

EMPOWER

SECOND EDITION

TEACHER'S BOOK

WITH DIGITAL PACK

B2

UPPER INTERMEDIATE

Lynda Edwards
with Ruth Gairns, Stuart Redman, Wayne Rimmer

Bestseller

Learning

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Lynda Edwards
with Ruth Gairns, Stuart Redman,
Wayne Rimmer and Julian Oakley

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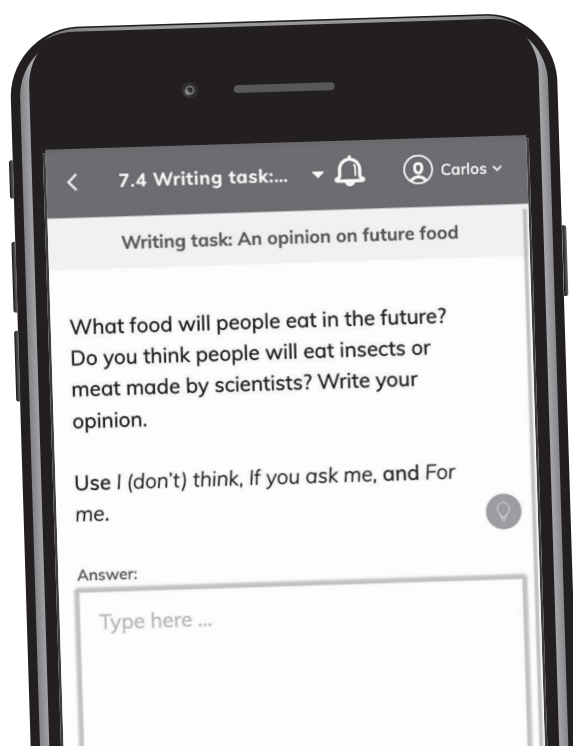

EMPOWER SECOND EDITION is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

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.

CAN DO OBJECTIVES

- Discuss possible future events
- Prepare for a job interview
- Discuss advantages and disadvantages
- Write an argument for and against an idea

UNIT **5**

CHANCE

GETTING STARTED

a Look at the picture and answer the questions.

- 1 What is the woman doing?
- 2 Would you like to try something like that? Why / Why not?
- 3 What could the woman be thinking?
- 4 Imagine you're on the beach in the picture. What would you be thinking?

b Discuss the questions.

- 1 Why do you think some people like doing extreme and dangerous things?
- 2 Do you think they do these things in spite of the risk or because of the risk?

55

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.

5A YOU COULD LIVE TO BE A HUNDRED

Are you an **OPTIMIST** or a **PESSIMIST**?

- If you take a test at the end of this course, how well will you do?
I'll get a perfect score. ↔ I'll probably fail.
- Do you expect the coming week to be ... ?
exciting/great ↔ boring/terrible
- Imagine you left your bag on the bus. Do you expect to get it back?
Yes. ↔ No.
- You start a new workout routine and you're really tired the next day. Do you expect it to be easier the next time?
Yes. ↔ No.

1 SPEAKING

a Are you an optimist or a pessimist? Mark your place on this scale, then compare with others in your group.

Optimist ↔ Pessimist

b Decide what you think about the questions in the quiz above, then compare your answers.

c **Communication 5A** Now go to p. 129.

d Based on your answers in 1b, decide who in your group ... ?


- is the most optimistic
- is the most pessimistic
- is the most realistic

e Write a question to find out if other students are optimistic or pessimistic. Add a) and b) answer choices.

Example:
You want to buy a shirt you like, but the shop has sold out. What do you think?
a I'm sure I can find it somewhere else.
b Why am I always so unlucky?

Learn to discuss possible future events

- Future probability
- Adjectives describing attitude



WHY WE THINK WE'RE GOING TO HAVE A LONG AND HAPPY LIFE

Researchers have found that people all over the world share an important characteristic: optimism. Sue Reynolds explains what it's all about.

WE'RE ALL ABOVE AVERAGE!

Try asking a 20-year-old these questions:

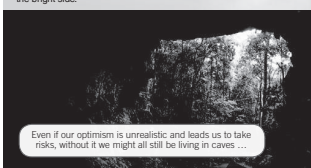
- What kind of career will you have?
- How long do you think you'll live?

Most people think they'll be able to earn above-average salaries, but only some of the population can make that much. Most young men in Europe will say they expect to live well into their 80s, but the average life expectancy for European men is 75. Most people will give an answer that is unrealistic because nearly everyone believes they will be better than the average. Obviously, they can't all be right.


Most people are also optimistic about their own strengths and abilities. Ask people, 'How well do you get on with other people?' or 'How intelligent are the people in your family?' and they'll usually say they're above average. Again, they can't all be right. We can't all be better than everyone else, but that's what we think.

LOOKING ON THE BRIGHT SIDE

There is a reason for this. Research has shown that, on the whole, we are optimistic by nature and have a positive view of ourselves. In fact, we are much more optimistic than realistic and frequently imagine things will turn out better than they actually do. Most people don't expect their marriages to end in divorce, they don't expect to lose their jobs or to be diagnosed with a life-threatening disease. Furthermore, when things do go wrong, they are often quick to find something positive in all the gloom. Many people who fail exams, for example, are convinced they were just unlucky with the questions and they'll do better next time. Or people who have had a serious illness often say that it was really positive because it made them appreciate life more. We really are very good at looking on the bright side!



Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves ...



... we carry on polluting the planet because we're sure that we'll find a way to clean it up some day ...

THE OPTIMISM BIAS

This certainty that our future is bound to be better than our past and present is known as the 'Optimism Bias', and researchers have found that it is common to people all over the world and of all ages. Of course, the Optimism Bias can lead us to make some very bad decisions. Often, people don't take out travel insurance because they're sure everything will be all right, they don't worry about saving up for old age because the future looks fine, or they smoke cigarettes in spite of the health warnings on the pack because they believe 'it won't happen to me'. Or on a global scale, we carry on polluting the planet because we're sure that we'll find a way to clean it up some day in the future.

OPTIMISM IS GOOD FOR YOU!

But researchers believe that the Optimism Bias is actually good for us. People who expect the best are generally likely to be ambitious and adventurous, whereas people who expect the worst are likely to be more cautious, so optimism actually helps to make us successful. Optimists are also healthier because they feel less stress – they can relax because they think that everything is going to be just fine. Not only that, but the Optimism Bias may also have played an important part in our evolution as human beings. Because we hoped for the best, we were prepared to take risks such as hunting down dangerous animals and travelling overseas to find new places to live, and this is why we became so successful as a species. Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves, too afraid to go outside and explore the world in case we get eaten by wild animals.

2 READING

a Read the article *Why we think we're going to have a long and happy life* quickly. Choose the correct words to complete the summary.

Most people are naturally *optimistic* / *pessimistic*, and this is generally an *advantage* / a *disadvantage* for the human race because it helps us to be *realistic* about the future / more successful.

b Read the article again. Tick (✓) the five points made in the article.

- ☐ Pessimists usually have fewer friends than optimists.
- ☐ Humans are naturally positive about their future.
- ☐ Reality is often worse than we imagine it to be.
- ☐ People who live in warmer countries are usually more optimistic.
- ☐ We often act (or don't act) because we're confident everything will work out.
- ☐ If we imagine a better future, we will take more risks.
- ☐ Optimists spend a lot of time daydreaming.
- ☐ Optimism about the future makes us feel better in the present.

c Discuss the questions.

- Look again at your answers in 1b. Do you think you have the 'Optimism Bias'?
- Do you agree that it's better to be optimistic than realistic? Why / Why not?
- How do you see yourself 20 years from now?

3 VOCABULARY

Adjectives describing attitude

a Find adjectives in *Why we think we're going to have a long and happy life* that mean:

- expecting the future to be good
- seeing things as they are
- not seeing things as they are
- prepared to take risks
- not prepared to take risks
- wanting to be successful.

b Which of these adjectives best describe you?

c **Now go to Vocabulary Focus 5A on p. 158.**

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.

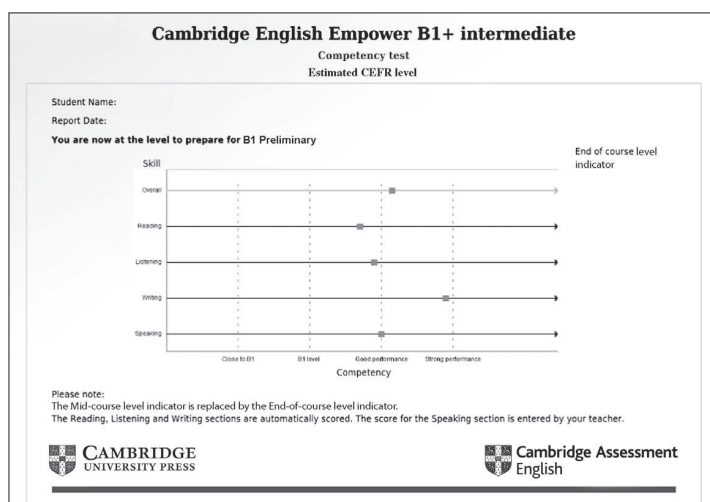
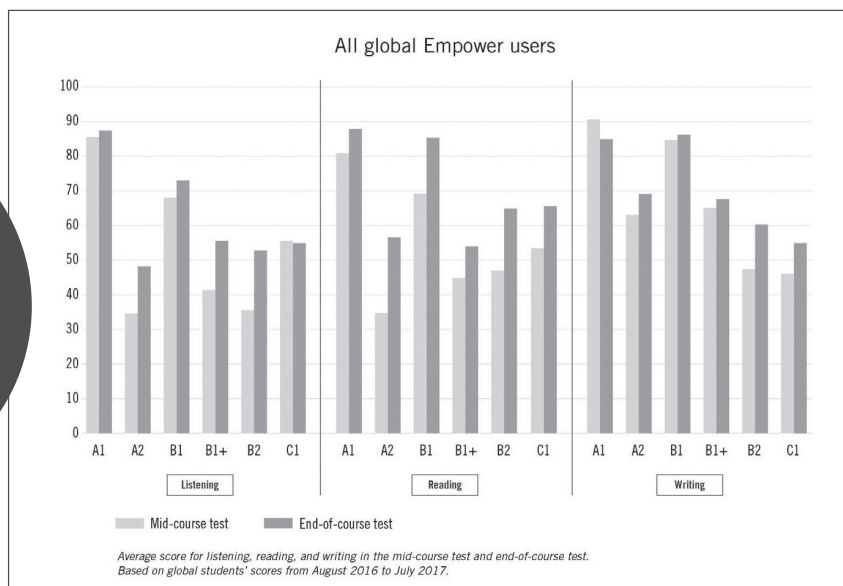
Content

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

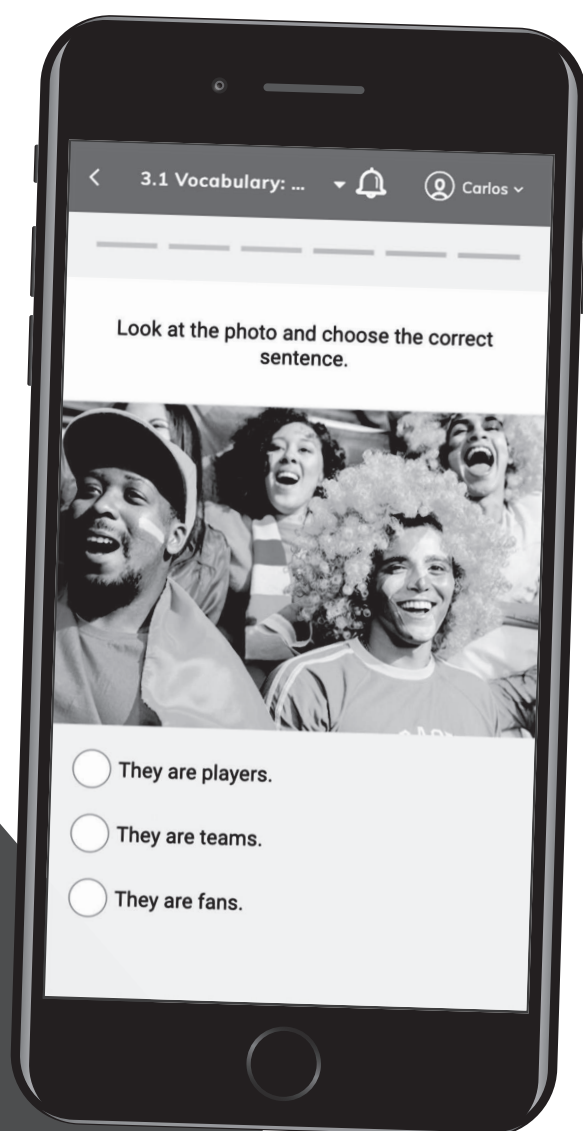
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

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.

5D SKILLS FOR WRITING
We need to change the way we live

1 SPEAKING AND LISTENING

a Discuss the questions.

1 What environmental problems are suggested by photos a-d?
2 What environmental problems exist in your country or region? Which do you think are the most serious?
3 What action can people take to help solve them?

b Listen. Listen to the news reports and match them with photos a-d. What key words helped you decide?

c Listen. What did the news reports say about these topics?
1 beekeepers – bees – pesticides – farmers – fruit trees
2 air pollution – smog – masks – coal – exhaust fumes
3 plastic – birds, sea animals and fish – the sea – 2050
4 fires – rainforest – wildfires – clearing forest for land – football pitches

Reread the reports. Listen again if necessary.

d Discuss the questions.

1 Have you ever heard a news report like those in 1b about your own country or a country you know? What happened?
2 Which of these statements do you agree with the most and why?
• We are responsible as individuals for protecting the environment. We can solve most environmental problems by behaving in a more responsible way.
• The main responsibility for protecting the environment should be with governments and large companies. There isn't much that individuals can do to change things.
3 What actions do you think (a) governments, (b) large companies and (c) individuals can take to protect the environment?

2 READING

a Leon wrote an essay discussing the topic of protecting the environment. Read the essay and answer the questions.

1 Which of these sentences best summarises the essay?
a Leon considers whether individuals or governments can do the most to protect the environment.
b Leon describes different ways in which we are damaging the environment.
c What is Leon's conclusion?
a It's not clear how we can best protect the environment.
b Both individuals and governments should act to protect the environment.

b Read the essay again and make brief notes on the main points Leon makes.

3 WRITING SKILLS
Arguing for and against an idea

a Match four of the descriptions below to paragraphs 1–4 in the essay.

• Introduction – stating the problem
• Introduction – giving Leon's point of view
• How individuals can help protect the environment
• How large companies damage the environment
• How large companies can help the environment
• Conclusion – restating the problem
• Conclusion – Leon's point of view

b Answer the questions.

1 Why does Leon ask a question in the first paragraph?
2 How does Leon make his arguments seem more objective (i.e., not just his own opinion)?

4 WRITING

a Work in pairs. Choose one of the essay topics. Are extreme weather events a sign of a climate crisis? Is building nuclear power stations the best way to provide 'clean' energy? Should salaries be increased to discourage people from travelling by plane?

b Discuss the topic you chose and make notes on possible arguments for and against. Then decide on your conclusion.

c Work on your own. Plan your essay using the structure in 3a.

d Compare your notes with your partner and explain roughly what you plan to write.

e Write the essay in about 150–200 words, using expressions in 3c.

f Swap essays with another student. Does the essay ...?
1 have a clear structure
2 set out the arguments in a clear way
3 use suitable expressions for reporting opinions
Do you agree with the conclusion? Why / Why not?

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.

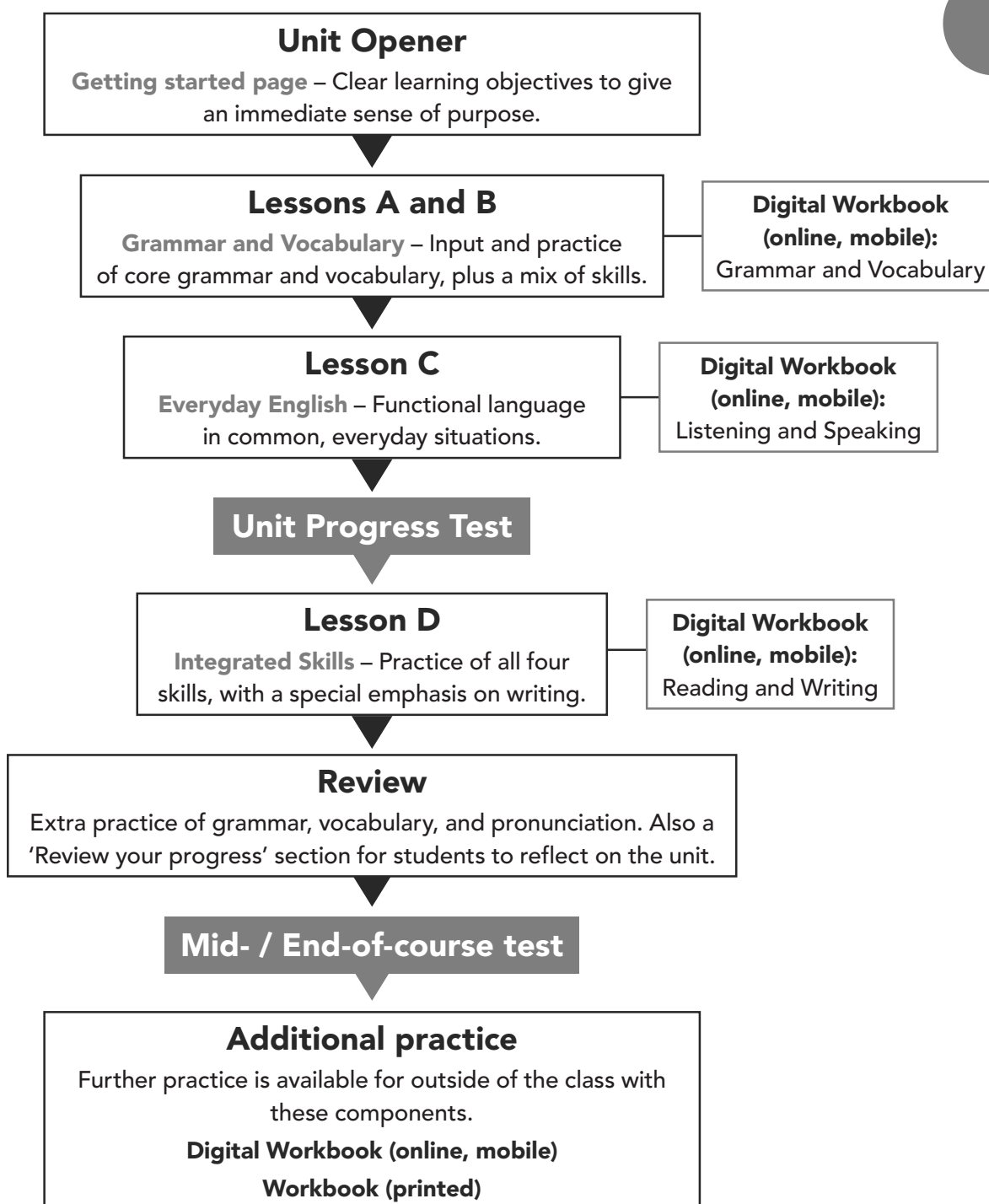
Content

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

Striking and unusual
images arouse curiosity.

Clear learning objectives
give an immediate sense
of purpose.

CAN DO OBJECTIVES


- Discuss possible future events
- Prepare for a job interview
- Discuss advantages and disadvantages
- Write an argument for and against an idea




CHANCE

UNIT **5**

GETTING STARTED

a  Look at the picture and answer the questions.

- 1 What is the woman doing?
- 2 Would you like to try something like that? Why / Why not?
- 3 What could the woman be thinking?
- 4 Imagine you're on the beach in the picture. What would you be thinking?

b  Discuss the questions.

- 1 Why do you think some people like doing extreme and dangerous things?
- 2 Do you think they do these things in spite of the risk or because of the risk?

55

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.

5A

YOU COULD LIVE TO BE A HUNDRED

Are you an **OPTIMIST** or a **PESSIMIST**?

1 If you take a test at the end of this course, how well will you do?

I'll get a perfect score.



I'll probably fail.

2 Do you expect the coming week to be ... ?

exciting/great



boring/terrible

3 Imagine you left your bag on the bus. Do you expect to get it back?

Yes.



No.

4 You start a new workout routine and you're really tired the next day. Do you expect it to be easier the next time?

Yes.



No.

1 SPEAKING

- a Are you an optimist or a pessimist? Mark your place on this scale, then compare with others in your group.

Optimist Pessimist

- b Decide what you think about the questions in the quiz above, then compare your answers.

- c **Communication 5A** Now go to p. 129.

- d Based on your answers in 1b, decide who in your group ... ?

- is the most optimistic
- is the most pessimistic
- is the most realistic

- e Write a question to find out if other students are optimistic or pessimistic. Add a) and b) answer choices.

Example:

You want to buy a shirt you like, but the shop has sold out. What do you think?

- a I'm sure I can find it somewhere else.
b Why am I always so unlucky?

56

Learn to discuss possible future events

Future probability

Adjectives describing attitude



WHY WE THINK WE'RE GOING TO HAVE A LONG AND HAPPY LIFE

Researchers have found that people all over the world share an important characteristic: optimism. Sue Reynolds explains what it's all about.

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Try asking a 20-year-old these questions:

- What kind of career will you have?
- How long do you think you'll live?

Most people think they'll be able to earn above-average salaries, but only some of the population can make that much. Most young men in Europe will say they expect to live well into their 80s, but the average life expectancy for European men is 75. Most people will give an answer that is unrealistic because nearly everyone believes they will be better than the average. Obviously, they can't all be right.

Most people are also optimistic about their own strengths and abilities. Ask people, 'How well do you get on with other people?' or 'How intelligent are the people in your family?' and they'll usually say they're above average. Again, they can't all be right. We can't all be better than everyone else, but that's what we think.

LOOKING ON THE BRIGHT SIDE

There is a reason for this. Research has shown that, on the whole, we are optimistic by nature and have a positive view of ourselves. In fact, we are much more optimistic than realistic and frequently imagine things will turn out better than they actually do. Most people don't expect their marriages to end in divorce, they don't expect to lose their jobs or to be diagnosed with a life-threatening disease. Furthermore, when things do go wrong, they are often quick to find something positive in all the gloom. Many people who fail exams, for example, are convinced they were just unlucky with the questions and they'll do better next time. Or people who have had a serious illness often say that it was really positive because it made them appreciate life more. We really are very good at 'looking on the bright side'.

Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves ...

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.

UNIT 5

4 LISTENING

- a Read the statistics and guess which numbers complete the sentences.

8,000 6 18 million 1 million 4

WHAT ARE YOUR CHANCES?

Chance of living to be 100 (man):
1 in _____

Chance of living to be 100 (woman):
1 in _____

Chance of having a road accident:
1 in _____

Chance of winning the lottery:
1 in _____

Chance of being in a plane crash:
1 in _____



- b **105.04** Listen and check your answers. Do you think any of the statistics would be different where you live?

- c **105.04** According to the speaker, how can you increase your chances of doing these things? Listen again and check.

- 1 surviving a plane crash
- 2 getting to the airport safely
- 3 living to be 100

5 GRAMMAR Future probability

- a **105.05** Complete the sentences with the words in the box. Then listen and check.

likely unlikely could may probably (x2)
certainly (x2) chance

- 1 It's very _____ that your plane will crash.
- 2 Even if it does, you'll _____ be fine because 95% of people in plane crashes survive.
- 3 So, if you're worried about getting on that plane, don't be, because you'll almost _____ survive the journey.
- 4 You're more _____ to have an accident in the car going to the airport.
- 5 You have quite a good _____ of living to be 100.
- 6 Modern medicine _____ well make the chances higher still during your lifetime.
- 7 You _____ won't die in a plane crash and you _____ live to be 100.
- 8 But the bad news is, you almost _____ won't win the lottery.

- b Which phrases in 5a mean ... ?

- 1 it's certain / nearly certain 3 it's possible
- 2 it's probable 4 it's not probable

- c Which words in the box in 5a are used in these patterns?

- 1 will _____ (+ verb)
- 2 _____ won't (+ verb)
- 3 is/are _____ to (+ verb)
- 4 It's _____ that ...
- 5 There's a _____ that ...

- d **105.05** Change these predictions, using words from 5a.

- 1 I'll meet someone famous in my life: 70%.
- 2 I'll have children: 50–60%.
- 3 I'll fall in love at least once in my life: 90%.
- 4 I'll become a millionaire: 0.05%.
- 5 Someone will steal from me: 80%.
- 6 I'll live in the same place all my life: 20%.

- e **105.05** Now go to Grammar Focus 5A on p. 142.

6 SPEAKING

- a Do you think these things will happen in your lifetime? Decide if each event is certain, probable, possible, unlikely to happen or if it will certainly not happen. Then add a question of your own.

- 1 Will we find a cure for all forms of cancer?
- 2 Will people go to live on Mars?
- 3 Will sea levels continue to rise?
- 4 Will there be another world war?
- 5 Will people stop using cars?
- 6 Will Spanish become the world's most used language?

- b **105.06** Ask other students their opinion.

- c **105.06** Tell the class what you found out.

- How many people agreed with your opinion?
- What were the most interesting comments?
- Are people in your class generally optimistic, pessimistic or realistic?

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.

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

5B

I'LL BE SETTLING INTO MY ACCOMMODATION

Learn to prepare for a job interview

- 6 Future perfect and future continuous
- V The natural world

1 READING

a Look at the pictures of Antarctica and answer the questions.

- 1 What can you see in the pictures?
- 2 What do you know about Antarctica?
- 3 Would you like to go there? Why / Why not?

b Do the quiz. Then compare your answers with a partner.

THE UNKNOWN CONTINENT

1 HOW BIG IS ANTARCTICA?

- (a) the size of Russia
- (b) the size of the USA and Mexico
- (c) the size of Australia



2 HOW MUCH OF ANTARCTICA IS COVERED BY ICE?

- (a) 98% (b) 86% (c) 77%



3 WHICH OF THE FOLLOWING CAN'T YOU FIND IN ANTARCTICA?

- (a) rivers (c) trees
- (b) deserts



4 WHICH OF THESE ANIMALS CAN YOU FIND THERE?

- (a) polar bears
- (b) seals
- (c) wolves



5 WHO WAS THE FIRST PERSON TO REACH THE SOUTH POLE IN 1911?

- (a) Richard Byrd (American)
- (b) Robert Scott (British)
- (c) Roald Amundsen (Norwegian)

c Communication 5B Now go to p. 129.

d Read the first part of an article about working in Antarctica. What would your reaction be to a job advertisement like this?

MY LIFE ON ICE

Imagine you saw a job advertised with the following conditions:

- no leaving your place of work for six months – you must stay inside
- work six days a week, but always be available
- socialise only with your colleagues – no contact with other friends and family

You'd be mad to apply, wouldn't you? Probably. But if you want to work in Antarctica during the winter, this is what you'll have to put up with.



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d Work on your own. Answer the questions and make notes.

- Are there any environments near you that are considered fragile? What kind of environments are they?
- What different human inventions have a negative ecological impact?
- What kinds of things could you do to reduce your carbon footprint?

e Discuss your answers.

3 LISTENING

a **05.01** Martha's going to Antarctica to do research on penguins. She talks to her friend Joe about her work. Listen and answer the questions.

- 1 How well does Joe understand Martha's research?
- 2 Are his questions serious or light-hearted?
- 3 What do we learn about the personality of the penguins?
- 4 Why is the research important?



b **05.02** Listen again. Number the actions in the correct order from 1 to 5.

- ☐ The eggs are laid.
- ☐ Tags are put on the penguins.
- ☐ Penguins find mates.
- ☐ Martha arrives in Antarctica.
- ☐ Penguin chicks are born.



4 GRAMMAR

Future perfect and future continuous

a Look at these future verb forms from the conversation in 3a and match them to the uses a-c below.

- 1 ... this time next week **I'll be settling** into my accommodation.
- 2 ... I think **I'll be doing** similar things every day.
- 3 ... by the time I arrive **the penguins will already have got** into pairs.

- a talk about an action that will be in progress at a specific time in the future
- b talk about an action that will be completed before a specific time in the future
- c talk about routine actions in the future

b Now go to Grammar Focus 5B on p. 142.

c Work on your own. Make notes about the questions.

- What will you be doing for the rest of the week or over the weekend? Think about your routine for the next few days.
- Where do you think you'll be living this time next year?
- What do you think you'll have achieved five years from now?

d Tell each other your answers to 4c and ask follow-up questions.

5 SPEAKING

a Read the job advert. Would you like this job?

Communications Officer in Antarctica

Responsibilities:

- interview researchers and collect information about their projects
- update our blog regularly
- assist all staff with IT requests

You need a friendly personality and excellent people skills.
This job is from October to March.

b Prepare a job interview role play for the job in 5a.

Student A: You want to apply for the job. Imagine you have the skills and experience that make you a suitable job applicant. Think of questions you can ask the interviewer.
Student B: You are the interviewer. Think of questions you can ask the applicant. Think of any useful information you can tell the applicant.

c Work in pairs. Do the role play.

Student A: Do you still want the job?
Student B: Do you think Student A is suitable for the job? Why / Why not?

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Spoken outcome

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

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.

5C


EVERYDAY ENGLISH

We're not making enough money

Learn to discuss advantages and disadvantages

Intonation groups

Responding to an idea



1 SPEAKING and LISTENING

a Discuss the questions below.

- What kind of cafes are there near where you live? e.g., traditional, modern, part of a chain
- What kind of cafes do you like? Why?
- What do you usually do in a cafe?

b **05.11** Watch or listen to Part 1. Put four of these events in the correct order. One event doesn't appear in the scene. Which is it?

- Sam talks about money.
- Becky offers to help.
- Phil finishes his chapter.
- Phil asks about Tessa.
- Phil suggests staying open longer.

c **05.11** Answer the questions. Watch or listen again and check.

- Why is Sam worried?
- What are the problems with serving meals?
- Why does Phil think serving meals is a good idea?
- What does Phil want to know about Tessa?

3 USEFUL LANGUAGE

Discussing advantages and disadvantages

a Sam and Emma discuss the advantages and disadvantages of making changes to the cafe. What do you think they say? Complete the sentences.

- Of course, the _____ is we'd have to invest even more money.
- Yes, but the _____ is it might be a way to get more business.

b **05.13** Listen and check.

c Which of these words/phrases could you use in the sentences in 3a?

problem	advantage	disadvantage
best thing	drawback	

d **05.14** Add prepositions from the box to the expressions. Then listen and check.

of (x2)	with (x2)	about
---------	-----------	-------

one good thing _____

the advantage/disadvantage _____

the only drawback _____

another problem _____

the trouble _____

e Look at some people's ideas for the future. Use an expression from 3d in each second sentence.

- 'I might sell my car and go everywhere by bike. I'd get it.'
- 'I'd love to live in London. It would be very expensive.'
- 'I could work in China for a year. I don't speak the language.'

2 LISTENING

a **05.12** Look at photo b of Sam and Emma. Which of these topics do you think they're talking about? Watch or listen to Part 2 and check.

money problems	staying open later	Sam's birthday
hiring a cook	investing money in the cafe	

b **05.12** Watch or listen again. Make notes about the ideas Sam and Emma discuss. What are the positive and negative points for each idea?

6 CONVERSATION SKILLS

Responding to an idea

a Read what the speakers say. Complete the replies with the words in the box.

bad	possibility	lovely	worth
-----	-------------	--------	-------

- A: I don't know, it's a big risk.
B: I think it's a _____ idea.
- B: Well, how about entertainment? We could have live music, get locals to play at the weekend.
A: That might be _____ a try.
B: Or display paintings or photos.
A: That's not a _____ idea.
- B: Or readings. Have poetry readings.
A: Yeah, that's a _____

b **05.16** Listen and check. Which of the replies is ...?

- more enthusiastic
- more cautious

c Look at these ways to respond to an idea. Order them from 1–6 (1 = very cautious, 6 = very enthusiastic).

It's an idea, I suppose.	Yes, that makes sense.	That's a great idea.	What a brilliant idea!	Mmm, I don't know about that.	Yes, good idea.
--------------------------	------------------------	----------------------	------------------------	-------------------------------	-----------------

d You want to do something with the whole class at the end of the course. Write down three ideas.

e **05.18** Work in groups. Take turns to suggest your ideas. Respond to other students' ideas, using expressions in 6a and 6c. Which idea is the best?

We could go on a day trip.

5C

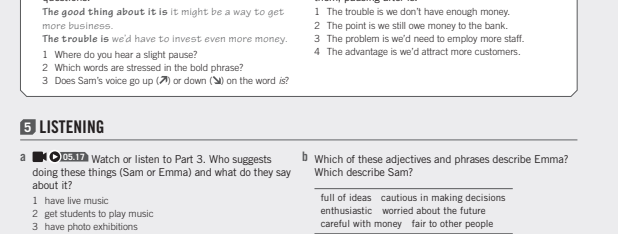
EVERYDAY ENGLISH

We're not making enough money

Learn to discuss advantages and disadvantages

Intonation groups

Responding to an idea



4 PRONUNCIATION

Intonation groups

a **05.15** Listen to these sentences. Answer the questions.

The good thing about it is it might be a way to get more business.

The trouble is we'd have to invest even more money.

- Where do you hear a slight pause?
- Which words are stressed in the bold phrase?
- Does Sam's voice go up (P) or down (N) on the word *is*?

b **05.16** Listen to these sentences. Practise saying them, pausing after *is*.

- The trouble is we don't have enough money.
- The point is we still owe money to the bank.
- The problem is we'd need to employ more staff.
- The advantage is we'd attract more customers.

5 LISTENING

a **05.17** Watch or listen to Part 3. Who suggests doing these things (Sam or Emma) and what do they say about it?

- have live music
- get students to play music
- have photo exhibitions
- ask people to read poems and stories

b Which of these adjectives and phrases describe Emma?

full of ideas	cautious in making decisions
enthusiastic	worried about the future
careful with money	fair to other people

7 SPEAKING

a **05.19** Communication 5C Now go to p. 128.

b Take a class vote. Whose cafe sounds the best?

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

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.

5D

SKILLS FOR WRITING

We need to change the way we live

Learn to write an argument for and against an idea

W Arguing for and against an idea

1 SPEAKING AND LISTENING

a Discuss the questions.

- 1 What environmental problems are suggested by photos a–d?
- 2 What environmental problems exist in your country or region? Which do you think are the most serious?
- 3 What action can people take to help solve them?

b **05.19** Listen to the news reports and match them with photos a–d. What key words helped you decide?

c **05.19** What did the news reports say about these topics?

- 1 beekeepers – bees – pesticides – farmers – fruit trees
- 2 air pollution – smog – masks – coal – exhaust fumes
- 3 plastic – birds, sea animals and fish – the sea – 2050
- 4 fires – rainforest – wildfires – clearing forest for land – football pitches

Retell the reports. Listen again if necessary.

d Discuss the questions.

- 1 Have you ever heard a news report like those in 1b about your own country or a country you know? What happened?
- 2 Which of these statements do you agree with the most and why?
 - We are responsible as individuals for protecting the environment. We can solve most environmental problems by behaving in a more responsible way.
 - The main responsibility for protecting the environment should lie with governments and large companies. There isn't much that individuals can do to change things.
- 3 What actions do you think (a) governments, (b) large companies and (c) individuals can take to protect the environment?



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How can we help protect the environment?



¹ Modern technology has many benefits – we can produce food more cheaply and in greater quantities, we can manufacture the things we need more efficiently and we can travel and communicate more easily. On the other hand, our activities often have negative impacts on the environment. It is well known that we are polluting our oceans with plastic and chemicals, many species are dying out and natural areas are disappearing as cities spread. Scientists agree that we need to take urgent action to protect the world we live in before it's too late. But how can we do this?

² Most people accept that in order to protect the environment, we need to change the way we live. As individuals, we can help the environment by living simpler: we can buy fewer things and keep things we buy longer. We can also use public transport and only use cars and planes when necessary; we can eat locally-produced food to cut down on transport costs; and we can recycle more. People with their own houses and gardens can compost their food, grow organic vegetables and invest in solar panels to provide energy.

³ However, not everyone agrees that the responsibility for protecting the environment lies with individuals. They point out that most environmental destruction is caused by companies, not individual people. For example, many people are worried that widespread use of fertilisers and pesticides threatens wildlife and pollutes soil and water, and that cutting down forests destroys the habitats of birds and animals. Also, pollution of the sea is often caused by waste from factories or by spills from oil tankers, and scientists warn that overfishing by large commercial fishing fleets could lead to fish disappearing from our oceans. Some people believe these things can only be changed by introducing new laws, not by asking individuals to change their lifestyle.

⁴ My own view is that both of these opinions are correct. We can do a lot as individuals to help the environment by behaving in a more responsible way, but that is not enough. We also need governments to take action to reduce pollution and improve the environment, and rich countries should lead the way in doing that.



Receptive skills development

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

Comprehensive approach to writing skills

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

Staged for success

Careful staging and scaffolding generate successful outcomes.

Written outcome

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

2 READING

- a Leon wrote an essay discussing the topic of protecting the environment. Read the essay and answer the questions.
- Which of these sentences best summarises the essay?
 - Leon considers whether individuals or governments can do the most to protect the environment.
 - Leon describes different ways in which we are damaging the environment.
 - What is Leon's conclusion?
 - It's not clear how we can best protect the environment.
 - Both individuals and governments should act to protect the environment.
- b Read the essay again and make brief notes on the main points Leon makes.

