key is this?
6 How many people did you invite?
7 What was the film like?
8 What kind of music do you like?

- d** 01.07 **Pronunciation** Play the recording for students to underline the stressed words. Check answers as a class. Then play the recording again and students repeat the questions, using the correct stress. If appropriate for your class, you can provide more practice by writing some more questions from the lesson so far on the board. Ask the class to repeat them after you, paying attention to reproduce the correct stress pattern.

Answers

Why were you late?

Are you married?

Is she your sister?

Where did you meet?

Who do you know at this party?

Do you like the music?

LOA TIP DRILLING

- Students whose first language is not 'stress-timed' (i.e., all the words in a sentence receive equal emphasis) may have difficulties with word and sentence stress in English. It is helpful to do activities that let students recognise where word and syllable stress is placed, but it is also important to get students to practise stress themselves by repeating.
- Drilling words and sentences chorally is useful because it encourages students to follow the pattern of the other students. You can vary drilling chorally with asking individual students to repeat words and sounds.
- You can ask students to exaggerate the stress on the words or syllables at first and then reduce this later.
- Repetition should not continue for too long as you don't want the class to lose interest.

e Students do the task individually and check in pairs.

Answers

- 1 What kind of music do you like?
- 2 What do your parents do?
- 3 Did you grow up in this area?
- 4 How old are you?
- 5 Do you have any hobbies?
- 6 Do you speak any other languages?

f 01.08 Play the recording for students to listen and check their answers to Exercise e. Then play the recording again for them to underline the stressed words. Check answers as a class.

Answers and audioscript

- 1 What kind of music do you like?
- 2 What do your parents do?
- 3 Did you grow up in this area?
- 4 How old are you?
- 5 Do you have any hobbies?
- 6 Do you speak any other languages?

- g  Students ask and answer the questions in pairs. Monitor for correct word order and stress. Correct any grammatical or stress errors. Help with ideas or vocabulary for kinds of music and hobbies. Note down any interesting answers and invite students to share their ideas with the class.

5 SPEAKING

- a Ask students to read the list of topics and elicit a question for each one. If necessary, be ready to give some examples yourself, e.g., *Do you live near the school? Do you have a good relationship with your brother?* Students work individually, writing their questions.
- b  Ask for two volunteers to read the examples in the book. Elicit additional answers. Then students ask and answer questions in small groups. Monitor, but don't stop to correct any mistakes. Note down or remember any basic problems to go through afterwards. While monitoring, you can ask and answer some questions yourself to encourage students. After the activity, ask for examples of interesting information students found out.

EXTRA ACTIVITY

Change the groups and give students a different character, name or role, e.g., *Jean, French, 35*. Students think of a background for this person and then ask and answer the same questions as before but this time for their character. Monitor, but don't interrupt fluency unless students make mistakes with question forms.

ADDITIONAL MATERIAL

Workbook 1A

Photocopiable activities: Grammar 1A, Vocabulary 1A, Pronunciation 1A

Documentary Video Unit 1 *Communicating*

Video Worksheet Unit 1 *Communicating*

1B

I'M REALLY INTO SOCIAL MEDIA

1 READING AND LISTENING

OPTIONAL LEAD-IN

Books closed. Ask students: *How do people communicate?* Put a list on the board, e.g., *phone conversations (landline and mobile), texts / text messages, emails, instant messages, social networking sites, letters, postcards, face-to-face, video calls*. Have a brief discussion about favourite ways to communicate and invite students to elaborate.

- a**  Students open their books and look at the title of the page (*I'm really into social media*). Elicit the meaning of *be really into* (really like/enjoy). Students discuss the topics in Exercise a with a partner. Ask students to share their ideas with the class. If appropriate, you can give students information from the Culture Notes that follow.
- b** Tell students that they are going to read an article about different people's views. Ask them to read the introduction and then look at the quote below each picture. In pairs, students guess the missing word. Don't check answers at this point.
- c** Read the questions with the class. Students then read and answer the questions individually. Check answers for Exercises b and c as a class.

Answers

- b** Jin: forget
Julie: text
Marc: emails
Gabriel: followers
- c** 1 because she usually does
2 people's birthdays and big news
3 so his friends and family know his news
4 because he's shy

VOCABULARY SUPPORT

abroad (B2) – in another country

blog (B1) – information that you put on the Internet regularly for people to read

cancel (B1) – stop something that's arranged

comment (B1) – words or message about something

separate (B1) – different

At the end of this lesson, students will be able to:

- read and understand an article about digital forms of communication
- understand speakers giving their opinions about digital technology
- understand and use frequency adverbs correctly
- pronounce long and short vowels accurately
- use present simple and present continuous tenses correctly
- discuss digital technology

CULTURE NOTES

Instagram is a popular social media app that currently has hundreds of millions of users all over the world. People of all ages use Instagram, sometimes referred to as 'Insta' in popular culture, to share photos and videos and to communicate with friends and family. Instagram remains popular because of its filters. Users can change the look of their face, add extra features like tiaras and replace the image background with something more unique. In 2019 alone, about half a billion people posted Instagram Stories every day. Many people have gained celebrity status through their Instagram posts and are now considered 'influencers'. These people have the ability to persuade their fans to buy the products and services they recommend. Instagram is also a popular way for celebrities to connect directly with their fans.

The first version of the Instagram app was developed in only eight weeks. After some testing, improvements were made and the app was released to the public in 2010. The day of its release, Instagram was the most downloaded photo-sharing app, and within just a few days it had more than 100,000 users. The app became so popular that Facebook decided to buy it in 2012—for one billion US dollars!

- d**  **01.09** Tell students that they are going to hear four people talking about communication. Read the topics with the class and play the recording for students to match the speakers and topics. Go over the words in the Vocabulary Support box as needed. Listen again, this time pausing the recording after each speaker to check answers.

Answers

1b, 2d, 3c, 4a

Audioscript

TARA Last year, my ex-boyfriend told me he didn't want to see me any more ... by text message! What kind of person does that? It was horrible. I called him for days, but he didn't answer. It made me feel like I wasn't important to him at all. I think he just wanted me to go away. What an idiot.

MAGDA When I want to plan something, I generally just send a text. It's the same when I cancel plans – a text message is easier. You don't need to give a long explanation, you know, a lot of reasons. Or have a difficult conversation. It's better for everyone.

CHRIS Birthdays are different now. I hardly ever get cards or presents from friends, or even my brother, and no one calls. Everyone just writes 'happy birthday' on my wall on Facebook. It's not very friendly, in my opinion.

MIKE My daughter is travelling around South America at the moment. She's writing a blog so we know what she's doing. But she rarely calls. And I'd love to get a postcard or a letter sometimes. Just to know she's thinking about the family.

- e **01.09** Play the recording again. Students say if each person is happy with the use of technology and why / why not. Check answers as a class.

Answers

Tara: unhappy, because her boyfriend ended their relationship by text message
 Magda: happy, because it's easy (and you don't have to give a long explanation, with a lot of reasons, or have a difficult conversation)
 Chris: unhappy, because it's not very friendly just to write 'happy birthday' on someone's Facebook wall, and not send a card or give a present
 Mike: unhappy, because his daughter rarely calls or sends postcards or letters

VOCABULARY SUPPORT

ex-boyfriend (B2) – a person who was a boyfriend in the past and isn't now

idiot (B2) – a stupid person

EXTRA ACTIVITY

Write these phrases from the listening on the board.

- 1 I called him for days, but ...
- 2 I think he just wanted me to ...
- 3 It's not very friendly, in ...
- 4 She's writing a blog so we know ...

Ask students to work in pairs to complete the phrases from memory if they can. Play the recording again to check. (1 *he didn't answer* 2 *to go away* 3 *my opinion* 4 *what she's doing*)

- f **...** Elicit some phrases that are useful for agreeing and disagreeing, e.g., *I agree with you. I completely disagree with you!* Check students understand when we use the word *congratulations*, e.g., when someone has done something very good / on birthdays / at weddings, and ask them when they last congratulated someone. Students talk about the ideas in the exercise in pairs before coming together to discuss as a class.

FAST FINISHERS

Ask fast finishers to make a list of dos and don'ts for using technology in communication. For example, do: confirm plans by text; don't: announce a breakup on social media.

2 VOCABULARY Adverbs

- a Write this sentence on the board: *I often make phone calls at lunch time.* Ask students what we call the word *often* (an adverb). Tell students that an adverb can tell us more about a verb, e.g., *often* tells us about frequency. Some adverbs can be used with verbs or adjectives to make an action stronger or weaker, e.g., *She walks pretty fast* or a state stronger or weaker, e.g., *She is pretty clever.* Ask students to look at the highlighted adverbs in the text and answer the questions together. Elicit that the adverbs in 1 are used with a verb and the adverbs in 2 with an adjective.

Answers

- 1 absolutely, particularly, really, especially
- 2 pretty, fairly

- b Read the sentences with the class. Then ask students to complete the frequency adverb scale using the adverbs in bold from the sentences. Practise by eliciting sentences from students about what they often/generally/rarely do in the mornings.

Answers

- 1/2 usually, almost always
- 3/4 hardly ever, rarely

LANGUAGE NOTE

Frequency adverbs generally go *before* the main verb, but they go *after* the verb *be*. Ask students to compare: *I usually get up at 7:30.* and *I am often late.* Students often make mistakes with this, e.g., *I often am late.* Also note that the adverb *sometimes* can go at the beginning or end of a sentence, e.g., *Sometimes I go shopping on Saturdays. I go shopping on Saturdays sometimes.*

- c **01.10** **Pronunciation** Write on the board: *often* and *usually* and ask students to say them for you. Elicit the difference between the pronunciation of the first vowel in each: *often* is a short vowel and *usually* is a long vowel. Students then decide which column in the table has vowels in bold which are long and which has vowels in bold that are short. Play the recording for students to listen and check. Then play it again for them to listen and repeat.

Answers

- Column 1: long vowels
- Column 2: short vowels

- d **01.11** Play the recording and pause after each sentence for students to repeat with the correct pronunciation and stress.
- e **...** Individually, students change the sentences to make true statements about themselves. Tell students to then compare their new sentences in pairs. Monitor and support as needed. Note down any interesting answers and discuss them with the class.

EXTRA ACTIVITY

Students write three sentences describing activities they do regularly, but omitting the frequency adverbs, e.g., *I go to a restaurant with my friends. I get up early. I play tennis.* Put students into pairs. They read their sentences to their partner who tries to guess the frequency, e.g., A: *I get up early.* B: *You always get up early!* A: *No, I hardly ever get up early!* I start work at 10:30. Monitor and check that students are putting the adverbs in the correct position in the sentences. Point out errors for students to self-correct.

3 GRAMMAR

Present simple and present continuous

- a Books closed. Write three sentences on the board: *I'm talking to my students about communication. I have an Instagram account. I don't use Instagram every day.* (If the second and third sentences are not true for you, you could change them slightly.) Ask students to identify the main verb in each sentence. (*'m talking, have, don't use*).

Underline the main verbs as students identify them. Ask students which verb form is different (*'m talking*). Elicit the tense (present continuous). Ask students: *Why did I use the present continuous for this sentence?* (because it's about an ongoing action) Ask students what the verb form in the other two sentences is. (present simple) Open books. Ask students to read the sentences and say which are present simple and which are present continuous.

Answers

1/2 present simple 3/4 present continuous

- b** Students match sentences and uses in pairs. Check answers as a class and ask for another example of each use.

Answers

habits and routines: 2
feelings and permanent situations: 1
actions right now: 3
temporary actions around now: 4

LOA TIP CONCEPT CHECKING

Ask concept questions to check students understand the different uses of the present simple and present continuous as shown in the example sentences 1–4:

Ask: *From these sentences, do we know these things?*

- 1 *Is the person putting photos on the blog now?* (No / We don't know.)
Does the person often put photos on the blog? (Yes.)
- 2 *Is the person sending a text at this moment?* (No / We don't know.)
Does the person send a text every time she plans something? (Yes.)
- 3 *How often does the person wait for text messages?* (We don't know.)
Is the person waiting for a text message now? (Yes.)
- 4 *Is she writing a blog at this moment?* (We don't know.)
Is she writing a blog around the present time? (Yes, she is.)

- c** **01.12–01.13** Students read the information in Grammar Focus 1B on SB p. 144. Play the recording for students to listen and repeat. Allow time to focus on the spelling notes for verb + *-ing*. Put a short list of verbs on the board for students to spell the *-ing* form, e.g., *put* (putting). Students then complete the exercises in Grammar Focus 1B on SB p. 145. Check answers with the class, making sure that students use the correct forms and, where necessary, put the adverbs in the correct positions. Tell students to go back to SB p. 11.

Answers (Grammar Focus 1B SB p. 145)

- a** 1 a1 b2 2 a2 b1 3 a2 b1 4 a1 b2
b 1 I'm eating 5 look
2 isn't wearing 6 hardly ever visit
3 She usually goes 7 we're working
4 I'm studying 8 Does your brother like
c 1 I'm checking 9 She doesn't like
3 do you check 10 She prefers
4 I usually check 11 She's driving
5 my sister is travelling 12 It's in
6 She usually sends 13 There are
7 she's travelling 14 is she spending
8 Is she going?

CAREFUL!

Some learners may overuse the present simple and others may overuse the present continuous if there is no distinction in their first language. If you have a multilingual class, be aware of this. Also, make sure students don't omit the verb *be* when using the present continuous, e.g., ~~I watching a good TV show~~. (Correct form = *I'm watching a good TV show*.)

LANGUAGE NOTE

There are some verbs we don't usually use in the continuous form, e.g., *think* (*What do you think about the problem?*), *know* (*Do you know Sandy in Class 7?*). However, some of these verbs can be used in the continuous form when they have certain meanings, e.g., *Wait a moment*, *I'm thinking*.

Other verbs are commonly used in both the simple and continuous, but with different meanings: *I have a big house near Paris*. (state), *I'm having dinner at the moment* – *I'll call you back later*. (action) This applies to other continuous tenses as well as the present.

4 SPEAKING

Read the examples with the class before you start, then ask two volunteers to read the exchanges in the speech bubbles. Put students into pairs to ask and answer the questions. Encourage them to add more information if they can. Monitor and note down any common errors. When students have finished, bring the class together and ask for interesting examples from their conversations. Do a quick survey to find who does each activity most often and who does it least often. Go through common errors together.

FAST FINISHERS

Ask fast finishers to make up some more questions to add to the list. They can ask the rest of the class these questions after the activity.

ADDITIONAL MATERIAL

Workbook 1B
Photocopiable activities: Grammar 1B, Vocabulary 1B, Pronunciation 1B

 OPTIONAL LEAD-IN

Books closed. Tell students about a friend you remember that you haven't seen for a long time (more than two years). Talk about what you remember about them and say what you would talk about if you met again. Give students two minutes to think of a friend they haven't seen for a long time and prepare to talk about them. Help students with vocabulary if necessary. Put students in pairs to talk about their friends. Ask one or two students to tell the class what they found out from their partner.

1 LISTENING

- a** Students open their books. Discuss the questions as a class. Look at the examples. You may want to mime the words: *hug, kiss, shake hands*. If you have a multilingual class, the conversation may continue longer as students compare the things they do and say within their different linguistic and cultural contexts.
- b**  Ask students to look at the pictures and tell you what they can see. Then ask them the questions. Don't tell them if they are correct at this point.
- c**  **01.14** Play Part 1 of the video or play the audio recording for the class to check their answers to 1b.

Video/Audioscript (Part 1)

RACHEL Annie?
ANNIE Rachel!
R Long time no see! How are you?
A I'm great. What a lovely surprise! Great to see you!
R Yeah! You too.
A When did we last see each other?
R Oh, I think it was about ... six years ago! So ... where are you living these days?
A Oh, not far from here. I live on Hampton Street. Do you know it?
R Yes, I do. That's really close to the centre.
A Mmm. How about you?
R We live on Compton Road.
A Oh – how nice!
MARK My name's Mark, by the way.
A Hi. Nice to meet you.
M Nice to meet you, too.
R Sorry, yes – Mark's my husband!
A Husband – wow! That's fantastic news. When did you get married?
R Six months ago.
M Eight months ago.
R It was six, Mark.
A Well, congratulations! I want to know all the details! Look – I'm going to the café down the street now to meet Leo, my boyfriend. Would you both like to come?
R Yeah, that sounds good.
A Brilliant! Let's go.

Answers

The two women in the first picture (Annie and Rachel) already know each other's names, (*Annie?* / *Rachel!*), but Annie and Mark in the second picture are meeting for the first time. (*My name's Mark.* / *Hi. Nice to meet you.*)

- d**  **01.14** Read through the sentences with the class and play the recording again for students to answer true or false. If necessary, play the recording twice and pause after the information is given. Check the answers as a class and ask students to correct the false sentences.

Answers

- 1 T
- 2 F (really close to the centre)
- 3 F (six months ago – or eight months ago if Mark is right!)
- 4 T
- 5 F (to a café)

At the end of this lesson, students will be able to:

- understand an informal conversation where people meet each other after a long time
- use phrases to greet people
- use expressions to show interest in a conversation
- use phrases to end a conversation
- use stress to improve pronunciation

2 USEFUL LANGUAGE Greeting people

- a**  **01.15** Students complete the sentences with the words in the box. Play the recording for them to check the answers. Model the sentences for students to copy the pronunciation and intonation.

Answers

- 1 no see
- 2 are you
- 3 to see you
- 4 these days
- 5 by the way
- 6 meet you

- b** Students answer the questions together.

Answers

- 1 1, 2, 3, 4
- 2 5, 6

 EXTRA ACTIVITY

Tell students to close their books and see if they can remember all six phrases from 2a.

- c**  **01.16** Ask students if they can remember the replies to the phrases in 2a that they heard in Part 1 of the recording. Tell them to listen to these phrases and note down the replies, which are the same or similar to the ones in Part 1. Play the recording, pausing after each phrase to give students time to note the replies. Write on the board: *How are you?* Ask one student. Write the reply they give you on the board. Then ask another student. Don't accept the same answer. Elicit another answer, e.g., *I'm fine.* / *Fine, thanks.* / *Fantastic.* / *Not bad.* Go through 2a 1-6 with the whole class (you may want to omit 1 with less confident groups) and write on the board any correct ideas the class give for replies they could use.

Audioscript

1	4
R Long time no see!	R Where are you living these days?
A Yes it is! Great to see you!	A I live on Hampton Street. Do you know it?
2	5
R How are you?	R My name's Mark, by the way.
A I'm great, thanks. How are you?	A Hi! Nice to meet you.
3	6
A Great to see you!	A Nice to meet you.
R Lovely to see you too.	B Nice to meet you, too.

Possible answers

- 1 Yes, it is. Great to see you.
- 2 I'm great, thanks. How are you?
- 3 Lovely to see you, too.
- 4 I live on Hampton Street.
- 5 Hi. Nice to meet you.
- 6 Nice to meet you, too.

- d** In pairs, students practise saying the phrases and replying. Demonstrate first with a strong student.

3 CONVERSATION SKILLS

Showing interest

- a **01.17** With a stronger group, read through the adjectives in the box before playing the recording and ask students if they can remember the phrases which used these adjectives. Then play the recording for students to complete the conversation and/or check their answers. When feeding back, model the sentences for students to copy the pronunciation and intonation.

Answers

- 1 lovely
- 2 nice
- 3 fantastic
- 4 good

- b Elicit from the students that the highlighted phrases don't add extra information but indicate interest and/or surprise on the part of the speaker. Point out the intonation pattern for these phrases (rising then falling).
- c Tell students to use the completed phrases in 3a to complete the rules. Then ask for examples of other words to complete the expressions.

Answers

- 1 adjective + noun
- 2 adjective
- 3 adjective
- 4 adjective

- d Read through the task and examples and ask students to do the task in pairs. Monitor and help where necessary or quickly correct misuse of the target language. Mention interesting replies during class feedback.

4 PRONUNCIATION Sentence stress

- a **01.18** This exercise practises sentence stress. Tell students that English is a stress-timed language, which means that certain words in a sentence will be more heavily stressed than others. Say that sentence stress is significant because emphasising some words more heavily than others shows that the information they carry is particularly important. Play the recording, stopping after each sentence for students to repeat and try to reproduce the stress pattern they have just heard.
- b Elicit from the students that the stressed words are words that give information.

5 LISTENING

- a Students look at the picture and answer the questions. If they are having difficulties, tell them to look back at how the conversation in Part 1 of the recording finished.

Answer

Leo, Annie's boyfriend. He doesn't know Rachel and Mark.

- b **01.19** Tell students that they are going to hear the conversation in the café. In pairs, they predict three things that they think the people will talk about. Play Part 2 of the video or play the audio recording for them to check.

Possible answers

sports, plans for next week/weekend, jobs, family

Video/Audioscript (Part 2)

- MARK** Do you play much sport?
LEO Not really. I occasionally watch the rugby on TV, but I'm not a big sports fan.
MARK Did you see the match at the weekend?
RACHEL Oh, not sport again!
ANNIE So, have you got any exciting plans for next week?
M Well, er ...
R No, not really. Just work. I've got a lot to do in the shop this week, because we're going to a wedding next weekend.
A Oh, the shop? What do you do?
R I'm a florist.
A What a great job! Where's the shop?
R Not far from here. I'll show you some time.
A That would be great! And are you the manager, or ...
R Well, not really – it's my shop.
A Wow. That's amazing! So you're a businesswoman! Do you work on your own?
R No, I have someone to help. Tina. She comes in for a few hours every day.
A Oh, that's good.
R How about you? What do you do?
A Oh, marketing. Boring!
R Same as Mark. He works in marketing.
A Oh, I'm sorry. I find it boring.
R Do you have any plans for the weekend?
A Actually, yes. I'm going to visit my brother, Dan.
R Oh, I remember Dan. How is he?
A He's fine. He's married now. To Martina.
R Anyway, we really must go. I need to get back to the shop.
A Yeah, of course.
M It was really nice to meet you.
A Yeah, you too.
L Nice to meet you, Mark.
R It was great to see you again, Annie.
A Yeah! We must meet up soon!
R Definitely!
A Actually, it's Leo's birthday in a couple of weeks. Perhaps we can meet then.
R OK, great. I'll give you a call. And say hello to Dan for me!

- c **01.19** Read through the questions with the class and play the recording again for students to answer them. If students need more support, pause the recording briefly after the information is given to allow students time to note down their answers. Play the recording for students to answer or check their ideas.

Answers

- 1 They're going to a wedding next weekend. Rachel has a lot of work to do in the shop.
- 2 She's a florist/businesswoman.
- 3 Tina
- 4 It's boring.
- 5 He works in marketing.
- 6 She's going to visit her brother, Dan.
- 7 Rachel needs to get back to the shop.
- 8 She suggests they meet up for Leo's birthday in a couple of weeks.

VOCABULARY SUPPORT

florist – a person who sells flowers

marketing (B2) – a job that involves encouraging people to buy a product or service

wedding (B1) – the event when two people get married

6 USEFUL LANGUAGE

Ending conversations

- a **01.20** With a strong group, ask: *Can you remember how the people ended their conversations?* Students try to complete the phrases. Then play the recording for students to complete the phrases or check their answers. Model the phrases for students to repeat.

Answers

- | | | |
|--------|-----------|-------|
| 1 go | 3 see | 5 Say |
| 2 meet | 4 meet up | |

- b Elicit different ways to say goodbye in English from the class. Then ask students to find a phrase for saying goodbye to someone you have just met.

Answer

2 It was really nice to meet you.

- c Students do the ordering task in pairs. Monitor and encourage students to look at the start and end of the lines and the use of A/B to give them clues about what went before or what goes after. Point out the example (1) and elicit the next sentence if you think students need more help. Check the answers as a class. Ask students to practise reading the completed conversation in pairs. Remind them to use appropriate intonation to show interest.

Answers

6, 5, 1, 3, 7, 4, 2

 FAST FINISHERS

Ask fast finishers to add some more sentences to the middle of the conversation.

 EXTRA ACTIVITY

Read the conversation through and stop at different places for students to supply the missing words, e.g., *Do you play much (sport)? Not really, I'm not a big (sports fan).*

7 SPEAKING

- a  Tell students that they can now practise all the language from the lesson with a partner. Divide students into pairs and assign A and B roles. Students A read the instructions in 7b. Students B read the instructions on SB p. 130. Explain that they will use the information on their cards to have two different conversations with their partner.

- b Students look at the information and think about what they're going to say in the first conversation. Suggest that they make some notes about this. Monitor and give help where necessary.

- c  Students role play the first conversation. Monitor and listen for correct usage of the target language from this lesson.

 LOA TIP MONITORING

Don't interrupt or stop students while they are doing this activity. However, if they have problems trying to think of things to say, give them some help and encouragement by prompting them, e.g., if they don't have an idea of their own, say: *family? recent holiday?* Additionally, if they struggle for phrases to use, prompt by giving one or two words, e.g., say: *Long time ...? What a lovely ...?* Remember to appear interested and smile while they are doing the activity to encourage further conversation.

 FAST FINISHERS

Ask fast finishers to role play a similar conversation. Give them some suggestions, e.g., *you are on holiday and you meet someone on a trip for the first time.*

- d  Students have the second conversation. Monitor and help as necessary. If appropriate, nominate a strong pair to perform one of the conversations for the class.

 ADDITIONAL MATERIAL

Workbook 1C

Unit Progress Test

SKILLS FOR WRITING

I'm sending you some photos

OPTIONAL LEAD-IN

Books closed. Ask students: *How many texts have you sent today? How many texts have you received?* Ask students to write down an approximate answer for each question. Total up how many texts the class has sent and received on this day. Find out if students are surprised.

1 SPEAKING AND LISTENING

- a** Students open their books and look at the messages. Discuss the questions as a class. If you wish, give students information from the Culture Notes that follow.

Answers

get in touch – get in contact (*keep in touch* means 'stay in contact')
get – receive
haven't heard from you – haven't received a call or a message

CULTURE NOTES

Salamanca is a city in north-west Spain. Salamanca University was founded in 1218 and for four centuries was one of the greatest universities in the world. Today the university has around 30,000 students and also runs a Spanish language school – one of the largest in Spain. Several thousand foreign students learn Spanish in Salamanca every year.

- b** **01.21** Play the recording for students to say who is better at keeping in touch: Nina (the woman) or Chris (the man). Check the answer as a class.

Answer

Chris

Audioscript

CHRIS So, are you good about keeping in touch with people?

NINA Er, not really. I always plan to write to people, but then I forget. I send emails to my parents sometimes, about once a month, but more often I get emails from them saying 'Are you OK? We haven't heard from you in a long time.' Then I always send them a quick email and tell them what I'm doing. How about you?

c Oh, I like keeping in touch. I think it's important to keep in touch with your family. I write emails to my parents sometimes, but I also phone or Skype. I phone my mother every weekend.

N Every weekend!

c Yes, she gets worried about me and she wants to know what I'm doing.

N I hardly ever phone my parents. I wait until I go and see them and talk to them then.

c Don't you ever phone them to have a chat?

N No, I only phone if it's something important. You don't have to be in touch with people all the time.

c What about friends? Surely you keep in touch with friends?

N Not very much, but maybe I should do. I send texts or messages sometimes, but that's about all. I always think if you have good friends, you can talk about everything when you meet. It's more fun to tell people your news when you can have a real conversation.

c Oh, well. I often send messages to people so they know I'm thinking about them. And sometimes, when I have a particularly good photo, I send it to everyone by email. I think it's a nice thing to do ...

At the end of this lesson, students will be able to:

- understand a conversation where people talk about keeping in touch
- discuss ways of and frequency of keeping in touch with people
- understand emails about different language-learning experiences
- check and correct mistakes in writing
- write an email to someone they don't often see

- c** **01.21** Read the questions with the class before they listen. Then play the recording again. Students answer the questions individually. If necessary, pause the recording after the information is given for students to tell you their answers. If you play the recording without pauses, check answers with the class at the end.

Answers

- 1 She forgets.
- 2 She gets worried and wants to know what he's doing.
- 3 hardly ever – only if it's something important
- 4 when she meets them
- 5 when he has a particularly good photo

EXTRA ACTIVITY

Ask students to write the following adverbs in their books: *always*, *sometimes*. Ask students to guess which adverb Nina and Chris use most in the interview. Play the recording again. Students put a tick next to each adverb as they hear it. Check answers as a class: *always* is used three times, but there are four examples of *sometimes*. You could play the recording once more, this time pausing after each instance of the adverb so that students can repeat.

- d** Write the adverbs on the board. Elicit the phrase that means the same as *rarely*. (*hardly ever*) Ask students in turn which adverb describes how often they keep in touch with family and friends. Put a tick under each adverb for each student and see which adverb is the most common for the group. Remember to add your own tick. Discuss the reasons for students' answers together. Students write down a family member who lives in a different place and a friend who they don't see very often. Then they note down which of the things they do with these people.

- e** Read the sentences in the speech bubbles with the class. Students use adverbs to make their own sentences, expanding on the information in Exercise d. Ask one or two students to give examples of sentences they have made.

- f** Read the three opinions with the class. In pairs, students discuss which they agree or disagree with, and why. Check the answers as a class.

EXTRA ACTIVITY

Write some opinions about emailing on the board:

You should always reply to a personal email in 24 hours.

You should never read another person's email.

You shouldn't copy in more than three people on one personal email.

You should invite people to a party in separate emails, not copy them in.

You shouldn't use emails to give bad news.

Students discuss the opinions in pairs. Monitor and discuss any interesting opinions as a class.

2 READING

- a** Ask students to look at the pictures and tell you what they can see. Read the question and ask students for their ideas. Don't check answers at this point.
- b** Tell students that the emails are from Simon to three different people. Students read the emails quickly to find out what he is doing in Salamanca and which email is to which of the different people. Give them a time limit of three minutes and explain that they don't need to read the emails in detail at this point. They just need to scan to find answers to the questions. Check answers as a class.

Answers

- a He's learning/studying Spanish.
b 2 friend Blake 1 uncle and aunt 3 younger sister Mika

- c** Students read the emails in more detail to answer the question. Check answers as a class.

Answers

the weather – uncle and aunt
what he does in the evenings – Blake
the family he is staying with – Mika
learning to speak Spanish – uncle and aunt
the other students – Blake

- d**  In pairs, students talk about the two questions. Ask for their ideas in class feedback.

Answers

- 1 He's improving. He usually speaks English with his group, which is not very good for his Spanish. He usually speaks Spanish with Blanca (and her friends).
2 He says different things to his friend and his family because they have different interests.

EXTRA ACTIVITY

Write these prompts on the board. Can students remember the phrases from the reading texts in Exercise 2?

Hope/well (Hope you're (both) well.)

Love/all (Love to all.)

How/going? (How's it going?)

What/Berlin/like? (What's Berlin like?)

I'm/great (I'm having a great time!)

3 WRITING SKILLS Correcting mistakes

- a** Write on the board: *What Salamanca like*. Ask students to find two mistakes and correct the sentence for you. (What's Salamanca like?) Individually, students check the pairs of sentences for mistakes. They then compare answers in pairs. Check answers as a class.

Answers

A punctuation B capital letters C grammar D spelling

LOA TIP ELICITING

Ask students: *Do you usually check your written work for mistakes? What do you check for?* Elicit: grammar / punctuation / spelling / capital letters and put the words on the board. If necessary, put an example of a word or sentence for each kind of mistake on the board. This will make students aware of what they should be looking for in the exercise and also what to watch out for when they are writing.

- b** Read the rules with the class and ask students to match them with the mistakes.

Answers

- 1 C1
2 A1
3 C2
4 D2
5 B1

- c** Students correct the mistakes and check with Simon's emails. Check answers as a class.

Answers

- A** 1 Hope you're both well and are enjoying the summer.
2 Are you having a good time in Berlin?
B 1 I'm in Salamanca, in Spain.
2 The classes are very good, and we also watch Spanish films.
C 1 I'm having a great time here, and the time's going much too quickly.
2 She speaks English quite well, but we usually speak Spanish together.
D 1 Here are some photos of my group on the Spanish course.
2 We're all from different countries, so we usually speak English.

FAST FINISHERS

Ask fast finishers to add some more mistakes to the emails by copying sentences and introducing errors. They then swap them with their partners to correct and explain.

4 WRITING

- a** Read the writing task with the class. Ask students to first make notes / write a plan for their emails and then use this to help them write their first draft. Monitor and support as needed by giving advice, but don't correct any mistakes.
- b** Go through the correction code with students. In pairs, students swap emails and read and correct them using the code.
- c** In pairs, students correct the emails together. Monitor and support where necessary. Point out errors for students to self-correct.
- d** Choose some of the emails to read to the class yourself and ask students to vote on the most interesting.

FAST FINISHERS

Students can write emails to their partners (on any topic), swap and reply. Then they should check the emails together to correct any mistakes.

ADDITIONAL MATERIAL

Workbook 1D

UNIT 1

Review and extension

1 GRAMMAR

- a Tell students that the first task is to practise the word order in questions. Students do the exercise individually. Check answers as a class and point out errors for students to self-correct.

Answers

- 1 Did you go out last night?
- 2 Where did you go last weekend?
- 3 What kind of TV programmes do you like?
- 4 Who do you know at this school?
- 5 How often do you play sport?
- 6 What do you usually do at weekends?
- 7 Are you tired today?

- b Ask students to ask and answer the questions in pairs. Monitor and encourage students to expand their answers where possible.

- c Write this text message on the board: *Sorry. I can't come out tonight because I'm working late. I don't know how long! Every Thursday we get some extra work. See you soon!* Elicit examples of present simple and present continuous and why they are used. Then students complete the exercise individually and compare answers in pairs. Check answers as a class. Choose a pair to read the correct dialogue for the class and then students practise the dialogue in pairs.

Answers

- | | | | | |
|--------------|--------|---------|---------------|----------|
| 1 don't call | 3 have | 5 like | 7 're talking | 9 call |
| 2 'm working | 4 send | 6 calls | 8 is changing | 10 email |

EXTRA ACTIVITY

Put some answers to questions about yourself on the board, e.g., *Reading detective books. Sunday lunch with my family. By car. At 5:30.* Ask students to guess the questions, e.g., *What do you like doing in your free time? What do you enjoy most about the weekend? How do you travel to work? When do you finish work?*

2 VOCABULARY

- a Students read each sentence carefully before completing the missing adjective. Point out that the first and last letter of each adjective is given to help them. Students complete the exercise individually. Check answers as a class.

Answers

- | | | | |
|-------------|----------|------------|------------|
| 1 all right | 3 ugly | 5 gorgeous | 7 horrible |
| 2 delicious | 4 lovely | 6 strange | 8 perfect |

- b Elicit the adverbs students have learnt in the unit and put them on the board. Ask students to give you example sentences for each. Then students do the exercise individually. Check answers as a class.

Answers

- | | | |
|--------------|-----------|--------------|
| 1 absolutely | 3 quite | 5 really |
| 2 rarely | 4 usually | 6 especially |

- c Discuss the question together, asking students to give reasons for their answers.

3 WORDPOWER *like*

- a Tell students to close their books. Write the word *like* on the board and the sentence: *I like learning English!* Then ask: *Can we use the word 'like' in other ways?* Elicit the language in the following ways.

Choose two students with similar phones. Elicit or say: *Helena's phone is really nice. Oh, look! Pam's phone is like Helena's.*

Ask students for examples of team sports they know. Elicit or say: *Can you think of some team sports, like basketball?*

Ask students about the last film they saw. Elicit or say: *What was it like?*

Tell them they have a choice about the last activity in the lesson. Elicit or say: *You can play a game – if you like.*

Students open their books and do the matching task. Check answers as a class.

Answers

- 1 c 2 d 3 b 4 a

- b As a class, students match the meanings.

Answers

- a 2 b 1 c 4 d 3

- c Ask students to complete the sentences and then check with a partner.

Answers

- 1 like 2 if you like 3 like 4 What was, like

- d Tell students we can use *like* in another way, too. Read the first examples of *look like* and *sound like* with the class (first bullet point). Elicit more examples from the class by asking, e.g., *Who do you look like in your family? Does your favourite singer sound like anyone else?* Read the examples in the second and third bullet points and explain that both can also be used for opinion: *looks like* for an opinion about what might happen; *sounds like* for an opinion about what you've heard or read. Give some more examples to reinforce the concept, e.g., *It looks like you're all going to pass your English tests easily! (I think this because of information I have.) It sounds like Jack's party was really good! (I think this because of what you told me about it.)* Students complete the sentences. Check answers as a class.

Answers

- 1 sounds like 2 looks like 3 look like 4 looks like

» Photocopiable activities: Unit 1 Wordpower

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 2

TRAVEL AND TOURISM

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about travel and tourism
- talk about past holidays and describe travel problems
- express opinions about travel and tourism
- ask for information in a public place
- write a travel blog

UNIT CONTENTS

G GRAMMAR

- Past simple
- Past continuous
- Using Linking words *and, but, so, because, when*

V VOCABULARY

- Tourism: *backpack, book accommodation, buy souvenirs, check into / out of a hotel, do some sightseeing, exchange money, foreign currency, get a visa, go away on holiday, guidebook, have an adventure, map, (un)pack your luggage, passport, stay in a hostel / on a campsite, suitcase, sunglasses, suntan lotion*
- Travel collocations: *be a delay, be a lot of turbulence, be a strike, be sth wrong with (the plane/engine etc.), board, break down, change, get lost, get to, give sb a lift, have an accident, land, long queue, miss a train, set off, take off, traffic jam, travel around*
- *off* = move away from a place, *off* = from something larger, *off* = no power; expressions with *off*: *20% off, be off, cut off, drive off, fall off, set off, take off (clothes), take off, turn off*

P PRONUNCIATION

- *-ed* endings
- Sentence stress
- Vowel sounds: *was/were*
- Connected speech

C COMMUNICATION SKILLS

- Talking about past holidays
- Describing travel problems
- Asking for information in a public place
- Writing a travel blog

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Think of a famous holiday destination or sight in the world, e.g., the Eiffel Tower in Paris. Start to draw the famous sight, drawing one line at a time, and giving students time to guess where it is. If students think they know what you are drawing, they can ask yes/no questions, e.g., *Is it a building?* (Yes, it is.) *Is it in France?* (Yes, it is.) If students can't guess, you can draw clues to help, e.g., the French flag. Put students in pairs to play the game.

- a**  Ask students to look at the photo and describe what they see. Students read and talk about the questions in pairs. Monitor and support students with any vocabulary they may need. Possible vocabulary: 1 *bird, park, tourists* 2 *excited, be looking forward to, relaxed, be (not) enjoying herself, afraid/frightened/scared* 3 *It's going to be fun. The birds won't hurt you.* Encourage a full group discussion. Do any students have different ideas about how the girl is feeling or where she is?
- b**  Students discuss the questions in pairs. Monitor, but don't interrupt fluency. Assist with vocabulary as needed. Ask one or two students to share their ideas with the class.

EXTRA ACTIVITY

In pairs, students talk about a holiday experience when they were children. It could be something they enjoyed or something that frightened them, like the child in the photo that appears surprised by the birds. Encourage students to talk about where they went, what they did, how they felt and why. Invite one or two students to share their stories with the class.

 OPTIONAL LEAD-IN

Books closed. Elicit different kinds of holidays people go on and write them on the board, e.g., *beach/resort, trip to a city, camping, adventure, cruise, safari, tour*. Ask the class which kind of holiday they would most like to go on today. Take a class vote on the most popular holiday. Put students in pairs and give them three minutes to think of as many different activities as they can for a class holiday. Some possible activities: *sunbathe, buy souvenirs, go shopping, go sightseeing, go on a trip, meet new people, visit a monument, have a campfire, go surfing, go hiking, go climbing, see wildlife*.

1 READING AND LISTENING

- a**  Students open their books and discuss the questions. As a class, discuss the kinds of new things students like to try on holiday.
- b** Ask a student to read the title. Ask: *What do you think the book is about?* Then ask them to read the text to check their ideas. Discuss the second question as a class. Ask students what problems can be caused by saying 'yes' to everything. If appropriate for your class, give students information from the Culture Notes that follow.

Answers

- 1 It's about a man who decided to say 'yes' to every question for a year.
- 2 He took a holiday from work and became a 'Yes Man' for a week.

 CULTURE NOTES

Yes Man is a bestselling book by British writer and comedian Danny Wallace. Danny's relationship with his girlfriend had ended. He was depressed and avoiding people until a stranger on a bus told him to 'say "yes" more'. Wallace then chose to say 'yes' to any offer that came his way for a year and wrote a book about his experiences. As a result, in the year that followed, Danny met some interesting and some strange people and travelled to several countries. *Yes Man* was described by some reviewers as a book that has the power to change your life. The book was made into a film starring Jim Carrey and Zooey Deschanel, but the story is quite different.

It is worth noting that there is another meaning for 'Yes Man' in English, which is a very different meaning from the one in Wallace's book. A 'Yes Man' is a weak person who agrees with everything that is said, especially by superiors at work, in order to please them.

At the end of this lesson, students will be able to:

- read and understand a text about a holiday
- use the past simple in statements and questions
- pronounce past simple *-ed* endings correctly
- understand and use vocabulary related to tourism
- talk about past holidays

- c** Ask students to look at the photos and describe what they see. Encourage correct use of the present continuous. (The water sport in the photo is water skiing.) Pre-teach the word *travel agent* in the Vocabulary Support box. Ask students to guess what sort of questions Richard said 'yes' to. Students read Day 1 and answer the questions. Then they read Day 2 and answer the questions. Ask them to discuss their answers with a partner. Check answers as a class. Refer to the Vocabulary Support box as needed to explain additional words.

Answers

Day 1

- 1 He saw a poster in the window (of the travel agent's).
- 2 a beach holiday in Greece
- 3 No, he usually prefers to go to cities.

Day 2

- 1 The receptionist asked, 'Do you want to go?'
- 2 two pairs of sunglasses, three hats, a watch and a woman's necklace
- 3 He's going to go water skiing. He's very unhappy about it.

 VOCABULARY SUPPORT

accommodation (B1) – a place where you stay on holiday, e.g., a hotel, an apartment

check in (B1) – to go to the desk at a hotel or an airport and say that you have arrived

travel agent (B1) – a person whose job it is to sell holidays and help people plan trips

travel agent's (B1) – a business that sells holidays and helps people plan trips

unpack (B1) – to take things out of your suitcase/bag

- d**  Discuss the questions briefly as a class. Ask what people enjoy or don't enjoy about waterskiing. Elicit the words: *stand up on skis, fall over*.
- e**  **02.01** Ask students to read sentences 1–5 about Day 3. You can pre-teach the word *instructor* (someone who teaches a particular sport or activity). Play the recording and ask students to mark the sentences true or false. Check answers as a class. Then ask students: *What surprised Richard about his day?* (He learnt to like water skiing.) To extend the activity you can ask more detailed questions, e.g., *How long was the lesson?* (one hour) *How many people were there in the group?* (six including Richard) *How did Richard feel when the instructor asked him to go first?* (sick) *How many times did he fall over?* (two) *How many minutes did he spend in the water?* (ten)

Answers

- 1 T
- 2 F (He was really worried.)
- 3 T
- 4 F (After the third time, he loved water skiing.)
- 5 F (Later on in the evening he had a drink with the other water skiers.)

Audioscript

DAY 3

So, the next morning, we started with some water skiing practice on the beach. First, they showed us how to stand up on the skis ... and then how to fall off safely. The lesson took about an hour, and then we were ready to go out to sea. There were five other people in my group, who were all very excited. But not me – I was really worried. The instructor looked at me and said, 'Do you want to go first?' and then everyone looked at me. I felt sick but I said, 'Yes' ...

Ten seconds after I started, I fell over. I tried again. And I fell over again. Then the third time, something amazing suddenly happened. I didn't fall over. And I found out that I love water skiing. The ten minutes in the water passed very quickly and I didn't want to stop!

When we got back to the hotel, the receptionist asked me, 'So, did you enjoy the water skiing course?'

I said, 'Yes', which, for the first time, was the truth. And then later on that evening, I had a drink in the bar with the other water skiers. I felt really happy. And that was when I realised I was enjoying being a 'Yes Man' after all.

- f**  Students talk about the question in pairs. Ask students to tell interesting stories to the class.

2 GRAMMAR Past simple: positive

- a** Books closed. Write on the board: *Richard ____ to change his life. Richard ____ a 'Yes Man' for a week.* Encourage students to fill in the missing verbs. Write down any possible correct answers. Ask students to open their books and check with the introduction. (The missing words are *wanted* and *became*.) Ask students: *Did Richard become a 'Yes Man' in the present or in the past?* (in the past) Elicit that regular past simple verbs end in *-ed* by asking them which of these verbs is regular and which is irregular. Look at the exercise with students. Tell students to find the past simple verb forms, starting at the beginning of the introduction. The words are in the same order in the article. Students underline past forms in the article. Check answers as a class.

Answers

became felt decided started asked did changed
had wanted got saw slept went arrived gave

- b** Students say which verbs end in *-ed* and what the changes in the other past simple forms are. You can point out or review that verbs which end in *-ed* in the past simple are called regular verbs. Verbs that have a different form in the past simple are irregular. Point out that there is a list of irregular verbs on SB p. 168.

Answers

decided started asked changed wanted arrived
The other verbs are irregular (they change differently: become became; feel felt; do did; have had; get got; see saw; sleep slept; go went; give gave).

EXTRA ACTIVITY

Put students in pairs. Turn to the irregular verb list on SB p. 168. Each pair chooses ten verbs from the list that they want to practise. These can be verbs they have not seen before, ones they find difficult or ones they think they will use in today's class. Give pairs a couple of minutes to choose the verbs and write the infinitive and past simple forms. Students then test each other: one student reads the infinitive from their list and the other gives the past simple form without looking at the list.

- c** Students complete the sentences individually. Check answers as a class. If students make many mistakes with the irregular

verbs, look at the list on SB p. 168 with them again briefly. Point out that many of the most common verbs in English are irregular and that it is important to learn these.

Answers

1 worked 2 spent 3 stayed 4 won 5 took 6 went

3 LISTENING

- a**  **02.02** In pairs, students guess which of the activities in 2c Richard enjoyed and give possible reasons. You can pre-teach the words *mosquito* and *bite* in the Vocabulary Support box. Explain that *bit* is the past simple of *bite*. Then play the recording of Day 7. Students listen and see if their guesses were right. If necessary, pause the recording after each paragraph to allow students to check their ideas. Go over the answers for each section before continuing.

Possible answer

He enjoyed working as a waiter for a day, the day he spent fishing and staying at a beach party until six the next morning (he won a dancing competition). He also enjoyed swimming at midnight (but not the mosquitoes).

VOCABULARY SUPPORT

bite (B1) – when an insect or snake bites you, it injures you by making a small hole in your skin

control (B1) – when you can decide things for yourself

make friends with (B1) – to begin to know and like someone

mosquito (B1) – small flying insect that bites

souvenir (B1) – something that you buy to remember a special event or holiday

EXTRA ACTIVITY

Ask what the past simple forms of the following verbs are. They are all in the recording: *make* (*made*), *come* (*came*), *catch* (*caught*), *bite* (*bit*).

Audioscript

DAY 7

On the last day of my holiday, I couldn't wait for midnight. At 12 o'clock, I could stop answering 'yes' to every question. The week had been fun, but I wanted some control of my life again! That evening, I went for one last dinner with some of my new friends. 'So, did you have a good week?' one of them asked me.

'Yes,' I said.

'What was your favourite thing?' she asked.

And do you know what? I couldn't really answer her. There were so many things I had enjoyed. I worked as a waiter for a day – I didn't get any money for it, but I made friends with some interesting people who came to eat at the restaurant. I also spent a day fishing with five Greek fishermen and caught several fish. I stayed at a beach party until six in the morning. Oh, and I won a dancing competition!

Of course, some of my experiences weren't very good. I took the same boat trip three times ... I went swimming at midnight – actually, I liked the swimming, but I didn't like the mosquitoes that bit me when I got out of the water. And I spent over 200 euros on souvenirs that I hate!

It was great to try new things. But I was glad the week was nearly finished. I wanted to get back home and relax for a day before I started work again on Monday. But Day 7 wasn't finished yet! Without thinking, I asked my new friends what they planned to do next. They were all smiling at me. One of them said, 'We're flying to Thailand tomorrow. Do you want to come with us? You'd love it!'

I looked at my watch. It was 11:55.

- b** **02.02** Ask if students can remember Richard's last question. If nobody in the class heard the question, play the last part of the recording again. (His new friends ask him to go to Thailand.) Ask students to listen and note down reasons Richard might say yes, or reasons he might say no. Discuss answers as a class. Ask students what they would do in Richard's position.

Answers

Do you want to come with us? (to Thailand)

Possibly he will say yes, because he says Day 7 wasn't finished yet. It is only 11:55, and he is still a 'Yes Man' for another five minutes. Possibly he will say no because he wants some control of his life again, and he said he wanted to get back home and relax for a day before he starts work on Monday.

- c** Students discuss the questions in pairs or small groups. Monitor, but don't correct students as this is a fluency activity. Students share their ideas with the class. See how many of the class think being a 'Yes Man' for a week would be a good idea.

EXTRA ACTIVITY

Choose a holiday that you know is not popular with the class and write it on the board. Ask students to work in pairs to imagine a day when someone decided to be a 'Yes Man' (or woman) and go on the holiday. First, they think of three questions the person was asked and said 'yes' to. Then they write a paragraph about the day. Monitor and support where necessary. Encourage students to use the past simple of some of the verbs they have looked at in this lesson. Bring the class together and ask for volunteers to read their paragraphs to the class; alternatively, pairs swap paragraphs with other pairs. The class can vote on the best story.

4 GRAMMAR

Past simple: negative and questions

- a** Tell students to read the sentences from the listening and complete them with the correct words.

Answers

1 weren't 2 didn't 3 Did 4 was

- b** Discuss the questions as a class and check answers. Write the negatives and questions on the board to reinforce the way that negatives and questions are formed.

Answers

- 1 and 4
- with the verb *be*: negative – add *not* (*n't*) to make *wasn't* and *weren't*; question – invert subject and *was/were*; i.e., have the subject after *was/were*
with other verbs: negative – use *didn't* + infinitive; question – use *did* + subject + infinitive

- c** **02.03–02.04** Students read the information in Grammar Focus 2A on SB p. 146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 2A on SB p. 147. Go over the answers as a class, checking the use of regular and irregular past forms and the formation of past simple questions. Make sure that students use inversion for questions with *be* and the auxiliary *did* with other verbs.

Answers (Grammar Focus 2A SB p. 147)

- a**
- | | | | |
|-----------|------------------|--------------|------------|
| 1 asked | 5 found | 9 hurried | 13 relaxed |
| 2 bought | 6 forgot | 10 met | 14 said |
| 3 danced | 7 knew | 11 offered | 15 wore |
| 4 enjoyed | 8 learnt/learned | 12 preferred | |
- b**
- | | |
|--------------------------|-----------------------|
| 2 arrived; didn't arrive | 6 didn't spend; spent |
| 3 were; weren't | 7 spoke; didn't speak |
| 4 ate; didn't eat | 8 had; didn't have |
| 5 didn't rain; rained | |
- c**
- | | |
|------------------------------|----------------------------------|
| 2 When did your bags arrive? | 5 What was the weather like? |
| 3 What did you wear? | 6 What kind of food did you eat? |
| 4 Were the people friendly? | 7 Did you have a good time? |

CAREFUL!

- One of the most common problems for students when forming negatives and questions in the past simple is using *did/didn't* + past form. Make sure that you correct these errors to avoid problems in the future, e.g., *I didn't went*. (Correct form = *I didn't go*.) *Did you went?* (Correct form = *Did you go?*)
- Check the spelling of past forms too, especially verbs which end in consonant + *-y*. e.g., *carry* – **carried**, *try* – **tried**, and verbs which double the final consonant in the past simple form, e.g., *plan* – **planned**, *prefer* – **preferred**, *stop* – **stopped**, *travel* – **travelled**.

VOCABULARY SUPPORT

We use points of time with the past simple, e.g., *I arrived at 2:30 / on Monday*. But we use periods of time with *ago*, e.g., *I arrived an hour ago / two days ago*.

5 PRONUNCIATION -ed endings

- a** **02.05** Ask students to answer these questions to elicit *stayed* and *visited*: *Where did you stay during your last holiday? What places did you visit on your last holiday?* Put the past forms on the board and ask students to repeat them and tell you the difference in the pronunciation of *-ed* (*visited* has an extra syllable, with the *-ed* pronounced /ɪd/).

Play the recording for students to tick the verbs with the extra syllable. Check answers as a class. Model and drill the pronunciation of the forms.

Answers

change	>	changed		play	>	played
need	>	needed	✓	ask	>	asked
decide	>	decided	✓	want	>	wanted
start	>	started	✓			

- b** Give students a few minutes to complete the rule and then check. If necessary, hint to students that they need to write a letter in each gap.

Answers

d, t

- c** **02.06** Play the recording for students to listen and choose the correct verbs. Check answers as a class. Model and drill the pronunciation of these verbs, too.

Answers

waited, included, shouted, ended

💡 EXTRA ACTIVITY

Books closed. Divide the class into small groups. They start with five points each. Say the infinitive form of a verb from Exercises a or c to the groups in turn. They must immediately give you the past form with the correct pronunciation of the ending. If they make a mistake, they lose a point. The group with the most points at the end wins. Try to make this a quickfire game. You can add more regular verbs to your list, e.g., *walk, work, hope, copy*.

6 VOCABULARY Tourism

- a  Tell students to look at the photo on SB p. 19. Then ask them to close their books. Ask them what holiday items are in the photo. Write them on the board. Open the books and check. In pairs, students make a list of other items people often take with them on holiday. Bring the class together and put their ideas on the board.

Answers

backpack, ball, bandana, bucket, shorts, sun hat, sunglasses

💡 EXTRA ACTIVITY

Elicit or input the meaning of *travel light* (take only what you need when you travel). Ask students whether they take too much or just enough with them on holiday. Ask students who travel light to give travel tips to other students.

- b  02.07–02.08 Students complete the exercises in Vocabulary Focus 2A on SB p. 134. Play the recordings for students to check their answers to Exercises a and c. Ask for students' answers to Exercise b as a class and monitor conversations in Exercise d.

Answers (Vocabulary Focus 2A SB p. 134)

- a
- 1 guidebook
 - 2 map
 - 3 suitcase
 - 4 sunglasses
 - 5 passport
 - 6 foreign currency
 - 7 suntan lotion
 - 8 backpack
- c
- 2 visa
 - 3 money
 - 4 accommodation
 - 5 hotel, luggage
 - 6 sightseeing
 - 7 souvenirs
 - 8 hostel
 - 9 campsite
 - 10 adventure

👁 CAREFUL!

Students may have problems with spelling in this set, especially *accommodation, sightseeing, souvenirs* and *adventure*. This is because of the differences between sound and spelling.

7 SPEAKING

- a Ask students to close their books. Tell students where you went on your last holiday and invite students to ask you questions about it. Write these questions on the board. Students open books and check if the questions they asked are in the exercise. Ask students where they went for their last holiday and if they enjoyed themselves or not. Give students a couple of minutes to read the questions and think about their answers.

🔄 LOA TIP ELICITING

Say: *I went on holiday*. Write *When?* on the board and gesture to the class that you want them to ask you a question. Elicit: *When did you go?* Answer the question. Write *Where?* on the board to elicit the question: *Where did you go?*, and again answer the question. Continue with prompts to elicit the following questions: *How long?* (*How long did you go for?*), *Who ... with?* (*Who did you go with?*), *kind of accommodation* (*What kind of accommodation did you stay in?*). Finish by eliciting any other questions the class might have without prompting.

- b  In pairs students take turns asking and answering questions about their holidays. Tell them that they can use the questions in the book, but if they want more information, they can think of their own questions. Monitor and write down any common mistakes to address in feedback later. If one student is making the same mistake with the past simple all the time, echo-correct to encourage self-correction. In feedback, ask students to tell you some interesting or surprising things their partner told them.

💡 FAST FINISHERS

Fast finishers can have another conversation with a partner where they tell each other about a holiday they did not enjoy. Ask for examples of these conversations, too, in feedback.

⊕ ADDITIONAL MATERIAL

Workbook 2A

Photocopiable activities: Grammar 2A, Vocabulary 2A, Pronunciation 2A

Documentary Video Unit 2 *Travel and tourism*

Video Worksheet Unit 2 *Travel and tourism*

2B

EVERYONE WAS WAITING FOR ME

OPTIONAL LEAD-IN

Ask students: *How did you get here today?* Students tell you what forms of transport they used. Write a list on the board. Then ask: *What was your journey like?* Encourage students to describe their journeys including any difficulties they may have had. Ask students to tell you what other kinds of problems people can have when using the forms of transport listed on the board.

LANGUAGE NOTE

We usually use *by* + form of transport, e.g., *go/come by car, by bus, by train*. However, when walking, we use *on*: *go/come on foot*.

1 VOCABULARY Travel collocations

- a Read the forms of transport with the class. Put these phrases on the board: *every day? on holiday? at the weekend?* In pairs, students talk about their preferred ways of travelling and use the phrases on the board to help them. Take feedback as a class. Encourage students to give reasons for liking or disliking the forms of transport.
- b Students look at the photos as a class and describe what they see. (Top: a traffic jam on a busy road or motorway; Middle: commuters on the London Underground; Bottom: passengers waiting for a delayed flight at an airport) Ask some further questions about the photos: *What is happening? How do you think the people are feeling? Where do you think the people are going? What do you think will happen next?* Finally, ask the class which situation in the photos they dislike most and why.
- c **02.09–02.10** Students complete the exercises in Vocabulary Focus 2B SB p. 135. Check answers to Exercise a as a class, then play the recording for students to listen and follow the story on the map. In pairs, students retell the story, using only the map to help them (Exercise b). If they need further help, give some prompts, either spoken or written, e.g., *Europe / last year*. Students match the problems with the photos in Exercise c. Play the recording in Exercise d for students to check their answers. Then play it again for them to listen and repeat. Do Exercise e as a class and encourage discussion of questions in Exercise f. When students have finished, ask them to turn back to SB p. 20.

Answers (Vocabulary Focus SB p. 135)

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

CAREFUL!

Students sometimes overuse *travel* as a noun. *Trip* and *journey* are nouns commonly associated with travel in English, e.g., *#was a business travel*. (Correct form = *It was a business trip*.)
The travel was quite long. (Correct form = *The journey was quite long*.)

At the end of this lesson, students will be able to:

- understand and use travel collocations
- understand a story about a travel experience
- use the past continuous and past simple tenses
- use the weak form of *was/were*
- talk about travel experiences and tell travel stories

2 LISTENING

- a With books closed, ask students what problems people can have on a plane. Then ask students to open their books and look at the picture and caption. Ask if they can guess what happened.
- b **02.11** Tell students they will now hear the woman tell her story. Play the recording for students to compare with their ideas.

VOCABULARY SUPPORT

embarrassing (B1) – making you feel uncomfortable when other people are with you

flight attendant – person who works on a plane and helps the passengers

in a rush – when you need to hurry and do things more quickly than usual

seatbelt – a belt that holds you in your seat in a car or a plane

Audioscript

Well, I was in a rush that morning, and I suppose I set off a bit late. It was raining when I left the house, and there was a lot of traffic on the roads. I got to the airport just before the desk closed.

When I boarded the plane, all the other passengers were waiting for me. It was a bit embarrassing, but we took off OK. I had a seat in the middle of the plane, and for the first couple of hours it was fine.

So I was reading my book when one of the flight attendants came over and spoke to me. She said that there was something wrong with *her* seat and that she needed to take mine. I was the last passenger to check in, so they chose me.

I asked the flight attendant where I should sit, and she told me that the only place was the toilet. At first, I thought it was a joke, but then I realised that she was serious.

So I was sitting on the toilet when the turbulence started. It was quite frightening because of course there was no seatbelt in the toilet. I almost fell off a few times. After the turbulence stopped, I opened the door. About five passengers were waiting outside to use the toilet. I just closed the door again.

And then, to top it all, when we landed at Istanbul, there was a delay of an hour before we could get off the plane because of a problem in the airport.

I still can't believe they told me to stay in the toilet for two hours. It was terrible. You just can't treat customers like that.

- c **02.11** Students listen again to get more details about the story. Play the recording and let students talk about the answers in pairs. If necessary, pause the recording to allow time for students to note down their answers before moving on to the next question. Students share their ideas with the class.

Answers

- her journey to the airport: she was in a rush
- boarding the plane: all the other passengers were waiting for her; it was a bit embarrassing
- what the flight attendant said: the only place to sit was the toilet
- what happened when she was in the toilet: there was turbulence; she almost fell; passengers were waiting outside; there was no seatbelt
- how she feels now about what happened: still can't believe it; it was terrible

- d Ask for students' opinions as a class, encouraging them to give their reasons. (You can tell the students that this story is not true, although a man in America claimed something similar happened to him and sued the airline for \$2 million in 2008.)

3 GRAMMAR Past continuous

- a **02.12** Point out that the sentences in Exercise a are from the story in 2 Listening. Read each sentence out, missing the gapped words, and see if students can complete it from memory. Play the recording for students to complete the sentences or to check their answers.

Answers

- 1 was raining 2 were waiting 3 was reading 4 was sitting

- b Ask students to underline the past simple verbs in the four sentences. Check answers as a class. Elicit what we call the other tense used in each sentence (the past continuous).

Answers

- 1 left 2 boarded 3 spoke 4 started

- c Ask students the questions as a class. These concept-check the use of the past continuous.

Answers

- 1 past continuous
2 because of the past simple action: 2, 3
some time after: 1, 4

- d **02.13** Students read the information in Grammar Focus 2B on SB p. 146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 2B on SB p. 147. Check answers as a class. When students have finished, ask them to turn back to SB p. 21.

Answers (Grammar Focus SB p. 147)

- a 1 I was living
2 we were sleeping
3 were you doing; were watching
4 She wasn't studying; she was talking
5 Most people weren't wearing; were they wearing
- b 1 rang; was watching 5 were feeling; got
2 was walking; saw 6 didn't visit; was working
3 left; was studying 7 wasn't looking; crashed
4 was doing; heard
- c 1 was walking; found 3 called; was cooking
2 was raining; left 4 weren't working; came

LANGUAGE NOTE

It can sometimes be misleading to talk about long and short actions when discussing the past continuous. It is important that students focus on the fact that the past simple action interrupted the action that was in progress (the past continuous action). Bear in mind that sometimes the past continuous action is fairly short, but it is always longer than the past simple one, e.g., *I was picking up a book from the floor when I heard a strange noise.*

CAREFUL!

- Students make many errors when using the past continuous, often because the tense does not exist in their own languages. Instead, they may try to use the past simple all the time and this can result in the wrong sequence of events, e.g., *When I arrived at school, Jackie played a game with Ella. ~~I arrived at school. Jackie played a game with Ella.~~* has a different meaning from *When I arrived at school, Jackie **was playing** a game with Ella.* In the first sentence, I arrived first and only then Jackie played a game with Ella. In the second sentence, Jackie was already playing a game with Ella, and then I arrived.
- Another mistake students make is to use the present tense of *be* when referring to the past, e.g., *~~I am walking home yesterday when I saw a fast car.~~* (Correct form = *I **was** walking home yesterday when I saw a fast car.*)

EXTRA ACTIVITY

To revise spelling of the past continuous form, write some verbs on the board and ask students to write down the *-ing* form, e.g., *drive, sit, come, make, travel, hit*. They should then spell them back to you to put on the board. Elicit the general rules: 1 a verb ending with *-e* loses the *-e* before adding *-ing*, e.g., *come - coming*. 2 A verb ending with a vowel and a single consonant doubles the consonant before adding *-ing*: e.g., *run - running*.

- e **02.14** **Pronunciation** Play the recording for students to notice the stresses in positive and negative sentences. Point out that in words with more than one syllable, the underlining shows which syllable is stressed.

- f **02.14** Students listen again to identify the differences in vowel sounds and answer the question. Repeat the sentences, making sure *was* has weak form /wəz/. Point out the difference between the weak and strong form of *was* and tell students that some words, especially those which don't carry the main meaning, don't have strong stress when we're talking.

Answer

No. The vowel sound of *was* is weak (/ə/) in positive sentences. The vowel sound in *wasn't* is /ɒ/.
Were and *weren't* have the vowel sound /ɜ:/.

- g **02.15** Play the recording for students to say whether they hear the words. Elicit that *wasn't* and *weren't* (i.e., the negative forms) have strong stress. Drill the pronunciation of the sentences in Exercises e and g. Model for students to repeat.

Answer

Yes, but they're clearer/stronger in negative sentences.

Answers

- 1 were 3 were 5 weren't
2 wasn't 4 was

- h** Students complete the sentences with the correct past forms individually. Check answers as a class. Check pronunciation when students give their answers.

Answers

- 1 was leaving, realised
- 2 was travelling, lost
- 3 was running, opened, fell
- 4 was driving, stopped
- 5 stole, was standing

- i** Tell students about a similar problem you once had (or invent one). Look at the example together and elicit a possible answer to the question, e.g., *I had to get a new one. It took a long time.* Then ask students to tell their partners about similar problems they had when they were travelling. Monitor and listen for correct use of the past continuous. Ask for examples in feedback and write some on the board.

4 READING AND SPEAKING

- a** Tell students that they are going to read some more stories about difficult journeys. Ask students to look at the map and focus on the two place names. Ask different students to spell the names. Then ask students to describe the photo. Ask: *Where are the people? What are they doing?* They then read the headlines to guess what happened to the travellers. Don't tell students if they are right or wrong.
- b** Divide students into pairs and assign A and B roles. Students turn to Communication Plus 2B. Student A reads the article on SB p. 127, and Student B reads the article on SB p. 128. Allow some time for students to read their story and answer the five questions. Monitor and support. Don't check answers as a class. When students have finished ask them to turn back to SB p. 21.

Answers

Student A

- 1 travelling around Italy, going to the island of Capri
- 2 by car
- 3 they made a spelling mistake on the GPS, typed CARPI instead of CAPRI
- 4 a tourist official, explained their mistake
- 5 the couple got back into their car and started driving south

Student B

- 1 from Heathrow airport to Norwich (a city about 150 miles away)
- 2 by coach
- 3 the coach broke down
- 4 ten passengers, strong young men and a couple of women, pushed the coach; a car stopped and pulled the coach
- 5 the passenger waited over an hour for another coach; the driver will get training because he was wrong to ask the passengers to push the coach

- c** Ask students to tell the story to their partner in their own words. They should use the questions to help them. Monitor and support as needed. Encourage students who are listening to ask their partner follow-up questions.

FAST FINISHERS

Fast finishers can read the complete story to their partner and then ask detailed questions to see how much they can remember, e.g., *How many passengers were on the coach? What time did the coach leave Heathrow?*

- d** Discuss the question as a class, asking for reasons.

- e** Tell students that now they are going to tell a travel story themselves. First, give them some time to think about a difficult journey they have experienced. Suggest that this could be when they were young or it could be more recent. If students can't think of a story, they can invent one or talk about someone they know. Monitor and support with ideas where necessary.

- f** Ask two volunteers to read the sample exchange in the speech bubbles. Then put students into small groups to tell their stories. The other students can ask questions while they are telling the story. Monitor, but don't stop students if they make mistakes. In class feedback, students share their ideas.

LOA TIP MONITORING

- As this is a fluency activity, don't interrupt the groups while they are talking. However, you want students to use the correct target language from the lesson, so listen carefully and note down mistakes students make with the past continuous and any mistakes with vocabulary that you presented in the lesson. You may need to make notes to remember specific examples to use when delivering feedback.
- While giving students feedback, don't single out individuals. Point out the mistake and elicit corrections from the whole group.
- While monitoring, also note down any interesting facts about their journeys that students mentioned that you can mention when giving feedback, too.

- g** Students discuss each form of transport and describe any other bad experiences they have had. Students decide who has had the worst experience on each form of transport. In feedback, students give reasons for their decision.

EXTRA ACTIVITY

In small groups, students each have a piece of paper. Ask them to write down the first part of a sentence in the past continuous: *When I was driving home last week.* They pass the paper to the student on their right who has to finish the sentence using the past simple and start a new sentence in the past continuous. Students will be building a story so the content of each sentence needs to build on the previous one. Allow about five minutes for the activity. Then bring the class together and ask one student from each group to read their story to the class.

ADDITIONAL MATERIAL

Workbook 2B

Photocopiable activities: Grammar 2B, Vocabulary 2B, Pronunciation 2B

💡 OPTIONAL LEAD-IN

Books closed. Tell students they are going on a train journey but they don't know the train route, timetable or ticket cost. Find out how students prefer to ask for information: by phone, online or in person. Put students in pairs to discuss. Encourage them to explain their reasons. Ask one or two students to summarise the advantages of each.

1 LISTENING

- a Write *train station, tourist office and airport* on the board. In pairs, students think of two kinds of information they can find out in each place. Compare answers as a class.

Answers

times of trains, which platforms they leave from
places of interest to visit, shows and entertainment
how long a delay is, changing a flight

- b Students look at the pictures and describe them. Then they guess where Annie is and what information she wants. Then ask them to imagine what information she'll ask for. Put a list of their ideas on the board as they might refer to this later in the lesson.

- c 02.16 Play Part 1 of the video or play the audio recording for students to check their ideas.

Video/Audioscript (Part 1)

- ANNIE Excuse me ... Excuse me!
EMPLOYEE Yes, how can I help you?
A I'm going to Birmingham to visit my brother.
E OK. Erm, which train are you taking?
A Oh, I don't know. What time's the next train?
E The next one leaves in ... four minutes.
A How often do the trains leave?
E Every ... 30 minutes. So the next one after that is at 15.32.
A OK, great. And er, which platform does it leave from?
E That train leaves from ... platform 12. So, it's just over there.
A Sorry, just one more thing.
E Yes, of course.
A Could you tell me where the ticket office is?
E It's over there. But it looks quite busy – there's a long queue. I can sell you a ticket.
A Oh, brilliant! How much is a ticket?
E Well, when do you want to come back?
- A Oh, I don't know. Probably tomorrow evening. But on Sunday it's going to be sunny I think and my brother's going to have a party and so maybe I'll stay until Monday.
E The ticket prices change. Sunday is cheaper than Monday.
A Oh, Sunday then. His parties are never very good.
E OK, you want a return to Birmingham. Coming back on ... Sunday?
A Yes, that's right.
E So, that's £26.30.
A Can I pay by card?
E Yes, sure ... OK, so here's your card, and your ticket. Is there anything else I can help you with?
A Actually, there is one more thing. Where can I buy a magazine? Is there a newsagent's here?
E Yes, look – there's one just over there.
A Great. Thanks so much.
E No problem. Have a good journey.

At the end of this lesson, students will be able to:

- use phrases to ask for information in a public place
- link the endings and beginnings of words together
- understand a conversation in which someone is asking for and receiving information

Answers

Annie is at a train station.

She wants to know: when the next train leaves; how often the trains leave; which platform the train leaves from; where the ticket office is; how much a ticket is; where she can buy a magazine

- d 02.16 Read through the questions with students before they do the activity. You could see if they can answer any of the questions from memory. Then play the recording again for students to answer the questions. If necessary, pause the recording after each answer is given. Check answers as a class.

Answers

- 1 in four minutes
- 2 every 30 minutes
- 3 12
- 4 Sunday
- 5 £26.30
- 6 a magazine

💡 FAST FINISHERS

Ask students to cover the exercise. Put the answers on the board to elicit the questions. Students uncover the task and check.

💡 EXTRA ACTIVITY

Ask students why the following are mentioned in the dialogue: brother (Annie's going to visit him), a party (her brother might have one on Sunday), cheaper (tickets are cheaper on Sundays).

2 USEFUL LANGUAGE

Asking for information in a public place

- a 02.17 Before looking at the exercise, ask students if they can complete the questions from the conversation in 1. Give them the first parts of the questions (1–6). Put their suggestions on the board. Students then look at the task and match the sentence parts. Play the recording for students to check and then compare with their original ideas. You could also ask for examples of other questions beginning with these or similar question starters, e.g., *What time ... does the film start?*

Answers and audioscript

- 1d What time's the next train?
- 2e How often do the trains leave?
- 3c Could you tell me where the ticket office is?
- 4a How much is a ticket?
- 5b Can I pay by card?
- 6f Where can I buy a magazine?

- b 02.18 Students listen and complete the questions the assistant asks. Students may be able to do this before hearing the recording again. Play the recording for students to answer the questions or check their answers.

Answers

- 1 can I
- 2 anything else

- c Tell students they are now going to look at another dialogue about asking for and giving information. Ask them to read through the gapped dialogue (or read through it with them) and say where they think the conversation happens (information centre / tourist office). Then ask students to complete the dialogue individually.

- d **02.19** Play the recording for students to check. Check answers as a class. In pairs, students practise the dialogue, taking turns to be A and B.

Answers

- 1 could you tell me 2 what time 3 How much
4 Where can I 5 Can I

3 PRONUNCIATION Connected speech

- a **02.20** Tell students that sometimes it's difficult to understand a person speaking English because they seem to speak very quickly. Explain that often it is about the way they join words together when they speak. Clarify this with an example, exaggerating the way the words are joined, e.g., *my friendAnnie (my friend, Annie)*. Check students know the difference between a consonant sound and a vowel sound and then play the recording of the questions for students to complete the rule and answer the question. Model the questions and ask students to repeat.

Answers

- 1 isn't 2 /naɪ/ /tʃɪ/

- b Students underline the letters and spaces where there isn't a pause, i.e., where a consonant sound is joined to the vowel sound at the beginning of the next word.

Answers and audioscript

- 1 Is anone sitting here?
2 Could d sit next to yo?
3 What are you reading?
4 Do you want a drink?
5 Where do you get off?
6 Can I have your email address?

- c **02.21** Play the recording for them to check their answers. Students repeat to practise.

- d **02.22** In pairs, students ask each other the questions in 3b. Monitor and point out any errors for students to correct.

LOA TIP DRILLING

- Model the sentences from the recording individually and ask the class to repeat them as a group with the same pronunciation. Start quite slowly and encourage students to repeat at the same speed. Focus on the joining (linking) sounds to make the sentences appear as natural as possible. Then repeat the activity but going slightly more quickly. See how fast students can say the sentences but still remain clear.
- You can then use number 4 in a transformation drill, either together as a class or students can do this in pairs. Say: *Do you want a drink?* Students repeat. Then give different prompts, e.g., a sandwich: *Do you want a sandwich?* This is not to practise the structure but the linking sound: *want + a*.

LANGUAGE NOTES

English speakers also often combine *do + you* = /dju:/ Encourage students to use this contraction when they use the form in speaking.

4 CONVERSATION SKILLS

Asking for more information

- a Read through the exchanges with the class and ask if the underlined phrases mean 1 or 2.

Answer

- 2 ask something else

- b **02.22** Play the recording for students to repeat the phrases. Make sure that they pause after the words *sorry* and *actually*.

LANGUAGE NOTES

In some languages, *actually* (meaning 'in fact' or 'really') is a false friend – a word that looks like a word in their language but which has another meaning. In French, for example, *actuellement* means 'currently' or 'at the moment'.

EXTRA ACTIVITY

Ask students to imagine that you work at an airport. One student asks you for some information. Give the information and then ask: *Is there anything else I can help you with?* Another student asks you for information. Reply and ask the same question again. Continue round the class until students finally run out of questions.

- c **02.23** Tell students that they are going to role play a situation where one is a tourist information officer and the other is a tourist. Put students into pairs and give them A and B roles. Give them a short time to look at their roles and the example dialogue, and to think of some extra questions and the kind of answers they might need to use. Give an example if you feel they need extra help, e.g., *How much are the tickets? They're 45 dollars each*. Students practise the conversation. Monitor and prompt or help where necessary. In feedback, ask what additional information they asked for.

- d **02.24** Students swap roles and do the role play again.

FAST FINISHERS

Ask fast finishers to imagine that one is the secretary of your school and the other is a student who wants some information.

5 LISTENING

- a **02.25** Ask students to look at the picture from Part 2 again. Ask: *Why is Annie running back to the assistant?* Take ideas from students and write these on the board.

- b** **02.23** Play Part 2 of the video or play the audio recording for students to check their ideas and tell you what Annie's mistake was. Elicit what the assistant says when he doesn't understand: *Sorry?* Model the correct intonation and ask the class to repeat. Ask if they think she can change her ticket or not.

Video/audioscript (Part 2)

ANNIE He doesn't live in Birmingham any more! He doesn't live in Birmingham any more! He doesn't live in Birmingham any more!

EMPLOYEE Sorry?

A My brother. He moved. He doesn't live in Birmingham any more. He lives in Stratford now! Can I change my ticket ...?

Answers

She needs to change her ticket.
She needs to go to Stratford, not Birmingham.
Her last question was: 'Can I change my ticket?'

- c** Students tell their partners about a silly mistake they (or someone they know) made when travelling. Have an example of your own ready to tell the class, e.g., I pushed the wrong button on a ticket machine and got a single instead of a return. I didn't notice until I tried to travel back with the ticket and had to pay again.

EXTRA ACTIVITY

Tell students that many UK stations today have ticket machines and no ticket offices. Is this a good idea or not? Why? Have a short class discussion.

VOCABULARY SUPPORT

locker – a metal cupboard, with a lock where people can leave luggage, e.g., in a station

LANGUAGE NOTES

The pronunciation of the town Warwick is /ˈwɒrɪk/ because the second 'w' is silent.

FAST FINISHERS

Fast finishers should think of extra questions to ask and give more detailed information.

EXTRA ACTIVITY

In pairs, students choose a tourist attraction that they know in the local area and write a section for a guidebook in the style of FAQs (Frequently Asked Questions). Give them an example of this: Q: *Where is the museum?* A: *It's in the High Street, opposite the church.*

ADDITIONAL MATERIAL

Workbook 2C
Unit Progress Test

6 SPEAKING

- a** Put students into pairs and assign them A and B roles. Student A reads card 1 in 6b. Student B reads card 1 on SB p. 128. They prepare what they are going to ask/say. Monitor and help with vocabulary as necessary. Each pair role plays the conversation. Student B starts by asking: *How can I help you?* Monitor and check that students are using appropriate language. After the role play, point out any common mistakes with the class. Now Student A reads card 2 in 6b and Student B reads card 2 on SB p. 128. Monitor and point out errors for students to self-correct.

SKILLS FOR WRITING

This city is different, but very friendly

OPTIONAL LEAD-IN

Put students into pairs. Give them three minutes to look up world cities that are bigger than the capital cities of their countries. Students can use the Internet or reference books to help them. Pairs should write down each city, capital and country. As an example, say: *Sydney, Canberra, Australia*. Put pairs together. Each pair takes turns testing the other pair by saying a country and asking for the capital and larger city. The pair answering wins a point for naming each correct capital and larger city.

1 SPEAKING AND LISTENING

- a** Students look at the photos and answer the questions. Invite students to share answers as a class. If appropriate, give students information from the Culture Notes that follow.

CULTURE NOTES

Sydney is a city on the east coast of Australia and its population of around 5.25 million makes it Australia's largest city. Due to mass migration in the second half of the twentieth century, Sydney is one of the most multicultural cities in the world, and only about 1% of the city's inhabitants identify themselves as indigenous Australians.

- Newtown is one of 658 suburbs in Sydney. It is famous for its vibrant cultural and art scene, including the graffiti and street art painted on houses and walls.
- The Sydney Opera House, which opened in 1973, is a UNESCO World Heritage Site and one of the most recognisable buildings in the world.
- The Sydney Harbour Bridge, completed in 1932, is made of steel with a surface area equal to sixty football fields.
- The Royal Botanic Gardens, established in 1816, contains an important collection of rare and threatened plant and animal species.
- Bondi Beach is one of the most popular tourist attractions in Australia and it is used for many cultural and sports events.

- b** **02.24** Tell students that they are going to hear a conversation between Lucila and her friend Katie. Read through the questions with the class. Tell them that they don't need to understand every word because they are just listening for the answers to these questions. Play the recording and check answers as a class. Then ask: *How will Lucila contact Katie when she arrives?* (by text) *What is Katie worried about?* (finding a place to live)

Answers

- b transport
- a the sea

At the end of this lesson, students will be able to:

- understand a conversation about a travel experience
- read and understand a travel blog
- use linking words *and / but / so / because / when*
- write a travel blog

Audioscript

- LUCILA** So when I arrive in Sydney, what should I do?
KATIE What time does your flight get in?
L At about five o'clock in the evening.
K Cool! I finish work at six, so we can meet in the city centre.
L How do I get to the city centre?
K Look, it's really easy. There's a train from the airport, and you take it to Central Station. I can meet you there.
L Great! I'll send you a text when I get on the train.
K Not long to wait now.
L I'm so excited.
K You're going to love it. I've been here for four months now, and I'm having a great time.
L What do you like the most?
K Well, I mean, everything. It's such a beautiful city. Like, I'll never forget arriving in Sydney. I got here about the same time that you'll arrive, and I was pretty tired – it's a really long flight from the UK. But as we were landing, the airplane flew over the harbour, and I saw the Opera House and the Harbour Bridge. It looked just amazing! Anyway, I completely forgot that I was feeling tired.
- L** And is it just as exciting once you're actually in the city?
K Definitely. The thing I really love about it is the sea and the beaches. You know, I come from Birmingham, and the sea is hundreds of miles away, but here in Sydney, it's all around you.
L Well, Lima is very near the ocean.
K I know, but in Sydney the harbour is such a big part of the city – you'll see. And the area of Sydney I live in is a lot of fun. There are lots of cafés and restaurants, and there's a great concert hall nearby where they play live music.
L I hope I can find somewhere to live easily.
K You will – I checked online yesterday, and there were lots of adverts for housemates.
L That's good. And thank you for letting me stay when I arrive.
K No problem. I'm really looking forward to seeing you again.

- c** **02.24** Tell students that they are going to listen again for more details. First, read through the statements with the class. Then play the recording again for students to complete the exercise.

Answers

- | | | |
|-----------------|------------------|-----------------------------|
| 1 after six | 3 excited by | 5 has a lot of things to do |
| 2 train station | 4 different from | 6 a short time |

VOCABULARY SUPPORT

get in (B1) – arrive at a place at a particular time
pretty (B1) – quite, but not extremely or not completely
harbour (B1) – an area of water next to the coast, often protected from the sea by a thick wall, where ships and boats can shelter

- d** In pairs, students ask and answer the questions. Encourage fast finishers to ask more questions.

EXTRA ACTIVITY

Jumble the letters of words from the conversation on the board and get students to work out what they are. Underline the first letter or give a clue if students are struggling. Examples: tilhgf (flight), nctorce (concert), ltmyploeec (completely)

2 READING

- a Tell the class that they are going to read two posts from Lucila's travel blog about arriving in Sydney. Elicit what they think she might write about. Students then look at the list of topics and see if it includes their ideas. Students read the blogs quickly to check which topics she writes about. Check answers as a class.

Answers

her flight to Sydney, public transport, a famous building in Sydney, fresh food, Katie's accommodation, Katie's neighbourhood, wildlife

- b Ask students to read the blog posts again to answer the more detailed questions. Check answers as a class. You may wish to help students with words in the Vocabulary Support box that follows.

Answers

- *her flight to Sydney*: long, but she slept for most of the flight
- *fresh food*: there is a rule that says people can't take fresh food into Australia
- *public transport*: very efficient
- *Katie's accommodation*: old-style house with two housemates – the housemates are friendly and welcoming
- *Katie's neighbourhood*: cool – old stores and houses – lots of inexpensive cafés and restaurants
- *a famous building in Sydney*: Opera House – beautiful on a sunny day
- *wildlife*: birds – colourful but noisy

VOCABULARY SUPPORT

Oz – used in spoken language to mean Australia

spectacular (B1) – extremely good, exciting or surprising

welcoming (B1) – friendly or making you feel welcome

3 WRITING SKILLS Linking words

- a Ask students if Lucila's blog has a lot of short sentences or several long ones. (It has several long ones.) Say: *Look at the first blog post. Can you find words in the first paragraph that Lucila uses to join, or link, short sentences?* (She uses *and*, *but* and *so*.) Individually, students read the examples and answer the questions. Check answers as a class.

Answers

1e 2a 3b 4c 5d

- b Students underline more examples of the linking words in the posts. Check answers as a class.

Answers

I've arrived, and it's amazing!
 ... long flight, but I slept ...
 ... tell you where to go and what to do.
 It was really easy to find the train and get to the city centre.
 ... with two other housemates, Louise and Michaela.
 We all had a lovely dinner together, but after that I felt very tired.
 ... difficult to keep my eyes open and write this, so I'll finish now.
 Katie didn't have to go to work, so we spent the day together.
 ... lots of the shops and houses there are more than a hundred years old.
 There are so many interesting cafés and places to eat.
 It's a really attractive part of Sydney because it's right on the harbour.
 ... the Opera House is beautiful and it's like no other building I know
 Then we went to the Royal Botanic Garden and sat down for a while because I was feeling tired.
 The plants and the trees here are unusual.
 ... they're very colourful, but they're so noisy.
 It's quite warm here already, so tomorrow we think we'll go to Bondi Beach for a swim

- c Explain the activity and do the first sentence together as a class. Then students complete the sentences individually and compare answers with a partner. Check answers as a class.

Answers

- | | | | |
|--------|-------|-----------|-----------|
| 1 so | 3 so | 5 because | 7 because |
| 2 When | 4 but | 6 when | 8 but |

EXTRA ACTIVITY

In pairs, each student writes the beginnings of five sentences in the past tense, ending each with a linking word. They swap with their partner, who has to finish them, e.g., *I went to the cinema last week because ... (I wanted to see the new Chris Hemsworth film)*. Monitor and point out any sentences that don't make sense. Bring the class together and ask for examples from the different pairs. Put them on the board. Ask if students can think of other endings, using different linking words.

4 WRITING

- a Tell students they are going to write a blog. Read the list of possible topics and ask students to choose one. Ask a few students to tell you the specific topic they are going to write about.
- b Read the ideas and give the class three or four minutes to take notes. Monitor and support with vocabulary where necessary.
- c When they are ready, students write their blogs. Remind them to use some of the linking words from 3 Writing Skills Exercise a. Don't monitor closely, but circulate so that students can ask for help if they need it.

FAST FINISHERS

Ask fast finishers to write a second blog post for the following day.

- d In pairs, students read each other's blogs and compare them. If appropriate, students can suggest changes or improvements to their partner's blog.

EXTRA ACTIVITY

When the blogs are finished and corrected, students can pass them around the class. The readers can add a comment below it, as they could on a real blog. As the blogs are passed around again, other students can add comments and develop a thread. Then blogs return to the original authors to read the comments other students added.

LOA TIP REVIEW AND REFLECT

Have a brief class discussion, and ask students what new things they learnt in this lesson that they did not know before. What was the most interesting thing? Also ask what they can do in English that they couldn't do at the beginning of the lesson, e.g., *I learnt some interesting information about Australia. I can use linking words better now.*

ADDITIONAL MATERIAL

Workbook 2D

UNIT 2

Review and extension

1 GRAMMAR

- a** Students complete the sentences individually. Check answers as a class.

Answers

- | | |
|----------------|------------------|
| 1 didn't spend | 5 wore |
| 2 asked | 6 Did, meet |
| 3 needed | 7 learnt/learned |
| 4 didn't take | |

EXTRA ACTIVITY

Ask students to think of questions for each of the sentences. Ask them to make the questions for all except 6. Give them the starter words: 1 *Why ...* 2 *What ...* 3 *Did ...* 4 *Why ...* 5 *What ...* 7 *Where ...* Possible answers are: 1 *Why didn't you spend a lot of money?* 2 *What did she ask the bus driver for?* 3 *Did you need to change your ticket?* 4 *Why didn't you get the bus home?* 5 *What did he wear to the party?* 7 *Where did you learn to surf?* Students could practise the questions and answers in pairs.

- b** Write on the board: *I was dreaming about my holiday when my alarm clock woke me up this morning.* Concept check by asking: *Which action started first?* (I was dreaming.) Students complete the story with the correct choices individually and then compare answers with a partner. Point out that both forms are possible in one case. Check answers as a class.

Answers

- | | | |
|---------------|----------------|---------------|
| 1 was walking | 4 were playing | 7 sat |
| 2 came | 5 was reading | 8 was telling |
| 3 found | 6 arrived | 9 got |

2 VOCABULARY

- a** Before students look at the exercise, ask them to make a list of things people can take on holiday. Then they do the matching task. Check answers.

Answers

- 1 suntan lotion, sunglasses
- 2 foreign currency
- 3 guidebook, map
- 4 passport
- 5 backpack, suitcase

- b** Students complete the sentences. Check answers as a class.

Answers

- 1 travel around
- 2 get
- 3 do
- 4 change
- 5 go away
- 6 set off
- 7 check out

3 WORDPOWER *off*

- a** Write the word *off* on the board. In pairs students think of sentences that use *off* in different ways. Check their ideas as a class. Elicit or put on the board an example for each of the groups of sentences 1–3 in the book, e.g., 1 *Goodbye! I'm off to work.* 2 *I took off the top of the box and looked inside.* 3 *I checked that the TV was off before I went out.* Ask students to look through the three groups of examples in the book and to match their general meanings with the pictures. Tell them that diagram a shows something divided, or separated, from the whole thing. Diagram b shows power is not on. Diagram c shows the idea of going away from something. Tell students that it is not always possible to guess the general meaning of prepositions and phrasal verbs like this, but it can be a useful guide.

Answers

- 1 c 2 a 3 b

- b** Students match the sentences and replies. Check answers as a class.

Answers

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

- c** Students cover a–h of Exercise b and try to remember the replies.

Photocopiable activities: Unit 2 Wordpower

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on problem areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 3

MONEY

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations related to money
- talk about experiences of generosity
- talk about spending and saving money
- talk to people in shops
- use phrases to show they are changing their mind about something
- write an update email

UNIT CONTENTS

G GRAMMAR

- Present perfect or past simple
- Present perfect with *already* and *yet*

V VOCABULARY

- Words and phrases related to money: *afford, bank account, bargain, borrow, cash, cost, discount, get a loan, lend, owe, pay back, sale, save up, save up for sth, special offer, spend money, the sales*
- Collocations with *make, do* and *give*: *do a good job, do a task, do sth fun, do volunteer work, give money away, give sb advice, give sb directions, make a friend, make a note of sth, make a payment*
- Wordpower: *just* (= only, soon, a short time ago, almost not); expressions with *just*: *just about, just in time, just like, just over, just under*

P PRONUNCIATION

- Sound and spelling: /dʒ/ and /j/
- Sentence stress

C COMMUNICATION SKILLS

- Talking about money and shopping experiences
- Talking about living with less
- Talking to people in shops
- Writing an update email
- Paragraphing

- b  Give students one minute to think about their answers to the questions before talking about the picture as a class. Students may also want to include online shopping in their discussions. Give your own opinions to encourage discussion. As this is a fluency activity, don't correct students unless a mistake is making understanding difficult. If appropriate for your class, give students information from the Culture Notes that follow.

CULTURE NOTES

The biggest shopping centre in the world (for its total area) is The Dubai Mall in Dubai, UAE. It is over 13 million square feet – about the size of 50 football pitches! It has over 1,200 shops (including the world's largest sweet shop), a 250-room luxury hotel, 22 cinema screens, and 120 restaurants and cafes. It has more than 14,000 parking spaces, too. It opened in 2008 as part of the 20-billion-dollar Burj Khalifa complex and is now the world's most visited shopping and leisure centre. It has more than 54 million visitors every year.

Many people say that men tend to shop quickly and women like to *browse* (look around before buying). Of course, this is a generalization, and there are many men and women who don't shop like this. However, some psychologists believe that male and female shopping habits can be explained by early human history, when women often gathered fresh produce such as plants, nuts, fruit and vegetables, while men often hunted wild animals and took them home!

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. In pairs, give students two minutes to write down as many different kinds of shops as they can. Put pairs together. One pair names a shop from their list and the other pair says one item that they can buy there. The students must answer in five seconds. If they answer correctly, that pair gets a point. If they can't answer, the pair asking the question gets the point.

- a  Ask students to look at the picture and say what they can see. In pairs, students read the questions and talk about them. Monitor and support students with any new vocabulary they may need. Possible vocabulary: *shop, shopping centre, wallet, cash, credit card, purse, broke, empty, disappointed, unhappy*. Students share their ideas as a class.

EXTRA ACTIVITY

Put students in small groups. Tell them to imagine that they have £1,000 to spend and that they have to plan a day's shopping trip. They can choose where they want to go for the trip. Monitor and support students with vocabulary. As part of a class discussion, ask for examples of the planned trips and ask the class to vote on the best idea.

 OPTIONAL LEAD-IN

Put students in pairs and read this vocabulary quiz aloud. Tell them that the first letter of each answer makes a new word.

It's a place where you can buy things. (shop)

A price can be low or ... (high)

If something you want to buy is not available, you might be able to ... it to collect (or have it delivered) later. (order)

It's an item that you buy in a shop. (product)

It's the place where you can buy stamps and send letters. (post office)

Sometimes shops decrease their prices and sometimes they ... them. (increase)

It's the month of the year when the Black Friday sales happen in the UK and the USA (November)

People usually receive presents or ... on their birthday. (gifts)

(The word is shopping.)

1 VOCABULARY

Money and shopping

- a**  Books closed. Ask students what they would buy if you gave them £10 (in your currency). Elicit some ideas and then repeat the question with £100. Tell students to open their books and read the quotes, and then write down the three things they would buy. Put students in pairs to compare answers and say why they would buy those things.
- b** Books closed. Ask: *What verbs can go with the noun shopping?* (go, do [some]) Students open their books and complete the questions. Check answers as a class.

Answers

1 money 2 loan 3 discount 4 sale 5 bargain

 LOA TIP ELICITING

Elicit the vocabulary in three stages.

First, elicit the nouns in the box. *Pounds and pence are...* (money) *If a book usually costs £20 but I pay £15, I get a £5 ...* (discount) *If the same book in another shop costs £10, this is a great ...* (bargain) *In the ... you can buy a lot of things for a cheap price.* (sales) *People usually need a ... to buy a car.* (loan)

Next, elicit the verbs in the questions. *You ... something from a friend and then give it back.* (borrow) *This means the same as receive.* (get) *If someone ... me something, I can say yes or no.* (offers) *I don't have enough money to buy it now, so I need to ... up for it.* (save) *The opposite of lose is ...* (find)

Then, elicit which of the verbs go with which of the nouns. Finally, ask students to do Exercise b to check.

- c**  In pairs, students answer the questions in Exercise b. Encourage students to give reasons for their answers.

At the end of this lesson, students will be able to:

- use words and phrases about money and shopping
- read and understand a text and questionnaire about sales
- understand an interview with two sales assistants
- contrast the use of the present perfect and past simple tenses
- ask and answer questions about money and shopping experiences

 EXTRA ACTIVITY

Put students into pairs. Tell them to imagine they have to save up for a summer holiday. Students have to think of three specific ways of saving money. For example, celebrating their next birthday at home, not in a restaurant. Get ideas from the class and vote on which three are the most effective.

- d**  **03.01** Tell students to turn to the Vocabulary Focus 3A on SB p. 136. Go through the pictures before students look at the sentences in Exercise a. Elicit vocabulary and ask questions. For example: *Look at picture 1. What do you think Carol's problem is?* (She can't decide what shoes to wear.) Tell students to do the matching task. Play the recording and check answers as a class. Then put students into pairs for Exercise b. One student should tell Carol's story using the words and pictures, the other student should tell Brian's story. Then students repeat, telling the other story. Monitor and make sure students are using the words in the box correctly.

Answers (Vocabulary Focus 3A SB p. 136)

- a**
- 1 Carol had a problem. She spent a lot of money on shoes.
 - 2 One day, Carol and Fay went shopping in the sales.
 - 3 Carol saw some shoes she loved, but she didn't have any cash.
 - 4 Fay offered to lend her some money, so she borrowed £100.
 - 5 Carol now owed Fay £700, so she got a loan for £1000 from the bank.
 - 6 She paid back the £700 (and spent the rest on shoes!).
 - 7 Brian was saving up for a camera.
 - 8 He saw a great camera, but it cost £499.
 - 9 Brian couldn't afford it. He only had £400 in his bank account.
 - 10 He asked the shop assistant for a discount, but she said no.
 - 11 When Brian got home, he found a special offer online.
 - 12 So he got the camera for £399! He was very happy!

 LANGUAGE NOTE

We *borrow* something from someone, but someone *lends* something to us / *lends* us something, e.g., *I borrowed £10 from my mum to buy a book. My mum lent me £10 to buy a book. I lent £10 to a friend.*

2 READING AND SPEAKING

- a**  Ask students to look at the picture and describe it. Put students in pairs to discuss the questions.
- b** Give students a time limit to read the information and then put them into pairs to answer the questions.

 FAST FINISHERS

Students write down a 'fun fact' about their own money and shopping habits. For example: *I never give money as a birthday present.* When everyone else has finished, students share their ideas with the class.

VOCABULARY SUPPORT

billion (B2) – the number 1,000,000,000

madness – behaviour that is not reasonable

rush (B2) – to hurry or move quickly somewhere

- c Go through the questions and answers quickly to check understanding. Tell students to complete the questionnaire individually.
- d  Put students into pairs to compare answers. Encourage students to give reasons and examples for their answers.

EXTRA ACTIVITY

Put students into pairs to write two more questions with A, B and C options for the questionnaire. Put pairs together to ask one another their questions.

- e  Tell students to turn to SB p. 129. Put students into pairs to discuss why they agree or disagree with the descriptions.

3 LISTENING

- a  03.02 Books closed. Ask students to write down five questions they would ask a shop assistant about the job, e.g., *Do you have many difficult customers?* Put students into pairs to ask each other the questions and reply as if they were shop assistants. Books open. Tell students to listen and write down who did these things. Check the meaning of *disappointed* (unhappy because someone or something was not as good as you hoped or expected, or because something did not happen). Play the recording and then check answers as a class.

Answers

1 K 2 M 3 K

VOCABULARY SUPPORT

announcement (B1) – something that someone says officially, giving information about something

arcade – a large, usually covered, shopping area where cars are not allowed

menswear – the part of a clothes shop or department store where you find men's clothing

- b  03.02 Books closed. Give an example and ask students if it is true or false, e.g., *This is the last day of the sales season.* (false) Books open. See if students can answer the questions before they listen again. Play the recording to check. With students who need more support, pause the recording after each answer.

Answers

1 T 2 F 3 T 4 F 5 T

- c  Ask: *Who do you think had the hardest day – Mike or Kathie?* Put students into pairs to ask and answer the questions.

EXTRA ACTIVITY

Tell students they are waiting in a queue for a shop to open. First, they must ask one another what time they got up that morning. Students then line up so that the person who got up earliest is first in line and the one who got up latest is last in line. Then students must ask the student next to them a question using the vocabulary from Vocabulary Focus 3A SB p. 136. For example, *I forgot to bring cash – can you lend me some?*

Audioscript

NEWSREADER So, Janie. You're in town for us for the Black Friday sales season. How is it going?

JANIE Yes, Harry. I'm here at the City Arcade and it is busy, busy, busy! I'm joined by two people who know all about that: shop assistants Mike and Kathie. Mike, tell me about your day – busy?

MIKE Yeah – crazy. I think this is the busiest sales day we've ever had. I've never seen crowds like this and I've worked on sales days three times before. Like, this morning just before we opened the doors – there was this young guy right at the front of the queue. I asked him when he got there, and he said 7 o'clock last night.

J Wow – so he waited thirteen hours in the cold? Why the big wait?

M Well, that's the thing – when the doors opened, I saw that he went to buy a one-pound T-shirt. And that was all.

J Really? No TV or computer or anything?

M No – thirteen hours for a one-pound T-shirt – just crazy! I've never known someone to do that.

J How about you Kathie? Any funny stories?

KATHIE Tons! I've never worked on a sales day before, and I didn't know it was like this. Like, there was this one lady. She's probably the cleverest customer I've ever met.

J Did she get a good bargain?

K It wasn't that. She was a little old lady. I saw her and I thought

she looked unwell. So I got her a chair so she could sit down. And she asked me if I could get her a towel she wanted to buy, and put it in her shopping basket. And then she asked me to get her four cups that cost 50p each ... I was really busy, but I got these things for her.

J Very kind.

K And then there was a shop announcement – 'tablet computers just £75!' And she jumped up and ran to the electronics department.

J So much for feeling unwell ...

K Oh yes, she was fine! And very clever – she made me do her shopping for her!

M Oh, and I remember ... there was this one guy. He wanted these really expensive jeans – there were five pairs for sale at just £25 – a saving of £100. So he started queuing at about midnight last night and waited eight hours.

J I'm sure he wasn't alone.

M Well, no. So anyway, the doors opened and he ran to the menswear department, but they were all gone.

J How did that happen?

M Well, he queued at the main door, but there's another door into the shop that is very close to the menswear department – so five other people got there before him.

J After waiting eight hours.

M Yeah – he had the saddest face I've ever seen.

4 GRAMMAR

Present perfect or past simple

- a  03.03 Books closed. Write a question on the board: *Did you buy anything online yesterday?* Ask students: *What is the time word in the question? When am I asking you about?* (yesterday) Elicit that the question is in the past simple. Now write: *Have you ever bought anything online?* Ask students about the time word. Elicit that the word *ever* is a time word. Ask: *What time period is ever?*

Elicit that this question asks a person about their whole past life until now. Draw a timeline on the board to show this if necessary (see example on SB p. 148). Books open. Point out that the shop assistants said these sentences, and ask students to complete them individually with the verbs in the box. If necessary, do the first one together. Play the recording to check answers. Elicit the irregular verbs: *meet* and *know*.

Answers

- 1 worked
- 2 opened
- 3 known
- 4 worked
- 5 met
- 6 started

- b** Ask students to identify the tense of each sentence. Check answers as a class.

Answers

- 2, 6 – past simple
1, 3, 4, 5 – present perfect

- c** Elicit examples of time adverbs, for example, *sometimes*, *recently*. Students underline the time expressions and then complete the rules using the underlined expressions. Check answers as a class. Elicit other examples of time expressions we can use with the past simple, e.g., *yesterday* / *last summer* / *on 15 February* / *at 12:30*. Then elicit phrases and adverbs to use with the present perfect, e.g., *just* / *hardly ever*.

Answers

- | | | |
|----------------|--------------------|--------------|
| 1 before | 3 never | 5 ever |
| 2 this morning | 4 never ... before | 6 last night |

Present perfect: *before*, *never*, *ever*

Past simple: *this morning*, *last night*

- d** **03.04** Students read the information in Grammar Focus 3A on SB p. 148. Play the recording and ask students to listen and repeat. Students then complete the exercises on SB p. 149. For Exercise b, elicit that contractions are natural in spoken English, especially in informal conversations, but not always written out as a contraction, e.g., sentence 9. Check answers as a class.

LANGUAGE NOTE

It is possible to use the past simple with adverbs such as *just* and *ever*, for example, *Sorry, Mandy just left* and *Did she ever do it?*

Answers (Grammar Focus 3A SB p. 149)

- a**
- | | | | | |
|----------|---------|----------|-----------|------------|
| 1 bought | 4 given | 7 ridden | 10 sold | 13 taken |
| 2 done | 5 made | 8 saved | 11 smiled | 14 wanted |
| 3 driven | 6 lent | 9 seen | 12 spent | 15 written |
- b**
- | | |
|----------------------|--------------------------|
| 1 I've never given | 6 Has he ever cooked |
| 2 Have you ever sold | 7 's helped |
| 3 's lived | 8 's never broken down |
| 4 've eaten | 9 have the children seen |
| 5 've never sung | 10 've never tried |
- c**
- 2 I've never seen that film.
 - 3 Have you ever been to Canada?
 - 4 Where did you go on holiday last year?
 - 5 She's broken her leg two times.
 - 6 I worked in a hospital a long time ago.
 - 7 In your life, how many times have you moved to a new home?
 - 8 When we went to London we visited Kew Gardens.

EXTRA ACTIVITY

Give students a past-tense forms test with their books closed. Say the infinitive and ask for past simple and past participle forms, e.g., Say: *run*, and students reply: *run*, *ran*, *run*. Use a mixture of regular and irregular verbs.

- e** **03.05** Students complete the questions individually. Play the recording to check.

Answers

- 1 Have you ever been to the sales when there were big crowds? Where did you go?
- 2 Have you ever bought anything unusual in an online sale? What did you buy?
- 3 Have you ever saved up money for the sales? How much did you save?

- f** Put students in pairs to ask and answer the questions.

5 SPEAKING

- a** Books closed, write *Have you ever ... ?* on the board. Explain to students they are going to find out about other students' money and shopping experiences. Ask: *Have you ever been to the sales?* Elicit other shopping/money questions with *Have you ever ... ?*

- b** To set up the mingle activity, explain to students that they are going to try to find someone in the class who has done each of the things in the table. Read the items in the table and the examples with the class and give students a short time to think about their own experiences. Then start the activity. Students should walk around and ask their questions. Encourage them to talk to different people. When they find someone who has done one thing, they should write down the name and then try to find out an extra piece of information. You can take part in the mingle activity yourself to answer questions. If you decide to observe and monitor instead, don't interrupt students while they are speaking, but take note of any issues to address while giving feedback. When students seem to be running out of things to say, stop the activity and discuss their ideas as a class. Students should tell the class about some of the responses they had. Ask: *Did you find someone for each thing? Was there one thing that no one has done?*

- c** Put students into small groups to discuss their experiences, and then do class feedback. Books closed. See how many of the 12 questions students can remember and say in the present perfect. Students open their books and check if they remembered the questions correctly.

ADDITIONAL MATERIAL

Workbook 3A

Photocopiable activities: Grammar 3A, Vocabulary 3A

3B

I'VE ALREADY GIVEN £25 TO CHARITY

At the end of this lesson, students will be able to:

- read and understand an article about research into being generous
- use collocations with *make / do / give*
- listen to a radio show about living with less
- ask and answer questions about being generous
- use the present perfect tense with *already* and *yet*
- pronounce /dʒ/ and /j/ correctly

OPTIONAL LEAD-IN

Write on the board:

you / ever / give / money / to a homeless person

how much / you / give

Ask students to make and answer the questions in pairs. (Have you ever given money to a homeless person? How much did you give?) Put some more verbs on the board, e.g., *read, see, write, meet, ride*. In pairs, students choose three of the verbs and write similar pairs of questions with them. They then ask their questions to another pair. Monitor and check accuracy of the verb forms. Encourage students to find out more details about questions their partners answered 'yes' to.

1 READING

- a**  Books closed. Elicit things that make people happy, for example, having a lot of friends, and see if anyone says money. Books open. Ask students to look at the picture and describe it. Put students into pairs to answer the questions. Share ideas as a class.
- b** Elicit some of the vocabulary in the Vocabulary Support box. Ask students to read the title of the article and then ask a student to read question 3 from Exercise a. Give students a time limit to read the article. Check answers as a class.

Answer

The research shows that if people give money away, they become more generous and it makes them feel happier.

VOCABULARY SUPPORT

charity (B1) — an official organisation that gives money, food or help to people who need it; or money, food or help that is given to people who need it

donate (B2) — to give money or goods to help a person or organisation

generous (B1) — willing to give other people money, help, kindness, etc.

laboratory (B1) — a room used for scientific work

MRI — magnetic resonance imaging; a system for producing electronic pictures of the organs inside a person's body, using radio waves and a strong magnetic field

scan (C2) — medical examination in which an image of the inside of the body is made using a special machine

volunteer (B2) — a person who does something, especially helping other people, willingly and without being forced or paid to do it

LOA TIP ELICITING

- Give an example of a local or international charity and say what it does, for example, *One Laptop per Child gives young children in poorer countries a free laptop. They can do this for free because they get money from businesses and ordinary people who want to help the project.* Elicit the noun *charity*, write it on the board with the transcription /ˈtʃær.ə.ti/ and drill the pronunciation.
- Tell students to look in the text and find the two ways that people could help charities (giving them money, using their online shops).
- Ask students to name charities that they would like to give money to. They could be concrete charities, for example, World Wildlife Fund, or sectors of society, for example, children with disabilities.

- c** Students answer the questions individually. Check answers as a class.

Answers

- 1 Half spent money on themselves and the other half spent the money on another person.
- 2 They thought of a person they could give money to and they decided how much they would give.
- 3 Researchers studied their brains with an MRI machine.
- 4 The MRI scans of the happier volunteers showed that there was more activity in parts of the brain linked to generosity and happiness.
- 5 You could start by giving away small amounts of money, for example, to homeless people or a charity.
- 6 Don't buy your lunch and save the money; stop online shopping and look at charity websites instead.

FAST FINISHERS

Tell students they have £50 that they must give away that day. They must give it all away but not more than £20 at one time. Students should write down how they would give the money away, e.g., Homeless person – £5 and One Laptop per Child – £20

EXTRA ACTIVITY

Write these other sayings on the board. Ask students in groups to complete them and explain what they mean.

The best things in life are _____. (free) (The most valuable things can't be bought.)

Money doesn't grow on _____. (trees) (You shouldn't waste money because it is limited.)

Money _____. (talks) (Money gives power and influence.)

It's better to give than to _____. (receive) (Generosity makes you feel better.)

_____ is money. (time) (Time is an important resource.)

- d Ask students: *If the same experiment were repeated in (your country), would the results be the same?* Then divide students into small groups to discuss the questions in the book. Check ideas as a class. Ask students for other ideas of helping people, e.g., doing shopping for elderly neighbours.

2 VOCABULARY

make / do / give collocations

- a Check that students understand the concept of verb + noun collocations by asking what students did last night to elicit, e.g., *I did my homework*. Underline *did* + *homework* and tell students that when the verb and noun go together like this, it is a collocation. Ask students to read the examples and explain the meaning if necessary. Elicit that *make*, *do* and *give* are irregular verbs, and drill the three forms (*make/made/made*, *do/did/done*, *give/gave/given*). Students then find other examples in the last three paragraphs of the article. Check answers as a class. Elicit the meaning of *donation* (B2): when money or goods are given to help a person or organisation.

Answers

- 1 give an example
- 2 make a small donation / make you happy
- 3 does a lot of online shopping

- b 03.06 Books open. Tell students to be careful to use the correct tense when they complete the sentences. Play the recording to check answers.

Answers

- 1 made
- 2 gave
- 3 do
- 4 gave
- 5 did
- 6 made

- c Read the examples with the class and then put students in pairs to discuss. Encourage students to ask each other follow-up questions, e.g., *What volunteer work would you like to do?* Talk about their ideas as a class.

3 LISTENING

- a 03.07 Tell students to look at the picture and silently read the notes about Daniel. Put students into pairs to predict Daniel's decisions and give reasons. Play the recording and check answers as a class.

Answers

- 1 annoyed
- 2 IT equipment
- 3 transport

- b 03.07 Play the recording again for students to make notes. Put students into pairs to compare notes. Ask some comprehension questions for students to answer from their notes, for example, *What charity does Daniel donate to?* (a children's hospital)

Possible Answers

- 1 Reason for living with less: He felt annoyed.
rainy day – not angry – looked around room and realised he used very few things

- 2 Things given away: IT equipment
had desktop, laptop, tablet, mobile phone, video game console – only uses laptop and mobile phone; already given away tablet, but not desktop – maybe too old
- 3 Lifestyle changes: transport
stopped using car – uses bus and bike; car not sold; petrol money goes to charity

Audioscript

SALLY Good morning, and welcome to *Ways of Life*, the programme where real people talk about their real lives. In today's episode, we are speaking to people who think a little differently when it comes to money. Our first guest is Daniel, who says he's learning to live with less. Hi, Daniel. Thanks for joining us.

DANIEL Thank you. Hi, everyone.

S So, I suppose my first question is this. What exactly is living with less? What does it mean?

D Well, it means just giving up ... stuff. Things. Trying to understand which things are really important – the things that we really need in life – and then saying goodbye to all the rest.

S And how did it all start?

D It was a rainy day, and I just had this feeling of being, well, annoyed with my life. Not angry, just not very happy.

S So, what? You just decided to give everything away?

D Well, no – not quite like that. But the first thing I did was look around at all the things I had in my home – books, sports things, all my IT equipment ... and I asked myself how often I used all these things. And, really, there were only about five or six things that I used all the time.

S For example?

D Well, let's take IT. I had a desktop computer, a laptop, a tablet, a

mobile phone, a video game console ... all the usual things. In reality, I only used my laptop and mobile phone.

S What did you do?

D I decided to give them away.

S Not sell them?

D Well, no. See, I don't *need* the money – so part of living with less is also learning to be generous. And just making that decision made me feel much happier, almost immediately.

S You say that you're 'learning' – how's it going?

D Not bad. I've already given away my tablet, but I haven't found anyone who wants my desktop yet. It's a bit old, I suppose.

S And what else are you learning?

D Uh, well, I'm trying to change some of the things I usually do. I've already stopped using my car – now I take the bus or ride my bike everywhere.

S Have you sold your car yet?

D No, but I probably will. And it makes me happy to think that I'm helping the environment.

S Good point.

D And the money I normally spend on petrol, well, I give that to charity.

S That's great.

D Yeah. I've already given £25 to charity – a children's hospital that does research into serious diseases that affect children. It's not a lot, but it's the beginning of a process – one step at a time.

- c Put students into small groups to discuss the question. Share ideas as a class.

4 GRAMMAR

Present perfect with *already* and *yet*

- a Tell students to complete the sentences. To make this more challenging, write the sentences on the board and ask students to remember the verb used and complete them. Check answers as a class.

Answers

- 1 given
- 2 found
- 3 sold

- b 03.08 Play the recording for students to check. Elicit the tense.

Answer

present perfect

Audioscript

- 1**
DANIEL I've already given away my tablet.
- 2**
D I haven't found anyone who wants my desktop computer yet.
- 3**
SALLY Have you sold your car yet?

- c** Tell students to complete the rules. Check answers as a class.

Answers

already
yet
yet

LOA TIP CONCEPT CHECKING

Write the sentences on the board:

- 1 *I've already spent my salary this month.*
- 2 *I haven't paid it back yet.*

Ask concept questions to check understanding of the time sequences and whether the actions are completed or not.

Sentence 1

- *Do I have the money now?* (no)
- *Do you know when I spent it?* (no)

(The use of *already* indicates that the action happened before the time of speaking.)

Sentence 2

- *Do I have the money / the time to pay it back?* (no)
- *Am I planning to pay it back?* (yes)
- *Do you know when I'm going to pay it back?* (no)

(The use of *yet* implies that the action hasn't happened so far, but is going to happen.)

- d** **03.09** Students read the information in Grammar Focus 3B on SB p. 148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises on SB p. 149. If students have problems with the irregular past participles, refer them to the list of irregular verbs on SB p. 168. Check answers as a class.

Answers (Grammar Focus SB p. 149)

- a** 2 f 3 a 4 c 5 e 6 b 7 h 8 d
- b** 2 I've already spent all my money.
3 Our visitors have already arrived.
4 I haven't been to the shops yet.
5 It hasn't started raining yet.
6 Has he saved any money yet?
- c** 2 He hasn't paid Mark back yet.
3 He's already bought paper for the printer.
4 He's already checked his emails.
5 He hasn't asked Dad for any money yet.
6 He's already written to Daniel.
7 He's already finished writing his project.
8 He hasn't cleaned the flat yet.
9 He hasn't taken out the rubbish yet.
10 He's already had a haircut.

- e** **03.10** **Pronunciation** Write this sentence on the board: *Yesterday was the first of July.* Ask students to repeat it. If necessary, correct the pronunciation of the initial *y* = /j/ and *j* = /dʒ/. Then play the recording for students to listen and repeat the words. In pairs, ask students to think of two more words that begin with /j/ and /dʒ/. Ask for the words and write them on the board, e.g., *yellow, yes, year, yogurt; joke, June, jump.* Students repeat these for practice.

- f** **03.11** Students complete the sentences. Play the recording to check.

Answers

- 1 I emailed some information about our charity. Have you had a chance to read it **yet**?
- 2 I don't need my old DVDs. I've **already** given them away.
- 3 I haven't stopped using my car. Public transport isn't very good in this city **yet**.
- 4 I sold my car last week and I've **already** bought a bike.
- 5 Have you decided which books to give away **yet**?

LANGUAGE NOTE

- Students sometimes put *already* before the auxiliary and may also add additional time phrases, such as *yesterday* or *a few minutes ago*, e.g., *I have already done it yesterday.* (Correct form = *I have already done it. I did it yesterday.*) If they have no equivalent in their first language, students are likely to replace the present perfect with either the present simple or the past simple. Keep reinforcing the idea that the present perfect is used to link things that may have started in the past with now.
- *Yet* is often used in negative sentences, but not *already*, e.g., *I haven't already received your letter.* (Correct form = *I haven't received your letter yet.*)

- g** Tell students to write their examples individually and then in pairs ask and answer

5 SPEAKING

- a** Tell students to read the checklist and then make notes.
- b** Divide students into small groups to discuss. Monitor and encourage discussion by contributing an opinion or prompting. Note any repeated errors. Ask students to share any interesting opinions and comments with the class.

+ ADDITIONAL MATERIAL

Workbook 3B
Photocopiable activities: Grammar 3B, Vocabulary 3B, Pronunciation 3B
Documentary Video Unit 3 *Money*
Video Worksheet Unit 3 *Money*

- understand a conversation in a shop
- use sentence stress correctly
- use phrases to pay at a till
- use phrases to change their minds

OPTIONAL LEAD-IN

Books closed. Put students in small groups. Give them two minutes to note down different places where we can buy things, e.g., *supermarket, shopping centre, department store, online, market, gift shop, sports shop, chemist, vending machine*. Monitor and support students with vocabulary. The winning group is the one with the most ideas. Ask them to read their ideas to the class. Put any new words on the board.

1 LISTENING

- a** Look at the photo. Say: *Mark and Rachel are shopping. Where do you think they are?* Elicit: *a shopping centre*. Read the questions and the examples. Students discuss the questions and give reasons for their comments.
- b** Ask students to summarise what has happened in the video story so far. Students look at the picture and guess what Rachel and Mark are shopping for.
- c** **03.12** Play Part 1 of the video or play the audio recording for students to check their ideas.

Answers

They are shopping for a birthday present for Leo.

Video/Audioscript (Part 1)

- RACHEL** OK, what's next? Oh, we need to buy a present for Leo.
- MARK** Really? Why?
- R** It's his birthday, remember. Annie told us last week.
- M** Well, we don't know him very well.
- R** Oh, come on. We need to buy him something. Oh, look – how about this shop? I'm sure we can find something in here.
- M** Hmm.

- d** Ask students what the last present was that they bought someone and the last present that they received. Then they work in pairs and answer the questions about the pictures of products. Students share their ideas with the class.

Answers

- 1 is a football game. You put boots on your fingers and use them to hit the ball.
- 2 is a weather station. It tells the weather and is also an alarm clock.
- 3 is a football clock.
- 4 is a book money bank. You keep your money safe there.

- e** **03.13** Tell students that they are going to listen to or watch Part 2 from the video story. They should listen for general understanding and to find out which product they bought and not worry if they don't understand the details. Check the answer as a class.

Answer

They buy the football clock.

Video/Audioscript (Part 2)

- MARK** This place is great! I could stay here all day!
- RACHEL** Well, we're only here for Leo, remember.
- SHOP ASSISTANT** Hi, can I help you?
- R** Er, yes. We're looking for a present for a friend. It's his birthday.
- SA** OK. Are you looking for anything in particular?
- R** Umm, I don't know ...
- M** Something fun!
- SA** OK. What sort of thing does he like? Is he a sports fan?
- M** Yeah.
- R** Is he? Does he like sport?
- M** Yeah, I'm sure.
- SA** OK ... How about this? 'Football in a tin'. Perfect for a birthday present.
- R** What is it exactly?
- SA** It's a football game. Look, you put the boots on your fingers, there's a ball ...
- M** This looks perfect! He loves football.
- R** Does he? I'm not sure. What else do you have?
- SA** What about this? A weather station.
- M** Oh – what does it do?
- SA** Well, it tells you the weather now, and the next day. It's also an alarm clock.
- M** Do you have anything cheaper?
- SA** Well ... well, this is a great product. A book money bank.
- R** A book money bank?
- SA** Well, you open it here and there's a place to put your money. To keep it safe.
- R** Oh, that's quite nice.
- M** Yeah, I suppose he might like that.
- R** OK, we've decided.
- SA** Great ...
- M** On second thoughts, I really think we should get something sporty. Could you show us something else?
- SA** Oh, I know. What about this? A football clock.
- M** Brilliant! Let's get that!
- R** Well, if you really think he likes football.
- M** Yeah, of course. He was talking about football last time we saw him. We'll take it.
- R** Was he? I don't remember that.

- f** **03.13** Read through the questions with the class. Ask if they can remember the answers. Play the recording again for them to find or check their answers. Elicit further details of the products, e.g., you put the football boots on your fingers. You may need to play the recording again for students to hear these details.

Answers

- 1 Leo loves football.
- 2 She is not sure Leo likes football.
- 3 It's too expensive.
- 4 He thinks they should get something sporty.

- g** In pairs, students discuss the question. Conduct feedback and ask for their ideas. Ask: *Which present would you have got Leo? Why?*

2 USEFUL LANGUAGE

Talking to people in shops

- a **03.14** Ask students in groups of three to imagine that they are in the shop. One student is the shop assistant and the other students are Mark and Rachel. They role play the conversation from memory. Monitor and help, but don't interrupt fluency to correct students. The focus here should be on re-creating the situation and not on complete accuracy and the aim is to activate existing knowledge and memory. Then ask students to complete 2a and 2b individually and compare their answers with a partner. Play the recording to check their answers.

Answers

- | | | | |
|-----------|------------|-----------|--------|
| 1 help | 3 anything | 5 do | 7 show |
| 2 looking | 4 sort | 6 cheaper | 8 take |

- b Ask the questions as a class

Answers

- 1 1, 3, 4
- 2 2
- 3 6, 7
- 4 5
- 5 8

3 PRONUNCIATION Sentence stress

- a **03.15** Books closed. Write sentences 1 and 2 on the board with no stress indicators. Remind students how important sentence stress is by saying that English is a stress-timed language and the words that carry the most important information or emphasis in a sentence are stressed more heavily than the other words, which gives the English language its distinctive rhythm. Ask students to copy the sentences and say them aloud, marking the words they think are stressed in each one. Then play the recording. Students open their books and listen. They study the marked stressed pattern in the book and compare it with what they hear. Point out that the underlining represents the stressed words/syllables.

- b **03.15** Play the recording again for students to answer the questions. Alternatively, ask the questions first and then play the recording to check answers. Tell students that we say the syllables between stressed words quickly and that the vowel sounds are often 'weak' (the full vowel is not pronounced, but is replaced by another sound), e.g., *for* /fə/. Ask students to repeat the sentences to practise.

Answers

- 1 sentence 1 four; sentence 2 seven
- 2 three
- 3 quickly

LOA TIP DRILLING

- Drill the phrases by asking students to repeat them after your model. Use a transformation drill to give variety and make the repetition more interesting, e.g., *This looks perfect/wonderful/fantastic/horrible. We're only here for Leo/Katy/Marcia.*
- Encourage students to emphasise the word stress in order to 'feel' the rhythm of the sentences.

- c **03.16** Tell students that they need to complete the sentences with the unstressed words. Remind them that the vowel sounds will often have been replaced by the weak /ə/ sound. Students listen to complete the sentences. Check answers as a class. Model the sentences again for students to repeat.

Answers and audioscript

- 1 I'd like **to** look **at** a different one.
- 2 Can you show **me the** first one again?
- 3 I'm looking **for a** present **for my** brother.
- 4 Do you have this **in a** different size?
- 5 It'll cost **a lot of** money **to** fix.

4 USEFUL LANGUAGE Paying at the till

- a **03.17** Ask students what *till* means (a place or machine in a shop where you pay). Elicit ideas about what Mark and the shop assistant say when he buys the clock at the till. If students don't mention a credit card, ask: *Mark wants to use a credit card. What do they say then?* Play the recording for the students to answer the question regarding what Mark changes his mind about. Check the answers and ask students to compare the conversation at the till with their version. Do Mark and the shop assistant use the same phrases?

Answer

how to pay

Audioscript (Part 3)

- | | |
|---|--|
| SA2 Who's next, please? | SA2 OK. Can you put your card in, please? ... And can you enter your PIN, please? ... |
| MARK Oh, yes. Just this, please. | Thank you. OK, here's your receipt, and here's the clock. |
| SA2 How would you like to pay? | |
| M Cash. | M Thanks a lot. |
| SA2 OK. | |
| M Actually, I think I'll put it on my credit card. | |

VOCABULARY SUPPORT

PIN (B1) – number you need when you pay by card (Personal Identification Number)

- b **03.17** Play the recording for students to complete the questions. Play the recording again for students to check their answers.

Answers

- | | |
|----------------|--------------|
| 1 next, please | 4 enter your |
| 2 you like | 5 receipt |
| 3 put your | |

- c **03.17** In pairs, students take turns to practise the conversation at the till. Monitor and check pronunciation, especially sentence stress.

5 CONVERSATION SKILLS

Changing your mind

- a** Read through the sentences with the class and ask if the underlined phrases mean the same or different things. Ask students to tell you about the last time they changed their minds about something. Give an example of your own, e.g., *This morning my daughter said at breakfast, 'I'd like some orange juice.' Then she changed her mind and said, 'On second thoughts, I'd prefer some milk.'* Now ask them to tell you their experiences, but this time using one of the phrases above.

Answer

The same – both are used when we want to change our mind.

- b**  Elicit that the response to someone changing their mind is usually *OK* or *Fine*. In pairs, students take turns to change their minds in the different situations. Encourage them to add a reason, too, where appropriate, e.g., *I'd prefer a cup of tea because I've already had five coffees this morning!*

FAST FINISHERS

Fast finishers can think of more situations when we sometimes change our mind. During feedback, they can ask other students what they would say in those situations.

6 SPEAKING

Tell students that they are going to role play buying a present for a friend in a shop. Divide the class into groups of three and assign A, B and C roles. Students A and B are buying the present and read the instructions on SB p. 129. Student C is the shop assistant and reads the instructions on SB p. 127. Students then role play the conversation. Monitor and help where necessary, but don't interrupt fluency to make corrections. Students then swap roles and role play the conversation again.

VOCABULARY SUPPORT

atmosphere (B1) – feeling in a room

candle (B1) – something we burn to give light

pine (B2) – tall tree that gives a special smell

rack (B1) – small shelf

scented – with a special smell

slippers – shoes we wear in the house

spice (B1) – something we add to give flavour to food

stylish (B1) – fashionable and attractive

vanilla – a flavour used in ice cream and cakes

FAST FINISHERS

Fast finishers should think of some additional fun products to buy for a present and write short descriptions of them. During feedback, ask which items students chose and why. Also ask for examples of the language they used and deal with any common mistakes.

EXTRA ACTIVITY

Have a short class discussion about the pros and cons of shopping online. Ask: *How many of you regularly shop online? What kinds of things do you buy? Is it better to shop online or in a shop? Why? What are your favourite shopping websites? Why do you like them?*

ADDITIONAL MATERIAL

Workbook 3C

Photocopiable activities: 3C

Unit Progress Test

- understand people talking about charities
- discuss opinions about charities
- use paragraphing correctly when writing an email
- write an email update

 OPTIONAL LEAD-IN

Books closed. Write on the board: R _ _ S _ _ M _ N _ Y
F _ R _ CH _ R _ TY and ask students to take turns to guess the missing letters. Encourage the whole class to guess the phrase (raise money for charity). Ask the whole class for examples of sentences using the phrase. Write up a few examples on the board to help students for whom this is a new concept.

 LANGUAGE NOTE

Students sometimes confuse *raise* and *rise*. *Raise* is a regular verb. The past tense forms are *raise*, *raised* and *raised*, and it takes an object, e.g., *The student raised his hand to answer the question*. *Rise* is irregular. The past tense forms are *rise*, *rose* and *risen*, and it doesn't take an object, e.g., *The sun rises very early these days*.

1 LISTENING AND SPEAKING

- a**  Students look at the pictures and describe what they see. Then they look at the names of the charities and say what they know about them and guess what they do. Ask them to match the charities with the sentences. Elicit the names of other charities students might know, e.g., World Wildlife Fund or The Heart Foundation. Ask what these charities do. If appropriate for your class, give students information from the Culture Notes that follow.

Answers

- 1 Greenpeace 2 UNESCO 3 Oxfam

 CULTURE NOTES

Oxfam is a global organisation that works to find solutions to poverty. Volunteers from the organisation work in local communities to help provide food, water, healthcare and education for poor people worldwide. Oxfam also sends aid and volunteers to the scenes of emergencies and disasters around the world.

UNESCO stands for United Nations Educational, Scientific and Cultural Organization and is based in Paris. The organisation trains teachers, promotes freedom of the press and protects historic sites.

Greenpeace is an environmental organisation that has offices in 40 countries worldwide. The group organises campaigns and carries out research into global environmental issues including climate change, protection of habitats such as the rainforests and oceans, as well as worldwide peace. Greenpeace has a history of direct action and is credited with raising public awareness of environmental issues.

- b**  Before looking at the exercise, ask students to tell you what people can do to raise money for charity. Put their ideas on the board. Read the examples and see if students had thought of them. In pairs, students spend a minute thinking about additional ways to raise money. Ask for ideas during a class discussion and write their ideas on the board. Tell students that this list may be useful later in the lesson.

 VOCABULARY SUPPORT

raise money (B2) – to earn or collect money for a charity
sponsor (B2) – to give money to someone who is doing something for charity

- c**  **03.18** Tell students that they will hear four people talking about giving money to charity. They need to listen to say which of the charities on this page each one gives money to. Tell them that there is one speaker who doesn't give money to any of the charities. Play the recording and pause after each speaker to let students write down the charity. Check answers together.

Answers

- 1 Shona – Oxfam 3 Jessica – none
2 Jack – Greenpeace 4 William – UNESCO

Audioscript

SHONA I support Oxfam. You see, I had a really happy childhood myself and I think it's important to help other people in poorer countries have happy childhoods. I haven't got a lot of spare money, but I try and help them in other ways. For example, last year I ran a marathon and people sponsored me, you know, gave me money for doing the run. I made just over a hundred pounds. And then, once a month, I make cakes and take them to my office. I sell pieces of cake to my colleagues for morning tea and give the money to Oxfam.

JACK Well, giving to charity is quite easy really. You can go online and pay with your credit card. I've given money to Greenpeace that way a few times recently. And once a year, I sell their calendars – mostly to friends and the people I work with. I think that helping to save our natural world is the most important thing you can do. I think I should do something now – so that my children and

my children's children can enjoy the kind of world that I live in.

JESSICA Of course, I think it's important to ... well, that people give money to charities. But actually, I haven't got a lot of money myself. I owe money to my parents and I have to pay back the government for my university study and ... In fact, I've never given any money to a charity. I can't really afford it.

WILLIAM Our history is really important, and we need to protect it. When I think of all the old buildings and important cultural sites that we've already lost, it's terrible. So once every six months, I go around my neighbourhood and collect money door-to-door for the United Nations Educational, Scientific and Cultural Organization – you know, UNESCO. I tell people about all the cultural and historical places UNESCO wants to protect and how it tries to promote peace around the world. When people hear this, they are usually very interested and very generous.

 VOCABULARY SUPPORT

afford (B1) – to have enough money to buy
neighbourhood (B1) – an area of town
support (B1) – to help by giving money

- d** **03.18** Play the recording again for students to make notes about why the people do or don't support a charity. If students find this activity challenging, do the task in sections. Play the first part of the recording and then allow students to discuss what they've heard with a partner before noting down the reasons. Tell them that they can do this in their own words, not necessarily using the exact words from the recording. Check their ideas as a class.

Answers

- 1 Shona: wants people in poorer countries to have happy childhoods, like hers; ran a marathon last year; sells cakes at work
- 2 Jack: wants to save our natural world so children and children's children can enjoy the world; gives money online; sells calendars
- 3 Jessica: owes money to parents and government and can't afford it
- 4 William: thinks history is important and we need to protect it; collects money door-to-door

- e** Students make notes on the questions individually.

- f** Students compare their ideas in small groups. Students share their ideas with the class and discuss points of interest. See if one charity is more popular than others in the class. Also allow for the fact that some students may not give money to charities for financial or other reasons: some people prefer not to give or raise money, believing that it is the responsibility of governments rather than individuals.

2 READING

- a** Read the question and the possible reasons for writing the email message with the class. Then ask students to read the email and tick the correct reasons. Check answers as a class and elicit phrases that give the purpose of the message and helped students understand the reason for writing. Put them up on the board: *We'd like to thank everyone / thanks again; We've successfully raised; we'd just like to let you know about; UNESCO uses the money to.*

Answers

1, 3, 4, 5

- b** Students read the text again to answer the questions. Check answers as a class. Ask them if they think UNESCO is a good charity to support and why / why not.

Answers

- 1 selling cakes; selling old books, DVDs and clothes online; paying to wear casual clothes to work
- 2 UNESCO spends money to protect important cultural and natural places around the world.
- 3 Cultural and natural places teach us about our cultures and other cultures and help us understand each other better.

3 WRITING SKILLS Paragraphing

- a** Ask students to look at the email again. Ask: *Is the email organised well? Why / Why not?* (By looking at the email, you can see how the paragraphs divide the points so that it is clear for the reader.) Remind students that good organisation is important when writing any text. Then ask them to match the descriptions with the paragraphs. Check answers as a class.

Answers

1 d 2 a 3 b 4 c

- b** Ask students what information is included in the introduction and the closing paragraph. Point out that the introduction must tell the reader the main reason the person is writing. Another common way of starting an email is: *I am writing to ...*. Also point out that a closing paragraph is often quite short and usually summarises what has been said in the email or makes a request, e.g., *Thanks for* and *Apologies for* are good ways to start this final paragraph.

Answers

introduction: the amount of money they raised (£500)
closing paragraph: the next event

- c** Give students time to read the paragraphs and put them in the correct order. Ask students to underline phrases that helped them. Check answers as a class.

Answers

- 1 This email is to say a big 'Thank you!' to everyone who ...
- 2 Many of you have bought tickets ... Your money and time will help Oxfam to continue their important work.
- 3 Oxfam will use the money on projects ...
- 4 Would you like to help ... Thanks again for all your help.

4 WRITING

- a** Read the email options. Ask students to choose which email to write and to underline the important information that they need to include. They consider the best order for their email. (1 thank the people; 2 say how much money was raised; 3 tell them something about the charity)
- b** Remind students how important it is to plan their writing before they start. Give them some time to think about the email and make notes for each paragraph. Monitor and give help and advice where necessary.
- c** Students write their emails. Continue to monitor.

LOA TIP MONITORING

- While students are writing their emails, monitor and give help where necessary. Students should know that you are available to answer questions when they are uncertain about language, including paragraphing, spelling, punctuation or tense use.
- If you notice an error, encourage students to self-correct. Point out the mistake and ask them to look at it again. You may need to prompt by asking, e.g., *You said 'last week', so which tense do you need?*

- d** When they have finished, ask students to swap emails with a partner and to look at the organisation in particular. Ask them to think about the number of paragraphs, the content of each paragraph and if the paragraphs follow on clearly from each other.

FAST FINISHERS

Fast finishers can swap emails with another fast finisher and write another email to that charity. They could ask for some particular information about a future event or suggest another event that might help them raise more money.

ADDITIONAL MATERIAL

Workbook 3D

UNIT 3

Review and extension

1 GRAMMAR

- a Students do the task individually. Check answers as a class.

Answers

- 1 Have you ever bought something you didn't need?
- 2 Have you ever given money to a stranger?
- 3 Have you ever been to a very expensive restaurant?
- 4 Have you ever driven an expensive car?
- 5 Have you ever lost money on the street?

- b In pairs, students ask and answer the questions in Exercise a. Ask for examples in class feedback.

- c Give students a quickfire test of past forms of irregular verbs by saying the infinitive and asking the class to supply the past simple and past participle forms. Do it again, but speed up so that the responses become quicker and quicker. Students then do the exercise. Check answers as a class.

Answers

- | | | |
|-----------|-------------|-------------|
| 1 's done | 3 's raised | 5 's helped |
| 2 's run | 4 's spent | 6 've had |

- d Students do the exercise individually, check in pairs and then give answers in class feedback.

Answers

- A Have you spoken to John yet?
 B Yes, he's already called me.
 A Have you asked him about the party yet?
 B Yes, he's already bought the food.
 A Great. I haven't been to the shops yet.
 B Have you decided what music to play yet?
 A Yes, I've already made a list.

- e Students practise the exchange from Exercise d. You could divide the class in half and nominate one student from half A to ask the question to a student in half B, e.g., A: *Katya, have you spoken to John yet?* B: *Yes, Julia, he's already called me.*

EXTRA ACTIVITY

Write these questions on the board:

- 1 *What have you already done?*
- 2 *What did you plan to do earlier but haven't done yet?*
- 3 *What have you already done this week that you didn't expect to do?*

Give students a short time to write two answers for each question. Put students into three or four teams. Go round the class and ask for an answer from each student to question 1. If their answer is different from a previous student's answer, they earn a point. Do the same with questions 2 and 3. The winner is the team whose combined score is the highest.

2 VOCABULARY

- a Students complete the sentences individually. Check answers in class feedback. Point out that verbs that always go with a certain noun, like the ones in this exercise, are very common in English. It's important for students to record the noun and the verb together in order to remember the collocation.

Answers

- 1 advice 2 directions 3 volunteer 4 note 5 something

- b Ask students to complete these sentences to see if they can remember the new vocabulary related to money.
I left my money at home and I need to buy a coffee. Can you ... ? (lend me some money) I'd like to buy a new car, but unfortunately I can't ... (afford it) We're going on an expensive holiday this summer, so at the moment we're ... (saving up) If you want to buy a new TV and you take in your old one, you can sometimes get a ... (discount) I lent my sister a hundred pounds last month and fifty pounds last week, so now she ... 150 pounds. (owes me)
 Students then do the matching task. Check answers as a class. Ask students to cover questions 1–5 and try to recall them by looking at the answers.

Answers

- 1 d 2 c 3 a 4 e 5 b

3 WORDPOWER *just*

- a Students close their books. Write some sentences on the board:

I've recently finished reading a good book.
Ben doesn't really understand you. He's only a dog!
At the last moment, I remembered to take the chicken out of the oven before it burned.
Can you wait a moment? I'm finishing my homework now. I won't be long.

Ask which word can be used instead of the underlined words. (just) Elicit that *just* goes between *I* and *remembered* in the third example and between *I'm* and *finishing* in the fourth example. Students open their books and do the exercise. Check answers as a class.

Answers

- 1 c 2 a 3 d 4 b

- b Students do the matching task. Check answers as a class.

Answers

- 1 e 2 a 3 d 4 c 5 b

- c Write the expressions in bold from 3b on the board and tell students to use them to complete the sentences. Check answers as a class.

Answers

- 1 just under 2 just like 3 just in time 4 just over
 5 just about

- d In pairs, students make sentences about their lives using the expressions on the board. Give an example of your own first, e.g., *My journey to work today took just over an hour because there was a traffic jam in the town centre.* Monitor and help where necessary. Ask for examples in class feedback.

» Photocopiable activities: Unit 3 Wordpower

LOA TIP REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 4

SOCIAL LIFE

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about celebrations
- talk about plans for celebrations
- plan a day out in a city
- make social plans
- write and reply to an invitation

UNIT CONTENTS

G GRAMMAR

- Present continuous and *be going to*
- *will / won't / shall*

V VOCABULARY

- clothes and appearance: *belt, boots, bracelet, earrings, flat shoes, gloves, handbag, high heels, jumper, necklace, raincoat, sandals, scarf, shorts, socks, suit, sunglasses, sweatshirt, tie, tights, top, tracksuit, trainers, underwear*
- collocations: *get a new outfit, go to the hairdresser's, go to the beautician's, get a shave, look your best, wear sth nice*
- adjectives to describe places: *ancient, crowded, empty, high, huge, indoor, low, magnificent, modern, narrow, noisy, ordinary, outdoor, peaceful, pretty, quiet, tiny, ugly, wide*
- Wordpower: *look + adjective: look well, look tired; look + preposition(s): look around, look forward to, look up*

P PRONUNCIATION

- *going to / gonna*
- *want* and *won't*
- Sentence stress

C COMMUNICATION SKILLS

- Talking about plans for celebrations
- Planning a day out in a city
- Making social plans
- Writing notes on a city you know well
- Inviting and replying

- a**  Ask students to look at the picture and tell you what they can see. In pairs, they read and talk about the questions. Monitor and support students with any vocabulary they may need. Students share their ideas with the class. If appropriate for your class, give students information from the Culture Notes that follow.