3 WRITING SKILLS

Arguing for and against an idea

- a Match four of the descriptions below to paragraphs 1–4 in the essay.
- Introduction – stating the problem
 - Introduction – giving Leon's point of view
 - How individuals can help protect the environment
 - How large companies damage the environment
 - How large companies can help the environment
 - Conclusion – restating the problem
 - Conclusion – Leon's point of view
- b Answer the questions.
- Why does Leon ask a question in the first paragraph?
 - How does Leon make his arguments seem more objective (i.e., not just his own opinion)?

UNIT 5

- c Notice how Leon uses expressions like these to report people's opinions.

It is well known that ...
Scientists agree that ...

Find more expressions in the essay that:

- report what other people say or think (x3)
 - report how people feel
 - report what scientists say
 - report what Leon thinks himself.
- d Write sentences in response to these questions, using expressions from 3c.
- Does recycling plastic really make much difference to the environment?
 - Would eating less meat help protect the environment?
 - Are pesticides causing bees to die out?

4 WRITING

- a Work in pairs. Choose one of the essay topics.
Are extreme weather events a sign of a climate crisis?
Is building nuclear power stations the best way to provide 'clean' energy?
Should airfares be increased to discourage people from travelling by plane?
- b Discuss the topic you chose and make notes on possible arguments for and against. Then decide on your conclusion.
- c Work on your own. Plan your essay using the structure in 3a.
- d Compare your notes with your partner and explain roughly what you plan to write.
- e Write the essay in about 150–200 words, using expressions in 3c.
- f Swap essays with another student. Does the essay ... ?
- have a clear structure
 - set out the arguments in a clear way
 - use suitable expressions for reporting opinions
- Do you agree with the conclusion? Why / Why not?



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Personal response

Frequent opportunities for personal response make learning more memorable.

Review and Extension

Extra practice of grammar and vocabulary is provided.

UNIT 5

Review and extension

1 GRAMMAR

a Change these sentences using the words in brackets so that the meaning stays the same.

- Cities will probably become more dangerous over the next 50 years. (likely)
- Scientists will probably find a way to delay the ageing process soon. (chance)
- It's quite possible that the Alliance Party will win the election. (could well)
- There are bears in this forest, but you probably won't see one. (unlikely)

b Complete the gaps with the verbs in brackets.

Use either future continuous (*will be + -ing*) or future perfect (*will have + past participle*).

I'm in my 20s, but I sometimes imagine my life at 70. When I'm 70, I'll ¹ _____ (retire), so I won't ² _____ (work) and I'll have plenty of free time. But I will ³ _____ (have) a successful career, and I will ⁴ _____ (save) a lot of money, so I'll be rich. I will ⁵ _____ (get) married in my 30s, and we will ⁶ _____ (have) two or three children. By the time we're 70, we'll have a nice house by the sea, and our children will ⁷ _____ (live) nearby. Of course, my life could turn out differently, but it's always good to have positive dreams!

c 🗣️ Imagine yourself 30 years from now. What will you be doing? What will you have done by then?

2 VOCABULARY

a What adjective could describe these people? Use words from the box.

well-organised critical adventurous
reliable sympathetic realistic

- Dana has started a pop group, but she knows she probably won't ever become famous.
- Mia always keeps her desk tidy and she knows where to find everything.
- Tom listens to people's problems and knows how to make them feel better.
- Pedro gave up work for six months to travel through Central America on a motorbike.
- Christine's very hard to please. If you get something wrong, she'll notice it and she'll tell you.
- If you ask Hamid to do a job, he'll always do it well and on time.

b What is the opposite of these words?

- | | | |
|-------------|---------------|------------------|
| 1 reliable | 3 responsible | 5 well-organised |
| 2 sensitive | 4 thoughtful | 6 realistic |

c 🗣️ Work in pairs. Which words in 2b (or their opposites) are true of people you know? Tell your partner and give a few examples of things the people do or don't do.

3 WORDPOWER *side*

a Look at these examples and match the word *side* with the meanings in the box.

group or team point of view part of a person's character

- She's friendly but she also has a rather unpleasant **side**.
- He usually plays for Fenerbahçe, but tonight he's playing for the national **side**.
- We need to look at both **sides** of the argument.

b Here are some common expressions with *side*. Use them instead of the underlined parts of the sentences.

on your side look on the bright side
to one side from side to side on the side
side by side see the funny side

- They sat on the bench next to each other without talking.
- We think he was wrong. We're all supporting you.
- Well, let's see things positively – we're both still alive.
- I didn't earn much as a taxi driver, but I made quite a bit of money doing other work.
- I was very embarrassed at the time, but now I can laugh about what happened.
- She took me away from the other people and said quietly, 'I'll call you this evening.'
- As the sea got rougher, the lamp in my cabin started swinging from left to right.

c Read these extracts from stories. Which sentences in 3b do you think go in the gaps?

1 The first few days of the voyage were calm, but then the weather changed. _____
I lay in my bed watching it, feeling sick.

2 She saw a man approaching. It was Tom. 'OK if I sit here?' he asked. She nodded. _____
Then he turned to her and said, 'Do you still have the letter?'

d Work in pairs. Choose another sentence from 3b. Imagine it's from a story and write a sentence before and after it.

e 🗣️ Read out your sentences. Which were the most interesting?

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 ...

- | | |
|--|--------------------------|
| discuss possible future events | <input type="checkbox"/> |
| prepare for a job interview | <input type="checkbox"/> |
| discuss advantages and disadvantages | <input type="checkbox"/> |
| write an argument for and against an idea. | <input type="checkbox"/> |

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.

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

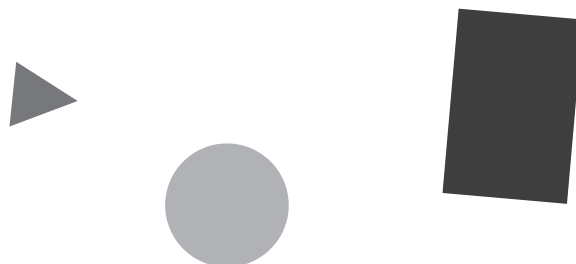
Throughout the course, learners encounter a range of **reading texts**, along with **audio and video**. The texts have been carefully selected to appeal to learners from a variety of cultural backgrounds. The topics will inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy 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	<ul style="list-style-type: none"> • checking learners are on task • checking learners' progress • making yourself available to learners who are having problems 	<ul style="list-style-type: none"> • checking what learners know about a topic in order to generate interest 	<ul style="list-style-type: none"> • checking that learners understand the use and meaning of new language 	<ul style="list-style-type: none"> • providing highly controlled practice of new language 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • listening to learners' oral language, and checking learners' written language, in order to: <ul style="list-style-type: none"> » diagnose potential needs » check if they can use new language correctly in context 	<ul style="list-style-type: none"> • finding out if learners already know a vocabulary or grammar item • adapting the lesson to take into account students' individual starting points and interests 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • checking that learners have consolidated the form of new language • checking intelligible pronunciation of new language 	<ul style="list-style-type: none"> • 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)



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



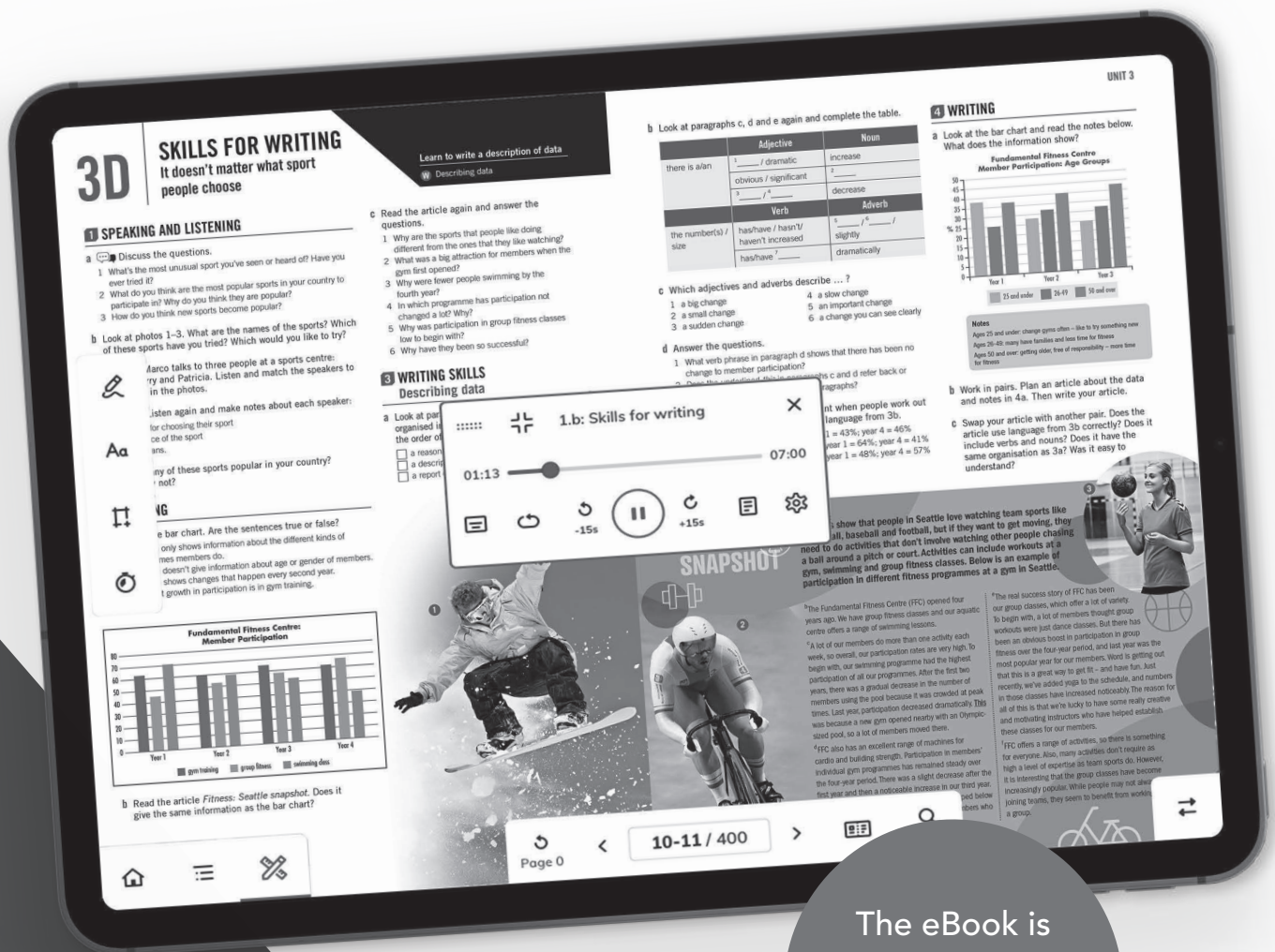
Listen to audio



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 Outstanding people					
Getting started Discuss meeting famous people					
1A	Discuss people you admire	Review of tenses	Character adjectives	The letter <i>e</i> ; Word stress	
1B	Discuss a challenge	Questions	Trying and succeeding		
1C	Explain what to do and check understanding			Rapid speech	Breaking off a conversation; Explaining and checking understanding
1D	Write an article				
Review and extension More practice		WORDPOWER <i>make</i>			
Unit 2 Survival					
Getting started Discuss coping with natural disasters					
2A	Discuss dangerous situations	Narrative tenses	Expressions with <i>get</i>	Sound and spelling: <i>g</i>	
2B	Give advice on avoiding danger	Future time clauses and conditionals	Animals and the environment		
2C	Give and respond to compliments			Intonation in question tags	Agreeing using question tags; Giving compliments and responding
2D	Write guidelines in a leaflet				
Review and extension More practice		WORDPOWER <i>face</i>			
Unit 3 Talent					
Getting started Discuss what makes something a work of art					
3A	Discuss ability and achievement	Multi-word verbs	Ability and achievement		
3B	Discuss sports activities and issues	Present perfect and present perfect continuous	Words connected with sport	Word stress	
3C	Make careful suggestions			Sound and spelling: Consonant sounds	Keeping to the topic of the conversation; Making careful suggestions
3D	Write a description of data				
Review and extension More practice		WORDPOWER <i>up</i>			
Unit 4 Life lessons					
Getting started Discuss childhood experiences					
4A	Discuss events that changed your life	<i>used to</i> and <i>would</i>	Cause and result		
4B	Discuss and describe rules	Obligation and permission	Talking about difficulty	Sound and spelling: <i>u</i>	
4C	Describe photos			Contrastive stress	Describing photos; Expressing careful disagreement
4D	Write an email to apply for work				
Review and extension More practice		WORDPOWER <i>as</i>			
Unit 5 Chance					
Getting started Discuss attitudes to risk					
5A	Discuss possible future events	Future probability	Adjectives describing attitude	Sound and spelling: <i>th</i>	
5B	Prepare for a job interview	Future perfect and future continuous	The natural world		
5C	Discuss advantages and disadvantages			Intonation groups	Responding to an idea; Discussing advantages and disadvantages
5D	Write an argument for and against an idea				
Review and extension More practice		WORDPOWER <i>side</i>			

Listening	Reading	Speaking	Writing
Conversation about Jocelyn Bell-Burnell	Articles: <i>Protector of the sea</i> and <i>The woman who reinvented children's TV</i>	Discussing inspiring people	
Podcast: <i>The 30-day challenge</i>	Interviews: <i>30-day challenge</i>	Asking and answering questions about challenges	
Starting a new job		Explaining a process; Checking understanding	 Unit Progress Test
Conversation about technology	Article: <i>Tech free!</i>	Discussing technology	Article Organising an article
Conversation about a survival situation	Article: <i>Lost at sea</i>	Telling a survival story	
Interview: <i>The Tiger</i>	Leaflet: <i>How to survive ... an animal attack</i>	Giving advice; Asking questions	
Cooking for a friend		Giving compliments and responding	 Unit Progress Test
Talking about getting lost	Leaflet: <i>Be wise and survive</i>	Discussing the natural environment	Guidelines Organising guidelines in a leaflet
Conversation: learning experiences	Text about learning: <i>Learning to learn</i>	Talking about something you have put a lot of effort into	
Radio programme: <i>The sports gene</i>	Article: <i>Born to be the best</i> ; Three articles about athletes	Discussing sport and ways to improve performance	
Making wedding plans		Planning a party	 Unit Progress Test
Interviews about sport	Article: <i>Fitness: Seattle snapshot</i>	Talking about popular sports	Article describing data Describing data
Interview: Psychology of money; Two monologues: Life-changing events	Two texts about life-changing events that helped people become rich	Talking about how your life has changed	
Two monologues: training for a job	Article: <i>Training for the emergency frontline</i>	Discuss experiences of training and rules	
Presenting photos		Describing photos; Expressing careful disagreement	 Unit Progress Test
Three monologues: living in different places	Advert for being an international student 'buddy'	Discussing living in a different country	Job application Giving a positive impression
Monologue: What are your chances?	Quiz: <i>Are you an optimist or a pessimist?</i> ; Article: <i>Why we think we're going to have a long and happy life</i>	Discussing possible future events	
Conversation: talking about work	Quiz: <i>The unknown continent</i> ; Article: <i>Cooking in Antarctica</i>	Role play: a job interview	
Money problems		Explaining and responding to an idea for a café	 Unit Progress Test
News reports: environmental problems	Essay about protecting the environment	Giving opinions on environmental problems	For and against essay Arguing for and against an idea

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Around the globe					
Getting started Discuss travelling					
6A	Discuss choices	Infinitives and <i>-ing</i> forms	Travel and tourism	Consonant clusters	
6B	Discuss changes	The passive	Describing changes		
6C	Introduce requests and say you are grateful			Consonant sounds	Introducing requests; Showing you are grateful
6D	Write a travel blog				
Review and extension More practice		WORDPOWER out			
Unit 7 City living					
Getting started Discuss the design of new buildings					
7A	Discuss living in cities	<i>too / enough; so / such</i>	Describing life in cities		
7B	Discuss changes to a home	Causative <i>have / get</i>	Film and TV; Houses	Sound and spelling: <i>o</i>	
7C	Imagine how things could be			Stress in compound nouns	Imagining how things could be; Using vague language
7D	Write an email to complain				
Review and extension More practice		WORDPOWER down			
Unit 8 Dilemmas					
Getting started Discuss attitudes to money					
8A	Discuss personal finance	First and second conditionals	Money and finance		
8B	Discuss moral dilemmas and crime	Third conditional; <i>should have</i> + past participle	Crime	Stressed and unstressed words; Sound and spelling: <i>/</i>	
8C	Be encouraging			Word groups	Being encouraging; Showing you have things in common
8D	Write a review				
Review and extension More practice		WORDPOWER take			
Unit 9 Discoveries					
Getting started Discuss the impact of new inventions					
9A	Discuss new inventions	Relative clauses	Health	Sound and spelling: <i>ui</i>	
9B	Discuss people's lives and achievements	Reported speech; Reporting verbs	Verbs describing thought and knowledge		
9C	Express uncertainty			Linking and intrusion	Expressing uncertainty; Clarifying a misunderstanding
9D	Write an essay expressing a point of view				
Review and extension More practice		WORDPOWER come			
Unit 10 Possibilities					
Getting started Discuss ambitions and expectations					
10A	Speculate about the past	Past modals of deduction	Adjectives with prefixes	Word stress	
10B	Discuss life achievements	Wishes and regrets	Verbs of effort	Linking	
10C	Describe how you felt			Consonant clusters	Describing how you felt; Interrupting and announcing news
10D	Write a narrative				
Review and extension More practice		WORDPOWER way			
Communication Plus p.127		Grammar Focus p.134		Vocabulary Focus p.154	

Listening	Reading	Speaking	Writing
Two monologues about sightseeing tours	Website about four tourist destinations; Website: <i>Where to go?</i>	Comparing different tourist destinations	
Interview: disappearing languages	Article: <i>Danger! Dying languages</i>	Agreeing and disagreeing	
Asking for a favour		Asking for a favour	 Unit Progress Test
Conversation: a trip to the Grand Canyon	Travel blog: <i>Around the Grand Canyon</i>	Discussing local tourist destinations	Travel blog Using descriptive language
Interview: 'Smart' cities; Two monologues talking about 'smart' cities	Article: <i>Quick – slow down!</i>	Discussing good and bad points about a city	
Two monologues: house renovations	Article: <i>Who puts the 'real' in reality TV?</i>	Planning a home renovation	
Flat hunting		Designing and describing a new room	 Unit Progress Test
Interviews about a new shopping centre	Email: complaining about an important issue		Email of complaint Using formal language
Radio programme: personal finance	Article: <i>Is it time to give up on cash?</i>	Giving opinions on financial matters	
Three monologues about honesty	Newspaper article: <i>The honesty experiment</i>	Discussing moral dilemmas	
Going to the bank		Talking about hopes and worries	 Unit Progress Test
Conversation about a TV programme	Review: <i>Crime with a smile</i>	Discussing programmes about crime	Review Organising a review
Conversation about inventions	Article: <i>Too good to be true?</i>	Talking about inventions	
Conversation about an email hoax	Article: <i>The rise and fall of Barry Minkow</i>	Describing a hoax or a scam or a case of fraud	
Finding the perfect flat		Giving and receiving surprises	 Unit Progress Test
Four monologues about alternative medicine	Essay: <i>The value of alternative medicine</i>		Opinion essay Presenting a series of arguments
Interview about Dan Cooper	Story: <i>The man who disappeared</i> ; Blog: <i>The Wreck of the Titan</i>	Telling stories about coincidences	
Two monologues: pursuing a dream	Article: <i>Dream to help</i>	Describing and comparing brave or amazing people	
Celebrating good news		Telling an important piece of news	 Unit Progress Test
Conversation about goals	Story: <i>Rosa's diary: The ultimate goal</i>	Talking about performing	Story Making a story interesting

UNIT 1

OUTSTANDING PEOPLE

UNIT OBJECTIVES

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

- discuss people they admire and describe people they find inspiring
- talk about different types of physical and mental challenges
- understand information, texts and conversations about inspiring people and challenges
- use appropriate phrases to explain processes and to check people's understanding
- use appropriate phrases to break off a conversation
- discuss dependence on technology
- write an article about living without a technological device

UNIT CONTENTS

G GRAMMAR

- Review of tenses: present simple and present continuous, present perfect, past simple, past continuous, past perfect
- Questions: requiring auxiliaries, negative questions, *which* vs *what* questions, prepositions in final position, subject questions, indirect questions

V VOCABULARY

- Character adjectives: *ambitious, arrogant, determined, inspiring, loyal, motivated, naive, optimistic, passionate, respected, self-confident, sensitive, stubborn*
- Trying and succeeding: *drop out, give up, have a go at, keep it up, keep to, make an effort, manage to, try out, work out*
- Wordpower: *make: make a difference, make friends with, make out, make sense, make the best of, make up for, make up my mind*

P PRONUNCIATION

- The letter e
- Word stress
- Rapid speech

C COMMUNICATION SKILLS

- Discussing people you admire
- Discussing a challenge
- Explaining what to do and checking understanding
- Using appropriate phrases to break off a conversation
- Writing an article about living without a technological device

- a Ask students to look at the picture and answer the questions as a class. They will need to speculate, so help with phrases such as: *I think they are ... It's possible that they are ...* A more advanced group might use: *They could be/might be* etc. After completing the activity, you may give students the information from the Culture Notes below.

VOCABULARY SUPPORT

selfie – a photograph that you take of yourself, usually with a smartphone

CULTURE NOTES

David Alaba

David Olatukunbo Alaba is an Austrian football player. He is considered to be a very versatile player and has played numerous positions on the pitch over the years. He was voted Austrian Footballer of the Year for six consecutive years from 2011 to 2016. Alaba has spent the majority of his career playing for Bayern Munich. In 2021, he signed for Spanish side Real Madrid.

- b Read the questions with the class and explain any unfamiliar vocabulary, e.g., *role model* (someone for young people to admire and copy). Ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and ask for answers, ideas and comments from the conversations, and extend the discussions if appropriate.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write *films and TV, music and sport* on the board and ask students, in pairs, to write down as many famous people as they can for the different categories. Allow two minutes and then stop the class and find out which students have written down the most names. Take feedback as a class and check the names and find out which five names were the most common.

In pairs, students tell their partners about any famous people they have met, giving details about where, when, why and what happened. Take feedback as a class.

EXTRA ACTIVITY

Ask students in pairs to role play a meeting with a famous person. Students should each choose a famous person they know a lot about and tell their partners who it is. Then, each student writes down some questions to ask their partner (as the famous person). Students role play the meeting and take turns to be the famous person. Monitor and encourage where necessary. If appropriate, ask some pairs to repeat the role play for the rest of the class.

1A

SHE IS AN INSPIRING WOMAN

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

- read and understand texts about inspiring people
- understand the differences between the present simple, present continuous, present perfect and past perfect
- understand a conversation about an influential scientist
- use a lexical set of character adjectives correctly
- talk about an inspirational or influential person



OPTIONAL LEAD-IN

Books closed. Write this gapped adjective on the board: *i _ _ _ i _ _*. Tell students that this is an adjective that describes someone who makes you feel you want to and can do something good. Make students guess the word, one letter at a time. Ask them to take turns to call out letters and add correct guesses to the word until the full adjective is guessed (*inspiring*). Ask students for an example using the word, e.g., *My uncle is an inspiring person. He does a lot to raise money for charity.*

1 READING

- a** Ask students for the names of some people who have been in the news recently, e.g., politicians, celebrities, criminals. Write them on the board and ask the class if they admire these people and why / why not. Discuss what kinds of people the students admire.
- b** Ask students to look at pictures a and b of the people in the texts, Swietenia Puspa Lestari and Joan Ganz Cooney. Put students into pairs and ask them to guess what the people might have done to make other people admire them, but don't confirm answers at this point. Take feedback as a class.
- c** Ask students to read the texts quickly to check their answers. Tell them not to spend too long reading the texts in detail because they need to find out only what the people have done. Check answers as a class. You may give students the information from the Culture Notes below.

Answers

Swietenia Lestari founded DCA, an organisation with 1,500 volunteers devoted to marine conservation.
Joan Ganz Cooney created the popular children's television programme *Sesame Street*.



CULTURE NOTES

- *Sesame Street* is a very popular children's educational TV programme that has been running for over 50 series. It is important because it was the first educational programme for a very young age group. Many young people all round the world from the 1970s onwards watched *Sesame Street* at some point in their childhoods. The programme helps young children learn letters of the alphabet and numbers.
- Divers Clean Action is a non-governmental organisation that organises programmes to help clear up marine rubbish. Swietenia Puspa Lestari was one of its founders in 2015 and has represented DCA at many international conferences. In 2019, Swietenia was listed in the BBC's Top 100 Women of the year.

- d** Tell students to read the texts more carefully this time to decide which person (Swietenia Lestari or Joan Ganz Cooney) the questions are about. Read the questions with the class and check that they understand *initially* (at the beginning). Individually, students answer the questions. Check answers as a class.

Answers

1 SL 2 JC 3 B 4 JC 5 JC 6 JC 7 SL 8 JC

VOCABULARY SUPPORT

award (B2) – prize

executive (C1) – someone with an important job in a business

foundation (C1) – an organisation created to provide money or help for a specific purpose

genius (C1) – person who is extremely clever or talented

go on air – to broadcast

marine – relating to the sea

outline (B2) – description of the main facts about something

play a role (B2) – to do something specific in a situation or organisation



FAST FINISHERS

Ask fast finishers to underline and think about or discuss the meanings of new words they found in the texts. Check these during feedback.

- e** In pairs, students discuss the question. Encourage students to give reasons for their answers. Take feedback as a class.



EXTRA ACTIVITY

In pairs, students discuss the following questions:

- *Why do you think the programme Sesame Street was and is so popular?*
- *Do you think the work that DCA does is important? Why / Why not?*

Students share their ideas as a class.

2 GRAMMAR Review of tenses

- a** In pairs, students match the verbs in bold with the tenses. Take feedback as a class.

Answers

- 6 present simple
- 5 past simple
- 1 present continuous
- 4 past continuous
- 2 present perfect
- 3 past perfect

- b** In pairs, students complete the sentences with the correct tenses from 2a. Take feedback as a class.

Answers

- | | | |
|----------------------|-------------------|-------------------|
| 1 past simple | 3 present perfect | 5 past continuous |
| 2 present continuous | 4 present simple | 6 past perfect |

- c Students underline examples in the second text individually. Take feedback as a class. You may wish to point out that texts of this kind usually feature a lot of past simple verbs. If students mention *was* (*largely*) *controlled*, *were brought* or *was founded*, remind them that these are forms of the passive voice. The verb *could* is the conditional form.

Possible answers

present simple:	consider, combine, is, they're, think, admire, she isn't
past simple:	grew up, brought, realised, could, researched, wrote, presented, rejected, thought, didn't have, questioned, was, didn't want, encouraged, knew, meant, became, went, didn't stop, continued, had
present continuous:	it's still going
past continuous:	was working
present perfect:	I've always felt, she's won
past perfect:	had managed

CAREFUL!

Students often use a simple form instead of the continuous when using the present and past continuous, e.g., *Dear Mr Smith, I write this letter to ...* (Correct form = *Dear Mr Smith, I am writing this letter to ...*) or *I left the shop when the shop assistant suddenly started shouting.* (Correct form = *I was leaving the shop when the shop assistant suddenly started shouting.*)

Students also tend to use the past simple instead of the present perfect, e.g., *I decided to come in the first week of July.* (Correct form = *I have decided to come in the first week of July.*)

LOA TIP CONCEPT CHECKING

Check students have understood the concepts of the different tenses by writing these sentences on the board and asking the questions:

– *Sesame Street comes on TV four times a week.*

Ask: *Is it on TV now?* (we don't know)

Is it on TV regularly? (yes)

– *Sesame Street's producers are working on a new episode.*

Ask: *Do they do this every day?* (we don't know)

Are they doing it right now? (yes)

– *In 1967, Joan spent the summer doing research.*

Ask: *Is she still doing research?* (no)

Do we know when she did the research? (yes)

Has the summer of 1967 finished? (yes)

– *At 10:30 yesterday morning, the children were watching Sesame Street.*

Ask: *Do we know when they watched Sesame Street?* (yes)

Did they finish watching it? (we don't know)

– *I've bought a new TV.*

Ask: *Do we know when you bought the TV?* (no)

Do you have a new TV now? (yes)

– *When I saw the children, I asked them about the TV programme they'd watched.*

Ask: *Did the children watch the programme before you saw them?* (yes)

- d >>> 01.01 Students read the information in Grammar Focus 1A on SB p. 134. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the correct tenses. Tell students to go back to SB p. 9.

Answers (Grammar Focus 1A SB p. 135)

- a 2 Electric cars are becoming
3 We are looking
4 This food tastes
5 We are thinking of, they cost
6 I'm writing, I'm attaching
b 1 arrived, had already left
2 was cooking, was watching
3 was waiting, phoned
4 've been / have been
5 stayed
6 moved

- e Tell students to look at the text. Ask if they know anything about Susmita Mohanty. Individually, students read the text and choose the correct words. Then, tell students to compare answers with a partner. Don't confirm answers at this point.

- f 01.02 Play the recording for students to listen and check answers. Encourage students to explain the reasons for the correct verb forms. If necessary, return to Grammar Focus 1A to look at the relevant explanations again.

Answers

- 1 has set up
2 has helped
3 had established
4 was living
5 set up
6 has
7 is making
8 has received
9 believes

VOCABULARY SUPPORT

entrepreneur – someone who sets up their own business

activist – someone who uses direct or noticeable action to achieve a result

consulting – giving advice on a particular subject

3 LISTENING

- a 01.03 Ask students to look at the picture of Jocelyn Bell-Burnell and tell you what they can see. Prompt with questions, e.g., *Where do you think she is? What do you think she's doing?* Tell students they are going to hear a conversation between two colleagues, Amelia and Chloe. Students need to choose the correct sentences in 1–4. Remind students that it is not important to understand every word in the recording to do the task. Play the recording all the way through. Check answers as a class.

Answers

- 2 She isn't very well known. ✓
3 She made an amazing discovery. ✓

Audioscript

- CHLOE** What's that book you're reading?
- AMELIA** It's about astronomy – black holes, planets, the big bang ...
- C** Hmm, not exactly a light read, but I suppose you like that sort of thing. Me, I like to relax when I read.
- A** It's just I read this article online the other day.
- C** Uh-huh?
- A** It was about this physicist. She discovered these things called pulsars, which are like ... well, they're an incredible kind of star.
- C** Uh-huh ... She?
- A** Yeah, yeah, her name's Jocelyn Bell-Burnell. She's a respected physicist. Well, that's the thing, that's what got me interested. There aren't many women working in that area.
- C** But hang on, she discovered these stars?
- A** Yeah, she was a postgraduate student at the time, but the guy who was her supervisor got all the credit.
- C** You're kidding?
- A** No, he won the Nobel Prize.
- C** So who did you say this woman was?
- A** Jocelyn Bell-Burnell.
- C** But I've never even heard of her.
- A** Well, no. That's the point. On this website it talks about ... well, it's got a whole lot of information on people like her ... you know, people who work behind the scenes and don't get the credit or don't become famous. It was really interesting.
- C** Yeah, I bet there are a lot of people like that.
- A** I mean, she really is an inspiring woman. Even when she was at high school, they weren't going to let her join the science class ...
- C** When was this?
- A** Back in the fifties.
- C** Really? Even in the fifties?
- A** Yeah. And then at the end of the year, she came top of her class! And when she was doing her PhD and made her amazing discovery, she had a young child and was having to manage a whole lot of things in her private life, too. I mean, she was really determined, but in a quiet way. And then, when the newspapers wanted to interview her, they didn't want to know about her research, they just asked a lot of stupid questions about her height, her clothes, that sort of thing.
- C** That's terrible, isn't it? So, is that a biography of her that you're reading?
- A** Well, no, it's just a book about astrophysics.
- C** Astrophysics? Just? So, you're going to become ... what? A rocket scientist or something?
- A** Well, no ... I don't know. The thing is ... after I read the article, I found an interview with Jocelyn Bell-Burnell online. And she was talking about how even today there still aren't many women who go into science and become scientists.
- C** So now you want to go back to university and do a physics degree?
- A** Maybe. But, you know, why not? I've always been good at science and I used to really enjoy physics.
- C** But are you really prepared to study and put in all that effort?
- A** Yeah, I think I am.
- C** Well, you've always been motivated, that's for sure. And stubborn ...
- A** But I'm still thinking about it ... doing some reading, that kind of thing.
- C** Well, actually ... good on you. Why not make a change – take a risk? I admire that.
- A** Yeah. Actually that's what she says in the interview: 'Be prepared to take a risk – you'll probably surprise yourself.' And she said something else very simple about women wanting to be scientists: 'Go for it!' And I thought, yeah, why shouldn't I?

VOCABULARY SUPPORT

astronomy (C2) – scientific study of stars and planets

astrophysics – the study of physics and the behaviour of the stars and other objects in space

- b** ▶ **01.03** Read the sentences with the class and pre-teach *nonfiction* (writing that is about real events and facts, rather than stories that have been invented) and *the press* (newspapers, magazines and those parts of television, radio and the Internet that broadcast news). Play the recording again for students to answer the questions. Stop after enough information for two or three questions has been given to give students time to answer.

Answers

- | | |
|--|--------|
| 1 True | 5 True |
| 2 True | 6 True |
| 3 False (Her supervisor won the Nobel Prize.) | 7 True |
| 4 False (She made it to the top of her class.) | |

- c** ▶ Students discuss the questions in pairs or small groups. Monitor and support students with any vocabulary they may need. Note down examples of good language use and any common errors to address afterwards as a class. Don't correct language mistakes at this point as this is a fluency activity. Take feedback as a class.

4 VOCABULARY

Character adjectives

- a** Ask a student to describe the scientist from the listening task in their own words. Write on the board any character adjectives they use. In pairs, students write down as many different character adjectives as they can think of in two minutes. Take feedback as a class. Explain the meanings of any unfamiliar adjectives. Students then underline the character adjectives in the sentences and answer the questions as a class.

Answers

- She's a respected physicist.
- She is an inspiring woman.
- She was really determined, but in a quiet way.
- Well, you've always been motivated, that's for sure. And stubborn.

The adjectives *determined* and *stubborn* have similar meanings, although *determined* has a positive meaning and *stubborn* a negative meaning. *Determined* and *motivated* are also similar, but *determined* is usually about staying with something until it is accomplished, and *motivated* is about having the drive to start something and is often used when someone or something motivates someone. *Inspiring* and *respected* are both used as positive qualities for someone who has accomplished a lot and is someone to look up to.

- b** ▶ **01.04** **Pronunciation** Ask students to look at the two words and play the recording to model the pronunciation. Students compare answers in pairs. Check answers as a class.

Answers

These two letters have the same /**i**/ sound: *respected*, *determined*.
The other two e sounds are /**e**/ in *respected* and /**3:**/ in *determined*.

- c** ▶ **01.05** Play the recording for students to write the words in the correct columns according to the pronunciation of the letter *e*. Students compare answers in pairs, before you check as a class. Ask students to repeat the words from the recording for practice.


Answers

- | /i/ | /e/ | /3:/ |
|--------|----------|------------|
| revise | slept | serve |
| desire | helpful | university |
| women | identity | prefer |

- d Individually, students complete the sentences with the correct character adjectives. Check answers as a class.

Answers

- | | |
|------------------------|------------------------|
| 1 stubborn | 4 determined/motivated |
| 2 motivated/determined | 5 inspiring |
| 3 respected | |

- e  **01.06–01.08** Students complete the exercises in Vocabulary Focus on SB p. 154. Play the recordings as necessary. Monitor and correct students' pronunciation as appropriate. Tell students to go back to SB p. 10.

Answers (Vocabulary Focus 1A SB p. 154)


- a The first text is more formal; the second is personal.
- b
- | | |
|------------------|--------------|
| 1 naive | 5 passionate |
| 2 sensitive | 6 ambitious |
| 3 arrogant | 7 loyal |
| 4 self-confident | 8 optimistic |
- c
- | | |
|------------------|--------------|
| 1 sensitive | 5 loyal |
| 2 self-confident | 6 passionate |
| 3 optimistic | 7 ambitious |
| 4 arrogant | 8 naive |

Pronunciation

- a optimistic, inspiring, arrogant, ambitious

b	1st syllable stressed	2nd syllable stressed
	passionate sensitive television	self-confident determined environment
	3rd syllable stressed	4th syllable stressed
	pessimistic influential	determination environmental

5 SPEAKING

- a Individually, students think about an inspiring person and make notes in preparation for the pairwork activity. Monitor and help with suggestions or prompts where necessary.
- b  Read the examples and remind students to use character adjectives from the lesson in their conversations. Monitor and note any interesting points or common mistakes/errors to address afterwards. Take feedback as a class.

+ ADDITIONAL MATERIAL

Workbook 1A

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

Documentary Video Unit 1 *Outstanding people*

Video Worksheet Unit 1 *Outstanding people*

1B

ARE YOU FINDING IT DIFFICULT?