CULTURE NOTES

The women in the photo are participating in a ceremonial procession known as Kalash Yatra in India. On their heads they are carrying *kalash*, which are metal pots usually filled with water and topped with coconuts and mango leaves. Kalash are important in Hinduism and are considered symbols of abundance, wisdom and immortality.

- b**  In pairs, students describe a celebration from their country that involves food. Ask students if they have any photographs on their phones or if they can find photos online to show the other students in small groups. Monitor, but don't interrupt fluency unless students make mistakes in their choice of vocabulary. Ask students to share any interesting photos or stories with the class.

EXTRA ACTIVITY

In pairs, students tell each other about a celebration they have been to. They ask and answer questions about it using *where, when, who, what*, etc. Ask for examples from the class. Finish by asking the class: *Do you think it's better to have a big or a small celebration? Why?*

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write: *celebration* in the centre of the board. (Alternatively, you could display an image from a celebration and elicit the word.) Around *celebration* write: *people, things, places, activities*. Ask students: *What do people do at celebrations?* Write words on the board as students call them out, e.g., wear special clothes, eat food, see family members and friends, etc. Stop the activity when the students run out of ideas.

4A

I'M GOING TO THE HAIRDRESSER'S TOMORROW

OPTIONAL LEAD-IN

Books closed. Talk about an item of clothing that you are wearing. Say why you like it, where you bought it and when you wear it, e.g., *I really like this jacket. I bought it last year. It's a nice colour, and it's really warm. I wear it all the time. Maybe I'll buy another one!* Put students into pairs to talk about their own clothes. Are any students in the class wearing similar clothes?

1 VOCABULARY Clothes and appearance

- a** Books closed. Ask students what kinds of clothes they like wearing to parties. Ask if there is a difference between what they wear to formal and informal parties. Put the clothes items they give you on the board. Then students open the book, look at the pictures and tell you what the pictures show. They then discuss the questions with a partner. (You might want to explain the meaning of *accessory* – a thing you wear or carry that matches your clothes, for example a belt, bag or piece of jewellery.) Monitor and make comments yourself to encourage discussion. Ask students to share any interesting ideas with the class.
- b** **04.01–04.02** Students complete the exercises in Vocabulary Focus 4A on SB p. 136. Play the recordings where indicated for students to check their answers and ask them to listen and repeat. Monitor and correct students' pronunciation as appropriate for the pairwork in Exercise g and listen for correct use of the target language. Tell students to go back to SB p. 38.

Answers (Vocabulary Focus 4A SB p. 136)

- b** 1 tie 5 underwear 9 tights
2 bracelet 6 sweatshirt 10 earrings
3 high heels 7 top 11 sandals
4 tracksuit 8 gloves 12 flat shoes
e 1 c 2 a 3 e 4 d 5 b 6 f

2 LISTENING

- a** Students look at the pictures of Marta and Craig and the captions. Students say what Marta and Craig are doing. Elicit or explain that a *ball* is a formal dance. Explain that a May Ball happens at many universities and colleges, and that students will find out more about this and the wedding in the listening.
- b** **04.03** Tell students that in the recording they will hear an interview with Marta about going to a May Ball and Craig talking about his Indian wedding. They need to decide which person, Marta or Craig, says the different things. Read the sentences with the class first and check understanding of the vocabulary. Ask students to work in pairs to guess who said which things. Then play the recording for them to check. You may need to play the recording twice.

Answers

- 1 M 2 M 3 C 4 C 5 M 6 C

At the end of this lesson, students will be able to:

- use a vocabulary set related to clothes and accessories
- understand a conversation about preparing for a celebration
- talk about future plans using the present continuous and *be going to*
- read and understand a text about celebrations in different countries
- talk about their plans for celebrations

VOCABULARY SUPPORT

ceremony (B1) – formal event performed on important social or religious occasions

DJ (B1) – person who plays music at a party or club

entertainment (B1) – shows, films, TV, concerts or other performances that people enjoy watching

marriage (B1) – the event when people get married

rub (B2) – to move your hands backwards and forwards over the skin

spice (B1) – a substance made from a plant which is used to give flavour in cooking

turmeric – yellow spice, common in Indian food

Audioscript

INTERVIEWER So Marta, what exactly is a May Ball?

MARTA Well, it's a huge party at our college. They have it every summer after we finish our exams because we need to celebrate after all that stress. Everyone gets dressed up, and there's food and drink and entertainment. There are eight different stages and over 70 bands. This year, one of my favourite DJs is playing. I really can't wait.

I What are you going to wear?

M I've just bought the dress I'm going to wear – it's dark blue and I feel really good in it. I'm going to wear it with high heels and some nice jewellery!

I Is there anything else you need to do?

M Get ready and sleep! I need to look my best ... I'm going to the hairdresser tomorrow. And a beautician is doing our make-up. Apart from that, I'm not going to leave the house on Saturday. I'm going to get as much sleep as possible!

I What time are you leaving?

M The ball doesn't start until 9 pm, but I'm meeting the others at 7 pm so we can start queuing. Everyone says it takes a really long time to get in ... but then we're going to stay the whole night – until 6 am, when they serve breakfast!

CRAIG So, hi, everyone – welcome to today's audio blog. Well, today is the fourth day of my wedding. Everyone's going to be back here again in a few hours. There's going to be more dancing and food, of course. And today, they're going to make a special cream from a spice called turmeric and rub it on my face and arms. The idea is that it cleans your skin and makes you ready for marriage. I hope it doesn't hurt ...

Then tomorrow is the wedding day. It starts at 9 am, so quite early. But it finishes in the afternoon, after lunch. My friends are arriving early tomorrow to help me get ready and take me there. I'm going to wear a traditional Indian suit called a 'kurta pajama'. It's actually really comfortable. I'm really excited now. I'm looking forward to seeing all my friends and relatives, and, of course, my new wife! But I need to be patient ... the first part of an Indian wedding is breakfast with all the guests. The bride eats in a separate room with some of her friends. So I'm not going to see Monisha until the ceremony actually begins, later in the morning.

- c **04.03** Tell students that they are going to listen again, this time for detailed information. First, read the questions with the class. Then play the recording for students to answer the questions. If necessary, pause regularly to give time for students to write down the answers. Don't check as you go through, but check answers as a class at the end of the recording.

Answers

- 1 to celebrate finishing exams
- 2 She feels really good in it.
- 3 to get as much sleep as possible
- 4 They serve breakfast.
- 5 They're going to rub it on his arms and face.
- 6 They start at 9 am and finish in the afternoon, after lunch.
- 7 It's called a 'kurta pajama', and it's really comfortable.
- 8 Everyone has breakfast together, apart from the bride and some of her friends.

EXTRA ACTIVITY

Put the numbers 8, 70, 9, 6 and 4th on the board and ask students what they refer to in the recording. Elicit: 8 stages, 70 different bands, 9 pm (start of the ball) / 9 am (start of the wedding), 6 am (end of the ball), 4th day of the wedding.

- d Students discuss the questions in pairs. Monitor and help with vocabulary as necessary. Ask students to share their ideas with the class.

3 GRAMMAR

Present continuous and *be going to*

- a Books closed. Write *My friends ... early tomorrow. I'm ... the house on Saturday. We're ... the whole night. A beautician ... our make-up.* on the board. Ask students if they can complete the sentences. Ask the class to try to remember what Craig and Marta actually said in the previous listening task. If students find this task difficult, give them the verbs as a clue (*arrive, do, leave, stay*). Students compare their answers with the sentences in the exercise. Elicit which sentence Craig said (1). Students answer the question.

Answer

the future

- b Students read the task and answer the questions as a class.

Answers

- 1 1, 4 2 2, 3

LOA TIP CONCEPT CHECKING

Ask yes/no questions to concept-check students' understanding of the verb forms used in the sentences in Exercise a.

My friends are arriving early tomorrow. Ask: *Are we sure this activity will happen?* (yes)

A beautician is doing our make-up. Ask: *Has the speaker already asked the beautician?* (yes) *Does the speaker have another option?* (no) *Have they probably agreed on a time?* (yes)

We're going to stay the whole night. Ask: *Do you know exactly when they will leave?* (no) *Is it possible for them to change their mind when they're there?* (yes)

- c **04.04** Students read the information in Grammar Focus 4A on SB p. 150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 4A on SB p. 151. Check answers as a class, then tell students to go back to SB p. 38.

Answers (Grammar Focus 4A SB p. 151)

- a 2 's studying 5 is your sister moving
3 I'm not walking 6 We're going
4 Are you wearing; I'm not 7 I'm not coming; I'm going
- b Possible answers:
2 He has already paid for a class.
3 She has already booked a taxi.
4 He has already chosen a different outfit.
5 She has already bought her plane tickets.
6 They have already planned where to meet and the time.
7 He's already told the boss and made an appointment.
- c 1 'm going to invite 7 she's going to make
2 are you going to do 8 she isn't going to pay
3 'm not going to play 9 're going to pay
4 're going to ask 10 am I going to do
5 we're going to write 11 You're going to clean
6 Is there going to be
- d 1 a2 b1 2 a1 b2 3 a2 b1 4 a1 b2 5 a1 b2

CAREFUL!

Some students use only *will* to talk about the future. Encourage them to use the present continuous and *be going to* as appropriate.

LANGUAGE NOTE

- Sometimes the two verb forms can be used interchangeably, but the use of the present continuous is more likely than *be going to* when a specific time or date is given, e.g., *We're leaving tomorrow; They're meeting outside the community centre at six-thirty; I'm getting married on the 14th of October.* The more specific the plans are and the more preparations have already been complete, for example tickets bought or flights booked, the more likely it is that speakers will use the present continuous rather than *be going to* when discussing their plans.
- If a *be going to* intention is followed by the verb *go*, it is often replaced by the present continuous to avoid repetition, e.g., *I'm going shopping on Saturday* rather than *I'm going to go shopping.*

- d **04.05** Pronunciation Write a sentence with *be going to* on the board: *I'm going to play you a recording.* Read it in two ways – one with *going to* pronounced /'gəʊɪŋtə/ and the other pronounced /'gənə/. Ask students to tell you the difference. Play the recording. Students listen and decide which pronunciation is used. Explain that the second form is often used in less formal speech.

Answers and audioscript

- 1 I'm going to get a new outfit.
- 2 We're gonna stay out late.
- 3 He's gonna have a shave.
- 4 I'm not going to worry.
- 5 The taxi's not gonna wait.

- e Read the task and time expressions in the box with the class. Give an example of your own, e.g., *This weekend I'm playing tennis with Sam on Saturday morning. I just called the club to book a court.* Ask students to write some ideas of their own. They can invent plans and appointments if they like.
- f Students talk about their plans with their partners. Monitor, but don't interrupt fluency unless students make mistakes with future forms. Point out mistakes for students to self-correct.

FAST FINISHERS

Fast finishers can write a short paragraph about their plans for the next week or month, including plans and appointments for work or study, as well as things they plan to do in their free time.

4 READING

- a Ask students to look at the pictures in the article and describe what they can see. They should guess what kind of celebration is taking place in each one. Discuss the questions about birthdays as a class.
- b Students read the article quickly to find out what the numbers refer to. Check ideas as a class.

Answers

- 1: Vietnamese New Year, or Tet, when everybody gets one year older
15: the age a girl becomes a woman in Latin America; the birthday girl often gives out 15 candles
20: the age when Japanese people become adults
100: the age when people in the UK receive a birthday card from the royal family; on New Year's day in Vietnam, children greet older people with 'Long life of 100 years!'

VOCABULARY SUPPORT

fireworks (B1) – small objects that make loud noises and colours in the sky

kimono – traditional Japanese dress or robe

take to the streets – to go out into the streets

- c Read the questions with students. Students answer the questions individually and compare their answers with a partner. Check answers as a class.

Answers

- | | |
|------------------------------------|------------------------------------|
| 1 Coming of Age Day (Seijin no Hi) | 4 Tet |
| 2 100th birthday | 5 The quinceañera |
| 3 The quinceañera | 6 Coming of Age Day (Seijin no Hi) |

EXTRA ACTIVITY

Students cover the text. Ask a student to tell you something he/she can remember about one of the events. Then choose a student to add another piece of information. Do this until students have remembered everything about the event. In pairs, students do the same activity for some or all of the events.

- d Read the task and questions. Students discuss the questions in pairs. Monitor and contribute yourself to encourage discussion. Take feedback, and ask for examples from the discussions. If your class is multilingual, students can ask each other more questions about different festivals or celebrations in their countries. Monitor and help with vocabulary as necessary. To finish, ask which celebration the class found most interesting and/or unusual.

5 SPEAKING

- a Read the task with the class and give students a short time to write their three events.
- b Think of an event of your own and write *When*, *What*, *Where*, *Who* on the board and verbs such as *happen*, *go with*, *wear*, *eat* and then elicit questions that students can ask you in order to guess the event. Remind them at this point that they should think carefully about the future forms they choose to use. Since students will be discussing definite plans on a fixed date, it's probably more natural to use the present continuous. However if the question concerns something they might still have to make a decision about, students can use *be going to*, e.g., *Are you going to take a present?* Put students into small groups to ask questions to guess each other's events. At the end of the activity, take feedback and find out the most popular kind of event and any more examples of questions they asked.

CAREFUL!

Make sure students don't forget to say the verb *be* when using *going to*, e.g., *They going to visit us.* (Correct form = *They're going to visit us.*)

ADDITIONAL MATERIAL

Workbook 4A

Photocopiable activities: Grammar 4A, Vocabulary 4A

4B

SHALL WE GO TO THE MARKET?

OPTIONAL LEAD-IN

Books closed. In pairs, students draw a table with two columns on a piece of paper. They write down the name of a city in one of the columns and a famous sight from that city in the other. They cannot write the same city twice. Give students three minutes and see which students have the most city/sight pairs after that time. Don't ask for examples at this point. Then students fold the paper in half so that only the famous sights are showing and swap lists with another pair. They then have to see how many of the cities they can name. At the end of the activity, students unfold the paper and check their answers.

1 LISTENING

- a** In pairs, students talk about the questions. Take feedback as a class and ask for comments. See which Tokyo sights were most popular in the class. Ask: *Do you use a guidebook when you visit different places? Why / Why not?* If appropriate for your class, give students information from the Culture Notes that follow.

CULTURE NOTES

The capital city of Japan, Tokyo is located in the centre of the country, around 100 kilometres from Japan's highest mountain, Mount Fuji. Tokyo is considered to be the world's largest city. Around 13 million people live in the city, but the number rises to around 37 million in the surrounding area. Many people commute to work from here to the centre of the city every day. Tokyo grew from a small village called Edo and in the 1720s it became the first city in Asia to have a population of more than one million. The city is still proud of its traditions despite being one of the world's technology capitals and the richest city in the world.

- b** **04.06** Read the task and the questions with the class. The recording is quite long. Pause the audio as needed for students during playback. Students share their answers with the class.

Answers

- 1 Yoyogi Park, Akihabara
- 2 A noodle restaurant, karaoke (private room), Toyusu market

Audioscript (Part 1)

- HARRY** Hello?
- MIKE** Hi, Harry! It's me! I'm here! I've just arrived at my hotel.
- H** Welcome to Tokyo! Did you have a good journey?
- M** Yeah, it was fine. I was so lucky to get a stopover in Japan!
- H** And lucky that I'm here to show you around! I've already got a few ideas about what we can do.
- M** Great, but I really don't want to go where all the tourists go. I want to see the real Tokyo.
- H** OK, so we won't go to Disneyland then! And I won't take you to the Imperial Palace, either.
- M** OK.
- H** I mean, the palace is nice but it's so crowded. It's really just a place for tourists.
- M** Fine.
- H** So ... shall we start with something to eat?
- M** Sounds good.

At the end of this lesson, students will be able to:

- use *will / won't / shall* when talking about the future
- understand and use correct pronunciation of *want /wɒnt/* and *won't /wɒnt/*
- use a set of adjectives to describe places
- understand a conversation about what to do in a city
- talk about and plan a day out in a city

- H** There's a great noodle restaurant I know. The noodles are delicious, some of the best in Tokyo. And it's also really simple. You just eat quickly and then you leave. So we won't waste any time!
- M** Brilliant.
- H** After that, I'll take you to Yoyogi Park. It's a huge park and it'll be really busy at the moment because everyone's going to see the cherry blossom.
- M** The cherry blossom?
- H** Yeah, it's beautiful. You see young people, businessmen in suits, families – everyone goes to look at the pretty flowers. There are also lots of musicians there, and there are festivals almost every week, where you can learn, eat and drink.
- M** And after that?
- H** Well, do you want to do any shopping?
- M** Actually, yeah – I want to look for a new camera.
- H** Excellent. I'll take you to Akihabara, then. There are lots of electronics shops there. And they often have special offers.
- M** Perfect. And what are we doing in the evening?
- H** I've already booked a room for karaoke.
- M** Really? I don't really like karaoke that much. I'm a terrible singer.
- H** Yeah, but you haven't tried karaoke Japanese-style! I've booked a private room for six people. So, you, me and four of my friends. You'll love them – they're really good fun. Anyway, I've booked it till 3 am.
- M** 3 am?! Remember my flight leaves at 9 am tomorrow!
- H** Don't worry – you won't miss your flight! I promise. Anyway, we won't be finished at 3. After that we're going to the Toyusu fish market!
- M** A fish market? In the early hours of the morning?
- H** Yeah, it's the best time to go. They bring in all the fish they've just caught. Trust me, it's an amazing sight.
- M** OK. This is going to be an interesting day ...
- H** So shall I come to your hotel in about an hour?
- M** OK, see you in a bit.
- H** Bye!

VOCABULARY SUPPORT

cherry blossom – flowers on cherry trees
noodles – typical Asian food, often in soup
private (B1) – only for one person or group and not for everyone
stopover (B2) – a short overnight stop between parts of a journey, especially a plane journey

- c** **04.06** Tell students that this time they are going to listen for more detailed information. Read the questions with students and then play the recording for them to answer. Pause after *It's really just a place for tourists / Fine* and elicit the answer to question 1. Then play the rest of the recording without stopping and let students answer the questions individually before comparing their answers with a partner. Check answers as a class. Ask students: *Would you like a friend to plan everything for you like this? Why / Why not?*

Answers

- 1 It's crowded and just a place for tourists.
- 2 The noodles are delicious – some of the best in Tokyo. You eat quickly and then you leave.
- 3 People go to see the cherry blossom; there are festivals almost every week.
- 4 There are lots of electronics shops there.
- 5 in a private room
- 6 That's when they bring in all the fish they've just caught. It's an amazing sight.

EXTRA ACTIVITY

Ask more detailed questions: *Where is Mike?* (at the hotel) *What was his journey like?* (It was fine.) *Why is Yoyogi Park busy at the moment?* (There are a lot of cherry blossoms.) *Who goes there?* (families / businessmen / young people / musicians) *Does Mike like karaoke?* *Why / Why not?* (No – he's a terrible singer!) *What is Mike worried about?* (He has an early flight in the morning.)

- d Discuss the questions as a class and encourage students to give reasons for their answers.

2 GRAMMAR *will / won't / shall*

- a **04.07** Books closed. Write these two questions on the board: ... *we start with something to eat?* ... *I come to your hotel in about an hour?* Can students think of one word which was used to complete both questions in the previous listening task? (Shall) Play the recording for students to complete the sentences. Check answers as a class.

Answers

- 1 won't 2 Shall 3 'll 4 won't 5 Shall

- b Elicit the answers to the questions and the full and short forms of each of the examples.

Answers

the future
'll = will; won't = will not

- c Students match the sentences and uses of *will* and *shall* as a class. Elicit another example of each function.

Answers

make promises 4
make decisions while we are speaking 1, 3
make offers 5
make suggestions 2

LOA TIP ELICITING

Say: *Miki was late for class today and the teacher was angry. What might Miki promise about class tomorrow?* Elicit from students an answer with *will* or *won't*. (e.g., *I won't be late tomorrow!*)

Ask the class to think of something right now they want to do this evening. (e.g., *I'll record the new drama series at 7 pm*)

Say: *What can you offer to do for me right now?* (e.g., *Shall I clean the board for you?*)

Say: *What can you suggest that we do at the end of the lesson?* (e.g., *Shall we have a test?!*)

- d **04.08–04.09** Students read the information in Grammar Focus 4B on SB p. 150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 4B on SB p. 151. Check answers as a class. Tell students to go back to SB p. 40.

Answers (Grammar Focus 4B SB p. 151)

- | | | | | | | | | |
|---|----------------|---------|----------------|--------|------------------|--------|-----|-----|
| a | 1 O | 2 S | 3 O | 4 D | 5 P | 6 S | 7 P | 8 S |
| b | 1 I'll | 2 won't | 3 Shall | 4 I'll | 5 Shall | 6 Will | | |
| | 2 Shall I cook | | 5 Shall I book | | 8 I'll call | | | |
| | 3 I'll pay | | 6 I'll do | | 9 I won't forget | | | |
| | 4 shall we eat | | 7 I'll call | | | | | |

LANGUAGE NOTE

- It can help students to understand when to use *will* and *shall* if they match them with certain functions. Tell students that we use *will* to make promises (e.g., *I won't be late tomorrow.*) and spontaneous decisions (e.g., *Is that the telephone ringing? I'll answer it.*) We use *shall* in the first person only for offers (e.g., *Shall I do that?*) and suggestions (e.g., *Shall we stop for lunch now?*).
- Tell students that *would* is used for situations that have not yet happened but might be possible (e.g., *Would you like to go to the zoo when you're in London?*) and unreal situations (e.g., *Would you rather go to Saturn or the Moon if you had the chance?*).
- Students often want to know the detailed differences between the different future forms. However, the differences are often complex and difficult to explain. In many cases, more than one form can be used.

- e **04.10** Pronunciation Students listen to the recording to identify the different vowel sounds. Model the sentences again for the class to repeat.

Answers

- 1 /ɒ/ 2 /əʊ/

- f **04.11** Students listen and circle the correct words. Check answers as a class.

Answers

- 1 won't 2 won't 3 want to 4 want to 5 won't 6 won't

- g **04.11** Students listen and repeat the sentences as a class. Nominate individual students to repeat sentences for additional practice.

EXTRA ACTIVITY

Write some words on the board which contain the two vowel sounds, e.g., /əʊ/ owe, go, hello, most, boat, show, clothes, loan; /ɒ/ got, what, dollar, gone, cost, borrow, lost, off. Ask students to group them according to the vowel sound. Then see if they can add two more words of their own.

- h **04.12** Divide the class into pairs and assign A and B roles. Student As read the instructions on SB p. 128 and Student Bs read the instructions on SB p. 130. They read out the sentences and choose the best reply. Check answers as a class.

Answers Communication Plus 4B SB p. 128 and p. 130

Student A (correct responses from Student B)

- 1 I'll meet you at the airport.
- 2 Shall we go to a shopping centre?
- 3 Shall I read it for you in English?
- 4 OK – so we won't go to the market.
- 5 Shall we go to a gallery?

Student B (correct responses from Student A)

- 1 I'll find a good place to eat nearby.
- 2 I'll take you to a nice park.
- 3 I'll take you to the airport soon.
- 4 Shall we visit the castle?
- 5 Shall I come and pick you up?

FAST FINISHERS

Ask fast finishers to think of another possible way to reply to each sentence. Discuss their answers as a class.

3 LISTENING

- a 04.12 Tell students that they are going to listen to a conversation between Mike and Harry as they take a taxi to the airport. Ask them to listen to find out Mike's favourite part of the day. Play the recording and check answers.

Answer
the karaoke

Audioscript (Part 2)

HARRY Haneda Airport, please.
TAXI DRIVER OK.
MIKE Ooof!
H Tired?
M Yes, and I'm a bit worried about my flight. It leaves in two hours ...
H Don't worry – you'll be fine. It only takes half an hour to get there. We have plenty of time.
M Hmm.
H So, what was your favourite part of the day?

M Difficult question. I liked all of it. The food was great. The fish market ... well, I've never seen anything like that.
H Yep!
M But I think I liked the karaoke best. It's such good fun in a private room. I hate it in England, when you do it in front of fifty strangers.
H Yeah, absolutely.

- b 04.13 Tell students that they are going to hear the next part of the conversation. Ask them to tell you what the problem is and what Harry suggests. Play the recording twice if necessary, once for students to answer the first question and a second time for the next question. Check answers as a class.

Audioscript (Part 3)

M Can you ask the taxi driver to go a bit faster? I really am worried about this flight.
H Yeah, he is a bit slow. Can you go a bit faster?
M This is a nightmare now! The flight leaves in an hour.
H Yeah, I'm really sorry about this. We stayed too long at the fish market. And I didn't know there'd be so much traffic.
M Mmm.
H Look – I've got an idea. You enjoyed your day, didn't you?

M Definitely. Well, until now anyway.
H Well, change your flight and stay another day. I'll take the day off work. There are lots more places in Tokyo I want to show you.
M I don't know ... what about the flight?
H You can change the flight! Come on, it'll be great!
M Yeah, but ...
H Come on ... shall I tell the taxi driver to turn round?
M Well ...

Answers

The traffic is bad and Mike will probably miss his flight. Harry suggests that Mike stay another day.

- c Ask students to discuss the question in pairs and discuss the reasons students would or wouldn't choose to stay another night.
- d Discuss the question in pairs or small groups. Then take feedback from the class about which cities they would like to live in or spend time in. Encourage students to justify their answers, giving reasons why these places are attractive to them.

4 VOCABULARY Adjectives: places

- a Elicit adjectives from the conversation by asking: *Can you remember the adjectives Harry and Mike used in the dialogue to describe these things?* the noodle restaurant (*great*), the noodles (*delicious*), the cherry blossom (*beautiful*), Mike's singing (*terrible*), the day (*interesting*). Write the adjectives on the board and elicit the opposites: *great* – *terrible*, *awful*; *delicious* – *disgusting*, *horrible*; *beautiful* – *ugly*; *terrible* – *great*; *interesting* – *boring*.

Students complete the sentences with the correct opposites.

Answers

1 empty 2 tiny 3 ugly

- b In pairs, students match the adjectives and their opposites.

Answers

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

- c 04.14 Play the recording for students to check answers and to underline the stressed syllables in words of more than one syllable.

Answers

1 modern, ancient 3 indoor, outdoor 5 narrow, wide
2 high, low 4 magnificent, ordinary 6 noisy, peaceful

- d 04.14 Students listen and repeat. Then ask individual students at random to say a word. If a student makes a mistake in the stress pattern, repeat the error with an upward questioning intonation in order for him/her to correct it. If they can't manage to do so, elicit the correction from the class.
- e Put students into groups. Ask the groups to think of some places everyone in the group knows, e.g., the school buildings, places in the local town. Students match each of the places they think of with a suitable adjective from 3b to describe it, using all of the adjectives. Check answers as a class.

5 SPEAKING

- a Prepare students for the role play by reading through the task. Give students some time to write their ideas. Circulate and help where necessary.
- b Read the examples before students start the activity and put some useful phrases on the board: *That's a good idea. I'm not very keen on ... I'd love that. That (doesn't) sounds interesting. That might be a bit boring.* In pairs, students tell each other about the places they can go to and the things they can do. They should discuss which they prefer and why, and decide on plans for the day. Monitor and help as necessary. Note down any common mistakes and deal with these during class feedback.
- c Students describe their days out to the rest of the class. They vote on the best day out.

+ ADDITIONAL MATERIAL

Workbook 4B
Photocopiable activities: Grammar 4B, Vocabulary 4B, Pronunciation 4B
Documentary Video Unit 4 *Social life*
Video Worksheet Unit 4 *Social life*

EVERYDAY ENGLISH

Are you doing anything
on Wednesday?

OPTIONAL LEAD-IN

Books closed. Put students into small groups. Ask them to choose a celebrity who they are all familiar with. Give students five minutes and ask them to imagine all the arrangements the celebrity has for the next week. Ask one or two groups to share their ideas with the class. Which celebrity has the busiest week?

1 LISTENING

- a** Ask students if they make arrangements by phone, and what kind of arrangements they make. How else do they arrange things – by text, email, letter? Which is the most common way in the class?
- b** **04.15** Tell the class that they are going to hear a phone conversation between Annie and Rachel. Ask students what has happened previously in the story and ask them to guess what the phone call is about. Play Part 1 of the video or play the audio recording. Students listen to the recording to check their ideas. If necessary, play the recording again.

Answer

to invite her to come for a meal to celebrate Leo's birthday

Video/audioscript (Part 1)

RACHEL Hello, Fantastic Flowers. **R** Thursday ... hang on a minute
ANNIE Oh, hi, Rachel? ... oh, no, sorry. I'm working on
R Yes? Thursday evening.
A It's Annie. **A** Oh.
R Oh, hi Annie! How are you? **R** This week's really busy for us.
A I'm OK, thanks. You? Next week?
R I'm great. **A** OK. What are you doing on ...
A Listen – you know it's Leo's Monday?
 birthday this week? **R** Er, just a moment ... Nothing!
R Of course! We can do Monday – perfect.
A Well, are you doing anything on **A** Great!
 Wednesday? Would you like to **R** What time shall we come
 come round for a meal? round?
R Oh, that sounds nice. I'll **A** Let's say ... seven o'clock.
 just check. No, we can't do **R** OK – and would you like us to
 Wednesday. Sorry. We're bring anything?
 meeting some friends. **A** No, nothing! See you on
A Oh, OK. How about Thursday? Is Monday then!
 that OK for you? **R** Great! See you then.

VOCABULARY SUPPORT

hang on (a minute) (B1) – wait (a moment)

- c** **04.15** Read through the questions with the class. Play the recording again for students to listen and answer the questions. Check answers as a class.

Answers

- 1 She's seeing some friends.
- 2 She's working.
- 3 Monday
- 4 7 o'clock
- 5 nothing

At the end of this lesson, students will be able to:

- use phrases to make arrangements
- understand a conversation where people make arrangements
- use phrases to give time to think
- give correct stress to auxiliaries
- make and respond to an invitation

2 USEFUL LANGUAGE

Making arrangements

- a** Before looking at the phrases in 2a, ask the class: *How did Annie invite Rachel for dinner? How did Rachel say that they couldn't go on certain days?* Put their ideas on the board. Then read through the phrases with them and see if they remembered any correctly. Students decide which phrases are invitations and which are responses. Check answers as a class.

Answers

1 I 2 I 3 R 4 I 5 R 6 I 7 R 8 R

- b** **04.16** Play the recording for students to note down the replies. They may need a pause after each exchange to note down their answers. Check answers as a class.

Answers and audioscript

ANNIE Would you like to come round for a meal?	ANNIE What are you doing on Monday?
RACHEL That sounds great.	RACHEL Nothing. We can do Monday.
ANNIE Are you doing anything on Wednesday?	RACHEL What time shall we come round?
RACHEL Sorry. We can't do Wednesday.	ANNIE Let's say seven o'clock.
ANNIE How about Thursday? Is that OK for you?	RACHEL Would you like us to bring anything?
RACHEL No, sorry, I'm working. This week's really busy for us.	ANNIE No, nothing.

- c** **04.17** Students can do the gap fill task individually or in pairs. Play the recording for them to check their answers.

Answers

1 Are you doing 3 can't do 5 Is that OK 7 are you doing
 2 Would you like 4 How about 6 busy 8 shall I

- d** Go through the examples with the class. In pairs, students practise the conversation but change some details. Monitor and help as necessary, note interesting conversations. Ask students to share interesting conversations with the class.

FAST FINISHERS

Put pairs together to make groups of four. Students make an arrangement for their group. If students are finding it easy to make an arrangement, tell one of the students to pretend he/she is only free on one evening in the week. Students make invitations until everyone in the group accepts.

3 CONVERSATION SKILLS

Making time to think

- a Elicit what students do to give themselves thinking time during a conversation in their own language. This may be fillers like *well*, *erm*, etc. or there may be phrases like *let me think ...*. Ask if students remember what Rachel used when she was talking to Annie. Then read through the examples and ask students to underline and tell you the phrases.

Answers

1 I'll just check. 2 hang on a minute 3 Just a moment

- b 04.18 Students listen and repeat the phrases. Encourage them to try to imitate the speaker's intonation as well as the words.
- c Ask students to get out their phones or diaries and check when they have free time next week. Give them a short time to think of things they could invite their partner to do. Then put them into pairs to take turns to make invitations and respond. Remind them to use the phrases in 3a to give themselves time to think whilst they are checking their diaries. Monitor and point out errors for students to self-correct.

EXTRA ACTIVITY

Give students a couple of examples of difficult social events, e.g., your ex-girlfriend's wedding, a leaving party for a colleague you don't get on with. In pairs, students choose one of these events and think of some good excuses for not accepting the invitation. Suggestions don't have to be serious! Students share their ideas with the class and vote on the best excuse.

4 LISTENING

- a 04.19 Students look at the pictures to tell you what they can see and answer the questions. Then play Part 2 of the video or play the audio recording for them to check their ideas.

Answers

They are at Annie's house. Leo probably doesn't like his present (even though he says he does!). He isn't a sports fan and he can't stand football.

Video/audioscript (Part 2)

MARK That was great!
RACHEL Yeah, thanks, Annie. You're a great cook.
ANNIE Thanks! I'm glad you enjoyed it.
M Enjoyed it? I don't think I can move!
A Excuse me for a moment.
M I think I need to go for a run tomorrow.
R I always tell you not to eat so much.
A Rachel, can you come here for a second? I need you to help me carry something.
R I'll send Mark. He needs the exercise! Go on.
LEO I think I need to get some exercise as well!
R Mark said you're a big sports fan.
L No, not really. I mean – I like to keep fit, so I go to the gym. But I don't really like sport. It's a bit boring. And I can't stand football.
R Oh.
A Happy birthday, Leo!
M&R Happy birthday!
L Thanks, everyone. What an amazing cake!
M Oh ... we've got this for you, Leo.
R Yes, happy birthday!
L Oh, you really didn't need to! (VIDEO ONLY ... Ha, thanks ...) Wow, that's great. I love it! That's very kind of you.
M I knew you'd like it! Actually, Leo, I was thinking ... since you're a sports fan, maybe we could do something together some time. Maybe go to a football match?
L Well ... sure, or how about a workout? I like going to the gym. How about that? Do you want to come with me some time?
M Oh, OK. Why not? The gym sounds great.
L When are you free? I normally go in the evening.
M Well, are you going next Tuesday? I'm free then.
L I can't Tuesday. How about Thursday?
M OK. Sounds great!

VOCABULARY SUPPORT

for a second (B1) – for a very short time
work out (B1) – to exercise

- b 04.19 Read through the questions. Play Part 2 of the video or play the audio recording again for students to answer. You may need to play it twice and/or pause after each question is answered. If you play it all the way through, allow students to talk about their answers in pairs before checking answers as a class.

Answers

- Because he's eaten too much.
- He doesn't like sport, especially football. He likes to go to the gym to keep fit.
- Go to the gym next Thursday.

EXTRA ACTIVITY

Ask students: *Did Mark and Rachel enjoy the meal? What did they say? (That was great! You're a great cook.) What did Annie say when she wanted to leave the room to get the cake? (Excuse me for a moment.) How did Leo thank them for the present? (Wow, that's great. I love it! That's very kind of you.)*

Model the pronunciation of the sentences for students to repeat. Point out that Leo's thanks could have been more enthusiastic if he had really liked the present. Show this by modelling his sentences with more exaggerated stress and intonation.

- c Students discuss the questions together. Take feedback from the class about the most interesting things they have learned about their partner's attitude to presents and present giving and receiving.

5 PRONUNCIATION Sentence stress

- a  04.20 Write the two sentences on the board and play the recording for students to listen for the difference in stress. Students repeat to practise. Ask for a volunteer to come up to the board and underline the stressed syllables.

Answers

1 can't 2 long

- b  04.21 Nominate individual students to read the sentences out with the correct stress pattern before playing the recording for the class to listen and repeat. Ask students to find and circle the negative auxiliaries in the sentences before eliciting the rule.

Answer

always

- c  04.22 Students listen and repeat the sentences.

Audioscript

- | | |
|-------------------------|-------------------------------|
| 1 I can't do next week. | 4 I could see you tomorrow. |
| 2 We don't have time. | 5 We didn't go to the party. |
| 3 I won't be late. | 6 We can come at six o'clock. |

LOA TIP DRILLING

Students repeat the sentences as a class but to provide variety and keep focus, occasionally nominate a student after modelling the sentence, e.g., You say: *We don't have time. Nicole!* / Nicole says: *We don't have time.* You say: *Everyone! We don't have time.*

6 SPEAKING

- a  Divide the class into pairs and assign A and B roles. Student A reads the instructions in 6b and Student B reads the instructions on SB p. 130.
- b Students role play the conversations. Student As arrange plans for three evenings and write them in the diary. Monitor and help as necessary.
- c Students role play the second situation. Monitor, but don't interrupt fluency. Note any particular problems to discuss later. At the end of the activity, ask students what the final arrangements are and what B is going to bring. Discuss your feedback with the class.

FAST FINISHERS

Ask students to change roles and repeat the activity.

ADDITIONAL MATERIAL

Workbook 4C

Photocopiable activities: Pronunciation 4C

Unit Progress Test

SKILLS FOR WRITING

Are you free on Saturday?

At the end of this lesson, students will be able to:

- understand speakers talking about plans
- read and understand written invitations and replies
- write and reply to invitations

OPTIONAL LEAD-IN

Books closed. In small groups, students plan an end-of-term party for the class. Tell them to choose a theme for the party. Students write what is going to happen at the party, if there will be games or not, where it will be, who is going to bring or prepare different things and who to invite. Ask for ideas from the groups. The class votes on the best ideas for the party.

1 SPEAKING AND LISTENING

- a** Ask students to match the pictures to some of the things in the list before they discuss the questions in small groups. Discuss their answers to find the most popular activities in the class.
- b** Discuss the question as a class. Ask when students last did each of the activities in the list.

EXTRA ACTIVITY

In pairs, students talk about the best way to celebrate some or all of these events: 1 a one-year-old's birthday; 2 an 18th birthday; 3 a 21st birthday; 4 a wedding; 5 a new baby; 6 a 50th birthday; 7 retirement; 8 a 100th birthday. Ask students to share their best ideas with the class.

- c** **04.23** Tell students that they will hear three people speaking. Each person is talking about a different weekend activity. They listen to find out what the three activities are. Play the recording and pause after each speaker to ask the class for answers. Elicit brief answers. If appropriate for your class, give students information from the Culture Notes that follow.

Answers

Susanna: She's having her 21st birthday party.
Barbara: She's having a barbecue.
Sven: He's going to the lake with some old friends.

CULTURE NOTES

A barbecue (or BBQ or barbie) is a social gathering outdoors where most of the food is cooked over wood or charcoal. Barbecues are popular in many countries around the world. In the UK, many people have a small barbecue grill in their gardens for use on hot summer afternoons or evenings. Some restaurants will also organise larger barbecues in the summer months.

VOCABULARY SUPPORT

function room (C1) – a large room which you can pay to use for different activities such as parties
go bowling – to do the sport where you throw a heavy ball along the floor to knock things down
stressed (B1) – feeling worried and anxious

Audioscript

SUSANNA I don't really like having a party at home to celebrate. It's too much work. I think it's better to go out together and find a nice place where you can celebrate. Then you can all have a good time together. This weekend, it's my 21st birthday, and we're going to book a function room at a hotel and have a big party there. All my friends are coming and we're going to have a band and a DJ. Everyone's going to look their best – all the men are going to wear suits and I'm going to buy a new dress. I'm really excited about it!

BARBARA I like inviting friends to my home, but I'm not a very good cook. I always get very stressed if I have to cook meals for people. Everyone else is having a nice time, but I'm just worrying if the food's OK. So I don't really enjoy it. What I do like is if we all cook something

together, or if everyone makes something and brings it. I think that makes it more relaxed. We're doing that on Saturday. We're having a barbecue, but I'm just going to make some salads and I'm going to ask everyone to bring something for the barbecue. I'm looking forward to it.

SVEN I sometimes enjoy parties, but they're all the same really; you just sit around and talk to people about all the usual stuff until it's time to go home. With friends, I think it's better to do something together, then you don't get bored – like going to the cinema or bowling maybe, or going out somewhere nice together. This weekend, I'm going to the countryside with some old friends I haven't seen for a long time. We're going to a lake to swim and have a picnic together, and maybe we'll play volleyball. That'll be fun.

- d** **04.23** Play the recording for students to listen and answer the more detailed questions. Ask them to compare answers with a partner before checking as a class.

Answers

- 1 It's too much work.
- 2 in a function room at a hotel
- 3 a new dress
- 4 She isn't a very good cook and gets very stressed.
- 5 It's more relaxed.
- 6 some salads
- 7 They sit around and talk to people about all the usual stuff until it's time to go home.
- 8 He prefers to do something together because you don't get bored.
- 9 swim, have a picnic, maybe play volleyball

- e** In pairs or small groups, students talk about who they are most similar to, and why. Take feedback as a class and find out which of the three speakers the majority of students are similar to.

2 READING

- a** Ask students to imagine that they are Barbara and they are sending invitations to her barbecue. Ask: *What would you include in the invitation?* Write some ideas on the board. Read the questions with the class. Students read the two emails to check their ideas and answer the questions.

Answers

- 1 no
- 2 Saturday, around 8 o'clock
- 3 Isabella: something (for the barbecue); Bill: meat

VOCABULARY SUPPORT

chance (B1) – opportunity
for ages (B1) – for a long time

- b** Students answer the question as a class and give their reasons.

Answers

Bill because she knows what activities he did recently. She says she hasn't seen Isabella for ages.

3 WRITING SKILLS Inviting and replying

- a** Ask students: *Do you think Isabella and Bill are good friends of Barbara's?* Elicit that the language in the email to Isabella suggests that she isn't as close a friend as Bill. They have seen Bill recently and know he has been cycling, but they haven't seen Isabella. The language in the message to Isabella is more formal. Ask for examples of the difference in language, e.g., *How are you? How are things?* Ask students if they use different phrases when they write to people they know well compared with people they don't know well. Students complete the table with the correct phrases from the emails. Check answers as a class.

Answers

- | | |
|-------------------|------------------|
| 2 free | 6 doing anything |
| 3 Would you like | 7 Can you |
| 4 would be lovely | 8 be great |
| 5 are things | |

- b** Students read the two replies and answer the questions. Check answers together as a class.

Answers

The first email is from Isabella. She talks about her job.
The second email is from Bill. He talks about his legs hurting from the cycling trip. Isabella is coming to the barbecue.

- c** Students underline the appropriate phrases individually and then compare their answers with a partner. Check answers as a class. Point out the slight differences in formality of the phrases.

Answers

- 1 Thanks for inviting me on Saturday. / Thanks for asking.
- 2 I'm free that evening and I'd love to come.
- 3 I'm really sorry. The barbecue sounds great, but I'm afraid I can't come.
- 4 I'm staying with my sister at the weekend.
- 5 I'm looking forward to seeing you and catching up. / See you soon anyway.

LANGUAGE NOTE

It is important for students to see how formal and informal language is used, depending on who is going to read the email. Usually it is quite clear that we use more formal language when we write or speak to someone we don't know. However, as shown here, our language also changes a little depending on how friendly we are with the person and sometimes on how old they are.

EXTRA ACTIVITY

Ask if students know any more phrases that they could use to do the things in Exercise c. Suggest or elicit:

- 1 Thank you for your invitation. Thanks a lot.
- 2 That'd be great.
- 3 I'm really sorry, but I have to say no. I can't make it.
- 4 I'm away that week.
- 5 It'll be good to catch up. Let's get together soon.

Match students from one half of the class to students in the other half of the class. Students all imagine they are Barbara and write a short email to their partner in the other group. They swap the emails. Students reply to the emails using some of the above phrases.

- d** Students read and correct the sentences. Check answers as a class.

Answers

- 1 Would you like to come to my birthday party?
- 2 Thanks for inviting me to your wedding.
- 3 I'm afraid I can't go to the cinema with you.
- 4 I'd love to come, but I'm busy that weekend.
- 5 I'm looking forward to seeing you tomorrow.

4 WRITING

- a** Tell students that they are going to work in pairs in order to think of an activity and then write an invitation for it together. They need to include details for each of the points in the task. Give students a short time to do this. Monitor and help with ideas or language where necessary.
- b** Students swap invitations and write replies, making sure to include details for each of the points given.
- c** Students exchange replies and check whether the points have been included. Take feedback and ask some pairs to read their invitation and reply to the class.

LOA TIP REVIEW AND REFLECT

Ask students to say which phrases that they have learned in this lesson will be most useful to them and why. Ask them if they think formal and informal English phrases for inviting and replying are similar to the equivalent phrases in their own languages.

FAST FINISHERS

Fast finishers can write another email to the guest to thank them for their quick reply, say it'll be good to see them or, to those who can't make it, plan another meeting.

EXTRA ACTIVITY

Ask students to tell you their experiences of teenage parties, both good and bad! If students are not happy to talk about their own experiences, perhaps they have seen a film about this topic. Ask them if they have any tips or advice for arranging parties for teenagers, including how many people to invite and how to avoid gatecrashers (people you haven't invited but hear about the party and come anyway).

ADDITIONAL MATERIAL

Workbook 4D

UNIT 4

Review and extension

1 GRAMMAR

- a Students complete the sentences individually. Check answers as a class. Ask students to repeat the sentences and focus on the pronunciation of *going to* /'gəʊnə/.

Answers

- | | | |
|-----------------------|------------------------|---------------------|
| 1 'm going to watch | 3 are going to go | 5 's going to buy |
| 2 're going to travel | 4 'm not going to take | 6 're going to meet |

- b Remind or elicit from students that we use the present continuous for definite plans and then ask for a few examples of what they have planned or someone in their family has planned over the next few days. Students complete the sentences individually. Check answers as a class.

Answers

- | | |
|-----------------|--------------|
| 1 Are you doing | 5 'm having |
| 2 'm going | 6 are coming |
| 3 's having | 7 'm making |
| 4 'm not doing | |

- c In pairs, students practise the conversation in Exercise b.
- d Students complete the text messages and check with their partners. Check answers as a class. Students can then write a follow-up text answering the question from the second text and asking one more question of their own. Students share their questions with the class.

Answers

- | | | |
|---------------|-------------|---------------|
| 1 I'll get | 3 I'll have | 5 Shall we go |
| 2 Shall I get | 4 I'll eat | 6 I won't be |

2 VOCABULARY

- a Students do the task individually and then compare answers with a partner. Check answers as a class.

Answers

- 5, 6 tights 4 bracelet 1 earrings 2 tie 2 scarf 6 high heels 6 sandals
3 sweatshirt 3 top 3, 5 tracksuit

EXTRA ACTIVITY

Ask students to work in pairs and make a word search puzzle using ten items of clothing or accessories. They swap them with another pair and solve the puzzles. This will encourage students to focus on spelling words correctly while they practise using the vocabulary.

- b In pairs, students talk about the clothes and accessories they are wearing. To extend, ask students to close their eyes and see if they can remember what other students are wearing today.

3 WORDPOWER *look*

- a Write *look* on the board and ask students to work in pairs and see if they can write sentences that use the word *look* in different ways. Check their ideas and write correct examples on the board. Students match the sentences and definitions. Check answers. Point out that *look* can be used a) to show how someone seems from their appearance (e.g., look tired), b) as an activity (e.g., look at a book) or c) with a preposition to make a multi-word verb, which might change the meaning (e.g., look up a word in a dictionary).

Answers

- 1 c 2 d 3 b 4 a

- b Students choose the correct answers to complete the sentences. Check answers as a class.

Answers

- 1 forward 2 up 3 at 4 for 5 look 6 around

LANGUAGE NOTE

- There is not a lot of logic to the use of the prepositions in multi-word verbs. It's important that students don't try to learn too many at once. Point out the importance of recording them by writing them in sentences so that they see how the verbs work.
- Some multi-word verbs take objects and some don't. Some can be separated, e.g., *look up a word* / *look a word up* and some can't, e.g., ~~*look the children after*~~ (correct form = *look after the children*).

- c In pairs, students talk about which sentences from Exercise b are true for them. Discuss their ideas as a class.

» Photocopiable activities: Unit 4 Wordpower

LOA TIP REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 5

WORK

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about work
- talk about what people do at work
- talk about the future of work
- make offers and suggestions
- write a job application

UNIT CONTENTS

G GRAMMAR

- *must / have to / can*
- *will* and *might* for predictions

V VOCABULARY

- Work: *accountant, banker, electrician, gardener, hairdresser, IT worker, lawyer, plumber, scientist*
- Job requirements and conditions: *be self-employed, earn a good salary, make important decisions, need a university degree / good qualifications / several years of training, work in a team / long hours / at weekends, have a nice working environment, have a lot of skills, deal with serious problems / people every day*
- Jobs: *actor, architect, be self-employed, builder, carer, computer programmer, designer, journalist, musician, politician, shop assistant, taxi driver, vet*
- Wordpower: *job* (countable noun) = occupation, *job* = unpaid task, *work* (uncountable noun) = activity done in a job, *work* = activity requiring effort, *work* = workplace, *work* (verb) = (with a machine) function correctly, *work* = (with medicine) improve the medical condition, *work out* = use mental power / calculator, etc. to find a solution

P PRONUNCIATION

- Sound and spelling: /f/
- Stressed/unstressed modals: vowel sounds

C COMMUNICATION SKILLS

- Talking about what people do at work
- Talking about the future of work
- Offers and suggestions
- Writing a job application

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Students work in pairs to name three jobs. Then they swap partners and mime the jobs for their new partner to guess. Choose some students to show their mimes to the class.

- a  Ask students to look at the picture and say what they see. You can introduce *job, skyscraper, window washer* and *work environment* using the picture. Discuss the questions as a class. Encourage students to give reasons for their answers. Ask students to imagine what a typical working day is like for this person.
- b  Give students a short time to talk about the questions in pairs. Ask students to share their ideas with the class.

EXTRA ACTIVITY

Put students into pairs. Ask: *Should people who have dangerous jobs earn a lot of money? Why / Why not?* Ask students to share their reasons with the class.

5A

I HAVE TO WORK LONG HOURS

OPTIONAL LEAD-IN

Give each student a piece of paper with a different job on it. If you have a large class, students can share a job. Example jobs: *artist, chef, dentist, driver, engineer, farmer, nurse, pilot, waiter/waitress, writer*. Then tell students to line up so that the student with the most interesting (or difficult, dangerous, etc.) job is at the far left of the room and the student with the least interesting job is at the far right. Students take their place in line by discussing how interesting their job is compared to the others.

1 VOCABULARY Work

- a** Books closed. Ask students: *Would you like to do my job?* and elicit answers with reasons. Books open. Tell students to write down two jobs: one they would like and one they wouldn't. Put students into pairs to compare. Ask one or two students to share their ideas with the class.
- b** Put students into pairs and ask them to write down as many different jobs as they can in one minute. When they have finished, ask each pair to name a job. Put the jobs on the board so students can see them when they do Exercise c. Alternatively, turn this into a game: each pair drops out when they have no more jobs left to add and the winner is the last pair who can name a different job.
- c** Choose one job from the board and ask students to match it to one of the categories. Students do this individually and then compare in pairs. Ask a few students to explain their answers.

FAST FINISHERS

Ask fast finishers to add a fifth category, for example, *is dangerous*, and then match jobs to this category.

- d** **05.01– 05.02** Students complete the exercises in Vocabulary Focus 5A on SB p. 137. Play the recording where indicated and ask students to listen and repeat and check their answers. Ask them to underline the stressed syllable in each job title. Give students two minutes to discuss Exercise d in pairs and then ask the class about which jobs would fit more than one description. Tell students to go back to SB p. 48.

Answers (Vocabulary Focus 5A SB p. 137)

- a** 1 i 2 f 3 a 4 e 5 c 6 d 7 b 8 g 9 h
- b** Xx: plumber, lawyer, banker
Xxx: gardener, hairdresser, scientist
xXx: accountant
xxXx: electrician
- c** 1 have 5 earn
2 work 6 am
3 need 7 make
4 deal with

At the end of this lesson, students will be able to:

- use a set of vocabulary related to work
- understand people talking about their work
- use *must*, *have to* and *can*
- discuss different kinds of work and what people do at work

Audioscript

- 1
- SPEAKER 1** They have a nice working environment.
- SPEAKER 2** They have a lot of skills.
- 2
- S1** I work long hours.
- S2** I work weekends.
- SPEAKER 3** I work in a team.
- 3
- S1** You need several years of training.
- S2** You need good qualifications.
- S3** You need a university degree.
- 4
- S1** I deal with serious problems.
- S2** I deal with people every day.
- 5
- S3** I earn a good salary.
- 6
- S3** I am self-employed.
- 7
- S3** I make important decisions.

2 READING

- a** Books closed. Tell students they are going to read about four of the coolest jobs. Elicit what these jobs could be and why they are so cool. Books open. Students check if their ideas are in the introduction and match the photos.

Answers

- 1 d
2 a
3 b
4 c

- b** Ask students: *Who do you think gets up the earliest?* (Maybe Megan because all the birds singing wakes her up.) Put students into pairs to do the discussion exercise. Check ideas as class.
- c** Give students a time limit to do the matching exercise. Check answers as a class.

Answers

- A chocolate taster
B video game designer
C private island caretaker
D bed tester

- d** Check that students know the jobs in the first question by asking questions about them. For example, ask: *Who would you buy a chair from?* (a furniture salesperson) Students answer both questions. Check answers as a class.

Answers

- 1 a private island caretaker c bed tester
b chocolate taster d video game designer
2 a private island caretaker c video game designer
b chocolate taster, bed tester d bed tester

VOCABULARY SUPPORT

degree (B1) – a course of study at a university, or the qualification given to a student after they have completed their studies

permanent (B1) – lasting or continuing for a long time or forever

qualification (B2) – a level of skill or education that you have achieved

swallow (B2) – to move your throat in order to make food or drink go down

- e  In pairs or small groups, students talk about the questions. Check ideas as a class.



EXTRA ACTIVITY

Students role play an interview with a person who has one of the jobs from the article. The interviewer should ask questions about the job and why it is cool.

3 LISTENING

- a  **05.03** Elicit reasons people might change jobs. Students listen to find out the three speakers' reasons. Check as a class.

Answers

Alisha: it was boring; she only did the job because she was waiting to get work as a video game designer

Jason: when he was an electrician, he didn't like his boss; when he was a plumber, he found the work boring

Megan: too much stress when she was a banker

- b  **05.03** Play the recording again for students to make notes. Check general understanding by asking some comprehension questions about each speaker, for example, ask: *How long did it take Alisha to find a job?* (one year) *What was Jason's first job?* (electrician) *Does Megan take a lot of time off?* (no)

Possible answers

1 Alisha: university degree in video game design; Jason: certificate as a skateboard instructor; Megan: no experience or training

2 Alisha: she does the thing she loves every day; she likes creating stories and characters – it's fun

Jason: he enjoys teaching people practical things and he loves skateboarding – he feels free

Megan: no stress, it's peaceful and quiet on the island, she feels relaxed

Audioscript

ALISHA This is such a cool job because I get to do the thing I love most every day. I wasn't very good at school work, probably because I spent too much time gaming. But I was good at art and drawing. When I was about 16, I met someone who was already working as a video game designer, and he told me that it's difficult to get a job – you have to have good exam results and a good degree. So I did an extra maths course at school, and I also learned some computer programming. This meant I got onto a degree course to study game design. After I graduated, it still took me a year to find my dream job. Before that, I had a boring job as an IT worker in a company that sold software for accountants. But it was worth the wait! I really enjoy creating characters and stories for games – it's amazing fun.

JASON I always wanted a job where I could teach people new things – practical things – not the kind of things you have to study. When I left school, I started learning how to be an electrician, but I didn't like my boss. I tried being a plumber, but that was boring. Then I found out that I can mix teaching with the other thing I love doing in life: getting on my skateboard and going around town. I love that feeling of freedom as you move quickly and easily among people and cars. I started working as an instructor about five years ago. You don't have to have a degree or other qualification, but I found a course and got a certificate. It's important because there are a lot of safety things you need to think about when you're an instructor. For example, my students can't have a lesson if they're not wearing a helmet. It's a really amazing job – really cool!

MEGAN For a couple of years, I worked for a bank, first as an accountant and then in client services. But I hated my job – too much stress! Then I saw this advert for an amazing job – it was like an escape. So for the past year, I've lived alone on this island where it's so peaceful and quiet. I love it. It's not the kind of job that just anyone can do. You have to be the kind of person who likes being alone. And you have to be practical, you know, good at fixing things yourself. But you don't need any experience or training. And another thing – every day is like a work day. You can't really have a day off because there's always something to do – some gardening or cleaning or something. But you don't have to do the same thing every day – it's always different. It's so relaxing here, and the island is so beautiful.



VOCABULARY SUPPORT

escape (B2) – something that helps you to forget about your usual life or problems

gardening (B2) – the job or activity of growing a garden and keeping it attractive

helmet (B2) – a hard hat that protects your head



EXTRA ACTIVITY

Tell students to make a schedule for a typical day in the life of Megan. For example, 6:00 – *get up and swim in the sea*. Put students into pairs to compare schedules and say which day looks the coolest.

- c  Put students into pairs to discuss. Review their selections as a class.

4 GRAMMAR *must / have to / can*

- a Books closed. Read the following sentences to students or write them on the board: *Teachers have to / don't have to wear a suit. Teachers have to / don't have to correct homework. Teachers can / can't be late for a class.* Students choose the correct modal verb in each case. Check answers as a class. Ask concept questions to check understanding of the modal verbs. Open books. Ask students to look at the sentences. Students match the underlined words with the meanings.

Answers

- a don't have to
- b can't
- c have to

LOA TIP CONCEPT CHECKING

Write on the board: *Teachers don't have to wear a suit.* Ask: *Can they wear a suit?* (yes) *Is it necessary?* (no) Summarise: *They can wear a suit if they want to, but it's not necessary.*

Write on the board: *Teachers have to arrive on time for class.* Ask: *Is it OK for teachers to be late for class?* (no) *Is there a rule?* (yes) *Who makes the rule?* (the school) *Did the teacher make the rule?* (no) Summarise: *Teachers have to arrive on time. The school has a rule.*

Write on the board: *Teachers can't take breaks during class.* Ask: *Do teachers take breaks sometimes?* (yes) *Is it OK to take breaks after class?* (yes) *Is it OK to take breaks during lessons?* (no) *Do teachers need to stay in the class during lessons?* (yes) Summarise: *Teachers can't take breaks during class because they need to stay in the classroom.*

- b** Read the examples as a class and ask students to complete the rules individually. Remind students not to use *to* + infinitive after *must* (*must wear* not *must to wear*).

Answers

must; must not

LANGUAGE NOTE

In the positive, the meaning of *must* and *have to* is similar. We use both constructions to express obligation. However, the negative forms – *mustn't* and *don't have to* – have completely different meanings: *mustn't* = not allowed; *don't have to* = not necessary. Also be aware that *must* has no past or future form, so for obligation in the past we use *had to* and in the future we use *will have to*.

- c**  **05.04–05.06** Students read the information in Grammar Focus 5A on SB p. 152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 5A on SB p. 153. Check answers as a class. Tell students to go back to SB p. 49.

Answers (Grammar Focus 5A SB p. 153)

- a** 2 can't wear 3 can't check 4 can't speak
5 can talk 6 have to answer 7 have to be 8 have to find
b 1 mustn't 2 don't have to 3 don't have to 4 mustn't
5 mustn't
c 1 can't 2 can 3 doesn't have to 4 mustn't 5 must
6 has to

- d**  Read the question, the list of places and the examples. In pairs, students talk about the rules in the different places. Ask students to share their ideas with the class. Make sure students are using the correct forms of *have to* and *can't*.

- e** In pairs, students write the rules for each workplace, using *must* or *mustn't*. Monitor and help where necessary.

FAST FINISHERS

Fast finishers can extend this activity by saying and then writing rules for other places, e.g., hospital, fire station, police station.

5 SPEAKING

- a**  In pairs, students choose five of the jobs and think of advantages and disadvantages of each. Monitor and assist with vocabulary as necessary. Feedback as a class. Go through the different jobs and elicit advantages and disadvantages from the group. Give your own ideas to help where necessary.
- b**  Discuss the question as a class and see which job most students think is the hardest and which is the most interesting and why.

ADDITIONAL MATERIAL

Workbook 5A

Photocopiable activities: Grammar 5A, Vocabulary 5A

5B

I MIGHT GET A JOB TODAY!



OPTIONAL LEAD-IN

Books closed. Discuss with students how people choose which job they want to do or which career they want to follow. Ask them to think about: following the example of someone in their family or a friend; celebrity role models; doing what they're good at and/or what they like; the role of a career advisor at schools.

1 SPEAKING

- a** Discuss the questions as a class and put some ideas on the board of how people find jobs, e.g., go to a *job centre*, *careers fair*, answer *job adverts* (*apply for a job*), searching online *job websites*, send your CV to different companies. Find an opportunity to introduce *careers fair* because students will need this term for the listening. If you have students in your class who are working, ask them about how they got their jobs.



LANGUAGE NOTE

Students sometimes confuse *job* and *career*. A job is the work you are doing at one particular moment. A career is the series of jobs you do in your working life. *I have a difficult job. I have to start very early and finish very late. I would like to have a career in teaching.*

- b** In pairs, students match the worries with the situations in the pictures. They can use the captions to help them.

Answers

1 c 2 a 3 b

- c** Students discuss the question in pairs. Ask for examples in class feedback. Ask students why they think some people can't get the job they want.

2 LISTENING

- a** **05.07** Tell students that they are going to hear three people talking about finding work. Pre-teach the expression *apply for a job* in the Vocabulary Support box. Play the recording for students to listen for general meaning and answer the first question. If appropriate for your class, give students information from the Culture Notes that follow. Then play the recording again to choose the most and least positive of the people. First, check students understand the meaning of *positive* by giving two people's comments, e.g., A: *It rained today, but I'm sure it will be really nice tomorrow.* B: *It rained today and I think it's going to rain again tomorrow, and be cold.* Elicit which person is positive (A) and which is negative (B). Play the recording again. If necessary, pause after each speaker and ask if that person is positive or negative. Encourage students to justify their answers. Ask students to recall things that the speakers said that sounded positive and negative.

Answers

They are at a careers fair.
most positive: Marco; least positive: Sara

At the end of this lesson, students will be able to:

- use a vocabulary set related to jobs
- use *will* and *might* for predictions
- understand people talking about finding work
- read and understand a text about jobs in the future
- make predictions about jobs in the future

Audioscript

INTERVIEWER Are you enjoying the careers fair?

SARA It's not bad. It's good to meet people from different companies.

I Are you looking for work at the moment?

S Yes. But it won't be easy to find a job I'll enjoy. There just aren't enough jobs – you have to take what you can find. I applied for a job this week but I don't think I'll get an interview. They won't be interested in me because I don't have any experience.

I Are you enjoying the fair today?

MARCO Yeah, it's great. I'm sure I'll make some really useful contacts. There are people from some really interesting companies here.

I And are you applying for jobs at the moment?

M Yes. I don't think it'll take long to find work. You never know ...

I might get a job today! I know someone who found a job at an event like this last year.

I Are you enjoying it today?

KATE Yes, it's good. It's useful because I'm not sure what kinds of jobs I'm interested in.

I So are you looking for work at the moment?

K Not yet. I'm still studying and then I'll try to get some work experience when I finish my course. After that I can start looking for a job. I might not get my perfect job because not many people do, straight out of university.

I And how do you feel about that?

K Well ... I just need to pay the bills, you know. I'm sure I'll find some kind of work because I'm happy to do anything they'll pay me for. I can work my way up. I've got time!



VOCABULARY SUPPORT

apply for a job – to present yourself formally, usually in writing, and say you want an employer to give you a job

pay the bills – to pay for electricity/shopping/rent, etc.

work experience – work done up to now that shows you have learnt how to do tasks for a particular job

work my way up – to progress through different jobs



CULTURE NOTES

A careers fair is an event where people can find out more about different companies and the jobs they offer. Employees are available to give information about their company and about career opportunities. These fairs are good for people looking for a job, but they are also good for the companies as they can attract new people to work for them.

- b** **05.07** Read the predictions with the class and play the recording again for students to tell you the reasons for each prediction. If necessary, do the first prediction together. Play the relevant section of the recording and ask: *Why does Sara say that it won't be easy to find a job she'll enjoy?* (There aren't enough jobs.) Play the recording for the class to find the other reasons. Pause to allow them time to note down their answers and then check answers as a class. Their answers don't need to be the exact words the speakers used.

Answers

- 1 There just aren't enough jobs – you have to take what you can find.
- 2 They won't be interested in me because I don't have any experience.
- 3 There are people from some really interesting companies here.
- 4 I know someone who found a job at an event like this last year.
- 5 Not many people do, straight out of university.
- 6 I'm happy to do anything they'll pay me for.

- c Discuss the question as a class. If nobody in the group has been to a careers fair, give students two or three minutes to agree with a partner on three things they would do or will do next time they are searching for a job and then discuss as a class.

3 GRAMMAR

will and might for predictions

- a Books closed. Draw a table with two columns. One column has the heading: *I'm 100% sure* and the other has *Maybe* as the heading. Read Marco's sentences from Exercise 2b to students. Say: *I'll make some really useful contacts.* Ask students if Marco was sure about this. (yes) Then ask which column you should put a tick in. (*I'm 100% sure*) Read Marco's next sentence: *I might get a job today!* Repeat the process and tick the *Maybe* column. Now read Kate's sentences from Exercise 2b: *I might not get my perfect job.* (*Maybe*) *I'll find some kind of work.* (*I'm 100% sure*) Open books. Students do the task individually. Check answers as a class.

Answers

More

- b **05.08–05.09** Students read the information in Grammar Focus 5B on SB p. 152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 5B on SB p. 153. Check answers as a class. Tell students to go back to SB p. 50.

Answers (Grammar Focus 5B SB p. 153)

- a 2 might not 3 will; might 4 won't; 'll
5 might; won't 6 'll; might 7 might; might
- b 1 might go 2 'll/might 3 I'm sure 4 won't rain
5 might buy 6 I'm sure I'll / I think I might
7 might not arrive 8 I don't think I'll pass / I might not pass
- c 1 Are you sure you'll enjoy it? 2 Do you think she'll leave?
3 How much do you think it'll cost?
4 When do you think they'll tell us?
5 Are you sure we'll finish on time?
6 Do you think I'll get an interview?
- d 2 3 4 6

LANGUAGE NOTE

Most modal verbs form their negative by adding *not*, which is then contracted, e.g., *can/can't*, *have/haven't*, *must/mustn't*. With *might*, it is possible to use the contraction *mightn't* but it is more common to use the full form – *might not*.

- c Ask students to look again at the worries in Exercise 1b and read the example with the class. Elicit more possible responses from the group. Write on the board: *You might not find a job you enjoy, but you might ... , you will ... , you won't ...* and ask for possible endings (e.g., *you might make some useful contacts, you might get some ideas, you will see what possibilities there are, you won't miss any*

opportunities, etc.). Individually, students write positive responses to other worries and compare their ideas with a partner. Check answers with the class.

Possible answers

You might find a really good job. You might meet someone who can help you. You'll learn a lot, anyway.
I'm sure you won't. I'm sure you'll be fine. You'll be OK, don't worry.
I'm sure you'll know all the answers. You might not answer them all, but you'll know most of them. Just take your time and think.
You'll be OK.

- d Divide the class into pairs and assign A and B roles. If Student A has a job, Student B reads the instructions on SB p. 129. If Student A doesn't have a job, Student B reads the instructions on SB p. 128. Student B asks Student A the questions about their future. Encourage students to give full answers and to add extra information. Monitor and help where necessary. Don't interrupt fluency unless students make mistakes with the use or forms of *will* or *might*. Then the pairs swap roles and Student A asks the questions to Student B.

4 VOCABULARY Jobs

- a In pairs, students find the jobs in the pictures. Check answers as a class. Students say if they know anyone who does one of these jobs and if they enjoy them.

Answers

builder: d
computer programmer: c
shop assistant: b
taxi driver: a
carer: e

- b **05.10** Students complete the exercises in Vocabulary Focus 5B on SB p. 137. Play the recording for students to check their answers to Exercise a and monitor conversations in Exercise c. Tell students to go back to SB p. 51.

Answers (Vocabulary Focus 5B SB p. 137)

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

- c **05.11** Pronunciation Play the recording and try to elicit the /f/ sound from the students. Then play it again, stopping after each word for students to repeat.
- d **05.12** Give students a minute to repeat the words to themselves and identify which ones they think have the /f/ sound. Then play the recording for them to check their answers and then listen and repeat the /f/ sound.

Answers

qualificattion informattion machine

- e Students practise saying the words as a class.

LOA TIP DRILLING

Students repeat the words as a class, but to provide variety and keep focus occasionally nominate a student to repeat individually. Say: *Qualification: Miguel.* Miguel says: *Qualification.* Say: *Everyone: qualification.* Everyone says: *Qualification.*



EXTRA ACTIVITY

Play a vocabulary game to practise job vocabulary. Write three jobs on the board with every other letter missing:

_ c _ o _ n _ a _ t / _ a _ k _ r / _ l _ c _ r _ c _ a _ .

Students guess the jobs. (accountant, banker, electrician) In pairs, they do the same activity with other jobs from Vocabulary Focus 5A on SB p. 137.

5 READING

- a Ask students to look at the title of the article and predict what the article might be about. (It's about how the job market will change in the future.) Then students discuss the two questions in pairs. Invite students to share their ideas with the class and write them on the board.
- b Students read the article to check if any of the ideas on the board are mentioned.

Answers

jobs that might disappear: shop assistant, taxi driver, builder
jobs there will be more of: computer programmer, carer, robot specialist, solar/wind power engineer



VOCABULARY SUPPORT

bank clerk – a person whose job is to pay out and take in money in a bank

- c Check that students understand *renewable* (C1) (a renewable form of energy can be produced as quickly as it is used). Students read the article again to find out what will happen because of the things in the list. They should do this individually and then compare answers. Check answers as a class. If appropriate for your class, give students information from the Culture Notes that follow.

Answers

online shopping: fewer shops and fewer jobs for shop assistants
paying without cash: no banks, so no jobs for bank employees
driverless cars: no jobs for taxi drivers
3D printers: buildings will be made in complete parts, so fewer jobs for builders
using renewable energy: more jobs for engineers in solar and wind power
living longer: more old people, so more jobs for carers
using robots: jobs for people who design, develop, program and sell robots



CULTURE NOTES

- In the UK, only about one quarter of payments are made using cash. While cashless transactions are expected to increase in the future, many experts doubt cash will ever be completely replaced, especially for small purchases.
- A 3D printer can make an object of almost any shape from a 3D computer model. The technology is being used in medicine to make replacement bones. Medical researchers also hope to use the technology to replace skin and organs such as kidneys. 3D printers have constructed complete houses and even a whole neighbourhood in Mexico. Most 3D printers make objects out of plastic and it is now possible to buy a 3D printer to make common household objects at home.
- Carers care for people who are unable to look after themselves, usually because of illness, disability or old age. The world has an aging population; by 2050, one in six people in the world will be over the age of 65, compared to one in 11 in 2019.



FAST FINISHERS

Fast finishers can think of additional kinds of jobs that might disappear or be more common, and why. Check their ideas and give feedback on their use of grammar and vocabulary in their answers.

6 SPEAKING

- a In small groups, students discuss the predictions. Encourage them to give reasons. Monitor for any language errors and discuss these with the class after the activity.
- b Individually, students write three predictions of their own. To help them think of ideas, write key words such as *food, money, houses, travel, weather, clothes, free time* and *music* on the board, and tell students to choose three to make predictions about.
- c Ask students for their predictions and let the class say whether they agree or not, and why.



EXTRA ACTIVITY

In pairs, students make predictions about what their partner will do at work or in their studies over the next few days. Tell students to check whether the predictions came true in the next lesson!

⊕ ADDITIONAL MATERIAL

Workbook pages 5B

Photocopiable activities: Grammar 5B, Vocabulary 5B, Pronunciation 5B

Documentary Video Unit 5 *Work*

Video Worksheet Unit 5 *Work*



OPTIONAL LEAD-IN

Books closed. Write the following situations on the board: *on a bus, in a supermarket, at an airport, in the street, in a hospital*. Put students in pairs and ask them to list what kind of help people might need in these places. Give an example: *On a bus, someone might need help with their shopping bags*. Ask students to share ideas with the class and put them on the board as students might refer to these later in the lesson.

1 LISTENING

- a Tell the class about a time when someone asked you for help (make up a story if necessary), then say: *When was the last time someone asked you for help? What did you do? What did you say?* Ask students to tell their partner. After a minute or two take feedback from the class. Ask individual students what their partner said.
- b Ask students what has happened in the story so far. Check that they remember that Tina helps Rachel in her shop. Then ask them to look at the picture of Rachel and read the text message. Answer the questions as a class.

Answers

She looks worried/anxious. The text is from Annie. Annie has had some bad news.

- c 05.13 Read through the questions with the class. Students might be able to guess some of the answers based on the text message. Play Part 1 of the video or play the audio recording for students watch/listen and answer the questions. Check answers as a class.

Answers

- 1 go and see her
- 2 Tina offers to finish their work.
- 3 They still have so much work to do. / Rachel doesn't want to leave Tina with so much work and make her unable to leave early.
- 4 Rachel will tell Tina what they need to do, and Tina will write a list.

Video/audioscript (Part 1)

- RACHEL** Oh, dear.
TINA Is everything OK?
R I'm not sure really. I've just got a text message from my friend Annie. Do you remember her?
T Yeah, of course.
R Yeah, well she says she's had some bad news and she needs to talk to me.
T Oh dear. I hope she's OK.
R Hmm, I'd better give her a ring. Or maybe I should go and see her.
T Yeah, maybe you should. I'll finish things here, if you want.
R But I can't leave you here on your own.
T I'll be fine! Don't worry about it.
R But we've still got so much to do.
T Oh, it doesn't matter. Honestly, I'll be OK.
R I don't want to leave you with too much work. It doesn't seem very fair. It means you won't be able to leave early today.
T Oh, never mind. Look, why don't you tell me what we still need to do? And I'll write a list. Then you can go and see Annie.
R OK, well if you're sure.
T Of course. It's no problem.
R Well, ...

At the end of this lesson, students will be able to:

- understand a conversation in which someone is making offers and suggestions
- uses phrases to apologise and offer reassurance
- make offers and suggestions
- understand and pronounce schwa /ə/
- use appropriate language to organise an event



VOCABULARY SUPPORT

fair (B1) – right

it means (B1) – the result will be

on your own – alone, by yourself

- d Elicit from the class what they would do in Rachel's situation – call or visit? Encourage students to give reasons and justify their answers.

2 CONVERSATION SKILLS Reassurance

- a 05.13 Ask if anyone in the class can tell you what *reassurance* means. If they can't, don't explain but play the recording again for students to do the matching task and then elicit the meaning. Check answers as a class. Model the reassuring sentences a–d for students to practise the intonation.



LOA TIP ELICITING

To elicit *reassurance*, ask: *What is Tina trying to do when she says these things?* (Answer: make Rachel feel better / stop Rachel worrying) Tell the class: *When we want to tell people not to worry and that things will be OK, we use the verb ...* (reassure) *Do you know the noun from this verb?* (reassurance) Write these examples on the board: *We give reassurance that things will be all right when people are worried or unhappy. Tina reassured Rachel that everything was fine.*

Answers

1 c 2 d 3 a 4 b

- b 05.14 Elicit from the class that Tina uses the expressions to reassure Rachel. Play the recording for students to listen and repeat the reassuring expressions. Explain that intonation and tone of voice is very important to sound reassuring in English and tell students to try to pay special attention to imitating the intonation (voice falls at the end of the sentence).

Answer

to reassure / to give reassurance to Rachel

- c Go through the situations to check understanding with the class. Look at the example for the first one and elicit other ways they could apologise in this situation writing suggestions on the board for students to use: *I'm afraid I can't ... I'd love to ... but unfortunately I can't ... It's a shame but it's going to be impossible for me to ...* In pairs, students take turns to apologise and give reassurance. Monitor and give help and ideas where necessary. Nominate students to role play their conversations to the class. If they didn't include an excuse in their original exchanges, ask for examples of excuses now in feedback.



FAST FINISHERS

Ask fast finishers to choose one of the situations and develop it into a longer conversation, adding detail and extra questions.

3 LISTENING

05.15 Before looking at the task, tell students that in Part 2 of the video Rachel and Tina talk about the jobs Tina will have to do. Ask what they think the jobs will be. Then look through the list of jobs with the class and check their ideas. Play Part 2 of the video or play the audio recording for students to tick the jobs Tina will have to do. Check answers as a class. Ask why Tina doesn't have to do jobs 3 and 5. (They'll have time to do it tomorrow morning. The bag isn't full.)

Answers

1, 2, 4, 6

Video/audioscript (Part 2)

RACHEL Right, and after that ...
TINA Shall I finish off those flowers? The ones you were doing?
R OK. That would be great.
T And would you like me to prepare some of the orders for tomorrow?
R Yeah. You could start with that order for Mrs Thompson, because she's picking it up early.
T OK.
R And then maybe you should start on the order for that big birthday party.
T OK.
R Actually, no – we can do that tomorrow morning – we'll have time.
T Yeah, fine.
R OK, I think that's everything. Oh, when you leave, you'll need to put the alarm on. I'll write down the code for you.
T OK. Oh – do you want me to take out the rubbish when I leave?
R Er, no, don't worry. The bag's not full yet. I'll do it tomorrow.
T OK, fine.

R OK, great. I'll text Annie to say I'm coming.
T Oh, how about taking her some flowers? That'll cheer her up.
R Good idea ... Oh, hello. How can I help?
CUSTOMER Hi, yeah. Er, I just wanted to make an order for some flowers.
R Of course. What would you like?
C Well, actually, it's for my daughter's wedding. So ... er ... some red roses ...
R Yep.
C Some white roses ...
R Hmm hmm.
C Some lilies ...
T Rachel – why don't I deal with this?
R Are you sure?
T Yes! Just go!
R OK – bye!
C Oh, bye.
T So, that was some red roses ...
C Three dozen, please.
T Three dozen ...
C Er, white roses, three dozen.
T OK.



VOCABULARY SUPPORT

alarm (B1) – security/protection for a building

dozen (B1) – twelve

lilies – big white flowers

4 USEFUL LANGUAGE

Offers and suggestions

- a** **05.16** Tell students that Tina makes several offers and suggestions about what she can do to help Rachel. Individually, students see which of the offers and suggestions they can complete from memory and compare ideas with a partner. Then play the recording

again for students to complete any remaining gaps. Check answers as a class.



LANGUAGE NOTES

We can use *Shall I ... ?* for offers, but not *Will I ... ?*

Answers

1 I'll	4 like	7 me
2 don't	5 could	8 about
3 Shall	6 should	9 don't

- b** Ask students which of the sentences they think are offers and which are suggestions.

Answers

1 O 2 S 3 O 4 O 5 S 6 S 7 O 8 S 9 O

- c** Put the phrases from the word box in 4c on the board. Tell students to imagine that their friend is having problems remembering new vocabulary from their English class. Elicit some offers and suggestions from the class using the phrases on the board. Make sure that they use the correct verb forms after the phrases, e.g., *Why don't you write down all the new words in a notebook?* *How about trying to use some of the words when you talk?* *Maybe you should look at the new words every evening.* In pairs, students think of offers and suggestions to give to people in situations 1–4. Look at the example for the first one with the class. Monitor and prompt where necessary. Ask for examples in class feedback and see how many different suggestions the class found for each situation. Vote on the best suggestions.

Possible answers

- I'll lend you my umbrella. / How about I drive you to the station?
- Why don't I help you? / Maybe you should ask your boss for more time.
- I'll cook something, if you want. / Why don't we try a new restaurant?
- Would you like me to lend you some money? / Maybe you should go to the police station.

5 PRONUNCIATION

Stressed/unstressed modals: vowel sounds

- a** **05.17** Ask different students to read sentences 1–4 and identify whether they stress the modal verbs or not. Don't tell them if their pronunciation was correct or not at this point. Play the recording for students to listen to the sentences and answer the question. Model the sentences for students to repeat.

Answer

no

- b** **05.17** Students listen again to identify the vowel sound individually. Check the answer as a class. It doesn't matter if students don't know or can't remember *schwa* – accept their answer if they make the appropriate sound.

Answer

/ə/ (schwa)

- c** Model the sentences for students to practise them, paying attention to *schwa* in the modals.

6 SPEAKING

- a**  Elicit some examples of things people need to organise, e.g., a meeting, a party, an evening out, a holiday, a day trip. Ask students: *Are you good at organising events?* Tell students that they are going to organise something in small groups. Divide the class into groups of four and read through the two options with them. They need to choose which event to organise. If your class are not in work, the party option will probably be better for them. The groups discuss the options and give you their choice.
- b**  In pairs (within their groups), students add three more things to the list of things to do for their event.
- c**  Students discuss their ideas in their groups. The group decides if they should be added to the original list. Then they make offers and suggestions to decide which person in the group will do each job. Tell students that they will have to discuss details such as: *What time shall we start the meeting?* Monitor and note down any common errors to deal with during feedback. Take feedback and ask for examples of what the groups organised.



EXTRA ACTIVITY

In their groups, students design and write invitations to send out for their event. This can be a party invitation or an email. They can exchange these with students in another group and write replies. If appropriate, put some examples on the classroom wall.



EXTRA ACTIVITY

Ask students: *When was the last event that you organised? What did you have to do? Was the event a success?* Students discuss the questions in pairs.



ADDITIONAL MATERIAL

Workbook 5C

Photocopiable activities: Pronunciation 5C

Unit Progress Test

SKILLS FOR WRITING

I am writing to apply for a job

At the end of this lesson, students will be able to:

- read and understand job adverts
- understand people talking about summer jobs
- read and understand a job application
- organise an email
- write a job application



OPTIONAL LEAD-IN

Books closed. Students think of a part-time or summer job they have had, or they imagine one. They take turns describing one or two things they did at that job. Other students try to guess the job.

1 SPEAKING AND LISTENING

- a** In pairs, students tell each other about a summer or part-time job they have had. Ask one or two students to report back to the class. Write the names of the different part-time and summer jobs they mention on the board. Brainstorm any more that students can add, e.g., *waiter/waitress, shop assistant, babysitter, delivery driver, dishwasher, farm worker*. If appropriate for your class, give students information from the Culture Notes that follow.



CULTURE NOTES

Students might have different rules about part-time work for students in their countries. In the UK, the youngest age a child can do part-time work is 13.



EXTRA ACTIVITY

Tell students that 20% of teenagers in the UK have a Saturday job. Ask students: *Is a part-time job a good thing for students?* In pairs, students think of advantages and disadvantages of a summer or part-time job for teenagers, e.g., advantages: gaining experience of working life, learning about money; disadvantages: bad for your studies, students should relax or do extra studies in their holidays. Students decide if they think part-time jobs are a good or bad thing overall. Take a class vote. Multilingual classes could also compare their own countries.

- b** Ask students to look only at the headings of the job adverts and say what jobs they think will be advertised. Then give them a time limit to answer the questions. Take feedback as a class.

Answers

on a university campus; Students can apply.

- c** Ask students to read the adverts more carefully to answer the questions. Check as a class.

Answers

- | | | |
|---------------------|--------|-----------|
| 1 a, b (possibly d) | 3 c, d | 5 b |
| 2 c | 4 a | 6 a, b, d |



VOCABULARY SUPPORT

barista – someone who makes and serves coffee, e.g., in a café
campus (B2) – the buildings of a college or university and the land that surrounds them

- d** Students talk about the questions in pairs. Check their preferences and answers as a class. See which job is most popular and which is least popular in the class.
- e** **05.18** Play the recording for students to listen for general meaning and identify which jobs Penny and John are talking about and what they think about them. Check as a class.

Answers

- 1 a
 2 John: Yes. He likes working fast, he meets people, he can make money from tips, it's good fun
 Penny: No. It was tiring and she had to get up really early.

- f** **05.18** Play the recording again for students to choose the correct answers. Check answers as a class.

Answers

- 1 has 2 likes 3 on some days 4 hasn't 5 is

Audioscript

PENNY Are you working this summer?

P Really? How much do you make in tips?

JOHN Yeah, I've got a job in a café, same as last year. How about you?

J It depends. I can sometimes make £20 in one day!

P I don't know. I usually work in a supermarket, but I don't like it much. It's so tiring and you have to start really early in the morning. I might look for a different job this summer. What's working in a café like?

P Wow! That sounds good.

J It's not always that much though. Listen, why don't you apply for a job? I'm sure they'll give you one. They're always looking for new people.

J Oh, it's good. It gets quite busy, so you need to be good at working really fast. But I like that.

P Yeah, I don't know. I've never worked in a café. I don't know anything about it.

J Oh, that doesn't matter; they'll give you training. You don't need to know anything.

P Well, that's the same as a supermarket.

P Really?

J Yeah. But it's good fun, too. You're working in a team and you meet lots of people. It's great.

J No, you just have to smile a lot and be nice to people. It's easy.

P Is the pay good?

P Hmm, OK. What are they called?

J Not bad and you can sometimes make quite a lot from tips.

J Cuba Coffee Company, they've got a website.

P OK thanks, I'll have a look tomorrow, update my CV and apply!

J Great – good luck!



EXTRA ACTIVITY

Read the conversation and stop at different points to see if students can complete the sentences: *I've got a job in a café, same ...* (as last year) *It's so tiring and you have to ...* (start really early in the morning) Students can also practise this in pairs, taking turns to read parts of sentences from the script.

2 READING

Ask students to imagine that they are applying for the job in a café. In pairs, they should think about what they would include in a job application. Put their ideas on the board and then ask them to read Penny's application and check their ideas. Go through questions 1–4 and the answers as a class.

Answers

- 1 F (She says she's worked in a team before, but not in a café.)
- 2 F (She saw it online.)
- 3 F (She can start next term.)
- 4 T



VOCABULARY SUPPORT

attach (B1) – to send something with an email



FAST FINISHERS

Ask fast finishers to make two more true/false questions about Penny's job application for other fast finishers to answer.

3 WRITING SKILLS Organising an email

- a** Ask students to read the email again and match the numbered parts with their functions. Check answers as a class. Tell students to cover the email and say phrases Penny used in each section.

Answers

- 2 says why she's writing
- 6 asks for more information about the job
- 5 describes documents she's sending with the email
- 1 opens the email
- 7 closes the email
- 4 says why she wants the job and describes her experience
- 3 says what she's doing now and when she can work

- b** Read the task and sentences with the class and ask them for the answers.

Answers

what you are doing now: 3, 4
past jobs: 2
skills: 1, 5

- c** Students complete the sentences. Check answers as a class.

Answers

1 for, of 2 at 3 of, of, in 4 to



CAREFUL!

Point out the use of the present continuous with **write: I am writing** to apply for a job. and the present simple with **look forward to: I look forward to hearing from you**. Explain that the **to** in **look forward to** is a preposition, so it must be followed by a noun phrase or a verb in the **-ing** form.



LANGUAGE NOTE

To give a more formal style to letters and emails like these, it is better not to use contractions. The ending: *I look forward to hearing from you* is a standard phrase.

- d** Tell students that now they need to put the paragraphs of another email in the correct order. You can allow them to do this in pairs and then check answers as a class.

Answers

- 1 Dear Sir/Madam,
- 2 I am writing to apply ...
- 3 I am currently ...
- 4 I would like to work for your company ...
- 5 I attach a copy of my CV.
- 6 Could you please send me ...
- 7 I look forward to ...

4 WRITING A job application

- a** Read the different jobs advertised and ask which jobs students like the sound of and why. Elicit what kind of experience would be useful for each of the jobs, e.g.,
A You like explaining things to people; you know your area well.
B You've been to a summer camp; you've done a lot of babysitting.
C You're free on the weekends; you know English well.

Go through the checklist of what students need to include in their email. Give students some time to plan their email. Monitor and assist where necessary. Students write their emails. They can check through their finished emails with a partner to see if there are any mistakes in grammar, organisation or vocabulary.

- b** In groups, students read each other's applications and decide which students should get the jobs and why. Ask for their decisions and reasons as a class discussion.



FAST FINISHERS

Fast finishers can choose another job to apply for and write that email, too. Or they could add more information to their original email, including some information that is not true. Later during feedback, the other students have to guess which information is not true.



LOA TIP REVIEW AND REFLECT

Close books. In pairs, students talk about what they have learned and can remember about writing a job application. Take feedback and ask if they are more confident about writing emails like this now.



EXTRA ACTIVITY

Students work in pairs or small groups to write an advert for another job. They swap adverts with another group or pair and write an application for that job.



ADDITIONAL MATERIAL

Workbook 5D

UNIT 5

Review and extension

1 GRAMMAR

- a Students do the task individually. Check answers as a class.

Answers

1 c 2 b 3 a 4 a 5 c



EXTRA ACTIVITY

Write on the board some instructions for students during this lesson: *Don't use dictionaries during the lesson. You're allowed to work with a partner if you want to. You don't need to answer all the questions on the page very quickly.* Ask students to rewrite the sentences using modals from this unit. (You mustn't use dictionaries. You can work with a partner. You don't have to answer the questions very quickly.) Check answers and elicit other things you, the teacher, might say to the class during the lesson, using the modal verbs from the unit.

- b Students match the sentences and meanings. Check answers as a class.

Answers

1 a 2 b 3 c 4 a 5 c

- c Students tell their partners which sentences are true for them. They should then make more predictions about their own future lives over the next five years. Ask students to share their predictions with the class.



EXTRA ACTIVITY

In pairs, ask students to think of rules for an airport. Check their ideas and put suggestions on the board. Ask the class if they think these are good rules for an airport and why they might be used.

2 VOCABULARY

- a Before looking at the task, go round the class and ask each student to name a different job. If a student can't think of one, they drop out. The last student remaining is the winner.

Students complete the sentences. Check answers as a class. Ask students to add another comment for each person, e.g., *vet: I also like science subjects.*

Answers

1 vet	5 hairdresser
2 carer	6 politician
3 journalist	7 IT worker
4 accountant	

- b Ask students to give you their opinions. Encourage them to give reasons as much as possible.
- c Students match the sentence halves individually. Check answers as a class.

Answers

1 b 2 d 3 a 4 c 5 e

3 WORDPOWER *job and work*

- a Write the words WORK and JOB on the board and tell students that we use the words in different ways. Ask for some examples from the class of sentences with WORK (as a noun and verb) and others with JOB. If students can't think of examples, put these sentences on the board and ask students to complete them: *My dad isn't at home, he's at ... (work) Is your new ... easy? (job) No, it's a lot of hard ... (work) What was your first ... after school? (job) I can't check my email because my computer isn't ... (working)*

Ask students the question. Tell them: *We can't say 'a lot of works', but we can say 'a lot of jobs'.*

Answers

1 countable
2 uncountable

- b Students do the matching task individually. Check answers as a class.

Answers

1 b 2 d 3 c 4 a

- c Students match the sentences and replies. Check answers. Ask questions for students to answer: *What do you know that isn't working at the moment?* (e.g., my laptop / the vending machine) Ask: *What have you tried doing recently that worked?* (e.g., I've found a new shortcut on my computer. It really works!) Ask: *Have you worked out recently?* (e.g., I worked out last night.)

Answers

1 b 2 c 3 a

- d Students complete the sentences. Check answers as a class.

Answers

1 work	4 job	7 work
2 job	5 work	8 work
3 work	6 work	

- e Students write their own endings for the sentences.

- f Students compare sentences with a partner. Ask for examples in a class discussion.

» Photocopiable activities: Unit 5 Wordpower

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 6

PROBLEMS AND ADVICE

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations related to problems, experiences and advice
- give advice on common problems
- describe extreme experiences
- ask for and give advice
- write a message giving advice

UNIT CONTENTS

G GRAMMAR

- Imperative; *should*
- Uses of *to* + infinitive
- Linking: ordering ideas and giving examples

V VOCABULARY

- Verbs with dependent prepositions: *arrive at (a place), ask (sb) for sth, borrow sth from sb, concentrate on sth, deal with sth, listen to sth, look at sth, pay for sth, spend sth on sb, talk to (sb) about sth, think about sth, think of (ideas), wait for sth*
- -ed / -ing adjectives: *amazed, amazing, annoyed, annoying, confused, confusing, disappointed, disappointing, embarrassed, embarrassing, excited, exciting, frightened, frightening, interested, interesting, relaxed, relaxing, shocked, shocking, surprised, surprising, tired, tiring*
- Wordpower: Verb + *to*: *bring to, describe to, explain to, lend to, pay to, read to, sell to, write to*

P PRONUNCIATION

- Sound and spelling /u:/ /ʊ/
- -ed endings
- Word stress
- Main stress

C COMMUNICATION SKILLS

- Describing extreme experiences
- Asking for and giving advice
- Showing sympathy
- Writing a message giving advice

Answers

- 1 He is BASE jumping.
- 2 *Answers will vary. Possible answer:* He looks calm.

CULTURE NOTES

The picture is of a person BASE jumping off Kuala Lumpur Tower. This was taken at Kuala Lumpur Tower BASE Jump, an annual event attended by experienced BASE jumpers from all around the world.

BASE jumping is similar to skydiving but is a far more extreme sport. BASE is an acronym that stands for the types of objects people jump from: buildings, antennas, spans (bridges) and earth (cliffs). Jumpers freefall or glide wearing a wingsuit and then deploy a parachute to help them return to land safely.

- b** Ask how the man is feeling. In pairs, students write down words and phrases to explain how they think the man is feeling. Monitor and support students with any vocabulary they may need. Check ideas as a class.

Possible answers

scared, excited, relieved

- c** Give students a few minutes to discuss the questions in pairs. Monitor and help with vocabulary as necessary. Ask students to share their ideas with the class and extend to a wider discussion if students are interested. Tell them that some therapists or doctors help people with excessive fears (phobias) by exposing them to what they're afraid of.

Answers

- 1–2 *Answers will vary.*
- 3 *Possible answers:* the dark, spiders, snakes, heights, crowds, open spaces, closed spaces, dogs, storms, injections/needles, flying, dirt, bacteria
- 4 *Answers will vary.*

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the names of three extreme sports on the board, e.g., *mountain biking, skateboarding, paintball*. Ask any students who have tried these sports to describe them. Ask students if they would like to try these sports or if there are any other extreme sports they would like to try.

- a** Ask students to say what they see in the picture and what they think the man is doing. Elicit or teach the term *BASE jumping*. Ask students what they know about it. *Would you like to try it? Why / Why not?* If appropriate, give students information from the Culture Notes that follow.

EXTRA ACTIVITY

Books closed. Tell students briefly about something that you are afraid of, e.g., *spiders, snakes, the dark*. Tell students why you are afraid of this thing and what happens when you are exposed to it in some way. Now ask students to stand up. They should mingle with other students and find someone who is afraid of the same thing(s) as them. Take feedback as a class and find out what the most common fear was. Ask for ideas on how they might deal with this fear.

6A

YOU SHOULD HAVE A BREAK

At the end of this lesson, students will be able to:

- read and understand a text giving advice for problems
- use the imperative and *should* accurately
- pronounce long and short vowels /u:/ and /ʊ/ correctly
- use verbs with dependent prepositions
- give advice for small problems

OPTIONAL LEAD-IN

Books closed. Tell students about a problem you have had in the last 24 hours, e.g., *This morning, when I wanted to leave for work, I couldn't find my car keys, the ticket machine at the station was broken, I ran out of milk at breakfast, I got caught in traffic.* In pairs, students write down the number of minor problems they have had in the last 24 hours. Compare lists as a class and find out who has dealt with the most problems. Ask what some of the problems were and write them on the board. Ask whether students solved the problems or not. If not, can other students give them advice? Don't worry if students make mistakes with *should* or expressions for giving advice at this stage.

1 READING

- a**  Students look at the pictures and captions that go with the article and describe the problems they show. Check they understand the captions and elicit that *addicted* means unable to stop doing something that hurts you or is bad for you in some way. Ask students why they think the people have these problems and what the consequences might be. If appropriate for your class, give students information from the Culture Notes that follow. In pairs, students talk about people they know who have any of these problems and ways to solve them. Monitor and help as necessary. Ask students to share their ideas with the class. Put their ideas about solving the problems on the board so that they can compare with the article later.

CULTURE NOTES

Addiction to your mobile phone has been given a name: *nomophobia* – the fear of being without your mobile phone. The word comes from *no* + *mobile* + *phobia* (fear). Surveys have shown that more than 50% of people with mobile phones become anxious at the thought of being without their phone, losing it, running out of battery power or losing a signal.

- b** Read the title of the article and ask: *Do you think the article will be about the problems, the people who have them or advice for handling them? Why?* (The article is about handling problems because of the phrase *deal with*.) Read the introduction with the class. Tell students to read the pieces of advice 1–4 in the article and match them with four of the problems. They should then add the four captions as headings to the text. Check answers as a class.

Answers

- | | |
|-----------------------------|-----------------------------------|
| 1 My home is a mess. | 3 I can't concentrate on my work. |
| 2 I'm addicted to my phone. | 4 I don't sleep well. |

- c** Encourage students to find and underline the listed words in the text as a way to help them to answer the question. They complete the exercise individually and then compare their ideas with a partner. Check as a class. You may wish to help students with words in the Vocabulary Support box.

Answers

- 1 music: listen to music while you clean; 15 minutes: clean for 15 minutes only every day
- 2 rules: give yourself rules for using your phone; a pile: put your phones together in a pile, out of the way
- 3 breaks: don't work for long periods without a break; rewards: give yourself rewards when you're working
- 4 screens: don't use bright screens before you go to sleep; milk: drink warm milk before going to bed to help you sleep

VOCABULARY SUPPORT

device (B2) – small (electronic) machine or gadget

enjoy someone's company (B2) – to like being with someone

herbal (B1) – relating to or made from a herb (a plant used in cooking, teas and medicine)

pile (B1) – a group of things together, one on top of the other

reward (B1) – something you get when you achieve something

- d**  Write the four problems the article talks about up on the board: *addicted to phone, can't concentrate, don't sleep well, messy house*. In pairs, students cover the article and give each other advice about each one, using their notes to help them. Ask some of the pairs to give you some examples and discuss as a class.
- e**  In pairs, students decide if they think each piece of advice is good or not, and why / why not. Ask students to think of more advice for people with these problems. Take feedback as a class.

FAST FINISHERS

Fast finishers can discuss or write the advice they would give to people with the other problems shown in the pictures. Ask for their ideas during feedback. Put them on the board to refer to later in the lesson.

2 GRAMMAR Imperative; *should*

- a** Books closed. Give each student in the class a verb: *listen, try, use* or *work*. Read the sentences and ask students to stand up when they hear the sentence their verb comes from. Students then complete the sentences with the correct verbs and check their answers in the article. Check answers as a class. Elicit other pieces of advice from the article using *should/shouldn't* and the infinitive.

Answers

- 1 listen 2 try 3 work 4 use

b Match the sentences with the rules as a class.

Answers

- 1 infinitive
- 4 *don't* + infinitive
- 2 subject + *should* + infinitive
- 3 subject + *shouldn't* + infinitive

LOA TIP ELICITING

Give students some prompts from the article to elicit more sentences with imperatives and *should/shouldn't*: *15 minutes* (Don't clean for more than 15 minutes. You shouldn't clean for more than 15 minutes.); *a pile* (Put your phones in a pile. You should put your phones in a pile.); *rewards* (Have a snack. You should have a snack.); *night* (Don't use your computer at night. You shouldn't use your computer at night.).

c **06.01–06.02** Students read the information in Grammar Focus 6A on SB p. 154. Play the recordings where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 6A on SB p. 155. Check answers as a class. Tell students to go back to SB p. 58.

Answers (Grammar Focus 6A SB p. 155)

- a**
- 2 He should have breakfast.
 - 3 He should drink less coffee.
 - 4 He shouldn't drive to work.
 - 5 He shouldn't use his phone in the car.
 - 6 He should stop for lunch.
 - 7 He shouldn't eat at his desk.
 - 8 He should go to bed earlier.
- b**
- | | | | |
|---------|------------|-------|---------------|
| 2 Spend | 4 Set | 6 get | 8 don't drink |
| 3 wake | 5 don't go | 7 eat | |
- c**
- | | |
|-----------------|---------------------|
| 1 should bring | 5 Don't spend |
| 2 should I take | 6 shouldn't check |
| 3 Don't be late | 7 What do you think |
| 4 should be | |

LANGUAGE NOTE

Make sure that students do not try to use the infinitive + *to* after *should/shouldn't*. Also point out the difference between *must* and *should*: **must** is to say that something is necessary, **should** is for when we think something is a good idea.

d **06.03** **Pronunciation** Model and contrast the long and the short vowels sounds /u:/ and /ʊ/. Say /u:/, /u:/, /u:/, /u:/, /u:/; then /ʊ/, /ʊ/, /ʊ/, /ʊ/, /ʊ/, /ʊ/. Depending on the students' first languages, either one sound or the other may be more difficult for them to hear or reproduce in isolation. Then play the recording and elicit from the class which vowel is long and which is short in the sentence.

Answers

shouldn't: short /ʊ/
use: long /u:/

e **06.04** In pairs, students look through the sentences and practise reading them out to see how they think the vowel sounds are pronounced. Play the recording again and check answers as a class.

Answers

- | | |
|---------------------|--------------|
| 1 short, long, long | 4 long, long |
| 2 short, long, long | 5 short |
| 3 short | |

f Model the sentences again for students to repeat.



EXTRA ACTIVITY

Ask students to work in pairs to read the article again and find more examples of words with these vowel sounds. Students share their suggestions with the class.

3 VOCABULARY

Verbs with dependent prepositions

a Ask: *Who spent some money this morning? What did you spend it on?* Write the sentence on the board: (*student's name*) *spent some money ... a drink this morning*. Elicit the preposition *on* to complete the sentence. Tell students that the verb *spend* must always be followed by *on* when it is used with this meaning (to spend money in a particular way to buy certain things). Tell students *on* is called a dependent preposition. Remind students that when they learn a new verb, they should always record and learn it with its preposition if appropriate. Ask if students can remember any more verbs that are always followed by a preposition and put their (correct) examples on the board. Students complete the sentences with the prepositions individually. Check answers as a class.

Answers

- 1 with 2 to 3 at 4 on 5 about 6 about

b In pairs, students ask and answer the questions in Exercise a. Ask students to report their partner's answers to the class.

c Tell students that they are going to read more sentences that give advice about problems and also use verbs with dependent prepositions. They should match the sentence halves. Students do the task individually.



CAREFUL!

Students sometimes use *to* after *arrive*; *at* is used after *arrive* or *in* for very large places, e.g., *I arrived to the station*. (Correct form = *I arrived at the station at 9:00.*) *What time do we arrive to Paris?* (Correct form = *What time do we arrive in Paris?*)

Answers

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

d **06.05** Play the recording for students to check their answers. Ask them which two problems in 1 the advice is for.

Answers

- 1–4 I don't have enough money. 5–8 I feel tired all the time.



EXTRA ACTIVITY

In pairs, students think of advice to give the people with the other problems shown in the pictures, using *should/shouldn't* and some of the verbs with dependent prepositions from Exercises a and c, e.g., *You shouldn't spend time on things that aren't necessary. Think about which of your jobs are most important and prioritise them. You should ask friends for their help when you need it*. Monitor and help where necessary. Ask students to share some of their ideas with the class.

- e Students do the task in pairs. Alternatively, one student in the pair reads the first part of the sentence to their partner to elicit the second part. They then swap roles. With books closed, elicit the complete sentences from the class by just giving the verb, e.g., *borrow*. (Don't borrow money from friends, because it creates problems.) Ask students if they agree with the advice given and elicit reasons for their answers.



EXTRA ACTIVITY

In pairs, students write new sentences using each verb and preposition from Exercise c. They take out the verb and preposition to create a gap-fill task to swap with another pair. Students tell the class some of their sentences.



EXTRA ACTIVITY

If you used the optional lead-in at the beginning of the lesson, return to the problems on the board. What advice would students give for these problems now?



EXTRA ACTIVITY

Ask the class to imagine there is a new student in the class who doesn't understand much vocabulary. What advice could they give the new student? Elicit suggestions with *should/shouldn't* or the imperative and write them on the board, e.g., *You should ask the teacher. Read a lot of things in English. You shouldn't write definitions – you should write sentences with new words. Don't use the same words all the time.*

4 SPEAKING

- a Ask students if they are usually late or on time for things. Ask for some examples of times when they have been either very early or very late and the consequences. Divide the class into pairs and assign A and B roles. Student A reads the text on SB p. 129 and Student B reads the text on SB p. 130. Tell them that they are going to read some different advice for people who are always late. The pairs read the text and then ask and answer questions. As you monitor, don't interrupt fluency but note any mistakes with the content of this lesson to deal with during class feedback. Ask which piece of advice is the most useful and why. Do all the pairs agree?
- b In pairs, students write advice for one of the problems in the list. Monitor and help where necessary.
- c Put students in small groups to present their problems and discuss the advice. Discuss the activity with each group to see whose advice they found the most useful.



ADDITIONAL MATERIAL

Workbook 6A

Photocopiable activities: Grammar 6A, Vocabulary 6A, Pronunciation 6A

6B

I WAS VERY FRIGHTENED



OPTIONAL LEAD-IN

Books closed. Ask: *How are you feeling today?* Ask students to mime their feelings, e.g., *relaxed, tired, excited*. Can other students guess how they feel? Write the adjectives on the board as students guess them.

1 VOCABULARY -ed / -ing adjectives

a In pairs, students look at the pictures on the page and say how the people might be feeling. Take feedback as a class and add new adjectives if necessary to the list on the board.

b Students read the sentences and answer the questions.

Answers

a relaxed b relaxing

c Students complete the exercises in Vocabulary Focus 6B on SB p. 138. Play the recordings where indicated for students to check their answers to Exercise a and b and the answers to d and e as a class. Ensure that students are making the correct choices about when to use *-ed* and when to use *-ing* endings. Tell students to go back to SB p. 60.

Answers (Vocabulary Focus 6B SB p. 138)

a 1 a annoyed b annoying
2 a disappointing b disappointed
3 a confused b confusing
4 a tired b tiring
5 a frightening b frightened
6 a amazing b amazed
7 a embarrassed b embarrassing
8 a surprised b surprising
9 a shocking b shocked

b amazed: 2 excited: 3 annoyed: 2 confused: 2
disappointed: 4 embarrassed: 3 frightened: 2
interested: 3 shocked: 1 surprised: 2 tired: 2

Possible answers

c 1 confused/annoyed 5 annoyed/surprised
2 frightened 6 tired
3 shocked/amazed/surprised 7 disappointed
4 embarrassed/annoyed 8 surprised/amazed



CAREFUL!

Make sure students use *interested/excited* to describe their feelings and not *interesting/exciting*, e.g., *I am interested in this article*. (Correct form = *I am interested in this article*.) *He's exciting because it's his birthday*. (Correct form = *He's excited because it's his birthday*.)



EXTRA ACTIVITY

If you used the Optional lead-in at the start of the lesson, look again at the list you have on the board and see how many of the adjectives can be changed using an *-ing* ending.

At the end of this lesson, students will be able to:

- use *-ed* and *-ing* adjectives correctly
- read and understand a story about a dangerous experience
- use infinitives with *to* correctly
- understand a person telling the story of a dangerous experience
- talk about dangerous or frightening experiences

2 READING AND LISTENING

a Ask students to look at the pictures along the bottom of SB pp. 60–61 and describe what they can see. Don't worry about any unknown vocabulary at this point – just see how they can manage with the words they already know. Focus on the activity and elicit that the person is scuba diving and that there are sharks in the water. Discuss the questions as a class. Ask for examples of the dangers people can face when scuba diving. If appropriate for your class, give students information from the Culture Notes that follow.



CULTURE NOTES

Scuba diving is a popular water sport. SCUBA stands for Self-Contained Underwater Breathing Apparatus: the diver swims with all the equipment he or she needs, including a tank of compressed air, mask, wetsuit and flippers. In 2014 Egyptian diver Ahmed Gabr dived to a depth of 332.25 metres and set a new world record, but recreational dives are usually between 10 and 40 metres.

The *bends* is a health problem caused when divers come up to the surface too quickly. Because of the change in pressure, they get bubbles of nitrogen in the blood, which causes severe pain.

There are over 400 known species of shark in the world, but only a few species are considered dangerous to humans. Sharks have an extremely good sense of smell and can detect their prey from miles away. Worldwide, shark populations are going down quickly due to hunting and fishing.

b Students match the words with a–f in the pictures. Then ask them to describe the scene again using the new words.

Answers

scuba diver d shark b reef a
the surface c breathe e air f

c Read the title of the article with students and ask them to guess what the article might be about. Ask for volunteers to read the sentences. Students then read the article quickly to find which sentence is true and give you their answer during a class discussion.

Answer

2

d In pairs, students read the text again more carefully to answer the more detailed questions. Check answers as a class.

Answers

- 1 to go scuba diving
- 2 because she didn't think she could dive below 30 metres
- 3 She was scared because it was very deep.
- 4 because she didn't want to get 'the bends'



EXTRA ACTIVITY

Ask the class to spend another minute reading the article because you are going to give them a short memory test on some words from it. Ask students to cover the article. Read the article to the class but each time you get to an adjective, change it. Students must stop you by saying the correct adjective, e.g., *I started scuba diving because I was **bored with** sharks.* (interested in) *I learned how to dive in England, but English waters were very **confusing**.* (disappointing)

- e Ask the class to predict what happens next and write some of their ideas on the board.
- f **06.08** Play the recording for students to hear the end of the story and then check against the ideas on the board to see if any were correct. If necessary, play Caroline's answer to the interviewer's first question and check. (The sharks made her feel relaxed.) Then play the rest to see what happened in the end. (She never goes diving now.)

Audioscript

INTERVIEWER So what did you do?

CAROLINE Well, I was really confused. I thought I was going to die. I didn't really know what to do – I just wanted to get out of the water. But then I saw a shark; then another and another. And suddenly I stopped feeling frightened. I forgot about dying, and watched those amazing fish moving through the water. Seeing those sharks probably saved my life, because they made me feel relaxed. I started breathing better and – very slowly – I made my way to the top.

I And how did you feel when you got back to the surface?

c Well, once we were back on the fishing boat, I felt a lot of different things. I was happy to be alive, but I was also embarrassed because I used most of my air. And I was shocked and angry with my instructor for taking me down to 40 metres and then disappearing.

I And how has the whole experience changed you?

c After that experience, every time I tried to dive, I got really worried. In the end, I stopped scuba diving. I still love sharks, but I'll never go that deep again to see them.

- g **06.08** Play the recording again for students to answer the questions. Pause in the appropriate places for students to write their answers or tell you directly.

Answers

- 1 She stopped feeling frightened.
- 2 happy, embarrassed, shocked and angry
- 3 She got worried every time she dived, and she has stopped diving.

- h Discuss the questions as a class. Encourage students to justify their answers as much as possible.

3 GRAMMAR Uses of *to* + infinitive

- a Books closed. Ask students to stand up. Read out the sentence with pauses for each gap, using expressive gestures to help with the meaning of missing words: *I ____ at my diving watch to see how deep we were.* Students should shout out the missing words. Allow a student who guesses correctly to sit down, then read the next sentence and repeat procedure. *I just ____ to get out of the water. / I didn't really ____ what to do. I was ____ to be alive.* When four students have been allowed to sit down, let everyone sit down and open books. Ask students to complete the sentences from the text and recording.
- b **06.09** Play the recording to check answers.

Answers

- 1 to do
- 2 to get
- 3 to be
- 4 to see

- c Match the sentences with the rules as a class.

Answers

- 4 to give a reason
- 2 after certain verbs
- 3 after adjectives
- 1 after question words

- d **06.09** **Pronunciation** Ask students to predict which part of the infinitive is stressed and then play the sentences for them to check. When you have established that it is the verb which is stressed, point out the pronunciation of unstressed *to* (tə). Give students the opportunity to practise this by modelling the sentences for them to repeat after you.

Answer

the verb

- e Students look back at the article on page 60 and underline other examples for the uses of the infinitive + *to*.

Answers

To give a reason: my instructor suggested a trip to the Shaab Shagra reef to swim with the sharks there.

After certain verbs: I decided to try the Red Sea in Egypt. I just wanted to go back up to the surface fast.

After adjectives: I was shocked to see we were at 40 metres!

After question words: I learned how to dive in England.

- f **06.10** Students read the information in Grammar Focus 6B on SB p. 154. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 6B on SB p. 155. Check answers as a class. Tell students to go back to SB p. 61.

Answers (Grammar Focus 6B SB p. 155)

- | | | | | | |
|-------------|----------------|----|-----------------|----|-----------|
| a 2f | 3b | 4c | 5a | 6g | 7d |
| b 2 | how to use | 5 | what to watch | | |
| 3 | where to go | 6 | which to buy | | |
| 4 | how to get | 7 | who to speak to | | |
| c 2 | to eat | 4 | not to listen | 6 | to wear |
| 3 | not to receive | 5 | not to break | 7 | to arrive |
| | | | | 8 | not to go |



CAREFUL!

Students often confuse *to* + infinitive or *-ing*, e.g., ~~*I just wanted getting out of the water.*~~ (Correct form = *I just wanted to get out of the water.*)

- g Put the class into pairs. Give students some time to read the sets of topics and to choose one from each to talk about. They should think about what they are going to say and try to use the infinitive + *to* in these talks. They can make brief notes if they want to.

- h Students talk about their different topics in pairs. During the activity, students should try to talk continuously for a short time about the topic. If they are hesitant, their partner can help by asking more specific questions. Monitor and point out errors for students to self-correct. When they have finished, ask students to tell the class examples from their discussions/talks and vote on the most interesting experience.



FAST FINISHERS

Fast finishers can go back and talk about the topics they did not choose previously.

4 LISTENING

- a** Tell students that they are going to hear about another experience. Ask them to look at the picture and tell you what they can see. Read the words in the box and elicit or explain the meanings (see Vocabulary Support that follows). Ask students to say what they think happened and put their ideas on the board.
- b** **06.11** Play the recording for students to see if their predictions were similar to what happened or not.

Audioscript

INTERVIEWER So, Aaron, your story is pretty amazing. What happened to you?

AARON Well, I think I'm very lucky to be alive today. I was pulled along under a plane when we were flying at a height of 6,000 metres.

I Wow! That's unbelievable! How did it happen?

A So there were three people in the plane that day. Me and two other jumpers, Monica and Ben. I wasn't an experienced parachute jumper at the time. I had only done about 15 jumps.

I So what went wrong?

A Well ... Monica told me I should go first ... I stood up and put my foot outside the plane door, but then the wind pushed me to the side. I was stuck, flat against the side of the plane. I tried to push myself away, but it didn't work. Then part of my parachute got stuck on the plane. I couldn't move my leg so I couldn't fall. I was hanging under the plane, hanging from my parachute, and there was nothing I could do. The others couldn't see me. The plane was just pulling me along in the sky and nobody knew I was there.

I That sounds terrifying! How did you feel?

A Obviously, I was very frightened. I knew how dangerous it was. I knew I could die if I hit the back of the plane.

I So did the others help you?

A At first, they didn't know I was there. But when Monica was getting ready to jump, she saw me and shouted, 'Aaron's under the plane!' The pilot slowed the plane down and they freed my parachute. When I started to fall, I felt better, but when I landed, I was shocked to think about what had happened.

I Did that experience stop you from jumping?

A No, but I realised how serious it was. Because I jumped first, Monica saw me and saved me, but if I had been the last one to jump, I would have died because the pilot could not have saved me while he was flying the plane.

VOCABULARY SUPPORT

free (B2) – to get someone away from something

get stuck (B2) – to be unable to move

hang (C2) – to hold or be held onto something with your body in the air

parachute (B2) – if you wear this when you jump from a plane, it stops you from falling too quickly.

- c** **06.11** Read the interviewer's questions with the class. Play the recording again for students to make notes on Aaron's answers to the interviewer's questions. Pause after each answer is given in the recording to give students time to make notes. Don't check notes or answers fully at this point, but make sure students have been able to note something for each question. If necessary, play the recording again.

Possible notes/answers

- 1 parachute jumping – was pulled along under plane
- 2 not experienced – went first
- 3 wind pushed me to side – stuck against plane – hanging from parachute
- 4 frightened – could die
- 5 pilot slowed – others (Monica, Ben) freed me
- 6 no

- d** Students use their notes and take turns to retell Aaron's story in pairs. Before the start, elicit ideas for an appropriate sentence or sentences to start the story – e.g., *This happened when I was ...*, *One day, I was ...* and write them on the board. You could also give some phrases for linking ideas together and moving on, e.g., *after that*, *then*, *suddenly*. Tell partners to help each other if necessary.

5 SPEAKING

- a** Read the question and the prompts with the class. Be prepared to give an example of your own if students can't think of anything. Tell them your experience (or a friend's) and encourage them to tell the class about something similar. Put students in pairs to think of ideas.
- b** Read the questions with students and tell them that they can use their answers to help them describe the experience. Students prepare notes individually about one experience they talked about.

LOA TIP MONITORING

- When monitoring this activity, your role is to act as a resource: showing that you are available for students to ask questions and also to prompt and encourage students who are finding it difficult to come up with ideas.
- Make sure that you also monitor stronger students and help them extend their ideas and answers.

- c** In new pairs, students use their notes to help them tell their partners about the experience. Monitor and encourage where necessary. Note down mistakes to deal with later. Also listen for interesting stories. During class feedback, ask some students to retell their stories for the class. Vote on the most interesting story.

EXTRA ACTIVITY

Put students into small groups. Give each person in the group a sheet of paper. At the top of the sheet, they should write: *A frightening experience*. Students should write the first sentence of a new story about a frightening experience. Then they pass the paper on to the student on their right. That student then writes the second sentence of the story and passes the paper on. Students read the different stories out to their groups. They choose one to read to the class.

ADDITIONAL MATERIAL

Workbook 6B
Photocopiable activities: Grammar 6B, Vocabulary 6B
Documentary Video Unit 6 *Problems and advice*
Video Worksheet Unit 6 *Problems and advice*

EVERYDAY ENGLISH

What do you think
I should do?

At the end of this lesson, students will be able to:

- understand a conversation involving asking for and giving advice
- use phrases to show sympathy
- use word stress in sentences correctly
- ask for and give advice



OPTIONAL LEAD-IN

Books closed. Elicit or input *need / give advice*. In pairs, students brainstorm people or places you can go to if you need advice, e.g., parent, friend, partner, colleague, professional advisor, the Internet, advice phone line, advice service (often a charity). If students are happy to discuss the topic further, they can discuss the following questions in pairs: *If you have a problem, do you prefer to deal with it yourself or do you ask for advice? Open books.*

1 LISTENING

- a Put the words *money, work, relationships, car, clothes, health* on the board and ask students to tell their partner who they talk to when they have problems with these things. Take feedback as a class, e.g., *If I have a problem with my girlfriend/boyfriend, I talk to my best friend about it. If I have a problem at work, I might talk to a colleague.*
- b Ask students what they remember about Annie and Rachel from the video in 5C. (Annie was upset, Rachel decided to visit her.). Then ask them to look at the picture and say what they can see. Read the instructions and the question and ask for students' guesses about what the bad news might be. Put their ideas on the board.
- c **06.12** Play Part 1 of the video or play the audio recording for students to check their ideas.

Answers

Annie is going to lose her job.

Video/audioscript (Part 1)

RACHEL Hi, Annie.

ANNIE Oh, hi Rachel. Thanks for coming.

R That's OK. Here, I brought you some flowers.

A Oh, thank you. They're lovely.

R Oh, that's OK. What's happened?

A It's work. My boss asked to see me this afternoon. And she told me I'm going to lose my job.

R Oh, how awful! I'm really sorry to hear that. Did she say why?

A She just said the company's having problems.

R That's terrible.

A Yeah ... anyway, I'll make some tea.

2 CONVERSATION SKILLS

Showing sympathy

- a **06.12** Ask students what Rachel said when Annie told her the bad news. Put any phrases they can remember on the board. Then read through the phrases and see if any of these are on the board. Do students want to change/add to the list? Play the recording again to check which phrases Rachel used. Tell students that when we use phrases like this, we are showing *sympathy*. Give or elicit the verb: *sympathise* (to understand and care about someone's problems) and adjective: *sympathetic* (*showing that you understand and care about someone's problems*). Ask when students last sympathised with someone. If appropriate, ask why.

Answers

1, 2, 4

- b Discuss the question as a class. Ask: *Are 'terrible' and 'awful' words that you use in very bad situations or not very serious situations?* Elicit that they are words used in very bad situations and therefore the other expressions are probably used for less serious problems.

Answers

a less serious situation

LOA TIP CONCEPT CHECKING

Give examples of some situations and check which phrase in each pair could be used with them, e.g., *My friend has got a bad cold. That's terrible. (no) / That's a shame. (yes)*
Someone stole my friend's car: How awful. (yes) / What a pity. (no)

My friend missed a good programme on TV: I'm sorry to hear that. (no) / What a pity. (yes)

- c **06.13** Play the recording for students to listen and repeat the phrases.
- d In pairs, students take turns to give bad news and respond with an appropriate phrase. Ask for examples in class feedback. (The second and fifth situations are probably the most serious.)

3 LISTENING

- a **06.14** Ask students in pairs to think about what advice they would give to Annie about the situation. Put their ideas on the board. Play Part 2 of the video or play the audio recording for them to see what advice Rachel gives about the different points. Check answers as a class.

Answers

- 1 Speak to her because maybe there'll be other jobs there.
- 2 Speak to them and ask them what they're doing.
- 3 Mark works in marketing; Annie and Rachel will speak to him about jobs.
- 4 It could be a good thing – the chance to do something new.

Video/audioscript (Part 2)

RACHEL So, what happened when you talked to your boss? Did you ask when you're going to lose your job? Or if it's completely certain?

ANNIE No, I didn't say much. I was too upset.

R Of course you were.

A I didn't really ask anything. What do you think I should do?

R OK, well, I'd get all the details first.

A Right.

R So I think you should speak to your boss again. Maybe there'll be other jobs there.

A I don't think that's a good idea. I don't know if I want to stay. Lots of people are unhappy there. And I don't think there are any other jobs anyway.

R OK, but I think it's a good idea to ask. You don't know what she'll say.

A I suppose so.

R And why don't you speak to some of the people you work with? Ask them what they're doing?

A Mmm, I don't think I should do that. My boss told me not to talk to anyone else. Because other

people are going to lose their jobs too.
R Mmm. You work in marketing, right?
A Yeah.
R Well, Mark works in marketing, too. His company's often looking for new people.
A Really? Do you think I should speak to him about it?

R Definitely. I'll speak to him, too.
A OK. Great.
R And I wouldn't worry too much – changing jobs could be a good thing. You'll have the chance to do something new.
A Yeah – you're right.

- b** **06.14** Play the recording again for students to say which piece of advice Annie disagrees with and why.

Answers

- 1 She doesn't want to stay; she doesn't think there are any other jobs.
- 2 Her boss told her not to talk to anyone else.

- c** Discuss the questions as a class. Encourage students to give reasons for their opinions.

4 PRONUNCIATION Main stress

- a** **06.15** Ask students to look at the sentences and remember or guess which word in each sentence carried the most stress. Play the recording for students to underline the words.

Answers

- 1 when 2 other 3 marketing 4 Mark 5 good

- b** Discuss the question as a class.

Answer

3

- c** **06.15** Play the sentences again for students to listen and repeat. Remind students that stress can show which words in a sentence are important and helps the speaker get their message across and clarify meaning.

- d** In pairs, students practise the dialogues, making sure that they stress the underlined words.



FAST FINISHERS

Fast finishers can practise dialogues 1 and 4 again but this time substitute different details, e.g., 1 *A: We're going to see a film at 4 pm. B: I know. But I don't know which film!* or 4 *A: I don't think it's a good time to buy a house. B: I'm not sure. I think there are lots of cheap houses now.*

5 USEFUL LANGUAGE

Asking for and giving advice

- a** **06.16** Tell students about a small problem you have and ask for their advice, e.g., *I can't send emails from my tablet/smartphone. What do you think I should do? Do you think I should ... ?* Then ask students to remember what you said to ask for advice and what phrases they used to give advice. Put the phrases on the board. Students listen and complete the phrases. Are the phrases the same as those on the board?

Answers

- 1 What 2 think 3 I'd 4 should 5 good idea 6 wouldn't

- b** Ask if students can remember how Annie responded to Rachel's advice. Look at the phrases in the exercise and ask which show that Annie doesn't agree. Model the phrases for students to repeat.

Answers

1, 3

- c** **06.17** Play the recording for students to listen and repeat.

- d** Students complete the dialogue individually. Check answers as a class. In pairs, students practise reading the dialogue. Monitor and draw students' attention to any sentence stress problems. Nominate a pair to read the dialogue for the class.

Answers

- | | | |
|---------|----------|---------|
| 1 think | 4 hope | 7 that |
| 2 hear | 5 should | 8 idea |
| 3 worry | 6 Ask | 9 right |

6 LISTENING

- a** **06.18** Tell the class that Annie is worried about Leo and elicit what she might be worried about. Play Part 3 of the video or play the audio recording for students to check their ideas and answer the questions. Check answers as a class.

Answers

- 1 He hasn't answered the phone or responded to a text.
- 2 He's probably busy at work.

Video/audioscript (Part 3)

RACHEL Is that everything, Annie?
 Has something else happened?
ANNIE No, it's stupid ...
R Come on – you can tell me.
A Well, it's just – I called Leo to talk about my job but he didn't answer the phone. I sent him a text but he still hasn't replied.
R Don't worry. I'm sure he'll call you soon.
A Yeah. Maybe he's not interested in me any more. Oh, I don't know.

R Oh, you shouldn't worry. He's probably just busy at work!
A You're right, you're right.
R Everything will be fine. Call Mark tomorrow. I'll tell him what's happened when he comes home tonight.
A OK.
R And I'm sure Leo will ring you soon!
A Thanks, Rachel ... for your help.
R That's OK! That's what friends are for!

- b** Discuss the questions as a class. You can extend this by asking a further question: *Do you think friends should always tell each other the truth? Why / Why not?*



EXTRA ACTIVITY

Ask students what phrases the speakers said after these words:

No, it's stupid. [Come on – you can tell me.]

You're right, you're right. [Everything will be fine.]

Thanks, Rachel ... for your help. [That's OK! That's what friends are for!]

7 SPEAKING

- a Divide students into pairs and assign A and B roles. Students choose a problem from the cards, look at the questions and make some notes on what they want to say. Circulate and help with vocabulary as necessary.
- b  Student As tell their partners about their problems and Student Bs give advice. Monitor and correct students' pronunciation as appropriate and listen for correct use of the target language from this lesson. Check that students show sympathy when giving advice. Note any interesting points and discuss them with the class at this stage.
- c  Students swap roles and repeat the activity.



FAST FINISHERS

Fast finishers can describe the other two problems and ask for and give advice.

- d  Take feedback and ask for examples of advice students gave for the different problems. Check whether they thought their partner's advice was useful and why / why not? Also ask if their partners showed sympathy and what phrases they used to do this.



EXTRA ACTIVITY

Divide the class into small groups. Students think of a problem they have had recently and write it down on a piece of paper with their name. (The problems can be imaginary.) Take the problems and give them to students in the other groups. They then write advice for the problems on the same paper. Return the problems and advice to the original students. Take feedback and ask students to read out the best advice to the class.



ADDITIONAL MATERIAL

Workbook 6C

Photocopiable activities: Pronunciation 6C

Unit Progress Test

SKILLS FOR WRITING

I often worry about tests and exams



OPTIONAL LEAD-IN

Books closed. Write on the board: *doing exams, doing a presentation, learning English*. Ask students if they worry about these things. Students discuss in pairs. Encourage students to justify their answers as far as possible. Students share their ideas with the class. If anyone does not worry about these things, ask them to explain why not.

1 LISTENING AND SPEAKING

- a** Check that students understand the meaning of *presentation* (a short talk about a topic). Ask: *Where do people give presentations?* (work, college, school) Tell students to work in pairs. Students read the list of activities and decide if they are work or study related. Check answers as a class.

Answers

1 B 2 B 3 W 4 W 5 B 6 S

- b** Elicit ideas about what problems people might have with the different situations. Encourage students to justify their answers by giving reasons for their ideas.
- c** **06.19** Tell students that they are going to listen to some people talking about problems with work and study. Read the first question with the class and emphasise that they are listening for the main problem. Then play the recording for them to complete the first row of the table. Pause after each speaker to give them time to write their answers. Check answers as a class.

Answers

	Chloe	Bob	Marisa
What's the main problem?	(new) job	learning Polish	exams / not sleeping

- d** **06.19** Read the next three questions. Play the recording again for students to complete the rest of the table. You may need to pause the recording after the information has been given. Students complete the exercise individually before comparing notes in pairs. Check answers as a class.

Answers

Chloe	Bob	Marisa
old boss left (a family problem) and they gave her his job; hasn't had any training and doesn't feel ready to be a manager and make decisions	not very good at languages at school not the kind of person who can just listen to a language and learn it	stays up late, drinks coffee to stay awake didn't do very well in exams last year and was disappointed with results
stressed	excited at first, confused now	really tired
do something relaxing after work, like go for a walk on the beach	'Don't worry – when we go to Poland you'll really start to learn.'	take more breaks

At the end of this lesson, students will be able to:

- understand people talking about problems with work and study
- read and understand emails asking for and giving advice
- order ideas and give examples in written work
- write an email giving advice

Audioscript

CHLOE The problem is that I think about my job even in my free time. I'm so busy during the day I don't have time to think and then, when I get home, I spend all my time thinking and worrying. You see, my old boss had to leave in a hurry – a family problem – and they gave me his job. But I haven't had any training and I don't feel ready to be a manager and make decisions. Friends tell me I should do something relaxing after work, like go for a walk on the beach. But I still can't stop thinking about meetings I've been to or meetings I'll have to go to the next day. And all the reports I have to write! There's so much to do and I just feel so stressed.

BOB At first, I was excited about doing something new. I've never done anything like this before. Well, I'm sorry to say that I've stopped feeling excited; I'm just generally confused. I don't feel like I'm improving at all. The thing is, my wife is Polish and I want to be able to speak to people in her family when we go to Poland. I wasn't very good at languages at school. I mean, I learnt a little bit of French and that was quite hard. But I find Polish really difficult. My wife says, 'don't worry – when we go to Poland, you'll really start to learn'. But, to be honest, I'm not so sure. I don't think I'm the kind of person who can just listen to a language and learn it.

MARISA I feel really tired because I haven't been sleeping well for the past week. I stay up late most nights and drink coffee to stay awake. I read the books on my booklist and the notes I've made during the year again and again. And I test myself all the time to help me remember information. My parents tell me I should take more breaks. They forget that I didn't do very well in my exams last year and I was very disappointed with my results. I really want to do well this year, so I need to do all this work. So I think I'm just going to have to continue like this until I'm sure that I can remember everything.



EXTRA ACTIVITY

Ask students some more detailed questions: *What do Chloe and Marisa do because of the problems?* (Chloe doesn't have time to think / spends time thinking and worrying. Marisa doesn't sleep well / stays up late / drinks coffee / tests herself.) *Why is Bob learning Polish?* (His wife is Polish and he wants to be able to talk to her friends and family in Poland.)

- e** In pairs, students think of advice to give the three people. Before they start, elicit some ideas with the class. In class feedback discuss their ideas and what advice students think is best.

2 READING

- a** Ask students if they often post comments on forums or websites and if so, which kind. Tell them that an English teacher called Eliza encourages her students to write messages asking for and giving advice on a wiki. Elicit that a *wiki* is a web application that allows people to contribute to the content at any time. Ask: *Is this a good idea? Why / Why not?* Ask students to read Sevim's message and say what he wants help with.

Answer

speaking (English)

- b** In pairs, students talk about what they would advise Sevim to do. Ask students to share their ideas with the class and put some ideas on the board. Students read Eliza's reply to compare with their ideas. Ask how many suggestions she makes and what the suggestions are.

Answers

She makes five suggestions: 1 don't worry about making mistakes; 2 remember that the only way to learn to speak a language is by speaking it; 3 try practising the new vocabulary and grammar we learn in class by repeating it at home; 4 think about extra speaking practice outside the classroom; 5 practise speaking online

- c** Ask students to read Eliza's reply again and do the task. Check answers as a class.

Answers

- 1 F Eliza felt embarrassed about speaking Turkish.
- 2 F Eliza thinks language learners shouldn't worry about making mistakes.
- 3 T
- 4 F The chat groups at the study centre are free to join.
- 5 T

3 WRITING SKILLS

Linking: ordering ideas and giving examples

- a** Ask students to look at, but not read, Eliza's reply again and say how the reply is organised. (It's divided into clear paragraphs. The first is a short introduction, then there are three paragraphs that are quite long – these have information in them. The last is very short and finishes off the message politely.) Ask students to cover the message. Write the first words of each paragraph on the board to show how the information is introduced and elicit what follows.

Thanks ... (for the message)

I remember ... (personal information about learning)

First of all ... (initial advice)

Next ... (continued advice)

I hope ... (general wish)

Point out the importance of ordering information clearly so that the reader knows what to expect. Look at the underlined example with students and ask them to underline three more words used in the reply to order the information. Check answers as a class.

Answers

Secondly, Next, Finally

- b** Students read the advice on studying vocabulary and insert the words and phrases. Check answers as a class.

Answers

First of all, Secondly, Next, Finally

- c** Give instructions for the next activity. Say: *First of all, I want you to read the text in Exercise b again. Secondly, I want you to notice the expressions that Eliza uses to give examples. Next, I'd like you to cover the text. Finally, I'd like you to complete the sentences.* Ask students if they can repeat the instructions you have just given them. Then they do the task. Check answers as a class.

Answers

- 1 For example
- 2 such as
- 3 For instance

- d** Students match the sentence halves. Check answers and ask how useful this advice is and why.

Answers

1 c 2 a 3 b



EXTRA ACTIVITY

Put students in pairs. Tell them to think of something they know how to do that their partner doesn't, e.g., a hobby, a sport or a game. They then tell their partner about this using the phrases for ordering and giving some examples, e.g., *I play a word game called Scrabble. First of all, you choose seven letters. Next, ...* Take feedback and ask students for instructions and examples from some of their talks.

4 WRITING

- a** Tell students that Sevim also wants to improve her writing and they are going to write a message giving some advice to her. In pairs, students read the ideas and add three more to the list. Check ideas in feedback and write some of them on the board.
- b** Students work in pairs to write the message to Sevim. Remind them to plan the message by grouping their ideas into paragraphs and to use phrases from this lesson to order ideas and give examples.
- c** Put students into groups of four to compare their messages and to decide if the ideas are ordered clearly and whether there are examples. Take feedback and ask some students from the different groups to read out their messages for the class. Discuss whose advice is the best.



LOA TIP REVIEW AND REFLECT

Close books. In pairs, students discuss which new linking phrases they learned in this lesson and which linking phrases they will try to use again in their writing.



FAST FINISHERS

Fast finishers can write a message to give advice about improving a student's listening skills.



ADDITIONAL MATERIAL

Workbook 6D

UNIT 6

Review and extension

1 GRAMMAR

- a** Students complete the exchanges. Check answers as a class.

Answers

- | | | |
|-------------|-------------|----------|
| 1 shouldn't | 3 shouldn't | 5 should |
| 2 should | 4 should | 6 should |

- b** Students change the advice in 1a into imperatives. Look at the example together. Check answers as a class.

Answers

- Don't drink coffee in the afternoon.
- Tidy it at the end of every day.
- Don't watch more than two hours a day.
- Try to walk for ten minutes every day.
- Don't buy so many clothes.
- Join a club or a sports team.

- c** Students do the exercise individually. Before they begin, remind them to think about whether the verb should be the infinitive with or without *to*. Check answers as a class.

Answers

- 1 do 2 to find 3 to go 4 learn 5 to meet 6 to drive

- d** Students ask and answer the questions in 1c in pairs.

2 VOCABULARY

- a** Students complete the sentences with the correct forms of the verbs. Check answers together.

Answers

- | | | |
|---------------|------------|---------|
| 1 concentrate | 3 asked | 5 spent |
| 2 arrive | 4 borrowed | 6 deal |

- b** Students choose the correct alternatives to complete the sentences. Check answers as a class.

Answers

- | | | |
|------------|-----------|---------------|
| 1 relaxed | 3 tiring | 5 annoying |
| 2 shocking | 4 amazing | 6 embarrassed |



EXTRA ACTIVITY

Ask students to change the sentences to use the other form of the adjective, for example:

- My holiday was very relaxing.
- I was shocked by the news.
- I was tired after a long day.
- I was amazed by the things I did and saw in the city.
- I'm annoyed when I have to queue.
- It was embarrassing when I fell over.

- c** Ask students to tell the class when the situations in Exercise b have been true for them.

3 WORDPOWER Verb + to

- a** Books closed. Write these verbs on the board: *lend, explain, pay, write, sell, read, describe, bring*. Ask students to think about what they all have in common. Tell them that if they think of a couple of examples using the verbs, it will help them to answer the question. (They can all be followed by object + *to*, e.g., *I lent my dictionary to my friend*.) Students match sentences 1–2 with the replies a–b. Check answers as a class.

Answers

- 1 b 2 a

- b** Elicit which verb + *to* combination is related to giving and which to communicating. Check answers as a class.

Answers

- giving: lend to
communicating: explain to

- c** Tell students to add the verb + *to* combinations to the table. Check answers together.

Answers

- Communicating: write to / read to / describe to
Giving: pay to / sell to / bring to

- d** Students answer the question together.

Answer

- 2

- e** Ask students to put *to* in the correct place in the sentences. Students compare answers with a partner.

Answers

- They sold their house to some friends ...
- When Steve described his holiday to his friends ...
- Please bring something to drink to the party.
- I read the joke to my friend ...
- Tara lent an umbrella to her neighbour ...
- Did you write the letter to the bank ...
- I explained the problem to the company ...
- I paid the money for my course to the school ...

- f** Students write five sentences about their lives using the verbs from the table. Students compare answers in pairs. Ask students to share some of their sentences with the class.



EXTRA ACTIVITY

In pairs, students write three more sentences using the verbs from the table and then jumble the words. Students give their sentences to another pair who put them in order.



EXTRA ACTIVITY

Ask students what advice they can give other students after studying this unit. List the ideas on the board, e.g., *You should always learn a verb with its preposition. You should use the infinitive + to after certain adjectives.*

➤ Photocopiable activities: Unit 6 Wordpower



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 7

CHANGES

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about changes in their lives
- talk about life-changing events
- describe health and lifestyle changes
- talk to the doctor
- write a blog about an achievement

UNIT CONTENTS

G GRAMMAR

- Comparatives and superlatives
- *used to*
- Linking: ordering events

V VOCABULARY

- *get* collocations: *get together* (= start a relationship), *get engaged*, *get divorced*, *get on well (with sb)*, *get to know sb*, *get in touch (with sb)*, *get a place at university*, *get an offer*, *get work*, *get support*, *get paid*, *get rich*, *get a job*, *get old*, *get ill*, *get better* (= recover)
- Health collocations: *a fitness programme*, *a lack of sleep / vitamin D*, *eat a healthy diet*, *keep in shape*, *(go/be) on a diet*, *get fit*, *be a regular smoker*, *give sth up*, *be allergic to sth*, *suffer from heart disease / stress*
- Health problems and treatments: *backache*, *a cold*, *a temperature*, *a broken leg*, *a (serious) stomach ache*, *the flu*, *a rash*, *get a prescription from a doctor*, *take pills or other medicine*, *have some tests*, *go to the hospital*, *go to the chemist's*, *have an operation*, *put on cream*
- Wordpower: *change* (noun) = coins, *the right/wrong change* = money a shop assistant returns to you, *for a change* = because you want a new experience; *change* (verb) = (on transport) get off one and get on another, *change sth* = (in a store) return something and get a new one, *change sb's mind* = make an alternative decision/opinion, *change* = exchange money for different notes or coins, *change (into)* = put on different clothes

P PRONUNCIATION

- Sound and spelling: *used to / didn't use to*
- Intonation for asking questions

C COMMUNICATION SKILLS

- Talking about life-changing events
- Describing health and lifestyle changes
- Talking to the doctor
- Writing a blog about an achievement

- a  Ask students to look at the picture and say what they can see. Give students one minute to think about their answers to the questions before talking about the picture as a class. If students don't know what the woman and the girl are doing, say: *Look at what they are holding.* (string, rope) *Where are they standing?* (in water) *What might you do with string in the water?* (go fishing) If appropriate, give students information from the Culture Notes below.