💡 OPTIONAL LEAD-IN

Books closed. Write *A CHALLENGE* on the board. Put students into pairs, and ask them to come up with a good definition and an example of the word. Give pairs two minutes to complete the task. Check their ideas as a class. Ask students to think of the challenges they find most difficult. Write their ideas on the board. Then ask students if they can think of any ways to deal with the difficulties. Encourage them to think of different ways to deal with the same challenge.

1 SPEAKING AND LISTENING

- a** Students look at photos a–c and say what they can see and how they think the people are feeling. Ask them to read *The 30-day challenge* and discuss the questions in pairs. Check answers as a class.
- b** **01.09** Tell students they are going to hear two people talking about the 30-day challenge. Read the points in the task and remind students that they are listening for the main point mentioned. Play the recording. Check answers as a class.

Answer

3

Audioscript

INTERVIEWER So Alison, you went to find out about the 30-day challenge. What is it and how does it work?

ALISON Yes, I went to a one-day seminar about it. The basic idea is that, according to psychologists, 30 days is about the time it takes to really develop a new habit because that's how long it takes for our brains to shift to a new direction. So often if we try something new, we give up after about a week or two because our brain hasn't adapted. So, the idea of the 30-day challenge is, you choose something you want to do, like drink less coffee, for example, and you keep going for exactly 30 days.

I So, if you manage to do it for 30 days and you feel good about it, you'll probably keep to it, is that the idea?

A That's right, yes. But the other thing about it is that 30 days isn't a very long time. Thirty days goes past quite quickly anyway. So if you decide to do something completely new – let's say you decide to get up at dawn every day and see the sun rise – maybe you wouldn't want to keep it up for your whole life, but it might be fun to do it for just

30 days. So it's also a chance to try something different, and if you're successful it's great, but if it doesn't work out, it doesn't matter too much.

I I see, so it's not just about giving up bad habits. The idea is really that you try out something new.

A Yes, very much so. There were people at the seminar, for example, who'd written a short poem every day for 30 days, and someone else had tried to eat something new every day for 30 days. So it's a chance to do something you've always wanted to do or maybe something new that you'd never thought of doing.

I It sounds a lot of fun, if you've got time for it.

A Yes, well you can either do something that doesn't really get in the way of your life, like writing a poem, you can do that in your lunch break, it's easy. Or you can take time out and have a go at something you've always wanted to do, like paint a picture or climb mountains or something. Obviously to do something like that you need to make an effort and, of course, you have to give yourself a time limit of 30 days.

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

- read and understand interviews about challenges
- use different question forms correctly
- understand a podcast about a challenge
- use a lexical set of verbs and phrases related to trying and succeeding
- discuss personal challenges

- I** So, it sounds like you think it's a good idea.
A I think it's a great idea, yes. I came away convinced!
I So, are you planning to try the 30-day challenge yourself?
A Yes, in fact I already am. I decided to put my car keys in a drawer and I'm going to cycle everywhere for 30 days, even if it rains.
I And how's it going so far?
A Really well. I'm finding it much easier than I expected.
- I** And when did you start?
A Erm ... this morning.
I Well, good luck with that, Alison. Now, Alison's only just started, but next up on the Life and Style podcast we're going to talk to a few more people who've been doing the 30-day challenge. They're all about half-way through, and they've done it successfully so far ...

- c** **01.09** Ask students how Alison found out about the challenge (at a seminar). Students complete the notes for the 30-day challenge and compare with a partner. Play the recording for students to check answers.

Answers

- 1 habit
- 2 very long
- 3 new/different
- 4 life
- 5 wanted to
- 6 effort

💡 EXTRA ACTIVITY

Write the following sentence starters from the conversation between Alison and the interviewer on the board:

The basic idea is ...

The other thing about it is ...

It's also a chance to ...

So, it's not just about ...

It sounds like ...

I'm finding it ...

Ask students to try to complete the sentences with words from the interview. They can do this in pairs, small groups or as a class. Play the recording again to check, pausing after each answer is given.

- d** Ask for an example of one of the challenges mentioned in the recording. Put students into pairs to use words from both boxes to describe the other challenges mentioned. Check answers as a class.

Answers

drink less coffee, get up every morning and see the sunrise, write a poem, eat a different meal every day, paint a picture, climb a mountain

- e** Give students a few minutes to note down their ideas about the question.

- f** Students compare their ideas with a partner. Take feedback as a class.

2 VOCABULARY Trying and succeeding

- a** **01.10** Ask students if they remember any phrases used in the recording to talk about doing something new and succeeding or failing. If necessary, prompt with *give, keep, keep*, and *make*. Read the phrases in the box with the class and find out if students remembered correctly. Individually, students complete the sentences. They then check with their partner. Monitor and help as necessary. Play the recording for students to listen and check.

Answers

- 1 give up
- 2 manage to, keep to
- 3 keep it up
- 4 work out
- 5 try out
- 6 have a go at
- 7 make an effort
- 8 drop out

FAST FINISHERS

Ask fast finishers to write another gapped sentence of their own using the words or phrases. Let them ask the class their questions during feedback.

- b** Individually, students match the words and meanings. Check answers as a class.

Answers

- 1 manage to, work out
- 2 give up, drop out
- 3 keep it up, keep to
- 4 make an effort
- 5 try out, have a go at

- c** Individually, students complete the sentences using the words and phrases from 2a and their own ideas. Students compare answers in pairs. Check answers as a class.

Possible answers

- 1 managed to do it. / kept to it.
- 2 keep it up! / keep to it!
- 3 have a go at learning a new language. / try out a new sport.

- d** Put students into small groups to talk about the points. Read the ideas as a class and give or elicit an example for the first one, e.g., *When I started learning to drive, I found it really difficult and I was quite scared. But I didn't give up! I kept going and passed my driving test after six months. I'm really glad I carried on now.* Students share their stories with their groups. Monitor and support students with any vocabulary they may need. If students make mistakes using the new vocabulary, encourage self-correction by echo-correcting or rephrasing. Take feedback as a class.

3 READING

- a** As a class, read the challenges the three people decided to do and discuss the question. Ask students if they think they would find the challenges easy or difficult and if they've ever tried challenges like these.

- b** Students read the interviews to check their answers. Check answers as a class.

Answers

Sofia: She finds it to be really easy.

Carla: She found some things difficult, but it was mostly a lot of fun.

Steve: He thinks it's difficult, but he may try a different language every month.

- c** In pairs, students complete the interviews with the missing questions. With a more advanced group, you could elicit ideas for the questions before they look at them in the task. Elicit students' ideas, but don't check answers at this point.

- d** **01.11** Play the recording for students to listen and check.

Answers

1 b 2 c 3 e 4 a 5 d

Audioscript

INTERVIEWER What made you decide to become a vegan Sofia?

SOFIA Well, for a long time now, I've been trying to eat less meat, partly for health reasons. I think a plant-based diet is better for you.

I Didn't you ever think of going vegan before?

S Yes, but I always thought I'd miss meat too much. The idea of going vegan for 30 days was really good, because I could give it a try and then see how I feel.

I And how do you feel? Are you finding it difficult?

S No, I feel really good. Actually, I don't miss meat or dairy at all, so I think I'll easily manage the 30 days, and I might try to keep going longer.

I Carla, why did you decide to draw something every day?

CARLA Well, I've never been very good at drawing, but I've always thought I'd like to start drawing things around me. It's one of those things that you think about doing, but you never get round to.

I What have you drawn pictures of so far?

C All kinds of things. At the beginning, I drew objects around me at home. Then I went out on my lunch break and started drawing things

outdoors, like yesterday I drew a duck in the park – that was really difficult!

I So do you feel like it's been worthwhile?

C Oh yes, definitely. I'm still not very good at drawing, but it's been a lot of fun, and it's very relaxing.

I Steve, what language did you decide to learn?

STEVE Well, I thought I'd choose a language that isn't too different from English, so I decided to try Italian.

I Isn't it difficult to keep it up?

S Yes, it is. I've had to be very strict with myself. I'm using a book with online support, so I usually try to cover one lesson a night.

I And who do you practise with? Or are you just studying alone?

S Well, there's an Italian restaurant nearby and I'm friends with the owner, so I go there and chat to him. That's another reason I chose Italian.

I And do you think you'll keep going after the 30 days?

S Maybe, or I might try a different language every month. I'm thinking of trying Japanese next.

4 GRAMMAR Questions

- a** Write some general sentences about yourself on the board. Ask students what the question for each of these statements would be. Write the first word of the question on the board. Invite students to the board to complete the questions. Some examples of general statements and opening question words are below.

I haven't had a cup of coffee today. (Have ...)

I ate a chocolate bar for breakfast. (What ...)

My friend in New York emailed me this morning. (Who ...)

I went to a new exhibition with my sister. (Who ...)

Read the rules about questions with the class. In pairs, students find examples for each rule in 3b and 3c. Check answers as a class.

Answers

- How do you feel? Are you finding it difficult? What have you drawn pictures of so far? Do you feel like it's been worthwhile? Who do you practise with? Are you just studying alone?
- What made you decide to become a vegan, Sofia?
- Who do you practise with? What have you drawn pictures of so far?
- Do you feel like it's been worthwhile? Do you think you'll keep going after the 30 days?

- b** Read the examples as a class and discuss the questions.

Answers

- 1 a 2 b

- c** Read the questions and check answers as a class.

Answers

- 1 d 2 c

- d** ▶▶▶ **01.12–01.13** Students read the information in Grammar Focus 1B on SB p. 134. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the right question forms. Tell students to go back to SB p. 13.

Answers (Grammar Focus 1B SB p. 135)

- a**
- | | |
|-----------------|-------------|
| 1 are we | 5 What |
| 2 did you think | 6 Who from? |
| 3 Which | 7 happened |
| 4 didn't you | |
- b**
- What kind / type / sort of music is she interested in?
 - How many people watched the game?
 - Why haven't they started yet?
 - Which foot hurts?
 - Who did she hear the news from?
- c**
- I wonder why they didn't come back.
 - Where do you think they are / they're going?
 - Can you tell me if/whether you have / you've ever met him?
 - Do you know who wrote this story?
 - I wonder if/whether this pen works.
 - Can you tell me your sister's name / what your sister's name is?
 - When do you think it will be ready?

CAREFUL!

Students often have problems with word order in indirect questions, especially when a *wh-* question word is used. They often try to use the auxiliary verb as they would in a direct question, e.g., *Could you tell me what do you want?* (Correct form = *Could you tell me what you want?*). Remind students that in indirect questions, the second part of the question uses statement word order.

A similar problem is with subject questions. Students often try to include an auxiliary, e.g., *Who did write the book?* (Correct form = *Who wrote the book?*)

- e** ▶▶ Put students into pairs. Read the instructions with the class. Students do the role play. Monitor to check the use of questions. Note any common errors to look at during feedback. Encourage self-correction of any slips. Take feedback and ask for examples from the conversations and review any common problems with question forms.

5 SPEAKING

- a** ▶▶ Elicit students' ideas for some different challenges they might do in the next three months. Give an example of your own, e.g., *I want to run a half-marathon in two months*. Give students a few minutes to write down three challenges each. Elicit which questions students can use when asking their partners about their challenges. Read the examples in the speech bubbles to give additional ideas of how to ask the questions.
- b** ▶▶ In pairs, students interview each other about their challenges. Monitor and note down any interesting points and common mistakes/errors to address afterwards. Take feedback as a class and ask how successful the students think their partners will be. Encourage them to give reasons.

+ ADDITIONAL MATERIAL

Workbook 1B

Photocopiable activities: Grammar 1B, Vocabulary 1B



OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to think of part-time jobs that are popular with university or college students. Students then take turns to mime actions from the jobs for their partner to guess. Take feedback as a class, and ask students to name the jobs their partners mimed. Write a list of the jobs mentioned on the board. Ask students if they have ever done any of these jobs and if so, what their experiences were like.

1 LISTENING

- a Ask the class why life can be difficult financially for students today. Put students into pairs to discuss questions 1, 2 and 3. Monitor and help as necessary. Take feedback as a class.
- b Explain that in each unit students will hear/watch part of a video story. Students look at the photo and say what they can see. Ask students to choose who they think the people are. Don't confirm the answer at this point.
- c 01.14 Play Part 1 of the video or the audio recording for students to check the answer.

Answer

2

Audioscript (Part 1)

BECKY That was a really interesting lecture. There's so much to learn, though. I'm going to try and get all my homework done tonight.

TESSA Oh, I'm going out tonight. Can't be bothered with homework. I'll do mine later. You always study too much! Do you want a coffee?

B Sorry, I can't. I've got to go to work. It's my first day!

T Oh, of course, at your cousin's café. Well, good luck! Oh, by the way, when is that assignment due?

B Friday. Really must go now, I'll be late. See you tomorrow.

T Bye!

- d 01.14 Play the video or audio recording again for students to answer the questions as a class.

Answers

- 1 Yes, They know information about each other.
2 She's starting work at her cousin's café.



VOCABULARY SUPPORT

assignment (C1) – a piece of work given to someone, as part of their studies or job

can't be bothered with (B2) – too lazy or too tired to do something

- e 01.15 Tell students to read sentences 1–3. Play Part 2 of the video or audio recording for students to listen and check which sentences are true.

Answers

- 1 False (They are planning a wedding.)
2 False (She's got to study.)
3 True (She's on her way to work.)

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

- understand informal conversations about personal circumstances and part-time work
- use appropriate phrases to break off a conversation
- use rapid speech, omitting different sounds
- use appropriate phrases to explain processes and check understanding
- explain a process they are familiar with

Video/Audioscript (Part 2)

BECKY Hi, Tom. I'm just on my way to the café.

TOM Oh OK ...

B I'm late.

T Look, this evening ... do you want to come over? I wanted to talk over a few things ... about the wedding ...

B I'd love to but I've got to study tonight.

T OK. Never mind. Well, good luck with your first day at work.

B Thanks. I'm sure it'll be fine.

T Don't spill coffee over anyone!

B I'll try not to. Oh, must run. Here comes my bus. No time to talk now. See you tomorrow. Bye.

2 CONVERSATION SKILLS

Breaking off a conversation

- a 01.16 Ask students why people might need to finish a conversation quickly, (for example, they're in a hurry, they notice the time, don't want to talk to the person or they see someone else they need to talk to). Then, ask students how they normally finish a conversation quickly. Take feedback as a class. Play the recording for students to say which word(s) the speaker doesn't use.

Answers

- 1 I really 2 I 3 I've got 4 I'll



LANGUAGE NOTE

To be polite and not offend anyone, most people put *I'm sorry* or *Sorry* in front of the first three expressions.

- b Read through the additional phrases we can use to break off a conversation and elicit the missing words.

Answers

- 1 I 2 I'll 3 I 4 It was

3 PRONUNCIATION Rapid speech

- a 01.17 Tell students that when we speak quickly, we often join words together. This means not every sound is pronounced. Play the recording for students to identify the missing sounds. Check answers as a class.

Answers

- 1 mus(t) go
2 mus(t) run
3 go(t) to go
4 can'(t) talk
The consonant sound /t/ is left out.

- b** Students work individually to put B's replies in the short conversation in the correct order. Check answers as a class.

Answers

- B It was great. Sorry. Can't talk now. Got to go. (These could be reordered.)
B Yeah, thanks. Must be off now. See you tomorrow. Bye. (These could be reordered.)

LOA TIP DRILLING

Give students some practice in saying the exchanges in 3b by making them repeat B's phrases rapidly, leaving out the /t/. You read A's part and the class replies as B. Ask them to go a bit faster each time you repeat the conversation. Then put students into pairs. Assign A and B roles. Tell them to practise the exchanges. Then they swap roles. You may wish to change the conversation by giving them new prompts to use:

How was your lesson / the party / the concert?

Have a nice afternoon/morning/day.

See you next week / at the weekend / this evening.

- c** Students have short conversations in pairs. Read through the task with the class and then ask students to do the role plays. Students then change roles and repeat the conversations. Monitor and check that students are linking words.

FAST FINISHERS

Ask fast finishers to do an additional role play where someone is phoning them and trying to sell something and they need to finish the conversation with an excuse (for example, *Caller: I'm phoning to tell you about our new offer ...*) (*Student: I'm sorry - got to go because ...*).

4 LISTENING

- a** **01.18** Ask students what they think might be difficult about working in a café and what you might need to learn on your first day. Play Part 3 of the video or audio recording for them to find out if any of their ideas are mentioned and to answer the questions. Check the answer as a class.

Answer

2

Video/Audioscript (Part 3)

- SAM** OK, so what was I showing you? The food. The sandwiches are all here. The most important thing is, don't touch the food. Remember to always use these tongs to pick food up. And what else? Oh, the espresso machine. Uh, the coffee goes in here, the cup there, and you press this button. Is that clear?
BECKY OK, I'll remember that.
S Another thing to remember is the tables - they're all numbered. So it starts with 1 over there and goes round to 15. OK, have you got that?
B Yes, sure. I think I can count to 15!
S Hah - I still get them mixed up myself. Oh, say hello to Phil. He's our most regular customer.
S This is my cousin Becky. She's just started here.
PHIL Hi, nice to meet you.
B Hi.
S Phil's writing a novel.
B A novel! Amazing.
P Well it's just a science fiction story. Haven't got very far yet.

- S** He comes to the café to write. We call him JK. You know - like JK Rowling. She wrote the first Harry Potter book in a café.
B Oh, right!
EMMA Oh, there you are. Lovely to see you, Becky. We're really pleased you're working here.
B Me too. I'm going to enjoy it, I'm sure.
E Is my husband looking after you and explaining everything?
B Oh yes, I'm getting the hang of it - slowly.
P She's doing really well.
E And I see you've met Phil. He's going to make the café famous one day, you'll see.

- b** **01.18** Read through the questions with the class and play the video or audio recording again for students to answer the questions. Play the recording again to check their answers.

Answers

- how to use the coffee machine, how to handle the food and how the tables are numbered
- He writes.
- after JK Rowling, because she wrote Harry Potter in a café
- She is Sam's wife.

- c** Students discuss the questions in small groups and give reasons for their answers. Take feedback as a class.

- d** **01.19** Tell students they are going to watch or listen to the next part of the story. Read through the words/phrases in the box. Play Part 4 of the video or audio recording for students to choose the right topics. Take feedback as a class.

Answers

- coffee
Becky's new job
the reason Tom is here
their wedding plans

Video/Audioscript (Part 4)

- TOM** Large cappuccino please, with extra milk.
BECKY With extra m - oh Tom! Sorry. Wasn't expecting you.
T I was just passing by. How's it going?
B There's a lot to learn, but I think I'll be OK. Is it OK if I take my break now?
SAM Yeah.
B I'll make a coffee for both of us.
T Sure that's OK?
B Yeah, it's fine. You came at a quiet time.
B So, what was it you wanted to talk to me about tonight?
T Er, the wedding?
B The wedding?
T Yes, our wedding!
B Of course. We need to start thinking about it.

- e** **01.19** Play the video or the audio recording again for students to hear what Tom and Becky say about each topic. Check answers as a class. A stronger group may be able to do this without listening again.

Answers

- coffee: Tom orders a cappuccino; Becky says she can make coffee for both of them.
Becky's new job: Tom asks how it's going; Becky says there's a lot to learn, but she'll be OK.
the reason Tom is here: He was passing by and wants to talk about their wedding plans.

5 USEFUL LANGUAGE

Explaining and checking understanding

- a Read through the exercise with the class. Individually, students put the words in order to give explanations.

- b 01.20 Play the recording for students to check their answers.

Answers

- 1 The most important thing is,
- 2 Remember to always ('Always remember to' is also correct, but it's not what is said on the audio.)
- 3 Another thing to remember is,

- c Students choose one of the reasons.

Answer

- 3 to emphasise important points

- d Tell students that we often add phrases after an explanation to check that the person has understood. Ask the class to complete questions 1–4. Check answers as a class.

Answers

- 1 Is that clear? 2 Do you understand what I mean?
3 Have you got that? 4 Do you get the idea?

- e 01.21 **Pronunciation** Say the expression *Do you understand?* in a friendly way and then in an unfriendly way. Elicit that the second way sounds more unfriendly. Play the recording for students to identify the different ways the questions are said. Check answers as a class. Then ask if the voices go up or down at the end to sound friendly.

Answers

- 1 Is that clear? (unfriendly and not so polite)
Is that clear? (friendly and polite)
 - 2 Do you understand what I mean? (unfriendly and not so polite)
Do you understand what I mean? (friendly and polite)
 - 3 Have you got that? (unfriendly and not so polite)
Have you got that? (friendly and polite)
 - 4 Do you get the idea? (unfriendly and not so polite)
Do you get the idea? (friendly and polite)
- To sound friendly, the speaker's voice goes up at the end.

- f Model the questions for students to repeat in order to practise sounding polite and friendly.

- g Read through items 1–3 with the class and ask students to work in pairs and imagine what Sam could say about these things. Monitor and give help where necessary. Check ideas as a class. Ask students what Becky could say to show she's understood.

Possible answers

- 1 Always remember to collect the dirty plates and always leave a menu on the table after you've cleaned it. Is that clear?
 - 2 The most important thing is to switch off the coffee machine before you leave. Have you got that?
 - 3 Another thing to remember is to keep any forgotten items in our Lost and Found box, because the customer may come back to look for something they lost. Do you get the idea?
- Becky could respond with, 'OK, I'll remember that. / Sure, I can do that.'

- h Students practise the conversation in 5g using their own ideas. They take turns to be Sam and Becky. Monitor for correct usage of the pronunciation from this lesson.

6 SPEAKING

- a Tell students they are going to practise the language they have looked at in the lesson. Read through the task and the prompts with the class. Give students some time to think individually about what they are going to talk about. With a weaker class, ask students to suggest some ideas to help.

- b Read through the task with the class. Put students into pairs. Remind them to use language to explain and emphasise important points and check understanding. If necessary, briefly review the phrases and points you have looked at.

- c Students take turns to explain their process to their partners. Monitor and note any interesting points or common errors. Take feedback as a class. Students report back on their conversations. Go through any common errors related to the language they have learned in this lesson.

FAST FINISHERS

Ask fast finishers to explain another process to their partners. They can then perform the conversation in front of the class with miming gestures.

EXTRA ACTIVITY

Put students into pairs. Ask them to role play the different parts of the video that they have watched or listened to. They should only play the main two characters in each scene. They don't have to remember what happened word for word as long as they get the gist right. This is to summarise the story and indirectly practise new phrases. Monitor, prompt and give encouragement. Nominate a few pairs to perform their conversations for the class.

EXTRA ACTIVITY

Ask students to write Becky's blog entry for her day. They can do this in class or for homework.

ADDITIONAL MATERIAL

Workbook 1C

Photocopiable activities: Pronunciation 1C

Unit Progress Test

SKILLS FOR WRITING

I really missed my phone all day

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

- talk about attitudes to modern technology
- understand people talking about attitudes to mobile phone use
- understand a text about dependency on technology
- organise an article and use comment adverbs
- write an article about living without technology

OPTIONAL LEAD-IN

Books closed. Ask students to write down their favourite gadgets or electronic devices. Ask them to note as many reasons as they can for choosing one as their favourite. They then compare their ideas in pairs. Take feedback as a class and find out which gadget is the most popular and why. Then ask if there are any disadvantages to the gadgets that they chose.

1 SPEAKING AND LISTENING

- a Discuss the questions as a class.

EXTRA ACTIVITY

Conduct a mini survey with the class. Read out these questions to the class:

How many times a day do you check your phone?

How many emails do you write a day?

How many calls do you make a day?

How many texts do you send a day?

How often do you check social media sites?

Students write down their answers and compare them with a partner. Take feedback and collate the results to show how often the class as a whole does each activity and who does each activity the most.

- b Read the research results, checking any unknown words. Put students into pairs to discuss the questions. Take feedback as a class.
- c 01.22 Tell students they are going to hear two people talking about technology. Play the recording for them to answer the questions. Tell students that they are not listening for specific details at this point. Take feedback as a class.

Answers

Gina talks about a mobile phone and has a negative experience.
Derek talks about joining social media and it's a positive experience.

Audioscript

GINA Most people at work think my boss, Michaela, is an inspiring woman who's had an amazing career – we work for a public relations company. She always looks very busy and people find that impressive, but I find her to be a little arrogant, to tell you the truth. The other day, we were having a performance review meeting – she was reviewing me – and in the middle of the meeting her phone rang. She answered the call and just ignored me! When she finished the call, she then spent a long time writing a text message on her phone while I was just sitting there – waiting. When she'd finished, she didn't apologise or anything and just said, 'OK, what were we talking about?' Maybe I'm being too sensitive, but she didn't seem to care about our meeting – or me – and was far more interested in her phone call and message. I really think people should turn off their phones during meetings. I was quite upset, to be honest.

DEREK For years, I resisted joining any kind of social media. Don't get me wrong – I'm no technophobe – I use IT all the time. I shop online, I read news online, I do most of my banking online. But social media? It just seemed like a waste of time. You know, people putting all this information about themselves online. I mean, I didn't feel like I needed to see a lot of photos of people I've never met and probably never will meet having a good time. However, my niece Emma really wanted me to join Facebook. She said I was the only one in the family not on it and it's a great way for us to keep in touch. So, she came to my house and showed me how it works and how you can restrict the kind of contact you have. I own a small firm of accountants and she pointed out that joining LinkedIn was a good way for me to network and get more clients. I could see her point. So, in the end I joined both. And she was right. Social media is great for keeping in touch and finding out what's happening. I'm fairly careful about the way I manage it, so my Facebook friends are real friends – people I know in real life – and I don't post much stuff. But we got a really cute puppy and ... well ... I just had to share.

VOCABULARY SUPPORT

ignore (B2) – to pay no attention to someone or something

performance review – assessment of an employee's work performance

public relations company – a company that helps other companies or organisations with their communication to the public

technophobe – someone who dislikes new technology

- d 01.22 Play the recording again for students to answer the questions. This time, they will need to listen for details. Take feedback as a class.

Answers

Gina: Michaela is her boss; the experience was negative because Michaela answered her phone and wrote a text message during a performance review meeting and Gina was upset.

Derek: Emma is his niece; the experience was positive because he found that restricted use of social media was useful for business and a good way to stay in touch with family and friends.

EXTRA ACTIVITY

In pairs, students think of some questions they would like to ask Gina and Derek. Then they take turns role playing the conversations. Monitor and note down any points to bring up during group feedback.

- e Discuss the questions as a class.
- f Read the questions with the class and ask students to note down their answers.
- g In pairs, students talk about their experiences. Ask for examples as a class. Encourage students to give details of their experiences.

2 READING

- a Look at the title of the article with the class and ask students what they think it might be about. Students read the article to check their ideas to find out what kind of day Sam had.


Answer

He had some nice surprises.

- b Students read the complete text in detail to decide whether the sentences are true or false.

Answers

- | | |
|---|--|
| 1 True | 5 False (He really missed his phone.) |
| 2 False (He had an interesting conversation with a woman about the local park.) | 6 False (He couldn't stop reading and went to bed late.) |
| 3 True | 7 True |
| 4 True | |

- c  Put students in pairs to discuss the questions. Take feedback as a class.

3 WRITING SKILLS Organising an article

- a Tell students that the way we plan and structure an article is very important. Ask students to work in pairs to read and choose the correct summary for the structure of the article. If necessary, elicit the meaning of the word *evaluation* (the process of deciding what is good or bad about something).

Answer

2

- b Discuss the question as a class. Ask students whether this is a good way to start an article and why / why not.

Answer

He asks the reader a direct question: Have you ever wondered what it would be like to give up technology?

- c Read the tasks with the class. Individually, students complete the tasks. Check answers as a class. You may wish to point out that *afterwards* cannot be followed by an object (e.g., *Afterwards, I'll show you some museums*), but *after* can (e.g., *after breakfast*).

Answers

- 1 Paragraph 3: After breakfast,
Paragraph 4: Afterwards,
by this stage
Paragraph 5: Then
2 All in all

- d Remind students that it is important to use a range of language in an article. One way they can do this is by using adverbs. Read the example and explain that *inevitably* is used by the writer to comment that something was always certain to happen. Ask students to find five more comment adverbs in the article. Point out that these go at the beginning of a clause.

Answers

(Not) surprisingly, Interestingly, Naturally, Predictably, Undoubtedly

- e Students work in pairs to add the adverbs in the box to the sentences. Check answers as a class.

Answers

- 1 Why do some websites ask you to change passwords so often? Surprisingly, after changing the password for my bank, I was asked to change it again just a week later.
- 2 I usually hate anything to do with technology. Surprisingly / Amazingly, I like using the self-service check-out at my local supermarket.
- 3 I always expect digital devices to be expensive. Surprisingly / Amazingly, the tablet I bought last week cost very little.
- 4 I find it very difficult to install new software. Inevitably / Not surprisingly, I've downloaded the new version of a program and now my computer is frozen.


- f Ask students to read the advice and choose which piece is not correct for writing an article. Check the answer as a class.

Answer

- 5 Most articles benefit from personal opinions and examples.

4 WRITING

- a Tell students that they are going to write an article. Read the task as a class and give students a couple of minutes to choose a device and make notes about it. Monitor and help as necessary.

- b  Students discuss their ideas in pairs. Take feedback as a class.

- c Tell students to write their articles. First, students make a plan using the structure given in 3a. Then they write the article using appropriate linking phrases and adverbs to show their opinions. Monitor to give help where necessary.

LOA TIP MONITORING

When monitoring, you may notice students making errors. Rather than giving the correct answer yourself, you should encourage self-correction so that the students remember the point better. Do this by echoing the mistake for the student to correct (repeating the mistake with question intonation) or repeating the sentence and describing the error, e.g., *form / word order / preposition*.

- d Students work in new pairs and swap articles. Ask students to read and comment on positive aspects of the articles and suggest improvements. Take feedback as a class.

FAST FINISHERS

Fast finishers can write a comment (as on a website article) below their partner's article to give their opinion on the topic.

ADDITIONAL MATERIAL

Workbook 1D

UNIT 1

Review and extension

1 GRAMMAR

- a Individually, students complete the text with the correct forms of the verbs in brackets. Check answers as a class, asking why students chose a particular verb form.

Answers

- 1 met
- 2 was living
- 3 arrived
- 4 had already left
- 5 noticed
- 6 was wearing
- 7 was chatting
- 8 went
- 9 started
- 10 felt
- 11 had known
- 12 are
- 13 have known

- b Individually, students correct the mistakes. They compare answers with a partner. Check answers as a class.

Answers

- 1 Where did you grow up?
- 2 Didn't you like living in San Diego? (Did you not like living in San Diego? is also correct.)
- 3 How long did you stay there for? (How long did you stay there? is also correct.)
- 4 What made you decide to move?
- 5 Do you think it was a good decision?
- 6 Who did you work with?

2 VOCABULARY

- a Individually, students complete the sentences. Check answers as a class, focusing on correct spelling.

Answers

- 1 motivated
- 2 stubborn
- 3 respected
- 4 self-confident
- 5 passionate
- 6 inspiring
- 7 sensitive
- 8 arrogant

EXTRA ACTIVITY

Write *TAMEDOVIT* on the board and tell students it is an anagram of a character adjective. Ask students who can solve it first (*MOTIVATED*). In pairs, students make five more anagrams of other character adjectives. Students then swap anagrams with other pairs.

- b Individually, students choose the correct answers. Check answers as a class.

Answers

- | | | | |
|-------|----------|--------|-------|
| 1 had | 3 give | 5 kept | 7 out |
| 2 out | 4 making | 6 keep | 8 to |

3 WORDPOWER *make*

- a Write *make/do* on the board and elicit examples of collocations with the class, e.g., *make your bed / do your homework / make a mistake*. Remind students that *do* is often used with work activities and *make* with creative activities, but this is a very loose rule! Clean the board and write only the verb *make* on it. Ask students to work in pairs and write as many expressions and multi-word verbs that use this verb as possible. Take feedback as a class and invite students to write their suggestions on the board. Ask students to look at the pictures in 3a and decide if any of their suggestions on the board can be used to talk about them. Students then do the matching task in pairs. Elicit ideas, but don't confirm answers at this point.

- b 01.23 Play the recording for students to check their answers.

Answers

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

- c In pairs, students complete the sentences with the correct words. Check answers as a class.

Answers

- | | |
|----------------|------------|
| 1 out | 5 the best |
| 2 up for | 6 sense |
| 3 up your mind | 7 friends |
| 4 a difference | |

- d Put students into pairs or small groups to discuss the questions. Monitor and help where necessary. Encourage the students to give reasons and examples where appropriate. Take feedback as a class.

FAST FINISHERS

Fast finishers can think of another situation like those in 3d for the different phrases with *make*. They can ask the rest of the class what they would do in these situations.

» Photocopiable activities: Wordpower 1

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 2

SURVIVAL

UNIT OBJECTIVES

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

- understand information, texts and conversations about surviving difficult situations and animals and the environment
- discuss surviving difficult situations and animals and the environment
- exchange information about different stories
- give advice on avoiding danger
- use appropriate phrases to give and respond to compliments
- write guidelines for a leaflet

UNIT CONTENTS

G GRAMMAR

- Narrative tenses
- Future time clauses and conditionals

V VOCABULARY

- Expressions with *get*: *can't get over*, *get something across*, *get away*, *get carried away*, *get hold of*, *get into trouble*, *get involved*, *get on someone's nerves*, *get over something*, *get rid of*, *get someone down*, *get someone's attention*, *get straight to the point*, *get swept away*, *get the feeling*, *get through*, *get to do*, *not get anywhere with*
- Animals and the environment: *at risk*, *creature*, *endangered*, *environment*, *extinct*, *habitat*, *hunt*, *natural*, *protected*, *rare*, *species*
- Wordpower: expressions with *face*: *can't face*, *face a choice*, *face the fact*, *face the music*, *fall flat on my face*, *make a face*, *my face fell*, *say it to someone's face*

P PRONUNCIATION

- Sound and spelling: *g*
- Intonation in question tags

C COMMUNICATION SKILLS

- Discussing dangerous situations
- Giving advice on avoiding danger
- Giving compliments and responding
- Organising guidelines in a leaflet

winds and rain, sometimes with thunder and lightning), *uninhabitable* (impossible to live in), *ruined* (destroyed, broken, impossible to use again), etc. If you wish, give students the information from the Culture Notes below.

CULTURE NOTES

The picture shows a person returning to his home after one of the worst periods of flooding ever recorded in the UK. The severe storms affected people in many areas of the country and were the worst in living memory. The strong winds and rough seas destroyed sea defences and houses that were close to the beach. The heavy rain caused rivers to burst their banks and flooded thousands of people's homes and businesses. In Somerset, southwest England, floods forced residents to leave their homes and completely covered huge areas of land for several months. Many people blame climate change for the increase in severe weather conditions. Some people also blame the government for cutting back funds that protect people and property from extreme weather.

- b Write *natural disasters* on the board and elicit the meaning (a catastrophe caused by something natural, such as a bad storm). Ask for examples of other natural disasters and put them on the board. These may include *earthquake* (when the earth shakes and cracks open), *drought* (lack of rain for a long period), *hurricane* (an extremely strong storm), *tsunami* (a huge wave that comes onto the land), or *volcanic eruption* (when a volcano sends hot ash and lava from the top). Read the questions with the class and explain any unfamiliar vocabulary, e.g., *challenging* (very difficult), *cope* (manage in a difficult situation). Ask students to discuss the questions in pairs or small groups. Monitor and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and ask for ideas and comments from the conversations with the class, and extend the discussions if appropriate.

EXTRA ACTIVITY

Students role play a TV interview with an emergency worker after a flood or other natural disaster. Give students a few minutes to think about their role (a police officer, a firefighter, a doctor, etc.) and also what questions a TV reporter might ask the emergency worker. Students then take turns to ask and answer questions. If appropriate, ask some pairs to repeat their role play for the rest of the class.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the following gapped word on the board: S _____. Tell students that this is a noun. It is something that all animals, people and plants in the world fight for. Ask students to take turns to call out letters until the full word is guessed: *SURVIVAL*. Elicit that the verb is *survive* and that people who survive are called *survivors*.

Ask students to work in pairs to think of examples of recent news stories about survivors. Take feedback as a class and ask for examples.

- a Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. You may need to supply unfamiliar words, such as *flood* (water in homes or streets from rivers or too much rain), *storm* (strong

2A

IT WAS GETTING LATE AND I WAS LOST



OPTIONAL LEAD-IN

Books closed. Elicit places where it might be dangerous to go on holiday or to visit, such as the Arctic, the jungle, the desert. Explain this might be because of the weather, the animals or other reasons. Write students' ideas on the board and select one of the places for this activity. Tell students that they are going to visit this place and they can take five things with them to help them survive. Ask students to suggest items and write their ideas on the board. In pairs, students discuss the items and choose the five most important things to take. Ask students for their choices and reasons during feedback.

1 LISTENING

- a** As a class, ask students to look at the pictures and describe them. Encourage them to say where the people are, what they're doing, what might have just happened, what might happen next and how the people might be feeling. Students tell you what they would be most afraid of in each situation and why. Remind students to use *might* or *could* for speculation.
- b** **02.01** Tell the class that they are going to listen to a conversation between two people. One of them is telling the other about a holiday. Play the recording. Students identify which picture is being described and where the holiday was. Tell students not to worry about understanding all the details at this point.