CULTURE NOTES

Fly fishing uses a specially decorated lure called a fly that mimics insects in or near the water's surface. Anglers (people who fish) might stand at the edge of the water as they fish, though often they fish while standing in the water wearing special waterproof trousers. A fly-fishing rod has a fixed-length string that has a lightly weighted hook at the end. The hook is decorated with hair, feathers and other materials in a way that resembles an insect that fish eat. Anglers flick the rod so the fly moves along the water and attracts fish. Fly fishing is used to catch trout, bass, pike, carp and other fish that frequently eat insects.

- b  Students discuss the questions in pairs. Monitor and support students with any vocabulary they may need. You could introduce the expression *to be proud of* (B1, feel pleased and satisfied about something you have or haven't done). Students share their ideas with the class.

EXTRA ACTIVITY

In pairs, students make a list of ways in which their countries have changed in the last 50 years (or since their grandparents were young). Ask students to share their ideas with the class and ask: *Do you think these changes have been good? Why / Why not?*

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Ask students to work in pairs and write down five things that children can learn from their grandparents and five things grandparents can learn from their grandchildren. Monitor and encourage with prompts and questions. Take feedback as a class and see how many pairs had the same ideas. Ask the class which is the most important thing grandparents and children can learn from each other.

1 READING

- a**  In pairs, students look at the pictures and discuss who the people are, why they're famous and what they know about them. During class discussion, ask for as much information about each person as students can give you. If appropriate for your class, give students information from the Culture Notes that follow.

 CULTURE NOTES

Michelle Obama was First Lady of the United States of America from 2009 to 2017, during Barack Obama's presidency. With degrees from Princeton and Harvard universities, she had a successful career in law and public service. While First Lady, she actively supported healthy lifestyle campaigns, including the organic food movement, and helped school children to plant a vegetable garden on the White House lawn.

Chris Hemsworth is an Australian actor best known for his role as the superhero Thor. He began his career in the popular Australian soap opera *Home and Away*, but he then moved to the USA, and got his first break with a minor role in the 2009 film, *Star Trek*. He supports many charities, including the Australian Children Foundation.

Jane Goodall is a British scientist who specialises in monkeys and apes. She spent 45 years studying wild chimpanzees in Tanzania and is considered a leading expert on them.

Beyoncé is a famous singer. She used to belong to a group called Destiny's Child but left to become a solo singer. She has received more Grammy nominations (an award for musicians) than any other female artist in the award's history. She has three children: Blue Ivy, Rumi, and Sir.

Dwayne Johnson, known from his wrestling days as 'The Rock', won several world titles in that sport. His aggressive style and showmanship made him a celebrity. Later, he became an actor and appeared in a number of films, including the *Fast and Furious* and *Jumanji* franchises.

Pink (real name: Alecia Moore) is a singer-song writer. Her professional name Pink comes from a character in the film *Reservoir Dogs*. Her daughter, born in 2011, is named Willow Sage after the willow tree and sage plant.

- b** Students read the quotes and match the people to the topics 1–6. Check answers as a class and ask students to tell you what words or pieces of text helped them choose the answer. Alternatively, with books closed, put the names of the people on the board. Read the quotes one by one for students to tell you which person they think you're quoting and why.

Answers

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

 VOCABULARY SUPPORT

chimp (chimpanzee) – a small, very intelligent African ape with black or brown fur

flexible (B2) – able to change or be changed easily according to the situation

At the end of this lesson, students will be able to:

- use comparatives and superlatives correctly
- read and understand texts about famous people's life-changing events
- understand people talking about their achievements
- use collocations with *get*
- discuss their own and other people's life-changing events

fuel (B1) – a substance that is burned to provide heat or power

give birth (B2) – When a woman or an animal gives birth, she produces a baby from her body.

motherhood – the state or time of being a mother

performance (B2) – how successful someone or something is

protect (B1) – to keep someone or something safe from something dangerous or bad

secure (B2) – safe from danger or harm or not likely to end

way – used to emphasise degree or separation, especially in space or time

willow – a tree that grows near water and has long, thin branches that hang down

- c** Ask students to read the quotes again and classify them into the two categories. Check as a class.

Answers

- 1 a Michelle Obama, e Dwayne 'The Rock' Johnson, f Pink
2 b Chris Hemsworth, c Jane Goodall, d Beyoncé

 EXTRA ACTIVITY

In pairs, students think of another famous person and an interesting or life-changing event that person experienced. Students share their information with the class without naming the person. The rest of the class need to guess the person.

- d**  Discuss which quote students liked most and why.

2 GRAMMAR

Comparatives and superlatives

- a** Books closed. Write these sentences on the board and ask students to complete them with a comparative or superlative form of the word given. Ask if the answers are adjectives or adverbs.

Beyoncé is ... than Jane Goodall. (young)

Chris Hemsworth's ... character is Thor. (famous)

Michelle Obama eats ... than me. (healthy)

(*younger* – adjective, *most famous* – adjective, *more healthily* – adverb)

Books open. Ask students to complete the table with the correct comparative and superlative forms. Check answers as a class.

Answers

- 1 braver 3 the craziest 5 the most entertaining
2 the loudest 4 more anxious 6 more quickly

- b** In pairs, students read the quote from Jane Goodall again to answer the question. Check answers as a class.

Answers

- 1 b 2 a

- c ►► ► 07.01 Students read the information in Grammar Focus 7A on SB p. 156. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 7A on SB p. 157. Tell them that there is more than one possible answer in some cases. Check answers as a class, making sure students are using the definite article in the superlative. Tell students to go back to SB p. 68.

Answers (Grammar Focus 7A SB p. 157)

- a 2 fitter; the fittest
3 further than; the furthest
4 friendlier than; is the friendliest
5 drives more carefully than Alex; drives the most carefully
6 Eric works faster than Alex; works the fastest
7 Eric is more fashionable than Alex; is the most fashionable
- b 1 c 2 a 3 c
- c 1 worse than I do / worse than me 5 as cold as
2 the best film 6 the most beautiful
3 as friendly as 7 less
4 the fastest 8 as well as

- d Students complete the sentences individually and compare with a partner. Check answers in class feedback.

- e ► 07.02 Play the recording for students to listen and check their answers. Then play the recording again for students to listen and repeat, paying attention to the sentence stress and the weak form of *than*. Point out the weak form of *than* /ðən/ and model this clearly.

Answers

- 1 better 3 more slowly 5 largest 7 harder
2 most confident 4 busy 6 tidier 8 better

CAREFUL!

A common mistake students make when forming comparatives is that they use *that* instead of *than*. *The city was bigger that I thought.* (Correct form = *The city was bigger than I thought.*)

- f ►► In pairs, students discuss whether the sentences in Exercise d are true for them or not. Look at the examples with the class and encourage them to give similar examples. Ask students to share some examples with the class. Be prepared to give your own examples, too.

CAREFUL!

- Monitor to check students are not using a double comparative form, e.g., *It's more cleaner than before.* (Correct form = *It's cleaner than before.*) *I think my English is more better today.* (Correct form = *I think my English is better today.*)
- Also make sure students include *the* with superlative forms, e.g., *It's largest town I've lived in.* (Correct form = *It's the largest town I've lived in.*)

3 LISTENING

- a ►► Ask students to cover the page. Write the jumbled letters on the board: VEENTS DASMA / NAESEL EOGZM. Tell students that one is a famous basketball player and one is a famous singer and actress. How quickly can they find the names? Students uncover the page to check their answers. (Steven Adams and Selena Gomez) Ask students what they know about these two people and put their ideas on the board. Then ask them to read the biographies

to check if their information is included. In pairs, students discuss how they think these people's lives were different before they became famous. Ask students to share their ideas with the class. Put some ideas on the board.

- b ► 07.03 Tell students that they are going to hear more about the two people. Play the recording and students listen to find out what ideas from the board are mentioned. You can pause after each section and ask students to summarise points they heard. Discuss as a class. Elicit any new facts that the students learned about each person.

Audioscript

STEVEN ADAMS

PRESENTER The subject of this week's one-minute inspiration is New Zealand basketball player Steven Adams. Steven's mother is from the South Pacific Island of Tonga and his father was English. Steven has 17 brothers and sisters, and he's the youngest. Steven's childhood was happy, but that happiness ended suddenly when his father died. Steven was 13 years old. He found it very hard to accept his father's death and he felt he didn't have someone to guide him in his life. Steven started missing school. At first it was just one day a week, but it quickly became a regular thing. He was also lying to his family about missing school. He spent his days on the streets of Rotorua, a small city in the north of New Zealand, and he began to get friendly with young men in a local gang. Very soon, it looked like Steven was going to have a future of crime. Steven's older brother, Warren, decided to take action. He took Steven to live with him in Wellington, the capital city of New Zealand – away from his troubled life in Rotorua. He found a place for Steven in a basketball academy where the coach organised a sports scholarship for him at a private school. The rule was that Steven had to come to every basketball training session and he couldn't miss school. In the beginning, Steven found it very hard to stick to these rules. But soon he found that the routine helped him let go of the anger he felt as a result of his father's death. He worked hard – his basketball skills improved and he graduated from high school. In June 2012, he got an offer of a place from the Pittsburgh Panthers, a college basketball team in the USA. The next year he turned professional and joined the Oklahoma City Thunder team. He is now a top NBA player and gets paid more than \$20 million a year. And a comic book has been written about his life. He's come a long way from his unhappy teenage life.

SELENA GOMEZ

P One-minute inspiration this week looks at the life of a multi-talented young woman. She's an actor, a singer, a fashion designer, a TV producer and she does a lot of work for charity. Selena Gomez is now rich and famous, but it wasn't always like that for her. Her childhood was difficult and she was poor. Selena's parents got divorced when she was five years old, and she stayed with her mother. The divorce was very hard on Selena, who only wanted to be part of a normal family. Selena's mother was an actor. But she found it hard to get work, so she had very little money. Sometimes the only food they could afford was tinned spaghetti that they bought at the dollar store. They had to look for coins when they wanted to pay for petrol to put in the car. Although she had little money, Selena's mother worked hard and always supported her daughter. As a child, Selena watched her mother work in the entertainment industry, and at a young age she decided this was what she wanted to do, too. Her mother was her inspiration. Many people think Selena was discovered in 2007 with the Disney hit production *Wizards of Waverley Place*, but she had already been working for five years before in children's TV programmes like *Barney and Friends*. During those first years, Selena got support from her mother, who gave up her own career to focus on Selena's. With *Wizards of Waverley Place*, Selena and her mother moved to Hollywood, and she started to get really busy. She was offered roles in films as well as a pop-music recording contract. She now divides her time between acting and singing. She has also become a TV producer and is very active in charity work. So despite her difficult beginnings, she has become a rich and successful woman. And it's all thanks to the support of her family and her ability to work hard and face challenges.

VOCABULARY SUPPORT

coach (B1) – someone whose job is to train and organise a sports team

hit (B1) – thing or person that is very popular or successful

inspiration (B2) – a person or thing that makes you want to be better or more successful

production (B2) – when someone controls how a film, play, program or musical recording is made

professional (B1) – someone who earns money for playing a sport

academy – an organisation or school that teaches a particular subject or trains people for a particular job

scholarship (C1) – the money given by an organisation to pay for the studies of a person with great ability but little money

- c 07.03 Read through the sentences with the class. Look at the first sentence and then play the first part of each section, which gives the information. Stop and check the answer. Then play the whole recording for students to listen and answer the remaining questions. Students complete the exercise individually and then check their answers in pairs. Take feedback as a class.

Answers

- 1 – SA Steven's childhood was happy.
- 2 – SG She ate tinned spaghetti.
- 3 – B Steven got help from his brother; Selena got help from her mother.
- 4 – B Steven – his father's death; Selena – her parents' divorce
- 5 – SA Steven started missing school.
- 6 – B Steven worked hard to improve his basketball skills over several years. Selena worked for five years in children's TV programmes before becoming famous.
- 7 – B Steven moved to Wellington. Selena moved to Hollywood.
- 8 – SG Selena is active in charity work.

EXTRA ACTIVITY

Put students in pairs. One student writes down questions to ask Steven Adams and one student writes down questions to ask Selena Gomez, e.g., *What is your advice for people who want to change their lives?* They then take turns interviewing each other, answering as if they were Steven or Selena.

- d Students discuss the questions in pairs. Monitor and help with vocabulary as necessary. Take feedback as a class and ask for the names of any other examples of famous people who started life with challenges but became successful and famous.

4 VOCABULARY *get* collocations

- a 07.04 Tell the class that the verb *get* is one of the most common verbs in the English language and that it has many different possible meanings. In pairs, students complete the sentences with the different phrases containing *get* before listening to check their answers.

Answers

- | | |
|----------------|----------------|
| 1 got divorced | 4 got an offer |
| 2 get work | 5 gets paid |
| 3 got support | |

- b 07.05–07.06 Students complete the exercises in Vocabulary Focus 7A on SB p. 139. Play the recordings where indicated for students to check their answers to

Exercises a and c. Monitor the pairwork in Exercise d and point out any errors for students to self-correct. Check the definitions for Exercise e as a class or ask students to use dictionaries. Tell students to go back to SB p. 69.

Answers (Vocabulary Focus 7A SB p. 139)

- a 1 get a job 3 get ill 5 get on well
2 get an offer 4 get better 6 get paid
- c 1 got a place 3 get in touch 5 got engaged
2 got to know 4 got together 6 got divorced
- d *get divorced* – when a married couple legally separate; *get together* – start a relationship (with); *get on well* – have a good relationship (with); *get engaged* – when two people agree to marry; *get in touch* – make contact (with); *get to know* – find out more about a person after meeting them

5 SPEAKING

- a Explain that students are going to write a timeline about the important events in a person's life. Ask them to think of someone they know well. Elicit some examples of people they could think about, e.g., a very good friend, a member of their family, someone they know from work or school, a famous person. Look at the timeline in the book with the class. Give some examples to clarify if necessary, e.g., *When he was five, my brother started learning to play the piano. So, on the timeline I write 'play the piano'.* Give students some time to choose their person and complete the timeline. Encourage them to use expressions with *get* where possible. Monitor and give help when necessary.
- b In pairs, students tell their partner about the person they chose. Monitor and make notes of any common errors to deal with during a class discussion. In feedback, ask students what information they learned from their partner's timeline.
- c Students ask and answer the questions in pairs. Go through the prompts in the box to give them some ideas before they start the activity. Monitor and listen to the discussions. Discuss the activity as a class and see if students agree with each other's decisions for question 2.

LOA TIP REVIEW AND REFLECT

- Have a brief class discussion and ask students what new information they found out in this lesson. What was the most interesting thing? e.g., *I learned some interesting information about Selena Gomez.*
- Ask what students learned in English that they didn't know at the beginning of the lesson, e.g., *I learned some new meanings of the verb **get**.*

FAST FINISHERS

Fast finishers should think of some other important life-changing events and discuss their impact on people's future lives, e.g., get promotion at work, win a lot of money, move to a new country. Discuss their ideas as a class.

ADDITIONAL MATERIAL

Workbook 7A

Photocopiable activities: Grammar 7A, Vocabulary 7A

7B

I DIDN'T USE TO EAT HEALTHY FOOD

At the end of this lesson, students will be able to:

- read and understand an article about health in the past
- use *used to* to talk about the past
- use health collocations
- pronounce /ju:s tə/ correctly
- talk about things that have changed in their lives

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to list five kinds of food that are healthy and five kinds of food that are unhealthy. Ask the class for their suggestions and list them on the board. See if students agree on what is healthy and unhealthy and why. Ask students if any of these kinds of food can be considered both healthy and unhealthy and why. (For example, milk and milk products are healthy because they are good for bones and teeth, but unhealthy because they can contain a lot of fat.) Agree on a separate list with students.

1 READING

- a**  Ask students to look at the photos and say how we can tell they are from the 1970s. Encourage students to use comparative forms from the previous lesson, e.g., *Food was healthier then. Hospitals weren't as good as they are now.* If students are struggling for ideas, prompt them with questions such as, *Who do you think has made the meal in the first picture? Do you think children today spend as much time outdoors?*
- b** Read the title of the article and the introduction with the class. If appropriate for your class, give students information from the Culture Notes that follow. Ask students if they think we are any healthier today than 50 years ago. Put their ideas and reasons on the board. Leave these on the board to refer back to later. Students read the sentences and decide whether they think they are true or false and then compare answers with a partner.

CULTURE NOTES

- People may also choose to eat less meat for environmental reasons: the meat industry is responsible for a large proportion of greenhouse gases.
- The most common food allergies in the UK are milk, eggs and nuts.
- A current trend is the increase of e-cigarette use, especially among young people.
- A standard way to calculate being overweight is the Body Mass Index (BMI) based on your height and weight. More men than women are overweight and about 35% of adults in the UK are overweight or obese.

- c** Students read the article quickly to check their answers from Exercise b. Ask them to correct the false statements.

Answers

- 1 T
- 2 T
- 3 F (Gyms and fitness centres have become more popular since the 1970s.)
- 4 T

VOCABULARY SUPPORT

cholesterol (C1) – a type of fat in your body that can cause heart disease if you have too much
wholemeal – containing all the natural features of a grain, such as wheat, with nothing taken away

- d** For the more detailed reading task, look through the questions first with the class before they start the activity. You may also wish to help students with words in the Vocabulary Support box. Ask students to read the article again to answer the questions individually and then check with a partner.

Answers

- 1 It can be bad for your health.
- 2 People used to prefer white bread, but now they prefer wholemeal bread.
- 3 Advances in drugs and technology.
- 4 Food allergies – they have increased.
- 5 People decided they wanted to keep in shape and get fit.
- 6 They are less active. More people own cars, so they do a lot less walking.
- 7 People are sitting for long periods of time and don't get enough exercise. If they don't sit properly, they can have problems with their neck, shoulders and back.
- 8 Smartphone health apps and fitness trackers.

2 VOCABULARY Health collocations

- a** In pairs, students discuss which of the highlighted phrases go into each category. You might want to teach the expression *underweight* as the opposite of *overweight* and the construction *to be allergic to*. (Point out the difference in word stress between *allergy* and *allergic*.) Check answers as a class.

Answers

- 1 food – eat a healthy diet, are allergic to, a lack of vitamin D
- 2 exercise – keep in shape, get fit, a fitness programme
- 3 health problems – suffer from heart disease, are allergic to, a lack of vitamin D, lack of sleep, suffer from stress

- b**  **07.07** Students complete the sentences with the correct phrases from the article individually and then compare answers with a partner. Play the recording to check.

Answers

- | | |
|-----------------------------|-----------------------|
| 1 get fit | 6 are allergic to |
| 2 lack of sleep | 7 have a healthy diet |
| 3 suffer from heart disease | 8 a lack of vitamin D |
| 4 a fitness programme | 9 keep in shape |
| 5 suffer from stress | |

- c Students discuss the questions in small groups. If you have a diverse group, try to put groups of different nationalities together to encourage a good discussion. If your class is monolingual, students should discuss this country and possibly make comments about any other country they know something about. Monitor and check students are using the phrases in Exercise b correctly.

EXTRA ACTIVITY

Write these discussion points on the board:

- 1 *Would you like to live to 100?*
- 2 *Who should be responsible for helping children to be healthier: the government or families? Why?*
- 3 *Do you think the 1970s were a good time to live? Why / Why not?*

Put students into small groups to discuss the points and then bring their ideas into a full class discussion.

3 GRAMMAR *used to*

- a Books closed. Write the example sentences on the board, but leave out the verbs, e.g., *People ... a lot more red meat*. Students try to gap-fill the sentences in pairs before opening their books to check their answers. Ask the class whether these things are the same or different now? Explain that we use the construction *used to* to talk about things that happened in the past but don't happen now.

Answer
different

- b Ask students to complete the rules for the formation of *used to* and check answers with the class. Ask: *What is the difference between the meanings of past simple and used to?* Remind them that *used to* means that something was different in the past; the past simple doesn't tell us about a difference, just that something happened.

Answers
used to; *didn't use to*

LOA TIP CONCEPT CHECKING

Write the sentence on the board: *I used to play tennis*. Then ask: *Do I play now?* (no) *Do you know when I stopped playing tennis?* (no) *Did I play tennis regularly?* (yes) *Has my sport or interest changed?* (yes) Encourage students to write similar concept questions for their partners. Monitor and help, then ask students to share some examples with the class.

CAREFUL!

The verb following *used to* is not in the past simple form, e.g., *They used to lived in the city*. (Correct form = *They used to live in the city*.) You could explain to students that *never used to* is often used as a negative and some people use *did(n't) use to* in questions and negatives.

- c **07.08 Pronunciation** Play the recording for the class to compare the pronunciation. Ask them to focus on the pronunciation /ju:stə/ and to say whether the pronunciation changes in negative sentences.

Answer
no

- d **07.09** Students read the information in Grammar Focus 7B on SB p. 156. Play the recording where indicated and ask students to listen and repeat. Focus on the tip about *used to* and the past simple. Students then complete the exercises in Grammar Focus 7B on SB p. 157. Check answers as a class. Tell students to go back to SB p. 71.

Answers (Grammar Focus 7B SB p. 157)

- a 2 People used to work on farms.
3 People didn't use to live as long as they do now.
4 Children's education didn't use to be free.
5 Cities used to be smaller than today.
6 People used to travel by horse.
7 People didn't use to use microwaves to cook food.
- b 2 used to write
3 did you use to live
4 used to be
5 Did your parents use to read
6 didn't use to like
7 Did you use to be
8 didn't use to be
- c 1 Mary used to have long hair.
2 Jeff used to be thinner.
3 Jeff didn't use to wear suits.
4 They didn't use to look after the garden.
5 They used to ride a motorbike.
6 They didn't use to own a car.

- e Students complete the sentences with the correct form of *used to* individually and then compare their answers with a partner. Check answers as a class.

Answers

- 1 used to walk 3 didn't use to be 5 used to spend
2 used to think 4 didn't use to eat 6 used to be

- f Students change the sentences in Exercise e so that they are true for them and compare their answers with a partner.

4 SPEAKING

Divide the class into pairs. Ask them to turn to SB p. 133. Students do the quiz individually and then compare and discuss their answers with their partner. Ask pairs to report their results to the rest of the class and see how healthy the class is.

ADDITIONAL MATERIAL

Workbook 7B
Photocopiable activities: Grammar 7B, Vocabulary 7B, Pronunciation 7B
Documentary Video Unit 7 *Changes*
Video Worksheet Unit 7 *Changes*



OPTIONAL LEAD-IN

Books closed. Put students into pairs. Tell students that they are going to play a game – one pair against another pair. They have to think of parts of the body. One pair must say how many parts they think they can name. The other pair either agrees to name more or asks the original pair to name them. If a pair manages to name the number they say, they win the game. If not, the other pair wins. Take feedback and list as many parts of the body on the board as students can name.

1 VOCABULARY At the doctor's

- a** Before looking at the task, elicit the names of different sorts of health problems, e.g., *headache*, *a cold*, and put them on the board. Read through the words in the box with the class, eliciting or explaining the meanings and giving examples as necessary. Ask students which of these they have had in the last six months. Write the following words on the board, too, and ask students in pairs to teach each other the meaning of any words they know: *symptom* (signs of an illness), *treatment* (what to do to get better), *prescription* (an official note the doctor gives you for tablets or medicine). Confirm or correct the meanings as a class. Elicit examples of symptoms and treatments for the health problems on the board.
- b** Go through the list and check that students understand the different options. Note that *pill* is a synonym for *tablet*. In pairs, students tell each other what people in their country/countries do when they have these health problems. If you have a multilingual group, put different nationalities together if possible. Circulate and listen to the discussions. Take feedback and compare different treatments in different countries.



LANGUAGE NOTE

We can use 's to talk about shops, e.g., *the baker's*. We can also say *the doctor's* and *the dentist's*.

2 LISTENING

- a** **07.10** Ask students to describe what's happening in the picture and guess why Leo has gone to the doctor's. Play Part 1 of the video or play the audio recording for students to answer the two questions. Check answers as a class.

Answers

- 1 His back hurts. / He has backache.
- 2 three or four days ago

At the end of this lesson, students will be able to:

- use phrases to describe symptoms of an illness
- use phrases to show concern and relief
- understand a doctor's questions
- understand a conversation with a doctor about an illness
- use intonation for asking questions
- explain a health problem and give advice

Video/audioscript (Part 1)

RECEPTIONIST Mr Seymour?

LEO Yes.

R Dr Evans is ready to see you.

L Thank you.

DOCTOR Come in . . . Please, take a seat. So, what's the problem?

L Well, my back hurts. It's very painful. And I can't get to sleep.

D I see. And when did this problem start?

L About three or four days ago.

D Hmm. And where does it hurt? Could you show me?

L Here. This area.

D Can I have a look?

L Sure.

D Have you had any accidents recently?

L No.

D And you haven't hurt your back in any way? Playing sport, that kind of thing.

L No, no. Nothing.

D OK.

L I'm quite worried about it. It hurts all the time – when I walk, when I sit down. I've spent the last few days in bed. And I feel exhausted.

D OK. Well, I don't think it's anything to worry about.

L Phew. That's good to hear.



EXTRA ACTIVITY

Ask students to remember the questions the doctor asked Leo: *What's the problem? When did this problem start? Where does it hurt? Could you show me? Can I have a look? Have you had any accidents recently?*

- b** **07.10** Play Part 1 of the video again or play the audio recording for students to note other information the doctor finds out from Leo. Pause after the first piece of additional information (*It's very painful.*) and elicit the information. Then play the whole recording and let students discuss their answers in pairs before taking feedback as a class.

Answers

it's very painful
he can't get to sleep
where it hurts
he hasn't had an accident
he hasn't hurt it playing sport
it hurts all the time
he's spent the last few days in bed
he feels exhausted

- c** Students discuss the questions in pairs. Monitor and help with vocabulary as necessary. Take feedback and ask students if their partner is healthy or not. Put suggested treatments on the board.

Possible answers

- 3 rest / heat / ice / visit a physiotherapist or chiropractor / stop playing sport

3 USEFUL LANGUAGE

Describing symptoms

- a **07.11** Ask students if they can remember what Leo said about his bad back. Then ask them to use the words in the box to complete the sentences. Check answers by playing the recording.

Answers

1 back 2 painful 3 get to sleep 4 all the time 5 exhausted

- b **07.11** Play the recording again for students to listen and repeat.
- c Read through the words in the box and explain *itchy*. Say and mime: *I have a rash and it's itchy*. Individually, students make eight more phrases using the phrases and words in the box with 1–5 from 3a. Ask students to share some examples with the class.

Possible answers

1 My arm hurts. 2 It's very itchy/uncomfortable. 3 I can't run/concentrate. 4 It hurts when I walk. 5 I feel terrible/sick.

- d **...** In pairs, students discuss when people get the symptoms in 3a and 3c. Tell them that they must give at least one detail about each symptom, as in the examples in the book. Ask students to share examples and details with the class.

4 LISTENING

- a **07.12** Ask students to predict what treatments the doctor will suggest for Leo. Read through the list of possibilities with the class and ask them to put a tick or a cross against the different options. Play Part 2 of the video or play the audio recording for students to check their ideas.

Video/audioscript (Part 2)

- DOCTOR** OK. Well, I don't think it's anything to worry about.
- LEO** Phew. That's good to hear.
- D** But you shouldn't stay in bed – that's not going to help.
- L** Oh dear. Really?
- D** No – try to do all the things you normally do, but gently. Don't stay in the same position for a long time. Maybe go for a short walk.
- L** OK. That sounds fine.
- D** Do you do any exercise?
- L** Well, I usually go to the gym, but I haven't been recently. I'm very busy at work at the moment and I just don't have the time.
- D** I see. And do you spend a lot of time sitting down at work?
- L** Yes, I do. I work in an office, so I spend a lot of time at my computer.
- D** Right. It's really important if you spend a lot of time at a desk in an office to take regular breaks. And you'll need to start doing exercise again. When you feel ready.
- L** OK. Breaks, exercise. Fine.
- D** Are you taking anything for the pain?
- L** Yes, I've taken some aspirin.
- D** OK, good. And do you have any allergies?
- L** No, I don't think so.
- D** Good. Well, I'll give you a prescription for something a bit stronger.
- L** OK, that's great.
- D** Take these, but only when you need them, after food. No more than two every four hours.
- L** Right.
- D** And don't take any more than eight in a 24-hour period.
- L** Fine.
- D** And come back again in a week's time if it doesn't improve. I expect you'll feel a lot better by then anyway.
- L** OK, thanks very much.
- D** I really don't think it's anything to worry about.
- L** What a relief! Bye.
- D** Bye now.

Answers

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓

VOCABULARY SUPPORT

aspirin (B1) – a pill/tablet you can take for pain

expect (B1) – to think/believe something will happen

period (B1) – length of time

position (B1) – place

relief (B2) – a good feeling when you thought something bad was going to happen

- b **07.12** Before you play Part 2 of the video or play the audio recording again, you may wish to help students with the words in the Vocabulary support box. Give the class a minute to read through the true/false statements, then play the recording for them to listen and complete the exercise. In feedback, ask students to correct the false sentences.

Answers

- 1 F (Leo is busy, so he hasn't been recently.)
2 T
3 F (Leo has taken some aspirin.)
4 F (Leo should take the pills only when he needs them.)
5 F (Leo shouldn't take more than eight pills in a day.)
6 T

EXTRA ACTIVITY

Read some phrases from the dialogue for students to complete, e.g., *I don't think it's anything to ...* (worry about).
But you shouldn't ... (stay in bed). *Don't stay in the same ...* (position for a long time). *Do you spend a lot of time ...* (sitting down at work)? *You'll need to start ...* (doing exercise again).

5 CONVERSATION SKILLS

Showing concern and relief

- a Write the words *concern* (when you are worried about something) and *relief* (when you were worried about something and now it's OK) on the board and explain the meanings. Ask students for examples of situations when someone might experience these different feelings, e.g., you are worried you have a serious illness, the doctor tells you you are fine. Ask for recent examples of occasions when students have been concerned or relieved in the last few days. Students read the conversations and choose option 1 or 2.

Answers

1 Phew. That's good to hear. What a relief! 2 Oh dear. Really?

- b **07.13** Ask if students can remember how Leo pronounced *Phew*. Play the recording and ask students to repeat the phrase. Model the pronunciation for students to practise.

Answer

/fju:/

- c **...** In pairs, students take turns to give information and respond appropriately. Choose one or two students to repeat for the class.

Answers

respond showing concern: A2, B1
respond showing relief: A1, A3; B2, B3

6 USEFUL LANGUAGE Doctors' questions

- a 07.14 Ask students to match the questions and answers individually and then to compare with a partner. Play the recording for them to check.

Answers

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

- b 07.15 Tell students that they are going to hear some more doctors' questions. They need to listen to each question and choose the best answer. Play the recording, pausing between questions to allow students time to think and choose an answer. Check answers as a class.

Answers

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

Audioscript

- | | |
|---|--------------------------------|
| 1 Are you taking anything for the pain? | 4 Do you have any allergies? |
| 2 Can I have a look? | 5 So, what's the problem? |
| 3 Do you do any exercise? | 6 When did this problem start? |
| | 7 Where does it hurt? |



EXTRA ACTIVITY

In pairs, students write three more questions and answers between a doctor and a patient. They should then swap partners and give their new partner the answers for him/her to guess the questions. Monitor and point out errors for students to self-correct.

7 PRONUNCIATION Intonation for asking questions

- a 07.16 Ask students to listen to the questions and note whether they go up or down at the end. Play the recording and then check answers.

Answers

1, 2, 3 down; 4 up

- b Students use their answers to 7a to complete the rule. Check as a class.

Answers

down; up

- c Students practise by repeating the sentences.



LOA TIP DRILLING

- Intonation patterns are difficult for students to learn. It is therefore important to give them as much opportunity to repeat correct patterns as possible.
- Model the sentences yourself and ask the class to repeat together. You can vary this by making it a transformation drill: Say: *When did this problem start?* Then extend by giving prompts, e.g., *When did this problem / illness / symptom / cold start? Where does it hurt / the bus go / your friend live / your dad work? Can I have a look / a cup of coffee / a break / a sandwich?*

8 SPEAKING

- a Set up the speaking activity by putting students into pairs and choosing Students A and B. They take it in turns to be the patient and the doctor. The patient chooses a health problem and describes it to the doctor. The doctor must give advice. Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson. Note any errors to deal with later in feedback.

- b Students swap roles and act out the conversation again. This time Student A chooses a health problem.



FAST FINISHERS

Fast finishers can repeat the role play with another problem.



EXTRA ACTIVITY

Organise a rotating role play. Divide the class into patients and doctors. Give the patients some time to think of a new health problem. The doctors can brainstorm a range of kinds of advice to give patients. Students can work in pairs at this stage. Then ask the patients to sit on one side of a row of desks and the doctors sit on the other. Individually, the patients talk about their problem with their doctor and get advice. After a short time say: *All change!* and the patients move to the next doctor (the doctors stay where they are). The patients take the same problem to this new doctor and see what advice he/she gives. This continues until all the patients have seen several doctors. Take feedback to compare the different advice given. Have a vote on the best advice given for each problem.



ADDITIONAL MATERIAL

Workbook 7C

Photocopiable activities: Pronunciation 7C

Unit Progress Test

SKILLS FOR WRITING

After that, I decided to make a change



OPTIONAL LEAD-IN

Books closed. Write on the board: *later starting time, smaller classes, longer holidays, less homework, no uniforms, mobile phones allowed*. Elicit from students what these are (a list of changes children often request at school). In pairs or small groups, students say whether they agree with these changes and why / why not. Monitor and listen to the discussions. Take feedback as a class and compare views across the groups.

1 LISTENING AND SPEAKING

- a** Tell students about one change you would like to make in your life, e.g., *I live a long way from the school, and I'd like to live nearer so that I don't have to spend so much time travelling*. Ask for examples from the class of changes they would like to make and why. Ask what other kinds of things people sometimes want to change about themselves and write students' ideas on the board, e.g., *diet, bad habits, job, appearance*. Then compare the ideas in the book with the list on the board. Students suggest one example for each kind of thing.
- b** **07.17** Tell students that they are going to listen to three people who have tried to make some changes in their lives. They should first listen to tell you what the changes were and whether they were successful or not. You may need to play the recording twice and/or pause after each speaker to check for understanding. Check answers as a class.

Answers

Jeff: stop spending so much money; yes Silvia: do exercise / get fit; yes Lucas: get/stay in touch with old friends; yes

Audioscript

PRESENTER My name's Jenny Jackson and today we're talking about how to change your life. In the studio with us today, we have three people who have made changes in their lives: Jeff, Silvia and Lucas. Hi guys, welcome to the programme.

GUESTS

- P** So first of all, Jeff. Can you tell us what your problem was? Why did you need to make a change?
- JEFF** Well ... one day I suddenly realised that if I wanted to buy a new car or my own flat, I needed to save some money.
- P** I see. Why didn't you have any money?
- J** Well, I used to spend a lot of money on things that I didn't really need. So, for example, I used to go out for dinner at a restaurant at least four times a week. I loved getting new things – like, you know, the latest phone, clothes ... One weekend, I sat down and added up the money I had spent in a month ... I was shocked.
- P** I can imagine. So what have you changed?
- J** Well, now I eat at home most of the time. And I think, 'Do I need this?' before I buy something new. I've saved almost £5,000. I'm really pleased with myself.
- P** Cool. That's great. Next up, we have Silvia. Silvia, tell us about your change.
- SILVIA** Hi, Jenny. Well, my story began when one day I had to walk up a hill. When I got to the top, it was difficult to breathe. I was so unfit! The problem is I really hate most kinds of exercise – you know, running, cycling, swimming ... Then this friend said, 'Why don't you come to a dance class?' The first time was so hard, I had to sit down and rest. But ... but I enjoyed it ... So I went back again ... and

At the end of this lesson, students will be able to:

- understand people talking about changes they have made to their lives
- read and understand a text about a person who made a big change to his life
- use linking words and phrases to order events
- write an article for a blog
- talk about changes

again. And very slowly, I'm getting fitter and losing weight. I climbed that hill again last week – easy!

P That's great, Silvia. I really need to get fit myself! Anyhow, last up we have Lucas. Hi Lucas.

LUCAS Hi.

P So Lucas, what did you need to change?

L Well, about six months ago, I realised that I had a very small number of friends. But if I thought back ... well, seven, eight years ago, I used to have a lot of friends. And I asked myself, why is that? Well, some of them got married and had children, and their lives sort of went in another direction. And a couple of friends got job offers overseas. But when I thought about it a bit more, well, another answer was I'm a bit lazy – lazy about keeping in touch with people.

P I see. So what did you do about it?

L So I started to get in touch with my old friends. And then, after that, I had to stay in contact and arrange to meet them again. Now I find that people call me! And the great thing is we still enjoy the things that we used to.

P Well, thanks so much, guys, for sharing your stories with us. It just shows that we can all make that change if we decide to do it!



VOCABULARY SUPPORT

add up (B1) – put two numbers together

overseas (B2) – in another country / abroad

- c** **07.17** Read through the questions in the table. You may wish to help students with the words in the Vocabulary Support box at this point. Then play the recording again for students to note down the answers. Play the recording all the way through and ask students to complete the table afterwards. If students need more support, you could pause the recording after each person has finished speaking to give students time to make their notes. Check answers as a class. Ask: *Are you similar to any of the three people? How?*

Answers

- 1 Jeff – needed to save some money; Silvia – was unfit; Lucas – didn't have many friends
 - 2 Jeff – spent too much, going out for dinner, buying clothes and the latest phone; Silvia – didn't do enough exercise; Lucas – friends got married or moved overseas, he was lazy about keeping in touch
 - 3 Jeff – now eats at home, asks himself if he needs something before buying it; Silvia – started going to a dance class; Lucas – started to get in touch with old friends
 - 4 Jeff – saved almost £5,000; Silvia – getting fitter, has lost weight; Lucas – now people call him
- d** Ask students to think of a specific change they would like to make in their own lives. They make notes so they can answer the questions. If necessary, give an example of your own, saying why you want to make the change, how you could make the change and what you hope the result will be.
- e** In pairs, students tell their partners about the thing they would like to change. Encourage them to interact and ask each other for more details, as in the example in the book. Take feedback and ask students for examples from their conversations.

2 READING

- a Ask students to look at the pictures of Sam with his blog and guess the answers to the questions. They read the article quickly to check their ideas. Check answers as a class.

Answers

- 1 very unfit
- 2 running
- 3 He can now run a long way easily and he has lost weight.

- b Students read the blog again to do the true/false task, correcting the false sentences. Check answers as a class.

Answers

- | | |
|------------------------------|---------------------------------|
| 1 T | 5 F (He missed it for two weeks |
| 2 F (He started afterwards.) | after he'd fallen.) |
| 3 T | 6 T |
| 4 T | |

3 WRITING SKILLS

Linking: ordering events

- a Tell students that when we write, we need to pay attention to putting events in a logical order because this helps the reader to follow the story. Read through the first few events from Sam's story using just the word *then*, e.g., *Sam was overweight. Then he gave up smoking. Then he started to put on weight. Then he decided to do more exercise.* Elicit what was wrong with your story (the use of *then* is repetitive and boring). Explain that we can and should use a variety of expressions to order events and indicate the beginning and the end of a story. Read through the words and phrases in the box and ask students to complete the rules. Check answers as a class.

Answers

to begin with; at first
after that; after a while; soon; then
in the end

- b Answer the questions as a class.

Answers

- 1 soon 2 after a while

- c Ask students to complete the text with the correct words and phrases. Check answers as a class.

Possible answers

- | | |
|----------------------------|-----------------|
| 1 To begin with / At first | 4 After a while |
| 2 After that | 5 After a while |
| 3 At first | 6 In the end |

EXTRA ACTIVITY

In pairs, students note down five or six facts from Sam's story, e.g., *1 couldn't run so went for walks 2 started to run and walk 3 fell over and stopped for two weeks 4 started again and didn't need to walk 5 ran 10 kilometres with no problems.* Books closed. In pairs, students retell the story, using their notes and the linkers from this lesson. Monitor and point out errors for students to self-correct. Choose a pair to retell the story for the class.

- d Ask students to look at the picture and predict what change the young woman made to her life and why. After they have read through the text to check their

predictions, check for understanding by eliciting a brief summary of the story in a couple of sentences. Then ask students to complete the text with the words and phrases in the box. Check answers as a class.

Answers

- | | |
|--|--|
| 1 At first / To begin with | 4 Soon / After that / Then / After a while |
| 2 Soon / After that / Then / After a while | 5 After a while / Soon |
| 3 At first / To begin with | 6 In the end |



FAST FINISHERS

Fast finishers can retell the swimming story in their own words, using the correct time linkers.

4 WRITING

- a Explain that students are going to write an article for the blog about a difficult change that they have made or something difficult they have tried to do. They can use one of the topics or their own idea. Give them a short time to think of an idea. If this is difficult, they can discuss it with a partner to give each other ideas.
- b Students use the questions to help them plan their article. Remind them that it is always important to make notes about what they want to say before writing as it helps to organise their ideas logically and group them into paragraphs. Monitor and help with vocabulary as necessary.



LOA TIP MONITORING

- Students need a lot of support when preparing for a writing activity. Monitor and encourage students to write down ideas in groups. This will help them plan their paragraphs.
- In a class with students of different abilities, you will need to adapt your monitoring to take into account the different levels of ability. Some will need help with ideas whereas others will need language advice. Take this opportunity to correct students' language in a more private situation. Remember that some students lose confidence if they are corrected a lot in front of others.

- c Give students time to write their articles. Remind them to use the time linkers to show the order of events. Monitor carefully offering help and suggestions as necessary but also encouraging self-correction. If time is short, this activity can be done for homework.



FAST FINISHERS

Fast finishers can tell each other about another change that they have made with details.

- d In pairs, students read each other's articles. Ask some students to read their articles to the class. Award one point for each time linker they used. Find out which students have the most points.



ADDITIONAL MATERIAL

Workbook 7D

UNIT 7

Review and extension

1 GRAMMAR

- a** Students do the task individually. Check answers as a class.

Answers

- 2 more expensive than, the most expensive
- 3 better than, the best
- 4 less popular than, the least popular

EXTRA ACTIVITY

Put students into small groups and give them a minute to write down as many adjectives as they can. Then ask them to play the comparative/superlative game: the groups take turns to say an adjective. The first person from another group to give the comparative and superlative for that adjective gains a point for their group. If they can make a sentence using them both correctly, they gain an extra point. The group with the most points at the end wins.

- b** Students complete the text individually. Check answers as a class.

Answers

- 1 didn't use to have
- 2 used to buy
- 3 used to see
- 4 didn't use to be
- 5 didn't use to open
- 6 used to plan

EXTRA ACTIVITY

In pairs, ask students to talk about changes in this area or their home towns that have happened in the last few years. Ask students to share their comments with the class. Ask: *Have these changes been good or bad, in your opinion? Why?*

2 VOCABULARY

- a** Students complete the sentences with the correct words or phrases. Check answers as a class.

Answers

- 1 in touch
- 2 paid
- 3 a place
- 4 on well
- 5 to know

- b** Students match the sentence halves. Check answers together.

Answers

- 1 c
- 2 a
- 3 b
- 4 e
- 5 d

3 WORDPOWER *change*

- a** Ask students to work in pairs and think of as many words that go with the verb *change* as they can in a minute, e.g., *change your mind*, *change something you've bought*, *change your plans*. Ask for ideas in feedback and write the ideas on the board to refer to later. Look at the sentences with the class and ask whether the word *change* is a verb or noun.

Answers

- 1 V
- 2 V
- 3 N
- 4 V
- 5 N
- 6 N
- 7 V

- b** Students match the words and meanings individually. Check answers as a class.

Answers

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

EXTRA ACTIVITY

Ask students some extra questions using *change*, e.g.,

When did you last change your mind?

How much change have you got in your pocket?

When did you last change into a different shirt before leaving the house? Why?

What would you like to do in the next lesson for a change?

- c** Students complete the sentences with the words or phrases in the box. Check answers as a class. Refer back to the board and the collocations you put up earlier. How many have been included in Exercises a–c?

Answers

- 1 keep some change
- 2 change into
- 3 change trains
- 4 for a change
- 5 change some money
- 6 change my mind
- 7 the right change

- d** Ask students which sentences in Exercise c are true for them.

Photocopiable activities: Unit 7 Wordpower

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 8

CULTURE

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations related to culture and cultural events
- talk about music, art and literature
- talk about sports and leisure activities
- apologise make and accept excuses
- write a book review

UNIT CONTENTS

G GRAMMAR

- The passive: present simple and past simple
- Present perfect with *for* and *since*
- Linking using *although* and *however*

V VOCABULARY

- Art, music and literature: *album, architecture, classical music, novel, painting, photograph, poem, sculpture, TV series*
- Sports and activities: *athletics, (scuba) diving, golf, gymnastics, ice hockey, ice skating, jogging, rock climbing, skateboarding, snowboarding, squash, surfing, volleyball, windsurfing, yoga*
- Wordpower: *by: created/written, near / next to, not later than, using; expressions using by: by far, by hand, by heart, by mistake, by the way*

P PRONUNCIATION

- Intonation for continuing or finishing

C COMMUNICATION SKILLS

- Talking about music, art and literature
- Talking about sports and activities
- Learning to apologise; Making and accepting excuses
- Writing a book review; Making positive and negative comments

can (n), spray (on) (v), stencil. Students may want to mention famous graffiti artists at this stage, such as Banksy (from the UK), Blek le Rat (France), Zephyr (New York). If appropriate for your class, give students information from the Culture Notes that follow. Students discuss the questions in pairs. Ask students to share their ideas and comments with the class.



CULTURE NOTES

Banksy is a very famous graffiti artist from the UK. People know very little about him because he never reveals his true identity and rarely gives interviews. Banksy's work is controversial – some people think it is great art, but others think it is criminal. They say it encourages people to paint on walls and buildings illegally. Banksy does most of his paintings at night and in cities, especially in poorer areas. His work sometimes has a political message, is sometimes funny and sometimes beautiful. Once (in disguise, so no one would recognise him), he sold 25 original paintings, signed by himself, to tourists in New York for \$60 each. These are now worth over \$30,000 each.

- b** Students discuss the questions in pairs. Check ideas in a class discussion. Elicit or input: *art gallery, exhibition.*



EXTRA ACTIVITY

Write on the board: *Graffiti should not be allowed.* Divide the class into groups of about six students and divide each group into two teams. Ask one team to agree with the sentence and one team to disagree. The teams prepare their ideas for a debate. Ask each group to debate the sentence. Set a fixed amount of time for the debate, e.g., ten minutes. Monitor, but don't interrupt fluency. Note down any common mistakes or errors to deal with during feedback. Ask if any students were persuaded to change their point of view!

GETTING STARTED



OPTIONAL LEAD-IN

Bring a few printouts of paintings into the class. These could be paintings by artists from your own country, paintings by British artists or paintings you particularly like. Students discuss each painting in small groups. Encourage the discussion by asking questions: *Which painting do you like / not like? Why / Why not? What does it remind you of? How would you describe the colours?* (e.g., bright, happy, dull, pale) *Who is the painting by? Would you like to see more works by this artist?* Students share their ideas with the class. Are any of the paintings popular with the class as a whole?

- a** Ask students to tell you what they see painted on the wall. Monitor and support students with any new vocabulary they may need, e.g., *housekeeper/maid, pavement.* Ask: *What style of painting is this? Who did it and how?* Elicit or input: *graffiti, graffiti artist, spray paint / spray*



OPTIONAL LEAD-IN

Read these questions out for students to research and answer (2 minutes for each question) in small groups:

- 1 *Where was the artist Vincent van Gogh from?* (the Netherlands)
- 2 *Which song has the largest number of different recorded versions?* (Yesterday by the Beatles)
- 3 *Who wrote The Lord of the Rings?* (J.R.R. Tolkien)
- 4 *Which Japanese artist and singer was married to John Lennon?* (Yoko Ono)
- 5 *Which symphony is often considered Beethoven's most famous?* (his Fifth Symphony)
- 6 *Who wrote the novel Frankenstein?* (Mary Shelley)

After you go over the correct answers, ask students to discuss what they know about each of them. Share ideas as a class.

1 VOCABULARY Art, music and literature

- a** Ask students to cover the article and the pictures on the page. Read the list of terms and check understanding of each one by eliciting examples of it from the class, e.g., ask individual students *Tell me a novel/painting/album that you like*. Then elicit what we call the people who create these things. (architect, composer, photographer, painter, novelist, poet, singer/group, sculptor). Students match the pictures with the words in the list. Check answers as a class.

Answers

- | | |
|-------------------|----------------|
| 1 a poem | 5 a sculpture |
| 2 an album | 6 a photograph |
| 3 classical music | 7 a novel |
| 4 a painting | 8 architecture |

- b** **08.01** Ask students to read the words out and guess which syllables are stressed. Then play the recording for them to underline the correct stressed syllables and compare with their guesses. Model the words again for students to repeat.

Answers

architecture, classical music, photograph, painting, novel, poem, album, sculpture



LANGUAGE NOTE

In the compound *classical music*, the main stress is on *music*. If students try to use the noun *photographer* during the lesson, note that the stress moves to the second syllable: *photograph* – *photographer*.

- c** In pairs, students discuss with their partner what they are interested in and compare their tastes. In feedback, discuss what students found out about their partner's interests and anything that surprised them.

At the end of this lesson, students will be able to:

- talk about art, music and literature using related vocabulary
- read and understand a text about iconic pieces of art, music and literature
- use the passive (present simple and past simple) correctly



EXTRA ACTIVITY

In pairs, students think of three questions for another pair in which they ask the pair to name an artist from a particular country, e.g., *Can you name a painter from Italy?* *Can you name a writer from the USA?* Students then swap questions with another pair and try to answer their questions. Ask one or two students to share their ideas with the class.

2 READING

- a** Ask students to look at the pictures and titles in the article and tell you which of the things they have read, seen or listened to. Encourage students to give more details, e.g., when and where they saw them. Ask: *Did you like/enjoy them? Why / Why not?* Be prepared to give your own opinion. If appropriate for your class, give students information from the Culture Notes that follow.



CULTURE NOTES

- 1 The Swedish pop group ABBA was formed in 1972. It consisted of two married couples and the group's name is a combination of the first letters of each of their first names. They became one of the most successful acts in the history of pop music, topping the charts worldwide between 1974 and 1983.
- 2 Ludwig van Beethoven (1770–1827) was a German composer who produced some of his best work, including his ninth and final symphony, in the last ten years of his life when he was deaf. His Fifth Symphony premiered in 1808 in Vienna, Austria.
- 3 *La Gioconda*, also known as the *Mona Lisa*, has its own room in the Louvre in Paris, and by French law it cannot be sold. Probably painted between 1503 and 1506, most experts think it shows Lisa del Giocondo, an Italian aristocrat. No one has stolen the painting since Vincenzo Peruggia, but several people have tried to damage it.
- 4 The construction of the Rockefeller Centre was one of the largest private construction projects of its time, employing more than 40,000 people. Most of the work took place in the Great Depression, so this iconic picture came to symbolise the courage and resilience of the people.
- 5 *To Kill a Mockingbird* was published at a time when the USA was deeply divided on racial lines. The central storyline is that of an African American man wrongly accused of a crime and then found guilty by an all-white jury. *Go Set a Watchman* is actually an early draft of the same book.
- 6 The Burj Khalifa was built on a Y-shaped base to create as much residential and hotel space as possible. The building is designed to withstand Dubai's hot summer temperatures and contains a total of 57 lifts.

- b** Give students a time limit to match the comments to the titles and comments. You may wish to help students with the words in the Vocabulary Support box before this. Check answers as a class.

Answers

- 1 Burj Khalifa
- 2 *Lunch Atop a Skyscraper*
- 3 Beethoven's Fifth Symphony, *La Gioconda*
- 4 *La Gioconda*
- 5 *To Kill a Mockingbird*
- 6 ABBA's *Gold: Greatest Hits*

VOCABULARY SUPPORT

atop – on or at the top of

copy (B2) – a single book, newspaper, etc. of which many have been produced

iconic – very famous or popular, especially being considered to represent particular opinions or a particular time

influential (C1) – having a lot of influence

mockingbird – any of various types of North American or Australian birds that copy the sounds made by other birds

skyscraper – a very tall modern building, usually in a city

- c Do an example with the class. Read out or display the following statement and then ask students if it is true or false: *The person telling the story in To Kill a Mockingbird is a boy.* (False – it is written 'through the eyes of a young girl') Read the sentences with students to check understanding. Students do the task individually. Check answers as a class and ask students to say how and why they chose their answers.

Answers

- 1 T
- 2 T
- 3 F (She only wrote one more novel, published years later.)
- 4 F (The restaurant is on the 122nd floor of 163.)
- 5 F (No one is sure who the photographer was.)
- 6 F (The song is still played everywhere.)

- d  In pairs, students look at the highlighted words and phrases and discuss what they mean. Encourage students to look carefully at the context of a word (the sentence and the sentences before and after) to work out its meaning. Check answers as a class.

Answers

released = they started selling it
notes = the single sounds of the music
under tight security = they keep it safe
construction = building work
was finished = they finished building it

EXTRA ACTIVITY

Ask the following questions to practise some of the words and phrases from Exercise d: *Has your favourite singer or group released a new song recently? Can you remember the opening notes of a famous song? What things need to be under tight security? Is there much construction going on in your neighbourhood?*

- e Discuss the question briefly as a class. Ask the class to compile a list of their own most popular things by giving suggestions and then voting on the suggestions.

3 GRAMMAR

The passive: present simple and past simple

- a Books closed. Ask: *Who wrote the song Dancing Queen?* On the board write *ABBA wrote Dancing Queen*. Highlight *ABBA* by writing it in a different colour or circling it. Now write *Dancing Queen* on the board and highlight it. Can students tell you the rest of the sentence? (*Dancing Queen* was written by ABBA.) Ask students to use the example sentences to answer the questions. Check answers as a class.

Answers

- 1 the same
- 2 the second, the first
- 3 *be* + past participle (the third part of the verb, e.g., *go/went/gone*)

EXTRA ACTIVITY

Review the past participles of irregular verbs with a quickfire test. Give the infinitive and ask the whole class to respond with the past simple and past participle. Students can test each other by using the list on SB p. 168.

LOA TIP CONCEPT CHECKING

Check understanding of the passive by asking concept questions for the following sentences from the Grammar Focus:

- 1 *This house was built in the 1960s.* Ask: *What is the subject of this sentence?* (the house) *Do we know who built it?* (no) *Is it important for us to know who built it?* (no) *What do we find out from the sentence?* (the date) Summarise: *We are interested in the date the house was built, not who built it.*
- 2 *The picture was stolen last night.* Ask: *What is the subject of this sentence?* (the picture) *What happened?* (It was stolen.) *Do we know who stole it?* (no)

- b  **08.02** Students read the information in Grammar Focus 8A on SB p. 158. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 8A on SB p. 159. Check answers as a class, making sure students are using the correct word order and correct form of the verb *be*. Tell students to go back to SB p. 79.

LOA TIP CONCEPT CHECKING

- Point to something in the room, e.g., a notice on the wall or board.
- Then ask questions about it using the passive: *When was the notice put on the board?* (yesterday) *Why was the notice put on the board?* (to advertise a trip) Write the answers on the board: *The notice was put on the board yesterday. It was put on the board to advertise a trip.*
- Use concept questions to check that we don't know WHO put up the notice. Ask:
Do we know who put the notice on the board? (no)
Is it important for us to know who put up the notice? (no)
Is the information in the notice important? (yes)

Answers (Grammar Focus 8A SB p. 159)

- a**
- 2 My car was made in Germany.
 - 3 That book isn't sold in your country.
 - 4 Sushi is eaten all over the world.
 - 5 In the UK, the number 1 song is played on the radio every hour.
 - 6 A window was broken during the night.
 - 7 India wasn't described very well in the article.
- b**
- 2 Chanel No. 5 perfume was worn by Marilyn Monroe.
 - 3 The Taj Mahal is visited by 3 million people every year.
 - 4 Many parts of London were destroyed by a fire in 1666.
 - 5 Pluto was discovered by Clyde Tombaugh in 1930.
- c**
- 2 When was the book written?
 - 3 How is cheese made?
 - 4 When was your bike stolen?
 - 5 Was the statue made in France?
 - 6 Who was her wedding dress designed by?

LANGUAGE NOTE

- It is important that students work out the correct tense they need and then make sure that the verb *be* is in that form when using the passive, e.g., *The book is written in 1960.* (Correct form = *The book **was written** in 1960.*)
 - Also remember that the passive is most often used in written work, such as newspaper articles and essays, or more formal speech. Do not encourage students to overuse the form.
- c** Ask students to work in pairs to find and underline five more examples of the passive in the article. Explain that there are twelve altogether, but they only need to find five. Check answers together.

Answers

is played, are used, is called, was stolen, was taken, was found, was set up, was published, is read, was made, was released

FAST FINISHERS

Ask fast finishers who have found five passive verb forms to find the remaining seven passive verb forms.

- d** Read the verbs in the box and ask students to complete the sentences using the past participles of the verbs. Read the first sentence with the class and ask which other verbs in the box are irregular (*build, sell, take*). Check answers as a class.

Answers

- | | | | |
|----------------|-------------|--------------|-----------------|
| 1 were written | 3 are sold | 5 is enjoyed | 7 was published |
| 2 was played | 4 was built | 6 was taken | 8 was painted |

- e** Tell students to look at the examples and write two similar sentences. Put students into small groups to take it in turns to read out the sentences and guess what they are about. Ask some students to share their sentences with the class.



EXTRA ACTIVITY

Ask students what information people like to know about a new film before they go to see it. Elicit the ideas: language, actors, director, the story, costumes, soundtrack. Then ask students if they can talk about a film they have enjoyed using some of the passive forms of the verbs they have learned, e.g., *The film was set in Gotham City. The main character was played by Joaquin Phoenix. He was awarded an Oscar for his acting.*



CAREFUL!

Students may miss out the verb *be* when using a present passive form and they may use the verb in the present simple instead of the present passive, e.g., *The main character in the book calls Jay Gatsby.* (Correct form = *The main character in the book is called Jay Gatsby.*)

4 SPEAKING

- a** Individually, students complete the sentences so that they are true for themselves. Monitor and help as necessary.
- b** In small groups, students tell each other about their sentences. During feedback, ask some students to give clues for the class to guess their sentences. For example, they can hum the song, recite the first line of the poem, describe the sculpture, start the story of the book or say what we can see in the painting. Give an example yourself for them to guess. See which student in the group is the first to guess each item.



ADDITIONAL MATERIAL

Workbook 8A

Photocopiable activities: Grammar 8A, Vocabulary 8A

8B

I'VE BEEN A FAN FOR 20 YEARS



OPTIONAL LEAD-IN

Books closed. Put students into small groups. Ask them to write down a sport that begins with each letter of the alphabet, e.g., A = aerobics, B = baseball, etc. If they can't think of a sport for a particular letter, they move on to the next one. After a few minutes, tell them to stop. Then ask each group in turn for a sport beginning with A, then B and so on. Each group to give a different sport gets a point. Some suggestions: *athletics, basketball, climbing, diving, equestrian sports, football, golf, horse racing, ice skating, judo, karate, lacrosse, mountain biking, netball, off-road motorcycle racing, polo, quidditch, rugby, skiing, tennis, underwater hockey, volleyball, windsurfing, xare* (a racquet sport from the north of Spain), *yoga, Zumba*.

1 LISTENING

- a** Put students in pairs. Give an example of a sportsperson you think is interesting and say why. Ask students to do the same with their partner. Monitor and help where necessary. Ask students to share their examples with the class.
- b** Give students a time limit to read the Fact Files and ask some comprehension questions, e.g., *What sport do they both play?* (football) and *Who is younger?* (Andy). Elicit any extra information students know about the people or their teams. If appropriate for your class, give students information from the Culture Notes that follow.



CULTURE NOTES

- The first Women's World Cup was held in China in 1991. The USA has won the most times.
- Brazil has the player who has appeared in most Women's World Cups (Formiga has played in six) and the top World Cup goalscorer (Marta with 17). Information is correct at time of publication.

- c** **08.03** Check the meaning of *contestant* (C1, someone who competes in a contest), then play the recording for students to answer the questions. Check answers as a class.

Answers

- He knows a lot about Andy Robertson – his playing style, his background and his charity work.
- No, but he is close so he wins the competition.

- d** **08.03** Go through the notes with students and elicit what the answers might be. Play the recording again and check answers as a class.

Answers

- (about) 20 / twenty years
- 10 / ten years
- energetic
- the pitch
- to win
- Scotland
- money
- charity
- Celtic

At the end of this lesson, students will be able to:

- understand people talking about football players
- use the present perfect with *for* and *since*
- use vocabulary related to sports and activities
- talk about their own attitudes to sports

Audioscript

HOST Hello, and welcome to *Superfans* – the programme where we talk to sports fans about their heroes and ask them one difficult question. The winners get tickets to see their hero play. So, let's get started and meet our first fan. Who do we have on the phone?

MICHAEL Michael. Michael Stewart.

H Hi there, Michael. How are you feeling?

M Good – good. A little nervous.

H Don't worry. Now, what's your sport, Michael?

M Football.

H Are you a fan or a player?

M Well ... both, really.

H That's great. Have you always been into football?

M Yes! I've been a fan for about twenty years.

H And, do you play?

M Oh, yes! I've played with my local team for about ten years now.

H Good for you, Michael. So tell me, who's your sports hero?

M Well, obviously, he's a football player, but maybe not one you'd expect. It's Andy Robertson.

H Andy Robertson? Oh, right! Why is he your hero?

M Well, first of all, he's a great player. I got to know him when he joined Liverpool – they've been my favourite team since I was a kid. And he's such an energetic player. He gets up and down the pitch throughout the whole match. He's so determined to win.

H What else do you like about him?

M Well, he's had a really interesting career. He started at a small team in Scotland, but he didn't get paid and he had no money. So he worked really hard to improve his game. He moved from team to team until he got his dream move to Liverpool. Now he tries to give something back, so he does a lot of charity work.

H And do you know the other teams he played for before Liverpool?

M Is that my competition question?

H No, not quite. But do you know the answer?

M Of course ... Well, his first team, I think that was Queen's Park. And he played for Hull City. I think there was another team, but I forget who it was.

H Yep, that's what it says here. The other team was ... Dundee United. So Michael, now it is time for your competition question. Are you ready?

M Ready!

H What I want to know is this: Which team was Andy Robertson a big fan of as a boy?

M Oh, that's easy. It was Scotland.

H Scotland? That's your answer? ... Oh, Michael. I'm so sorry. That is *not* the right answer. It says here he was a big fan of Celtic.

M Celtic ... Ah, that's right! I thought you meant the country he was a fan of.

H Hmm ... That's a good point. I suppose he was a fan of Celtic *and* Scotland. You know what, Michael? I'm going to give it to you. You've won the tickets.

M What? That's amazing! Thank you so much.

H No problem. Just stay on the phone and our producer will take your details. OK, so it's time to have a break. We'll be back soon with our second contestant, Kelly White, from Manchester.



VOCABULARY SUPPORT

be into (B1) – to be very interested in something

commercial (B1) – an advertisement on the radio, on television, etc.

- e **08.04** Tell students to read the questions and then play the recording for students to answer. Check answers as a class.

Answers

- 1 She knows a lot about Sam Kerr – her playing style, her personality
- 2 Yes, but the presenter gives her some help.

- f **08.04** Ask students to work in pairs and see how many of the answers they already know. Play the recording again for students to check.

Answers

- | | |
|------------------------|-------------------|
| 1 university | 6 younger players |
| 2 2019 / the World Cup | 7 her parents |
| 3 skilful | 8 her teammates |
| 4 watch | 9 12 |
| 5 nice, modest | 10 basketball |



VOCABULARY SUPPORT

score (B1) – to get points in a game or on a test

hook (sb) up – to arrange for someone to get something

Audioscript

HOST Welcome back, everyone. OK, now we should have Kelly on the line. Hi, Kelly. How are you today?

KELLY Oh, I'm fine, thanks.

H OK, great. Now, can you tell us what your sport is.

K It's football.

H For men and women?

K Yeah ... sort of ... but I'm more interested in women's football.

H So do you play?

K I used to play at university ... you know, friendly games and all that. Nothing serious.

H So you'd say you're more of a fan?

K Oh yeah, a huge fan!

H When did you get into the sport?

K Well, I've always enjoyed women's football but I've only been a really big fan since 2019.

H Why since then?

K That's when I saw Sam Kerr play for Australia in the World Cup. So I became a football fan and a Sam Kerr fan at the same time.

H Oh yeah. I remember the match against Jamaica – when Kerr scored four goals in a row.

K Yeah, amazing!

H So why do you like Sam Kerr so much?

K Well, I just love the fact that she scores so many goals. She's a really skilful ... really exciting player to watch. In my opinion, she's more exciting than a lot of male football players.

H And what else?

K Well, her personality, I think. The way she helps younger players, and also she's just a really nice, modest kind of person. Like in interviews, she always says how much her parents helped her, or her teammates, it's never about herself. I really like that.

H Yes, she's a fantastic role model.

K Yeah.

H Do you know when she started playing football?

K Yes, when she was 15, wasn't it?

H No, it was actually when she was 12. She started playing *international* football at 15.

K Oh no ... did I just lose the competition?

H No, no, don't worry. I'm going to ask you the competition question now.

K Oh ... OK.

H Tell me: Sam Kerr's father played football, but what sport did her mother play?

K Umm ... I know it wasn't football ... was it volleyball?

H You're very close ... not, volleyball, though.

K Oh, basketball!

H You got it right!

K With a bit of help.

H Oh well – you know. You're still a winner. Stay on the line, Kelly, and our producer will take your details.



EXTRA ACTIVITY

Put students in pairs and ask them to decide which player is more interesting and what extra questions they would like to ask them.

- g **...** Put students into pairs to tell each other about a famous person. As a variation, ask students to write three sentences about their famous person – one that is true and two lies. Each pair reads out their sentences to another pair who guess which sentence is true.

2 GRAMMAR

Present perfect with *for* and *since*

- a Books closed. Write these sentences on the board and ask students to choose the verb.

'Superfans' was / has been on the radio since 2014. (has been)

I listened / have listened to 'Superfans' for ten minutes in the car. (listened)

Books open. Students look at the sentence and answer the question.

Answer

yes

- b Students complete the rule with the correct words. Check answers together.

Answers

past; present

- c Ask students to complete the rules and the sentences in pairs. Check answers as a class.

Answers

1 for 2 since
for; since



LOA TIP ELICITING

- To establish the concept of: period + *for* and point of time + *since*, say: *We've been in this classroom today since ...* (invite a response with a gesture perhaps pointing to the clock, e.g., 9:30). Ask: *Is 9:30 a period of time or a point in time?* Elicit that it's a point in time.
- Then, say: *We've been in this classroom for (25) minutes.* Ask: *Is 25 minutes a period of time or a point in time?* Elicit that it's a period of time.
- Write *since* and *for* on the board. Elicit examples of different periods and points of time to list under each, e.g. *for: seconds, minutes, hours, days, weeks, months, years, ages, a long time; since: 10 o'clock, Monday, April, 24 May, 2014.*

- d **08.05** Students read the information in Grammar Focus 8B on SB p. 158. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 8B on SB p. 159. Check answers as a class, making sure students are using *has/have* and past participles correctly. Tell students to go back to SB p. 81.

Answers (Grammar Focus 8B SB p. 159)

- a** 2 for 4 since 6 since 8 for 10 for 12 since
3 for 5 for 7 since 9 since 11 for
- b** 1 I've lived here for three months.
3 He's held the record since the last Olympics.
4 She's owned that car since 2018.
5 They've been married for two days.
6 I haven't listened to pop music for a long time.
7 We haven't been friends since we had a fight.
8 I haven't had a TV in my home for a few years.
9 He hasn't eaten meat since New Year's Day.
- c** 1 have you studied 4 have we had
2 has she lived 5 has he been
3 has Mr Bell taught
- d** 1 She's worked 5 We haven't seen
2 She started 6 We didn't see
3 did you buy 7 I loved
4 have you had 8 I've loved

CAREFUL!

Remember that to talk about a finished period in the past, we use the past simple and not present perfect or past continuous: e.g., ~~I have studied / I was studying in New York for a year when I was a student.~~ (Correct form = **I studied in New York for a year when I was a student.**)

- e** Ask students to complete the sentences individually. They should write four true sentences and two false ones. Check for correct use of *for* and *since*. To extend, you can ask them to write an additional sentence in the past simple to give extra detail, e.g., *I've owned my car for six months. My parents gave it to me for my birthday.*
- f** In pairs, students take turns reading their sentences and guessing which were false. Take feedback as a class.

3 VOCABULARY

Sports and leisure activities

- a** In pairs, students look at the pictures at the bottom of the page and make a list of the sports and activities. Check their ideas as a class.

Answers

ice skating, running/jogging, surfing, snowboarding

- b** Discuss the question as a class. Encourage students to give reasons for wanting or not wanting to try the sports.
- c** 08.06 Students complete the exercises in Vocabulary Focus 8B on SB p. 139. Check their answers to Exercise a and play the recording for them to underline the stressed syllables and then again to listen and repeat. Monitor the conversations in Exercise e and correct students' pronunciation.

Answers (Vocabulary Focus 8B SB p. 139)

a/b

- | | | |
|---------------------------|--------------------------|--------------------------|
| 2 d <u>s</u> nowboarding | 7 l <u>g</u> ymnastics | 12 a <u>a</u> thletics |
| 3 j <u>g</u> olf | 8 m <u>s</u> cuba diving | 13 i <u>i</u> ce hockey |
| 4 c <u>v</u> olleyball | 9 h <u>y</u> oga | 14 e <u>s</u> quash |
| 5 f <u>s</u> kateboarding | 10 g <u>j</u> ogging | 15 n <u>i</u> ce skating |
| 6 k <u>r</u> ock climbing | 11 o <u>w</u> indsurfing | |

c

- | | | |
|--------------------|--------------------|--------------------|
| 1 go surfing | 6 go rock climbing | 11 go windsurfing |
| 2 go snowboarding | 7 do gymnastics | 12 do athletics |
| 3 play golf | 8 go scuba diving | 13 play ice hockey |
| 4 play volleyball | 9 do yoga | 14 play squash |
| 5 go skateboarding | 10 go jogging | 15 go ice skating |



FAST FINISHERS

If you used the optional lead-in, tell fast finishers to go back to the A–Z of sports at the beginning of the lesson and write *go, do* or *play* next to each one, e.g., *do aerobics, play basketball*.

4 SPEAKING

- a** Students read the different points 1–4 and make some notes about them.
- b** Put students into small groups to compare their interests and experiences. Ask them to find the person who is most similar to them in the group. Read the examples before they start. Listen for correct usage of the target language in this lesson. Point out errors for students to self-correct. In feedback, ask students to say who they are most similar to in their group, and why.



ADDITIONAL MATERIAL

Workbook 8B

Photocopiable activities: Grammar 8B, Vocabulary 8B, Pronunciation 8B

Documentary Video Unit 8 *Culture*

Video Worksheet Unit 8 *Culture*



OPTIONAL LEAD-IN

Write on the board: a) arrive late b) phone the dentist and say you will be late c) phone the dentist and see if you can arrange the appointment for another day d) don't go. Say: You have an appointment at the dentist. You don't want to go! On the way to the dentist you get stuck in traffic. What do you do? Point to the board and ask students what they would do. Encourage them to explain why.

1 LISTENING

- a** In pairs, students look at the list and discuss whether these things are annoying. Encourage them to justify their answers as far as possible. Ask one or two students to share their ideas with the class. Ask students if the discussion has made them think of any other annoying situations.
- b** **08.07** Ask students what has happened in the story so far. Then ask them to look at the pictures and say how Annie and Leo seem and what they think is happening. Play Part 1 of the video or play the audio recording for them to check their ideas.

Answer

Leo is explaining to Annie why he hasn't called. Annie doesn't believe him.

Video/Audioscript (Part 1)

LEO Hi, Annie.
ANNIE Oh, hi.
L Are you busy? Can I come in?
A Er, yeah – come in ... Do you want anything to drink? A coffee?
L No, no, I'm fine.
A So, how are you?
L I'm ... well, I'm OK. Look, I'm really sorry I haven't called you.
A It doesn't matter.
L No, look – let me explain. I couldn't call or send you a message. I've had a really bad back. I was in bed for days.
A What do you mean you couldn't call? Did your arms stop working? How hard is it to call someone?
L No, no – you don't understand. I was going to call you, but I couldn't find my mobile.
A I don't know, Leo. How can I believe you?
L It's true!
A I thought you were avoiding me.
L No, of course not.
A So, what happened? Did you have an accident?
L No, nothing. I just woke up one day and it was hurting. And then every day it got worse.

A Oh.
L So, in the end, I went to the doctor.
A And what did the doctor say?
L Well, he said it was because I'm always behind my desk, in the office.
A I was worried, you know?
L I'm sorry. I didn't mean to make you worry. And then I meant to call you after I went to the doctor, but I was working so much.
A Well, it's not your fault. But why were you working so much?
L Well, because I missed so much work. Because of my back.
A Leo, the doctor said you had a bad back because of your work. And then you work even more?
L I know, I know. I had to work that much. I didn't have a choice.
A Oh, Leo.
L I'm sorry, Annie.
A Don't worry about it.
L No, there's no excuse.
A No, really, it's fine. Are you sure you don't want that coffee?
L Oh, that would be great – thanks.

At the end of this lesson, students will be able to:

- use phrases to make apologies and to make and accept excuses
- understand a conversation where someone apologises and makes excuses
- recognise and use intonation to indicate they are continuing or finishing a sentence

- c** **08.07** Read the questions with the class and check understanding. Elicit the meaning of *avoid* – to deliberately stay away from someone. Then play Part 1 of the video or play the audio recording again for students to answer the questions. Check answers as a class.

Answers

- 1 He had a bad back and was in bed.
- 2 No. Did your arms stop working?
- 3 He couldn't find his mobile phone.
- 4 She thought Leo was avoiding her.
- 5 because he missed so much work
- 6 No.

- d** Students talk about the questions in pairs. Circulate and encourage students to give reasons for their answers. During feedback, list on the board the things the class agree you should always or don't have to apologise for.

2 USEFUL LANGUAGE

Apologies and excuses

- a** **08.08** Read the sentences with the class and give students the opportunity to complete them before hearing the recording again. Then play the recording to check answers. If necessary, you could play the recording for students to listen and complete the sentences.

Answers

- 1 really sorry
- 2 couldn't
- 3 was going
- 4 didn't mean
- 5 meant
- 6 had to
- 7 there's

- b** Elicit from the class the difference between to *apologise* and to *make an excuse*. Write on the board the sentence – *I'm sorry I haven't got my homework, but I was walking beside the river and my bag fell into the water* and ask students to tell you which part is an apology and which is an excuse. Establish that an apology is when you say you are sorry for something and an excuse is when you try to justify or give reasons for your actions. Then ask students to classify Leo's phrases in 2a as either apologies or excuses.

Answers

- 1 1, 4, 7
- 2 2, 3, 5, 6

- c** **08.08** Play the recording for students to repeat. Encourage students to try and imitate the rhythm of the sentences – the word stress and intonation.
- d** Students complete the sentences individually, and compare with a partner before you check as a class.

Answers

- 1 was
- 2 meant
- 3 had to
- 4 didn't mean
- 5 couldn't

- e** **08.09** Before playing the recording, ask if students can remember what Annie said to accept Leo's apologies. They look at the sentences and see if they can complete them before you play the recording for them to check.

Answers

- 1 matter
- 2 fault
- 3 worry
- 4 fine

f ▶ **08.09** Play the recording for students to listen and repeat. Tell the class that to sound apologetic in English, your voice should go down at the end of the sentence rather than up and encourage them to try to achieve this.

g 🗣️ Tell students that they are going to apologise and give excuses in different situations. First, look at the situations with the class and then suggest that they may want to use the possible excuses given. However, they can think of their own if they wish. Model one of the situations with a student as an example. In pairs, students take turns to apologise, give an excuse and respond appropriately. Monitor and prompt if necessary. During feedback, ask for examples of excuses students gave.

3 PRONUNCIATION

Intonation for continuing or finishing

a ▶ **08.10** Read through the instructions with the class and play the recording. Model the sentences and get the students to repeat after you and then elicit whether students think the speaker's voice goes up or down.

Answers

1, 3 down then up 2, 4 down

b Students complete the rule. Check answers.

Answers

down then up; down

c ▶ **08.11** Play the recording for students to answer the question.

Answers

1 more to say 2 finished 3 finished 4 more to say

💡 EXTRA ACTIVITY

Model the sentences in 3c and ask students to repeat them with the same intonation. Then elicit what they might say next, e.g., 1 *because he wasn't there*, 4 *because I couldn't find my phone*. They should join the information together with the correct intonation. Model this first if it's hard for the class. Write the sentence parts on the board. Divide the class in half and ask one group to say the first parts and the second group to say the second parts. Swap roles and repeat for practice. Make sure they are using the correct intonation.

4 LISTENING

a ▶ **08.12** Tell students that they are going to listen to the next part of the story. Ask for examples from the class about what Annie and Leo might talk about next. Read the question and play Part 2 of the video or play the audio recording for students to answer the question. Check answer as a class.

Answer

He agrees to call Mark and arrange to go to the gym with him.

Video/audioscript (Part 2)

ANNIE Oh, is it hurting now? **L** What?
LEO A bit. **A** I saw it on a TV programme! It'll help.
A Did the doctor give you anything? **L** Yeah, he gave me some pills.
L Yeah, he gave me some pills. **L** Annie, I don't really think that's for serious back problems.
A Ooh, I know! Lie down and I'll walk on your back. **A** No, of course not – sorry.

L No, it's fine – it's just, you know – I think I should do what the doctor says. **A** They do water aerobics too ... in the swimming pool ...
A Well, you could come to my yoga class! I think yoga's really good for your back. **L** Annie, that sounds worse than yoga.
L Hmm, yoga ... I'm not sure. **A** Well, what about the gym? I know ... you can go with Mark! He asked you, remember. You should call him! What do you think?
A Come on – you'll love it! **L** Yeah, I suppose.
L Do any other men go? **A** Call him! It'll be fun!
A Well, no, but you could be the first. **L** OK, OK – I will. I promise.
L It's not really my kind of thing.

📖 VOCABULARY SUPPORT

water aerobics – exercise in water

yoga (B1) – exercises for the mind and body

b ▶ **08.12** Play Part 2 of the video or play the audio recording again for students to find the other three suggestions that Annie makes and say why Leo doesn't like them. Check answers as a class.

Answers

1 She will walk on his back. / That isn't for serious back problems.
 2 Come to her yoga class. / It's not his kind of thing.
 3 Try water aerobics. / That sounds even worse than yoga.

c 🗣️ Discuss the questions as a class. Encourage students to use the phrases for making suggestions where appropriate, e.g., *be careful when you pick something up*, *go to a chiropractor*, *do gentle exercise*.

5 SPEAKING

a 🗣️ In pairs, students talk about who might say each of the things. Encourage them to take turns to read the phrases out to each other with correct stress and intonation. Check answers as a class.

Possible answers

boss/manager, police officer, friend on phone, waiter, ticket inspector, friend, wife/husband, parking attendant, people waiting in a shop / at an airport / at a bus stop

b 🗣️ Individually, students think of excuses to use in the different situations. Then ask them to compare their ideas with a partner and make sure they have at least two excuses prepared for each situation.

c 🗣️ Students swap partners and role play the situations, taking it in turns to give excuses. Encourage them to put expression into their voices. Ask for students' examples in class feedback and see which excuses were the best.

💡 FAST FINISHERS

Working with the same partners, students discuss whether they have been in situations like the ones in 5a and what happened.

➕ ADDITIONAL MATERIAL

Workbook 8C

Photocopiable activities: Pronunciation 8C

Unit Progress Test

SKILLS FOR WRITING

I couldn't put the book down

At the end of this lesson, students will be able to:

- understand people talking about books they have read
- read and understand online reviews
- write negative and positive comments
- link sentences with *although* and *however*
- write a review



OPTIONAL LEAD-IN

Books closed. Write some questions on the board: *What book are you reading now? What was the last book you finished? Can you name a book that you started but didn't finish? Can you name a book from your country that you would recommend to other people? Can you name the first book you remember reading as a child? Can you name a book you have read that has been made into a film?* Give students two minutes to think about their answers and then talk about their ideas with a partner. Take feedback and ask students to share some examples with the class. Encourage students to justify their opinions.

1 LISTENING AND SPEAKING

- a** Ask students to look at the book covers and describe what they see. Then they give suggestions for what they think the stories are about. Discuss their ideas as a class but don't check answers at this point.

- b** In pairs, students read the summaries and match them with the book covers. Check answers as a class.

Answers

- 1 c *How I Met Myself* 2 b *Eye of the Storm* 3 a *A Puzzle for Logan*



VOCABULARY SUPPORT

discover (B1) – to learn information, either by accident or because you were looking for it

hurricane – a big storm with very strong winds

murder (B1) – to kill someone (person = *murderer*)



LANGUAGE NOTE

When we talk about the story of a film or book, we generally use the present tense. Focus students' attention on this. Ask: *What tense is mainly used in the summaries?*

- c** **08.13** Play the recording for students to answer the two questions. Tell students not to worry about details at this stage. Check answers together.

Answers

- 1 Speaker 3 has finished the book; 1 and 2 are still reading.
2 They all think the stories are good.

Audioscript

- 1** I'm reading a book called *How I Met Myself*. I've had this book for about a year, but I only started reading it last week. It's about a man who lives in Budapest, Hungary. One day, as he's going home from work, a man suddenly appears and knocks him over in the street. He sees that the man looks exactly like him – he's his double. But the double runs away before the man can say anything. He thinks this is very strange, and he decides to try and find the man. However, he's afraid people will think he's crazy, so he doesn't tell anyone about it, not even his wife. I don't know what's going to happen in the end, but I'm really enjoying it. I usually read it on the bus on the way to work.
- 2** I'm reading a very good book at the moment. It's fiction, but I think it's based on a true story. It's called *Eye of the Storm*, and it's about a

hurricane – a very strong storm – which is coming towards the coast of Florida, in the USA. The main characters in the story are a man, his daughter and her friend. And the man is out in his fishing boat and he hasn't heard about the hurricane. So his daughter and her friend have to go out to sea and try to tell him before it's too late. It's very exciting. I can't stop reading it!

- 3** I'm not reading anything at the moment, but I've just finished a book called *A Puzzle for Logan*. It's a crime story and it happens in Edinburgh, in Scotland. It's a murder mystery. The police have found a woman who was murdered, and at the same time a man has just escaped from prison. He's been in prison for six years and he knows the woman, so of course everyone thinks that he murdered her. But the police officer, Inspector Logan, doesn't believe it. So, he tries to find out who really murdered the woman. It's a good story, I liked it.



VOCABULARY SUPPORT

escape (B1) – to get away

fiction (B1) – stories that are not real



LANGUAGE NOTE

The eye of the storm is the centre of the storm and is quiet and calm.

- d** **08.13** Read the questions with the class. Give students the opportunity to answer before hearing the recording again. Play the recording for them to check anything they aren't sure about. Pause after each speaker and elicit answers from the class.

Answers

- 1 He knocks him over in the street.
2 He decides to look for the man and find out who he is.
3 Yes, it's based on a true story.
4 She goes out to sea with her friend to try to tell him about the storm.
5 He's just escaped from prison and he knows the woman.
6 He tries to find out who really murdered the woman.

- e** Students make notes about a book they are reading or have read. Explain that *kind of story* relates to the topic, e.g., a romantic book, a crime story. Monitor and help with vocabulary as necessary.

- f** Put students into small groups. They should talk to the group about their book and discuss if they enjoyed it and if they would recommend their book to other readers. Listen and note down any interesting points to mention during feedback. Find out which of the books that has been discussed most students would now like to read and why.



LOA TIP MONITORING

When monitoring, the purpose is not always to note things students are doing wrong. It is also to note things they are doing right. In this case, note down interesting points they mention and tell the rest of the class about them in a later group discussion. Also note examples of good language and draw attention to these.

2 READING

- a Ask students how they usually find out about new books or films to read or see. Elicit different ways we can find out and put these on the board, e.g., friends, newspapers, online articles. Students might also suggest TV programmes where critics talk about new books and films. Tell students that these are called *reviews*. Ask: *Have you read an online review recently? Was it useful? Why / Why not?* Students read the online reviews and match them with the books in the pictures. Check answers together.

Answers

- 1 a *A Puzzle for Logan* 3 b *Eye of the Storm*
2 c *How I Met Myself* 4 a *A Puzzle for Logan*

- b  In pairs, students decide how many stars each reviewer would give. Discuss their ideas as a class. Encourage students to give reasons from each review as support. Then, ask: *Which book would you most like to read? Why?*

Answers

- 2 four or five stars 3 one or two stars 4 four or five stars

3 WRITING SKILLS

Positive and negative comments;
Linking: *although, however*

- a Ask students to categorise the comments in pairs. Check answers as a class and put two lists on the board. Brainstorm other words or phrases they could add to the list, e.g., Positive: *fantastic, informative, easy to follow, amazing, imaginative, educational*; Negative: *confusing, boring, scary, very slow*.

Answers

Positive: well written, realistic, wonderful, interesting, couldn't put the book down
Negative: hard to follow, not brilliant, not very exciting, a bit dull, quite complicated

- b Remind students that when writing, it is important not to have lots of short sentences but to link sentences and ideas. Students look at the examples and answer the questions.

Answers

- 1 b
2 a However b although

- c Students underline four more examples in the texts. Check answers as a class.

Answers

- 1 However, the story is quite hard to follow because ...
2 This is a wonderful story, although it's also ...
3 However, it's not very exciting because ...
4 Although the story is quite complicated, you should ...

- d Ask students about the position of *although* in a sentence.

CAREFUL!

Make sure that students are clear that *however* usually goes at the beginning of a sentence to link back to the previous sentence. Students may try to use it in the middle to join two parts, but this is likely to result in clumsy over-long sentences. *Although* can be placed either at the beginning or middle of a sentence.

Answer

2

- e Students join the sentences individually. Check answers as a class.

Answers

- 1 I can recommend the book. However, it's difficult to read. / Although I can recommend the book, it's difficult to read. / I can recommend the book, although it's difficult to read.
2 The story is a bit boring. However, the characters are interesting. / Although the characters are interesting, the story is a bit boring. / The characters are interesting, although the story is a bit boring.
3 It's an exciting story. However, it's not the best story I've ever read. / Although it's an exciting story, it's not the best story I've ever read. / It's an exciting story, although it's not the best story I've ever read.
4 It's fiction. However, it's based on a true story. / Although it's fiction, it's based on a true story. / It's fiction, although it's based on a true story.

EXTRA ACTIVITY

Ask students to work in pairs. They take it in turns to start a sentence which uses *although* in the middle. Their partner has to complete the sentence so that it makes sense. They could also start a new sentence with *However* and ask their partner to continue, e.g., *I watched a reality TV programme last night, although ... (I don't really enjoy them!) I watched a good film last night on television. However, ... (I didn't see the end because my friend phoned me.)* Ask students to share examples during class feedback.

4 WRITING

- a Tell students that they are going to write a book review. Go through the points they need to think about with the class. Give students some time to note down their ideas for 1 and 2 and remind them to use *although* and *however* for linking. Monitor and help with vocabulary and ideas as necessary.
- b Students write their reviews and give their star rating. Monitor and answer questions. Point out errors for students to self-correct or encourage self-correction if you see mistakes.

FAST FINISHERS

Fast finishers can add another paragraph about other reasons why a reader might like / not like the book, e.g., length, setting, style, kind of book.

- c Students read their partner's review and check for the points mentioned in the task. Monitor and find something to praise in all the reviews.
- d Pass students' reviews around the group or choose some to read out to the class. Ask students to choose which book they would like to read from these reviews and to give their reasons.

ADDITIONAL MATERIAL

Workbook 8D

UNIT 8

Review and extension

1 GRAMMAR

- a** Ask students to read and complete the text with the passive forms of the verbs in the box. Check answers as a class.

Answers

- | | |
|------------------------------|----------------|
| 1 were directed | 5 is used |
| 2 is done (is drawn) | 6 are recorded |
| 3 is/was drawn (is/was done) | 7 are put |
| 4 is written | |

- b** Students tell their partner about an animated film that they like. If students have already discussed this at some stage during the unit, ask them to start describing an animated film and their partner has to guess the film as quickly as possible.
- c** Students complete the sentences. Point out there is more than one possible answer for some. Check answers as a class.

Answers

- | | |
|--------------------|-------------------|
| 1 was created | 4 directed |
| 2 took / has taken | 5 wrote |
| 3 is/was based | 6 is/was designed |

- d** Students correct the sentences. Check answers as a class.

Answers

- | | |
|-----------------|----------------|
| 1 We've lived | 4 They've been |
| 2 for two years | 5 since 2012 |
| 3 since 2018 | 6 I've loved |



EXTRA ACTIVITY

Individually, students write down the names of a favourite book, film and song. Now put students into small groups. Each group in turn says one of the names they have written down. The other groups try to make a correct passive sentence about it. The first group to say a sentence which is correct both grammatically and factually wins a point.

2 VOCABULARY

- a** Students complete the sentences. Check answers together.

Answers

- sculpture
- novels
- classical music
- poem
- architecture

- b** Students tell the class which sentences are true for them.

- c** Students complete the sports and activities. Tell students that one of the answers is made up of two words. Check answers together.

Answers

- snowboarding
- gymnastics
- windsurfing
- scuba diving
- jogging
- squash
- golf
- yoga



EXTRA ACTIVITY

In pairs, students can mime a sport from this task or Vocabulary Focus 8B for their partners to guess.

3 WORDPOWER *by*

- a** Write the word *by* on the board. Ask students in pairs to write down some sentences using *by* in different ways. Check their ideas in feedback and write some examples on the board.

Students match the sentences and meanings. Check answers as a class. See if these meanings match any of the sentences on the board.

Answers

- 1 c 2 b 3 d 4 a

- b** Tell students that there are several useful expressions that include the word *by*. Students match the questions and replies. Check answers as a class.

Answers

- 1 b 2 c 3 e 4 a 5 d

- c** Elicit the answer to the question.

Answer

by the way

- d** Students match the meanings with the phrases in Exercise b. Check answers as a class.

Answers

- by mistake
- by hand
- by far
- by heart

- e** Students complete the sentences with expressions from Exercise b. Check answers as a class.

Answers

- by the way
- by mistake
- by hand
- by far
- by heart

- f** Have a full class discussion about what things students know by heart and do by hand/mistake.

» Photocopiable activities: Unit 8 Wordpower



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 9

ACHIEVEMENTS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations related to achievements in careers and education
- talk about future possibilities using conditional sentences
- describe actions and feelings
- make telephone calls
- write a personal profile

UNIT CONTENTS

G GRAMMAR

- First conditional
- Verb patterns

V VOCABULARY

- Degree subjects: *art, business management, drama, education, engineering, law, medicine, psychology*
- Education collocations: *do a degree in sth, get good/bad/low marks, get into university, fail/pass your exams, hand in an essay / work (late), revise (for an exam), take notes, write an essay*
- Verbs followed by *to* + infinitive / verb + *-ing*: *agree, arrange, avoid, dislike, forget, imagine, manage, miss, recommend, refuse, regret, seem*
- Wordpower: multi-word verbs with *put*: *put away, put back, put down, put off, put on, put (someone) through*

P PRONUNCIATION

- Word groups
- Main stress: contrastive

C COMMUNICATION SKILLS

- Talking about future possibilities
- Describing actions and feelings
- Making and receiving telephone calls
- Writing a personal profile

CULTURE NOTES

American football (just 'football' in the USA) is an extremely popular sport in the USA. Children can start playing on teams as early as elementary school, and the best players from high school teams are recruited for college teams. High schools in the USA earn significant amounts of money from football ticket sales and team fundraising, and colleges earn tens of millions of dollars through their football programmes. The best college players are usually recruited by professional teams.

College players are not paid, but if recruited to a team in the National Football League, they will earn a minimum annual salary of \$510,000 per year. The professional football industry is worth around \$15 billion, with half its revenue coming from deals made with television stations that want to broadcast games. Millions of people watch games throughout the week, and an estimated 102 million people watched the Super Bowl in 2020.

- b**  Discuss the questions as a class. Elicit from students what kind of personal achievements they have made and want to make.

EXTRA ACTIVITY

Put students into pairs. Ask them to imagine that one is the football player and the other is a news reporter. They should write a short interview about how the man and his team reached the achievement (e.g., practising every day, support from family) and what he plans to do next. When they have finished, ask one or two pairs to act out their interview. The class votes on the best one.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Ask students: *What have you read today?* Give some examples of things you have read, e.g., *bus timetable, email, Facebook update, staff notice board*. Put students in pairs to think of different things that we read every day. After two minutes, ask the class to tell you their ideas and write a list on the board. Ask students if they are surprised by how much they read every day. Tell them to think about the list of ideas on the board, e.g., *You would need to ask other people what time the buses came*. Elicit ideas for each text type on the board.

- a**  In pairs, students look at the picture and talk about the questions. Take feedback as a class and write students' ideas on the board. Support students by providing key vocabulary such as *American football, player, trophy, champion, championship game, proud* and *excited*. If appropriate for your class, give students information from the Culture Notes that follow.

IF I DON'T PASS THIS EXAM, I WON'T BE VERY HAPPY



OPTIONAL LEAD-IN

Books closed. Individually, students think of their favourite subject at school and write three reasons why they like or liked it, e.g., *I learned about other countries. I loved drawing diagrams. My teacher was really interesting.* (geography) In pairs, students read each other their reasons. Their partner tries to guess the subject. Take a class vote. Which school subjects are popular?

1 VOCABULARY Degree subjects

- a** Students discuss the questions and give their opinions. If your class is multilingual, put different nationalities together if possible. Write the names of the degree subjects students mention on the board.



CULTURE NOTES

Recent government figures suggest that just over 50% of UK school leavers enter some form of higher education. Popular degree subjects in the UK are Business Management, Law, IT, Social Studies, Art, Education, Medicine and Biosciences.

- b** **09.01** Ask students to cover their books. Ask: *What other subjects can people study at university today?* Elicit any more ideas that students can think of for subjects that can be studied at university and add them to the list on the board. Then let the class read the list of subjects and match them with the pictures. Play the recording to check answers. Pay special attention to the pronunciation and stress pattern on *engineering, psychology, medicine* and *management*.

Answers

- 1 drama 3 engineering 5 education 7 business management
2 law 4 psychology 6 medicine 8 art



LANGUAGE NOTE

The *p* at the beginning of *psychology* is silent. Students may try to pronounce it.



CAREFUL!

Check for the correct spelling of *business*, e.g., *I'm going to study bussiness or bussines*. (Correct form = *business*.) Also look out for the spelling of *management* e.g., He wants to work in *managment*. (Correct form = *management*.)



EXTRA ACTIVITY

In pairs, students choose one of the subjects from Exercise b and say something that a student of that subject might need to do. Their partner guesses the subject, e.g., *check your temperature* (medicine), *learn lines* (drama).

- c** Students discuss the questions in pairs. Take feedback as a class. Elicit any other degree subjects

At the end of this lesson, students will be able to:

- use the first conditional correctly
- use vocabulary related to degree subjects
- read and understand a text about unusual degree subjects
- use education collocations
- understand people talking about their study habits
- talk about plans for the future

which are popular in students' home countries – e.g., degrees related to computer science. Ask students: *Which subjects do you think are the most popular? Why?*

2 READING AND SPEAKING

- a** Tell students that they are going to read an article about unusual degrees that people can do at university today. Ask if they have heard of any unusual degrees themselves. Students read the introduction and look at the pictures and names of the unusual degrees. Discuss the questions briefly as a class.



VOCABULARY SUPPORT

bakery (B2) – place where bread is made or sold

ceramics – plates, dishes or vases that are made from a hard clay

citrus – fruits like oranges, lemons and grapefruit

- b** Ask students to read the article to check their ideas. While reading, they should underline the words that tell what exactly the students learn about or do on their courses.

Answers

Football Studies: football, business, society, the media, sports injuries, coaching

Citrus Studies: grow citrus fruits, chemistry, biology

Toy Design: design toys, child psychology, 3-D design, mechanical engineering

Bakery Science: chemistry, manage production

Popular Music: science of sound, production, engineering

Ceramics: produce ceramics

- c** In pairs, students discuss the meaning of any new words. In feedback, check the meanings and see if the rest of the class can explain any words that other students don't know.



VOCABULARY SUPPORT

ceramics – the art of making objects by shaping pieces of clay and baking them

coach (B2) – to teach someone so that they improve at a sport, skill or school subject

design (B1) – the art of making plans or drawings to show how something will be made

exhibition (B1) – when objects such as paintings are shown to the public

injury (B2) – when you hurt a part of your body in an accident

lecture (B1) – a talk by an expert

lime – a small green citrus fruit which is sour and not sweet

mechanical engineering (B2) – the study of the design and production of machines

psychology (B2) – the study of the mind and how people behave

society (B1) – large group of people who live in the same country or area and have the same laws, traditions, etc.

- d Read the questions with the class. If possible, pair students of different nationalities together for them to discuss the questions. Monitor and help with vocabulary as necessary. Ask for ideas during class feedback.

3 VOCABULARY Education collocations

- a Put students in pairs and ask them to make a list of ways students can be successful learners. Give an example: *arrive on time and don't be late for class*. In feedback ask for ideas and write them on the board. Read the words and phrases in their book and check them against the list on the board. If they are not on the board, ask students to explain why.

Answers

pass your exams, take notes, revise

LANGUAGE NOTE

A *mark* (B1) means a number or letter that is written on a piece of work, saying how good the work is.

- b **09.02** Students complete the exercises in Vocabulary Focus 9A on SB p. 140. Play the recording where indicated for students to check their answers to Exercise b. Check answers to Exercises a and d as a class. Tell students to go back to SB p. 89.

Answers (Vocabulary Focus 9A SB p. 140)

- a 1 e 2 c 3 a 4 b 5 d 6 g 7 f
b 1 get into 3 get 5 took 7 got
2 do 4 write 6 handed 8 failed
d 1 degree 3 exam 5 notes 7 university
2 essay 4 mark 6 place

4 LISTENING

- a **09.03** Ask the class: *What do successful students do, those who have good study habits? For example, do they hand in their essays late?* Elicit *on time* from the class. Continue reviewing the collocations from Exercise 3a by eliciting other examples of what good students do – *they take notes, they revise for exams*, etc., and getting students to add more ideas, e.g., *they ask questions in class, they go to bed early and get enough sleep*. Then play the recording for students to listen and decide which of the speakers have good or bad study habits. Check ideas as a class.

Answers

good habits: B, C, D (studying a lot / studied hard/hours in the library)
bad habits: A, E (late starting an essay / no revising/studying)

Audioscript

- A I'm writing an essay at the moment. But I'm a bit worried, because I only started today and I have to hand it in on Friday. I really need to speak to my lecturer. I might fail the year if she doesn't give me more time.
B I can't believe it's all over – the last exam was yesterday. Now I just have to wait for the results. I studied hard, so I'm quite confident. If I pass, I'm going to have a big party! If I don't, well ... I'm not going to think about that ...

- c So I've got my results and ... I'm really happy with my marks. All those hours in the library paid off! The problem now is that I have to choose which course to do at which university. I've got three places to choose from and they're all really good, but they're slightly different. I have to be quick – if I don't decide soon, I'll miss the deadline.
d Well, my exams start next week, so I'm revising a lot at the moment. I really want to do an economics degree, but it won't be easy to get a place – there are a lot of people who want one. But I'm sure I'll get the marks I need if I work hard.
e The exam's in a couple of hours. I'm not really ready because I went to a few parties this week and I haven't had time to revise. If the questions aren't too hard, I might be OK. But this lecturer normally gives us difficult exam papers, so I think I'm in trouble!

VOCABULARY SUPPORT

deadline (B2) – the latest time to do something by

fail the year – fail a whole year of studying and need to repeat

it's all over – it's completely finished

paid off (B2) – produced good results

be in trouble (B2) – be in a difficult, unpleasant or dangerous situation

LANGUAGE NOTE

When we use *deadline*, the verbs that collocate with this are *meet a deadline* (to do the work by the time) and *miss a deadline* (not to do the work by the time).

- b **09.03** Encourage the class to underline the key words in the list of factors they have to match with the speakers (e.g., *finished, worried, decision*). Explain that identifying these key words as they listen will help them with the matching. You may also wish to help students with the words and expressions in the Vocabulary Support box. Play the recording again for students to answer the questions, pausing after each speaker if needed. Check answers as a class at the end of the recording.

Answers

1 B 2 E 3 C 4 A 5 D

- c Students discuss the question in pairs. As a class, talk about which of the speakers students identify with the most.

5 GRAMMAR First conditional

- a **09.04** Books closed. Ask individual students: *What will you do / are you going to do if you pass your exam(s)?* Don't correct students if they make a mistake with the first conditional form at this stage, but note down their errors to discuss in a later class discussion. Ask students: *Can you remember what Speaker B said he was going to do if he passed his exams?* Students open books to check. Play the recording for students to complete the sentences. Check answers as a class.

Answers

1 pass 2 don't decide 3 doesn't give 4 aren't 5 work

LOA TIP CONCEPT CHECKING

Write sentence 1 from Exercise a on the board: *If I pass my exam, I'm going to have a big party!* Ask concept questions to reinforce the idea that the first conditional refers to something that may happen in the future. Ask: *Has the speaker taken the exam?* (no) *Is he going to pass?* (we don't know) *Is it possible?* (yes)

- b** Ask students to answer the questions and complete the rules.

Answers

1 future 2 possible 3 present tense

- c** **09.05** Students read the information in Grammar Focus 9A on SB p. 160. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 9A on SB p. 161. Check answers as a class, making sure students are using the present simple for the *if*-clause. Tell students to go back to SB p. 89.

Answers (Grammar Focus 9A SB p. 161)

- a** 2 c 3 e 4 a 5 h 6 d 7 b 8 f
b 1 pay / I'll pay 5 like / might stay
 2 don't / I'll 6 won't / don't
 3 isn't going to / doesn't 7 Are you going to / get
 4 will / there is
c 1 will you do 6 I have 11 the cat doesn't get
 2 it breaks 7 I'll make 12 I push
 3 I'll ask 8 you don't 13 he'll jump
 4 it's 9 we'll be
 5 I'll take 10 I won't finish

LANGUAGE NOTE

- The two clauses of a conditional sentence can come in either order. The *if*-clause can come first or second. However, if it comes first, we use a comma after it.
- Remember that the result clause can also use *might* to express less certainty.

- d** **09.06** **Pronunciation** Choose a sentence from Exercise a or Grammar Focus 9A and say it to students, e.g., *If I pass, I'm going to have a big party.* Then say the sentence without a pause. Ask the class what was different between the way you said the sentence the first time and the second time. Then ask students to look at the sentences. Play the recording for students to listen to examples of where to pause between the two parts of a conditional sentence. Mention to students that the sign *'/'* means there is a pause.
- e** **09.06** Play the recording again and pause after each sentence for students to repeat.
- f** Give students two or three minutes to change the second half of the sentences in Exercise d so that they are true for them. Then they compare their sentences with their partners. Ask students to share some examples with the class.

- g** Tell students about a plan: *I'm going to meet my friend in the park.* Write on the board: *And if it rains?* Tell them: *If it rains, we're going to meet in the café.* Elicit another possibility, e.g., *And if the café is full? If the café is full, we'll go to the café in the shopping centre.* Read the examples in bubbles with the class and ask them to work in pairs to make as many exchanges for each sentence in Exercise d as they can. Ask one or two pairs to act out their best/longest exchanges.

FAST FINISHERS

Fast finishers can write two new sentences like the ones in Exercises d and f and think of further exchanges. Check these in class feedback.

6 SPEAKING

- a** Tell students that they are going to talk to each other about their own long-term future. Read the topics and ask students to note down their plans regarding these topics individually. Monitor and give encouragement and ideas where necessary.
- b** Put students into small groups. Read the examples with the class. Students should tell their group about their plans. Other students should ask first conditional questions about these plans. Monitor, but don't interrupt fluency unless students make mistakes with first conditional structures. Point out the errors for students to self-correct. When the groups have finished, ask them to share examples of different plans and their questions with the class. Point out any language problems at this point, remembering to praise good use of language as well.

ADDITIONAL MATERIAL

Workbook 9A

Photocopiable activities: Grammar 9A, Vocabulary 9A, Pronunciation 9A

Documentary Video Unit 9 *Achievements*

Video Worksheet Unit 9 *Achievements*

- use verbs followed by *to* + infinitive / verb + *-ing* correctly
- read and understand a text about difficulties in celebrities' lives
- understand someone talking about shyness



OPTIONAL LEAD-IN

Before class, think of a celebrity students will all know. Find five facts about the celebrity's life. Make sure some of the facts focus on the personal life of the celebrity. In class, with students' books closed, write the facts on the board one sentence at a time and see how quickly the class can guess the name of the person. Ask students to do the same in pairs about another celebrity. Ask one or two students to play the game with the whole class.

1 SPEAKING AND LISTENING

- a** Ask students to look at the pictures. Ask: *Where are the people? What are they doing? How do you think they are feeling?* Elicit adjectives, e.g., *shy, worried, nervous, anxious, happy, confident*. Then ask: *Why are they feeling like this?* Ask the class if they find the situations in the pictures easy or not, and why / why not. Elicit examples of when students have been in these situations recently. Find out how many people in the class feel shy in these situations.
- b** In pairs, students discuss their reactions to the statements before you discuss their ideas as a class. Encourage students to justify their opinions as much as possible.
- c** **09.07** Tell the class that they are going to listen to an interview about shyness. Tell them not to worry if they don't understand everything they hear, but encourage them to focus on listening for the specific information they need to check their answers for Exercise b. You may need to play the recording twice and/or pause it after the information is given.

Answers

1 T 2 F 3 F 4 T

Audioscript

PRESENTER So let's have a look at another story in the news today. A study reported in the newspapers this week has found that 50% of people in the USA say they are shy. And also that this is an increase, and shyness is becoming more common. Well, here to talk about this is Dr Lamb, from the University of South London. Dr Lamb, good morning.

DR LAMB Good morning. Thanks for inviting me here.

P Let's talk first about shyness in general. Obviously we all feel shy sometimes. When does it become a problem?

L Well, it becomes a problem when it stops you doing what you want to do. Shy people normally want to communicate with other people. They don't want to be on their own. But they find it difficult when they need to talk to other people. Or when people talk to them.

P OK, and is it true that people are becoming shyer? Is shyness becoming more common in the world?

L That's a difficult question to answer. But some people say that modern technology is making us shyer.

P Yes, in fact, the study mentions technology. What is the relationship between technology and shyness?

L Yes, well, the idea is basically that we speak to other people much less now ... because of technology. The Internet has changed things a lot. We maybe use email or Facebook more than we talk on the phone or meet our friends. We check our bank account online. We don't go to

the bank much any more and speak to someone. We book our holidays online, not at a travel agent's. So there are all of these things. We just speak to other people less than in the past. So when we do speak to someone, it's more difficult for us.

P So tell us – what makes shy people feel the way they do? What's going on in a shy person's head?

L Well, first it's important to say – everyone is different so there's no single answer. But in general, shy people worry a lot and they expect things to go wrong. Let's imagine a shy person wants to go to a party. He or she will probably make lots of predictions about the party, normally bad ones. So they'll say, 'If I go to the party, I won't know anyone, and it will be difficult. I won't enjoy it.' And so on. Or often they imagine terrible situations – 'Everyone will laugh when I speak,' 'Everyone will hate me,' that kind of thing.

P These are, I think, the kinds of feelings we all get sometimes. But you're saying that very shy people get more of them.

L Yes, yes – absolutely.

P And what can you do to help shy people?

L Well, when I work with shy people, I ask them to talk about these feelings. I tell them to make a list of all the things they worry about. Then I can ask, 'Well, do you think these things will really happen?' At the beginning, they say, 'yes'. But I work with them and I hope in the end they'll realise the things probably won't happen. That's important. And after this training, I ask the shy person to go out and speak to people, to see what happens. And normally, nothing bad happens. Then they can compare this real experience they've had to the list of fears they wrote on Day 1. There's usually a big difference and this really helps them to deal with their shyness.

P OK, Dr Lamb, we have to finish there. Thanks for coming to speak to us.

L Thank you.



VOCABULARY SUPPORT

basically (B2) – simply

becoming more common (B1) – happening more often

on their own (B1) – alone

report (B1) – to say/tell the results of something

study (B2) – a survey / some research



LANGUAGE NOTE

The verbs *increase* and *study* both have a countable noun which is the same form, e.g.:

*There is **an increase** in the number of students at this school.*

*There has been **a study** about people's social habits.*

- d** **09.07** Read the questions with the class. You may wish to help students with the words in the Vocabulary Support box at this point. Encourage them to underline the key words in the question (problem, technology, worries, helps) and listen for those in particular. Play the recording again for students to answer the questions. If students need more support, you can play the recording twice and pause for them to answer. Check answers as a class.

Answers

- 1 Shyness becomes a problem when it stops you doing what you want to do.
- 2 Because of technology / the Internet, we speak to other people much less now.
- 3 They worry a lot and they expect things to go wrong.
- 4 She asks them to talk about their feelings and make a list of all their fears; then she asks if these things will really happen and they say yes; she works with them and in the end they say no; they go out and speak to people and see what happens – usually nothing bad.

- e** In pairs, students discuss what they think of Dr Lamb's advice. Take feedback as a class and elicit tips from the group for what people can do if they feel nervous or shy.

2 READING

- a** Elicit from the class the different kinds of celebrities there are, e.g., film stars, singers, sports celebrities, politicians and people in power, reality TV celebrities and also elicit and write on the board examples from each group. Ask for a show of hands for people who are interested in celebrities' lives and those who are not. Nominate students from each group to explain the reasons for their answer.
- b** Ask students to look at the pictures of the celebrities in the article. Ask: *Do you know the celebrities? What are they famous for?* Then read the list of problems with the class and check students understand *bullying* (hurting or making fun of people who are weaker / less powerful than you). In pairs, students try to match the celebrities with the problems. If appropriate for your class, give students information from the Culture Notes that follow.



CULTURE NOTES

Jennifer Lawrence is from Kentucky in the USA. In 2015 and 2016, she was the highest-paid actress in the world. She starred as Katniss Everdeen in the *Hunger Games* films.

Ashleigh Barty is from Queensland, Australia. She started playing tennis at the age of four and became a Grand Slam women's doubles champion winning the US Open in 2018, and a Grand Slam singles champion after winning the 2019 French Open.

Salma Hayek was born in Mexico, but now lives in the USA. She has starred in over 40 films and also produces films and TV programmes. She was nominated for an Oscar for her role as artist Frida Kahlo in the film *Frida*.

Ed Sheeran was born in the north of England in 1991 and started recording music in 2004. He has won many music awards and has sold more than 150 million albums worldwide.

Lady Gaga is from New York City. She is one of the best-selling musicians of all time. Her debut album *The Fame* has sold 15 million copies worldwide.

Benicio Del Toro is from Puerto Rico. He won an Oscar for his role in *Traffic* (2000). Other film appearances include *Guardians of the Galaxy* and *Sicario*, and he played Ernesto 'Che' Guevara in *Che* (2008).

- c** Ask students to read the article to check their ideas from Exercise b. You may wish to help them with the words in the Vocabulary Support box at this point. Check answers as a class.



VOCABULARY SUPPORT

bullying (C1) – when children hurt or are unkind to weaker or less popular children

champion (B1) – a winner who beats everyone else

dyslexia – problem with reading words and writing

give up (B1) – to stop doing something

Answers

family disagreements – Benicio Del Toro
language problems – Salma Hayek
shyness with women – Ed Sheeran
shyness with strangers – Lady Gaga
bullying – Jennifer Lawrence
being away from home – Ashleigh Barty



LANGUAGE NOTE

The word *celebrity* is often abbreviated to *celeb*.

- d** Ask students to cover the article. Read out the sentences for students to try to remember and write down who the sentences refer to. Then they read the text again to check. Finally, check answers as a class.

Answers

- | | | |
|--------------------|---------------------|---------------|
| 1 Ashleigh Barty | 3 Ed Sheeran | 5 Salma Hayek |
| 2 Benicio Del Toro | 4 Jennifer Lawrence | 6 Lady Gaga |

- e** Students answer the questions in pairs. Check answers as a class.

Answers

- 1 people she doesn't know
- 2 no (because people who read fast forget it)
- 3 It made her stronger and helped her survive in the film industry.
- 4 She felt like a normal teenager.
- 5 He released songs on YouTube.
- 6 be(come) a lawyer

- f** Discuss the questions as a class. Take a vote on which celebrity the group think had the most difficult time and which celebrity (if any) they admire the most.



EXTRA ACTIVITY

Ask students in small groups to discuss the question: *Do you think celebrities have an easy life?* Put some ideas on the board to help them, e.g., *money, friends, photographers, travelling*. Monitor and support students with any vocabulary they may need. Encourage students to justify their opinions as far as possible.

3 GRAMMAR Verb patterns

- a** Ask: *Who decided to leave university to study acting?* (Benicio Del Toro) Write: *He didn't stop playing.* (Ed Sheeran) Elicit the different verb patterns after each main verb: *to* + infinitive and verb + *-ing*. Then students look at the sentences and answer the question.

Answer

- 1 *to* + infinitive 2 verb + *-ing*

LOA TIP ELICITING

Verb patterns are complex in English and students need to learn that different verbs take different patterns. Establish the need to learn these patterns in this way. Ask students: *Which celebrity did you enjoy reading about most? Which celebrity – NOT in the article – would you like to know more about?* Put some of their answers on the board in full form, e.g., *I enjoyed reading about Ed Sheeran. I would like to know more about Salma Hayek.* Underline *reading* and *to know* and ask what these forms are: verb + *-ing* and *to* + infinitive.

- b** Remind students that it is important to know which form follows a main verb. Tell them that we need to learn this when we learn the main verb. Advise them to record new words in sentences so they remember this, e.g., *give up – I gave up running because I had an injury.*

Students complete the table with verbs from the texts. Check answers as a class. In feedback, ask for more example sentences from students for each verb, to practise using the correct form.

Answers

Verbs followed by *to* + infinitive: decide, need, manage, learn, want
Verbs followed by verb + *-ing*: stop, like, avoid

CAREFUL!

Students may omit *to* before the infinitive, e.g., *We want see the new film.* (Correct form = *We want to see the new film.*)

- c** >>> 09.08 Students read the information in Grammar Focus 9B on SB p. 160. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 9B on SB p. 161. Check answers as a class. Tell students to go back to SB p. 91.

Answers (Grammar Focus 9B SB p. 161)

- a** 1 to leave 3 working 5 to visit 7 talking 9 to go
2 playing 4 starting 6 to live 8 to help 10 to save
b 1 both OK 3 to make 5 to start 7 both OK 9 having
2 not doing 4 both OK 6 to become 8 both OK 10 both OK
c 1 to pass 3 getting 5 to speak 7 to visit
2 not to be 4 not putting 6 doing 8 not to play
d 2 thinks of 5 hated 8 discussed
3 didn't expect 6 continued 9 preferred
4 started 7 needed

4 VOCABULARY Verbs followed by *to* + infinitive / verb + *-ing*

- a** Ask students to find four more verbs in the text followed by verb + *-ing* form. Check answers together.

Answers

verb + *-ing*: miss, give up, start (Barty), enjoy (Barty/Sheeran), regret (Del Toro)

- b** In pairs, students discuss the meanings of the verbs in Exercise a before you check answers as a class. Elicit any other verbs the class knows which follow the patterns, e.g., + *-ing* – verbs of liking and disliking: *like, love, enjoy, fancy, dislike, detest, hate, can't stand*; phrases with mind: *would mind, don't mind*; verbs of saying and thinking: *admit, consider, deny, imagine, intend, remember,*

suggest; verbs of stopping and starting: *start, begin, stop, finish*; other common verbs: *avoid, miss, practise.*

to + infinitive – *afford, agree, allow, ask, choose, decide, encourage, expect, forget, hope, learn, manage, mean, need, offer, prepare, pretend, promise, refuse, teach, want, would like.*

Tell students that they need to learn what verb pattern the verb takes when they learn the verb; there aren't any short cuts. However, as their English improves they will start using the most common patterns automatically.

Answers

miss: feel sad that someone or something is not there

give up: stop doing something you usually do

start: begin

enjoy: like

regret: feel sad about something that happened in the past

- c** >>> 09.09 Students complete the exercises in Vocabulary Focus 9B on SB p. 141. Tell students to use infinitive forms for the table in Exercise b. Play the recording where indicated for students to underline the stressed syllables in Exercise a and to practise saying the sentences. Tell students to go back to SB p. 91.

Answers (Vocabulary Focus 9B SB p. 141)

- a** 2, 10, 3, 4, 6, 1, 7, 5, 8, 11, 9, 12
b *to* + infinitive: refuse, arrange, forget, seem, agree, manage
verb + *-ing*: recommend, imagine, miss, dislike, regret, avoid
c 1 refused 4 recommended 7 disliked 10 managed
2 arranged 5 imagined 8 seemed 11 regretted
3 forgot 6 missed 9 agreed 12 avoids
d 1 regretted/regrets 5 refused/refuses 9 misses
2 dislikes 6 agreed/arranged 10 agreed
3 forgot 7 avoids 11 managed
4 imagined 8 recommended/recommends 12 seemed

5 SPEAKING

- a** Put students into pairs. Tell them that they are going to take turns to make and guess phrases using the verb patterns. Look at the example in the book and give another example of your own for students to guess, e.g., *clean fridge*. Elicit guesses, e.g., *Are you avoiding cleaning your fridge?* *No. My fridge is beautifully clean. I'm very proud of it. Did you manage to clean your fridge recently? Yes, that's right. It was really dirty, but I had been so busy at work I hadn't had time to clean it!* Students choose five topics each and then prepare their sentences. They write their key words in the boxes.
- b** In pairs, students guess their partner's sentences from the key words. Monitor and help with question forms. Take feedback as a class and ask students to tell their partner's most interesting or surprising sentence to the class.

FAST FINISHERS

Fast finishers can write sentences and key words for two more topics.

ADDITIONAL MATERIAL

Workbook 9B

Photocopiable activities: Grammar 9B, Vocabulary 9B



OPTIONAL LEAD-IN

Books closed. Ask students in pairs to think of as many reasons why people might call this school as they can in two minutes. Give examples, e.g., *to give a message to someone who works or studies here or to ask for information about course prices*. Ask students to share some examples with the class.

1 LISTENING

- a** Look at the questions with the class and tell students about your own phone use, who you call often, how long you spend on the phone, your experiences of using the phone in a foreign language. Students work in pairs and discuss the questions with a partner before you take feedback as a class.
- b** **09.10** Ask students to tell you the story so far. Tell the class that they are going to hear Annie making a phone call. Play Part 1 of the video or play the audio recording for students to listen and find out who Annie wants to speak to and if she is going to call back later. Check answers as a class.

Answers

Mark (Riley)
No, Mark will call her back.

Video/audioscript (Part 1)

- RECEPTIONIST** Good morning, Turner and Collins.
ANNIE Oh, good morning. Is it possible to speak to Mark Riley in Marketing?
R I'll just put you through.
COLLEAGUE Hello, Mark Riley's phone?
A Oh, hello. Is Mark there?
C I'm afraid he's not available – he's in a meeting. Can I take a message?
A Umm, can you just tell him that I called?
C And who's calling, please?
- A** This is Annie Morton speaking.
C OK. And shall I ask him to call you back?
A Ah, yes please.
C Did you say your name was Annie Morgan?
A No, sorry, Annie Morton. That's M-O-R-T-O-N.
C OK. And has he got your number?
A Yes, he has.
C Fine, I'll ask him to call you.
A Thanks very much.
C No problem. Bye.
A Goodbye.

- c** **09.10** Read through the detailed questions with the class and check students understand the meaning of *colleague* – a person you work with. Play Part 1 of the video or play the audio recording again for students to answer the questions. Check answers as a class.

Answers

- 1 He's in a meeting.
- 2 Tell Mark that she called.
- 3 Ask Mark to call Annie back.
- 4 Annie's name; if Mark has Annie's number

At the end of this lesson, students will be able to:

- make phone calls with people they know and don't know
- understand a phone conversation about trying to speak to a person
- use contrastive stress correctly
- deal with problems on the phone

2 USEFUL LANGUAGE

Phoning people you don't know

- a** **09.11** Tell students that there are a lot of short set phrases that are commonly used in phone calls and these (taken from the recording) are some common examples. Students complete the missing words in pairs before you play the recording again for them to check their answers.

Answers

- | | | |
|------------|-------------|------------|
| 1 possible | 4 available | 7 speaking |
| 2 put | 5 take | 8 back |
| 3 there | 6 calling | 9 got |

- b** Elicit from the class which phrases are used by the person who is making the call and which by the person receiving the call.

Answers

- 1 1, 3, 7
- 2 2, 4, 5, 6, 8, 9

- c** Answer the questions together. In pairs, students match the phrases to the functions. Check the answers as a class.

Answers

- | | | | |
|-----|-----|-----|-----|
| 1 2 | 2 4 | 3 6 | 4 8 |
|-----|-----|-----|-----|



EXTRA ACTIVITY

Books closed. Write sentences from 2a on the board, but leave out key words, e.g., *Is it ... speak to Mark Riley?* (possible to).

- d** Put students into groups of three and ask them to have a similar conversation to the one they've just heard. If you used the Optional lead-in, refer back to the ideas students gave then. If not, elicit some reasons for phoning someone at work. As the receptionist only has one thing to say, ask this student to listen to the rest of the conversation and give feedback. Students can then swap roles and do the role play again. Monitor the role plays and point out errors for students to self-correct. After the activity, ask students to tell the class examples from the conversations and if appropriate, choose a group to act out their conversation for the class.

3 LISTENING

- a** **09.12** Tell students that they are going to hear some more conversations. Play Part 2 of the video or play the audio recording for students to say when Mark and Annie arrange to meet. Then ask how many different conversations they heard (Three: Annie and Rachel, Mark and Annie, Rachel and Mark). Check answers as a class.

Answers

at 2:30 tomorrow / the next day

Video/audioscript (Part 2)

- RACHEL** So, how are you doing?
Are you feeling better about finding a new job?
- ANNIE** Yeah, definitely. I'm sure I'll find something.
- R** Good ... thank you, Tina.
- A** And I called Mark this morning. He wasn't there, but I left a message for him.
- R** Great. And did you speak to your boss? Did you ask about other jobs at your company?
- A** Yeah, I did. But she said there won't be anything else there.
- R** Oh dear. Well, it was still a good idea to ask.
- A** Yes, definitely. It was good to get everything clear. I understand the situation now.
- R** Exactly. And what happened with Leo in the end? Is everything OK?
- A** I met him just now for lunch actually. But yeah, everything's fine. He wasn't very well – that was all.
- R** Oh dear.
- A** Anyway, what about you? How are things here at the shop?
- R** Fine. Actually, it's been quite quiet this week.
- A** Oh, this could be Mark now.
- R** Answer it!
- A** Hello?
- MARK** Hi, is that Annie?
- A** Yes?
- M** Hi, it's Mark here.
- A** Oh hi, Mark!
- M** Is now a good time?
- A** Yes, it's fine.
- M** Well, I got your message. And Rachel explained you're looking for a new job.
- A** Sorry, Mark, I didn't catch that.
- M** Yeah, I was just saying, Rachel explained you're looking for a job.
- A** Yes, that's right.
- M** Well, look, why don't you come in to the office some time? We're always looking for new people here. Come in and we can have a chat.
- A** OK, that sounds great. How about two thirty tomorrow?
- M** Sorry, was that three thirty tomorrow?
- A** No, two thirty.
- M** Er ... OK, that's fine.
- A** Great. Well, see you tomorrow then. Oh, I'm with Rachel and she wants to speak to you.
- R** Hi, Mark.
- M** Yep.
- R** Yes, I just wanted to ask you if you could buy a few things on your way home.
- M** Er ...
- R** We need some milk, some orange juice ...
- M** Sorry, can I call you back? I've got a meeting now, so I've got to go.
- R** OK ...
- M** I'll call you in about an hour.
- R** All right. Speak to you soon. Bye.
- M** Bye.



VOCABULARY SUPPORT

How are you doing? / How are things? – How are you?

leave/get/give/take – all collocate with a message



CAREFUL!

Students sometimes confuse *quite* and *quiet*. In the dialogue, you can point out *quite quiet* and the pronunciation and spelling.

- b** **09.12** Read through the questions with the class. Play Part 2 of the video or play the audio recording again. Students answer the questions. If necessary, pause after the information is given so that they can note answers. Check answers as a class.

Answers

- 1 She's feeling a bit better.
- 2 She's called Mark and spoken to her boss.
- 3 so they can have a chat (because they're [the company is] always looking for new people)
- 4 to ask if he can buy a few things on the way home.

4 USEFUL LANGUAGE

Phoning people you know

- a** **09.13** In pairs, students complete the sentences. See if students are able to do this from memory, then play the recording for them to check their answers. Model the sentences for students to repeat, paying particular attention to intonation and word stress.

Answers

- 1 is that 2 it's 3 good time 4 call you 5 got to 6 to you

- b** **09.14** Ask students to find and correct the mistakes in pairs. Point out that there aren't mistakes in every line, but there is a case where there are two mistakes in one line. Play the recording for them to check their answers.

Answers

- A Oh hi, is that Bernice?
A Is now a good time?
B Well, I'm a bit busy. Can I call you back?
B Yeah, fine. But I've got to go. Speak to you soon.

- c**  Students practise the conversation in pairs using their own names.

5 CONVERSATION SKILLS

Dealing with problems on the phone

- a** **09.15** Elicit from the class what kind of problems you can have when you're talking on the phone – for example, technical problems – you can't hear the person you're speaking to, it's too noisy; language problems – you can't understand the person you are speaking to. Build up a list on the board. See if students are able to complete the exchanges from memory and play the recording for them to check their answers. If necessary, play the recording again and pause so that students can complete the sentences. Check as a class.

Answers

- 1 I didn't catch that
2 was that

- b** In pairs, students match the phrases with the situations. Check answers as a class.

Answers

- 1 to say that you didn't hear what someone said
2 to check that you heard what someone said correctly

6 PRONUNCIATION

Main stress: contrastive

- a** **09.16** Students listen to the exchange and answer the question. To consolidate the idea of corrective stress ask a student: *What time did you get up this morning?* Then make an obvious mistake: *Was that **five** thirty?* The student may make the correct emphasis in his/her reply: *No, **six** thirty.* Then ask the class: *Did he/she say **four** thirty?* This should elicit the correct emphasis.

Answer

two

- b** Answer the question as a class. Tell students that when you are correcting something, you can repeat the false information with the stress on the mistake, before giving the correct version with the stress on the correct word – *No, not three thirty, two thirty.*

Answer

2

LOA TIP ELICITING

- Tell students that they have to correct things you say.
Say: *I'm going home at four thirty.*
Students repeat: *I'm going home at four thirty.*
Say: *Did you say **five** thirty?*
Students reply: *No, we said **four** thirty.*
- Repeat the drill with these sentences:
My favourite subject is Maths. (English)
I have a black car. (red)
I live in Jackson Road. (Clarkson Road)
My son is 15. (14)

- c** Students do the task in pairs, but they don't look at each other's ideas. They complete the sentences about their partner, guessing any information they don't know.
- d**  To model the activity, ask for two volunteers to read the example with the correct contrastive stress (on *Valencia*). Students then ask their partners the questions for them to say *Yes, ...* or *No, ...* and correct their partner's error. Monitor the activity and encourage self-correction if students get the contrastive stress wrong.

7 SPEAKING

- a**  Tell students that they are going to practise the phrases they have learned in this lesson by role playing some more phone conversations. Read through the situations with them. Then ask them to choose one of the situations and have the telephone conversation.
- b**  Students swap roles and choose another situation. Monitor and correct students' pronunciation as appropriate. Listen for correct usage of target language from this lesson and note down any errors to deal with later, but do not interrupt fluency.

FAST FINISHERS

Fast finishers can choose another situation to role play.

ADDITIONAL MATERIAL

Workbook 9C

Photocopiable activities: Pronunciation 9C

Unit Progress Test

SKILLS FOR WRITING

Online learning is new to me

At the end of this lesson, students will be able to:

- talk about ways of learning
- read and understand a text about learning experiences
- avoid repetition when writing
- write a personal profile



OPTIONAL LEAD-IN

Books closed. If you have a multilingual class, put students from different countries in pairs to find out the differences between the education systems in their countries. Write some ideas on the board to guide them, e.g., ages for different school stages, size of classes, school times, technology in the classroom.

If the class is monolingual, ask them to talk about the differences between ways of learning English at state schools and other places, e.g., universities, private language schools. Monitor and contribute to the conversations. Take feedback and ask pairs for comments.

1 LISTENING AND SPEAKING

- a** Read the ideas and the questions with the class and ask for some examples of when we might use some of these different ways of learning, e.g., reading (for an essay), online or with an app (for languages in the classroom), in a classroom with a teacher (for all secondary school subjects), one-to-one (for music lessons, driving lessons). Ask students to talk about the questions and allow the discussion to continue if they're interested.

- b** **09.17** Tell the class that they are going to hear two women talking about online learning. Read the question and play the recording for students to listen and answer. Check answers as a class.

Answer

Claudia; her IT skills aren't very good

Audioscript

- ROBERTA** Hi, Claudia. What are you reading?
CLAUDIA I'm just looking at the course information for next year.
R Oh, OK.
C It says that one of the psychology courses I have to do is going to be online.
R That's good.
C You think so? I've never done an online course.
R I did one this year – it was great. I wouldn't mind doing my whole degree online.
C Really, Roberta? What's so good about it?
R Well, we only had about two classes on the whole course. And they recorded them and put them online anyway. I was free to study whenever I wanted. Good for people like me who are always late for classes!
C Yeah, I don't have a problem with that, but it sounds good.
R I mean, you still have to write essays and hand things in on time and all that kind of thing.
C Of course.
R And I got good marks on that course.
C But did you ... I mean, didn't you miss asking your teachers questions? And what about meeting other students?
R Well, we could go and meet the teachers if we wanted to ... you know, make an appointment and ask about something one-to-one. And at the beginning of the course, we had to write an online profile. We had students from all over the world in our class, so the profiles were really interesting.
C How many international students were there?
R About 15, I think. And from all kinds of different places – Colombia, China, Morocco, Turkey, Oman – all over the place.
C And did they talk about their countries a lot?
R Yeah, that's what I really enjoyed.

- c** The only thing I'm not sure of ... well, you know that my IT skills aren't very good. Like, I'm OK making documents and using the Internet. But this could be a bit more ... I don't know ... difficult?
R Not really. You don't need any special skills. It's quite easy. And there's an introduction course you can do.
c Yeah, I was just reading about that. At least it's free.
R Yeah, you should do it, Claudia. It's only two weeks long, and you can do it any time. It really helped me.
c OK – sounds like a good idea.

- c** **09.17** Read the sentences with the class and encourage them to underline the key words. Play the recording again for students to choose true or false and to correct the false sentences. Check answers as a class.

Answers

- 1 T
- 2 F (She thinks online courses are great.)
- 3 T
- 4 F (She could meet teachers if she wanted to.)
- 5 T
- 6 F (She doesn't need any special skills.)
- 7 F (She can do it any time.)



LANGUAGE NOTE

- Make sure students understand the meaning of an *online profile* (a short description of yourself for other people you communicate with online).
- In the conversation, there are some good examples of words we use to make our speaking more natural or to give us more thinking time, e.g., *I mean ... You know ... Well ... Like ...*
- We sometimes miss out words when we're speaking, e.g., *(It's) Good for people like me!*

- d** Individually, students make lists of the good and bad points of learning in a class with a teacher and learning online, as shown in the book. Monitor and help with vocabulary as necessary.
- e** In small groups, students discuss their ideas and which they prefer, and why. Take feedback as a class and build up a list on the board of the good and bad points of each method of learning. (Possible answers: In class: the teacher can correct you; you can ask questions; you can talk to other students; however, you can't work at your own pace, you can be distracted by other students. Online: you can choose when to work; you can do it when you've got the time; you don't have to travel; however, you can't ask questions, you have no contact with people.) Take a vote on which way of learning the class prefers overall.

Finish by asking: *Do you think online learning will ever completely replace learning in a classroom with a teacher? Why / Why not?*

2 READING

- a Elicit from students when they last wrote a profile of themselves and why, e.g., for social media, for a company website. Ask them to read the two profiles and find out what is similar about the two people. Check answers as a class.

Answers

They both speak two languages. They are both studying in their second languages.

- b Students read the profiles again to complete the table individually and then compare notes with a partner. Check answers as a class.

Answers

degree subjects: Claudia – psychology; Gonzalo – sports science, business

languages: C – Italian, English; G – Spanish, English

reason: C – improve IT skills; G – get a place at business school

work / free time: C – part-time job in restaurant, doesn't have a lot of time; G – manager of a gym, watch sports, football

3 WRITING SKILLS Avoiding repetition

- a Ask students to read the first paragraph of Claudia's profile again and then cover it. Then ask them to look at the sentences in the exercise and try to do the task from memory. They can then uncover the paragraph to do the task. Check answers as a class. Elicit that Claudia replaced certain words with pronouns in order to avoid repeating them. This makes her text shorter and easier to read and understand.

Answers

My psychology course is a great course, and I'm really enjoying the course, although the course is hard work.

The sentence above is longer, repetitive and unnatural.

- b In pairs, students look at the highlighted words in the profiles and in pairs find and underline the information the pronouns replace. Check answers as a class.

Answers

- 1 My psychology course
- 2 year
- 3 online courses
- 4 my IT skills
- 5 work(ing) one night a week and all day on Saturday
- 6 the degree
- 7 Spanish
- 8 studying with people in the UK
- 9 a gym
- 10 Janina

- c Students look at the sentences and tell you the difference between *it* and *one*.

Answers

it: definite pronoun; refers to the gym where Gonzalo works (definite means specific)

one: indefinite pronoun; refers to any gym (indefinite means non-specific)

- d In pairs, students select appropriate pronouns to replace the highlighted words in the text about Muneera. Remind them to think about whether the word they are

replacing is singular or plural and whether it refers to one specific thing or a general category of things. Check answers as a class.

Answers

- 1 It 2 it 3 They/We 4 it 5 This/It 6 them 7 them 8 her

4 WRITING

- a Tell students that they are going to write a similar student profile about themselves. Give them time to prepare by making notes under the headings. Monitor and help with vocabulary as necessary.
- b Students write their profiles. Remind them to use pronouns to avoid repetition. Monitor and point out errors for students to self-correct.
- c Students swap profiles with a partner to read and check for use of pronouns.



EXTRA ACTIVITY

Give each student in the class a new identity, e.g., Tom from Scotland, Aline from Brazil. They should take a few minutes to invent the following information about this person: studies, how they feel about their studies, languages spoken, one or two interests. Then in pairs they interview each other to find out information about their new partner. Elicit interview questions students could ask, e.g., *What are you studying? Do you like the course? Why is that? How many languages do you speak? What do you do in your free time?* With the information they write a profile for this person, e.g., *Tom is from Scotland and he's a psychology student. He loves his subject and thinks it'll be very important in his life because ...*



LOA TIP REVIEW AND REFLECT

- Put students into pairs and ask them to write down three things they've learned to do in this lesson. Take feedback as a class and write a list on the board.
- Ask the class to rank the importance of these different things they have learnt and also to say which they need to practise more to feel confident.



ADDITIONAL MATERIAL

Workbook 9D

UNIT 9

Review and extension

1 GRAMMAR

- a Ask students to choose the correct answers to complete the sentences. Check answers as a class.

Answers

- 1 study 3 don't 5 might buy
2 'm going to go 4 work 6 can't

- b Students complete the conversation individually. Point out that both options may be correct. Check answers as a class.

Answers

- 1 to leave 3 to think / thinking 5 to be / being 7 to talk
2 to do 4 working 6 to use / using 8 to bring

- c  Model the conversation for students to repeat. In pairs, they can practise again.



EXTRA ACTIVITY

Ask students to work in pairs and write five *if*-clauses for conditional sentences, e.g., *If I miss the train at 4:30, ...* Then students swap partners. They take turns to give their partner an *if*-clause to complete. However, their partner only has 10 seconds to finish the sentence. If they do it in less than 10 seconds, they win a point. Monitor to check accuracy as much as possible. Tell students to ask you if they are unsure about their partner's sentence. Take feedback as a class and ask students to share some of their sentences with the class.

2 VOCABULARY

- a Students complete the words individually or in pairs. Check answers.

Answers

- 1 drama 3 medicine 5 engineering
2 education 4 business management 6 psychology



EXTRA ACTIVITY

Ask students to look back through the unit and find six words to focus on. They should write them down as in Exercise a with just the first and last letters and a clue. They swap these with a partner who tries to solve them. Ask students to tell some of their clues to the class.

- b Students complete the sentences with the verbs in the box. Check answers as a class.

Answers

- 1 get 2 take 3 fail 4 get 5 revise 6 hand in

- c  Discuss the question as a class and encourage students to justify their answers as much as possible.

3 WORDPOWER

Multi-word verbs with *put*

- a Write the word *put* on the board and ask for a sentence using the verb. Write it on the board. Ask students to tell you different prepositions we can use after *put*, with examples, e.g., *I put on a scarf this morning because it was cold.* Put the prepositions on the board. Look at the words in bold in the replies in Exercise a with the class. See how many you already have on the board. Ask students to match the sentences 1–6 with the replies a–f. Check answers as a class.

Answers

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

- b Do the matching task as a class. Ask for an example from students for each multi-word verb. Extend by asking: *What have you put off recently? What's the last thing you put down? Do you put your clean clothes away? Do you always put things back if you borrow them?*

Answers

- 1 f put off 3 b put away 5 d put through
2 e put on 4 a put down 6 c put back

- c Students complete the sentences individually. Check answers as a class.

Answers

- 2 put, away 5 put on
3 put, off 6 put, back/away
4 put, through

- d  In pairs, students talk about which sentences in Exercise c are true for them or which they agree with.

» Photocopiable activities: Unit 9 Wordpower



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 10

VALUES

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about moral issues and complaining
- discuss moral dilemmas, including attitudes about criminal behavior
- describe problems with goods and services
- return goods and make complaints
- write an (informal) apology email

UNIT CONTENTS

G GRAMMAR

- Second conditional
- Quantifiers; *too* / *not enough*

V VOCABULARY

- Multi-word verbs: *break up* (end relationship), *carry on*, *come round*, *feel like sth* (want), *hand sth in* (to the authorities), *join in sth*, *look after*, *pass sth on* (a message, information, etc.), *put sth off* (postpone), *turn sth down* (refuse)
- Noun formation: *choose* – *choice*, *complain* – *complaint*, *decide* – *decision*, *deliver* – *delivery*, *describe* – *description*, *enjoy* – *enjoyment*, *explain* – *explanation*, *queue* – *queue*
- Wordpower: multi-word verbs with *on*: *get on with*, *go on*, *keep on* (= continue doing, = continue wearing), *put on*, *try on*

P PRONUNCIATION

- Sentence stress: vowel sounds
- Word stress
- Sound and spelling: verbs and nouns
- Sentence stress

C COMMUNICATION SKILLS

- Talking about moral dilemmas
- Describing problems with goods and services
- Returning goods and making complaints
- Writing an apology email
- Formal and informal language

CULTURE NOTES

The man in the photo appears to be breaking, or 'picking', a lock, although he is probably a locksmith, a person whose job is to repair or install locks. Many communities work with their local police stations to stop crime by setting up special phone lines and organising neighbourhood watch groups. In the UK people can phone an organisation called Crimestoppers to make anonymous tip-offs about crimes they've seen or heard about. Thanks to information given to Crimestoppers, police in the UK have made over 140,000 arrests.