Answer

d losing her surfboard; her holiday was in South Africa

Audioscript

- ABBY** So, when are you off to South Africa?
ROB End of next week. I can't wait to get away.
A I absolutely loved it when I went there last year. So, what have you got planned?
R You know – the usual things – Cape Town first. I'll definitely go to Robben Island.
A Great.
R And one thing I want to try while I'm there is surfing. Apparently, there are some really great schools you can go to.
A Yeah, there are loads.
R I've always wanted to learn how to surf and I'll finally get to do it – you know, with proper waves! Cool!
A That's a great thing to do – I went to one of those schools.
R And was it good? Did you learn a lot?
A Yeah, yeah I did. But ... but you've got to be a bit careful in the water there. Actually, I got into a bit of trouble once.
R What, in the water?
A Yeah, when I was first learning to surf I went out one time by myself. I was trying to catch this wave, but I came off my board, and stupidly, I'd forgotten to attach a leg rope from my ankle to the board.
R So you lost the board?
A Yeah, I tried to get hold of it, but it got swept away by the wave.
R So what did you do – just swim to the shore?
A Well, sort of. I started swimming and I soon realised that I wasn't getting anywhere. Then very gradually I got the feeling I was being pulled out to sea.
R You were caught in a current?
A Yeah, and when I realised this, I began to panic a bit. So, I waved to get someone's attention. Luckily, a lifeguard had already seen that I was in trouble. And he came to rescue me in his lifeboat.
R Bet you were pleased to see him!

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

- understand someone talking about surviving a dangerous situation
- use a lexical set of expressions with *get* correctly
- understand an article about someone who survived a dangerous experience
- use narrative tenses correctly
- tell a story about a dangerous situation

- A** Yeah! But the idea of being carried right out to sea is really frightening. I don't think you could survive very long. I'm quite a strong swimmer, but even so ...
R Yeah, I think you'd start to really feel the cold in the water.
A Well, I was wearing a wetsuit. But they say if you get caught in a current, you shouldn't try and swim against it. The thing is, the water there is ocean, not sea. The waves are really powerful.
R Hmm, maybe I'll have another think about it.
A About surfing you mean?
R Yeah.
A No, honestly, you'll love it. It really is the most amazing feeling. I just had a bad experience. I got myself a new surfboard, and as soon as I'd had some lessons and knew what I was doing, it was fantastic. It's just you and the board, and you have this incredible sense of freedom. And when you catch the wave at the right time ...
R Yeah, you're right, it sounds amazing.
A Yeah, it's fantastic. Oh, but, just watch out for sharks.
R Yeah, I'll ... watch out for what?!



VOCABULARY SUPPORT

current – the movement of water in a particular direction

wetsuit – special tight-fitting clothing made of rubber to keep you warm in cold water



EXTRA ACTIVITY

Play the first part of the conversation again up to Rob's question *What, in the water?* Ask some questions to check understanding of the first part of the conversation:

- 1 *When did Abby go to South Africa?* (last year)
- 2 *What does Rob want to do first?* (go to Cape Town, Robben Island)
- 3 *How did Abby learn to surf?* (at a surf school)

- c** **02.01** Tell the class that this time they need to listen for details in order to put the events in the correct order. Read events a–h with the class. If you wish, give students the information from the Culture Notes that follow. Play the recording for students to order the events correctly, if necessary pausing after 3–6 events have been described to give students time to note down their answers. A more advanced group may be able to do this without listening again. In this case, play the recording for students to check their answers.

Answers

- | | |
|------------------------------|--------------------------------------|
| 1 g went surfing alone | 5 c waved to a lifeguard |
| 2 e fell off the surfboard | 6 h was rescued |
| 3 b lost the board | 7 a bought a new surfboard |
| 4 d swam against the current | 8 f learned to surf with instructors |



CULTURE NOTES

Robben Island is an island west of Cape Town, South Africa. It is where the civil rights activist Nelson Mandela was held prisoner for 18 years. After his release, Mandela became President of South Africa.

4 GRAMMAR Narrative tenses

- a Ask students for an example of a problem they encountered the last time they were on holiday. Select one appropriate event; using a wide range of past tenses, ask detailed questions, such as: *When did this happen? What were you doing when it happened? Had you done this before? Had it been raining?*. Then ask the class how many tenses you used in your questions and if they can remember which ones. Write answers on the board. In pairs, students then look at the verbs in bold in *Lost at sea* and match them with the uses. Check answers as a class.

Answers

- a **had decided**: a completed action that takes place before the main events in the story
 b **was wearing**: a background activity in progress at the same time as the main events in the story happened
 c **had been diving**: a continuous activity that happens before the main events in the story and explains why the main events happen
 d **realised**: a completed action that tells you what happens at a specific time in the story

CAREFUL!

Students often overuse the past simple instead of the past continuous if this tense does not exist in their own language, e.g., *I arrived at school. Jacky played a game* (Correct form = *When I arrived at school, Jacky was playing a game*).

Another mistake is using the present tense of *be* in 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*) or *I am walking down the road when I saw ...* (Correct form = *I was walking down the road when I saw ...*).

Sometimes, students use the past simple instead of the past perfect, which can make the time sequence of events confusing, e.g., *We already swam for 12 hours when a boat appeared* (Correct form = *We had already been swimming for 12 hours when a boat appeared*) or *When they found her she was under the snow for two days* (Correct form = *When they found her, she had been under the snow for two days*).

- b Students match the uses in Exercise a with the correct tense names 1–4. Check answers as a class.

Answers

- 1 d
 2 a
 3 b
 4 c

- c >>> 02.05 Students read the information in Grammar Focus 2A on SB p. 136. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, eliciting reasons for choices of tenses and/or explaining the correct answers. Tell students to go back to SB p. 22.

Answers (Grammar Focus SB p. 137)

- a 2 didn't notice, was wearing, had been hiding / was hiding
 3 got, was watching, even said
 4 were you, heard, was, was travelling
 5 didn't hurt, fell, was wearing
 6 did the teacher just say, didn't hear, wasn't listening
 b 1 she'd been running 5 had been raining
 2 I'd had 6 had they known
 3 They'd been planning 7 they'd been waiting
 4 we'd finished 8 I'd already seen
 c 1 happened 8 suddenly became 15 had fallen
 2 got 9 had been 16 he'd landed
 3 saw 10 had washed 17 hadn't hurt
 4 was shining 11 we decided 18 climbed
 5 left 12 went 19 explained
 6 started 13 made 20 he'd been trying
 7 we'd been walking 14 heard

- d Ask students to look at the pictures and elicit where the people are, what they are doing and what problem they might have. Put students into pairs and assign A and B roles. Ask each student to read a different story. They should read quickly to answer the two questions. Check answers as a class, but don't go into details at this point.

Answers

Student A

- 1 Tham Luang cave, Thailand; a Thai boys' football team
 2 They find a flat rock above the water level; they're rescued by divers

Student B

- 1 Sahara Desert, Africa; Mauro Prosperi, a marathon runner
 2 He shelters under a bush, he eats dried food, water, insects and desert plants; he finds a nomads' camp and he's taken to hospital.

VOCABULARY SUPPORT

be trapped (B2) – unable to move or escape from a place or situation

flare (B2) – a very bright light or coloured smoke

meditation – the act of giving your attention to only one thing to become calm

nomad – a member of a group who move from one place to another

shallow (B2) – not deep

shelter (B2) – a place that protects people

- e Students read the stories more carefully to underline the correct verb forms in the texts. Monitor carefully and point out any errors to encourage self-correction. If possible, pair Student As and Student Bs together to check their answers before moving on to 4f.

Answers

Student A

- 1 had been playing
 2 had decided
 3 were walking
 4 rose
 5 had been

Student B

- 1 had been taking
 2 had appeared
 3 set off
 4 was resting
 5 had walked

- f Students make notes about their stories. Monitor and give help if necessary.

- g In their original pairs, students tell each other about the stories they read. Take feedback as a class to check the verb forms in both stories.

5 SPEAKING

- a Read the task with the class and ask students to suggest some examples, such as being stranded on a desert island, lost in a desert, trapped in an elevator. Then give students five minutes to make notes individually. Monitor and help as necessary.

- b Students use their notes to tell their stories to their partners. Encourage them to use all the narrative tenses they have looked at in the lesson. Students should ask each other questions to get more details about the stories. Monitor and note examples of good language and any common errors to address afterwards. Take feedback as a class and ask for examples of interesting stories.

ADDITIONAL MATERIAL

Workbook 2A

Photocopiable activities: Grammar 2A, Vocabulary 2A

Pronunciation 2A

Documentary Video Unit 2 *Survival*

Video Worksheet Unit 2 *Survival*

IF IT RUNS TOWARDS YOU, DON'T RUN AWAY

OPTIONAL LEAD-IN

Books closed. In pairs, students write down each letter of the alphabet and then write one animal beginning with each letter or with as many letters as they can. Give students two minutes for this. Then, ask each pair in turn to name an animal for consecutive letters of the alphabet. If they name an animal, they get a point. If they can't name an animal and another pair can, that pair gets two points. Write animals that students don't know on the board and elicit information from the class to identify them. If you have a small class, ask students to think of animals individually.

1 READING

- a** Ask students to discuss the questions in pairs or small groups. You may wish to elicit examples of wild places, such as *desert*, *forest*, *mountain*. If necessary, elicit or pre-teach *face* (meet, see, encounter). Encourage students to give reasons for their answers. Monitor and help as necessary. Check ideas together as a class.

LANGUAGE NOTE

Wild is usually an adjective, as in *We don't have many wild animals in the area where I live*. However, the phrase *in the wild* refers to an area of land that is uninhabited and not under human control.

- b** Ask students to look at the pictures and name the animals. Discuss the questions. As a class, students give examples of their ideas.
- c** Students read the text to check their answers. Tell the class that they are reading to check their ideas, not detailed information. Check answers as a class.

Answers

- 1 Tigers and crocodiles are the most dangerous; tarantulas are the least dangerous.
- 2 Students give their own answers

- d** Before students read the text again and tick the correct sentences, read the sentences with the class first. You may wish to elicit or pre-teach *weapon* (something used to protect yourself or hurt others) and *vulnerable* (easily hurt). Check answers as a class.

Answers

- 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✓ 6 ✗

VOCABULARY SUPPORT

harmless (B2) – not causing danger

leopard (B2) – big wild cat, yellow with black spots

pepper spray (B2) – a chemical based on a substance found in hot peppers, in a container that can be sprayed (= forced out in small drops) into a person's face, causing pain and tears in the eyes

punch (B2) – to hit a person with your closed hand

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

- understand a text about dangerous animals
- use future time clauses and conditionals with *if*, *unless*, *as soon as*, *provided*, *as long as* and *in case* correctly
- understand a person telling a story about a tiger
- use a lexical set of words related to animals and the environment correctly
- give advice to a visitor to their country

LANGUAGE NOTE

The plural of *wolf* is *wolves*. Some English words ending in *-f* take the plural ending *-ves*: *knife* – *knives*, *half* – *halves*. However, there are many exceptions, such as *roof* – *roofs*, *chief* – *chiefs*, so it is better to learn each word pattern individually.

FAST FINISHERS

Ask fast finishers to think of five more wild animals. Ask students to discuss and decide what they would do to survive an attack by these animals. Ask for examples during feedback and find out if the class agrees.

- e** As a class, students look at the options and choose what they think the text is. Ask for reasons for their choice.

Answer

- c The style of the article is very informal with humorous elements.

EXTRA ACTIVITY

Put students into pairs or small groups. Ask them to think of a memorable experience they have had with an animal. It doesn't have to be a dangerous experience. Each pair or group has to choose the most interesting story and present it to the class. Then the whole class votes on the best one.

- f** Students look at the pictures with ideas for surviving attacks and say which animals are shown. Read the different possible ways of dealing with an attack and ask students to choose the best idea and give a reason. They can discuss this in pairs or small groups. Check ideas as a class.
- g** Ask students to turn to SB p. 127 and read the texts to check their answers. Ask students to discuss the question in b in pairs and give reasons for their choices. Take feedback as a class.

Answers

- 1 a
- 2 b, c
- 3 b, c

VOCABULARY SUPPORT

seal (B2) – sea animal with smooth fur

vertical (C1) – going straight up or down

2 GRAMMAR

Future time clauses and conditionals

- a Write on the board the beginnings below and ask students to complete them with their own endings. It is not important for students to remember the exact wording from the text; the focus is on eliciting the correct verb forms. Take feedback as a class. Then read the full sentences 1–5 with the class.

Bears will only fight if ...

They won't attack people unless ...

Bears will usually move away as soon as ...

Provided you stay absolutely still, the bear ...

As long as you don't panic, a shark ...

Put students into pairs or small groups to discuss questions a–e. Monitor and help where necessary.

Answers

- a Provided, As long as
- b 1
- c 2
- d If / As long as / Provided you stay still, the bear will go away.
- e The present tense comes after the words and phrases in bold, and a future time clause is used in the other part of the sentence.

LANGUAGE NOTE

The examples given in 2a show general rules or habits. The same time clauses can also be used for specific conditions related to a future action, e.g., *As soon as you come home this evening, I'll make dinner.*

- b Students work individually to find another example of each of the words and phrases. They compare answers with a partner. Check answers as a class.

Answers

- 1 pushing your thumbs into their eyes will also work well, **as long as** you press hard enough
- 2 Most animals won't attack people **unless** you do something to make them angry; Wolves won't normally attack **unless** they are very hungry.
- 3 **Provided** you seem bigger and more dangerous than the animal, it will probably leave you alone.

- c ▶▶▶ 02.06–02.08 Students read the information in Grammar Focus on SB p. 136. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students are using the correct verb forms after the conditional time clauses. Tell students to go back to SB p. 24.

Answers (Grammar Focus 2B p. 137)

- a 3 incorrect: as long as I tell them
- 4 incorrect: unless you study
- 5 incorrect: when you finish
- 6 incorrect: in case it gets
- 7 incorrect: I'll lend ... provided you don't drive
- b 2 She wants to be a teacher when she finishes university.
- 3 They'll be late unless they hurry up.
- 4 I'll send your work back to you as soon as I've checked it.
- 5 You can take photographs provided you don't use a flash.
- 6 You should take some money in case you need to take a taxi.
- 7 As long as you're careful, he won't bite you. / He won't bite you as long as you're careful.
- 8 You won't understand unless you listen very carefully.

CAREFUL!

Students often use *when* instead of *if* in first conditionals, e.g., *When the bear comes towards you, you should pretend to be dead* (Correct form = **If the bear comes towards you, ...**).

- d Ask students to complete the sentences in pairs. Monitor and help as necessary. Take feedback as a class.

Possible answers

- 1 Sharks won't attack you unless they think you're food.
- 2 Wolves will only attack if they're very hungry.
- 3 A stick may help you provided you know where to find it / you bring it with you.
- 4 If you hit a crocodile on the nose, you might survive / make it angry.

3 LISTENING AND VOCABULARY

Animals and the environment

- a Ask students to look at the large picture in the bottom right corner and identify the animal. Read the task with the class and put students into pairs. Students try to guess the story of the hunter and the tiger using the words in the box. Monitor and help as necessary. Ask for ideas as a class. Students vote on which story is most likely to be correct.

VOCABULARY SUPPORT

mattress – something we put on our beds to sleep on

wounded (B2) – hurt

- b ▶▶▶ 02.09 Play the first part of an interview about the book. Discuss as a class whose ideas were the closest.

Audioscript

INTERVIEWER Miles, tell us about the story. What happened?

MILES Well, one day in the winter of 1997, in eastern Siberia, one of the wildest and most natural habitats on Earth, a hunter came across a Siberian tiger. He shot the tiger and wounded it and then took part of the dead animal that the tiger was about to eat. Of course, the tiger wasn't happy. It attacked and killed Markov but it didn't do this immediately. It waited 48 hours before attacking. In other words, it remembered what had happened and carefully planned the attack. So while Markov was away hunting, the tiger found its way to his hut in the forest and broke in through the door. The tiger then took Markov's mattress outside and laid on it, waiting

for him to return. When Markov finally appeared, the tiger dragged him into the forest and ate him, leaving only his boots. They found the boots later and figured out what had happened.

I So these are very dangerous animals, obviously.

M Yes, very dangerous if you make them angry, certainly. They're also not just any tiger; they're the largest species of cat walking on Earth. The Siberian tiger is a very impressive animal. They can be up to four metres long and they weigh more than 250 kilos. They can jump about ten metres if they need to. So imagine a creature that's as active as a cat and has the weight of an industrial refrigerator – that's what a Siberian tiger's like!

VOCABULARY SUPPORT

drag (B2) – to pull something heavy (usually along the ground or floor)

habitat (C1) – the natural home of an animal

impressive (B2) – respected or admired for being important, special or very large

species (B2) – a type of animal or plant

- c **02.09** Read the questions with the class for students to tell you which one Miles does not answer. Play the recording again for students to check.

Answer

3

- d **02.10** Tell students they are going to hear the second part of the interview. Read the items in the task and play the recording for students to check which are mentioned. Check answers as a class.

Answers

3, 4

Audioscript

INTERVIEWER ... So, what happened then?

MILES Well of course, a group of men hunted the tiger down and killed it.

I I suppose they had to really.

M But did they?

I What do you mean?

M Well, when you read the story, you're not sure whose side you're on, the tiger's or the humans'. As Vaillant says, the tiger's response is quite 'logical' and the tiger is 'just trying to be a tiger', and it's a human who interferes with that.

I So in a sense, it's the humans who are dangerous, rather than the tiger?

M In a way, yes. What's interesting is that humans and tigers hunt the same animals and share the same environment, and they've done this in Siberia for years, but they don't normally disturb each other. But if you make the

mistake of attacking a tiger, you're in trouble. People who live in the area say this has never happened before. There is no record ever of a tiger hunting a human being.

I So is that the message of the story – leave tigers alone?

M Well, yes, don't make a tiger angry, certainly, or it will take revenge. But also, it makes you ask the question, 'Which is the dangerous animal, tigers or humans?' We think of tigers as dangerous, but of course we're not at risk because of tigers, they're at risk because of us. There are 40 million humans but only 500 tigers, so they really are an endangered species, and that's mainly because of us hunting them and living in their habitat and taking away their natural food.

I Miles, thank you. You heard Miles Holman talking about the book *The Tiger* by John Vaillant ...

VOCABULARY SUPPORT

at risk (B2) – a situation where something bad might happen

endangered (B2) – animals or plants that may soon disappear

extinct (C1) – when certain animal species no longer exist

record (B2) – a written report

take revenge (B2) – to punish someone who's done something bad to you

- e **...** Individually, students decide if they think Miles would agree or disagree with the statements and then compare their answers with a partner. Check their ideas and reasons as a class.

Answers

- 1 No, because humans interfered with the tiger's logical response.
- 2 Yes, the tiger's response was logical.
- 3 No, people who live in the area say it's never happened before.
- 4 Yes, humans hunt tigers, live in their habitat and take away their natural food.
- 5 No, there are far more humans than tigers and they are an endangered species.

- f Read the words in the box with the class and check understanding. Elicit whether we can use the words to talk about animals or places.

Answers

- 1 animals: at risk, creature, endangered, environment, extinct, habitats, hunt, natural, protected, rare, species
- 2 places: at risk, environment, habitats, natural, protected, rare

EXTRA ACTIVITY

To reinforce meaning, ask students to discuss these questions, either as a class, in pairs or in small groups:

- 1 What animals have become extinct?
- 2 Name some species that are endangered at the moment.
- 3 What sort of hunting (by people) goes on in your country?
- 4 Is it important for some species to be protected or should we let nature take care of everything? Why?

- g **...** **02.11** Ask students to work individually to complete the sentences and then compare their answers with a partner. Play the recording for students to check answers.

Answers

- | | |
|---------------------|--|
| 1 natural habitats | 4 at risk |
| 2 creature | 5 rare |
| 3 hunt, environment | 6 endangered species, protected, extinct |

4 SPEAKING

- a Tell students that they are going to give advice to a person visiting their country. Read the points to think about with the class. Give students five minutes to write down ideas about the different points.
- b Read the task and the words in the box. Look at the examples in speech bubbles with the class to give them ideas of the language to use. Give students a few more minutes to prepare their advice.
- c **...** Put students into pairs to role play the visitor and advice giver. When they finish, they should change roles. Monitor and note examples of good language use and any common errors. Take feedback as a class to deal with the errors and give examples of good language and interesting points that you noted.

LOA TIP MONITORING

When monitoring, try to keep a balance between checking for language use, but not distracting or undermining the students' confidence. As this is a fluency activity, observe rather than interrupt and note language use. If possible, keep mental notes, as writing down notes can be off-putting for the students.

FAST FINISHERS

Ask fast finishers to tell their partners about an experience that spoiled a holiday for them. Ask for examples of these experiences during feedback.

ADDITIONAL MATERIAL

Workbook 2B

Photocopiable activities: Grammar 2B, Vocabulary 2B

- understand informal conversations about taking photos
- use appropriate phrases to agree, compliment someone and respond to compliments
- use correct intonation in question tags
- compliment each other

OPTIONAL LEAD-IN

Books closed. Praise something a student (or students) have done recently, for example, *I was really impressed by your homework, Lara! You are very good at thinking of stories.* Elicit that you are praising Lara and giving her a compliment. Write the word *compliment* on the board.

Ask students to think about compliments that they have given or received in the last 24 hours. Give students two minutes to note these down. They then compare their compliments with a partner's. Take feedback as a class, to hear examples and find out who has given or received the most compliments in the class.

1 LISTENING

- a** Ask students how they usually take photos (for example, with a phone / tablet / camera). Then ask them to discuss the questions in pairs. Take feedback as a class and ask for comments from their conversations.

EXTRA ACTIVITY

Put students into pairs. Then tell students about a photograph you have taken that you really like and why. Ask students to tell their partners about a favourite photo that they have taken. They should talk about what the photo shows, when they took it, how they took it and why it's a favourite. Students report back on their partners' photos as a class.

- b** Students look at the photo and say what they can see. You may wish to elicit or pre-teach the word *tripod* (a support for a camera with three legs). Ask questions 1 and 2 and extend by asking where the class think the women are and why they might be there.
- c** **02.12** Play Part 1 of the video or the audio recording for students to check their answers to 1b.

Answers

- 1 She's adjusting the height of the tripod.
- 2 It's difficult.

Video/Audioscript (Part 1)

- BECKY** Could you give me a hand with this please, Tessa?
- TESSA** Sure.
- B** I just, I just can't get the right height.
- T** OK.
- B** Great, thank you.
- T** No problem. Good shot?
- B** Not really. I think I need to be closer. It's quite difficult.
- T** Yeah, it's hard, isn't it? Do you need all this equipment?
- B** I find it helps.
- T** Do you?
- B** Usually. Ah this is fun.
- T** Yeah, much better than sitting in a lecture at college. All that theory!
- B** Well, that can be interesting ...
- T** I'd really like to take a photo of something a bit more exciting – maybe a squirrel.
- B** A squirrel? That'll be good ... if we can find one ...

VOCABULARY SUPPORT

give someone a hand with sth – help someone

shot (n) (B2) – a photograph, piece of film

theory (B2) – the rules on which a subject of study is based

LANGUAGE NOTES

The noun form of *high* is *height*. Another similar noun is *weight*, from the adjective *weigh*. Spelling and pronunciation of both nouns sometimes give problems.

- d** **02.12** Read through the statements about the recording and ask students if they are true or false. Students do the task in pairs. Play the recording again for students to listen and check answers.

Answers

- 1 True
- 2 False (She can't get the right height or close enough.)
- 3 True
- 4 True

2 CONVERSATION SKILLS

Agreeing using question tags

- a** **02.12** Say or write on the board some short statements including a negative, e.g., *Photography's a fascinating hobby. This isn't an interesting picture. It's quite difficult.* Ask how students could agree with these statements, e.g., *You're right, I agree with you.* Then tell the class they have to listen to the recording again to hear how Tessa responded to Becky's comment: *It's quite difficult.* Play the recording for students to listen and check the answer.

Answer

Tessa replies, 'Yeah, it's hard, isn't it?'

- b** Ask the students to choose the correct words in 1 and 2 as a class. Point out that a question tag can be used to agree with both a positive and negative statement. If necessary, give some examples: *It's a lovely photo, isn't it? It isn't an interesting shot, is it?*

Answers

- 1 agree 2 interesting

- c** Individually, students complete the sentences. Check answers as a class.

Answers

- 1 isn't 2 were

- d** Ask students to complete the rule. Check answers as a class.

Answers

negative, positive

LOA TIP DRILLING

Give further practice by giving the class statements to complete with appropriate question tags. For example, say:
It's a great camera and elicit *It's a great camera, isn't it?*
It isn't a great camera, ...?

She wants to be a photographer, ...?

She doesn't want to be a photographer, ...?

He's published a book of photos, ...?

He hasn't published a book of photos, ...?

He directed the wildlife documentary, ...?

He didn't direct the wildlife documentary, ...?

- e Refer students back to 2c and point out the change of adjectives used to make the exchange more interesting: *lovely/charming, clear/helpful*. Read through the adjectives in the box, clarifying where necessary: *soaking* (completely wet), *brehtaking* (incredible to see). In pairs, students complete the exchanges using the correct adjective and question tags. Check answers as a class.

Answers

- 1 soaking, aren't
- 2 breathtaking, isn't
- 3 welcoming, were
- 4 worried, doesn't

3 PRONUNCIATION

Intonation in question tags

- a **02.13** Say the statements with question tags from 2c and 2e. Ask students to say whether your intonation was the same with all of them. Play the recording for students to decide whether the intonation rises or falls in the examples, and what the difference in meaning is. Check answers as a class.

Answer

down, not really a question

- b **...** In pairs, students practise the conversations in 2e. Monitor and correct students' intonation as appropriate. You can drill this as a class or divide the class in half – As and Bs responding to each other.
- c **...** Read through the task and adjectives with the class. Look at the examples in the speech bubbles and then ask students to make similar exchanges with a partner. Monitor and correct intonation or question tags if necessary. Note any interesting descriptions and mention to the class in feedback.

4 LISTENING

- a Ask students to look at the photo and tell you what they can see. You may wish to elicit or pre-teach *approach* (a way of doing something). Discuss the question as a class.
- b In pairs, students compare the two photos, saying what is similar and what is different about them, and which they think is the better picture and why.

- c **02.14** Play Part 2 of the video or audio recording for students to decide what Becky and Tessa think about the photos. Check answers as a class.

Answer

Tessa thinks her own photo is not bad.

Becky thinks her own photos are pretty boring, nothing special.

Video/Audioscript (Part 2)

- TESSA** Nice daffodils.
BECKY Gorgeous, aren't they? Can I have a look? Wow, what a great shot!
T It's all right.
B You know just how to get a really good shot. The light is amazing.
T Thanks. Guess it's not bad. Can I have a look at yours?
B It's pretty boring.
T Don't you want me to?
B No – I mean, it's not a problem. I just feel it's a pretty ordinary shot. You know, just ... nothing special. Compared to yours. Have you ever worked as a photographer?
T Me? No. It was just something I kind of got into. Kind of a hobby. How about you?
B No, never. I used to have this job working in HR, but I've just given that up.
T Too stressful?
B Sort of.
T Or too boring?
B Well ... both! My café job's enough to pay the bills – just. You?
T I'm just studying at the moment; I haven't got a job ...
B Oh right ...
T Shhh!
B What?
- T** Squirrel. Over there.
B Oh right. Great.
T We'll need to get a bit closer. But quietly.
B You go first.
T No, no. You go.
B No, really – you should go.
T It's fine. This is your shot.
B Sure?
T Yeah.
B OK. Oh no! It's run away. Ah this is a really bad shot. The light's all wrong. I need a reflector.
T Can I have a look?
B I don't like it.
T This is great.
B Really?
T Yeah, it's your best shot.
B But I didn't have a chance to set it up.
T Maybe sometimes you don't need to.
B Hm. OK. Maybe not. You know, one thing I don't like about this assignment.
T What's that?
B It's so cold!
T Yeah, it's freezing, isn't it?
B My flat's not far away. Do you fancy a nice warm cup of coffee?
T OK. Yeah. Why not?
B Great. Let's go.

- d **02.14** Read through the questions with the class. Play the video or audio recording again for them to note down their answers. If necessary, pause the recording after each answer has been given to allow students time to write their answers. With a stronger group you may not need to do this. Students compare answers with a partner before checking as a class.

Answers

- 1 It was something she got into, a kind of a hobby.
- 2 Who should take the photo of the squirrel.
- 3 Becky thinks the lighting is bad. Tessa thinks it's her best shot.
- 4 Becky's flat.

VOCABULARY SUPPORT


HR – Human Resources, the section of a company that deals with employment

reflector – something used in photography to reflect the light
set up (B2) – prepare an activity

squirrel – a small animal covered in fur with a big tail that climbs trees and eats nuts

5 USEFUL LANGUAGE

Giving compliments and responding

- a  **02.15** Play the recording for students to complete the conversation. Check answers as a class.

Audioscript

BECKY What a great shot!

TESSA It's all right.

B You know just how to get a really good shot. The light is amazing.

T Thanks. Guess it's not bad.

- b Discuss the questions as a class.

Answers

1 yes 2 neutral

- c Ask students to work in pairs to match the compliments to the words and phrases. Check answers as a class. Nominate students to read out the sentences, using intonation and stress to make them sound exciting.

Answers

1 b 2 a 3 d 4 c

LOA TIP DRILLING


Read out the sentences in 5c to the class and do a substitution drill by giving an adjective from the words and phrases they matched. Students repeat the sentence, changing the words in bold for the word you give, and make any other necessary changes to the sentence, for example, *You were really able to get it just right.* / *You really succeeded in getting it just right.* Focus on keeping the excitement in the compliments.

- d Read through the responses in the speech bubbles with the class and ask which are grateful and which are neutral. Model the responses for the students to repeat for practice.

Answers


grateful: Thanks, I'm glad you like it. I'm really pleased you like it.

neutral: Do you think so? It's OK, I guess.

- e  Put students into pairs and read through the task with the class. Encourage students to use the stress and intonation they practised in giving the compliments and the responses. Monitor and correct students' intonation as appropriate. Ask a stronger pair to repeat their conversation for the class.

6 SPEAKING

- a Students work individually to make notes for compliments they can give to their classmates. Read through the points and the examples in the speech bubbles to give them some ideas. Monitor to give further help if necessary.

- b  Students do a mingle activity to compliment different students. To do this, they stand up and walk round, so that they talk to as many students as possible. Join in and keep the students moving. If you have a very large class, this may not be practical. Put students into smaller groups to do the mingle activity. As you mingle with the students, keep notes of examples of good language use and interesting examples, as well as any common errors to deal with during class feedback.

FAST FINISHERS

Ask fast finishers to write a short email to another student in the class, complimenting them on something they've done recently. Ask students to read out these emails during feedback.

ADDITIONAL MATERIAL

Workbook 2C

Photocopiable activities: Pronunciation 2C

Unit Progress Test

SKILLS FOR WRITING

Make sure you know where you're going

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

- understand a person talking about a hiking experience
- understand a leaflet giving safety guidelines
- organise guidelines in a leaflet
- write an advice leaflet

OPTIONAL LEAD-IN

Books closed. Write *LOST* on the board. Tell students briefly about a time when you got lost. Put students into pairs and ask them to tell their partners about a time they were lost, too. This could be when they were children, when they were tourists or when they were walking or hiking. Tell students to ask and answer questions about where, when, why and what happened. Take feedback as a class.

1 SPEAKING AND LISTENING

- a** In pairs, students tell their partners about their answers. Monitor and contribute with questions and comments to encourage conversation. Take feedback and ask for examples of places the students have been to.
- b** **02.16** Tell students they are going to hear a woman talking about an experience she had in Canada. Read the questions with the class and play the recording for students to listen for general meaning and answer the questions. Check answers as a class. You may wish to give students information from the Culture Notes that follow.

Answers

- 1 Pacific Rim National Park, Canada
- 2 She got lost.

Audioscript

LUIZA I spent a year in Vancouver in Canada. I loved the National Parks there – they're very special environments full of rare and protected plants and animals. This one particular day I'd been exploring in the Pacific Rim National Park when I got in trouble in the forest. I'd been to see this waterfall. It was a very easy walk from the main track – less than an hour. On the way back I saw what I thought was a short cut that would get me back to the main track more quickly – a big mistake. After a couple of hours, I realised that I was going round in circles and I wasn't getting anywhere. I'd got completely lost. I was beginning to get worried – that's for sure. All I had to eat was an energy bar and I had nothing to drink. Well, I waited until later in the afternoon because then I knew the sun would go down in the west and I knew roughly I should be going in an easterly direction. And I had a bit of luck – I came across a stream with fresh water. I followed the stream for a bit and I came to an open area – a kind of a clearing. I knew that eventually people would start looking for me – I'd told the forest ranger when I would be back and I was more than four hours late. And I knew it's better to sit in one place where you can be seen. So I was sitting quietly and thinking about how I could spend the night in the forest and I suddenly had this strange feeling I was not alone.

VOCABULARY SUPPORT

clearing – a small open space in a forest

forest ranger – a person whose job is to protect forests and make sure visitors obey the rules

roughly (B2) – approximately, not exactly

shortcut – a quick way to get somewhere

CULTURE NOTES

Pacific Rim National Park is a large national park in Canada that covers 511 square kilometres of land and water. It is made up of three sections: Long Beach, the West Coast trail and the Broken Group islands. There is an amazing range of features to see, including marine and forest environments, coastal rainforests, sandy beaches, mountains and an enormous variety of wildlife.

- c** **02.16** Students work in pairs to answer the questions. Play the recording for students to listen and check.

Answers

- 1 She went the wrong way when taking what she thought was a shortcut.
- 2 She waited until late afternoon because she knew the sun would go down in the west.
- 3 She followed a stream.

- d** Remind students what happened at the end of Luiza's story. Put students in pairs to discuss what happened next. Take feedback and find out the most common ending in the class.

- e** **02.17** Play Part 2 of the recording for students to check their ideas.

Audioscript

LUIZA I looked around the clearing and on the edge of it I saw a bear looking at me. I knew that you shouldn't run away or show fear. I stood up and said in a clear voice, 'I have a right to be here', and moved slowly backwards without looking at the bear in the eyes. I could sense the bear watching me. I tried to keep calm but inside I was really panicking. I was terrified. Suddenly, it started moving – thankfully it was away from me. It just disappeared back into the forest. I didn't know if I should stay where I was or keep moving. But then I could hear a helicopter in the distance coming towards me. I thought it might be looking for me. I jumped up and tried to see it, but it flew away before I could get its attention. It was so frustrating. But about 15 minutes later it flew back and I was ready. I took off my jacket and turned it inside out – the lining was red and easy to see. This time they saw me and waved back. About a half an hour later rescuers arrived and guided me out. What I couldn't get over is the fact that I was only ten minutes away from the main track.

- f** **02.17** Read the sentences and play the recording again for students to decide if they are true or false. Check answers as a class.


Answers

- | | |
|--|-------------------------------------|
| 1 True | 3 False (The helicopter flew away.) |
| 2 False (She was panicking and terrified.) | 4 True |


EXTRA ACTIVITY

Ask more detailed questions about the listening text:

- 1 What did Luiza say to the bear? (I have a right to be here.)
- 2 What did she do? (She avoided looking into its eyes and walked backwards slowly.)
- 3 Why did the helicopter see her the second time? (She waved her jacket, now inside out with a red lining.)
- 4 How far was she from the track? (10 minutes)

- g**  In pairs, students discuss what they would have done in this situation. Monitor and note interesting examples to tell the class during feedback. Students may make mistakes with the form *would have done*, but as this is not being studied in this unit, do not spend a long time on correcting it. Take feedback as a class.

2 READING

- a**  Read the situation with the class and put students into pairs to discuss how to keep safe.
- b** Students read the leaflet quickly to find out if their ideas are mentioned. Take feedback as a class. Students then read the leaflet more carefully to put the headings in the correct places. Remind them that they only need to use three headings. Check answers as a class and ask students why they chose the headings for the different sections. Also ask why headings are important in a leaflet (to make the information clear and easy to find).

Answers

A 4 B 1 C 2

- c** Students read the leaflet again to answer the questions. They check their answers with a partner before checking as a class.

Answers

- 1 a map, suitable clothing and shoes, emergency food
- 2 Don't take shortcuts.
- 3 Don't eat all your food at once. Find a source of water.
- 4 Stay in one place, but if you need to keep moving, use rocks/signs to show rescuers.

3 WRITING SKILLS

Organising guidelines in a leaflet

- a** Read the list of verb forms used in the leaflet. Students find another example of each in the leaflet.

Answers

positive imperative:

Wear clothes and shoes
Allow plenty of time
Have a little at a time
Try to find a source of water
Find somewhere that is dry

negative imperative:

Don't keep moving around

frequency adverb + imperative:

Always try to stay warm

if + present tense + imperative:

If you are going on a longer walk, take some emergency food with you.

If you need to keep moving, make sure you use rocks or pieces of wood as signs that show rescuers where you are going.

- b** In pairs, students choose the correct answers to questions 1 and 2. Check answers as a class. You may need to give an example of an indirect suggestion at this point: *Perhaps a map would be a good idea?*

Answers

1 a 2 a

- c** Tell students that some of the sentences are correct and others are incorrect. Students work individually to find and correct the incorrect sentences. Students compare answers with a partner. Check answers as a class.