- b** Students speculate what happens next. Write some expressions for making predictions on the board they can use to help them express their ideas. e.g., *I think he'll*, *I think someone will*, *He'll probably run away*, *He might*.
- c** Students discuss the questions in pairs. The questions use the second conditional, which students will look at in this unit. Don't spend time explaining the language point at this stage, but encourage students to express their ideas, using the structure *I'd ...*, and justifying their answers as much as possible. Monitor, but don't interrupt fluency unless students make mistakes in their choice of vocabulary. Take feedback and see if students agree on their answers. Ask for reasons and examples.

EXTRA ACTIVITY

Ask students to tell their partners about a recent news story about a crime. They should try to say what happened, when and where. Monitor and give help where necessary. Ask some students to share their stories with the class.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the words *crime* and *criminal* on the board and ask for an example of each. Put students in pairs to brainstorm as many words related to the two words as they can in two minutes. Collate their ideas and put them on the board. Possible words: *to steal*, *to rob*, *to break into*, *to burgle*, *to vandalise*, *to shoplift*, *thief*, *robber*, *burglar*, *vandal*, *shoplifter*, *police*, *prison*, *detective*, *killer*, *to kill*.

- a** Ask students to tell you what is happening in the picture. Write some phrases for speculation on the board which they can use to help them express their ideas, e.g., *It looks like*, *It/He might be*, *It seems as if*. If appropriate for your class, give students information from the Culture Notes that follow.

- talk about a moral dilemma
- use the second conditional correctly
- understand people talking about illegal downloading
- understand and use multi-word verbs



OPTIONAL LEAD-IN

Books closed. Put students in pairs. Give them a few minutes to write down as many rules that they have followed so far today as they can, e.g., keeping to the speed limit, not playing loud music on public transport, not eating in the corridor. Ask them to say which rule on their list is the most important and which is the least important.

1 SPEAKING

- a Write the words *legal* versus *illegal* (B2) on the board and elicit from the students or explain that when something is *legal* it is allowed or permitted by the law; *illegal* means the opposite. Ask students to look at the pictures and match the activities a–e with the pictures 1–5. Check answers as a class.

Answers

a 2 b 4 c 1 d 5 e 3

- b In pairs, students put the activities in order from worst to least bad. Take a vote on which activity the group thinks is the worst.
- c Discuss the question as a class. Ask students under what circumstances doing some of these things might be justified. Ask: *Is it ever OK to park illegally / drive too fast on the motorway / illegally download a film from the Internet, etc.?* (For example: in a medical emergency, if you have already bought the film, etc.)

2 LISTENING

- a Elicit from the class what kinds of things people download illegally (e.g., songs, films, books). Students read the text about illegal downloading individually and discuss their opinions as a class. If appropriate for your class, give students information from the Culture Notes that follow.



CULTURE NOTES

Philip Pullman is the author of *His Dark Materials*, a famous trilogy of fantasy novels. The books have recently been made into a popular TV series, starring Dafne Keen and Amir Wilson as the young lead characters, Lyra and Will.

- b **10.01** Tell students that they will hear four people being asked about downloading. For each speaker, students need to establish the person's attitude toward downloading from the Internet (tell students to write *yes*, *no* or *maybe*) and what kind of things they would download. Play the recording. Students make notes as they listen. Check answers as a class.

Answers

Speaker 1: Yes
Speaker 2: Yes
Speaker 3: No
Speaker 4: No

- c **10.01** Play the recording again for students to write down the reasons the speakers give for their answers. If necessary, pause the recording after each piece of information is given. Check answers as a class.

Answers

- books are so expensive; it's easier than using the library
- best-selling authors make so much money; why pay for a book if you can get it for free?
- I pay for other things, so it's only fair to pay for books too; someone has spent time writing them
- I prefer physical books; if I had to download an ebook, I would pay because if authors don't earn money, they will stop writing and there will be no more books

Audioscript

PRESENTER Hello. In today's podcast we're going to talk about the tricky question of downloading books for free. Authors have complained recently that more and more people download their books without paying for them. So should you do it? And *would* you do it? We went out to discover what people think, and we asked them this question: If you wanted to read a book, would you download it without paying?

SPEAKER 1 Um, yes I would, probably. If it was a book I needed for my studies. They're often so expensive. So I'd try to download it for free if I really needed to read it.

P But if it was in the library, you could get it for free anyway.

S1 Yes. But I'd probably still download it. It's a lot easier, and I could keep it then – I wouldn't have to take it back.

P How about you?

S2 Yeah, I agree. If I needed it for my studies, I'd look for a site where I could download it.

P What about a novel? A bestseller?

S2 Yes, I'd download it without paying if I could. Best-selling authors make so much money, they aren't exactly poor. So why pay for a book if you can read it for free?

P How about you? Would you download a book without paying for it?

S3 No, I wouldn't, I'd always pay. I pay for other things, like clothes or gadgets, so why not pay for books? I think it's only fair. And ebooks aren't very expensive anyway.

P But why would you pay if you could get it for free?

S3 Someone's spent time writing them, so I think you should pay for them. I mean if I was in a bookshop and I saw a book I liked, I wouldn't steal it – so I think it's the same with downloading books. Or films, or music, it's all the same. Just because it's online, it doesn't mean you should get it for free.

P How about you? Would you download a book without paying for it?

S4 Well, actually I wouldn't download a book anyway, I'd buy the book.

P You mean, in a bookshop?

S4 Yes, or I'd order it online, but as a real book. I don't like ebooks. I like to have the book in my hand – and keep it afterwards.

P And what if you could only get the book online?

S4 Well if it wasn't available and I really wanted to read it, I might download it as an ebook. But I wouldn't download it illegally, I'd always pay for it.

P Why's that?

S4 Well, authors need to earn money. If they don't, they'll stop writing. Then there won't be any books any more.



LANGUAGE NOTE

Some students confuse the word *library* and *bookshop*. Make sure they are clear about the difference: *library* – a place where you can borrow books; *bookshop* – a place where you can buy books.

- d Discuss the questions briefly as a class. Encourage students to give reasons for their opinions.

3 GRAMMAR Second conditional

- a** **10.02** Play the recording for students to complete the sentences. Check answers as a class and elicit that the pattern of verb forms exemplified in all these sentences (*if* + *would* + verb in one clause, + past simple tense in the other clause) is called the second conditional.

Answers

- | | | |
|----------|----------|------------------|
| 1 needed | 3 needed | 5 was, saw |
| 2 was | 4 could | 6 wasn't, wanted |

- b** Individually, students choose the correct options to complete the sentences about the form and usage of the second conditional. They compare their ideas with a partner before you check answers as a class.

Answers

- 1 b 2 b 3 a

LOA TIP CONCEPT CHECKING

Ask: *If your friend stole something from a shop, would you tell someone?* and write it on the board. Ask these questions to reinforce the idea of an imaginary situation:

- Are we asking about a real situation?* (no)
Are we asking about an unreal or imagined situation? (yes)
Are we asking about an imagined past action? (no)
Are we asking about imagined present or future action? (yes)

- c** **10.03** Students read the information in Grammar Focus 10A on SB p. 162. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 10A on SB p. 163. Check answers as a class. Tell students to go back to SB p. 99.

Answers (Grammar Focus 10A SB p. 163)

- a** 2 h 3 a 4 g 5 f 6 b 7 c 8 d
b 1 (were); I'd give 4 would; you saw 7 found; would you
 2 would be; wasn't 5 didn't; you'd save
 3 I had; I'd read 6 wouldn't; didn't
c 1 I were/was you 6 a shop assistant saw 11 the police came
 2 I wouldn't eat 7 I would promise 12 they wouldn't send
 3 I didn't eat them 8 they didn't believe 13 it would be
 4 they would throw 9 they called
 5 would you do 10 You would go

LANGUAGE NOTE

As with the first conditional, the clauses can be in either order; however, when the *if*-clause comes first, we use a comma.

CAREFUL!

Though mixed conditional sentences are possible, students sometimes use *will* when *would* is more appropriate, e.g., *If I were you, I'll download it.* (Correct form = *If I were you, I'd download it.*)

- d** **10.04** **Pronunciation** Play the recording for students to listen and notice the two different possible pronunciations of the vowel sound in *would*: /wʊd/ (when stressed) and /wəd/ (when unstressed). Point out that the *l* is always silent. Model the sentences again for students to repeat.
- e** **10.04** Play the recording again for students to work out the rules. Check answers as a class.

Answers

- 1 silent 2 questions 3 /wəd/

- f** Read the sentence parts with the class (the first has an example) and elicit some answers. Students complete the sentences individually with two different ideas.
- g** Students compare their sentences with a partner. Encourage them to expand on their answers and ask their partner questions as in the examples in the speech bubbles. Start a class discussion and ask students to tell you the most surprising or interesting thing they learned about their partner.

4 VOCABULARY Multi-word verbs

- a** Ask students to look at the pictures and say what is happening in each one. For each situation, ask: *What's the best thing to do next?* You may want to help them with the words in the Vocabulary Support box.

VOCABULARY SUPPORT

crash (B1) – to have an accident with another vehicle
 damage (B1) – the result of hitting a car
 notes (B1) – paper money
 pavement (B1) – place beside the road that we walk on

- b** Remind students that in English there are a lot of verbs composed of a main verb and a preposition (or sometimes two prepositions) and the meaning is sometimes quite literal and easy to guess, e.g., *put on* (clothes) or sometimes more abstract, e.g., *put off* (meaning to postpone or cancel). Students match the multi-word verbs in bold with the definitions. Check answers as a class.

Answers

- 1 look after 2 put off 3 carry on 4 hand in

- c** Students complete the exercises in Vocabulary Focus 10A on SB p. 142. Check answers to the exercises and go through the Tip with the class to check understanding. Tell students to go back to SB p. 99.

Answers (Vocabulary Focus 10A SB p. 142)

- a** 1 carried on 5 broke up 9 handed in
 2 felt like 6 turned down 10 passed on
 3 came round 7 joined in
 4 looked after 8 put off
b 1 came round 5 joined in 9 looking after
 2 put off 6 handed in 10 carry on
 3 pass on 7 turned down
 4 broke up 8 feel like

5 SPEAKING

- a** In pairs, students discuss the questions. Take feedback as a class and ask students what they learnt about their partner.
- b** Tell students that they are going to do a quiz to find out how honest their partner is. Divide the class into pairs and assign A and B roles. Student As read the survey on SB p. 131 and Student Bs read the survey on SB p. 132. They take turns to ask each other the quiz questions. When they have finished, ask students to look at the results on SB p. 133 to find out how honest they are.

ADDITIONAL MATERIAL

Workbook 10A
 Photocopiable activities: Grammar 10A, Vocabulary 10A, Pronunciation 10A

At the end of this lesson, students will be able to:

- read and understand a text about a shopping survey
- use quantifiers and *too* / *not enough* correctly
- understand people talking about a shopping survey
- understand an expert talking about complaining
- make nouns from different verbs
- talk about complaining in general



OPTIONAL LEAD-IN

Books closed. Tell students about somebody you know who complains a lot, e.g., *My father always complains about other people's driving (it's too fast, dangerous); he complains about the treatment the doctor gives him (it doesn't work, makes him sleepy)*. Ask students if they can think of a family member or friend (not in the class) who enjoys complaining. Students share their ideas with the class. (If students come from a culture where describing somebody they know as a complainer would be disrespectful, you could ask them about characters in comedies/dramas who complain a lot.)

1 READING AND SPEAKING

- a** Point out the title of the lesson *I'm too embarrassed to complain* and teach or elicit from the class the meaning of *embarrassed* (B1, feeling shy or ashamed about something). Ask: *Is it OK to complain about things in your country, or are most people usually too embarrassed to complain?* Elicit examples of the kind of things people complain about.



LOA TIP ELICITING

Say: *I went shopping yesterday and when I got to the checkout, I found I didn't have enough money. How did I feel?* (embarrassed) Ask: *When have you felt embarrassed?* Ask one or two students to give you an example.

- b** In pairs students match the complaints and what people are complaining about. Check answers as a class. Elicit or explain the meaning of *rug* (B1, a small carpet). Each time a student gives you the right answer, ask them to explain the meaning of the word – e.g., *the price is how much something costs, the quality is how good it is*.

Answers

1 price 2 quality 3 delivery 4 service

- c** In pairs, students discuss their recent experience of the situations in Exercise b. Take feedback as a class. Encourage students to expand their answers by saying where, why and when.
- d** Before students look at the title of the article, ask them if they think British people complain a lot or not. Then ask them to look at the title. Ask: *Are you surprised by this? Why / Why not?*
- e** Individually, students scan the article and underline the key information the task asks them to locate. Encourage them to compare their answers with a partner and then check as a class.

Answers

- 1 Britain, Germany, Italy, Sweden
- 2 What do British people complain about? Why do some choose not to complain? OR 'how often, why and when do they complain' and for those who don't complain, 'Why not?'
- 3 the service is not good enough
- 4 five minutes
- 5 don't have time



LANGUAGE NOTE

verb: *complain* noun: *complaint* person: *complainer*

- f** Ask students to read the text again and list all the things that British people complain about. Take feedback as a class and write the things mentioned on the board (e.g., poor service, not enough shop assistants, slow queues, bad quality products, rude staff, delivery problems). Ask if there any things in this list which people wouldn't complain about in students' home countries and why.

2 GRAMMAR Quantifiers; *too* / *not enough*

- a** Books closed. Tell students you are not having a very good day and they are going to guess your complaints. Think of three complaints about your day, using *too*, *too much* or *too many*, e.g., *It's too hot in here. There are too many chairs. There was too much sugar in my coffee*. Say the beginning of each complaint and clues to the rest of the sentences by miming, e.g., *It's too* (mime *hot*). *There are too many ...* (point to chairs). *There was too much* (pretend to drink coffee and make a face). Can they guess what your complaints are? Write the words up they give you (*hot, chairs, sugar in my coffee*). Now try to elicit the rest of the complaint from the students and write the full sentences on the board. Elicit or correct mistakes with forms with *too* / *not enough*. Books open. Students look at the complaints in this exercise and answer the questions. Remind them about countable and uncountable nouns by eliciting examples, or putting *person/salt* on the board and asking which is countable (*person*) and which is uncountable (*salt*). Check answers as a class.

Answers

- 1 a too, too many/much, b not enough
- 2 a after, b after, c before
- 3 a many, b much



LANGUAGE NOTE

Students may have a problem with pronunciation and spelling of *enough* /ɪˈnʌf/.

- b** **10.05–10.06** Students read the information in Grammar Focus 10B on SB p. 162. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 10B on SB p. 163. Check answers as a class, making sure students are checking for countable and uncountable nouns and for negative and positive sentences. Point out that in Exercise d, 1–3 can be past or present. Tell students to go back to SB p. 100.

Answers (Grammar Focus 10B on SB p. 163)

a 2 a 3 d 4 a 5 c 6 d

b Correct: 2, 3, 5, 7

c 1 There aren't many 6 I love hot / very hot

4 A few of the; not soft enough 8 too difficult

d 1 There are/were too many people on the beach.

2 The soup is/was too hot.

3 She isn't tall enough to reach the shelf.

4 The waiter spoke too quickly.

5 The service here is too slow.

6 Sorry, I don't have enough money.

- c** Students choose the correct options individually.
Check answers as a class.

Answers

1 too 3 warm enough 5 enough seats

2 too many 4 too much 6 long enough

- d** In pairs, students talk about possible situations for each complaint in Exercise c. Take feedback as a class. How many possible different contexts can students find for each complaint?

Possible answers

1 swimming pool / beach

2 restaurant/hotel

3 hotel/school/work

4 cinema/theatre/lecture

5 restaurant/classroom/lecture

6 holiday/tour

3 LISTENING

- a** Ask students to cover the **TOP TEN** and **BOTTOM TEN** lists and to read the title and introduction to the survey. Ask students to guess where their country would be on the list of the most complaining countries. Then they look at the survey results to check if their country is named and if they were right. Ask: *What is the difference between this survey and the survey on page 100?* (This survey is international, not just Europe. The survey question was different: *Have you made a complaint in the last 12 months?*) Have a brief discussion about why students think the countries at the top complain a lot and why the countries at the bottom of the list don't. After reading about the survey, ask students to cover the text. Ask them what these numbers refer to: **30,000** (the number of people asked), **30** (the number of different countries), **12 (months)** (the period of time the survey was for).

- b** **10.07** Tell students that they are going to listen to a radio programme about the survey. Read the two questions and play the recording for students to listen and answer. Check answers as a class.

Answers

1 Brazil, China 2 yes (Clara); no (Feng)

Audioscript

PRESENTER Now, a new survey has shown the countries in the world where people complain the most. And to discuss the results, we've got two guests, Clara Gomes from Brazil, which is one of the top ten countries that like to complain, and Zhang Feng, from China, from the bottom ten on the list.

CLARA Good morning.

FENG Good morning.

P So let's start with you, Clara – what do you think of the survey results?

C Well, I'm surprised we're in the top ten, but I'm not shocked because things are slowly changing in Brazil. Many Brazilians have got more

money these days. So they buy more and also expect better quality – if something's not good enough, they'll complain. And another thing is education. I think people know more now about the law than they used to. They know what the companies have to do, like replace things if they break easily, or giving customers their money back if the bill is wrong ... so they're asking companies to play by the rules.

P OK, and what about China, Feng? You're very low down the list. Do you think that's surprising?

F Not really, not these days. In China, people don't really believe everything a company says. Because of this, they always like to check the products carefully before they pay for them. When you buy something online in China, you can contact the company first to check all the details of the product – it's very quick and easy to do. And then, you don't have to pay when you order, you don't even have to pay when the product arrives – you *only* pay if you think the product is the same as the product that the company promised. So in the end, there isn't much to complain about.

LANGUAGE NOTE

The phrase *play by the rules* may be unfamiliar to your students. It means *to follow the rules, to not break the rules*. It comes from sport and games where the rules must be followed.

- c** **10.07** Read the questions with the class. Play the recording again for students to answer the questions. If necessary, play the recording twice and/or pause after the information to give students time to answer. Check answers as a class. Ask students: *Do you think what companies do in China is a good thing? Should companies in other countries do the same? Why / Why not?*

Answers

- 1 Brazilians have got more money these days and expect better quality. People know more now about the law than they used to.
- 2 You can contact the company first to check all the details of the product. You don't have to pay when you order or when the product arrives. You only pay if you think the product is the same as the product that the company promised.

- d** Discuss the question as a class. Ask students if they are surprised by where their country is on the list. If their country is not on the list, ask where they think it might appear – between 11 and 20 – and why.
- e** In pairs, students complete the advice about complaining. Give them a few minutes to complete the sentences. Check answers as a class. Accept any alternative answers offered by the students as long as they are grammatically correct and make sense.

Possible answers

- 1 the same day / when / as soon as
- 2 shout / get angry
- 3 description/explanation
- 4 decision/resolution
- 5 manager; director/CEO
- 6 explain; angry/upset
- 7 felt; enjoyment/experience

- f** **10.08** Tell students that in the next part of the radio programme, an expert on complaining joins the discussion. Play the recording for students to compare their advice from Exercise e with the expert's.

Audioscript

PRESENTER Right, well we're also joined by John Sutherland, a journalist from the magazine *What Product*. Let's talk about the UK, then. It seems like it's quite important to know how to complain in the UK, since we're top of the list.

JOHN Yes, I think so!

P So what advice do you have for someone who has to make a complaint?

J Well, the first thing is that you should be quick. Complain as soon as the problem happens – the same day if possible. And also, be polite, so choose your words carefully and don't shout.

P OK.

J Another thing is to be clear – give a good description of the problem. And ... you should also always give a date – tell the company *when* you want them to do something by. So you can say you want a decision in no more than ten days, something like that.

P Right.

J Also – don't be afraid to go to the top. Ask to speak to the manager or write to the director of the company. It can be the best way to get things done.

P And what's best – a phone call or an email?

J I think email is usually the best way to complain. You can explain the problem in detail and avoid getting too angry. But remember though you should always tell them how you felt. Say how the problem spoiled your enjoyment or made your life difficult. This makes your complaint stronger.

P OK, well we have to leave it there. Thanks very much to all our guests.



VOCABULARY SUPPORT

choose your words – be careful when you decide what to say

go to the top – ask to speak to a superior

in detail (B1) – with all the facts

spoil (B1) – to make something bad

- g** Students discuss the questions in pairs. Monitor and help with vocabulary as necessary. Take feedback as a class and ask students if their partners had any interesting or original advice on how to complain.

4 VOCABULARY Noun formation

- a** Tell students that in the last activity you asked them to discuss a question. Write the word *discuss* on the board. Then say: *You had interesting discussions about the question.* Write *discussion* on the board. Ask students to say which word is a verb (*discuss*) and which is a noun (*discussion*). Ask if they know any other common noun endings, e.g., *-ation*, *-er*, *-ist*, and write them on the board.

Students complete the table with a partner. Check answers as a class. Ask students if they can remember the contexts in which the words appeared in the lesson.

Answers

Verb: choose, explain, queue

Noun: complaint, delivery, decision, description, enjoyment

- b** **10.09 Pronunciation** Before you play the recording, ask students to take turns saying the verb/noun pairs aloud and to underline the stressed syllables. Then play the recording for them to compare. Check answers as a class.

Answers

Verb	Noun
<u>choose</u>	<u>choice</u>
<u>complain</u>	<u>complaint</u>
<u>deliver</u>	<u>delivery</u>
<u>explain</u>	<u>explanation</u>
<u>decide</u>	<u>decision</u>
<u>describe</u>	<u>description</u>
<u>enjoy</u>	<u>enjoyment</u>
<u>queue</u>	<u>queue</u>

- c** **10.09** Tell students that although there are distinguishable patterns in verb to noun changes, there are lots of exceptions. For instance, sometimes the vowel sound changes, as in the example *choose/choice*. (The others which change are *explain/explanation*, *decide/decision*, *describe/description*.) Play the recording again for students to notice these changes. Play it again or model the words for students to repeat.
- d** Students complete the sentences with the correct words from the table. Check answers as a class.

Answers

- choice
- complaint
- explanation
- description
- delivery
- decision

- e** In pairs, students ask and answer the questions in Exercise d. Monitor and point out errors in pronunciation for students to self-correct. You can do this by echoing the incorrect pronunciation a student has given. Ask for examples in a class discussion. Talk with students about the most interesting item their partners talked about.

5 SPEAKING

- In pairs, students discuss if they would complain in the situations, how they would complain and what they would say. Take feedback as a class and ask for examples. Write the best ones up on the board (or nominate a student to do so). Find the biggest complainer in the class.



EXTRA ACTIVITY

In pairs, students write an email making a complaint. First, they must decide what they are complaining about and who they are writing to. Remind them to be polite, but they are allowed to complain about as many things as they wish. When they have finished, they can read their complaints to the class. Take a vote on the best, funniest and the one most likely / least likely to get a good response.



ADDITIONAL MATERIAL

Workbook 10B

Photocopiable activities: Grammar 10B, Vocabulary 10B

Documentary Video Unit 10 *Values*

Video Worksheet Unit 10 *Values*

EVERYDAY ENGLISH

Can I exchange it for something else?



OPTIONAL LEAD-IN

Books closed. In pairs, students write down one or two things they have returned to shops. Put the items on the board and see which is the most common item to be returned.

1 LISTENING

- a** In pairs, students discuss the possible reasons for complaining about the different items. Take feedback as a class and write students' ideas on the board. Check ideas in group feedback.

Possible answers

jeans – wrong size, wrong colour, have got a hole in them
sandwich – past its sell-by date, tastes odd, not fresh, has got something in it you can't eat
Fitness tracker – doesn't work, wrong brand, not compatible with smartphone
present – you've already got one, doesn't work, don't like it, wrong colour/shape/size, etc.

- b** Ask students what a shop can do if a customer complains about an item. Elicit the idea that the shop can either give the customer's money back or give the customer a different item in exchange. Then ask students to read the notice and do the matching. Check answers as a class.

Answers

1 receipt 2 exchange 3 refund 4 goods, products



LANGUAGE NOTES

Students may have problems with pronunciation and spelling of *receipt* /rɪ'si:t/. Model the word for them to repeat, and point out the silent *p*.

- c** Discuss any differences between the rules in students' home countries and in Britain as a class.
- d** **10.10** Ask students to look at the picture and tell you who the person is (Leo) and what they can remember about him from the story so far. Ask them where he is and what he's doing. *Leo is in a shop. He's talking to a shop assistant.* They might or might not realise that the object in Leo's hand is the football clock he got for his birthday and he's trying to return it. Play Part 1 of the video or play the audio recording for students to answer the questions. Check answers as a class.

Answers

a clock
He doesn't like it.
He doesn't have the receipt.

At the end of this lesson, students will be able to:

- understand a conversation about returning something to a shop
- use phrases to return goods and make complaints
- use correct sentence stress
- use *not very* / *a bit* to sound polite

Video/audioscript (Part 1)

- LEO** Hi. Could you help me, please?
SHOP ASSISTANT Yes, of course. How can I help?
L Er, I'd like to return this clock, please.
SA Would you like to exchange it for something?
L No. I'd like a refund, please.
SA Do you have a receipt?
L No, I don't. It was a present, you see.
SA Well, I'm terribly sorry, but we can't give you a refund without a receipt.
L But ... it came from this shop. Look – you've got the same clock there.
SA Yes, but without a receipt, I can't give you a refund. I'm very sorry. Is there anything wrong with it?
L No. It was a present, but I don't really like it.
SA Well, I'm sorry, but there's nothing I can do then.
L Right. Could I speak to the manager, please?
SA Of course.
MANAGER Hello. What seems to be the problem?
L Yes, I'd like to make a complaint.

2 USEFUL LANGUAGE

Returning goods and making complaints

- a** **10.10** Read through the phrases for returning goods and making complaints with the class. Ask students to choose which phrases they heard in Part 1. Play Part 1 of the video or play the audio recording again for them to check their answers. Model the phrases for students to repeat paying special attention to correct word stress and intonation.

Answers

Could you help me, please?
I'd like to return this clock, please.
I'd like a refund.
It was a present, but ...
Could I speak to the manager, please?
I'd like to make a complaint.

- b** In pairs, students talk about the situations when the other phrases from 2a could be used.
- c** **10.11** Read through the gapped sentences and play the recording for students to complete. Check answers as a class.

Answers

1 exchange 3 sorry 5 replace
2 receipt 4 right away 6 refund

- d** Students work in pairs to complete the conversations. Check answers as a class.

Answers

1 phone/electronics shop: 1 a complaint 2 work
3 terribly 4 look at
2 clothes shop: 5 fit 6 receipt
3 café/restaurant: 7 here 8 manager

- e** Give students a few minutes to practise the conversations in their pairs. As a follow-up ask students to cover the conversations. Read alternate lines and ask students to give the next lines.

3 LISTENING

- a **10.12** Ask students what they think will happen when Leo speaks to the manager. Play Part 2 of the video or play the audio recording for them to check their ideas.

Answer

Leo doesn't get a refund, but the manager offers him an exchange.

Video/audioscript (Part 2)

MANAGER What seems to be the problem?
LEO Yes, I'd like to make a complaint. I have this clock. It was bought in this shop. Your sales assistant hasn't been very helpful. She won't give me a refund.
SHOP ASSISTANT He doesn't have a receipt.
L No, I don't have a receipt.
M Well, I'm sorry, but we don't do refunds without a receipt.
L Yes, that's what she said. OK, then. Can I exchange it for something else?
M Is there anything wrong with it?
L No, there's nothing wrong with it.
M Can I just ask – why do you want a refund if it works OK?
L Well, I just ... It was a present and I'm not a big football fan.
SA I have one. I love it!
M Look, as it was a present, I'll let you exchange it for something else in the shop. But normally we wouldn't do this.
L That's very kind.
SA So, what would you like to exchange it for?
L Actually, I've decided that I'll keep it. It might be useful.
M Well, OK then, if that's what you prefer.
L Yes, yes, it's fine. Thanks very much for your help.
M Thank you.
L Bye
M Goodbye.
SA Bye.

- b **10.12** Play the recording again for students to answer the questions. Check answers as a class. Ask students: *Why do you think Leo has decided to keep the clock?*

Answers

- 1 seems to be the problem; wrong with it; want a refund
- 2 It was a present and he's not a big football fan; it's ugly; it's not very adult / more for children.
- 3 because it was a present
- 4 He decides to keep the clock.
- 5 It might be useful.

- c In pairs, students tell their partner about the last time they took something back to the shop, why and what happened. If they can't think of a time when they did this, ask them to talk about an article they wished they had returned (and why they didn't). Take feedback as a class. Nominate students to tell the class their own or their partner's story.

4 PRONUNCIATION Sentence stress

- a **10.13** Play the recording for students to tell you which of the highlighted words are stressed. If students find this very challenging, pause the recording after each phrase and repeat it, exaggerating the stressed words. Check answers as a class.

Answers

- | | | |
|--------|-------------|--------------|
| 1 have | 3 speak | 5 What, like |
| 2 help | 4 Why, want | 6 How, help |

- b In pairs, students choose the correct options to describe the rules for sentence stress. Check answers as a class. Remind students that the words that are most important for getting the message across are more heavily stressed.

Answers

auxiliary verbs, pronouns

- c **10.13** Play the recording again for students to repeat the questions. Focus on sentence stress.

5 CONVERSATION SKILLS Sounding polite

- a Ask students to choose the more polite options. Elicit or tell the class that the option a sentences 'soften' the negative impression of the b variant by using a modifying adverb (*a bit, not very*) and/or the opposite positive adjective.

Answers

- 1a 2a
 Leo used the more polite sentences.

- b As a class, students choose the correct words to complete the rule. Explain that this kind of 'softening' is important in Anglophone culture if you want to sound polite.

Answers

- a bit* + negative adjective
not very + opposite positive adjective

- c Students do the task in pairs. Check answers as a class.

Answers

- 1 dirty, clean 2 fast/quick, slow 3 polite, rude 4 cold, hot/warm

- d Ask students if they can remember the complaints they wrote in the last lesson. Put some of them on the board. Can they change these complaints to something more polite? e.g., *The water was too cold.* – *The water wasn't very hot.* Give students a minute or two to make four or five polite sentences and take feedback as a class.

6 SPEAKING

- a Put students in pairs and tell them that they are going to role play a situation where one of them complains to the other. Read through the task and give students time to prepare and then a few minutes to role play the situation.
 b Students swap roles and find a different thing to complain about. Monitor and correct students' pronunciation as appropriate.

LOA TIP MONITORING

Monitoring a role play gives you the chance to stretch the faster students and prompt slower ones. To stretch faster learners, you can enter the role play as a manager or another customer with the same complaint. With slower learners, you can prompt by supplying language items or by giving simple definitions to help elicit forgotten items.

ADDITIONAL MATERIAL

Workbook 10C
 Photocopiable activities: Pronunciation 10C
 Unit Progress Test

SKILLS FOR WRITING

We're really sorry we missed it



OPTIONAL LEAD-IN

Books closed. Write some or all of the following on the board: *waiter, barista, shop assistant, railway ticket attendant* (someone who sells train tickets), *bus driver, customer service representative, salesperson*. In pairs, ask students to say which of these people they meet / talk to regularly and how they would describe the attitude of the people in these roles. Elicit useful adjectives, e.g., *very/really (un)helpful, (un)friendly, rude, polite, bored, kind*. Ask one or two students to share any interesting stories with the class.

1 LISTENING AND SPEAKING

- a** Read the situations with the class. Individually, students think about how they would react. Encourage them to note down what they would say in each case.
- b** Students tell their partner what they would do and say. Take feedback as a class. Elicit phrases that students could say to the people who hadn't replied to their invitation / the shop assistant, e.g., *I sent you an invitation two weeks ago. Did you get it?; Excuse me, I'm waiting to be served.*
- c** **10.14** Tell the class that they are going to listen to three people talking about recent situations they are unhappy about and their task is to match the speakers with situations in Exercise a. Point out that each speaker talks about a different situation. Play the recording for students to do the matching and identify the third situation. Check answers as a class.

Answers

Tim: 2

Vicki: (complaining about) buying something online

Rebecca: 1

Audioscript

TIM I went to buy a new pair of jeans the other day. I was the only customer in the shop, and there were two shop assistants. They were chatting about what they did at the weekend and when I asked for assistance, they just kept on talking. It was so rude. All I wanted to know was the price of some jeans. In the end, I decided to just leave the shop. I don't think they even noticed I was there. I felt like writing an email to the shop manager to complain, but then I forgot to.

VICKI I think it's so rude when shops or companies don't reply when someone makes a complaint. I remember once I bought a bike online. It took ages to arrive – like, about a month. So, I wrote an email to complain, but I didn't hear anything from them. I mean, is it too hard just to send an email saying sorry? If I were the manager of a company, I'd make sure I replied to every customer. I know it's not easy to run a business. But if you want to keep your customers happy, you should answer their emails. Well, I won't use that company again. I'll go to a local shop instead.

REBECCA Look, if I invited you to my party, you'd let me know if you could come or not, wouldn't you? You'd think so. But last month, I had a party and invited about 40 people and about half of them didn't say if they were coming or not. Most of them didn't come in the end and in my invitation I did ask them to let me know. I think that kind of behaviour is incredibly

At the end of this lesson, students will be able to:

- understand people talking about complaining
- read and understand apology emails
- use formal and informal language in apology emails
- write an apology email

rude, don't you? I mean, I needed to know how many people were coming, so I would have enough food and drink. But then I made too much food and it was embarrassing. All they needed to do was send a text or email – which is not very difficult. There are some people I invited to that party who I'll never get in touch with again.



LANGUAGE NOTE

There are several useful collocations in the script – you might want to point these out to students:

chat about – talk about something that is not very serious

ask for assistance – ask for help (formal)

feel like – want to, e.g., *I felt like shouting*

run a business – organise everything for a business

make sure that – be certain that

let someone know – tell someone

Practise the collocations by asking questions, e.g., *What were you chatting about before the lesson started? When did you last ask for assistance in a shop? What do you feel like doing now? Do you know anyone who runs their own business? What must you make sure that you do this evening? Do you need to let anyone know something soon?* Ask students to answer with full sentences so they use the collocations.

- d** **10.14** Read the questions with the class. Play the recording again for students to answer. Encourage students to compare their ideas with a partner before checking answers as a class.

Answers

- | | |
|---------------------------|---------------------------------------|
| 1 the price of some jeans | 4 use the company again |
| 2 left the shop | 5 so she'd have enough food and drink |
| 3 reply to every customer | 6 she made too much food |

- e** Ask students to think about an experience where someone was rude and write notes individually. They can use the questions to help them give details. Monitor and help with vocabulary as necessary.
- f** Students tell a partner about their experience. Take feedback as a class and find out whose situation was the worst.

2 READING

- a** Ask students how they would apologise if they arrived late for a class or an appointment. Write these examples on the board and ask which is more formal (the second): *I'm sorry I'm late. / I'm really sorry I'm late. I got held up.* Ask the class to read the salutation and the subject line of the three apology emails and elicit guesses from the class as to which topic they match with. Then give students some more time to read in detail and see if they were right. Check answers with the class.

Answers

- 1 b 2 c 3 a

- b** Students read the emails again to answer the questions. Check answers as a class.

Answers

- 1 a leaving early
b long delivery time
c rearranging tomorrow's meeting
- 2 a come round (to our house) for dinner
b offering 10% discount (on next book she buys)
c meet next Monday afternoon

- c** Discuss the questions as a class. Elicit that email b is the most formal and ask students to tell you what they think makes it more formal than the others. (The writer doesn't use the first name of the person he's writing to, use of *apologise* rather than *sorry*, the formal ending *Yours sincerely*.) Ask students if they think the apology emails would have the desired effect on the readers, e.g., make them feel better, less angry, and why / why not.

Answers

- 1 friends
 - 2 customer/company (customer services manager)
 - 3 colleagues
- The relationship in email b is the most formal.

3 WRITING SKILLS

Formal and informal language

- a** Individually, students look at the sentences from the emails and match them with their functions a–d. Check answers as a class.

Answers

- a 2
- b 4
- c 1
- d 3

- b** Discuss the question as a class.

Answer

The third column (from email b) because not using contractions is a formal style.

- c** In pairs, students try to rewrite the email so that it is more informal. Monitor and give help as necessary. Encourage students to look at the other two emails to find examples of less formal expressions that they could use or adapt.

Possible answer

Dear ~~Hi~~, Mark,
I hope you're well. I'm writing you a **A quick message to say** we got the invitation to your party. ~~We apologise, I'm really sorry,~~ but we ~~cannot~~ **can't** come. ~~We are~~ **We're** going to a wedding that day. ~~We will~~ **We'll** be in touch soon.
~~Yours sincerely~~ **All the best,**
Paul

- d** Give the students a few minutes to read the emails again and look at how they are organised. Then discuss their ideas as a class.

Answers

- 1 apologise then explain
- They apologise in two separate sentences.



EXTRA ACTIVITY

Divide students into pairs. Read out one of the emails but leave out some of the words. Indicate where the missing words are by clapping your hands. You can use this activity to focus on (in) formal language, grammar or vocabulary. The students complete the sentences with a suitable word. Check answers as a class. Be prepared to accept answers that are different from the original email but that are correct and make sense. Which pair has the most correct answers?

4 WRITING

- a** Tell students that they are going to write an apology email to Rebecca in this exercise. Read her situation again with the class and elicit ideas for possible explanations/excuses as to why students didn't respond to her invitation, e.g., they were away / ill / had lots of problems / lost the message. Then give them some time to plan and organise their email using the notes to help them. Monitor and help as necessary.
- b** Students write their emails. Remind them to use informal language. Monitor and encourage self-correction by pointing out errors for students to self-correct.
- c** Students swap emails with other students in the class to read and evaluate by answering the questions. Ask students if they think their partner's apology would make Rebecca feel better. If not, what improvements do they suggest? Take feedback and ask for comments and opinions.



FAST FINISHERS

Fast finishers can write a reply to their apology email.



LOA TIP REVIEW AND REFLECT

Ask students to compare the emails they have just written with the writing task they did at the end of Unit 1 of this course. Can they see ways they have improved? Discuss ideas as a class.



ADDITIONAL MATERIAL

Workbook 10D

UNIT 10

Review and extension

1 GRAMMAR

- a** Students complete the conversation with the correct words individually. Check answers as a class.

Answers

- | | |
|-------------|--------------|
| 1 would; do | 6 'd get |
| 2 were | 7 handed |
| 3 was/were | 8 would give |
| 4 'd keep | 9 'd expect |
| 5 saw | 10 gave back |

- b** Students practise the conversation in pairs. If appropriate, choose a pair to repeat their conversation for the class.

- c** Students choose the correct options individually. Check answers as a class.

Answers

- much
- warm enough
- a bit of
- a lot of
- enough money
- many



EXTRA ACTIVITY

Write the following situations on the board:

I saw a classmate cheating in an exam.

I heard someone opening the bathroom window in our house at night. I saw someone taking an old lady's handbag on the street.

I saw someone shoplifting in the supermarket.

Ask students to write down what they would do in these situations. Then, in pairs, they cover what they've written and have to guess what their partner would do. In feedback, see how many students guessed correctly.

2 VOCABULARY

- a** Students choose the correct answers individually. Check answers together.

Answers

- choice
- complain
- decision
- descriptions
- enjoy

- b** Ask students which of the sentences in Exercise a are true for them.

- c** Students complete the sentences with the correct form of the verbs in the box. Check the forms as a class.

Answers

- look
- broken
- feel
- turned
- pass
- join
- carried
- Come

3 WORDPOWER

Multi-word verbs with *on*

- a** Ask students to tell you any verbs they know that can be followed by *on*. Write examples of different verbs they have thought of *on* the board. Only write one example of each use. Students decide which category the expressions in **bold** fall into. Check answers together.

Answers

continuing: 1, 2, 4
wearing: 3, 5, 6

- b** Read the definitions with students and ask them to complete the sentences.

Answers

1 keeps 2 get 3 went, carried

- c** Students do the task individually. Check answers as a class.

Answers

1 c 2 a 3 b

- d** Students match the sentence halves individually. Check answers as a class.

Answers

1 c 2 a 3 e 4 b 5 d

- e** Students talk about which sentences in Exercise d are true for them.



EXTRA ACTIVITY

Ask students to write down five verbs with *on* from this section, but in a jumbled order. They should give each verb a number but not show their partner. In pairs, they take turns to choose a number from their partner's list. The partner then says this verb and the first student must make up a sentence using this verb + *on*. In feedback, ask for example sentences from each pair.



FAST FINISHERS

Fast finishers can try to write a short text or story using as many of the verbs + *on* as they can. Check through these during feedback.

➤ Photocopiable activities: Unit 10 Wordpower



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 11

DISCOVERY AND INVENTION

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about discoveries and inventions
- discuss attitudes to discoveries and inventions
- describe how discoveries were made
- ask for and give directions in a building
- write a post (for a website) expressing an opinion

UNIT CONTENTS

G GRAMMAR

- Defining relative clauses
- Articles

V VOCABULARY

- Compound nouns: *action film, address book, bookshelf, bookshop, bottle top, bread knife, cash machine, car door, car park, city centre, coffee cup, film poster, key ring, kitchen door, kitchen knife, mountaintop, mountain climbing, road sign, rock climbing, rock star, science fiction, shoe shop, shopping bag, shopping centre, soundtrack, streetlights, teacup, teabag, television programme, ticket office, TV star, TV screen, TV series, video game*
- Adverbials: luck and chance: *accidentally, amazingly, as expected, by chance, fortunately, luckily, on purpose, surprisingly, unfortunately*
- Wordpower: Preposition + noun: *at home, at university, at work, by chance, for sale, in advance, in love, in prison, on business, on purpose, on time*

P PRONUNCIATION

- Word stress
- Sound and spelling: /ɜ:/ and /ɔ:/

C COMMUNICATION SKILLS

- Explaining what technology does
- Talking about discoveries
- Asking for and giving directions in a building
- Writing a post
- Giving opinions

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write *invention* on the board. Say: *The microscope is a great invention. It helps us see very small things, like bacteria. What other inventions do you know about?* In pairs, students think of other inventions, e.g., *television, hoverboards, aeroplanes*. Encourage students to name silly or impractical inventions they know about. As part of a class discussion, write their ideas on the board and ask students to decide which invention is most useful and why.

- a Ask students to look at the picture and tell you what they can see. In pairs, students read and discuss the questions. Monitor and help students with any vocabulary they may need, e.g., *rest, cover, lean back, darkness, relaxation*. Ask students to share their ideas with the class. If appropriate for your class, give students information from the Culture Notes that follow.

Possible answers

- 1 It's a machine attached to a chair. It helps people think better.
- 2 people who don't have much time to improve their health or memory because they are busy

CULTURE NOTES

The picture shows an invention called the Cerebrex. It is one of the 3,300 inventions created by Yoshiro Nakamatsu, also known as Dr NakaMats. The chair sends out sound frequencies from the footrest to the headrest. Dr NakaMats says he takes two 30-minute naps in the chair daily. Dr NakaMats claims that the chair 'improves memory, maths skills and creativity, and it can lower blood pressure, improve eyesight and cure other ailments.'

- b Students discuss the questions in pairs and report back to the class. If the lead-in activity was used, add students' ideas to the list. In pairs, students think of new inventions to solve a modern problem. Then pairs describe their ideas to the class.

EXTRA ACTIVITY

Say: *An invention improves when other people suggest ways to make it better.* Have pairs write a description and draw a picture of their invention from Exercise b. Students swap their descriptions and drawings with another pair and write suggestions on ways to improve the invention. In feedback, ask pairs to explain the suggestions they received for their inventions. Then students vote on which suggestions made the most significant improvements.

 OPTIONAL LEAD-IN

Write these inventions on the board: *the refrigerator, the aeroplane, glasses, the Internet, the piano, the telephone, concrete, the computer*. Tell students to work in groups to put them in the order that they were invented, with the earliest first. (concrete [27 BC], glasses [1285], the piano [1709], the computer [1822], the refrigerator [1834], the telephone [1876], the airplane [1903], the Internet [1969]) Check answers in feedback and ask students to discuss in groups how important each invention was and which they think was the most important.

At the end of this lesson, students will be able to:

- use compound nouns
- read and understand summaries of science fiction stories
- understand a podcast about inventions
- use defining relative clauses
- talk about new technology and inventions

d mountaintop, mountain climbing; TV star, TV screen; bread knife; coffee cup; shopping bag, shopping centre; city centre; kitchen knife, kitchen door; video games; teabag, teacup; rock climbing, rock star; car park; car door; bottle top

- e**
- 1 video games
 - 2 TV screen
 - 3 rock climbing / mountain climbing
 - 4 rock star / TV star
 - 5 rock star / TV star
 - 6 shopping centre / video game

1 VOCABULARY Compound nouns

a  Books closed. Ask students to tell you about the last film they watched and the last book they read. Books open. Put students into pairs to answer the questions. Check ideas as a class.

b Books closed. Write on the board *film star* and *long film*. Ask students which is a compound noun, and why. (*film star* – it is *noun* + *noun*) Books open. Tell students to find two nouns from the list to make compound nouns with *fiction*. Check as a class.

Answers

1, 3

c Students make the compound nouns. Check as a class. Ask students to give you an example of each compound noun, e.g., *Chapters is a big bookshop near here*.

Answers

- 1 b bookshop
- 2 e TV series
- 3 d film poster
- 4 c soundtrack
- 5 a action film

d Go through the words with the class and elicit whether each one is singular or plural. Establish that they are all in the singular form.

Answer

singular

e  **11.01** Students complete the exercises in Vocabulary Focus 11A on SB p. 142. Go over the two points in the Tip with the class and check understanding. Check answers to Exercise a. Play the recording where indicated for students to decide on the stressed syllables in Exercise b and repeat. Check answers to Exercises d and e and monitor the conversations in Exercise f. Then tell students to go back to SB p. 108.

Answers (Vocabulary Focus 11A SB p. 142)

- a**
- | | | |
|-----------------|----------------|--------------------|
| 2 address book | 5 key ring | 8 road sign |
| 3 bookshelf | 6 TV programme | 9 cash machine |
| 4 ticket office | 7 streetlights | 10 science fiction |
- b**
- | | | |
|-------------------------|--------------------------------|------------------------------------|
| 1 <u>sho</u> e shop | 5 <u>key</u> ring | 9 <u>cash</u> machine |
| 2 <u>add</u> ress book | 6 <u>tele</u> vision programme | 10 <u>sci</u> ence <u>fic</u> tion |
| 3 <u>book</u> shelf | 7 <u>street</u> lights | |
| 4 <u>tick</u> et office | 8 <u>road</u> sign | |
- 1 the first one 2 science fiction

 FAST FINISHERS

Ask Fast Finishers to find and write down a compound noun from each unit of the SB, e.g., Unit 1 *home life*, Unit 2 *flight attendant*, Unit 3 *bank account*.

2 READING AND LISTENING

a Books closed. Elicit names of science fiction books, films, and TV series and write them on the board. Books open, students see if their ideas are one of the texts. Give students a time limit to complete the summaries. Take feedback as a class. If appropriate for your class, give students information from the Culture Notes that follow.

Answers

	<i>Robur the Conqueror</i>	<i>Star Trek</i>	<i>Blade Runner 2049</i>
First created	1886	1966	1982
Main character	Robur	Captain Kirk	K, a replicant
Time setting	end of 19 th century	23 rd century	2049

 CULTURE NOTES

Books and films in the science fiction genre speculate about future events and technology, as well as their effects on the human race, but the stories are not entirely fantasy. The stories always show a good understanding of scientific principles. Some of the most popular science fiction authors are Isaac Asimov (*I, Robot*), HG Wells (*The Invisible Man*) and Ray Bradbury (*Fahrenheit 451*).

The first science fiction novel was probably *Frankenstein*, written by Mary Shelley in 1821. It is the story of a scientist who creates a human-like monster that he cannot control. The original novel has inspired a huge number of films and other forms of popular culture, such as songs, toys and comic books.

A Trip to the Moon (1902) is recognised as the first science-fiction film. Based on a Jules Verne novel, this French film describes the adventures of a group of astronomers on the Moon. In terms of its special effects and artistry, the film was incredibly advanced for its time.

VOCABULARY SUPPORT

conqueror – someone who has taken control of or defeated a country or its people

crew (B1) – the people who work together on a ship, aircraft or train

kidnap – to take a person away illegally by force, usually in order to demand money in exchange for releasing them

- b** Ask students: *Which of these examples of science fiction is set in the USA? (Blade Runner 2049)* Tell students to match the summaries to the sentences. Check as a class.

Answers

1 S 2 B 3 R 4 B 5 R 6 S

- c** Go through the list with the class and make sure they understand the inventions. If necessary, pre-teach **drone** (an **aircraft** that does not have a **pilot** but is **controlled** by someone on the **ground**). Tell students to find which four are in the texts. Check answers as a class.

Answers

1 3D printers, 2 mobile phones, 5 helicopters, 7 drone adverts

- d** **11.02** Ask students to listen to which of the inventions in Exercise c are mentioned. Check answers as a class.

Answers

helicopters, mobile phones, 3-D printers, drone ads

- e** **11.02** Say to students: *Star Trek was originally a cartoon. True or False? (False, because cartoon was later.)* Check the meaning of **propeller** (a device that causes a ship or aircraft to move, consisting of two or more blades that spin at high speed). Tell students to listen again and choose true or false for each sentence. Check answers as a class.

Audioscript

PRESENTER Welcome to the podcast *From Fiction to Fact*, where we find out about interesting ideas from books that became reality. This week, we're looking at ideas from science fiction.

MAN 1 First up is Jules Verne. The French writer was very good at inventing stories, which have excited readers for more than a hundred years. Verne was also very clever at imagining machines in his writing that would go on to become a reality. In his book *Robur the Conqueror*, for instance, he describes flying machines that have propellers. Robur's *Albatross* is more powerful and easier to move than other airships. The machine that Verne describes is quite similar to what we now know as a helicopter. The world's first successful helicopter was invented in 1939 by Igor Sikorsky, who was a Russian-American engineer. He was born in Russia but went to live in America in 1919. When he was young, Sikorsky read *Robur the Conqueror*, and it gave him the idea for the design of a helicopter that is still used today.

WOMAN Next we look at one of the most successful science fiction stories of all time – *Star Trek*. There have been lots of different TV series – even a cartoon – as well as films. But for many *Star Trek* fans, known as 'Trekkies', it's the original TV series from the 1960s that they love the most. The incredible thing is that there were quite a few inventions in that TV series that are now common today. For example, the 'communicator' that characters used to speak to each other is just like a mobile phone. And there was this other machine, the 'replicator', which was used to make food and small objects. It's just like the 3D printers that we have today. So *Star Trek* science fiction has become science fact!

MAN 2 The *Blade Runner* films are probably my favourite science fiction films of all time. I like the way they talk about things in the future, but, at the same time, it's kind of like they're talking about things in the present – the kind of things we think about today. And I love the way the films look. They don't show a future world where everything is clean and perfect – the street scenes look real – a bit dirty and quite disorganised. Some things in the films don't exist today. For example, the skies aren't full of flying cars. But other things like the big flying adverts in the sky – well, now there are these drones that fly around with adverts on them. It's just like *Blade Runner* – the future has arrived!

Answers

- 1 T
2 F (He designed it in America.)
3 F (Other TV series were made, including a cartoon.)
4 T
5 T
6 F (It's dirty and disorganised.)

- f** **...** Students discuss the questions in pairs. Monitor and help with vocabulary as needed. Point out errors for students to self-correct. In a class discussion, ask students to give examples of the most interesting or extraordinary inventions they have seen or read about.

EXTRA ACTIVITY

In pairs, students choose a science fiction film or story that has not been discussed so far in class. They write a summary of the film or story like the summaries they've read, pointing out the interesting technology. Students either read their summaries out or circulate them in the class. The rest of the students try to guess which film or story they are describing.

3 GRAMMAR Defining relative clauses

- a** Books closed. Ask: *What do you call the people who love Star Trek?* (Trekkies) *What do you call the place where there are clouds and birds fly?* (the sky) Books open. Ask students to look at the words and complete the definitions, using what they remember from the listening to help them. Check answers as a class.

Answers

1 stories 2 machines 3 inventor 4 person 5 world

- b** Draw students' attention to the underlined words in the definitions. Elicit or explain that the function of these words is to refer or **relate** back to the word you are defining and that they are called **relative** pronouns. Students complete the rules individually and compare their ideas with a partner before checking answers as a class.

Answers

who/that; that/which; where

LOA TIP ELICITING

Ask students to look at the completed sentences in Exercise a. Ask: *Are the underlined words giving more information about the subject or the object of the sentence?* (the subject) *If we take out these words, do the sentences still make sense?* (no) *What do we call these words?* (relative pronouns)

c Answer the questions as a class.

Answers

1 which/that 2 who/that 3 where 4 which/that 5 who/that

d >>> 11.03 Students read the information in Grammar Focus 11A on SB p. 164. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 11A on SB p. 165. Check answers as a class. Tell students to go back to SB p. 109.

Answers (Grammar Focus 11A SB p. 165)

- a 1 which/that 3 where 5 which/that 7 which/that
2 who/that 4 who/that 6 where 8 who/that
- b 1 who, where 4 who, which, that 7 who, where
2 who, which, that 5 which, where
3 which, where 6 who, which, that
- c 1 the actor who/that 4 a device that/which
2 the shoes that/which 5 The man who
3 a shop where 6 laptop that/which broke



CAREFUL!

Students sometimes use *what* instead of *that/which* in relative clauses, e.g. *This is one of the best films what stars Zachary Quinto*. (Correct form = *This is one of the best films which/that stars Zachary Quinto*.)

e Read the examples with the class and elicit what they are describing. Write: *It's a person who ... It's a thing that/which ...* on the board and say that these are very useful phrases for defining and explaining. Give the beginning of some definitions and elicit different possible endings from the class, e.g., *a teacher is a person who ...* (helps students to learn); *a knife is a thing that* (you can cut food with).

Answers

A doctor, nurse B bed (sofa)

f >>> Divide students into pairs and assign A and B roles. Student A turns to SB p. 131. Student B turns to SB p. 133. Explain that they need to describe the words for their partners to guess, using relative clauses. Allow two minutes for each student's descriptions. Monitor and point out errors for students to self-correct. Ask some students to tell you some of their descriptions. Who described the most things? Ask students to describe any remaining words as a class.

EXTRA ACTIVITY

In pairs, students role play a conversation between a teenager and a great-grandparent. The great-grandparent asks the teenager to explain some modern technology, e.g., *What's an email? How does a smartphone work?* The teenager describes the item for their great-grandparent. They then swap roles. Choose a pair to role play a conversation for the class.

4 SPEAKING

- a Ask the class if anyone has recently bought or started using a new piece of technology and elicit more information about it. Ask individual students what the last piece of technological equipment they bought was and why they bought it.
- b Individually, students think about the inventions in the pictures and then compare answers with a partner.
- c During feedback, compare different suggestions from the pairs about the gadgets. A travel pillow provides more space around your head so you won't be disturbed when sleeping on public transport. It may also have a concealed compartment inside to store valuables. Pizza scissors allow you to cut neater slices. Garden claws are made of waterproof plastic so they protect your hands in a variety of gardening jobs. Ask students which they think is the most useful.

Answers

travel pillow (supports your head when sleeping on transport);
pizza scissors (cut pizza into slices); garden claws (help you dig in the garden)

ADDITIONAL MATERIAL

Workbook 11A

Photocopiable activities: Grammar 11A, Vocabulary 11A,
Pronunciation 11A

At the end of this lesson, students will be able to:

- read and understand texts about discoveries
- use articles correctly
- use adverbials related to luck and chance accurately
- talk about discoveries and inventions
- relate experiences about unexpected events



OPTIONAL LEAD-IN

Books closed. Play *Backs to the board*. Split the class into two teams. One student from each team sits with their back to the board. Write a word on the board. The students who can see the board must explain the word to their teammate, who cannot see the board. They may not use their own language. The person who guesses the word from their team's clues wins a point for their team. Use these words in this game: *statue, stone, metal, soldier, microwave, farmer, popcorn, climber*.

1 READING

- a** Students match the headlines with the stories and pictures. Check answers as a class and ask which story they would like to read most and why.

Answers

1 first story 2 third story 3 second story

- b** Ask students to read the stories and answer the questions about each one. You may wish to help students with words in the Vocabulary Support box at this point. Check answers as a class. If appropriate for your class, give students information from the Culture Notes that follow.

Answers

Scientist discovers how to cook food in seconds

- 1 Percy LeBaron Spencer
- 2 working on radar for the army
- 3 the microwave oven

5,000-year-old body found in the Alps

- 1 Helmut and Erika Simon
- 2 hiking in the mountains in Italy
- 3 one of the oldest, most complete human bodies

Farmers uncover ancient army in the fields

- 1 local farmers
- 2 digging and looking for water
- 3 thousands of clay/terracotta soldiers buried underground



LANGUAGE NOTE

Point out the difference between *inventions* and *discoveries*. *Inventions* are things that people create, imagine and build. *Discoveries* are things that already existed but we find out about them.



VOCABULARY SUPPORT

archaeologist (C1) – someone who studies ancient cultures by looking for and examining their buildings, tools and other objects

bury (B1) – to put something into a hole in the ground and cover it

clay – a kind of heavy, sticky earth, soft when wet and hard when dry or baked, which is used for making pots and other objects

curious (B1) – wanting to know or learn about something

dig (B1) – to make a hole in the ground by moving some of the earth away

hike – to walk a long distance especially in the countryside

melt (B2) – go from solid to liquid because of heat

pop (C2) – sudden loud, short sound like a small explosion

popcorn (B1) – seeds of corn that have been cooked to break open into soft, light balls and that are eaten as a snack

radar – a system that uses radio waves to detect objects you cannot see

terracotta – a hard, baked, red-brown clay



LANGUAGE NOTE

Some students confuse *hope* and *expect*. Explain that we use *hope* when we want something to happen and *expect* when we think it will happen. Elicit some examples to show the meanings: *I hope I pass the exam. (I'm not sure.) I expect I'll pass the exam. (I think I will.)*



CAREFUL!

- When we use a compound noun as an adjective like this, all nouns remain in the singular form singular, e.g. ~~a multi-words-verb~~ (Correct form = *a multi-word verb*); ~~a 5,000-years-old body~~ (Correct form = *a 5,000-year-old body*); ~~a ten-years-old boy~~ (Correct form = *a ten-year-old boy*, BUT *The boy was ten years old*); a five ~~pages~~ story (Correct form = *a five-page story*).
- In headlines, articles (and auxiliaries) are often left out, e.g., *5,000-year-old body discovered in Alps!* = *A 5,000-year-old body has been discovered in the Alps.*



CULTURE NOTES

Percy LeBaron Spencer created the first microwave oven in 1947. It was about two metres tall and weighed 340 kilograms. It cost between \$2,000 and \$3,000. It wasn't until 1967 that an affordable microwave was on sale for \$495. Spencer didn't profit from his invention – he was paid a fee of \$2 by his company!

Ötzi the Iceman is thought to have been 1.65 metres tall, about 50 kilograms in weight and about 45 years old. Scientific tests have shown where he lived and what his last meals were – red deer, herb bread, grain and fruits. They also show that he looked old for his age, had been quite ill just before his death and that he had tattoos. He was wearing a coat, leggings and well-made shoes.

The Terracotta Army includes soldiers and horses – they are representations of Qin Shi Huang, the first Emperor of China. It is believed that the army is a kind of funeral art and that it was buried with the Emperor to protect him after death.

- c** Students read the texts again and answer the questions individually. Check answers as a class.

Answers

- 1 He put a small bowl of popcorn in front of the machine.
- 2 They thought that it was the body of an unlucky mountain climber. They tore the clothes and broke one arm.
- 3 They believe most of them are still buried underground.



EXTRA ACTIVITY

Write on the board: 700,000 / 6,000 / 2,200 / 1991 / 5,000 and ask students what the numbers refer to in the text. (700,000 – the number of people who helped make the army; 6,000 – the approximate number of figures; 2,200 – the terracotta army was made 2,200 years ago; 1991 – the year when the body of the Iceman was discovered; 5,000 – the age of the Iceman's body when it was discovered)

- d** In pairs, students discuss the questions before you discuss their ideas as a class. Take a class vote on the order of the importance of the discoveries and elicit some ideas from the group about important discoveries in their lifetimes.

2 GRAMMAR Articles

- a** Books closed. Read the first sentence, leaving out some of the articles: *He put ... small bowl in front of the machine. It started popping and jumping out of ... bowl.* Ask students what words are missing (*a, the*) and what we call this kind of word (articles). Read the sentences and rules and ask students to match them individually. Check answers as a class.

Answers

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

- b** **11.04** Students read the information in Grammar Focus 11B on SB p. 164. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 11B on SB p. 165. Check answers as a class. Tell students to go back to SB p. 111.

Answers (Grammar Focus 11B SB p. 165)

- | | | |
|--------------|-------|----------|
| a 2 Ø | 5 An | 8 Ø |
| 3 the | 6 a | 9 the |
| 4 A | 7 a | 10 An |
| b 2 D | 3 S | 4 S |
| 5 D | 6 S | |
| c 2 Ø | 6 a | 10 The |
| 3 a | 7 The | 11 a |
| 4 the | 8 Ø | 12 the |
| 5 a | 9 a | 13 the/Ø |

- c** Ask students to look at the picture and title and tell you what the picture shows. Ask: *What do you think the text will be about?* Students read the text to check their ideas. Ask: *Which articles could we add to the title?* (a new species, on the menu) Ask: *Which auxiliary could we add?* (**was** discovered) Students then read the text and complete it with the correct articles. They do this individually and then compare answers with a partner.

- d** **11.05** Play the recording for students to check their answers.

Answers

- | | | | | |
|-------|-------|-------|--------|------|
| 1 the | 5 a | 9 the | 13 the | 17 a |
| 2 a | 6 the | 10 a | 14 the | |
| 3 a | 7 the | 11 Ø | 15 the | |
| 4 a | 8 the | 12 a | 16 the | |



VOCABULARY SUPPORT

bench (B2) – long seat for two or more people

nearby (B1) – not far away

- e** Students answer the questions in pairs. Talk about their ideas as a class and check answers.

Answers

- 1 Ngo Van Tri
- 2 He thought they looked unusual. / to send to a biologist in the USA
- 3 by plane
- 4 The lizards were cooked and eaten.
- 5 in a nearby restaurant

- f** Students work in pairs. Ask them to take turns covering the story and using the prompts to retell it. Monitor and correct students' pronunciation as appropriate and listen for appropriate usage of articles. Point out errors for students to self-correct where necessary.



EXTRA ACTIVITY

Ask students if they have ever eaten lizards. What other unusual things do students eat in their countries? What would they never eat? Why?

3 VOCABULARY

Adverbials: luck and chance

- a Write the highlighted adverbials from the four stories on the board. In pairs, students discuss the meanings. Check their ideas as a class. Use some of the adverbials in sentences and concept check. Keep the adverbials on the board to refer to later.

LOA TIP CONCEPT CHECKING

Use concept questions to check the understanding of the adverbials in the sentences you have on the board. For example, to check the meaning of *by chance* in the sentence *I met James by chance in the station*, ask: *Did I arrange to meet James?* (no) *Was it a surprise to meet James?* (yes)

Answers

as expected – this was something we thought was going to happen
by chance – it wasn't planned
accidentally – it wasn't planned
amazingly – it was a real surprise
fortunately – it was a good/lucky thing
surprisingly – it was a surprise
on purpose – it was planned
unfortunately – it was a bad / an unlucky thing
luckily – it was a lucky thing

CAREFUL!

Watch out for mistakes: *unfortunatly* or *unfortunatelly*
 (Correct spelling = *unfortunately*).

- b Individually, students search the texts for the opposites of the words and phrases in the table. They compare their answers with a partner before checking answers as a class.

Answers

1 fortunately	3 by chance	5 amazingly
2 luckily	4 accidentally	6 surprisingly

- c **11.06** In pairs, students take turns to practise pronouncing the words out loud. They underline where they think the main stress falls. Play the recording for them to listen, check their answers and repeat.

Answers

luckily, fortunately, accidentally, by chance, unfortunately,
surprisingly, aamazingly, on purpose, as expected

- d Read the task with the class and give students a couple of minutes to prepare their sentences using three of the phrases from Exercise c. Monitor and help with vocabulary as necessary.
- e  Take feedback and ask students to share some of their examples with the class. Find out which student has written about the most interesting, amusing and frightening occasion.

EXTRA ACTIVITY

In pairs, students take turns to make up a sentence and give an adverbial to begin the next sentence for their partner to complete, e.g., *I opened the classroom door. Surprisingly ...* (the room was empty). Take feedback as a class and ask students to share some examples with the class.

4 SPEAKING

» Divide the class into pairs and assign A and B roles. Student As read the texts on SB p. 131 and Student Bs read the texts on SB p. 133. Explain that they are each going to read about three different accidental discoveries. They can use their dictionaries to check the meaning of any unfamiliar words. Monitor and help with vocabulary as necessary. Students tell their partners their three stories. One of the stories is not true and the pairs decide together which one it is. During feedback, ask students to share their ideas and say why they think the stories they have chosen are untrue. Give the answers from SB p. 132.

Answers

Car keys were not invented by an American businessman called Spencer.
 The exercise bike was not invented by Hans Weger.

+ ADDITIONAL MATERIAL

Workbook 11B

Photocopiable activities: Grammar 11B, Vocabulary 11B

Documentary Video Unit 11 *Discovery and invention*

Video Worksheet Unit 11 *Discovery and invention*

At the end of this lesson, students will be able to:

- understand someone asking for and being given directions
- check information
- differentiate between /ɜr/ and /eər/
- use phrases to ask for and give directions in a building

1 LISTENING

- a** Ask the class if they are good at knowing where they are and elicit examples from individual students of what they would do if they got lost in a town or city. In pairs, students ask and answer the questions. Encourage them to give details and extend their answers. Take feedback as a class on the most interesting items their partners talked about. Extend by asking how many students have apps on their phones to find the way and how useful these are.
- b** **11.07** Ask students to tell you what has happened to Annie in the story so far and the reason why she has come to visit Mark at his office. Play Part 1 of the video or play the audio recording for the class to find out why she gets lost. Check the answer together.

Answer

She hasn't been to Mark's office before.

Video/audioscript (Part 1)

ANNIE Excuse me. Can you tell me where the reception is?

PERSON It's over there, by the trees. Can you see the doors? And the sign that says reception.

A Oh, yes. Thanks very much.

P You're welcome.

RECEPTIONIST Good afternoon.

A Hello. I'm here to see Mark Riley.

R What's your name, please?

A It's Annie Morton.

R OK, I'll let him know you're here. Oh, hello Mark, it's Sandra here at reception. I've got Annie Morton here to see you. OK, thanks. Bye. Yes, he's

expecting you. He said you can go up to see him. Have you been to his office before?

A No.

R OK. It's on the first floor. So, go up the stairs and turn left. Go through the door and turn right. Then go down the corridor and it's the first door on the right.

A Fine. Thank you.

AUDIO ONLY

A Sorry, I got lost. Could you tell me where the office is again, please?

R Yes, of course. So, first go up the stairs to the first floor ...

- c** **11.07** Elicit from students what they can remember about the directions that the receptionist gives Annie. Write any phrases they manage to produce on the board. Then play Part 1 of the video or play the audio recording again for the class to complete the directions in 1c. Check answers as a class.

Answers

- | | | | |
|---------|--------|---------|---------|
| 1 first | 3 left | 5 right | 7 first |
| 2 up | 4 door | 6 down | 8 right |



LANGUAGE NOTE

Make sure that students know the words and phrases:

first floor ground floor top floor corridor

In many countries, *first floor* is the same as *ground floor* in the UK.

EXTRA ACTIVITY

Give students two minutes to memorise the directions in 1c. Students role play the conversation between Annie and the receptionist. The receptionist gives instructions and Annie mimes following them. Then students swap roles. Monitor and point out errors for students to self-correct.

2 USEFUL LANGUAGE

Asking for and giving directions in a building

- a** **11.08** Ask students to complete the question and then play the recording to check. Check the answer as a class and focus on the position of the verb (*is*) at the end of the sentence.

Answer

Excuse me, can you tell me where the reception is?



LOA TIP DRILLING

Give a short transformation drill to practise the structure, e.g.,

Say: *Reception. Can you tell me where the reception is?* (Gesture for students to repeat.)

Students: *Can you tell me where the reception is?*

Say: *Mark's office*

Students: *Can you tell me where Mark's office is?*

Say: *the language lab*

Students: *Can you tell me where the language lab is?*

Say: *the cafeteria*

Students: *Can you tell me where the cafeteria is?*

- b** **11.09** Individually, students match the phrases with the pictures. Play the recording for them to check their answers. Play it again or model the phrases yourself for students to repeat. Ask them to underline the stressed word or words in each sentence and to pay attention to correct sentence stress and intonation.

Answers

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

- c** In pairs, students take turns to cover the phrases and remember the directions for each picture. Uncover and check.

3 CONVERSATION SKILLS

Checking information

- a **11.10** Ask the class what they think Annie does to make sure she's understood the directions and elicit some ideas – e.g., she writes them down, she draws a map, she repeats them. Then play Part 2 of the video or play the audio recording for them to check their ideas.

Answer

She asks questions to check that she's understood.

Video/audioscript (Part 2)

- ANNIE** Sorry, I got lost. Could you tell me where the office is again, please?
RECEPTIONIST Yes, of course. So, first go up the stairs to the first floor and turn left. Then go through the door and turn right.
A So go up the stairs to the first floor and turn left. Then go through the door and turn right.
R Yes. Then go down the corridor and it's the first office on the right.
A Sorry, the fourth office?
R No, the first.
A Right, I think I've got that.
R Good.
A So can I just check? Go up the stairs and turn right ...
R No, turn left.
A Left! Then go through the door and turn left ... no ... right.
R That's it.
A Thanks very much

- b **11.11** Students read and listen to the three exchanges based on the conversation and match the underlined phrases with their uses. Check answers as a class. Then play Part 2 of the video or play the audio recording again for students to listen and repeat the conversations.

Answers

to check information by repeating it: 1, 2, 4
 to show we understand: 3

- c **11.12** Choose a place in the building you are in and direct students to it. e.g., *Go out of the classroom and turn right. Go down the corridor and turn left. Go down the stairs and through the big glass doors at the bottom. Where are you?* Elicit the correct answer, then tell the class that you are going to direct them again, but this time you want them to check the information and show they understand, using the phrases in b. Repeat the directions, pausing where appropriate to elicit the checking or confirming phrases from the class. Then give students a couple of minutes to prepare their own directions. They take turns to read their phrases to their partner who listens and repeats the information to check it's correct. Monitor and correct students' pronunciation as appropriate and listen for correct use of the target phrases.
- d **11.12** Tell students that now they're going to hear the conversation between Mark and Annie. Look at the question and play Part 3 of the video or play the audio recording for students to answer. Check the answer as a class.

Answer

He thinks she has got a good chance of getting a job because she's got a good CV and lots of experience.

Video/audioscript (Part 3)

- MARK** Obviously, I can't promise anything. But I think you've a really good chance of getting a job here.
ANNIE Thanks, Mark! That's great. You've helped me so much.
M Not at all. You've got a really good CV and lots of experience. I'm sure my boss will be very impressed.
A I hope so! Anyway, I'll let you get back to your work now.
M OK.
A Oh, and have fun at the gym with Leo tomorrow!
M Thanks. I'm sure it'll be good. Do you want me to walk down with you or ...?
A No, it's OK – I know the way out. Thanks again.
M Not a problem. See you soon.
A Bye.
M Bye.

VOCABULARY SUPPORT

a good chance of – quite likely that

CV (B1) – document that describes your education and experience

impressed (B2) – think something is very good

- e **11.13** Ask the class whether they would give Annie a job at their company and elicit reasons as to why / why not.

4 PRONUNCIATION

Sound and spelling: /ɜ:/ and /ɔ:/

- a **11.13** Tell the class that they are going to hear two words with different vowel sounds. Play the recording for students to listen and repeat. Contrast the two sounds /ɜ:/ and /ɔ:/ for students to repeat after you in chorus. Do this several times to give them practice in producing as well as hearing the sounds.
- b In pairs, students take turns to say the pairs of words, circling the word with the /ɜ:/ sound. Check answers as class. Model the word pairs for students to repeat after you.

Answers

1 third 2 Thursday 3 thirty 4 work 5 bird

- c **11.14** Play the recording for students to circle the words they hear. Check answers as a class.

Answers

1 fourth 2 Thursday 3 thirty 4 work 5 board

5 SPEAKING

Ask the class to look at the plan of the building and go through the key with them. Check understanding of any words they do not know. Students work in pairs and take turns to ask for and give directions from the entrance of the school. Remind them to check and confirm information. Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson.

⊕ ADDITIONAL MATERIAL

Workbook 11C

Photocopiable activities: Pronunciation 11C

Unit Progress Test

SKILLS FOR WRITING

In my opinion, it's because of the Internet

At the end of this lesson, students will be able to:

- understand people talking about inventions
- read and understand a text about inventions
- use phrases to give opinions, results and reasons
- write a post (for a website) giving an opinion

OPTIONAL LEAD-IN

Books closed. Individually, students write down an invention that they have used today and think about how their lives would be different without it. Students share their ideas with the class, e.g., *My alarm clock is an excellent invention. Without it, I might still be in bed! Or my mum would need to wake me up every day.*

1 LISTENING AND SPEAKING

a Ask students: *Is there one new invention that would have helped you today?* Students can talk about this in pairs and then tell the class in feedback, e.g., *a time machine to get them to school faster*. Ask students to look at the pictures and talk about what they can see and what kinds of inventions they might be. Elicit or point out that the man is saying *Hello! How are you?* in Spanish. Take feedback as a class and write on the board students' different ideas about what the three inventions might be.

b **11.15** Tell students that they are going to hear people on a radio programme talking about the inventions in the pictures. Play the recording for the class to listen for general meaning and to complete the first row of the table with the invention each person talks about. Check answers as a class.

Answers

Amir – new kind of car engine

Uta – artificial meat

Pierre – device to put in ear to translate languages

Audioscript

HOST Hi, welcome to the show. Today, we're looking at great inventions for the future. What really useful inventions do you think we need? People have called in to the show to tell us their ideas. First up, we have Amir. Hi, Amir.

AMIR Hi.

H So Amir, tell us about what invention you'd like to see.

A I think the most important invention we need is a new kind of car engine that doesn't need petrol. There are too many cars in the world already and as countries become richer, more and more people will want a car. That will be terrible news for the environment. But imagine a world with clean cars and no more pollution to worry about! I'm sure it will be invented soon. We already have electric cars, but I think it will be something different, maybe something like a car that runs on air. I'm sure someone will invent something to solve the problem. I hope so, anyway.

H Thanks, Amir. That's a great invention. Next on the line, we have Uta. Uta, tell us about your invention.

UTA Hi, well, one really useful invention would be artificial meat that's cheap and tastes good and which doesn't need cows, sheep or chickens to produce it. It sounds like science fiction, but in fact they've already invented it in a way. Amazingly, they've produced beef in a laboratory, but it cost thousands of pounds to make. But that's the same with all new inventions; they're always expensive at the start. So I think it will happen and it'll be really good because all the fields we use to grow food for cows could be used for something else – to grow vegetables or plant trees, for example.

U Thanks, Uta. Artificial meat! Wow, that sounds scary ... Anyway, last up we have Pierre. Hi, Pierre.

PIERRE Hi.

H So Pierre. Tell us about your idea for a great invention.

P Well, a really useful invention I read about was a device that you could put in your ear and it would translate languages for you. You wouldn't need to study for hours and hours to learn a foreign language. You could just put it in your ear when you went on holiday to foreign countries and you'd understand everything everyone was saying to you. It would help people to communicate and would be very useful for businesspeople or for politicians. But it wouldn't be very good news for teachers. Fortunately, for them, it's probably impossible to make such a device, or at least it will take many years.

H Cool. I'd love that invention! Thanks for those great ideas. Who knows which of them will happen! We can only wait and see!

VOCABULARY SUPPORT

artificial (B2) – not natural or real

device (B2) – a piece of equipment that is used for a particular purpose

laboratory (B1) – a room used for scientific work

pollution (B1) – damage caused to water, air, etc., by harmful substances or waste

run (on) (C1) – uses a supply of power to work

LANGUAGE NOTE

The host uses idiomatic phrases to sequence the people he talks to: *First up (Firstly)* and *Last up (Lastly/Finally)*.

c **11.15** Read the remaining two questions in the table. You may wish to help students with the items in the Vocabulary Support box at this point. Then play the recording again for students to complete the rest of the table. You may need to play the recording more than once. Check answers as a class.

Answers

Amir – clean cars so no more pollution; yes (someone will invent something to solve the problem)

Uta – cheap, tastes good, fields used for growing food for cows can be used for something else; yes (I think it will happen, and it'll be really good)

Pierre – no need to study, would help people to communicate; no (it's probably impossible or will take many years)

d Individually, students decide if they think the inventions are a good idea or not and why and any other ways they might be able to think of to solve the same problem. Give them a couple of minutes to do this and tell them to make notes about their ideas – at least two or three lines for each invention.

- e  In small groups, students compare their ideas from Exercise d. Monitor and help with vocabulary as necessary. In feedback ask different groups to summarise their ideas and suggestions regarding each invention. If appropriate for your class, give students information from the Culture Notes that follow.

CULTURE NOTES

Meat has been grown in a laboratory, and in March 2013, the first lab-grown burger was eaten in London. It was produced in the Netherlands and the cost of the project was €250,000 (\$300,000). The critic who ate the burger said that it tasted similar to meat but was drier and not as tasty as real meat. At the moment, it is far too expensive to grow a lot of meat in this way, but this proves that it is possible and it may be produced more cheaply in the future.

2 READING

- a Ask students to tell you what they think was the most important invention of the last 2,000 years. Put their suggestions on the board. Then tell them they are going to read some posts where people answer the same question. Ask the class to read the posts quickly in order to find the names of the inventions and write them in the list. Check their answers as a class.

Answers

- | | |
|----------------|------------------------------|
| 1 the Internet | 3 Hindu-Arabic number system |
| 2 paper | 4 reading glasses |

- b Students read the posts again to match the inventions and the results. Check answers as a class.

Answers

- a 4 b 3 c 1 d 2

VOCABULARY SUPPORT

active (B1) – busy, moving around

essential (B1) – very important

- c Individually, students read the posts again and note down their answers to the questions. Encourage them to compare their ideas with a partner before checking answers as a class.

Answers

- earliest: paper, latest: the Internet
- We might/will do everything from home.
- People were able to write down information, keep it and send it over long distances.
- There might be no science, engineering or computers.
- He can do lots of things (that he couldn't do without them).

EXTRA ACTIVITY

Have a brief open discussion about which of the inventions the class think is most important and why. Make a note of any errors students make when giving their opinions so that they can self-correct after the class has studied the language for giving opinions in the next section.

3 WRITING SKILLS

Giving opinions; Expressing results and reasons

- a Students underline the phrase *I think* in the sentence. Ask the class if they know any other phrases for giving opinions and write any suggestions on the board. Say that there are four more phrases for giving opinions in the texts and then give students a minute or two to find and underline them. Check answers as a class.

Answers

I think
it seems to me that (2), I believe (3), In my opinion (4), In my view (4)

- b Read and correct the sentences as a class.

Answers

- 1 In my view 2 In my opinion 3 I believe 4 It seems to me

- c Write *cause* and *result* on the board. Underneath write a sentence such as *Pablo speaks better English than he did last year*. Elicit possible causes for this from students (e.g., he did an English course last summer, he's got an English girlfriend) and then possible results (e.g., he gets better marks for his homework, he feels more confident). When you are sure students understand cause and result, ask them to look at the sentences and elicit the cause and result for each one. Check answers as a class.

Answers

- cause/reason: invention of numbers; result: science could develop
- cause/reason: invention of paper; result: send messages over long distances
- cause/reason: do everything online at home; result: stop using shops and offices
- cause/reason: invention of reading glasses; result: stay active when older

- d Individually, students match the phrases and the different possible structures. Check answers as a class.

Answers

noun / noun phrase / pronoun + comma: because of, as a result of
connect two clauses: as, because

EXTRA ACTIVITY

Give students some extra practice by writing this sentence on the board:

The computer was broken, so we couldn't finish our work.

Ask students in pairs to rewrite the sentence in as many ways as they can using *as* / *because* / *as a result of* / *because of*. Possible answers: *As/Because the computer was broken, we couldn't finish our work. We couldn't finish our work as/because the computer was broken. The computer was broken. As a result of this, we couldn't finish our work. Because of the broken computer, we couldn't finish our work.*

- e Students complete the sentences individually. Check answers as a class.

Answers

- Because; As
- Because of; As a result of
- Because of; As a result of

- f** Say: *Let's revise. Tell me some possible phrases for giving your opinion.* Elicit three or four from the class (they should be able to produce the phrases from Exercise b). *Tell me some phrases for connecting causes and results.* Elicit the phrases from Exercise c from the class. Then give students a minute or two to write the sentences about the telephone using this language. Check answers as a class.

Possible answer

In my opinion, the telephone is the most important invention of the 19th century. Because we can talk to people in other places, we can communicate more quickly.

- g** Students write an additional sentence. Ask for examples in feedback.

4 WRITING

- a**  Tell students that they are going to write a post like the ones in the reading text. This time, they have to choose one of the inventions in the list or think of another important invention. Ask students to note the ideas they're going to write about, using the questions to help them. Then give them some time to do research by asking other students in the class for their responses to the questions. They can either simply talk to the students on either side of them or you can encourage them to walk round the class and ask more people. Monitor and help students with ideas as needed.

LOA TIP MONITORING

When monitoring, be aware of differences of ability and personality. Ensure that shyer students have a chance to contribute by encouraging them to speak. Prevent the more confident students from dominating with a gesture or by saying 'one moment'.

- b** Students write their posts. Remind them to use words and phrases to explain reasons and results. Monitor and help with vocabulary as necessary.
- c** Students swap their posts with another student and reply to it. They should give comments including whether they agree or disagree, and why. Monitor and point out errors for students to self-correct.
- d** Students return their posts and replies. They should read the replies and check them according to the points given. Ask some students to read their posts and replies to the class.

FAST FINISHERS

Fast finishers can return to Exercise 3f and write a post about the invention of the telephone. Remember to talk about these posts, too, during feedback.

ADDITIONAL MATERIAL

Workbook 11D

UNIT 11

Review and extension

1 GRAMMAR

- a** Students do the task individually. Point out that there may be more than one possible answer. Check answers as a class.

Answers

- 1 He is/was the man who/that invented the colour TV.
- 2 These are the mobile phones that/which work under water.
- 3 That is the machine that/which makes the screens for the computers.
- 4 This is the place where they found the statue.
- 5 These are the people who/that discovered the ancient city.
- 6 This is the shop where they sell that delicious bread.

- b** Students complete the conversation with the correct articles. Check answers together.

Answers

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

- c**  Students practise the conversation in Exercise b. If necessary, model it first with a student for the class to repeat.

EXTRA ACTIVITY

Write some sentences from the posts in 11D on the board but leave a space where the articles should or shouldn't be. Ask students to tell you which (if any) articles should fill the gaps, e.g., *I believe ... (the) ... most important invention is ... (the) ... Hindu-Arabic number system, which was invented around ... (the) ... sixth century in ... (no article) ... India.*

Students then work in pairs. Each looks back at a different unit in the book so far and writes down two or three sentences from a text but takes out the articles. Their partner has to fill the gaps. To make this more fun, they can read out the sentences but make a 'beep' sound instead of the gap. Ask for examples in feedback.

2 VOCABULARY

- a** Remind students that a compound noun combines two words and elicit examples that they remember from the unit. Then they make compound nouns for the definitions. Check answers as a class. Say each compound noun in turn and ask individual students to make a sentence with it.

Answers

- | | | |
|-----------------|----------------|-----------------|
| 1 cash machine | 4 road signs | 7 kitchen knife |
| 2 rock star | 5 streetlights | 8 bottle top |
| 3 ticket office | 6 shopping bag | |

- b** Students choose the correct alternatives to complete the sentences. Check answers together.

Answers

- 1 accidentally
- 2 as expected
- 3 by chance
- 4 luckily
- 5 on purpose
- 6 Surprisingly

3 WORDPOWER: Preposition + noun

- a** Write these sentences on the board: *My printer's not working properly. It can't print anything in colour at the moment.* Underline *in colour* and tell students that this is an example of a phrase with preposition + noun. Explain that we can't guess the preposition in phrases like this. We need to learn them as complete phrases. Ask students to work in pairs to match the phrases in bold in the sentences with their meanings. Check answers as a class.

FAST FINISHERS

Fast finishers can think of more sentences using the different phrases.

Answers

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

- b**  In pairs, students discuss which sentences are true for them or which they agree with.
- c** Read the explanation and the example with the class. Then ask them to match the sentences with the pictures. Check answers as a class.

Answers

- 1 b 2 c 3 d 4 a

- d** Students should underline the preposition + noun combinations in the sentences in Exercise c. Ask them to write a sentence about somebody they know (of) who is in each place. Check answers and ask students to give you some example sentences.

Answers

- | | |
|-----------------|-------------|
| 1 at work | 3 at school |
| 2 at university | 4 in prison |

LANGUAGE NOTE

In school is used in the USA; *at school* is more common in the UK.

» Photocopiable activities: Unit 11 Wordpower

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 12

CHARACTERS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand written and spoken stories
- understand the links between different parts of a story
- tell a story
- talk about family relationships
- agree and disagree in discussions
- write a short story using time linkers

UNIT CONTENTS

G GRAMMAR

- Past perfect
- Reported speech
- Using past time linkers

V VOCABULARY

- Animals: *bee, camel, gorilla, mosquito, parrot, spider, tiger, whale*
- Personality adjectives: *anxious, careless, confident, creative, easygoing, fair, fun/funny, generous, honest, patient, reliable, selfish, sensible, serious, shy, sociable, strict*
- Wordpower: expressions with age: *about my age, about the same age, (three years) apart in age, at an early age, at your age, old age, middle-aged*

P PRONUNCIATION

- Sound and spelling: /ʌ/, /ɔ:/ and /əʊ/
- Sentence stress: *that*
- Word stress
- Main stress: contrastive

C COMMUNICATION SKILLS

- Talking about family relationships
- Agreeing and disagreeing
- Telling and writing a story

CULTURE NOTES

Orangutans are a kind of ape that live in Borneo and Sumatra. They spend most of their lives in trees and live on fruit and vegetation. These apes are highly intelligent and can use tools to get what they need. Orangutans live up to 30 years and form strong social bonds. However, this species of ape is in danger. The numbers of orangutans have gone down by 55% in recent years. This is because their habitat has been destroyed and also because of illegal hunting. Sadly, many orangutans have been taken to be sold as pets because they have such lovely characters. This is particularly sad because in the wild, young orangutans stay with their mothers until they are about eight years old. If the mothers are killed or taken away, the young orangutan is unable to survive by itself. There are several care centres for rescued young orangutans to teach them the skills they need before they can go back to the wild, e.g., what food to eat, how to use tools, how to move through the trees. This photograph was taken at the Orangutan Care Centre in Borneo, Indonesia.

- b** Students write down three words to describe the orangutan in the picture and then compare them with their partner's words. Possible answers: *small, naughty, cuddly* (good to hold), *wet, energetic, lovable, uncomfortable, dependent*. Take feedback as a class and ask students to share their words with the class. Discuss the questions about orangutans as a class. Encourage students to justify their answers by explaining and giving reasons.

GETTING STARTED

💡 OPTIONAL LEAD-IN

Books closed. Ask a student to name an animal. The next student must repeat the previous animal and then name another one. This continues round the class until a student forgets an animal or cannot name another one. This student drops out. The winner is the last student to name a new animal as well as remember all the previous ones.

Elicit *orangutan* by saying: *It has red hair. It's very clever. It lives in Borneo and Sumatra. It's a bit like us.* Write the word on the board.

- a** Students look at the picture and say what they can see. They then read and discuss the questions in pairs. Monitor and support students with any vocabulary they may need, e.g., *animal care/rescue centre, wildlife reserve, vet, keeper, volunteer, feed, look after itself, find food, how to survive*. Check and discuss answers in feedback. If appropriate for your class, give students information from the Culture Notes that follow.

💡 EXTRA ACTIVITY

Ask each pair to choose an animal that is in danger of extinction. Students think of ideas to raise awareness about this animal's situation. Monitor and help with suggestions and vocabulary. Take feedback and encourage the pairs to explain their ideas to the group. Vote on the best idea.

- use vocabulary related to animals
- read and understand a story about a frightening experience
- use the past perfect
- tell a story involving an animal

OPTIONAL LEAD-IN

Books closed. Ask students: *What is the most dangerous animal in the world?* Write all the suggestions on the board and encourage students to justify their answers. Tell or confirm the answer: *the mosquito*. (The mosquito is found everywhere in the world except Antarctica. More than 700,000 people die every year from diseases spread by mosquitoes, most significantly malaria, which kills around 600,000 people every year.) Can students find the picture of the mosquito in lesson 12A?

1 VOCABULARY Animals

- a** Ask the students to think of the names of as many different types of animals as they can. Write all the correct suggestions they come up with on the board. Then write the words for different categories of animals e.g., *mammals* (animals that feed babies with milk from their body), *fish*, *birds*, *insects*, *reptiles* (animals that produce eggs and use heat from the sun to keep warm). Ask students to categorise the animals they have named. In pairs, students match the pictures of animals with the names. Don't check answers at this point.

- b** **12.01** Play the recording for students to check their answers. Play it again for them to practise the pronunciation of the names of the animals. Ask them to cover the words and spell them for you to write on the board. Ask students to tell you which category – mammals, insects, reptiles, etc. – each animal belongs to and also give you any other information they know about it, e.g., where it lives, what it eats, any particular behaviour it is well known for.

Answers

- | | | | |
|------------|----------|-----------|---------|
| 1 bee | 3 spider | 5 gorilla | 7 tiger |
| 2 mosquito | 4 parrot | 6 camel | 8 whale |

- c** Read the questions about students' own experiences of these animals and look at the examples. Then discuss the questions as a class and ask for details and reasons. During the discussion, ask students where we can see animals these days. Elicit *in zoos*, *in the sea*, *in the wild*, *in our homes* and *in rescue centres*, and ask for examples of animals for each place.

2 READING

- a** Ask students what they know about gorillas – e.g., where they live, what they eat – and if they think gorillas are dangerous.
- b** Tell students that they are going to read a story about a gorilla. Give the class a couple of minutes to read the introduction and answer the questions. Check answers as a class.

Answers

- 1 a frightening event involving a gorilla and a boy
- 2 The video changed people's opinions of gorillas forever.

- c** Read the words in the box with the class and tell them that these are from *Jambo's Story*. Elicit or explain the meaning of *enclosure* and *stroke*. In pairs, students discuss what they think the story is about. Monitor and help with vocabulary as necessary. Take feedback as a class and encourage students to justify their answers as much as possible, but don't say if they're right or not. Compare students' stories.

- d** Explain that the story is in different sections and that they are not in order. Ask students to read the story in pairs. They should start at square 1 and then discuss the question together. They then follow the directions to the next section and so on until they reach the end. Monitor and check that the pairs are discussing the questions before moving on to the next section. You may wish to help students with words in the Vocabulary Support box. Start a class discussion when they have finished and ask whether they guessed the answers to the questions correctly. Check the story against their ideas for the story in Exercise c and see which pair (if any) predicted the story accurately.

VOCABULARY SUPPORT

alive (B1) – living

disappear (B1) – to go out of view

enclosure – an area in a zoo where animals are kept

hero (B1) – someone who does something brave or good, which people respect or admire them for

run away (B2) – secretly leave a place because you are unhappy there

seriously (B1) – badly or severely

straight away (B1) – immediately

stroke (B2) – to move your hand gently over an animal or a person

zookeeper – person who looks after animals in a zoo

- e** Discuss the questions as a class. If appropriate, give students information from the Culture Notes below.

CULTURE NOTES

In the past, gorillas were captured from the wild to be put in zoos so that people could see these amazing animals. Today, our attitude to taking animals from the wild has changed.

Gorillas are an endangered species. They are suffering from the loss of their habitat in the forests of Central Africa, and from poaching and disease. Mountain gorillas are critically endangered, but because of conservation efforts, there are now more than 1,000 alive today. Gorillas live in groups of up to 30 individuals and are led by an older adult male. They live for around 35 years in the wild.

It is often thought that we humans are the only animals to feel emotions like sadness and love and empathy (an understanding of how others are feeling), but research has shown that gorillas feel emotions, too.

3 GRAMMAR Past perfect

- a** Books closed. Elicit these verbs and write them on the board: *break, disappear, rescue, turn back*. Read the following pairs of gapped sentences to students who write them in their books: *a) The father ... to his son. Levan b) Zookeepers ... Levan. He ... several bones.* In pairs, students see if they can remember which verb goes in which gap and write it in the correct form (past simple or past perfect). Check as a class, but don't offer any explanation at this point. Open books. Ask students to look at the sentences in the exercise. Students look at the verbs in bold and write which actions happened first and second. Check answers as a class.

Answers

- 1 turned back (2), had disappeared (1)
- 2 rescued (2), had broken (1)

- b** Give students one minute to read the rules and complete them with the words in the box. Check the answer as a class.

Answer

perfect; simple; participle

LANGUAGE NOTE

Point out that the contraction for the past perfect *I had = I'd* is the same as for *I would = I'd*.

- c** Students read *Jambo's Story* (in correct order) again and underline more examples of the past perfect. Tell the class there are six examples of the past perfect in the text and turn the activity into a race to see which student can find all six examples first. Check answers as a class.

Answers

(2) had (always) thought, (3) had fallen, (4) had come, (5) had come, (6) had (seriously) hurt; had filmed

- d**  **12.02** Students read the information in Grammar Focus 12A on SB p. 166. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 12A on SB p. 167. They complete the tasks individually, but compare their ideas with a partner before you take feedback as a class. Tell students to go back to SB p. 119.

Answers (Grammar Focus 12A SB p. 167)

- a**
- | | |
|-----------------|----------------|
| 2 had broken | 7 had eaten |
| 3 hadn't gone | 8 had finished |
| 4 had forgotten | 9 had escaped |
| 5 had made | 10 had left |
| 6 had found | |
- b** 2 e 3 b 4 a 5 d 6 c
- c**
- | | |
|-----------------------|------------------------------|
| 2 arrived; had broken | 6 was; hadn't had |
| 3 hadn't gone; were | 7 had never flown; felt |
| 4 hadn't done; asked | 8 Had the game finished; got |
| 5 found; had sold | |

FAST FINISHERS

Ask students to think of alternative endings to the sentence beginnings in Exercise b of Grammar Focus 12A.

LOA TIP CONCEPT CHECKING

- Say or write on the board: *When we'd seen the film, we went for a meal at a restaurant.*
Ask: *Did we have the meal first?* (no)
Ask: *Did we see the film first?* (yes)
Say: *The meal happened in the past, but we saw the film before the meal, so we use the past perfect – 'had seen.'*
- Give another example. Say or write on the board: *I hadn't phoned my sister before I left the house.*
Ask: *Did I phone my sister first?* (no)
Ask: *Did I leave the house first?* (yes)
Say: *Leaving the house happened in the past, but not phoning the sister happened before the person left, so we use the past perfect – 'hadn't phoned.'*
- Write an example from the Grammar Focus on the board and ask concept questions to check understanding of the use of the past perfect. For example, write: *When I got home, my goldfish had disappeared.*
Ask: *Did the goldfish disappear after I got home?* (no)
Did the goldfish disappear before I got home? (yes)

EXTRA ACTIVITY

If students need additional practice in forming the past perfect, ask them to complete these sentences in their own words. *I arrived at school/work late because ... , My teacher/boss was angry because ... , When I got home last night, I found that ...*

- e**  **12.03 Pronunciation** Ask students to look at the past participles in the box and focus on the vowels in bold: *drunk* /ʌ/, *brought* /ɔ:/, *chosen* /əʊ/. Model first the words and then the individual vowel sounds /ʌ/, /ɔ:/ and /əʊ/, for students to repeat in chorus after you. Depending on the students' first language, they may find the difference between the sounds difficult to hear and/or reproduce, so don't hesitate to exaggerate the pronunciation and the different positioning of the lips for each sound. In pairs, students take turns to pronounce the past participles aloud and put them into the correct column according to the vowel sounds. Play the recording for them to check their answers.

Answers

/ʌ/: *drunk*, become, swum, won
/ɔ:/: *brought*, bought, caught, thought
/əʊ/: *chosen*, flown, stolen, thrown

- f**  **12.04** Let students practise pronouncing the sentences in pairs before you practise as a class. Nominate individual students to say the sentences with the correct vowel sounds. Check by playing the recording after each sentence.
- g**  Read the problems 1–5. Check students' understanding of *skin* – the outer layer of a person or an animal's body, *itchy* – you have an uncomfortable feeling on your skin and you need to *scratch* (gesture and see if students remember from Unit 7), *mouse* – small animal that lives in the walls of our houses and in fields. Students tell you what kind of animal they think caused the problems, giving reasons for their ideas.

Answers

- 1 mosquito
- 2 cat
- 3 spider/bee/wasp
- 4 dog/cat
- 5 spider / mouse / gorilla / large dog (pretty much anything!)

h Students complete the sentences in Exercise g using verbs in the past perfect. Before they start, elicit or provide verbs they might need, e.g., *bite/bit/bitten*, *sting/stung/stung*, *rub against*. Take feedback and ask for examples. Put some correct sentences on the board. Elicit other possible endings for the sentences.

Possible answers

- 1 because a mosquito had bitten me.
- 2 because my cat had killed it during the night.
- 3 because a bee had stung me.
- 4 because my dog had rubbed against me.
- 5 because she had seen a mouse/spider.

i  Discuss the question as a class. Encourage students to expand their answers by giving details about when, where, why, what was happening at the time, what had happened and what happened next.

4 SPEAKING AND LISTENING

a  Tell students that they are going to make a story using the pictures in the book in the correct order. In pairs, students write down any words they think will be useful when talking about each picture. Elicit ideas from the class and write all suggestions on the board to create a vocabulary resource for students when they're making their stories. Then students work in pairs to make the story. Monitor and help with vocabulary as necessary. Take feedback by asking for pairs to volunteer to tell their stories. Ask the class if they agree with the order of events/pictures each pair has chosen, but don't check answers at this point.

b  **12.05** Play the recording for the class to check their answers.

Audioscript

A parrot in Denver, USA, became a hero when it helped save the life of a two-year-old girl. Megan Howard – the parrot's owner – was looking after two-year-old Hannah. It was morning and Hannah was eating her breakfast on her own, because Megan had gone to the bathroom. While Megan was in the bathroom, the parrot, Willie, started to make a very strange noise. Megan realised something bad had happened. Willie started screaming the words 'Mama! Baby!' again and again. Megan said she had never heard the parrot scream like that before. She came out of the bathroom to see what was happening. And when she looked at Hannah, she saw that her face had gone blue. Some of Hannah's breakfast had got stuck in her throat. She couldn't breathe because the food was still there. Luckily for Hannah, Megan had learned what to do in this situation. She immediately ran over to her and performed the Heimlich manoeuvre. Hannah started to breathe again normally. And once Willie saw that Hannah was OK, he stopped screaming. Willie the parrot was given a prize by the Red Cross for his actions. He was named animal hero of the year and they gave him a box of cereal with his picture on it. Hannah's mum thanked both Megan and Willie and said she thought they had both saved Hannah.

Answers

- 1 baby eating, woman in bathroom
- 2 parrot screaming
- 3 baby choking, woman runs in
- 4 Heimlich manoeuvre
- 5 baby is OK, parrot stops screaming
- 6 parrot wins award

VOCABULARY SUPPORT

breathe (B1) – take air into and out of your lungs

go blue (B1) – become blue in colour

Heimlich manoeuvre – a way of unblocking the windpipe when food is stuck in it

stuck (B2) – not able to move anywhere

throat (B1) – the space inside the neck down which food and air can go

c  In pairs, students tell the story of Willie the Parrot, taking it in turns to tell the story for each picture. Remind students to use the past perfect when possible. Monitor, but don't interrupt fluency unless students make mistakes with the past perfect. Point out errors for students to self-correct. In feedback, ask for examples of the past perfect from the stories and put them on the board.

d  Ask students to tell the class any stories they know about animals and humans helping each other.

ADDITIONAL MATERIAL

Workbook 12A

Photocopiable activities: Grammar 12A, Vocabulary 12A

Documentary Video Unit 12 *Characters*

Video Worksheet Unit 12 *Characters*

At the end of this lesson, students will be able to:

- understand stories about family relationships
- use reported speech correctly
- use personality adjectives
- talk about members of their family
- read and understand a survey about brothers and sisters' relationships

💡 OPTIONAL LEAD-IN

Books closed. Tell the class three facts about people in your family, using two sentences for each. The follow-up sentence must give more detailed information to support the first sentence. Two facts should be true and one false. Write them on the board if necessary, e.g.:

- 1 *My brother is a film actor. He was in the film Thor.*
- 2 *My cousin is a good swimmer. He won the southern area competition.*
- 3 *My uncle loves rats. He has kept pet rats since he was a teenager.*

Ask students to guess which facts are true and which one is false. Students then do the same activity in pairs.

1 LISTENING

- a** In pairs, students discuss how well they used to get on with other children and their brothers and sisters when they were children. Elicit or remind them of how to use *used to* (from Unit 7). Take feedback as a class. Encourage students to tell the class the most interesting thing their partner talked about.

🔄 LOA TIP ELICITING

Eliciting can also be used to establish a concept or establish awareness of the activity that is coming up. In this case, students will be listening to stories about brothers and sisters. Ask questions such as:

How big is your family?

Do you have a good relationship with everyone?

What kinds of problems can brothers and sisters have?

- b** In pairs, students look at the pictures and say what they can see. They then guess what is happening in each. Take feedback as a class and write students' ideas on the board, but don't say if they're right or not.
- c** **12.06** Tell students that they are going to hear three people talking about the pictures. Play the recording for students to match the stories with the pictures. Pause after each story to let students check the pictures and decide. Check answers as a class and compare the stories with students' previous ideas. Some of the new vocabulary can be explained by using the pictures, e.g., *fence*, *kettle*.

Answers

Story 1: the picture with the cow, bottom

Story 2: the picture with the two boys and the kettle, top right

Story 3: the picture with the girl with lots of books, top left

Audioscript

1 CLAIRE My little sister and I have always had our fights. I think the funniest time was when I made her ride a cow. We lived in a house with a field of cows on one side and I told my sister that they were horses. I went into the field and stood behind the cows making horse noises. When the cows were right next to our garden fence, I said she could ride one of the horses ... just like a cowboy! I still can't believe she listened to me! She just jumped off the fence onto a cow's back! The cow was very surprised. It ran away with my sister holding on to its back. I couldn't stop laughing. In the end, my sister fell off. Her clothes were really dirty and she was crying. Then I felt bad and helped her back home. When we got back, I told my mum my sister had tried to ride a cow and I had saved her. She believed me ... I still feel guilty.

2 JEREMY I often used to play with my younger brother, but we did fight a lot, too. I remember one time when I was really mean to him. That day, my parents had burnt some leaves in the garden, and the fire was still a bit hot. So I had an idea for a joke to play on my brother. We had an old kettle in the garden. It was really dirty. I told my brother I was going to make 'grass soup'. So I took some grass and put it in the dirty old kettle with some water. I put it on the fire for a minute. Then I poured some into a cup and gave it to my brother. It was a horrible brown-orange colour with green bits of grass in it. He didn't look very sure about drinking it, so I put the cup near my mouth and told him I had drunk some and it was delicious. I hadn't even tasted it, of course. I gave him the cup and he drank all of it. Later that evening, my brother said he wasn't feeling very well. My parents wanted to know why ... so, really, I had to tell them about my 'soup'.

3 TANYA My sister's a year and a half older than me and we always got on well. When we were little, we were very similar and did everything together. But then she started to read a lot, and she was very strong for her age. I didn't mind, but I didn't like the attention she got from my parents. One day some of my parents' friends came to visit us. My dad told them he was very proud of my sister because she could read so well. I got really angry, so I went to the bookcase in the hall and chose five of the biggest, thickest books I could see. Then I went back to my parents and their friends and said I had just finished reading the books. My dad asked me to describe the stories. I had no idea, so I just looked at the front of the books and guessed. So I talked about a happy king with lots of rings – that was *Lord of the Rings* – and also lots of stories about people with names beginning with N. That was volume 12 of an encyclopedia. I could hear my sister laughing in the other room the whole time ...

- d** **12.06** Read the questions with the class. Ask students to decide if the sentences are true or false and to correct the false ones. Play the recording again for them to do this. If appropriate, pause the recording after each story. Give them some time to check their answers with a partner. Check answers as a class.

VOCABULARY SUPPORT

cowboy – a man who rides a horse to look after cows, typically in western USA

delicious (B1) – good to eat or drink

fence (B2) – made of wood, it separates areas of land

get attention from (B1) – make people notice you

guilty (B1) – feel you've done something wrong

kettle (B1) – people use kettles to boil water

leaves (B1) – these drop from a tree every year

mean (B2) – unkind

play a joke on (B2) – do sth to sb that makes other people laugh

pour (B1) – to transfer liquid from one thing into another

LANGUAGE NOTE

Some nouns have irregular plurals, e.g., leaf (from a tree) = leaves; shelf (from a book case) = shelves.

Answers

Claire: 1 T 2 T 3 F (Claire helped her sister back home.)

4 F (She told her mother that she'd saved her sister.)

Jeremy: 1 F (He wanted to play a joke on him.)

2 F (He didn't want to drink it.)

3 F (He pretended to drink some of it.)

4 T

Tanya: 1 T 2 T 3 F (He asked her to describe the stories.)

4 F (She guessed the stories by looking at the covers.)

- e Put students into small groups to discuss the two questions. Monitor and help with vocabulary as necessary. Take feedback as a class and encourage students to share the most interesting stories they heard in their groups.

2 GRAMMAR Reported speech

- a Books closed. Ask students: *Can you remember what Claire told her sister about the cow?* Note down the answers they give you verbatim. Don't correct any mistakes with information or direct or reported speech. Do punctuate direct speech if students say: *Claire/She said 'Those are/were horses.'* However, do not punctuate if they say: *She said / told her the cows are/were horses.* Repeat the process with two more questions. *Can you remember what Tanya told the guests The Lord of the Rings was about?* (She told them it was about a happy king with lots of rings.) *Can you remember what Jeremy told his brother he was going to make?* (He said he was going to make grass soup.) Open books and check information. Write the sentences you noted on the board and ask students to correct any grammar mistakes using the Grammar Focus 12A (SB p. 166) for reference. Students then do the exercise and match the examples of reported speech with the direct speech. They can do this in pairs. Check answers as a class.

Answers

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

- b Ask students to find a direct speech sentence that uses the present simple. (sentence b) Ask: *What does the verb change to in the reported speech sentence?* (past simple) Students should complete the task individually and then discuss their answers with a partner. Check answers as a class.

Answers

present simple → past simple

present continuous → past continuous

present perfect → past perfect

past simple → past perfect

am/is/are going to → was/were going to

can → could

LANGUAGE NOTE

We can use *that* to introduce reported speech, but it is not essential and can be left out, e.g., *He said that he wanted to go to the cinema.* / *He said he wanted to go to the cinema.*

- c Ask students to complete the two sentences. Check answers and elicit the reason: we need an object with *tell*, but *say* can't be followed by an object.

Answers

1 told 2 said

- d **12.07** Students read the information in Grammar Focus 12B on SB p. 166. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 12B on SB p. 167. Check answers as a class, making sure students are changing the tenses correctly. Tell students to go back to SB p. 120.

Answers (Grammar Focus 12B SB p. 167)

- | | | | |
|---|----------------|--------------------|------------|
| a | 2 wasn't going | 5 she'd go | 8 had been |
| | 3 would; got | 6 told them; liked | |
| | 4 they'd seen | 7 could come | |
| b | 2 his | 5 they; their | |
| | 3 we; we; our | 6 they; me; I | |
| | 4 she; her | | |

CAREFUL!

Students often confuse the use of *say* and *tell*, e.g., *The man told that the film was boring* (Correct form = *The man said that the film was boring.*) *Tell* is usually followed by a personal object, unlike *say*. However, we can use *say* with a personal object if we add *to*, e.g., *The nurses said me that I was in the hospital* (Correct form = *The nurses told me / said to me that I was in the hospital.*)

- e **12.08** **Pronunciation** Play the recording to focus students on the different pronunciation of *that*. After they have listened once, model and contrast the two different pronunciations for students to repeat in chorus. Answer the questions as a class.

Answers

- 1 *that* = strong form: refers to the previous sentence, so it is stressed and has a clear vowel
- 2 *that* = weak form: a function word, so the vowel is unstressed

- f** **12.09** Students do the task of writing the sentences as reported speech individually. Play the recording for them to check answers. Remind them that *that* is possible in all cases, but not essential. In spoken English, *that* is often omitted.

Answers

- 1 I told her (that) she couldn't read my diary.
- 2 She said (that) she was going to tell Dad.
- 3 I told him (that) I wasn't talking to him.
- 4 She said (that) she didn't want to play with me.
- 5 He told me (that) it wasn't fair.
- 6 I said (that) he had broken my toy.

- g** Model the sentences in Exercise f or play the recording again, pausing after each reported sentence for students to repeat.

- h** Read the example in the bubble with the class. Elicit similar examples of what students remember from when they were younger and write them on the board.

- i** Give students a minute or so to find examples of the things people told them and to make some brief notes.

- j** In pairs, students use their notes to talk about the things they remembered. Monitor and check they are using reported speech correctly. Point out errors for students to self-correct. Take feedback as a class and elicit examples from students of what people said to their partner in order to encourage the use of third-person pronouns, e.g., *Pablo's teacher told him ...*

3 VOCABULARY Personality adjectives

- a** Write the name of a member of your family on the board and tell students one thing about him or her, e.g., *Jack is my brother. He's very calm. He never gets worried about things.* Ask students to tell their partners about four members of their family. If you used the Optional lead-in, remind students that this time it has to be the truth! Ask for examples during feedback and write any personality adjectives that students mention on the board.

- b** **12.10** Students complete the exercises in Vocabulary Focus 12B on SB p. 143. Check answers to Exercises a and b as a class. Use the pictures to help understanding. Play the recording where indicated for students to underline the stressed syllables in Exercise c. Ask them to do d and then check answers for Exercises c and d at the same time. Monitor the conversations in Exercise e. Tell students to go back to SB p. 121.

Answers (Vocabulary Focus 12B SB p. 143)

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

- b**
- | | | |
|-------------|------------|------------|
| 1 sensible | 5 careless | 9 creative |
| 2 confident | 6 patient | 10 honest |
| 3 reliable | 7 generous | 11 funny |
| 4 strict | 8 fair | |

- c** careless, confident, creative, easygoing, fair, fun, funny, generous, honest, patient, reliable, selfish, sensible, shy, sociable, strict

- d** Possible answers: anxious, careless, selfish

EXTRA ACTIVITY

To practise the adjectives in pairs, students take turns to describe people that they both know (e.g., singers, actors) using the adjectives and a detail. Their partner has to guess who it is.

4 READING AND SPEAKING

- a** Read the questions and examples in bubbles with the class. Students discuss their families in pairs. Monitor and help as necessary. Encourage students to use the personality adjectives from the preceding exercise. Take feedback and ask students to tell the class the most interesting thing that they learned about their partner's family.

- b** Students cover the words and phrases in the box. Ask students to work in pairs and read the information about brothers and sisters. Can they guess the information that is missing? Check ideas as a class. Then ask them to look at the word box and confirm or change their answers. Don't check their ideas at this point.

Possible answers

- | | |
|-----------------------|-------------------------------|
| 2 fight | 7 earns a higher salary |
| 3 play together | 8 are more sociable |
| 4 talk | 9 get on with women |
| 5 do activities | 10 live to over 100 years old |
| 6 do better at school | |

- c** Students turn to SB p. 132 and check their answers with the complete text. In pairs they discuss whether they agree with the statements, giving examples from their own experience. For Exercise c, ask students to discuss their opinions with the class and take a vote to see how many students agree with each fact.

ADDITIONAL MATERIAL

Workbook 12B

Photocopiable activities: Grammar 12B, Vocabulary 12B, Pronunciation 12B

At the end of this lesson, students will be able to:

- use phrases to agree and disagree
- use contrastive stress
- understand conversations where the speakers disagree

OPTIONAL LEAD-IN

Books closed. Ask students in pairs to write down the names of as many makes of cars as they can in three minutes, e.g., *Ford, Renault, Kia*. Find out which pair has the most. Ask if students know the logos for the cars, too. If so, they can draw one or two of the logos on the board. Do other students recognise which logo they are drawing?

1 LISTENING

- a** In pairs, students discuss the questions. When you feed back as a class, ask for examples of what students say they talk and argue about and build up a list of topics on the board. What are the most common subjects of conversation and of arguments? Ask students if they notice any differences between women and men.
- b** In pairs, students answer the quiz questions. When they are finished, ask them to check their answers at the bottom of p. 122. Take feedback and find out which pair, or student, got the most correct.
- c** **12.11** Students look at the pictures. Ask them what is happening and elicit that Leo and Mark arranged to go to the gym together. Read through the questions with the class. Play Part 1 of the video or play the audio recording for students to answer the questions. Tell them not to worry about who is correct at this stage. You may need to play the recording twice. Check answers as a class.

Answers

They talk about Nissan, Toyota, Honda, Suzuki, Mazda, Mitsubishi, Kia and Hyundai. They agree about Toyota, but don't agree about Nissan. They start arguing about which companies are bigger: Mazda, Suzuki or Honda.

Video/audioscript (Part 1)

- MARK** But I'm afraid Nissan is actually Korean.
- LEO** Er ... I don't think so ... I'm pretty sure it's Japanese.
- M** I'm sorry, but it's definitely Korean. I remember reading an article about the factories in South Korea.
- L** Well, maybe Nissan have factories in Korea, but that doesn't mean it's a Korean company. I think they just make some of them in Korea.
- M** Maybe you're thinking of Toyota? That's a Japanese company.
- L** That's right. Toyota is the biggest Japanese car company.
- M** Exactly.
- L** Yes, but the second biggest is Nissan, then Honda, probably. Or maybe Suzuki.
- M** Oh, I'm sorry but firstly, Nissan isn't a Japanese company – like I said. And then, Mazda is a much bigger company than Suzuki or Honda.
- L** I'm not sure about that. I think they're all a very similar size. And Nissan *is* Japanese.
- M** No, I really think ...
- L** Oh, never mind. It's not important.
- M** Maybe you're thinking of Mitsubishi? They're a big Japanese company.
- L** No, I have a Nissan. That's what I'm talking about.
- M** In Korea, there's Kia, and I'm sure Nissan ...

VIDEO ONLY

- L** Mark ...
- M** Or ... maybe I was thinking of Hyundai.
- L** Mark!
- M** Oh sorry.

VOCABULARY SUPPORT

second biggest – not the biggest, but the next biggest

- d** **12.11** Tell students that this time they need to listen for who agrees with each statement. Read through the statements. You may wish to help students with the words in the Vocabulary support box. Then play Part 1 of the video or play the audio recording again for students to decide on their answers.

Answers

1 M 2 B 3 M

- e** **12.12** Play Part 2 of the video or play the audio recording for students to say how Mark ends the argument. Check the answer. Ask the class if they know who is right. (Nissan is a Japanese company.) If you wish, give students information from the Culture Notes below.

Answers

He checks on his phone.

Video/audioscript (Part 2)

- RACHEL** So, when you do start the new job?
- ANNIE** Next month. I'm a bit nervous, actually ...
- R** Oh, don't worry, you'll be fine. Just remember ...
- MARK** Maybe you were right. I don't know now ... but no, I'm sure it's not Japanese.
- LEO** Really, it doesn't matter.
- M** I know – I can check on my phone!
- L** Hi.
- M** Or Chinese? Maybe it's Chinese.
- A** What's he talking about?
- M** Do they make cars in China? I think they do.
- R** Mark ... be quiet.

CULTURE NOTES

The largest car manufacturers in Japan are Toyota, Nissan, Honda, Suzuki, Mazda, Daihatsu, Subaru and Mitsubishi. At time of publication, Toyota is the largest car manufacturer in Japan and in the world. The most well-known automobile manufacturers in South Korea are Hyundai, Kia and Daewoo.

2 USEFUL LANGUAGE Agreeing and disagreeing

- a** **12.11** Ask students if they can remember what language Leo and Mark use to agree or disagree with each other. Put ideas on the board. Students may only remember one or two phrases at this stage. Then direct students' attention to the list of phrases for agreeing and disagreeing. Did they mention any of the phrases on the list? Play Part 1 of the video or the audio recording again for students to tick the phrases they hear. Check answers as a class. Ask if students can remember the context for these phrases – i.e., what was said before and after.

Answers

I'm afraid ...
Exactly.
I don't think so.
I'm sorry, but ...
That's right.
I'm not sure about that.

- b** In pairs, students match the phrases with the functions. Check answers as a class.

Answers

- 1 Agree: That's true; Exactly; You're absolutely right; Definitely; That's right
- 2 Disagree: I'm afraid ...; I don't think so; I'm sorry, but ...; Oh, please; I'm not sure about that
- 3 Strongly agree: Exactly; You're absolutely right; Definitely
- 4 Strongly disagree: Oh, please

- c** **12.13** Play the recording for students to listen and repeat the phrases. Pause after each phrase for students to repeat. Focus on the stressed words and syllables and on the intonation for strong (dis)agreement.

- d** **12.14** Individually, students complete the conversations with phrases from 2a. Play the recording for them to check answers. Divide students into pairs. They take it in turns to be Student A and Student B and read out the conversations. Monitor and check use of stress and intonation.

Answers

1 sure about 2 That's 3 absolutely 4 please 5 sorry

- e** Students complete the sentences with their own ideas. Monitor and help with examples if necessary.
- f** In pairs, students agree or disagree with each other's statements. Monitor, but don't interrupt fluency. Point out errors for students to self-correct. Take feedback as a class and ask for examples of things students agreed with their partners about and things where they disagreed strongly.

3 PRONUNCIATION Main stress: contrastive

- a** **12.15** Play the recording for students to see how the underlined words in the exchange have extra stress.
- b** Complete the rule as a class. Remind students that English is a stress-timed language and that stressing particular words in a sentence is one of the ways of conveying meaning.

Answer

extra

LOA TIP DRILLING

Elicit the names of some famous celebrities and their nationalities, e.g., Rafael Nadal – Spanish, Brad Pitt – American, Nicole Kidman – Australian. Then drill the sentences so that students use contrastive stress. Do this initially as a group and then ask individual students.

Say: *Brad Pitt is English.*

Students say: *No, Brad Pitt is American.*

- c** Give the students a minute to look at the statements and underline the words that they will need to stress when they make dialogues. Model the example with a student. Emphasise that in the first statement, the adjective *bad* isn't stressed. *Good* and *bad* are stressed in the following exchange in order to make a particular point.

Students practise the exchanges in pairs. Monitor and focus on good use of stress.

- d** In pairs, students discuss whether they really agree or disagree with the statements. Ask for comments in feedback.

4 SPEAKING

- a** Read through the statements with the class and check they understand the meaning of *celebrity magazines* (magazines with a lot of information about the lives of famous people, such as film stars and singers) – give (or elicit) some examples, e.g., *OK! Rolling Stone*. Give students two or three minutes to note down their opinions about the statements and also to think of two or three reasons to support their opinion in each case.
- b** Students discuss the statements in pairs and give their opinions in pairs. Encourage them to expand their ideas by giving reasons and examples. Take feedback and ask students to tell the class what they agreed and disagreed about. Find out the majority opinions in the class.

+ ADDITIONAL MATERIAL

Workbook 12C

Photocopiable activities: Pronunciation 12C

Unit Progress Test

SKILLS FOR WRITING

A few hours later, they started baking again

At the end of this lesson, students will be able to:

- listen to and understand two news reports
- read and understand a true story
- use linkers to show sequencing in past time
- write a story based on personal experience

OPTIONAL LEAD-IN

Write on the board: *There was a light wind. The waves were big. People felt very frightened. A few buildings were damaged. Most people stayed in their homes.* Students to work in pairs. Tell one student to say the sentence and the other to disagree using their own ideas and contrastive stress, e.g., *There was a light wind. — No, there was a strong wind.* Students could repeat the activity in different pairs with different responses.

1 SPEAKING AND LISTENING

- a** Ask students what kind of weather is worst for these groups of people: tourists, farmers, drivers, sailors. Pre-teach *hurricane* (a violent wind that has a circular movement, especially in the West Atlantic Ocean) and check that students understand the words under question 3. Put students into pairs to discuss the questions. Check ideas as a class.

Possible answers

- 2 The USA, Mexico, Caribbean islands
- 3 The wind is very strong; it rains very heavily, so there are floods; the wind causes damage to buildings; there is no electricity; trees fall over in the wind and block roads; people can't use their cars (because there are floods); cars are destroyed by the floods; it's difficult to rescue people

CULTURE NOTES

The peak of the Atlantic hurricane season is during August and September, when water temperatures are highest. There are five categories of hurricanes based on increasing wind speed. Hurricane Katrina in 2005 was a category five and the damage cost even more money than Hurricane Harvey.

- b** Give students a time limit to read the Fact File. Ask which of their ideas are included in it.

EXTRA ACTIVITY

Books closed. Write the numbers 4, 2017, 200, 60/24, 204,000, 1,000,000, 125 billion on the board and ask students what they refer to. (4 – category of earthquake, 2017 – year it happened, 200 – wind speed in km/hour, 60/24 – centimetres of rain in one day (24 hours), 204,000 – homes damaged, 1,000,000 – cars destroyed, 125 billion – dollars of damage)

- c** **12.16** Elicit from students what kind of information news reports would give during Hurricane Harvey, e.g., safety advice. Play the recording for students to match the pictures to the reports. Check answers as a class.

Answers

- 1 a, d 2 b, c

- d** **12.16** Ask students: *Did the volunteers rescue any animals?* (yes, dogs and cats) Play the recording again but pause between the two reports for students to answer questions. Check answers after each report.

Answers

- 1 She's a firefighter.
- 2 She's in the fire station.
- 3 It's too dangerous to go out (because of the wind).
- 4 She's on a boat, on a flooded street; she's reporting, she's with a rescue team.
- 5 Yes – they've rescued 100 people.
- 6 This morning it was normal – there were no floods. Now it's flooded with 1.5 metres of water.

VOCABULARY SUPPORT

affected (B2) – to be influenced by someone or something, or made to change

convince (B1) – to persuade someone or make them certain

(be) trapped (B2) – if someone or something is trapped, they are unable to move or escape from a place or situation.

Audioscript

Day 1

JENNIFER This is Jennifer Long, BBC News, reporting live from Texas. I have the latest information about Hurricane Harvey. The latest we've heard is that it's crossing the Texas coast. Wind speeds have already reached 200 kilometres an hour, and we expect around 88 centimetres of rain in the affected areas tonight. With me is firefighter Stevie Black. Stevie, what kind of damage are we expecting tonight?

STEVIE A lot of serious damage, we think. We haven't been able to get out and really see what's happening, so we're just watching reports right now. The winds are just too strong at the moment. It's not safe, so we have to stay inside the fire station.

J We've heard reports that people are trapped in buildings. Will you try to rescue people during the night?

S Not with the wind as strong as this, no. It's too dangerous to be out in the street, even in the fire truck, so uh ... we just have to wait. And hope.

Day 2

PRESENTER All right, let's go back live to Houston. Jennifer Long is reporting for us from one of the worst of the flooded areas. Jennifer, it looks like you're on a boat.

JENNIFER Yes, I'm here on a boat with some local volunteers.

They say they've rescued at least a hundred people so far. I've got Emilio Chávez with me – he's leading this rescue team. Emilio, it's been a difficult day for you, hasn't it?

EMILIO Yes, it's just been crazy. We've probably made about 100 rescues today, old people, kids, babies, cats, dogs. You name it.

J And are people happy to leave their homes, or do some people still want to stay? What have you seen?

E Most people are OK. Some people want to stay – but, you know, we try to convince them that it's safer to leave and just go, be somewhere safe with their families. We tell them they can always come back. And then they're quite happy to go, mostly, yeah.

J And we have another gentleman here. I'm sorry, what's your name?

TOM Tom. Tom Myers.

J Tell us, Tom, you live close by, don't you?

T Yep. I live right across the street, and it was nothing like this before, even just a few hours ago. I was out walking my dog this morning, and now – look at it – it's ... there are cars under water; everywhere you look, water up to the windows. We've got nearly 1.5 metres of water right now. It's pretty bad.

2 READING

- a** Pre-teach *bravery* (B2, when someone shows no fear of dangerous or difficult situations) and elicit *bake* from the pictures. Elicit students' ideas about the story from the pictures and title, but don't say if they are right or not.



CULTURE NOTES

A *bolillo* /boʊ'lijou/ is a small loaf of white bread. A *kolache* /kə'latʃi/ is a pastry originally from Eastern Europe, filled with fruit or cheese.

- b** Give students a few minutes to read the story to see how correct their ideas were. Elicit answers to the questions to check their general understanding. (Four bakers couldn't leave their bakery during Hurricane Harvey so they continued baking. After the storm, they gave away all this food for free.)
- c** Students read the text again to make notes. You may wish to help them with the words in the Vocabulary Support box at this point. Take feedback as a class. Ask students for other real examples of bravery.

Answers

Saturday morning: People bought bread.

Saturday evening: Four people go to bakery to bake bread.

Saturday night: They're trapped, so they have to stay in the bakery.

Sunday: The water is still high; they stay in the bakery; they bake bread; the manager can't rescue them.

Sunday night: They stay in the bakery; they bake bread.

Monday morning: The water is lower; the manager arrives; they deliver bread to people.



VOCABULARY SUPPORT

load up — to gather or buy a large amount of something

sack (C1) — a large bag made of paper, plastic or cloth and used to carry or store things

stock up on — to buy a large amount of something so that you have enough for the future

victim (B2) — someone who has suffered the effects of violence, illness or bad luck



FAST FINISHERS

Fast finishers can imagine they are one of the bakers in the story and write a short text message to a friend explaining what they are doing. Ask them to read out their messages during feedback.

3 WRITING SKILLS Linkers: past time

- a** Write these sentences on the board: *We were walking outside. It started to rain. The wind got stronger.* Ask the class what we need to do to make this set of sentences sound more like a story. Elicit that we need to add linking phrases. Students complete the task individually, choosing the correct linking phrases from the box and then check their answers by finding the sentences in the story.

Answers

1 midday

3 that night

5 a while

2 later

4 next day

6 morning

- b** Ask students the question as a class.

Answer

following

- c** Read the information about moments in time and time between events with the class. Then give students a short time to do the classification exercise in pairs. Take feedback as a class.

Answers

1 evening, morning, week

2 many years, about a month, a few days, a short time, a week

- d** In pairs, students correct the mistakes in the sentences. Remind them to refer to Exercise 2c to check how certain time phrases are formed and which words can be used together. Check answers as a class.

Answers

1 After two years *or* About two years later

2 A week later

3 Later that morning

4 The following morning

5 after a while

4 WRITING

- a** Give students some time to think of a story and then tell them to take notes under the question headings. Weaker students could work together on the same story.
- b** Tell students to write their story with a title and paragraphs.



LOA TIP MONITORING

Monitor to give help and encourage self-correction, and check that students are working at a similar speed. To do this, set a time limit for the writing and keep reminding slower students how much time is left. Ask faster students to include more detail in their stories or even an extra paragraph saying what they have learned from this story. Note any common mistakes to deal with later in feedback.

- c** Ask students to add time linkers from Exercise 3a and then check their writing for language mistakes.
- d** Put students into groups to share their stories and answer any questions. Encourage students to point out any mistakes and areas for improvement.
- e** Ask one student from each group to read one story to the class. Point out the good use (or lack) of time linkers. Ask the class to vote on the best story and the story with the best use of linkers.



EXTRA ACTIVITY

Put students into pairs. One student is a reporter, the other is the main character in the best story from Exercise e. The reporter interviews the main character about what happened in the story. The main character makes up details to answer. Students can then exchange roles or work in different pairs.



ADDITIONAL MATERIAL

Workbook 12D

UNIT 12

Review and extension

1 GRAMMAR

- a** Students do the task individually. Check answers together. To extend, you can ask students to suggest follow-up sentences for each sentence.

Answers

- 1 2 1
- 2 1 2
- 3 2 1
- 4 1 2
- 5 2 1

- b** Students choose the correct alternatives individually. Check answers together.

Answers

- 1 Did you read
- 2 happened
- 3 saw
- 4 hit
- 5 hadn't seen
- 6 read
- 7 took care of
- 8 had fallen

- c** Students do the task individually. Check answers as a class.

Answers

- 1 He said (that) we couldn't leave the party.
- 2 She told me (that) Marc had moved to a new flat.
- 3 He said (that) he was seeing Sarah later.
- 4 She said (that) she would help me with the shopping.
- 5 He told me (that) Michele had got a great new job.
- 6 He said (that) he was going to get a new car.
- 7 She told me (that) she didn't like the hotel.



EXTRA ACTIVITY

Ask students to write a text or email message to their partner. They can write about anything they like – but warn them that their messages will be read out! Give some examples:

an arrangement for later, some interesting information or gossip, something interesting they did recently.

Students swap their messages with their partners and read them. Ask one or two students to tell the class what their partner said in the message, e.g., *José texted me earlier and he told me that...*

2 VOCABULARY

- a** Students complete the words individually. Check answers together.

Answers

- 1 whale
- 2 spider
- 3 gorilla
- 4 tiger
- 5 mosquito
- 6 parrot



EXTRA ACTIVITY

In pairs, students choose six other animals and write the words with gapped letters for their partners to complete.

- b** Students complete the task individually. Check answers together.

Answers

- 1 funny
- 2 selfish
- 3 honest
- 4 anxious
- 5 reliable
- 6 careless
- 7 generous
- 8 sensible

3 WORDPOWER *age*

- a** Tell the class the age of someone you know who is a similar age to you, e.g., *My sister Agnes is 38; I'm 36*. Ask them if they can describe her age in another way. Elicit: *We're about the same age.* / *We are of a similar age.* Then put the word *age* on the board and ask students if they know or can remember any more phrases with this word, e.g., *old age*, *middle-aged*, etc. Put any examples on the board, too. Read the task together and students answer the question.

Answer

- 1 children who are different ages
- 2 children who are almost the same age

- b** Students do the matching task in pairs. Check answers together.

Answers

- 1 d 2 b 3 a 4 c

- c** Students complete the sentences individually. Check answers as a class.

Answers

- 1 about the same age
- 2 at an early age
- 3 At your age
- 4 early twenties
- 5 apart in age
- 6 old age
- 7 about my age
- 8 middle-aged

- d** Students do the task in pairs. Ask for examples in feedback.

➤ Photocopiable activities: Unit 12 Wordpower



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

Ideas for pre-teaching vocabulary

Before reading and listening tasks, it's often necessary to make sure students understand a few key words. This is called 'pre-teaching'. There are a number of ways to do this. Here are some ideas:

Give a definition: Use a short sentence to explain the meaning of a word. If you wish, use the definitions given in the Vocabulary support boxes throughout the Teacher's Notes. You could also use a learner dictionary to find on-level definitions, e.g., *dive – to swim under water, usually with breathing equipment.* (from *Cambridge Essential English Dictionary*, Second Edition).

Draw/Show a picture or object: One of the easiest ways to teach students new words is to draw a picture on the board, or show a picture on an interactive whiteboard or a computer or tablet. Using (or drawing) funny and/or interesting pictures is a good way to ensure students remember the new words, e.g., to teach the word *dive* you could find a picture of a diver with a big shark behind him.

Act it out: With lower-level students it can be useful to show the word by acting it out, rather than giving definitions which may use above-level vocabulary.

Elicit it: Elicitation allows you to check which words students may already know. Don't tell them the word you want to teach. Elicit it by asking questions or saying openended sentences, e.g., *What is the activity when we swim under the sea and look at fish?* or *When we swim under water and look at fish, we ... ?* (dive).

Gapped sentences: It's useful for students to see the word in a sentence to understand the context. Write a gapped sentence(s) on the board (this can be one from the text), e.g., *Cristina in the Mediterranean Sea every summer. She loves to see the beautiful fish under the water.* (dives) Allow students to guess what word goes in the gap, but don't confirm if they're right or wrong. After they read the text, they can guess again. Then confirm their answer.

Discussion questions: With stronger students you can write discussion questions containing the new words on the board. Then give students one or two example answers to these questions. Students try to guess the meaning. Give more example answers, if necessary. You may then wish to allow students to ask and answer these questions for themselves.

Pre-teaching for listening: You can use any of the above ideas, or others you may have, to teach new words before students listen. It may also be useful to model the pronunciation of the words so students are used to hearing how it sounds. This is particularly useful when a word has an unfamiliar spelling rule. If you don't want to model the word, it can be useful to write the word in IPA on the board (you can find this in all dictionaries).

Extra activities – how to ...

Class survey

Use: to revise tenses, verb patterns, verb collocations, conversational language

Dynamic: whole class

Procedure:

- Write a list of questions which practise the target language. Ideally, each student will have a different question, but if this is difficult, aim to have one question per two students.
- Photocopy the list and cut up into strips to hand out. Make sure each student has a question, even if the question is the same as another student's. Or dictate each question to one (or two) student(s) in turn.
- Ask students a question as an example and elicit a response which uses the target structure. Write the response on the board.
- Set a time limit for the activity, e.g., ten minutes. Students move around the class and ask their question to as many different students as they can. They write down the responses in their notebooks.
- When the time is up, divide students into smaller groups and ask them to compare their most interesting responses.

Running dictation

Use: to practise using all four skills in a collaborative way to review all kinds of lexis

Dynamic: whole class

Procedure:

- Choose a short text or a list of sentences/questions which you wish to revise. Around six to ten sentences should be adequate, depending on how confident your students are. Choose a text of the right level for your students and which does not contain unfamiliar words.
- You will need one sheet per pair of students, plus a few extra sheets. Put the extra sheets on a far wall of the classroom or just outside the classroom door. Mark the halfway point on the text.
- Divide the class into pairs: Student A is a reader and Student B is a writer. A has to go to the text/list and memorise as much as he/she can. Encourage students to remember a few words accurately rather than try to memorise too much. Student A goes back to Student B and dictates what he/she can remember. Student A must walk over to Student B before dictating and not shout the text out! Student A is not allowed to do any writing at this stage. The dictation continues until Student A has reached the halfway point on the text.
- The students swap roles with Student B dictating and Student A writing.
- As each pair finishes, hand them one of the copies and allow them to check their text against the original. Students should correct their mistakes. Monitor and help students to decide whether any differences are grammatically correct or not.

Grammar auction

Use: to revise a specific grammar area or general grammar

Dynamic: whole class (in teams)

Procedure:

- Prepare ten to fifteen sentences containing either items of grammar from the unit you are currently working on or areas of grammar which you know students find problematic. Some of them should be correct and some incorrect.
- Write the sentences on the board and explain what an *auction* is (when you sell something to the person who offers the most money).
- Put students into small groups, tell them they have £100 and they need to buy the correct sentences. In their groups, students discuss which sentences they think are correct and decide which to buy and how much they are prepared to pay for each. Don't help or allow students to look at their notes or the Student's Book.
- Take the role of auctioneer and sell each sentence to the group which offers the most money. Keep track of how much each group has spent. Remind students that once they have spent all their money they can't buy any more sentences, so they shouldn't spend too much too soon.
- After all the sentences have been sold, go through them one at a time, revealing which are correct and which are incorrect. Ask students to correct the mistakes.
- The winning group is the one who has bought the most correct sentences. If it's a draw, then the group which has got the most money left wins.

Guess who?

Use: to practise question forms, present simple, present continuous, past simple, etc.

Dynamic: whole class (with optional group/pair extension)

Procedure:

- Tell students that you are thinking of a person and that they have to guess who it is by asking *Yes/No* questions.
- If you wish to practise a specific grammar area, you might tell students that this person is living (for present tenses), dead (for past tenses), etc. Alternatively, you can use this activity to practise question forms in general by not specifying anything about the person.
- Put students into pairs or small groups to brainstorm possible questions. Specify a total number of questions, between five and ten, for the class to try and guess who you're thinking of. Students then take turns to ask you some of the questions they thought of.
- Make sure you reply only with *yes* or *no*, e.g., *Yes, ~~he/she~~ is*. (correct version = *Yes*) in order not to give away if the person is a man or a woman.
- Students win if they guess the person within the specified number of questions. The teacher wins if students can't guess the person.
- Continue the game either as a class, by asking a student to choose a person and take over from you at the front of the class, or by putting students into pairs or small groups to play.

Classroom whispers

Use: to revise tenses, verb patterns, verb collocations, pronunciation and listening skills

Dynamic: whole class

Procedure:

- You will need a list of short sentences and/or questions which practise the structures you wish to revise. You will need one sheet per three students in the class.
- Divide students into groups of three. All the Student As go to one part of the classroom, all the Student Bs to another, and Student Cs to another.
- Model the activity by standing with the Student As and showing them the first sentence on the sheet. The Student As then walk to the Student Bs and whisper the sentence they have remembered. Make sure the Student Cs can't hear. The Student Bs then go to the Student Cs and repeat the sentence and the Student Cs write down what they heard. Write the correct sentence on the board. Student Cs compare this with what they have written.
- Start the activity by showing the second item on the list to the Student As. The activity then continues as per your model. After the Student As have had two or three turns, they swap roles with the others in their group. The activity continues like this until they reach the end of the list.
- When the students have finished, give each group of three a copy of the sheet and they compare this against what they have written. The group with the least mistakes wins.

Sentence chains

Use: to revise a specific lexical set, e.g., items to take on holiday, etc.

Dynamic: groups/pairs

Procedure:

- Before the class, decide which lexical set you're going to test students on and decide the best sentence to lead in to this. You can use: *Before I went on holiday I packed ... (my ticket, a guidebook, my clothes, a map)*. However, if you want to revise a different tense as well as the target lexical set, you could amend the sentence as appropriate, e.g., *I came home from holiday and I had spent all my money. I had ... (bought a lot of souvenirs, done a lot of sightseeing, stayed in a luxury hotel)*.
- Demonstrate the activity with the lead-in sentence and then the first item, e.g., *Before I went on holiday I packed my ticket*. Gesture to a student to repeat your sentence and add a new verb phrase, e.g., *Before I went on holiday I packed my ticket and a guidebook*. Nominate the next student who repeats the sentence and adds another item, and so on until the list is too long to remember.
- Put students into groups of three to five to play together.
- Depending on your students, you may wish to adjust the difficulty of the activity. For example, ask students to include the information about a list of nouns, e.g., *my plane ticket, a heavy guidebook, my beach clothes, a local map*.

Backs to the board

Use: to revise a specific lexical set or general vocabulary

Dynamic: whole class (in teams)

Procedure:

- Put students into small groups of four to five. If possible, mix stronger students with weaker students so no group is noticeably stronger or weaker than another.
- Tell students in each group to sit close together, leaving space between the groups so they can't easily hear one another. Tell one student in each group to sit with their back to the board and the others to sit so that they can see the board.
- Explain that you're going to write a word or phrase on the board and that the students who can see the board have to communicate the meaning to the student who can't. They can use any method to do this, drawing pictures, mime, synonyms, simple explanations, etc. However, use of their own language will mean they are disqualified.
- When the student(s) with their back to the board think they know the word, they put their hand up. Ask the first student who put their hand up to say the word and, if they are correct, award their group a point. If they aren't, the other teams continue. Any student who shouts out the answer is also disqualified.
- The winning group is the one who has the most points at the end of the game.

Tennis

Use: to revise specific word pairs, e.g., opposite adjectives, past simple / past participle forms, collocations

Dynamic: pairs

Procedure:

- Explain which lexical set you're going to work on, e.g., *travel collocations*. Demonstrate the activity by asking a stronger student to help you. Say the first word of the pair, e.g., *pack* and ask the student to respond with the second, i.e., *a bag*. The student continues with a different first word and you respond with the second. For example A: *pack* B: *a bag* – *stay at* A: *home* – *stay in* B: *a hotel* –, etc.
- Tell students that, just like in a real game of tennis, it's important not to pause for a long time. If one of the students pauses too long between items, they lose that round, e.g., in A: *travel* B: *abroad* – *make* A: *plans* – *plan* B: *ummm ahhh ... a holiday*, B would lose.
- Put students into pairs to play together. Tell them they should continue for as long as possible. If one student loses the round, they start again.

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