Answers

- 1 Don't eat any plants you don't recognise.
- 2 ✓
- 3 If you hear a rescue team, make lots of noise.
- 4 Always carry a pocket knife.
- 5 ✓
- 6 ✓


4 WRITING

- a** Read the task and situations with the class. Give students five minutes in pairs to note down advice for a leaflet. Monitor and prompt where necessary.
- b** Read the points that students should remember when writing a leaflet. Individually, students then write a leaflet. Monitor and encourage self-correction. Focus on the use of imperatives you have looked at in the lesson.



FAST FINISHERS

Ask fast finishers to summarise the information in their leaflets to write on a handy pocket card for people to take with them on a hike. Ask for examples of these during feedback.

- c** Students swap leaflets and check the content, accuracy and layout. Monitor and help as necessary.
- d**  Distribute the leaflets around the class for students to read and then take feedback as a class. Ask which leaflet the students found the clearest and most useful. If appropriate, ask which was the funniest or gave the most unusual advice.



LOA TIP ELICITING

Tell students some situations you are in and elicit their advice, making sure they use imperative forms:

- 1 *I'm walking across an open field and a storm starts. There's lightning in the sky.*
- 2 *I get back to my tent at the campsite and find an army of huge ants walking all over my sleeping bag.*
- 3 *I'm sightseeing in a big city and I get lost in the back streets. I haven't got my phone.*
- 4 *I'm on the beach and an insect has bitten me. I haven't got any cream or medicine.*



ADDITIONAL MATERIAL

Workbook 2D

UNIT 2

Review and extension

1 GRAMMAR

- a** Individually, students complete the text with the correct forms. Students compare their answers with a partner. Check as a class, asking why students chose a particular form.

Answers

- 1 tried
- 2 was
- 3 was living / lived
- 4 was travelling
- 5 decided / had decided
- 6 was
- 7 told / had told (had told = better)
- 8 was
- 9 did
- 10 was
- 11 was diving / dived / dove (was diving = better)
- 12 saw

- b** Individually, students do the matching task and then compare answers with a partner. Point out that the linking expression can go in different positions. Check answers as a class.

Answers

- 1 d (as long as you choose an easy ski slope)
- 2 f (unless you're prepared to fall down a lot at first)
- 3 e (provided you're patient with yourself)
- 4 a (unless you can move your toes in your boots)
- 5 c (provided you keep moving)
- 6 b (if you're generally fit and healthy)

EXTRA ACTIVITY

Put students into pairs. Ask them to think of different endings for the first parts of the sentences in 1b. As a class, they read out the new endings for the other students to guess the beginnings.

2 VOCABULARY

- a** Individually, students correct the errors and then check with a partner. Take feedback as a class.

Answers

- 1 I dropped my hat in the sea and it got swept away by a wave.
- 2 She couldn't get over how hot it was.
- 3 He got into trouble for being late.
- 4 I got the feeling they didn't like guests.
- 5 She's now getting over the shock of losing her job last week.
- 6 They're planning to get away to the countryside this weekend.

- b** Students complete the words and then check with a partner. Check answers as a class.

Answers

- 1 endangered species
- 2 at risk, protected
- 3 extinct
- 4 natural habitat
- 5 rare

3 WORDPOWER *face*

- a** Write *face* on the board. Remind students that this can be both a noun and a verb. Ask for an example of *face* as a verb e.g., *When I went on an adventure holiday, I faced a lot of challenges.* In pairs, ask students to think of any expressions they know that use the word *face* as either a noun or a verb. Take feedback as a class and write expressions on the board. In pairs, students then match the examples and definitions in 3a. Check answers as a class.

Answers

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

- b** Check which of these expressions use *face* as a noun and which as a verb.

Answers

- | | | |
|--------|--------|--------|
| 1 noun | 4 verb | 7 noun |
| 2 verb | 5 noun | 8 verb |
| 3 noun | 6 verb | |

LANGUAGE NOTE

We sometimes use *up* to emphasise the difficulty of a situation we have to face: *You must face up to your responsibilities.*

- c** Tell students that we can use *face* with several nouns. Ask them which one of the words in the box does not collocate with *face* and why.

Answer

5 a success (because *face* is usually used with something that is difficult or possibly unpleasant.)

- d** Students complete the exercise individually. Check answers as a class.

Answers

1 flat 2 difficult 3 fall 4 to 5 make 6 the

- e** In pairs, students ask and answer the questions in 3d. Monitor and help or comment where necessary. Take feedback as a class.

Photocopiable activities: Wordpower 2

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 3

TALENT

UNIT OBJECTIVES

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

- understand information, texts and conversations about ability, sports activities, different kinds of sport, people and issues in sport
- talk about abilities and achievements
- use appropriate phrases to make careful suggestions
- use appropriate phrases to keep to the topic of the conversation
- understand people talking about sport
- read and interpret data in a chart
- write an article that describes data

UNIT CONTENTS

G GRAMMAR

- Multi-word verbs: transitive and intransitive, separable and inseparable
- Present perfect and present perfect continuous

V VOCABULARY



- Ability and achievement: *ability, able, brilliant, exceptional, extraordinary, outstanding, potential (to), skilled (at), talent (for), talented (at)*
- Words connected with sport: *athlete, athletic, athletics, awarded, champion, championship, cheer, compete, competition, competitive, competitor, exceptional, lead, opposing, outstanding, perform, performance, performer, pitch, potential, profession, professional (adj), professional (n), referee, represent, skilled, spectators, successful, talent, technique, train, trainer, training, victor, victorious, victory, world record*
- Wordpower: verbs with *up*: *add up, bring up, clear up, drink up, keep up with, look up, look up to, pick up, put up with, speak up, turn up, use up*

P PRONUNCIATION

- Word stress
- Sound and spelling: Consonant sounds

C COMMUNICATION SKILLS

- Discussing ability and achievement
- Discussing sports activities and issues
- Making careful suggestions
- Keeping to the topic of the conversation
- Writing a description of data

- a**  Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. Students may need some new words, e.g., *hang a painting* (put it on the wall), *abstract* (art which isn't realistic), *gallery* (a place where paintings are shown).
- b**  Write the word *Talent* on the board or ask students to look at the title of the unit in their books. Elicit the meaning (an ability to do something). Tell students that the adjective is *talented*, and ask if they know someone who is talented and why. Read the questions with the class and ask students to discuss them in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and ask for ideas and comments from the conversations with the class, and extend the discussions if appropriate.

EXTRA ACTIVITY

In pairs, students tell their partner about:

- 1 *an exhibition they've been to and whether they thought the artist was talented*
- 2 *a drawing or painting they remember doing as a child*
- 3 *what kind of art they think will be popular in the future and why.*

Take feedback as a class and ask for examples from the conversations.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Ask students to choose a famous painting that most people will know. Put students into pairs and ask them to take turns to describe their painting to their partners without using the name of the painting. Students should try to guess the paintings as quickly as possible. The student describing the painting must make it as difficult as possible, i.e., they don't give specific details too early. To extend the activity, students can swap pairs to describe and guess again. Take feedback as a class and find out which painting was the most difficult to guess.



OPTIONAL LEAD-IN

Books closed. Write a four-digit number on the board, e.g., 5041. Let students look at it for a few seconds and then erase it. Ask students to write down the number. Check how many remembered the number correctly. Tell students you are going to test their memories. Continue writing more numbers on the board, each time increasing the number by one digit to test the students' memories. (Remember to note down the numbers yourself!) Find out which student can remember the longest number. Ask students how they remember numbers like this.

For a larger class, students can do the memory test in pairs.

Write *photographic memory* on the board and elicit what this is (people can remember things accurately after seeing them for only a moment). Ask if any of the students have this. Ask whether they think a photographic memory is good for language learning.

Finish the lead-in by writing four words on the board, e.g., *bear, cup, tree, star*, and ask students to remember them for an activity later. Then, erase the words and continue with the lesson. Ask students at the very end of the lesson if they can remember the words you wrote.

1 LISTENING

- a Ask the class when they last learned something new. If necessary, give an example of your own, e.g., *I started to learn Spanish a few weeks ago*. Write some examples of their learning experiences on the board. Elicit how easy/difficult it was for students to learn. Do not go into details at this stage as the students will have the opportunity to discuss their own learning experiences in more depth at the end of the lesson. Put students into pairs or small groups to discuss questions 1–5. Take feedback as a class and ask for comments and opinions.
- b 03.01 Tell students that they are going to listen to an experienced teacher talking about the sentences in 1a. Elicit or pre-teach *fix* (repair, find a solution to), *distracted* (lose concentration, think about something else), *motivation* (reason for doing something) and *effort* (physical or mental activity needed to do something). Play the recording for students to listen for general meaning and decide if the teacher's comments are similar to theirs. Take feedback as a class and ask if students agree with the teacher. Encourage them to give reasons for their answers.

Audioscript

NARRATOR My teacher will get angry if I make mistakes.

TEACHER I don't really think that's the case. Teachers really do prefer students who try hard, you know, make an effort. It doesn't matter if they make mistakes. In fact, it's better if they do because if we know

what their mistakes are, we can help fix them.

N Children learn faster than adults.

T I guess you could say that children aren't as busy as adults – they probably have a bit less going on in their lives. And that helps. They're less distracted and, you could say, a bit more open to learning.

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

- understand someone talking about learning new things
- understand a text about learning new things
- use a lexical set to describe ability and achievement
- understand people talking about their learning experiences
- use transitive and intransitive multi-word verbs correctly
- talk about personal achievements

But adults – well, they often have really good motivation. They're often quite focused and they're really keen to learn. So this motivation can make them faster learners than children.

N I must practise every day in order to make progress.

T Well, in my experience you can practise too much! It's actually better to take two or three days off each week. The thing is our brains need a bit of a rest. It's like muscles when you're doing physical exercise – you need to rest them. So we need to rest our brains when we're learning and practising something new.

N If something seems very easy, I must be doing it wrong.

T Yeah, a lot of people believe this, but I think the opposite

is true. In reality, if it's easy, it probably means you're doing it right. But if something's difficult or it's a physical activity that's causing you pain, then you're probably doing something wrong. Learning doesn't always need to be hard!

N Long practice sessions are best.

T It's much, much better to have shorter practice sessions. You've got to remember that most people get tired after about fifteen minutes and they need a short break. The thing is, though, during the fifteen minutes of practice, you really want people to concentrate on what they're doing – really focus. They'll get more benefit that way.

2 READING

- a In pairs, students discuss the questions and report back on their discussions as a class.
- b Read the headings in the text as a class. Elicit the meaning of *rhythm* (regular, repeated sound or action) and ask for examples of things that have a rhythm: music, heartbeat, routine, etc. Tell students that the text is about learning and ask them to predict what information might be in the text. Students read the texts quickly to check their predictions and match with the questions in 2a. Check answers as a class. If you wish, give students information from the Culture Notes below.

Answers

1 c 2 a 3 b



CULTURE NOTES

Hermann Ebbinghaus lived from 1850 to 1909 and conducted many experiments on himself in relation to memory, forgetting and learning. He was the first to describe both the *forgetting curve* (how quickly we forget things) and the *learning curve* (how fast we learn and retain information).

K. Anders Ericsson is a psychologist who is also an expert on memory. One of his interests is studying performance in fields such as music and sport. He has written and contributed to several books, including the *Cambridge Handbook of Expertise and Expert Performance*.

VOCABULARY SUPPORT

association (C2) – the fact of being involved with or connected to someone or something

catch someone's attention (B2) – to make someone notice you

coordination – using different parts of the body efficiently at the same time

peak (B2) – the highest, strongest or top point

there's a lot to be said for – phrase to describe something which has many advantages

- c** Put students into pairs. Students read the questions and find the information in the text to answer them. Pre-teach or elicit *stick with something* in question 5 (continue something even if it's difficult). Read and answer the first question with the class as an example. Monitor and help as necessary. Check answers as a class.

Answers

- 1 Use mnemonics to help remember new numbers and words.
- 2 The afternoon class — it's better to do physical activities in the afternoon.
- 3 Yes, natural talent is not enough without practice.
- 4 No, you should study between 10 am and midday.
- 5 No, find an interesting book.
- 6 To become brilliant, you'll need to spend about 10,000 hours practising.




FAST FINISHERS

Ask fast finishers to think of one or two more questions that someone might ask if learning something for the first time.



EXTRA ACTIVITY

Ask students to tell their partners any interesting memory techniques they use to remember information – from simple shopping lists to information for exams.

- d**  In pairs, students discuss the questions. Monitor and contribute to the discussions. Take feedback as a class and ask students if they think their memory has improved / got worse as they have got older and to give examples. Students can also give their opinions on how they think memory changes as people become middle-aged and older.

3 VOCABULARY

Ability and achievement

- a** Ask students if they can remember any of the words used to describe ability and achievement in the texts. Read the task with the class. Ask students to read the sentences and answer questions 1–4 individually. Students compare answers with a partner.

Answers

- | | |
|---------------------|---------------------------------------|
| 1 talented, skilled | 3 outstanding, exceptional, brilliant |
| 2 successful | 4 in the future |

LANGUAGE NOTE

The word *potential* is also an adjective. As an adjective it has the meaning of *likely/possible*, e.g., *There are many potential benefits of practising for many hours.*

- b** Elicit the noun forms of the adjectives as a class. Ask students to give examples of sentences using the noun forms, e.g., *A good politician needs a lot of different skills. I'd love to be a singer, but I don't have the talent. Pele's brilliance on the football pitch was world famous. Everyone has the ability to swim.*

Answers

- 1 skill 2 talent 3 brilliance 4 ability

- c** Students complete the sentences with the correct prepositions. Check answers as a class.


Answers

- 1 at 2 to 3 for 4 to




CAREFUL!

Students often make mistakes with the verb pattern after prepositions, using the infinitive instead of the gerund (verb + -ing), e.g., *He's very talented at play* (Correct form = *He's very talented at **playing***).

- d** Read the task as a class. Give examples of people you know who match the descriptions with a reason for your choice. Give students five minutes to think of examples of their own and to write them down. Monitor and help as necessary.
- e**  In pairs, students tell their partners about the examples they have thought of. Monitor and note good use of language and any common errors to address afterwards. Take feedback as a class and ask students for examples with reasons. Extend by asking what students would like to be famous for themselves and why.

4 LISTENING

- a**  **03.02** Ask students to look at the photos and describe them, saying what jobs the people have and what they're doing. Use the photo to elicit or pre-teach *saxophone* (musical instrument). Ask what the people need to use their memories for. Tell students they are going to hear the three people talking about their learning experiences. Ask students to read the questions they need to answer. Play the recording for students to answer the questions. Check answers as a class.

Answers

- 1 a Henry b Seamus c Fiona
2 Yes

Audioscript

SEAMUS Ever since I was first able to read, I've loved comic books. I just think it's a brilliant way of telling a story. I've read literally thousands of them. But, at the same time, I discovered I was quite good at drawing. When I was about eight years old, I started copying some of the pictures in comics and even my parents were surprised by how good my copies were. It wasn't long before I started making up my own stories. All of my friends were also really into comics, but none of them tried coming up with their own stories. But they quite liked reading mine, so I'd share the comics I wrote with them. This was helpful because it gave me a good idea of what worked and what didn't. I studied design at university and then got a job as a graphic designer. But all the time I was writing and drawing my own comics – comics for adults and children. I've just signed a contract with a major comics publisher in the USA and I can now give up my job as a graphic designer. I think my career in comics is beginning to take off... well, I hope to do really well. Ten thousand hours? You bet. I've probably spent more time than that, but I loved every minute of it.

FIONA I'm a chemist and I've been lucky enough to get a research position at a university. I love chemistry because it's all about the things that make up the world we live in. I find it fascinating. It's funny, whenever I say that I'm a chemist, one of the first things people mention is the table of elements – you know, all the symbols for all the different metals and gases. They can never figure out all those symbols. Well, I have this system where the letter or letters remind me of the name of a person, and that reminds me of a face and something about the way he or she looks reminds me of the element. One colleague pointed out that this wasn't a very scientific way of remembering these elements. In fact, some scientists look down on this kind of thing, but it works for me. I find all these ways of making your memory stronger really interesting and I think making associations to help you remember is really useful. I have to remember so much information in my research work, so I want to look into these techniques in more depth.

HENRY I'm a musician – I play saxophone in a band. We're just about to go on a tour, so we're practising full-time to get ready. We've got so much to do before the tour – so much that it's getting us all down a bit. Apart from needing to practise playing together, we've got to write some new songs and learn some others. I read about this idea of learning different things at different times of the day, so we decided to try it out and see if it'd help. So now we focus on writing new material in the morning, and we also use that time to learn the words and music of some classic songs we want to play – actually studying the notes and remembering the words of songs. After lunch we play together – you know, do the physical learning. And I have to say it's working pretty well. We're putting in a lot of work and we feel we're using the time well. The songs are getting easier to remember and I think our playing in the afternoon is tighter – we're producing a better sound. The only problem is that some days we get a bit carried away in the afternoon and keep playing into the evening, which means we stay up late and aren't so good in the morning!

VOCABULARY SUPPORT

elements (B2) – basic things that make up the universe

musical note (C2) – a sound in music

symbol (B2) – a picture or sign that represents something else

- b** **03.02** Read the task with the students. Point out that they will have to make notes about the different things. Emphasise that they will not have time to write long sentences – just notes. Play the recording for students to listen again and make notes. Pause the recording at different points to give students writing time. Pause more often for less advanced groups. Ask students to compare their notes with a partner.

Possible answers

- 1 Seamus
 - a started at eight years old
 - b friends were really into comics and enjoyed reading his stories
 - c got a job as a graphic designer after university
- 2 Fiona
 - a loves chemistry because it's about the things that make up the world
 - b The letter or letters of the table of elements remind her of the name of a person, and that reminds her of a face and something about the way it looks reminds her of the element.
 - c They think her system is not a very scientific way of remembering elements.
- 3 Henry
 - a practising full-time, learning all the songs and writing new ones
 - b morning: writing new material, learning words and music; after lunch: physical learning
 - c working pretty well, songs easier to remember, producing better sound, staying up too late

- c** Discuss the question as a class and encourage students to give reasons for their opinions.

5 GRAMMAR Multi-word verbs

- a** Read the task and check answers as a class.

Answers

- 1 **come up with** means to think of an idea or a plan
- 2 **take off** means to suddenly become successful
- 3 **look into** means to investigate
- 4 **make up** means to invent a story or an excuse
make up is most similar to *make*

- b** Students work alone to complete the task. Check answers as a class.

Answers

- 1 take off 2 look into; make up 3 come up with

- c** In pairs, students discuss the question. Take feedback as a class.

Answers

make up: I also started **making** my own stories **up**.

LOA TIP ELICITING

Dictate some sentences from the listening with gaps for the prepositions:

- 1 *I started making up my own stories.* (create something which isn't true)
- 2 *They can never figure out all those symbols.* (understand)
- 3 *Some scientists look down on this kind of thing.* (think somebody or something is less important or does not deserve respect)
- 4 *I want to look into these techniques in more depth.* (study further)

Ask students to complete the sentences with the correct prepositions. In pairs, they use the context in the sentences to work out the meaning of the multi-word verbs. Check answers as a class.

Read out the following sentence beginnings and elicit example endings:

- 1 *I'm never on time for my appointments, so I have to make ...* (up excuses for being late.)
- 2 *I'm hopeless at literature. I can never figure ...* (out the meaning of the poems I read.)
- 3 *Some clever kids can be really snobby. They look ...* (down on other kids who are less intelligent.)
- 4 *I'm fascinated by how the memory works. I want to look ...* (into some more theories.)

- b **03.03** Students read the information in Grammar Focus 3A on SB p. 138. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that they write the object of transitive verbs in the correct position in the sentences. Tell students to go back to SB p. 34.

Answers (Grammar Focus 3A SB p. 139)

- a 1 a, c 2 b, d 3 a, d 4 a, b, d
b 2 Have you **looked into** the cause of the accident?
3 I've **been into** jazz since I was at university.
4 I hope we don't **run out of** this food.
5 I hate to **let you down**.
6 I can't **figure it out**.
7 I know I was wrong. Stop **going on about it**!
8 Do you think this product will **take off**?

- b Put students into small groups to tell each other about their chosen activity or learning experience. Remind them to use vocabulary, including multi-word verbs, from the lesson. Monitor and note down examples of good language use and any common errors to focus on afterwards. Take feedback on the conversations as a class.

- c Discuss the question as a class.

EXTRA ACTIVITY

Ask students if they can remember the list of words you gave them at the beginning of the lesson. It is likely that they will have forgotten about this, but they may still remember the list. It is a good example of long- and short-term memory.

ADDITIONAL MATERIAL

Workbook 3A

Photocopiable activities: Grammar 3A, Vocabulary 3A

6 SPEAKING

- a Tell students that they are going to tell each other about something they have put a lot of effort into. Read the examples and questions they need to make notes about. Give students a few minutes to choose an activity or learning experience and make notes. Monitor and help with ideas if necessary.

3B

THERE ARE A LOT OF GOOD RUNNERS IN KENYA



OPTIONAL LEAD-IN

Books closed. In pairs, students write down the names of three famous sportspeople that they think the other students will know. They also write five clues for each one, starting with more difficult clues and ending with an easy one. Give an example of your own sportsperson for the class to guess. Clues could include the following:

She was number 1 in her sport for many years; she plays a sport with a racket; her sister is also a top sportsperson in the same sport; her first name begins with S., etc. (Serena Williams, tennis player)

Put pairs together. Tell students they have to guess the other pair's sportsperson from each clue. The students giving the clues record how many clues the guessing pair needs in order to guess each sportsperson.

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

- understand texts about different athletes
- use a lexical set related to sport correctly
- understand people discussing a book about sport and talent
- use the present perfect and present perfect continuous correctly
- talk about sports issues

1 READING

- a Ask students to look at the photos and name the sports and the sportspeople, if they can. Go round the class and elicit the names of as many other sports as possible. You may give students information from the Culture Notes that follow.

Answers

(Students can guess the sports, but they may not know the specific athletes – they are included below for reference.)

tennis (Rafael Nadal)
football (Marta Vieira da Silva)
gymnastics (Simone Biles)
cross-country skiing (Eero Mäntyranta)
football (Christian Pulisic)
basketball (Nate Robinson)
running (Moses Masai)

CULTURE NOTES

Rafael Nadal is a famous tennis player from Spain. He is the most successful player in history on clay courts. He has won all of the world's top tennis competitions, the Grand Slams.

Marta Vieira da Silva, usually just Marta, is a Brazilian football player who is considered by many to be the greatest female player in history. She has been named FIFA World Player of the year six times, five of which were in a row from 2006 to 2010.

Simone Biles is a gymnast from the USA. She has won more Olympic and World Championship medals than any other American gymnast and is considered by many to be the world's greatest.

- b** Put students into small groups. Read the task and the items in the box with the class. Pre-teach *genetic makeup* (our natural abilities or what we inherit from our parents). Students discuss the questions. Monitor and contribute to the discussions. Note any errors to address in feedback after the discussion in Exercise c.

LANGUAGE NOTE

Words for people who do sport often end in *-er* or *-or* (e.g., *player, runner, sailor*). There are exceptions (e.g., *athlete, gymnast*).

- c** As a class, different groups compare their ideas from Exercise b. Find out if the class can agree on the most important characteristics. Take feedback as a class.
- d** Ask students to read the text quickly to find the answer to the question. Check answers as a class.

Answers

They all have a natural or genetic advantage that makes them good at their sport.

VOCABULARY SUPPORT

cell (B2) – the smallest part of an organism

gene (C1) – part of a cell that we inherit from our parents

tackle (B2) – in football, to try to take the ball from a player and in rugby, to take hold of a player

arm span – the distance from one end of a person's arm to the other end of the other arm when they raise their arms parallel to the ground

tribe (B2) – a group of people who live together, often in isolated areas, with the same background and culture

- e** Students read the text again to answer the questions. Students compare answers with a partner. Check answers as a class.

Answers

Cross-country skiing; Eero Mäntyranta; had an unusual gene that produced more red blood cells than normal; seven medals in Olympics
football; Christian Pulisic; shorter than most players; has a lower centre of gravity; can stay on his feet when tackled and dribble the ball better
distance running; the Kalenjin tribe; long, thin legs and ankles; the world's best runners
basketball; Nate Robinson; has a wide arm span; can catch the ball and score points (although he's shorter than most players)

- f** Discuss the questions as a class. If your class is large, put students into smaller groups to discuss the questions and ask for representatives to report ideas back to the class.

Answers

genetic makeup, technique and training and practice are mentioned

2 VOCABULARY

Words connected with sport

- a** Students work in pairs to match the words in italics with words in the text. Check answers as a class.

Answers

- 1 champion
- 2 performed
- 3 competitor
- 4 training, technique
- 5 opposing
- 6 athletes
- 7 professional

- b** Students complete the exercises in Vocabulary Focus 3B on SB p. 156. Check the answers to Exercises a and b as a class. Monitor and help students in Exercise c and manage feedback in Exercise d. Check the answers to Pronunciation a. Play the recording for Exercises b and c, and monitor conversations in Exercise d. Tell students to go back to SB p. 36.

Answers (Vocabulary Focus 3B SB p. 156)

- a**
- 1 represent
 - 2 spectators
 - 3 lead (led)
 - 4 award (awarded)
 - 5 cheer (cheered)
 - 6 world record
 - 7 referee
 - 8 pitch
- b**
- 1 world record, represent
 - 2 cheered, pitch
 - 3 led, awarded

Pronunciation

a

Verb	Noun (event or activity)	Noun (person)	Adjective
compete	competition	competitor	competitive
	athletics	athlete	athletic
	victory	victor	victorious
	championship	champion	
train	training	trainer	
perform	performance	performer	
	profession	professional	professional

- b** compete competition competitor competitive
athletics athlete athletic
victory victor victorious
championship champion
train training trainer
perform performance performer
profession professional professional
The stress changes in the different word forms.
- c** athlete /'æθli:t/ athletics /æθ'letiks/
victory /'vɪktəri/ victorious /vɪk'tɔ:riəs/
compete /kəm'pi:t/ competitor /kəm'petɪtə/

3 LISTENING

- a** **03.06** Tell students that they are going to listen to part of a radio programme about the book *The Sports Gene* (which the reading text came from). Read the questions with the class. Play the recording for students to answer the questions and check answers as a class.

Answers

- 1 She's a professional runner and trainer. She lived and trained with runners in Kenya.
- 2 She mainly agrees with them.

Audioscript

PETER This week on *The Book Show*, we're talking about David Epstein's book *The Sports Gene*, in which he claims that many sports professionals are so good simply because they're lucky enough to have the right genes. According to him, top athletes and other sportspeople are simply different from the rest of us. With us is athlete Barbara McCallum, who is a professional runner and trainer. Barbara, you've read the book. Do you think Epstein is right – is it all about having the right genes?

BARBARA Well, I think he's right that genes are important. And, of course, we all know that many Kenyans are tall and thin, and also as the book says they live at a high altitude – 1,000 metres – so they have more red blood cells. So these things are important. But I think there's much more to it than that.

P You've lived in Kenya as well?

B Yes, I've lived in Kenya, I've trained with Kenyan runners and I've also worked with Kenyan children. And there really are a lot of very good runners in Kenya. But it's not just about

having long legs. They also have a culture of running, everyone runs, even small children, so they have this background, they all see themselves as runners, as good runners. And if you're poor in Kenya, becoming an athlete is a way to change your life, so everyone wants to be a runner.

- P** And they run in bare feet. Does that help?
- B** Yes, it does. It gives you a much better running technique, so that's important, too. So yes, I think it is partly genetic, but it also has to do with other factors, like having a lot of practice, encouragement to run, believing in yourself, and also learning to run in the right way.
- P** So could I run as fast as a Kenyan?
- B** Well, yes, you could, but you'd have to start early in life and you'd have to get very fit.
- P** Well, I haven't run anywhere for years, so maybe it's a little too late to start.
- B** Absolutely not; it's never too late. Start training now and you'll be amazed at what you can achieve.

VOCABULARY SUPPORT

altitude – height of something above sea level
bare (B2) – without any clothes or not covered by anything
factor (B2) – something that influences a situation

- b** **03.06** Read the questions with the class and then play the recording again for students to answer. With a less advanced class, you may need to play the recording again. Students compare answers with a partner. Then listen and check answers as a class.

Answers

- 1 a 2 a, b, c

- c** **03.07** Tell students they are now going to listen to the second part of the programme. Play the recording for students to answer the questions. Check answers as a class.

Answers

- 1 She's been playing tennis since she was a child, and she's been a professional tennis player for ten years.
- 2 She agrees with them.

Audioscript

PETER Thank you, Barbara. Well, also with us now is Marta Fedorova. Marta, you've been playing tennis since you were a child, and you've been a professional player for ten years.

MARTA Yes.

P You've also read the book. Do you think he's right? Are some athletes naturally better? Or is it a question of technique and practice, as Barbara says?

M Well, yes, I've been thinking a lot about this recently. I used to think that it was mainly practice and technique that were important. You know, if you practise a lot, if you get fit, if you improve your technique, then you'll win. But after reading this book, I'm not so sure. For example, I've played maybe 50 serious matches this year. And I've won about half of them. If I think about the people who beat me, they all have certain things in common physically. Short bodies but longer arms, for example.

P Like you.

M Well, yes, I suppose so! And very good eyesight, obviously. And mostly aged 18 to 25. And these are things that you can't really change. So yes, there is something in it.

P So sports aren't as fair as we like to think?

M That's right, and that's really what he's saying in this book. When we watch the Olympics, for example, we think it's a fair competition between equals, but it isn't. We're watching a competition between very different types of people who have different natural advantages. So there will be people who need to train very hard to get where they are and others who don't need to train so much, and there will be some people who can naturally finish 40 seconds ahead of all the others, and so on. So fairness in sports doesn't really exist.

VOCABULARY SUPPORT

equal (B2) – a person who is the same as another
fairness (C1) – the quality of being fair/just

- d** **03.07** Play the recording again. Students note down answers and discuss the questions in pairs. Take feedback as a class.

Answers

- 1 They have physical things in common, like long arms, good eyesight and mostly being between 18 and 25 years old.
- 2 These are things that can't be changed; sport isn't as fair as we like to think.
- 3 Some people don't need to train as much as others because they have a natural advantage.
- 4 Students' own answers

EXTRA ACTIVITY

Ask students to imagine that a third sportsperson is being interviewed on the programme and this person completely disagrees with the ideas in the book. In pairs, students note down some comments and examples this person might give for their opinions. Students swap partners and take turns to role play the interviewer and sportsperson. Monitor and help with ideas, noting points about language to focus on afterwards. Take feedback as a class and, if appropriate, ask a few pairs to repeat their role plays. Address any language points you noticed.

4 GRAMMAR

Present perfect and present perfect continuous

- a Individually, students match the sentences and uses and compare with a partner. Check answers as a class.

Answers

1 b 2 a 3 d 4 c

LOA TIP CONCEPT CHECKING

Write these sentences on the board and ask concept questions to check students understand the different uses of the present perfect and present perfect continuous:

I've met Rafael Nadal.

Ask: *Has she met Rafael Nadal?* (yes)

Do we know when she met Rafael Nadal? (no)

I've been training for the competition for six weeks.

Ask: *Is he still training for the competition?* (yes, he is)

When did he start training? (six weeks ago)

He's competed in the Olympic Games.

Ask: *Has he competed in the Olympic Games?* (yes)

Do we know when he competed? (no, we don't)

- b >>> 03.08 Students read the information in Grammar Focus 3B on SB p. 138. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises. Check answers as a class. Tell students to go back to SB p. 37.

Answers (Grammar Focus 3B SB p. 139)

- a 1 b 5 a
2 a 6 b
3 a 7 b
4 b 8 a
- b 3 ✓ 5 ✓ 7 I haven't heard
4 We've given 6 ✓ 8 have called
- c 2 've been waiting
3 have you been studying
4 hasn't said
5 Have you cleaned
6 Have you been crying, 've been chopping

CAREFUL!

Students sometimes have problems using the present perfect for a continuing state and use the present simple instead, e.g., *I live here for three years* (Correct form = *I have lived here for three years*).

When using the words *already* and *yet* with the present perfect, word order is often a problem, e.g., *I already have been there*. (Correct form = *I have already been there*).

- c Read the task with the class and look at the first example. Elicit other ways students could finish the sentence using the appropriate tenses, e.g., *I've forgotten the rules, I've lost my fitness level, I've been playing sports that use different muscles*. Students complete the rest of the sentences. Take feedback as a class.

Possible answers

- 2 She's been running since she was ten years old.
3 I've won many competitions.
4 You've been using those skis for a long time.

- d Read the task and the questions students need to consider. Give students a few minutes to think about an activity and make notes about questions 1–4. Monitor and help as necessary.
- e Put students into pairs or small groups to tell each other about their activities. Encourage students to ask questions to extend the discussions. Monitor and note good use of language and any common errors. Take feedback as a class and address any points you noted while monitoring.

5 READING AND SPEAKING

- a Ask students to look at the photos and say what sports are pictured (cycling, golf and tennis). Ask if any students have ever played or watched any of these sports. Are these sports popular in their countries? You may wish to elicit or pre-teach the phrase *case study* (detailed information about a person's life to show general ideas). In pairs, students read the texts to find similarities and differences. Take feedback as a class. Ask if students know of other famous sportspeople who have had bad injuries or been banned for taking drugs.

Answers

- 1 They did something that helped improve their performance.
2 Mike Weir had an operation; Chris Froome took a legal drug / medication; Maria Sharapova took an illegal drug / medication.

- b Read the task and the points students need to consider. Give students a few minutes to think about the questions and make notes about the points. Monitor and help with ideas where necessary.
- c Put students into pairs or small groups to discuss the questions. Monitor and contribute to the discussions. Take feedback as a class and ask for opinions from the different groups.

FAST FINISHERS

Ask fast finishers to discuss this question:

What punishment do you think should be given to sportspeople who get money for losing a competition on purpose?

+ ADDITIONAL MATERIAL

Workbook 3B
Photocopiable activities: Grammar 3B, Vocabulary 3B, Pronunciation 3B
Documentary Video Unit 3 *Talent*
Video Worksheet Unit 3 *Talent*

OPTIONAL LEAD-IN

Books closed. Write the anagram *ATRENEBILOC* on the board and a clue, *birthday*. Students work in pairs to solve the anagram as fast as possible (*CELEBRATION*). If students find this difficult, give them the first letter, *C*, then the last letter, *N*.

Ask students to think of the best birthday celebration they have ever had (or been to). In pairs, students tell their partners about this and explain why it was memorable. Students report back on their partner's celebration and then take a class vote on the best celebration.

Alternatively, students think about the first birthday celebration or party they can remember.

1 LISTENING

- a** Elicit different celebrations (e.g., birthdays, anniversaries, marriages.). Discuss the questions as a class.
- b** Students describe the photo and say who they can see. Ask them what has happened previously in the story. Students then speculate about questions 1 and 2.
- c** **03.09** Play Part 1 of the video or audio recording for students to check their ideas from 1b. Check answers as a class.

Answers

- the supermarket
- They've both bought two packets of cheese (on offer).

Video/Audioscript (Part 1)

- BECKY** So when are you going to tell your parents about your promotion?
- TOM** This weekend, I think. We're seeing them on Saturday, remember?
- B** Oh yes. Anyway, as I was saying – about Tessa ...
- T** Tessa, yes, your classmate ...
- B** She's just got this amazing natural ability.
- T** So have you.
- B** But I've been taking photos for years ...
- T** Very good ones too.
- B** ... and I've gradually got better, but Tessa ...
- T** Maybe she's been practising for years, too. In secret! So what's for dinner then?
- B** Well, I got some cheese, some chicken and some salad.
- T** Cheese? You mean the one on offer?
- B** Yeah. Two for one – bargain.
- T** Yes, it was a bargain. That's why I got some.
- B** Well, I guess I know what we are having for dinner.
- T** Cheese on toast?
- B** Cheese on toast.

- d** **03.09** Tell students that when they listen again, they should tick which topics in the box Tom and Becky talk about. Read through the topics first. You may wish to elicit or pre-teach the word *colleague* (person you work with) and *promotion* (better position at work). Play the video or audio recording again for students to answer. Check answers as a class.

Answers

photographs Becky has taken
Becky's classmate, Tessa
Tom's promotion
dinner

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

- understand informal conversations about plans and celebrations
- differentiate between voiced and unvoiced consonant sounds
- use appropriate phrases to make careful suggestions
- use appropriate phrases to keep to the topic of the conversation
- plan a class party

- e** **03.09** Play the video or audio recording again for students to note down what the characters say about the different topics.

Answers

photographs Becky has taken: She's taken very good photos and she's gradually got better.
Becky's classmate, Tessa: amazing natural ability, maybe she's been practising for years
Tom's promotion: He will tell his parents on Saturday.
Dinner: cheese on toast

- f** **03.10** Play Part 2 of the video or audio recording for students to note down the plans that Tom and Becky discuss. With a weaker group, you may need to pause the recording at points for students to note down answers. Check answers as a class.

Answers

the date, guests, the venue, the cake

Video/Audioscript (Part 2)

- TOM** Anyway, as I was saying ... about the wedding. I was thinking we should start making some decisions if we want to get married in June.
- BECKY** Yes, you're right.
- T** So what do we need to think about?
- B** Well, the usual things: guests, a venue for the reception, the cake.
- T** So maybe the first thing to decide is ...
- B** ... who should we invite?
- T** I mean, do we want a large wedding with lots of guests or just a small one?
- B** How about ... how about we invite ... no one?
- T** What?
- B** We can just have a secret wedding. You know, go to Las Vegas in America – or something like that.
- T** Seriously?
- B** It's an idea ...
- T** Seriously Becky – don't you think it's a good idea to set a limit? Say no more than 80 guests?
- B** Yes, I suppose it is.
- T** OK.
- B** And ... Tessa!
- T** Sure – we can invite her.
- B** Well, yes ... but I was thinking ... we'll need a photographer.
- T** Well, yes.
- B** But don't you agree that Tessa would be perfect as the photographer?
- T** Um ... Becky ... that's kind of an unnecessary detail right now.
- B** Yes. Of course.
- T** To go back to the guests ...
- B** OK, so how many relatives, how many friends?

VOCABULARY SUPPORT

reception (B2) – a party after a wedding

venue (B2) – a place for a special event or occasion

- g** ▶03.10 Read through the questions and play the video or audio recording again for students to answer. Check answers as a class.

Answers

- 1 who they should invite
- 2 Tom seems to have the more serious attitude towards planning the wedding.

2 CONVERSATION SKILLS

Keeping to the topic of the conversation

- a** Read through the conversation with a student and ask the class to underline the expression Becky uses to return to the original topic of the conversation. Check the answer as a class. Model the expression for students to repeat, copying the intonation.

Answer

Anyway, as I was saying

- b** Students join the words. Check answers as a class.

Answers

as I was saying ...
to go/get back to ...
just getting/going back to ...
as we were saying ...

- c** Discuss the question as a class.

Answers

so, anyway

- d** Put students into pairs. Read through the task and instructions for student A and B. Monitor the conversations and note down good uses of language and any common errors to deal with later during feedback. Do not interrupt the flow of the role plays. Take feedback as a class and ask for examples from the conversations, in particular for interesting ways that the students tried to change the topic of conversation.

FAST FINISHERS

Ask fast finishers to think of other times when people might want to change the topic of conversation (for example, when they don't want to discuss something, when they are eager to talk about something else, when they are bored). Ask for these examples during feedback and if appropriate, ask students to role play these situations for the class.

3 PRONUNCIATION

Sound and spelling: Consonant sounds

- a** Model the sounds in the box for the class. Students underline words that begin with those sounds. Check answers as a class.

Answers

- 1 I've gradually got better ...
- 2 ... guests, a venue for the reception, the cake.
- 3 But don't you agree that she'd be perfect ...
- 4 We'll need a photographer.

- b** ▶03.11 Tell students that some sounds are 'voiced' and some are 'unvoiced'. Explain that they can tell a voiced sound because they can feel a vibration in their throat if they touch it with their fingers. Encourage students to do this while they say the words *good* and *could*. Play the recording for students to identify which words begin with a voiced sound. Then ask the question about using the lips for /b/ and /p/.

Answer

voiced: better
unvoiced: people
We use the same lip position for both sounds.

- c** ▶03.12 Play the recording for students to choose the correct words they hear in each pair. Students compare answers with a partner and then check answers as a class.

Answers

1 bill 2 goat 3 fan 4 leave 5 lap 6 bag

- d** In pairs, students test each other on the words from the pairs in 3c. Monitor and help with pronunciation as necessary.

EXTRA ACTIVITY

In pairs, students create more pairs of words, each including a voiced and unvoiced consonant. Students swap partners and test each other by saying one word from each pair and asking their partner which word it was. Take feedback as a class and ask for examples of the word pairs.

4 LISTENING

- a** ▶03.13 Tell students they are going to hear the next part of Tom and Becky's conversation. They need to listen for the main topic, not details at this stage. Play Part 3 of the video or audio recording for students to answer the question. Check the answer as a class.

Answer

3

Video/Audioscript (Part 3)

- TOM** So, if we just invite close family and friends ...
- BECKY** We'll have to invite Aunt Clare.
- T** Your mad Aunt Clare?
- B** We have to invite her.
- T** Of course, we could sit her next to my Uncle Fred.
- B** But he never says anything.
- T** Exactly – the perfect pair.
- B** Who else? What about the people you work with?
- T** Hmm – I don't know about that.
- B** We could always invite them to the evening reception.
- T** Don't you agree that it'd be easier not to invite them?
- B** But I would like to invite Tessa.
- T** As I said – that's fine. Anyway, I think we need to limit it to close friends and family members. Even the scary ones.
- B** I sort of get both excited and nervous when I think about it.
- T** It'll be fine. So the next question is where?
- B** Well, there's that lovely old hotel ... you know, near where my cousin lives.
- T** Oh ... Regent's Lodge.
- B** Actually ... thinking about where ... after we're married. Where are we going to live?
- T** Hm. Good question.
- B** What you might call a necessary detail?

- b 03.13 Tell students that this time, they need to listen to note down what Tom and Becky say about the topics. Read through the topics with the class and play the video or audio recording again. Pause at different points to let the students note down any answers. If the group is strong, you will not need to pause. Check answers as a class.

Answers

- 1 Aunt Clare: she's mad
- 2 Uncle Fred: he'll sit next to Aunt Clare; he never says anything
- 3 Tom's colleagues: Becky suggests inviting them to the evening reception; Tom thinks it's easier not to invite them
- 4 Regent's Lodge: wedding venue; near where Becky's cousin lives; lovely old hotel
- 5 after they get married: where they will live

5 USEFUL LANGUAGE

Making careful suggestions

- a 03.14 Elicit some phrases we can use to make suggestions: *let's/why don't we/I suggest*, etc. Tell students that in their conversation, Tom and Becky made some suggestions, and these were careful suggestions. Read the exchange with the class and elicit words they used. Play the recording to check answers.

Answers

- could always
be easier

- b In pairs, students read the options and choose the best answer. You may wish to elicit or pre-teach the phrase *subject-matter* (topic). Check the answer as a class.

Answer

- 1

- c Read through the examples of careful suggestions with the class. In pairs, ask students to put the suggestions in the correct groups. Check answers as a class.

Answers

- 1 c, d, e
- 2 a, b

LANGUAGE NOTE

The multi-word verb *put forward* collocates with *suggestion* and *idea*, for example, *He put forward several ideas/suggestions at the meeting*.

LOA TIP DRILLING

Model each suggestion from 5c for students to repeat, paying attention to the intonation which makes the suggestions tentative. Students can also drill the examples in pairs.

EXTRA ACTIVITY

In pairs, students think of endings of their own for the careful suggestions in 5c. Ask for examples as a class. Write one ending on the board as an example: ... *ask Tessa to design the invitations*.

- d Students work in pairs, to find and correct the mistakes in the sentences. Check answers as a class.

Answers

- 1 Another idea might be to book a DJ for the reception.
- 2 Don't you think it would be a good idea to invite more people?
- 3 I thought maybe we could get married at home.
- 4 How does it sound if we only have a small cake?

- e Put students into pairs and assign A and B roles. Direct students to the appropriate pages to do the communication activity. Tell them not to look at each other's pages. Students do the role plays using the information in the activities. Monitor and note examples of good language use and any common errors to deal with later in feedback. Take feedback as a class and deal with the points you noted.

6 SPEAKING

- a Read through the points to consider and give students a few minutes to think of ideas.
- b Put students into small groups to discuss the ideas and make suggestions, plans and discuss arrangements. Remind students to use language from the lesson to keep to the topic and make careful suggestions. Monitor and make notes for feedback. Take feedback as a class, deal with anything you noted during the activity and ask for ideas for the party. Take a class vote on the best party and ask for reasons.

ADDITIONAL MATERIAL

Workbook 3C
Photocopiable activities: Pronunciation 3C
Unit Progress Test

SKILLS FOR WRITING

It doesn't matter what sport people choose

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give students two minutes to write down as many sports as they can. Take feedback as a class and find out which pair has the highest number of sports.

Put pairs together to make small groups of four students. Students take turns to choose a sport and mime actions from the sport for the rest of the students in their group to guess. Ask for the best mimes to be repeated in front of the class.

1 SPEAKING AND LISTENING

- a** Ask students to suggest words connected with sport that might be useful during the lesson and write them on the board. Elicit places where different sports are played (a track, golf course, stadium, football pitch, tennis court, etc.) and the equipment needed for different sports (helmet, wetsuit, boots, cleats, gloves, etc.).

In pairs, students discuss the questions. Monitor and contribute to the discussions. Take feedback as a class. If you wish, give students information from the Culture Notes below.

CULTURE NOTES

Some of the weirdest sports in the world include the following:

Chess Boxing: contestants play chess for four minutes and then box for three with a one-minute break in between. The game ends with a checkmate or a knock-out.

Bog snorkelling: participants swim through a muddy, water-filled trench with a snorkel and flippers in the fastest time possible.

Toe wrestling: players fight not with their hands and arms but with their toes. Before the game, opponents chant: 'One, two, three, four, I declare a toe war!'

- b** As a class, students look at the photos and describe them, saying which sports they can see and if they've tried any of them or would like to.

Answers

- 1 snowboarding
- 2 cycling
- 3 handball

- c** **03.15** Tell students that they are going to listen to an interview with three people at a sports centre. Students need to listen to match the people to the sports from 1b. Play the recording and check answers as a class.

Answers

Lizzie: cycling
Barry: snowboarding
Patricia: handball

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

- understand the details of people speaking about different sports
- understand information in a bar chart
- understand an article describing data
- interpret a bar chart and write an article describing the data from it

Audioscript

REPORTER This is Marco Forlan reporting from the multi-million-pound Market Street Sports Complex. It's huge – it's got so many different courts for different sports – tracks for athletics and cycling. It's even got its own indoor snow slope. It's been up and running for a year now, so I've come down to see just how much use it's getting. So, Lizzie, you haven't been doing this long, have you?

LIZZIE No, just over six months.

R And before that?

L Well, nothing. I was one of those people who was pretty hopeless at sport at school. In basketball I could never catch the ball very well and I couldn't throw it far enough. And I've never been a fast runner.

R So you were always last to be picked for a team?

L Yeah, that was me! Everyone else was so much more talented and they looked down on me. But I wanted to do some kind of exercise, and to be honest, I almost don't consider this a sport – it's just something I used to do to get to school. I train four days a week now and do a mix of track and open road. It's my favourite part of the day.

R And in the future?

L Next month I'm going to compete in a race. It's just a small local one, but it gives me a goal to aim for. I've been training quite hard for the past six months now. I train here on the track, but also on the open road.

R Good luck with your race. Hey, Barry – that was quite an impressive jump.

BARRY Thanks.

R So how long have you been doing this?

B Just over a year. I took it up after I recovered from a foot injury. You see, I used to run marathons, but now I find it really uncomfortable to run long distances.

R And did you get started here at the centre?

B Yeah that's right. In the beginning I was just having fun – you know ... And then I

realised I was quite good at it. What I enjoy is ... it's mostly about skill and the way you use your whole body – it's not just about strength.

R And have you ever tried it out in the open?

B Yeah, last winter I went to France and had my first go on real snow. I met a lot of amazing people there including a few professionals. They told me that I've got a naturally good style.

R Any plans for the future?

B I'm going to compete in some championships this winter and I've just bought myself this new board. I just wish we had real mountains in England.

R That's a great looking board. Have fun! That was a pretty energetic game, Patricia.

PATRICIA Yeah, it was fun.

R So you're new to the game?

P Yeah, I started about nine months ago.

R How did you get into it?

P I took it up because I wanted a sport for myself. You see, I've spent the past six or seven years taking my two children to different sports events. They're older now and can get to sports practice on their own. So I had to figure out what I'd like to do.

R How did you decide?

P Well, I was always quite good at basketball, but I wanted to try something new. And I wanted a sport that would get me fit, and this certainly does. Once I'd looked into a range of options – the choice was easy.

R This is a fairly new sport in the UK ...

P Yeah

R So how is it different from basketball?

P Well, you can actually take three steps with the ball – so long as you do it in three seconds.

R That's not long. And how often do you practise?

P Once a week and then we have a friendly game. I enjoy the social side of things as much as the competing. Next year my team's thinking about entering some championships.


R Well, I hope you continue to enjoy it.

VOCABULARY SUPPORT

slope (B2) – the side of a hill, an area for skiing or snowboarding
strength (B2) – the noun form of *strong*
take up something – to begin to do something
up and running – working/happening


LANGUAGE NOTE

Some adjectives form a noun with the ending *-th*, e.g., *strong* – *strength*. Other adjectives like this include *long* – *length*, *wide* – *width*, *broad* – *breadth*.

- d  **03.15** Tell students that this time, they need to listen for more detailed information. Read the topics with the class. Play the recording for students to note down answers. Pause at different points to give students time. Students compare their answers with a partner before checking answers as a class.

Possible answers

Lizzie: wanting to do exercise, not good at sport; been doing it just six months, trains four days a week on a track and on the open road; going to compete in small local race
Barry: finds it uncomfortable to run, initially he did it to have fun; been doing it just over a year – realised he's good at it; going to compete in championships this winter
Patricia: athletic, but needed a new sport after taking her children to sports events and wanted to get fit; been doing it for about nine months, practises once a week; thinking about entering some championships

- e  Discuss the question as a class. If you and the students are all the same nationality, ask if they know what sports are popular in other countries, e.g., cycling in France.

2 READING

- a Tell students to look at the bar chart. You may wish to elicit or pre-teach the word *participation* (taking part in something). Give students a few minutes to look at the bar chart and read the information. In pairs, students decide if the sentences are true or false. Check answers as a class.

Answers

- 1 True 3 False (It shows changes every year for the first four years.)
2 True 4 False (The most growth is in group fitness.)

- b Ask students to read the article to check if the information given is the same as in the bar chart. Check the answer as a class.

Answer

Yes

VOCABULARY SUPPORT

boost (B2) – improvement or increase
peak times – the times when most people are using or doing something
(the) word gets out – a piece of news becomes known

- c Students read the article again to answer the questions. Check answers as a class. Ask the class if they agree with the writer's speculations about the reasons for the changes.

Answers

- 1 People like watching team sports, but they prefer to do fitness activities to get exercise.
- 2 The aquatic centre was the most popular attraction at the beginning.
- 3 A new fitness centre opened nearby that had a big pool.
- 4 Gym programmes, because the members who like to follow a gym programme don't change much.
- 5 The programmes were unfamiliar and members thought they were like dance classes.
- 6 The instructors who run the programmes motivate members to do the classes.

FAST FINISHERS

Ask fast finishers to underline and guess the meaning of any unfamiliar vocabulary in the article. Check their guesses during feedback.

3 WRITING SKILLS Describing data

- a Remind students that paragraphing and organising are very important tasks when writing an article. Ask students to work in pairs to match the summaries and paragraphs. Check answers as a class.

Answers

- 1 a description of the activity
- 2 a report on important increases/decreases
- 3 a reason for the change in percentages

- b Tell students that it is good to vary the way changes in a bar chart are described in a report or article. They can do this by using different adjectives, adverbs and nouns. Ask students to complete the table individually and then check with a partner. Check answers as a class.

Answers

- | | | |
|------------------|----------------------------|-------------|
| 1 noticeable | 4 gradual/slight | 7 decreased |
| 2 boost | 5 noticeably/significantly | |
| 3 gradual/slight | 6 noticeably/significantly | |

LANGUAGE NOTE

The spelling rule that we take away the *e* at the end of a verb when adding the endings *-able* or *-ably* does not apply to *notice*: *noticeable/noticeably*.

- c Ask students to answer the questions in pairs. Check answers as a class.

Answers

- | | |
|-------------------------|-----------------------------|
| 1 noticeable/noticeably | 4 gradual |
| 2 slight/slightly | 5 significant/significantly |
| 3 dramatic/dramatically | 6 obvious |

- d** Ask students to answer the questions in pairs. Check answers as a class.

Answers

- 1 has remained steady
- 2 back

- e** Tell students that the data in 1–3 is about the type of equipment people use when at the gym. Students write their own sentences about the data using language from 3b and c. Check answers as a class.

Possible answers

- 1 There has been a small/slight increase in the number of members who use free weights.
The number of members who use free weights has increased slightly.
- 2 There has been a dramatic/significant decrease in the number of members who use cardio machines.
The number of members who use cardio machines has decreased dramatically/significantly.
- 3 There has been an obvious/noticeable increase in the number of members who use weight machines.
The number of members who use weight machines has increased noticeably.

- c** Pairs swap articles to read and check against the questions. Take feedback as a class and ask for comments on the articles. Students can vote on the most interesting article.

 **EXTRA ACTIVITY**

Put students into pairs and ask them to use the information from this lesson to write a short article for a school's website to encourage students to do more sport. Monitor and help with ideas. Ask pairs to read out their articles to the class. The class votes on the most effective ones.

 **LOA TIP REVIEW AND REFLECT**


Books closed. Ask students to work in small groups and note down what they learned about describing data in an article. Take feedback as a class and ask when this information might be useful in a real-life situation (at university when doing a project or at work, understanding a newspaper article, etc.).

4 WRITING

- a** Look at the bar chart with the class and discuss what it shows.

Answer

It shows the member participation of different age groups of members over a three-year period.

- b**  Tell students that they are going to write an article about the data and the notes in 4a. Give students five minutes to discuss and plan their articles. Try to pair students of similar ability together; otherwise, less advanced students may be dominated and leave the writing to the more advanced partner. Remind them to use the language and advice from 3b and c. Monitor and give help where necessary. Students then write their articles. Encourage students to use a variety of adjectives and adverbs when describing the changes. If students find it difficult to write in pairs, ask them to plan in pairs and then write individually. Monitor carefully and encourage self-correction.

 **ADDITIONAL MATERIAL**

Workbook 3D

UNIT 3

Review and extension

1 GRAMMAR

- a Write the following on the board: *I came an old book across last night.* and *I love snowboarding! You should try out it, too!* Elicit what is wrong with the sentences. (*Come across* is an inseparable multi-word verb. *I came across an old book* is correct. *Try out* is separable. *You should try it out!* is correct.) Ask students to complete the exercise individually and then to compare answers with a partner. Check answers as a class.


Answers

- | | | |
|-------------------|-------------------|------------------|
| 1 pick it up | 3 get me down | 5 coming up with |
| 2 look down on me | 4 is making it up | 6 figure it out |

- b Ask students: *What have you done this morning?* and *What have we been doing in this lesson?* Elicit examples of the present perfect and present perfect continuous. Students complete the conversations with the correct verb tenses. They then compare with a partner. Check answers as a class.

Answers

- | | | |
|----------------|------------|-----------------|
| 1 been doing | 3 finished | 5 been doing |
| 2 been sorting | 4 seen | 6 been studying |

- c Give students some time to think about possible answers to the questions. Remind them to use the present perfect tenses.
- d  Put students into pairs to have conversations starting with the questions in 1c. Monitor and note uses of language to look at afterwards. Take feedback as a class and address any errors.

2 VOCABULARY

- a Read the task with the class and, if necessary, do the first as an example. Students complete the task individually. Check answers as a class.

Answers

- We're looking for someone with the ability to lead a team of researchers. / We're looking for someone who has the ability to lead a team of researchers.
- She's very skilled at designing things. / She's a very skilled designer.
- The members of the band are all outstanding musicians.
- He has the potential to become a very good politician.
- He's an exceptional goalkeeper.
- My sister is an extraordinary cook. / My sister is extraordinary at cooking.

- b Students complete the sentences with the correct form of the words in italics. Check answers as a class.

Answers

- | | |
|----------------|---------------|
| 2 competitor | 5 performance |
| 3 athletic | 6 victorious |
| 4 professional | |

EXTRA ACTIVITY

In pairs, students look back through the unit and find five new words they have learned. They write gapped sentences using the new words for another pair to complete. Take feedback as a class and ask for examples of the sentences.

3 WORDPOWER *up*

- a Ask students in pairs to write down as many multi-word verbs with *up* as they can. Check these as a class. Ask students to look at the pictures and match them with the sentences. Check answers as a class.

Answers

- 1 d 2 a 3 c 4 b

- b Tell students to match the examples in 1a with meanings a–c.


Answers

- a used up / drink up b added up c speak up

- c Students do the task in pairs. Check answers as a class.

Answers

- 1 a glass 2 a word 3 a language 4 a suggestion

- d  **03.16** Play the recording for students to check their answers. Ask students what the problem was in each situation. Elicit other examples for each of the multi-word verbs used in the sentences.

Answers

- It referred to the underlined ideas below.*
- He has dropped a glass and broken it.
 - The student doesn't know the meaning of a word and needs to look it up.
 - She found Spanish easy to learn.
 - Their lunch breaks are too short.

- e Individually, students match the parts of the sentences. Check answers as a class.


Answers

- Walk more slowly! I can't **keep up with** you.
- He's a good father. His children really **look up to** him.
- We invited 50 people, but only a few **turned up**.
- He's so rude. I don't know why people **put up with** him.

- f Ask students to match meanings a–d with the verbs in 3e. Check answers as a class.


Answers

- a put up with b keep up with c turn up d look up to

- g  In pairs, students choose two multi-word verbs and plan a short conversation that includes both. They should copy the form of the conversations they heard in 3d and not say exactly what is happening or has happened. Monitor and help as necessary.

FAST FINISHERS

Ask fast finishers to make another conversation with two different multi-word verbs. Check these during feedback.

- h  Students act out their conversations. Nominate a few pairs to read out their conversations for the class and ask other students to guess the situation.

» Photocopiable activities: Wordpower 3

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

LIFE LESSONS

UNIT OBJECTIVES

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

- understand texts and conversations and exchange information about life-changing events, winning and losing money, rules and types of training, photographs and living in a different country
- compare life and activities in the past and the present
- talk about attitudes and lifestyles
- talk about obligation and permission
- describe the difficulty of different activities
- use appropriate phrases to express careful disagreement
- write an email to apply for work

UNIT CONTENTS

G GRAMMAR

- *used to* and *would*
- Obligation and permission

V VOCABULARY

- Cause and result: *affect*, *as a result of*, *cause*, *effect*, *have a (positive/negative) effect on*, *lead to*, *result in*
- Talking about difficulty: *arduous*, *awkward*, *backbreaking*, *challenge*, *challenging*, *delicate*, *demanding*, *exhausting*, *gruelling*, *punishing*, *rigorous*, *straightforward*, *stretch*, *strict*, *struggle*, *testing*, *tough*, *tricky*
- Wordpower: expressions with *as*: *as a whole*, *as far as (I'm) concerned*, *as for*, *as a matter of fact*, *as far as I know*, *as if*, *as follows*

P PRONUNCIATION

- Sound and spelling: *u*
- Contrastive stress

C COMMUNICATION SKILLS

- Discussing events that changed your life
- Discussing and describing rules
- Describing photos
- Expressing careful disagreement
- Writing an email to apply for work

a Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. Check or explain the meaning of unfamiliar words, e.g., *asthma* (a medical condition that makes breathing difficult), *inhaler* (a small device that helps you breathe), *mask* (something that covers and protects the face), *teddy bear* (a soft toy bear).

b Read the questions with the class and ask them to discuss the questions in pairs or small groups. Monitor and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and extend the discussions if appropriate.

EXTRA ACTIVITY

Ask students to write a short message to their younger selves at the time of one of the situations they talked about in the lead-in. They should give their younger selves some advice. Ask students to read their messages to their partners and then ask for some examples in full class. Students vote on the best advice.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to tell their partners about times in their early childhood when they were very disappointed, very scared, very naughty or very upset. Students should also tell their partner how their parents dealt with these situations and whether the students themselves would react the same way if their own children were in similar situations. Ask students to explain their reasons.

Take feedback as a class and ask for examples of situations and parents' reactions and any of their own ideas and comments. Extend the discussion if students are interested.

4A

I'M MORE CAUTIOUS THAN I USED TO BE

OPTIONAL LEAD-IN

Books closed. Write on the board or dictate these phrases to the class:

getting your first job

having children

going to university

leaving home

getting married

In pairs, students discuss how these things can change our lives. Tell students to choose which three they think change our lives the most and why. Take feedback and ask the class to decide which one event causes the biggest changes in our lives.

1 SPEAKING

- a Put students in pairs to discuss the questions. Take feedback as a class.

LOA TIP MONITORING

Do not focus on accuracies/inaccuracies at this stage since it is just a warm-up for the lesson. If you monitor a warm-up activity, it should be to encourage students and familiarise them with some of the content of the lesson. Do not use it as an opportunity for correction because this could deter students' contributions later on. Don't insist on students using the second conditional when giving their answers. They will practise it in Unit 8.

- b If the word *millionaire* has not come up in 1a, write it on the board and check the meaning. Put students in pairs or small groups to discuss the question and give reasons. Start by giving them an example of your own, e.g., *If I was a millionaire, I'd buy a better car because mine is very old and doesn't run very well.* Monitor and help with vocabulary as necessary. Note down any interesting comments. Take feedback as a class.

2 READING

- a Ask students to read the first part of the two texts and discuss the question. Check ideas as a class.

VOCABULARY SUPPORT

entrepreneur – someone who starts their own business, especially when this involves seeing a new opportunity

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

- talk about winning the lottery
- understand texts about lottery wins
- use *used to* and *would* to compare past and present correctly
- understand an interview about the psychology of money
- use a lexical set related to cause and result correctly
- talk about how they have changed in the last ten years

- b Put students into pairs to match the words with the meanings. Check answers as a class.

Answers

- 1 catering college
- 2 discount vouchers
- 3 award
- 4 low-income
- 5 trouble

- c In pairs, students look at the words in the boxes in 2b again and talk about what they think happened to each person. Monitor and give encouragement. Take feedback and check ideas with the class.

- d Tell students that they are going to read the two different stories and discuss with their partner about the story they read. Put students into pairs and assign A and B pairs. Ask Pair As to look at the story on SB p. 127 and Pair Bs to look at the other story on SB p. 128. Students do the reading task and answer the questions. Monitor and help with any difficult words if necessary. Students then compare answers with their partner.

Answers

Student A

- 1 It was happy, but his family were poor.
- 2 To travel abroad, especially to England.
- 3 He studied engineering and after he graduated, he sold his motorbike so he could go to England.
- 4 He worked at McDonalds, then as a carer for elderly people and a door-to-door salesman.
- 5 She loved drinking chai, which gave him the idea to produce it and sell it themselves.

Student B

- 1 He grew up in a small flat in Liverpool with his mother and sister, and they were poor.
- 2 It made it possible for him to get a job.
- 3 He got the idea from his grandmother, who used to save vouchers on her fridge.
- 4 He set up an investment company supporting young people who wanted to start a business.
- 5 He bought a new house each for his mother and his sister.

LOA TIP ELICITING

Students will always find words that are unfamiliar to them. Do not simply give the meaning, but encourage them to deduce the meaning of words by looking at the context, the sentences that come before and after the unfamiliar word.

- e Put students in new A and B pairs. Students take turns to tell their new partners the story that they have just read. They should retell the story in their own words but include the words from the boxes in 2b. Encourage students to ask questions to find out more details about the complete story. Monitor and help with vocabulary as necessary.

VOCABULARY SUPPORT

catering (B2) – any job making or serving food

possession (C2) – something that you own

- f Students discuss the questions in pairs or small groups. Take feedback as a class and ask for comments and opinions.

3 GRAMMAR *used to and would*

- a Tell students how you used to earn money when you were very young, e.g., *I used to wash my dad's car when I was seven. My mum used to give me some money if I did a lot of housework. I used to spend it on comics and sweets.* Ask students about their experiences. Read sentences a–c with the class and ask students individually to complete the rules. They then compare answers with a partner. Check answers as a class.

Answers

1 past 2 now 3 used to 4 would 5 used to 6 would

- b Students find and underline other examples of *used to* and *would* in the text about Rupesh Thomas. Ask for examples as a class.

Answers

used to:

His father used to travel for work; She used to make it herself; Rupesh used to think that to be successful, it was enough to follow your dream.

would:

He would often look at it and dream of living there; she would often drink ten cups of it a day.

- c Read the sentences and discuss the questions as a class. Refer back to the examples you gave or elicited from students at the beginning of the grammar section and ask the class to change them using *no longer* / *not any more*, e.g., *I don't wash my dad's car any more! My mum no longer pays me to do housework.* Individually, students rewrite sentences a and b and answer the questions. Check answers as a class.

Answers

1 (b)

2 a And of course, his mother and sister no longer live in a small flat.
b Although he didn't need to work any more, he decided to set up an investment company.

No longer comes before the main verb; the main verb comes between *not* and *any more*.

- d 04.01–04.03 Students read the information in Grammar Focus 4A on SB p. 140. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, checking that students differentiate between the forms correctly and pronounce *used to* naturally as /'jus tu/. Tell students to go back to SB p. 45.

Answers (Grammar Focus 4A SB p. 141)

- a 2 a, b 3 a 4 a, b 5 b 6 a
b 1 used to 3 'm used to 5 use to go
2 didn't use to 4 get used to 6 get used to

CAREFUL!

Students sometimes use *would* instead of *used to* when talking about a past state, e.g., *I would live in the city centre.* (Correct form = *I used to live in the city centre.*). Another mistake is using the wrong form of *used to* in questions and negative statements, e.g., *I didn't used to like reading.* (Correct form = *I didn't use to like reading.*).

EXTRA ACTIVITY

Divide the class into two groups, A and B. Group A thinks about what Rupesh Thomas did before he was rich, noting down examples with *used to* and *would*. Group B thinks about what Mark Pearson did before he was rich, noting down examples with *used to* and *would*. Choose a student from each group to take notes and another one to present the results in front of the class. Monitor and help with the correct use of *used to* and *would*.

- e Refer back to one of the examples that you used in a and c and write the different forms on the board, e.g., *I used to wash my dad's car when I was seven. I don't wash my dad's car any more.* Ask students how you can express the same idea using *no longer* (*I no longer wash my dad's car*). Tell them they are going to practise expressing ideas using *used to*, *not ... any more* and *no longer*. Read the task. Students work individually to write alternative sentences. They then compare answers with a partner. Check answers as a class.

Possible answers

- 1 Other answer: Money is no longer very important to me.
2 When I was younger, I used to go shopping for clothes every Saturday; When I was younger, I would go shopping for clothes every Saturday; I no longer go shopping for clothes very often; I don't often go shopping for clothes any more.
3 I used to eat unhealthy food; I would often eat junk food; I no longer eat unhealthy food; I don't eat junk food any more.
4 I no longer go out very much; I don't go out much any more. I used to go out a lot; I would usually go out every evening.

4 LISTENING

- a Tell students they are going to listen to an interview with a researcher in the psychology of money. Ask students how they think she will answer questions 1–3.
- b **04.04** Play the recording for students to check their ideas.

Answers

- 1 Yes, generally it does.
- 2 No, not necessarily
- 3 No – experiences make you happier.

Audioscript

PRESENTER Monica, is it true that being very rich doesn't make you happy? People often say this, but is it really true?

MONICA No, it's not. In fact there was some research done quite recently at Harvard University where they studied 4,000 millionaires. And they found that the people with \$10 billion or more were much happier than the people with about 1 or 2 million. So having a lot of money actually seems to make people happy. But what they also found was that people who'd made their own money were much happier than people who'd inherited it or people who had got rich by marrying into a wealthy family, say.

P So it's better to make your own money?

M Definitely, yes, if you can.

P What about suddenly having a lot of money, say if you win the lottery or you suddenly inherit money from someone who dies? Does that influence people's behaviour? You often hear stories of how it makes people unhappy.

M Well you do hear stories like that, yes, but they're just isolated cases; in fact, winning doesn't usually have a negative influence on people. Of course, people like to believe that winning money leads to disaster because that makes them feel better about not winning. But the idea that winning a lot of money causes misery is actually a myth; it's simply not true.

P There have been studies done on this, haven't there?

M Yes, that's right. According to most studies, suddenly having a lot of money is just as likely to have a positive effect on you as a negative effect. And most people don't in fact spend all their money.

P Can you give us some examples?

M Yes. For example, a recent study looked at how much of their

money people spent if they won the lottery. And it found that people spent a lot in the first five years, but very few people spent all the money in their lifetime, only about 2–3%. So most people do spend a lot, but they save a lot as well. And then there was an interesting study in California, and they measured how happy people are as a result of winning the lottery. And they found that people feel very happy when they win, which isn't surprising, but as they adjust to the idea of being rich and go back to normal again after a few months, they end up feeling just the same as before. So over the long term, getting richer doesn't actually affect how happy you are, you just stay the same ... but with more money, of course.

P So, if you're happy anyway, you'll stay happy even if you get rich, is that the message?

M Yes, that's right. Money won't make you happy, but it won't stop you from being happy, either. And studies have also shown that it depends on how you spend the money. So people who buy a lot of things, like clothes or houses or cars, are often not very happy. As soon as you have a car, you want a better car and so on, so that doesn't make you happy for long. But spending money on experiences usually results in longer-term happiness.

P Experiences?

M Yes, for example, going on a holiday of a lifetime or doing something you've always wanted to do. That'll make you happy while you're doing it, and it'll make you happy later because you also have good memories of it. So it's a better way to try and be happy.

P OK, so there we have it. When you win that £5 million, forget the cars and the new house, and go on a long holiday instead.

VOCABULARY SUPPORT

adjust to (B2) – to change the way you behave

isolated (C1) – on your own, away from other people

misery (B2) – great sadness, unhappiness

myth (C1) – a story that is not true, or an idea that is false

- c **04.04** Read the statements with the class and play the recording for students to tick the correct statements. Pause the recording at different points to give less advanced students time to process and check the questions. Check answers as a class.

Answers

2 ✓ 3 ✓ 5 ✓ 6 ✓

- d **04.04** Discuss the questions as a class. If your group is very large, put students into smaller groups to discuss the questions. Take feedback as a class.

5 VOCABULARY Cause and result

- a **04.05** Write on the board: *He became poor again because he spent all his money on cars.* Elicit which phrase is the cause (because he spent all his money on cars) and which is the result (he became poor again). Individually, students underline the correct options in sentences 1–6. Check answers as a class.

Answers

- 1 to
- 2 causes
- 3 on
- 4 of
- 5 affect
- 6 in

- b Students answer the questions in pairs. Check answers as a class.

Answers

- 1 leads to, results in
- 2 as a result of
- 3 *affect* is a verb, *effect* is mainly used as a noun
- 4 In sentence 4, *result* is a noun; in sentence 6, *results* is a verb.

- c Individually, students complete the sentences. They then compare with a partner. Check answers as a class.


Answers

- 1 effect
- 2 lead
- 3 affect
- 4 cause
- 5 result
- 6 result

- d Read the task and ask students individually to write three sentences. Give a sentence of your own first as an example, e.g., *I spent several years in Spain and as a result, I spoke Spanish well when I went back to the UK.*

- e **04.05** Students read each other their sentences and ask questions in pairs or small groups. Take feedback as a class and ask for examples.

6 LISTENING

- a Read the information with the class. Elicit ideas from the class about how the people's lives might have changed because of the events, using the words in the box as prompts.
- b  **04.06** Play the recording for students to identify which topics from the box the speakers talk about. You may need to play the recording twice for a less advanced group. Check answers as a class.

Answers


Alfonso talks about lifestyle, attitudes to life, work, money and leisure.

Dragana talks about attitude to life.

Audioscript

ALFONSO For me, the thing that's changed my life the most is having a baby. Things are just completely different now. We used to go out a lot, we used to travel as well, we'd go somewhere different every year, and we didn't use to care much about money, we both had good jobs and we had a small flat in town so we didn't need to care about money very much. But now of course the baby's the most important thing, so I'd say I've become a bit more cautious than I used to be. I used to be quite an adventurous person, I used to take all kinds of risks without thinking much about it. Whereas now I think more about having a family, having a home, having a steady job, things like that. Sounds terribly boring, doesn't it, but it doesn't feel boring!

DRAGANA A very big change in my life was going abroad to study. I grew up in Croatia in a fairly small town and I went to university there. But then I had the chance to go to Berlin for a year to study. And of course I had a good time there and I made new friends, but I think it also changed the way I look at life. Before I went, I was quite shy and not very self-confident and I had quite a protected life, I suppose, and then in Berlin I had to look after myself and also adapt to a new culture, of course. And as a result of being there, I think I no longer see everything from a Croatian point of view but more internationally, so I'm much more open to different ideas than I used to be – I hope so, anyway.

- c  **04.06** In pairs, students decide if the statements are true or false. Tell students that they should listen for details so they can correct the false statements. Play the recording again for students to check answers.

Answers

- 1 True
- 2 False (They both had good jobs and they had a small flat in town, so they didn't need to care about money very much.)
- 3 False (He's become a bit more cautious than he used to be.)
- 4 False (She's from a fairly small town.)
- 5 False (She had a good time there.)
- 6 True

VOCABULARY SUPPORT


adapt to (B2) – to change behavior in a new situation

adventurous (B2) – willing to try new, difficult or dangerous things

cautious (B2) – careful and avoiding risks

steady job (C2) – a job that is regular and secure

7 SPEAKING

- a Read the task and the different points to consider with the class. Give an example sentence of your own, e.g., *I used to travel to work by car, but when the traffic started to get bad, I started using public transport.* Give students a few minutes to note down their own ideas.
- b  In pairs, students use their notes to tell each other about how their lives have changed. Remind the class to use *used to* / *would* and the expressions to express cause and result from this lesson. Monitor and note down examples of good language use and any common errors to deal with afterwards. Take feedback as a class, with students reporting back on their partners. Deal with any points you noted while monitoring. Focus on language from the lesson.

ADDITIONAL MATERIAL

Workbook 4A

Photocopiable activities: Grammar 4A, Vocabulary 4A

4B

WE WEREN'T ALLOWED TO TALK IN CLASS

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask students to think of a job and describe to their partners what this job involves. Students give examples of rules and routines for this job, but they mustn't use the actual job title. Their partner tries to guess what the job is. Give an example of your own first, e.g., *You have to be patient. You don't need to wear a uniform. You must like children. You have to study for four years. You have to be imaginative and creative. (primary school teacher).* In feedback, ask students to share the jobs their partners came up with. If there are any jobs that haven't been guessed, ask the student to describe the job to the class and have the entire class try to guess it.

1 SPEAKING

- a** In pairs, ask students to name as many different jobs as they can in two minutes. Check answers as a class. Ask if all these jobs require special training. Students then look at the photos and identify each job. Discuss the questions as a class.
- b** Students read what the people in the photos say about training and, in pairs, discuss whether they agree or disagree. Monitor and help as necessary. Take feedback as a class.

2 GRAMMAR Obligation and permission

- a** Students underline all the modal verbs and phrases in the quotes. Check answers as a class.

Answers

You can do all the studying you like
These days you need to have a degree no matter what you do;
you simply can't get a job without one.
I kept telling myself, 'I must finish it'
You don't have to have a university degree

- b** Individually, students complete the rules. They then compare with a partner. Check answers as a class.

Answers

- 1 have to, need to, must
- 2 don't have to
- 3 can
- 4 can't

EXTRA ACTIVITY

Ask students to look again at the photos of the jobs in 1a and elicit examples of requirements for each job using the modal verbs or phrases, e.g., *A pilot can't fly a plane without a lot of training. A pilot needs to be good at maths.*

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

- use modals and expressions to talk about obligation and permission correctly
- understand an article about training and discipline
- use a lexical set of adjectives related to difficulty correctly
- understand people talking about training experiences
- talk about learning experiences and following rules

3 READING

- a** Students look at the photos. Discuss questions 1 and 2 as a class.
- b** Ask students to read the texts quickly to check their ideas. Check answers as a class.

Answers

- 1 Photos a and b show Mountain Search and Rescue volunteers rescuing someone in the mountains; photos c and d show nurses and doctors helping patients.
- 2 Mountain Search and Rescue volunteers need to be physically fit and go on a difficult training course; A&E nurses must be trained as nurses and be able to handle busy, intense medical situations.

- c** Students read the texts again in more detail to answer the questions individually and then compare their answers with a partner. Check answers as a class.

Answers

- 1 B 2 J 3 J 4 A 5 B 6 J 7 A 8 B

- d** Discuss the questions as a class.

VOCABULARY SUPPORT

avalanche – a large amount of ice, snow and rock falling quickly down the side of a mountain

labour (C2) – the last stage of pregnancy when the woman starts to push the baby out of her body

multitask – to do more than one thing at the same time

trail (B2) – a path through a rural, mountain or forest area

undertake (C1) – to do or begin to do something, especially something that will take a long time or be difficult

EXTRA ACTIVITY

Ask students to read both texts again and then close their books. Say the following words or numbers. Students must say what the word or number you say refers to in the texts.

- 1 2 (The number of years Mountain Search and Rescue volunteers have to train)
- 2 40 (The number of minutes victims can survive being buried in snow)
- 3 300 (The number of hours Mountain Search and Rescue volunteers must train every year)
- 4 6 (The number of years Amelia has been working as an A&E nurse)



FAST FINISHERS

Ask fast finishers to write a short diary entry for a Mountain Search and Rescue volunteer or an A&E nurse. Check these during feedback.

4 VOCABULARY Talking about difficulty

- a Read the definitions with the class and make sure students understand them. Students then match the words in bold with the definitions and answer the question. Check answers as a class.

Answer

- 1 rigorous 5 backbreaking 8 tough
2 gruelling 6 exhausting 9 strict
3 arduous 7 tricky 10 punishing
4 demanding
tricky is not as strong as the others

- b Students discuss the questions about differences in meaning in pairs. Check answers as a class.

Answers

- 1 gruelling
2 arduous
3 It makes you tired: exhausting; It challenges you physically: backbreaking; It can be both a physical and emotional challenge: demanding
4 tricky
5 punishing
6 strict

- c Students ask and answer the questions in pairs. Take feedback as a class and ask for examples from the conversations. You may ask for further examples of situations and people that could be described using the adjectives.

- d 04.07–04.08 Students complete the exercises in Vocabulary Focus 4B on SB p. 157. Check their answers to Exercises a, b, c and d. Monitor the conversations in Exercise e and then take feedback as a class. Play the recordings for students in the Pronunciation section and check answers as a class after Exercise d. Tell students to go back to SB p. 49.

Answers (Vocabulary Focus 4B SB p. 157)

- a 1 demanding 5 delicate
2 awkward 6 not very straightforward
3 testing 7 a struggle
4 challenged 8 stretched
b awkward, delicate
c 1 demanding/testing 4 straightforward
2 awkward/delicate 5 challenged/stretched
3 struggle

Pronunciation

- b 1 cup – struggle 3 true – include
2 put – cushion 4 thin – busy

sound 1 /ʌ/	sound 2 /ʊ/	sound 3 /u:/ or /ju:/	sound 4 /ɪ/	sound 5 /ə/
subject unfortunately supper punish	pullover pudding	amusing super assume	business	helpful focus

5 LISTENING

- a 04.09 Tell students they are going to hear two people talking about their training experiences. Miranda trained at a drama school and Fred at a football academy. Read the sentences as a class. Play the recording for students to decide which sentence best describes each experience.

Answer

1

Audioscript

MIRANDA I think the hardest part of drama school was actually getting into it. The audition process took forever. First of all we had to perform two scenes from plays – one modern, one Shakespeare. Then we got called back to do the scenes again. I was supposed to prepare a song as well, but they forgot to let me know. So I just sang the first song that came into my head – can't even remember what it was. After that, there was a workshop for a day where they made us work on new scenes from plays and do movement and voice classes. After all of that I felt really lucky to get selected. There's no doubt the training was very thorough, I mean, we did everything – the usual voice and movement classes, but also specialised things like learning how to pretend to fight on stage – I really enjoyed those classes. The tutors were all very different – some were really strict and tough. For example, we had a movement teacher, and in her class we weren't allowed to talk or use our voices in any way. That was really difficult. But our voice teacher was really relaxed – she was cool. During my second year I went through a difficult time because I wasn't sure if acting was what I really wanted to do. I mean, drama school is a huge sacrifice. The training sort of swallowed my life – like, I lived it every single moment of the day. I kind of felt like I wasn't having what you'd call 'a normal life' for a 20-year-old. The school was really flexible about this, and they let me take a couple of weeks off to make up my mind. I decided to keep going and I'm glad that I did. I graduated last year and I've got an agent and I've just got a small part in a production at the Royal Shakespeare Company. So I guess you could say I'm on my way ...

FRED I got into a football academy when I was eleven years old. I was playing at my local club and a scout from a professional club saw me and invited me to play in a trial match. I was really excited about this. My parents had their doubts – they were worried about me not having a normal childhood – but they could see this was a pretty unique opportunity, so they let me do it. Dad was really pleased about one thing – we were allowed to see all the club games for free. But I don't think any of us really understood just how difficult a commitment it would be. Mum and Dad were more or less forced to act as my chauffeurs, and they had to drive me to practice three times a week and then to a match every Sunday. I had to do this and keep up with my school homework at the same time. And that meant I often wasn't allowed to go out and play with my friends when I wanted to. Still, in the academy we had the best coaches, and there's no doubt that my playing got so much better. We also used to watch videos of matches all the time and analyse the strategy of the different players. I enjoyed this a whole lot more than I thought I would. In fact, one of the coaches once told me that this is one of the reasons why I stood out from some of the other boys in the academy. It's a really competitive environment, and at the end of every year, there were some boys who were forced to give it all up because they didn't get invited back the following year. I had one mate, Jack. We started at the same time, but when we turned 16 and it became possible for some of us to earn a salary, Jack wasn't selected. And it was like the previous five years were all for nothing. And he was like my best mate and I really missed him. I did get selected though, and now I've got a full professional contract, so things are pretty good. Did I have a normal childhood? No, probably not. I kind of regret that, but then I've been given an opportunity, haven't I? I guess you can't have it both ways.

VOCABULARY SUPPORT

agent (B2) – a person who represents an actor, artist or writer and finds them work

audition (C1) – a short performance to try and get a part in a play, film or TV programme

chauffeur – someone whose job is to drive a car for a rich or important person

commitment (B2) – a promise or firm decision to do something

sacrifice (C1) – something you have to stop or give up in order to do something else

scout – a person whose job is to look for new talent

stand out from (B2) – to be very noticeable; to be much better than other similar things or people

strategy (B2) – a detailed plan for achieving success

swallow (B2) – to make food or drink go from your mouth into your stomach

unique (B2) – being the only one of a type or very unusual

workshop (C1) – a type of training where people learn by doing something in a group

you can't have it both ways – you have to make a choice

- b** **04.09** Give students a few minutes to read the sentences. Play the recording again for students to decide if the sentences are true or false. Pause after Miranda has spoken to give students time to think and decide. Check answers as a class.

Answers

- 1 True
- 2 False (She thinks she was lucky to be selected.)
- 3 False (One teacher was tough and one was really relaxed.)
- 4 True
- 5 True
- 6 False (He says no one knew how difficult it would be.)
- 7 True
- 8 True

- c** Students discuss the question in pairs. Take feedback as a class.

6 GRAMMAR Obligation and permission

- a** Elicit the meanings of **obligation** (something you have to do) and **permission** (something you are allowed to do) from the class. Read the sentences with the class and ask students if they show obligation or permission. Elicit another example for each word or phrase of something the students have recently been obligated or permitted to do. Give an example of your own, e.g., *Yesterday I was supposed to cook dinner but I didn't have time, so I ordered a pizza instead.*

Answers

1 O 2 O 3 P 4 P 5 P 6 O

- b** **04.10–04.11** Students read the information in Grammar Focus 4B on SB p. 140. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 49.

Answers (Grammar Focus 4B SB p. 141)

- a**
- 2 you ought to write to them
 - 3 forced me to give them my phone
 - 4 allowed to park there
 - 5 You can go home / leave
 - 6 were supposed to bring strong shoes
 - 7 didn't/wouldn't let me use a dictionary
 - 8 made us stop

- b**
- | | |
|--------------------|--------------------|
| 2 couldn't | 6 supposed |
| 3 allowed | 7 can't |
| 4 had/needed | 8 allowed/supposed |
| 5 supposed/allowed | |

CAREFUL!

Students often mistake *must* with *should*, e.g., *Because of the weather, we ~~must~~ leave early* (Correct form = *Because of the weather, we **should** leave early*) or *I ~~should~~ wear a uniform in my new job* (Correct form = *I **must** wear a uniform in my new job*). Whereas *must* is used for strong obligation, *should* is used for making a recommendation.

LOA TIP CONCEPT CHECKING

Give students some sentences and ask concept questions to check that they understand meaning.

You can go home early today.

Ask: *Do you have permission to go home early?* (yes)

Who is giving you permission? (you are)

I was supposed to study for a test last night.

Ask: *Did you study?* (no)

The personal trainer made us do more exercises at the gym.

Ask: *Did you do the exercises?* (yes)

Did you have a choice? (no)

Who told you to do the exercises? (the trainer)

The boss let us leave work early.

Ask: *Did you leave work early?* (yes)

Who gave the permission? (the boss)

Was it an obligation to leave work early? (no)

At my last job, we couldn't drink coffee at our desks.

Ask: *Did you drink coffee at your desks?* (no)

Did you have the option to drink coffee at your desks? (no)

Who made the rule? (someone in authority)

7 SPEAKING

- a** With the class, read the activity and questions. Give students five minutes to make notes. Monitor and help with ideas where necessary.
- b** In pairs, students tell their partners about their experiences. Encourage students to ask questions and compare experiences. Monitor and note down examples of good language use and any common errors to address afterwards. Take feedback as a class and ask for examples from the conversations. Address any common errors you noted down. Ask the class to decide which experience was the most difficult.

⊕ ADDITIONAL MATERIAL

Workbook 4B

Photocopiable activities: Grammar 4B, Vocabulary 4B, Pronunciation 4B

Documentary Video Unit 4 *Life lessons*

Video Worksheet Unit 4 *Life lessons*

 **OPTIONAL LEAD-IN**

Books closed. Tell students that they are going to review adjectives they learned in the last lesson. On the board, write the first letters of adjectives students learned to describe something that is difficult:

p_____ (punishing)

a_____ (arduous)

g_____ (gruelling)

r_____ (rigorous)



to_____ (tough)

s_____ (strict)

tr_____ (tricky)

In pairs, students complete the words. Stop the activity when the first pair finishes. Check answers, spelling and pronunciation as a class.

1 LISTENING

- a**  As a class, ask students what they have done recently that they're proud of. Give an example of your own, e.g., *I wrote an article for a magazine and lots of people read it. I was proud of that.* In pairs, students read through the questions and discuss them. Take feedback as a class and find out how most students feel about being criticised. Write the phrase *constructive criticism* on the board and explain that criticism is sometimes OK as long as it is given to help someone do better.
- b** Ask students to summarise the story so far. Tessa and Becky are students. They are studying photography. Becky is working in her cousin's café and she and Tom are planning their wedding. Then ask students to describe the photo and speculate on what Becky is doing.
- c**  **04.12** Play Part 1 of the video or audio recording for students to check their ideas.

Answer

Becky and Tessa are showing the tutor photos that they took for the project.

Video/Audioscript (Part 1)

BECKY Now let's have a look at some of the most successful ones. Tessa took this one.

TESSA We really like the way the light is hitting the tree.

B And here's a similar shot, but from a different angle with a plane crossing the sky. We got some close-ups of flowers. We managed to get some good shots of daffodils.

T The light was really good for this one.

B And we were lucky and managed to get a couple of wildlife shots. Here's a shot of


a swan that Tessa took. And finally ... my shot of a squirrel.

B Thank you for listening.

TUTOR OK, thank you, Becky and Tessa. Some very good work. There were some interesting close-up shots there, very sharp details and clear colours. Yes, a very good first assignment. Well done, both of you. OK. Now for your next assignment ... bridges. Pick a bridge that you like. Photograph it and then write an essay to go with it. OK? We'll see how you get on. You've got one month.

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

- understand informal conversations about taking photos and doing coursework
- use appropriate expressions to present and describe photos
- express careful disagreement
- use contrastive stress correctly
- present and agree with different topics

- d**  **04.12** Play the video or audio recording again for students to answer the three questions. Check answers as a class.

Answers


- 1 Becky's and Tessa's
- 2 close-up shots, sharp details and clear colours
- 3 bridges

2 USEFUL LANGUAGE Describing photos

- a** In pairs, students read through the expressions and decide which could be used to describe the photos. Check answers as a class.



Answers

1 2 2 B 3 N 4 1 5 B 6 1 7 N 8 N

- b**  **04.12** Ask students which underlined expressions Becky used. Encourage students to try to remember before they listen again. Play the recording again to check.


Answers

1, 5

- c**  Put students into pairs and assign A and B roles. Tell Student As to go to SB p. 128 and Student Bs to go to SB p. 130. Students look at the photos and discuss the different points. Monitor to help and give encouragement. Remind students to use phrases for describing photos from 2a. Tell students to go back to SB p. 50.
- d**  Put students into new pairs. Make sure that a student from a pair A forms a pair with a student from a pair B (who has looked at different photos). They take turns to show their photos to their new partner and talk about them. Encourage the other student to ask questions. Take feedback as a class.

 **LOA TIP MONITORING**

Monitor and note down examples of good language use and any common errors to deal with later during feedback. With activities like this, where a student is presenting ideas, it is important not to interrupt the flow. Don't mention every mistake in feedback. Weaker students will obviously make more mistakes than stronger ones, and if you focus too heavily on one student's errors in group feedback, this can also knock a student's confidence badly.

- e**  Students discuss the photos as a class. To finish, ask students to choose their favourite photo and justify their choice.

3 LISTENING

- a 04.13 Read through the two questions and play Part 2 of the video or audio recording for students to answer. Check answers as a class. Clarify the meaning of *architecture* (the structure of a building).

Answers

- 1 college, a presentation, the next assignment
- 2 to the café

Video/Audioscript (Part 2)

- BECKY** That went quite well.
TESSA Yeah.
B It was fun. So, bridges for the next assignment.
T Yes, bridges. So boring.
B Oh, I don't know, it's not that boring. All that fantastic architecture. That could be quite interesting.
T Yeah, maybe you're right, I'm not sure. But there's all that theory for the essay. I didn't take any notes in yesterday's lecture.
B Don't worry, I took loads of notes. You can borrow mine.
T Can I?
B Sure. Come round to the café later and I'll give them to you. Must go now. Bye!

- b Discuss the questions as a class.

Answers

- 1 B 2 T 3 T

4 CONVERSATION SKILLS

Expressing careful disagreement

- a 04.14 Read through the exchange with the class. Play the recording for students to tell you what Becky and Tessa actually said.

Audioscript

- TESSA** Yes, bridges. So boring.
BECKY Oh, I don't know, it's not that boring. All that fantastic architecture. That could be quite interesting.

- b Discuss the question as a class.

Answer

It's more polite.

- c Tell students that they need to read replies 1–5 and match them with the topics in the box. Students work in pairs and do the matching. Take feedback as a class. Elicit what students were talking about, but don't check answers at this point.
- d 04.15 Play the recording for students to check their answers.

Answers

- 1 a football match
- 2 a restaurant meal
- 3 bank managers
- 4 a party
- 5 a film

Audioscript

- | | |
|---|--|
| <p>1</p> <p>A I thought the goalkeeper was useless. He was the weakest player in the team.</p> <p>B Really, did you think so? I thought he played quite well.</p> <p>2</p> <p>A €60 for fish and a salad! That's far too much.</p> <p>B I'm not sure about that. It doesn't seem that expensive.</p> <p>3</p> <p>A Did you see that bank managers earn an average of 100,000 a year? It's crazy!</p> <p>B I know what you mean, but on the other hand it's a very responsible job.</p> | <p>4</p> <p>A She's having a fancy dress party on her birthday. How boring!</p> <p>B Oh, I don't know. I think it could be quite good fun.</p> <p>5</p> <p>A It was a very boring film. I thought it was far too long.</p> <p>B Yeah, maybe you're right, but I enjoyed some bits of it.</p> |
|---|--|

- e Tell students that they are going to disagree carefully. Read through comments 1–3 and ask students to think of replies to disagree, using some of the underlined expressions from 4c. Monitor and help as necessary. Put students into pairs. Students take turns to say the comments and disagree. Take feedback as a class and ask for examples of the disagreements.

EXTRA ACTIVITY

In pairs, students continue the different conversations from 4e. They should either disagree with the reply or agree with it and add another comment. Monitor and check that students are using appropriate ways to disagree, and if appropriate, ask one or two stronger pairs to repeat their conversations for the class.

5 PRONUNCIATION Contrastive stress

- a 04.14 Play the recording for students to listen to Becky's reply and answer the questions as a class. Ask students to repeat the phrase with the stress on *that*.

Answers

- 1 It's not that boring. 2 b

- b Put students into pairs to practise saying and replying to the comments. Monitor to make sure students are using contrasting stress in their replies.

LOA TIP DRILLING

Say: *It's very cold.* Students say: *It's not that cold.*

Repeat with these sentences: *It's late. It's ugly. It's depressing. It's interesting. It's cheap.*

In pairs, students take turns to say the sentences again, replying to them using contrastive stress.

- c 04.16 Play the recording for students to find out if their replies were similar.

6 LISTENING

- a** **04.17** Tell students that after listening to the next part, they have to choose the best summary. Play Part 3 of the video or audio recording, then read through the summaries and ask students to choose the best. Check the answer as a class.

Answer

2

Video/Audioscript (Part 3)

BECKY Here you are. My lecture notes.
TESSA Ah great, thanks.
B And these ...
T Thank you.
B And here are some other notes I made earlier.
T Ah, OK, thank you. Plenty to read here.
B It's not too much, is it?
T Um, well ... no, thank you. You've saved my life.
B Don't worry, that's OK. I'm more into the theory than you are.
T You can say that again. I hate it.
B By the way, Tom and I were sorting out the details of the wedding last night.
T Oh yeah?
B And we thought – well, if you're interested – we'd love you to take the photos.
T Me? Are you serious?
B Yeah, why not?
T Well, I'm not ... I don't think I'm good enough.
B Oh, don't be silly. Of course you are. Oh, will you? Please?
T Well, yes, if you want me to. I mean ... I'd love to.

B Great. Better get back to work.
PHIL Oh no. No!
B What is it, Phil?
P I've just deleted the whole chapter. I only meant to delete the paragraph.
B Oh no.
T Who's that?
B That's Phil. He's always here. He's writing a book. Well, trying to, anyway. When he isn't accidentally deleting his work!
T A writer ... that's interesting.
B See you later.
T Hi.
P Hi.
T Becky tells me you're writing a book.
P Sort of.
T That's great. I like books.
P Mm.
T I'd like to see what you've written, anyway. I'm sure it's really good.
P Thanks. I haven't written much yet.
T Ah well, I'd better let you get on, bye ...
P Bye ...

VOCABULARY SUPPORT

sort out (B2) – think about the details

you can say that again – I agree with you

- b** In pairs, students find and correct the false sentences about the recording. Check answers as a class.

Answers

- 1 True
- 2 True
- 3 True
- 4 False (She accepts.)
- 5 False (He accidentally deletes the chapter.)
- 6 False (He doesn't; she asks who he is.)
- 7 True

7 SPEAKING

- a** Put students into pairs and assign A and B roles. Ask Student As to go to p. 127 and Student Bs to p. 129. Tell students they will give an opinion on one of the topics mentioned and prepare arguments to support their opinion. Give students five minutes to prepare. Ask students to share their opinions with their partner. Monitor and check that students are using appropriate ways from the lesson to express careful disagreement.
- b** Ask students to share their opinions with the class.

FAST FINISHERS

Ask fast finishers to choose one of the other topics and give their opinions on it. If there is no other fast finisher for them to discuss the topic with, they could write a comment for a webpage and then write another comment to disagree with the first, giving reasons. Ask students to read these out during feedback.

ADDITIONAL MATERIAL

Workbook 4C

Photocopiable activities: Pronunciation 4C

Unit Progress Test

4D

SKILLS FOR WRITING

I'm good at communicating with people

OPTIONAL LEAD-IN

Books closed. Students choose a foreign country they have visited or know a lot about. They note down some things about the country, e.g., the climate, the food, the music, the way of dressing. In pairs, students take turns to tell each other about the countries, but without giving the name. The other students must guess. If they can't guess after the description, they can ask questions. Take feedback as a class. If there are any countries that haven't been guessed, ask the whole class to join in.

If you have a monolingual group, elicit what they think visitors to their country/countries might find interesting.

1 SPEAKING AND LISTENING

- a** Ask students if they would like to live in another country and why / why not. Put students into pairs to discuss the questions. Take feedback as a class.
- b** **04.18** Students look at the photos of the cities and describe them. Ask them to say what they think life might be like there and why. Tell students they are going to hear three people, Eva, Nick and Jean, talk about living in these places. They need to say which topics in the box the three people talk about. At this stage, students are not answering questions about details. Play the recording for students to identify the topics. Check answers as a class.

Answers

Eva: meeting people; the climate; the culture

Nick: the culture; speaking the language; meeting people

Jean: meeting people; the culture; speaking the language

Audioscript

EVA I got a chance to go to Toronto in Canada for a year to work for my company – I didn't have to go there, but I chose to go because I thought it would be interesting. And it was a great experience. And, of course, at the beginning it was all new and exciting, and there was so much to see, so many places to go out. I'm from quite a small town in Colombia, so it was a huge difference. The most difficult thing, I think, was getting to know people. I think in a big city everyone's busy with their own life, you know, everyone's in a hurry. It was really hard to meet people and make friends. Also, because it's really cold in winter, nothing goes on outside in the street; everyone does things indoors in their own homes and that's quite a big difference. Sometimes you walk down a street and you think, where is everyone? And it was so cold, that really affects your mood, it makes you just want to stay indoors and as a result I felt quite lonely sometimes. So yes, it was a good experience, I'm very glad I went there, but I was quite glad to come back home again and see all my friends.

NICK I got a job teaching English in a town called Katowice in Poland. When I first went there, I was very lucky because I stayed with a family who didn't speak English, so I was really forced to speak Polish. It was very difficult at first; I couldn't understand a word. But because I learned Polish, I very quickly got to know a lot of people. I think a key to understanding a country is to learn the language – without that you only ever meet the people who speak English, and you can't ever get to know the culture. Another thing is that people often go to places that are beautiful to look at, and that's fine if

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

- understand people talking about living in different countries
- understand information about becoming an international student buddy
- use appropriate phrases to give a positive impression in a formal email
- write an email to apply for work

you're a tourist. But to live in a place, I think what it looks like is the least important thing. People are much more important. For example, I come from a very beautiful old town in England – it looks great in photographs, but there's not much going on there. Where I was in Katowice, it's just a big industrial town, nothing special about it, but the people were very friendly and welcoming, so I very quickly felt at home there and I had a really good time. I was supposed to stay there for three months but I ended up staying for a year!

JEAN I work for a large engineering company, and I went to work in Oman, in the Gulf, for a year. And I had a very good time there. I had a good salary, so I ate out a lot and, at weekends I went diving and swimming and went on trips into the mountains or the desert. It's a very beautiful country. So, as I say, I had a good time there, but I don't feel I ever really got to know the culture. I never got under the surface of it, so as a result I remained an outsider. People were very friendly, very hospitable, and I spent some time with the local employees who worked with us – we often went out together. But I suppose because the culture is very different and you're working hard every day, it's easier to spend your time with other foreigners, so my friends were mostly Europeans. I know it's not a good excuse, but it's what most foreign visitors do – they end up in a group of expatriates and have their own lifestyle, and that results in them being like a separate community. Maybe I should have tried harder to learn Arabic; I did try to learn a bit, but I never learned to speak it well enough to have a real conversation with people.

VOCABULARY SUPPORT

expatriates – people who live in another country

hospitable (C1) – friendly and kind to visitors

- c** **04.18** Read the questions with the class. Encourage students to answer the questions before they listen again. Play the recording again and pause after each speaker to give students time to think and note answers. Students compare answers with a partner. Check answers as a class.

Answers

Eva

- 1 It was new, exciting; a good experience; a lot to see
- 2 getting to know people, the cold weather
- 3 It was a big city; cold in winter; people do things indoors

Nick

- 1 He stayed with a family; got to know lots of people; the people were friendly
- 2 learning the language (at first)
- 3 not as beautiful as his hometown but people were friendly

Jean

- 1 He had a good salary, so he had a good time; it's a beautiful country; people were friendly and hospitable
- 2 getting to know the culture
- 3 people had a different lifestyle; he spent his time with other foreigners (expatriates)


- d In pairs, students read the points and decide which speakers said them. Check understanding of *make an effort* (try very hard) and *worthwhile* (a good/useful experience). Check answers as a class.

Answers

- 1 Nick: He learned the language and had a great time.
- 2 Nick: Katowice was industrial, but a friendly and welcoming place to live.
- 3 Eva: It was so cold in Toronto it affected your mood and people did things inside their houses rather than outside.
- 4 Jean: He spent his time with other foreigners and didn't manage to learn Arabic.
- 5 Eva: It's a good experience.

EXTRA ACTIVITY

Ask students to choose one point in 1d they agree with and one they disagree with. Give them two minutes to think of reasons to support their opinions. They can make notes if they want to. Put students into pairs to discuss their thoughts and give examples of their personal experiences. Monitor and note interesting comments to discuss during feedback.

- e  Students discuss the question in pairs and then share their ideas with the class. Take a class vote on the most interesting idea.

2 READING

- a Ask students to read the introduction on the advertisement and say whether they think the text will be an advert to join the club, to work for the club or to start a club. Read the questions with the class. Students read the rest of the advert, answer the questions and then check with a partner. Check answers as a class.

Answers

- 1 A volunteer who offers assistance and friendship
- 2 Free membership and benefits of belonging to the International Students' Club, free training courses, the opportunity to get cross-cultural experiences, languages and skills look impressive on your CV
- 3 Someone open-minded and interested in other cultures, with knowledge of English and other languages

VOCABULARY SUPPORT

assign to (C1) – to give someone a job or responsibility for
eager (B2) – enthusiastic about doing something
insight (C1) – understanding of something that is quite difficult
open-minded (C1) – ready to listen to and think about other opinions

- b Individually, students read the reasons in the box and decide which ones they think Maurizio should use in his application. Take feedback as a class and decide the top four reasons why Maurizio is suitable for the job. Then read the email with the class and check their answers.

Answers

He speaks several languages; he's outgoing and sociable; he understands the needs of foreign students; he knows London well; he's interested in other cultures

3 WRITING SKILLS

Giving a positive impression

- a Ask students to underline the phrases in Maurizio's email that have meanings 1–8. Students compare their answers with a partner. Check answers as a class. Elicit that the phrases Maurizio uses are better for the email because they use a range of vocabulary and are more formal.

Answers

- 1 I am fluent in English.
- 2 I am ... very sociable.
- 3 I am ... good at communicating with people
- 4 I am in an excellent position to
- 5 I have a thorough knowledge of
- 6 I have always been very keen on
- 7 I would be more than happy to
- 8 I'm certain I could make a valuable contribution to

- b Remind students that when writing, you should avoid repeating the same words and phrases. Instead of *I think*, Maurizio uses *I am sure*. Ask students to find four more expressions which replace *I think* in the email.

Answers

I am in an excellent position, I am confident, I strongly believe, I'm certain

- c Ask students if they have ever applied for a job in their native language and what was most important in order to make a good impression. Discuss the questions as a class, and choose the answer that is incorrect.

Answer

2

4 WRITING

- a Tell students that they are going to write an email applying to do volunteer work. Read the situations and ask students to choose which job they are going to apply for. Give students five minutes to note down reasons why they think they would be suitable for this work. Monitor and give help and advice where necessary.
- b Read the points for students to include when they write the emails. Students write their emails.

LOA TIP CONCEPT CHECKING

Monitor and answer any questions. Look at the way students have organised their emails and point out where paragraphing/sentence structure could be improved. Circulate and give more advice to those who need it.

FAST FINISHERS

Ask fast finishers to write a short email in response to the application. You may ask students to read these out during class feedback.

- c In pairs, students read each other's emails and check them against the questions.
- d If appropriate, ask students to swap their emails with other students. If your class is very big, they can do this in smaller groups. Take feedback as a class.

ADDITIONAL MATERIAL

Workbook 4D

UNIT 4

Review and extension

1 GRAMMAR

- a Elicit a couple of examples from the class about things they used to do but don't do now. Give an example of your own, e.g., *I used to have to get up at 6 o'clock when I started teaching – I no longer have to do that.*

Students do the task individually and then compare answers with a partner. Check answers as a class.

Answers

- 1 I used to be a nurse
- 2 I no longer do shift work
- 3 I would sometimes sleep in
- 4 I don't take my lunch to work any more
- 5 I used to wear
- 6 I no longer have to deal with difficult patients
- 7 I didn't use to be so happy / I used to be less happy / I'm much happier than I used to be

- b Individually, students find and correct mistakes with expressions for obligation and permission in the text. Check answers as a class.

Answers

I went to a very strict primary school when I was a child. I ~~wasn't allowed~~ had / was supposed to do about two hours of homework every night, which meant there was little time to play with my friends. But often my parents told me just to study for an hour and wrote a note for the teacher excusing me from homework. In class we weren't ~~let~~ allowed to talk to each other when we were working on a task because teachers didn't like noisy classrooms. However, we were allowed to put up our hand and ask our teacher a question as she felt it was good to help students. We ~~weren't allowed~~ had / were supposed to do some kind of physical exercise every day after lunch, but that made us very tired in the afternoon. One good thing is that they ~~supposed~~ made/let us learn a musical instrument and I learned to play the clarinet, which I still enjoy doing.

2 VOCABULARY

- a Students complete the sentences with their own ideas. Monitor and prompt where necessary. Check the missing prepositions as a class.

Possible answers


- 1 by ... too much activity
- 2 on ... my attitude
- 3 in ... sore muscles
- 4 to ... learning a new language
- 5 of ... have made new friends and am more confident

- b  In pairs, students compare their sentences and discuss how they finished the sentences and why. Take feedback as a class.

- c Students complete the task in pairs. Check answers as a class.

Answers

- | | | |
|-------------|-----------|------------|
| 1 punishing | 3 tough | 5 rigorous |
| 2 strict | 4 arduous | 6 tricky |

- d  In pairs, students discuss three of the examples from 2c that they have experienced. They ask and answer questions to find out more details. Take feedback as a class.

3 WORDPOWER *as*

- a Write the word *as* on the board. Give students a few minutes in pairs to note down expressions they know that include the word *as*. Take feedback as a class and write examples on the board. Read the phrases in the box with the class and find out how many expressions the class had thought of. Students complete the task individually and compare answers with a partner. Check answers as a class.

Answers

- | | |
|-----------------------|---------------------------------------|
| 1 as for | 5 as if |
| 2 As a whole | 6 As far as I'm concerned |
| 3 As a matter of fact | 7 As far as restaurants are concerned |
| 4 as follows | 8 As far as I know |

- b In pairs, students add one word to the gaps in 1–8. Students then match them to sentence endings a–h. Check answers as a class.

Answers

- 2 g, follows
- 3 e, for
- 4 b, know
- 5 a, a
- 6 d, a
- 7 h, if
- 8 f, concerned

- c Individually, students complete the sentences. Give an example of your own, e.g., *As far as I'm concerned, you've worked really hard today!*

- d  Students tell their partners their sentences. Take feedback as a class.



FAST FINISHERS

Ask fast finishers to write a short email including as many of the phrases with *as* as they possibly can. Ask them to read these out during feedback.



EXTRA ACTIVITY

In pairs, students write the beginnings of five sentences using *as* expressions, e.g., *As far as I know, our homework ...*. They swap sentences with another pair, who then finish the sentences.

» Photocopiable activities: Wordpower 4



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

CHANCE

UNIT OBJECTIVES

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

- understand texts and conversations and exchange information about life, luck and probabilities, the future, jobs, the natural world and extreme weather
- talk about probabilities, attitudes to the future and possibilities
- talk about plans, deadlines and predictions
- use appropriate phrases to respond to ideas and talk about advantages and disadvantages
- write an argument for and against an idea

UNIT CONTENTS

G GRAMMAR

- Future probability
- Future perfect and future continuous

V VOCABULARY

- Adjectives describing attitude: *adventurous, ambitious, cautious, competitive, critical, disorganised, irresponsible, optimistic, realistic, reliable, responsible, sympathetic, thoughtful, thoughtless, uncompetitive, uncritical, unrealistic, unreliable, unsympathetic, well-organised*
- The natural world: *carbon footprint, climate crises, Earth's atmosphere, ecological impact, environmentally friendly, fragile environment, global warming, rough weather, solar energy*
- Wordpower: *side: on your side, look on the bright side, to one side, from side to side, on the side, side by side, see the funny side*

P PRONUNCIATION

- Intonation groups
- Sound and spelling: *th*

C COMMUNICATION SKILLS

- Discussing possible future events
- Preparing for a job interview
- Discussing advantages and disadvantages
- Responding to an idea
- Writing an argument for and against an idea

- a** Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. Students might need explanations of some unfamiliar words, e.g., *elastic cord* (rope or twisted threads made of elastic), *harness* (something we wear that can link us to something else, such as a parachute), *risky* (dangerous).
- b** Read the questions with the class and ask them to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations, and extend the discussions if appropriate.

EXTRA ACTIVITY

In pairs, students tell their partners the riskiest things they have done a) this year, b) this week, c) today. Give an example of your own. Ask for examples during feedback and let the class decide whose actions were the riskiest.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Ask students to work in pairs or small groups and to write down as many dangerous sports or hobbies as possible in two minutes. Take feedback as a class and write the correct English words for the activities on the board. Here are some sports students may mention:

whitewater rafting (travelling down very fast rivers)

bungee jumping (jumping with strong and thick elastic from a high place)

sky diving (jumping from a plane with a parachute)

mountain/rock climbing (climbing mountains and hills)

Ask students if they have ever done any dangerous sport or if they would like to and why / why not.

5A

YOU COULD LIVE TO BE A HUNDRED

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to list some of the things they have done today, e.g., driven a car to school, eaten cereal for breakfast, bought shopping with a credit card. Ask students to discuss how they think these things might be done differently ten years from now. Take feedback as a class and ask students if they think these changes will be good or bad and why.

1 SPEAKING

- a Write the anagram *ISMOTTIP* on the board and tell students that it is an adjective to describe people who have a certain attitude about the future. Students guess the word *OPTIMIST*. Elicit the opposite, *pessimist*. Tell students to rate how much of an optimist or pessimist they are on the scale provided. Students then compare their answers in small groups.
- b Tell students they will now take a quiz to check how well they know themselves. Read the introduction to the quiz with the class and encourage them to be as honest as possible. Students individually read the quiz questions and answer them. Monitor and answer any questions. Once students have finished the quiz, put them into pairs to compare their answers. Take feedback as a class.
- c Students go to SB p. 129 to find out what their answers in the quiz mean. You may wish to elicit or pre-teach the phrases *turn out well* (have a positive result), *encounter* (meet) and *overcome* (solve, find an answer to). Ask students how many of them are optimists/pessimists according to the quiz. Ask if students agree with this assessment and why / why not.
- d Students discuss the results of the quiz in small groups. Read the questions with the class. If necessary, explain the word *realistic* (accepting things as they are and not making decisions based on unlikely expectations for the future). Students decide who is the most optimistic, pessimistic and realistic in their groups. Take feedback as a class.
- e Tell students they are going to create their own quiz questions. Read the prompt and example as a class. Each student writes one quiz question with a) and b) answer choices. Circulate and help with any vocabulary. You may ask students who finish quickly to write one or two additional questions. During class feedback you could ask the rest of the class to answer the questions and discuss their answers.

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

- understand an article about optimism
- use a lexical set of adjectives describing attitude correctly
- understand a person talking about statistics
- use words and modal verbs to talk about degrees of future probability
- talk about what will or won't happen in their lifetime

2 READING

- a Tell students that they are going to read an article about optimism and pessimism. Students read the article quickly to decide on the correct alternatives to complete the summary. Check answers as a class.

Answers

Most people are naturally optimistic, and this is generally an advantage for the human race because it helps us to be more successful.

VOCABULARY SUPPORT

bias (C2) – looking at something in a particular way because of your opinion

characteristic (B2) – something that is typical of a person or thing

diagnose (C2) – to recognise and name a disease or problem, by examining it

evolution (B2) – a gradual process of change and development

gloom – darkness, sadness or depression

take out insurance (B2) – to pay a company to cover costs in case of an accident or damage to property

- b Individually, students read the article again in more detail to tick the correct points. They then compare their answers with a partner. Check answers as a class.

Answers

2 ✓ 3 ✓ 5 ✓ 6 ✓ 8 ✓

EXTRA ACTIVITY

Students write a short email to a friend telling him or her about the article and include their quiz results. Students should start:

Hi! I've just read this article. It's really interesting. It's about ...

When students have finished, they read their emails to their partners or (if appropriate) email/text them.

- c Students discuss the questions in pairs. Monitor to help and contribute to the discussions. Take feedback as a class. Find out how many students have similar ideas about their lives 20 years from now.

3 VOCABULARY

Adjectives describing attitude

- a Individually, students look back at the article and find adjectives for meanings 1–6. Check answers as a class.

Answers

- | | |
|---------------|---------------|
| 1 optimistic | 4 adventurous |
| 2 realistic | 5 cautious |
| 3 unrealistic | 6 ambitious |

- b** Ask students to write down the adjectives they think are true for them. Put students into pairs. Students guess what their partners have written. Students then compare and discuss how they see themselves and each other.

- c** **05.01–05.03** Students complete the exercises in Vocabulary Focus 5A on SB p. 158. Individually, students complete Exercises a–c. Play the recording for students to check their answers to Exercise d. Monitor Exercise f and check other answers as a class. Play the recording for students to complete Pronunciation Exercises a and b and check answers. Tell students to turn to SB p. 58.

Answers (Vocabulary Focus 5A SB p. 158)

- a**
- 1 disorganised
 - 2 well-organised
 - 3 competitive
 - 4 sympathetic
 - 5 thoughtful
 - 6 irresponsible
 - 7 unreliable
 - 8 critical

b

thoughtful	thoughtless
well-organised	disorganised
reliable	unreliable
responsible	irresponsible
sympathetic	unsympathetic
competitive	uncompetitive
critical	uncritical

- c** -less, dis-, un-, ir-, il-, im-, in-, mis-, a-, non-

- d**
- 1 correct
 - 2 incorrect (responsible)
 - 3 correct
 - 4 correct
 - 5 incorrect (thoughtless)
 - 6 incorrect (sympathetic)
 - 7 correct

Pronunciation

- a** thoughtful /θ/, weather /ð/, sympathetic /θ/, clothes /ð/, seventh /θ/

b

/θ/ (think)	/ð/ (the)
thumb	leather
month	together
something	therefore
north	northern
healthy	Netherlands
enthusiastic	
worth	

Audioscript

Lots of people get scared when they fly, and they're sure the plane's going to crash, but in fact it's one of the safest ways to travel. The odds of a plane crashing are only about one in a million, and obviously they're much less if you use an airline with a good safety record. It's very unlikely that your plane will crash, but even if it does, you'll probably be fine, because 95% of people in plane crashes survive. If you sit at the back of the plane or over the wing, near the exit, your chances get even better. So, if you're worried about getting on that plane, don't be, because you'll almost certainly survive the trip. You're more likely to have an accident in the car going to the airport – your chances of having a road accident are 1 in 8,000. So the safest way to travel is to take a train to the airport and then fly. More good news is that you have quite a good chance of living to be 100, especially if you don't worry too much. According to a recent report, in richer countries of the world, women who are 25 now have a 1 in 4 chance of reaching their 100th birthday – men of 25 only have a 1 in 6 chance, not quite so good. But the chances are getting better all the time, so a girl born now has a 1 in 3 chance of living to 100 and a boy has a 1 in 4 chance. Of course, this depends on what country you're in. In some countries, like Japan, the chances are even higher, and modern medicine may well make the chances higher still during your lifetime. So, that's the good news. You probably won't die in a plane crash and you, or at least your children, could live to be 100. But the bad news is, you almost certainly won't win the lottery. The chances of winning a big prize in the lottery are only about 1 in 18 million – so that's extremely unlikely.

VOCABULARY SUPPORT

wing (B2) – one of the parts of an aeroplane that sticks out from the side and supports it when it is flying

LANGUAGE NOTES

Make sure students notice the verb pattern *chances of + gerund*. We can also use *chance + to + infinitive*, e.g., *I'm off work tomorrow. It'll be a good chance to catch up on some English homework*. Here *chance* has the meaning of 'opportunity'.

- c** **05.04** Students answer the questions in pairs. Play the recording again for them to check their answers.

Answers

- 1 Sit at the back of the plane or over the wing, near the exit.
- 2 Take a train to the airport.
- 3 Live in a country with a long life expectancy and/or modern medicine, like Japan.

LOA TIP ELICITING

Elicit from the listening the different ways to express degrees of probability. Give the following prompts for students to supply the sentence (or part sentence).

Say: *plane, crash*. Students: *It's very unlikely that your plane will crash*.

Say: *even if it does*. Students: *Even if it does, you'll probably be fine*.

Say: *survive the trip*. Students: *You'll almost certainly survive the trip*.

You can do this with a full group, address alternate questions to half the group, nominate individuals, etc. Students can even test each other in pairs.

4 LISTENING

- a** Individually, students read and complete the statistics with the numbers in the box. They then compare ideas with a partner.
- b** **05.04** Tell the class they are going to hear someone talking about how likely things are. Play the recording for them to check their ideas from 4a. You may wish to elicit or pre-teach the word *odds* (chances of how likely something is to happen). Discuss the question about the students' own country/countries as a class.

Answers

Chance of living to be 100 (man): 1 in 6
 Chance of living to be 100 (woman): 1 in 4
 Chance of having a road accident: 1 in 8,000
 Chance of winning the lottery: 1 in 18 million
 Chance of being in a plane crash: 1 in a million

5 GRAMMAR Future probability

- a 05.05 Tell students that the sentences in the task are from the recording. Read the task with the class and do the first sentence with them. In pairs, students complete the sentences with words from the box. Play the recording for students to check their answers.

Answers

- 1 unlikely
- 2 probably
- 3 certainly
- 4 likely
- 5 chance
- 6 may
- 7 probably, could
- 8 certainly

- b Discuss the questions as a class.

Answers

- 1 you'll almost certainly
- 2 you'll probably be; you're more likely to; you have a good chance of
- 3 may; you could
- 4 it's very unlikely; you probably won't; you almost certainly won't

- c Students complete the task in pairs. Check answers as a class.

Answers

- 1 will probably/certainly (+ verb)
- 2 probably/certainly won't (+ verb)
- 3 is/are likely/unlikely to (+ verb)
- 4 It's unlikely that ...
- 5 There's a chance that ...

EXTRA ACTIVITY

In pairs, students make predictions to tell each other about the near future using the patterns from 5c. Give an example of your own, e.g., *There's a chance that I'll go to the beach this weekend, but it depends on the weather.* Monitor and point out errors for students to self-correct.

- d Read the predictions with the class. Tell students that there are several possible answers. Students do the task individually and compare answers with a partner. Take feedback as a class.

Possible answers

- 1 I'll probably meet someone famous in my life.
- 2 I'm likely to have children.
- 3 I'll almost certainly fall in love at least once in my life.
- 4 I almost certainly won't become a millionaire.
- 5 Someone will probably steal from me.
- 6 I probably won't live in the same place all my life.

- e 05.06–05.07 Students read the information in Grammar Focus 5A on SB p. 142. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure the degree of probability is correct. Tell students to go back to SB p. 58.

Answers (Grammar Focus 5A SB p. 143)

- a 2 think 5 no 8 doubt
3 likely 6 may 9 chance
4 can't 7 sure 10 if
- b 2 probably won't leave.
3 bound to win a medal.
4 unlikely that these new phones will sell well.
5 might not notice.
6 sure to be another chance.

CAREFUL!

Students sometimes have problems with word order when using *probably/certainly*, etc. e.g., *Probably I will go to bed early* (Correct form = *I will probably go to bed early*).

6 SPEAKING

- a Elicit some problems that the world is facing at the moment. Choose one and ask how it could be solved and what the chances are of it being solved in the students' lifetime. Read the list of questions with the class. Tell students that they need to form opinions on each topic. Then they need to add one more question of their own. Monitor and help out with ideas if necessary. Check the accuracy of the students' own questions.

- b Give each student a question from the list (if your class is large, more than one student will have the same question). Tell students to write this question down with their own question. They should then mingle with other students and ask the two questions, noting down their classmates' opinions and any other comments. With a large class, divide the class into two groups to mingle. Mingle and take part, giving your own answers and comments when asked. Encourage students to move round and not stay the whole time with one person. Do not monitor at this stage.

- c Take feedback as a class. Discuss the questions as a class. If students seem interested in any particular questions, let it develop into a class discussion. Note any common errors to address after the discussion.

ADDITIONAL MATERIAL

Workbook 5A
Photocopiable activities: Grammar 5A, Vocabulary 5A,
Pronunciation 5A

5B

I'LL BE SETTLING INTO MY ACCOMMODATION

OPTIONAL LEAD-IN

Books closed. See if students can name the three coldest regions on Earth (Antarctica, Alaska in the USA, Siberia in Russia).

Ask students to share their ideas with the class and find out if anyone guessed or knew the right answers.

Write the words *Antarctica* and *the Arctic* on the board and elicit the differences between them. (Antarctica is an icy continent at the South Pole, whereas the Arctic is a group of islands at the North Pole. Penguins live exclusively in Antarctica, while polar bears live in the Arctic; they never cross paths! Also, Antarctica is much colder than the Arctic, which is why nobody lives in Antarctica – apart from some brave scientists – while the Arctic has been inhabited throughout history, mainly by the Inuit.)

1 READING

a Ask students to look at the photos and describe what they can see. Discuss the rest of the questions as a class.

b Read the title of the quiz with the class and elicit the names of other continents in English: *Europe, North America, South America, Asia, Africa, Australia*. Put students into pairs to do the quiz. Monitor and prompt where necessary, but don't check answers at this point. If you wish, give students information from the Culture Notes below.

CULTURE NOTES

Robert Scott was a famous British explorer. He took two expeditions across Antarctica. On the second expedition (1910–1913), he and his team hoped to be the first to reach the South Pole. However, when they finally reached the pole, they realised that the Norwegian expedition, led by Roald Amundsen, had arrived there before them. During their journey back, all members of the team died from cold, lack of food and exhaustion.

Roald Amundsen led the Norwegian expedition that was the first to reach the South Pole in December 1911. He was also the first man to reach the North Pole in 1926. Others, including Richard Byrd, claimed to have reached it, but their claims have not been proven.

c Tell students they are going to check their answers to the quiz. Ask them to go to SB p. 129 and read the information about Antarctica. Students check their scores. Find out who the winner is and check which question students thought was the hardest. Tell students to go back to SB p. 59.

Answers

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

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

- understand an article about working in Antarctica
- use a lexical set related to the natural world correctly
- understand a conversation about working with penguins
- use the future perfect and future continuous to talk about plans and deadlines
- role play a job interview

d Give students a few minutes to read the first part of the article about working in Antarctica. Take feedback and ask students to share what their reactions would be to a job advertisement like this one.

e Students discuss the questions in pairs or small groups. Monitor and contribute to the discussions. Take feedback as a class.

f Students read *Cooking in Antarctica* quickly to check their ideas from 1e. Ask students how much they predicted correctly.

VOCABULARY SUPPORT

base (B2) – the main place that someone works from

carbon footprint (B2) – a measurement of the amount of carbon dioxide a person's activities produce

food for thought – something to make us think

fragile (C2) – easily broken or destroyed

impact (B2) – effect

g Students read the article again in more detail and take notes. Take feedback as a class.

h Read the questions with the class. You may wish to elicit or pre-teach *frustrations* (things we want to do but can't). Students discuss the questions in pairs. Monitor and contribute to discussions. Take feedback as a class.

EXTRA ACTIVITY

In pairs, students think of another job that might be available at a base like this and write a short advert for it, saying what the job involves and what the requirements are. Students read each other's adverts or read them out to the class. The class votes on which job is the most unusual or interesting, e.g., ice artist / games organiser / penguin photographer / fisherman.

2 VOCABULARY The natural world

a Instruct students not to look at the article and to do the matching task individually. They then compare answers with a partner.

b Students read the article to check their answers. Check answers as a class.

Answers

rough weather
environmentally friendly
solar energy
fragile environment
ecological impact

global warming
carbon footprint
climate change
the Earth's atmosphere

LOA TIP DRILLING

Repetition helps students to memorise collocations through word association. Give the first part of the collocation for the class to complete. Say: *global*. Students say: *warming*. Repeat with the other collocations. You can also test the collocations by giving the second part to elicit the first. Say: *warming*. Students say: *global*. Students can also test each other in pairs.

- c Individually, students complete the sentences and compare answers with a partner. Check answers as a class.

Answers

- | | |
|----------------------------------|----------------------------------|
| 1 solar energy, carbon footprint | 5 fragile, environment |
| 2 ecological impact | 6 climate change, global warming |
| 3 rough weather | 7 environmentally friendly |
| 4 the Earth's atmosphere | |

VOCABULARY SUPPORT

coal (C1) – a hard black substance dug from the earth that is burned to produce energy

- d Read the questions with the class. You may wish to elicit or pre-teach *negative ecological impact* (bad effect on the environment). Students work individually to make notes to answer the questions. Monitor and help as necessary.
- e Put students in pairs or small groups to discuss their answers. Monitor and note any examples of good language use or common errors to address later during feedback. Take feedback as a class.

3 LISTENING

- a **05.08** Ask students if they can identify different types of penguins. (The most commonly known are the King penguins and the Emperor penguins; however, there are about 19 more types.) Find out if they know anything about Adélie penguins. You may give students information from the Culture Notes below. Read the questions with the class and then play the recording for students to note the answers. Check answers as a class.

Answers

- 1 not very well
- 2 light-hearted
- 3 They're full of attitude and can be aggressive.
- 4 The research can tell scientists a lot about what's happening in the Antarctic ecosystem as well as the rest of the planet.

CULTURE NOTES

Adélie penguins are a type of penguin that is very common on the Atlantic coasts. They are one of the types of birds that live in the most southern locations on Earth. The name Adélie comes from the wife of the French explorer Jules Dumont d'Urville, who actually discovered the penguins in 1840. The Adélie penguins are an average size for a penguin, have white rings round the eyes and are mainly black with white fronts. They are very close to most people's idea of what a typical penguin looks like.

Audioscript

JOE So, when are you off?

MARTHA Monday of next week.

J Exciting.

M Sure is – this time next week I'll be settling into my accommodation.

J So, I mean, what is it you'll be doing? From what I understand ... well, you're going down there to keep your eye on some penguins. Is that it?

M Well, I suppose that's one way of looking at it!

J Yeah, but, you know, what will you be doing on a daily basis?

M Well, I'm not entirely sure, but I think I'll be doing similar things every day. It's more or less a question of observing the penguins – counting them, taking photos, checking tags on some of them – that kind of thing.

J OK – so, just kind of standing around in the cold?

M Yes, well, that's the downside of the job. That and the attacks.

J What? From polar bears?

M Erm ... at the South Pole? No, from penguins.

J You mean those sweet little birds attack you?

M Oh yes, they're full of attitude – if you get too close.

J And will they be waiting for you when you get there?

M Well, of course – they know I'm coming.

J Very funny. So, there they are – Mr and Mrs Penguin about to play happy families and ...?

M Yeah, so, by the time I arrive the penguins will already have got into pairs and then, by the middle of November, each pair of penguins will have laid two eggs.

J You just watch them sit on their eggs? That must be ... 'really interesting'.

M I'm sure they'll do something to keep me entertained.

J And then?

M Well, by the end of December, most of the chicks will have arrived, and then after about three weeks, we put metal tags on them.

J Unless you get attacked by those nasty, aggressive parents.

M We have our methods of defence.

J Sounds scary. OK, this is all very interesting, but, I mean, why? Why's it useful to know what these penguins do? It sounds like they kind of do the same old thing year after year.

M Nothing wrong with predictable – we scientists like that – but sometimes there can be changes, like maybe there are fewer chicks or maybe the parents aren't able to feed the chicks and not as many survive. This can tell us a lot about what's happening in the Antarctic ecosystem.

J Like what exactly?

M Ah, I'm a scientist – I never jump to easy conclusions.

J That's no fun.

M But, in a general sense, if there are changes in the number of penguins or changes in their behaviour, this can tell us that there has been a change in the climate of some kind. It's part of the evidence – the bigger picture, if you like. The work I'll be doing is just a small part in a big project that's been going on for some time. But because Antarctica is such an unspoilt environment the changes that take place there can tell us a lot about what's happening on the rest of the planet.

J And you get to hang out with those cute little penguins.

M Yeah, well ... it's just one big penguin party.

J Sounds pretty cool to me.

VOCABULARY SUPPORT

defence (B2) – protection

settle (into) (C1) – to feel at home, get comfortable in a new place

tag – a piece of information attached to an animal by scientists

the bigger picture – a wider context

- b** **05.08** Read the list of actions with the class. Play the recording for students to listen and write the actions in the correct order. Check answers as a class. A more advanced group may be able to do this without listening again. In this case, play the recording to check students' answers.

Answers

- | | |
|---------------------------------|---------------------------------|
| 1 Penguins get into pairs. | 4 Penguin chicks are born. |
| 2 Martha arrives in Antarctica. | 5 Tags are put on the penguins. |
| 3 The eggs are laid. | |

CAREFUL!

Students often confuse the verbs *lie* and *lay*. *Lie* does not take an object and has the forms: *lie/lay/lain*. *I lay on the bed this morning because I had a headache.*

Lay takes an object and has the forms: *lay/laid/laid*. *The chickens laid three eggs this morning.*

4 GRAMMAR

Future perfect and future continuous

- a** Check the time and write it on the board. Ask students what they think Fleur (from the article) is doing right now, e.g., *She's cutting some vegetables*. Then ask what they think she'll be doing at this time tomorrow, e.g., *She'll be cutting vegetables*. Finish by asking what they think she'll have done by an hour from now, e.g., *she'll have cut some vegetables*.

As a class, read the examples in 4a about Martha (from the listening) and ask which of the uses they correspond with.

Answers

- 1 a
2 c
3 b

LOA TIP CONCEPT CHECKING

Ask concept questions to check students understand the different uses of the future continuous and the future perfect.

Tell students: *This time next week I'll be travelling to Spain.*

Ask: *Will I be in Spain?* (No.) Ask: *Where will I be?* (On the plane or in a car.)

Tell students: *This time tomorrow I'll have marked your homework.*

Ask: *Will I need to start marking?* (No.)

Ask: *Will the marking be finished?* (Yes.)

- b** **05.09–05.10** Students read the information in Grammar Focus 5B on SB p. 142. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students differentiate correctly between future continuous and future perfect forms. Tell students to go back to SB p. 61.

Answers (Grammar Focus 5B SB p. 143)

- | | |
|--------------------------------|------------------------|
| a 2 ✓ | 6 ✓ |
| 3 I'll be attending | 7 I'll be carrying |
| 4 I'll have written it by then | 8 ✓ |
| 5 I'll be working | |
| b 2 Will you have got | 5 I'll be leaving |
| 3 I'll still be dealing | 6 I'll be seeing |
| 4 I'll have/be finished | 7 She'll have finished |

- c** Ask students to note down ideas individually. Give an example of your own, e.g., *This time next year, I'll be living on the outskirts of town in a house with three bedrooms and a big garden. Five years from now, I'll have learned to speak Italian very well and I'll have got married.*
- d** In pairs, students discuss their answers. Encourage students to ask follow-up questions to find out more details about their partner. Take feedback and ask students to share examples from the discussions with the class. Find out which student has the most ambitious plans and which has the most realistic.

5 SPEAKING

- a** Students read the job advertisement and discuss the question as a class.
- b** Read the task with the class. Put students into pairs and ask them to think about their roles and to note down questions they can ask during the interview.
- c** Students act out the role play. Monitor, but do not interrupt to correct any errors. Note down any errors to address after students have completed the role play. If students are unsure how to proceed, give prompts and encouragement. Take feedback as a class. If time allows, you could ask a pair to role play for the class.

FAST FINISHERS

Ask fast finishers to think of another job at the base and to role play a job interview for it.

ADDITIONAL MATERIAL

Workbook 5B

Photocopiable activities: Grammar 5B, Vocabulary 5B



Documentary Video Unit 5 *Chance*

Video Worksheet Unit 5 *Chance*

 **OPTIONAL LEAD-IN**

Books closed. Write *running your own business* on the board. In pairs, students write down as many advantages and disadvantages to running their own business as they can. Take feedback as a class and note down examples of both advantages and disadvantages on the board. Encourage a class discussion and find out if students think the advantages outweigh the disadvantages. Ask what sort of business students would run if they had the chance.

1 SPEAKING AND LISTENING

- a**  Individually, students think about the questions and note down some ideas. They then discuss the questions in pairs. Take feedback as a class.
- b**  **05.11** Elicit what happened in the last episode. Read through the events that happen in the next section with the class. Play Part 1 of the video or audio recording for students to put the events in the correct order. Ask which event doesn't happen. You may need to play the recording twice, as ordering events can be difficult.


Answers

- 1 Phil finishes his chapter.
 - 2 Sam talks about money.
 - 3 Phil suggests staying open longer.
 - 4 Phil asks about Tessa.
- Becky doesn't offer to help.

Video/Audioscript (Part 1)

BECKY Phil? We're closing.
PHIL Nearly done. I'm just finishing this chapter. That's it – done. See you tomorrow, then. What's wrong, Sam?
SAM The usual. Not enough money coming in. I need to do something to get more customers.
P Hmm, you could stay open longer? In the evenings? You could serve meals. I'd eat here.
B You practically live here anyway. But it's an idea, why not?
S It'd be a long day.
B You could do just Friday and Saturday to start with.

S Hmm, I'd need to hire a cook. Set up the kitchen properly. On the other hand, the extra money would be good ... I don't know.
B Anyway, time to go. Are you ready, Phil?
P Yeah, coming. Bye, Sam.
S See you.
P Umm ... that friend of yours ... Curly hair ...
B Tessa?
P Tessa. Is she at college with you?
B Yeah.
P OK.
B Bye, Phil.

- c**  **05.11** Students answer the questions in pairs. Play the recording again for students to listen and check their answers. Take feedback as a class.


Answers

- 1 The café isn't making enough money.
- 2 They need to hire a cook and set up the kitchen properly.
- 3 It will bring extra money.
- 4 if she goes to the same college as Becky

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

- understand informal conversations about work and money problems
- use appropriate phrases to talk about advantages and disadvantages
- use intonation groups correctly to stress parts of a sentence
- use appropriate phrases to respond to an idea

2 LISTENING

- a**  **05.12** Students look at the topics and decide in pairs what topics they think Sam and Emma will discuss. Tell the class that one topic is not mentioned. Play the recording for students to listen and check. Check answers as a class.


Answers

money problems, staying open later, hiring a cook, investing money in the café

Video/Audioscript (Part 2)

EMMA Bad day?
SAM The café. We're not making enough money.
E Come on, you're doing fine. Mid-week, it's bound to be slow.
S I'm just worried. We've put all our money in this. I don't want to lose it.
E No, of course you don't. I can see that.
S Phil had an idea today.
E Yeah?
S Stay open Friday and Saturday evenings and serve food.
E Interesting.
S Of course, the trouble is we'd have to invest even more money – money that we haven't got.


E Yes, but the good thing about it is it might be a way to get more business.
S Well, we'd need to put in a proper kitchen, and that'll probably cost a fortune. And we'll have to hire someone to cook. People do often ask if we're open in the evening, so there is a demand ... I don't know, it's a big risk ...
E I think it's a lovely idea. I know the perfect person to do the cooking.
S Who?
E Me.
S You? Seriously?
E Why not? Promise I won't charge much!

- b**  **05.12** Ask students to make notes about what Sam and Emma say. Play the recording again for students to listen and make notes. Pause the recording at different points to give students time to make notes. In pairs, students compare answers. Check answers as a class.

Answers

Idea: stay open Friday and Saturday evenings and serve food
 Reasons to do it: get more business, people often ask if the café is open in the evenings
 Problems: invest more money, have to put in a proper kitchen / hire a cook

3 USEFUL LANGUAGE**Discussing advantages and disadvantages**

- a** Read through the task and ask students to complete the sentences from memory.
- b**  **05.13** Play the recording for students to listen and check.

Answers

- 1 trouble
- 2 good thing about it

- c Students do the task in pairs. Check answers as a class.

Answers

sentence 1: problem, disadvantage, drawback
sentence 2: advantage, best thing

- d **05.14** Tell students that we can change the expressions slightly by adding different prepositions. In pairs, students add prepositions. Check answers as a class.

Answers

one good thing about
the advantage/disadvantage of
the only drawback of
another problem with
the trouble with

LOA TIP DRILLING

Give the class a substitution drill to practise the expressions. Remind students that we use gerunds after prepositions.

Say: *One good thing about living in this area is the weather.*
Students repeat.

Say: *best things*

Students say: *One of the best things about ...*

Say: *big disadvantage*

Students say: *A big disadvantage about living in this area is the weather.*

Say: *drawback*

Students say: *The drawback of living in this area is the weather.*

- e Read through the ideas for the future and elicit one expression from 3d to start the second sentence for 1, for example, *The advantage of cycling everywhere is that I'd get fit.* Ask students to do the same in pairs for all three sentences. Take feedback as a class.

Possible answers

- The good thing about it is / The advantage is / One of the best things about it is I'd get fit.
- The trouble is / The disadvantage is / The only drawback is / The problem is it would be very expensive.
- The trouble is / The disadvantage is / The only drawback is / The problem is I don't speak the language.



FAST FINISHERS

Ask fast finishers to think of and discuss one or two more points that have both advantages and disadvantages, for example, *living in the countryside, having a smartphone.*



EXTRA ACTIVITY

Write these phrases on the board:

live in a hot country

be part of a big family

learn a language on your own

work from home

In pairs, students think of advantages and disadvantages of these things, using the expressions from this lesson. Monitor and listen for correct usage of prepositions and verb forms. Take feedback as a class and ask for ideas and comments from the class.

4 PRONUNCIATION Intonation groups

- a **05.15** Read through the questions with the class and play the recording for them to listen and answer the questions. Check answers as a class. Model or play the recording again for students to repeat for practice.

Answers

- There is a slight pause after the bold phrase in each sentence.
- good, trouble
- up

- b **05.16** Play the recording for students to repeat the sentences, focusing on the stress and intonation. They can do this as a class, and you can then nominate a few students to repeat the sentences.

5 LISTENING

- a **05.17** Before looking at the task, ask students if they can think of any more ideas that might help Sam and Emma earn more money or attract more people to the café. Look at ideas 1–4 and find out if the class thought of these. Play Part 3 of the video or audio recording for students to say who suggests doing these things and what they say. You may need to play it twice for a weaker group.

Answers

- Emma. She thinks they could get locals to play at the weekend.
- Sam. He is concerned by the cost. He thinks they could probably get some students to do it.
- Emma. Sam thinks they could ask Tessa to do it.
- Emma. Sam thinks Phil would do it for free.

Video/Audioscript (Part 3)

EMMA And maybe we could do a few other things.

SAM Such as?

E Well, how about entertainment? We could have live music, get locals to play at the weekend.

S Hmm, that might be worth a try ... if they didn't cost too much. In fact, we can probably get some students to do it for free.

E No!

S If we give them some food or something.

E Sam! You should pay them. That's not fair!

S Hmm, maybe you're right.

E Or display paintings or photos.

S That's not a bad idea. Becky could help with that, or Tessa.

E I know what you're thinking.

S What?

E Look, if you want to use Tessa's photos you should pay her for them. What I mean is, that she can display them and we can sell them.

S Hmm ...

E Or readings. Have poetry readings.

S Hmm, that's a possibility ... I know who you're thinking of ...

BOTH Phil!

S And he'd definitely do it for free. What?

- b In pairs, students decide which phrases refer to Sam and which to Emma. Check answers as a class and encourage students to say why they made these choices. Elicit that Emma is optimistic and Sam is pessimistic.


Answers

Emma: full of ideas, enthusiastic, fair to other people
Sam: cautious in making decisions, worried about the future, careful with money

6 CONVERSATION SKILLS

Responding to an idea

- a Students work individually to complete the replies with the correct words from the box. Elicit students' ideas, but don't check answers at this point.

- b  **05.18** Play the recording for students to check answers. Ask students which replies are more enthusiastic and which are more cautious.

Answers

1 lovely 2 worth 3 bad 4 possibility

Reply 1 is more enthusiastic. Replies 2, 3 and 4 are more cautious.

- c Students order the responses in pairs. Take feedback as a class.

Answers

2 It's an idea, I suppose.

3 Yes, that makes sense.


5 That's a great idea.

6 What a brilliant idea!


1 Mm, I don't know about that.

4 Yes, good idea.

- d Students work in pairs to think of three ideas for an end-of-term event.

- e  Students work in groups to make and respond to the suggestions, using expressions in 6a and 6c. Students should justify their replies using expressions from 3d. Monitor to check students are using the correct expressions, stress and intonation. Take feedback as a class and ask for examples of ideas and responses.

7 SPEAKING

- a  Tell students to go to SB p. 128. Read through the situation and the points to consider. Students make notes on their ideas individually. If students struggle to come up with ideas, put them into pairs to work together for this stage. Monitor and prompt where necessary. Put students (or pairs) into small groups to explain and respond to suggestions for the café. Monitor and note down any examples of good language use and common errors to deal with later during feedback. Take feedback as a class.

- b Ask students to go back to SB p. 63 and take a class vote.

+ ADDITIONAL MATERIAL

Workbook 5C

Photocopiable activities: Pronunciation 5C

Unit Progress Test

5D

SKILLS FOR WRITING

We need to change the way we live


OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give them two minutes to write down as many words related to the environment as they can. Take feedback as a class and find out which pair has written down the most. Write *environmental problems* on the board and elicit which words the students have come up with can be classified as problems. Ask students to suggest more words for environmental problems and write them on the board. They might include *deforestation* (cutting down of trees or destruction of forests), *drought* (a long period with little or no rain) or *extinction of animal and plant species* (plants and animals no longer existing). Ask if students can name any major environmental problems caused by humans, e.g., the Great Pacific Garbage Patch (largest accumulation of ocean plastic rubbish in the world, located between California and Hawaii).

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

- understand news reports about environmental problems
- read and understand an essay about protecting the environment
- report opinions in an essay
- write an essay arguing for and against an idea

1 SPEAKING AND LISTENING

- a  Put students into pairs or small groups to discuss the questions. Monitor and contribute to the discussions. Take feedback as a class. Write any new vocabulary items on the board, as they might be useful later in the lesson.

Possible answers

- a burning of forests, loss of habitat, air pollution
- b air pollution, smog
- c bees dying out, extinction of species
- d plastic waste, marine/water pollution

- b** **05.19** Tell the class that they are going to hear news reports that are related to the photos. Play the recording for students to listen and match the reports to the photos. Check answers as a class and ask students to say which key words helped them decide.

Answers

- (Key words in brackets)
 1 c (beekeepers, bees, fruit trees)
 2 b (cities, smog, mask)
 3 d (plastic, sea)
 4 a (fires, rainforest, wildfires)

Audioscript

- 1 Troubled time for beekeepers in the USA. A report says beekeepers throughout the country are worried that the numbers of bees have dropped by more than 40% this year. Scientists say that pesticides used in fields have caused the decline in numbers. Bees are important not only to beekeepers but also to farmers, as they need bees to pollinate their fruit trees.
- 2 Air pollution is getting better, but it's still not great. Although air pollution levels worldwide have fallen over the last 50 years, many cities still suffer from high levels of smog, according to a report out today. For people living in cities, the only protection against smog is to stay indoors or wear a mask over their faces. The smog is caused mainly by burning coal to heat apartments and by exhaust fumes from traffic on the roads.
- 3 You thought you had a fish on the line, but, no, it's a plastic bottle. A new report says that only 9% of plastic is recycled. That means that the rest ends up in the ground or in the sea, where it is dangerous for birds, sea animals and fish. The report says that over 8 million tonnes of plastic ends up in the sea every year, and it will take more than 400 years to disappear. Scientists predict that by 2050, the sea will contain more plastic than fish.
- 4 Is our planet on fire? The past several years have seen a dramatic increase in fires, which have destroyed millions of square kilometres of rainforests worldwide. Many of these fires are wildfires that started due to dry weather conditions. But often fires are started intentionally in order to clear forest for land, either to grow crops, such as soybeans and palm oil, or for keeping cattle. About 19 million acres of forest are lost every year – this is equivalent to 27 football pitches every minute.

VOCABULARY SUPPORT

beekeeper – someone who keeps bees in order to make honey
pesticide – a chemical substance used to kill harmful insects, small animals, wild plants and other unwanted organisms
pollinate – to take pollen from one plant or part of a plant to another so that new plant seeds can be produced
smog (C1) – a mixture of smoke, gases and other chemicals, especially in cities, that pollutes the atmosphere and makes it difficult to breathe and harmful for health
crop (B1) – a plant such as a grain, fruit or vegetable grown in large amounts
equivalent to – the same as

- c** **05.19** Put students into pairs. Students need to remember what happened and use the prompts to retell the news reports. With a less advanced group, play the recording again. If necessary, give them an example to start, e.g., *Farmers are using a lot of pesticides and these are*

killing the bees. The number of bees has dropped by 40%. Monitor and help, but don't interrupt fluency unless students make mistakes in their choice of vocabulary.

Possible answers

- 1 Beekeepers are worried that the numbers of bees have dropped because of pesticides. Farmers need bees to pollinate their fruit trees.
- 2 Air pollution has fallen, but many cities suffer from smog. People have to wear a mask over their faces. It's caused by burning coal and exhaust fumes from traffic.
- 3 Only 9% of plastic is recycled. It's dangerous for birds, sea animals and fish. Eight million tonnes of plastic goes into the sea every year. By 2050, there will be more plastic than fish.
- 4 There has been an increase in fires, which have destroyed rainforests. Many are wildfires, but some are started to clear forest for land. As many as 27 football pitches (of forest) are lost every minute.

- d** Ask students the first question as a class. If you have a multilingual group, their answers will be particularly interesting. Ask the class if they think individuals or corporations are more to blame for the environmental problems in the world today. In pairs or small groups, students discuss questions 2 and 3. Monitor and contribute to the conversations. Take feedback as a class and find out if the majority of the class agrees with the first or second statement in question 2, and what actions students think need to be taken.

2 READING

- a** Tell students that they are going to write a for-and-against essay. Elicit that this type of essay refers to a topic that is controversial and inspires two points of view, which are often quite passionate. First, ask students to read Leon's essay and answer the questions. You may elicit or pre-teach the words in Vocabulary Support below. Check answers as a class. Ask if students think this is a good essay and elicit why (it is good – it gives points for and against the topic, it is well organised into clear paragraphs and it gives a clear conclusion).

Answers

- 1 a 2 b

VOCABULARY SUPPORT

species (B2) – a set of animals or plants in which the members have similar characteristics to each other
compost – to collect and store plant material so it can decay and be added to soil to improve its quality
widespread (C1) – existing or happening in many places and/or among many people
fertiliser – a natural or chemical substance that is spread on land in order to make plants grow well
spill – an amount of something that has come out of a container
overfishing – catching too many fish in an area of the ocean so that there are not many fish left there

- b** Students read the essay again and make notes on Leon's main points about whose responsibility it is to protect the environment. They compare their notes with a partner. Take feedback as a class.

Possible answers

- | | |
|--|---|
| 1 Modern technology – benefits:
cheaper food
manufacture more efficiently
travel and communicate more quickly | Negative impacts:
pollution
species dying out
natural areas disappearing |
| 2 Need to change the way we live:
buy less and keep things longer
use public transport, not cars/planes
eat local food | |
| 3 Destruction of the environment – large companies, not individuals:
fertilisers and pesticides – threaten wildlife, pollute soil and rivers
cutting down forests – destroys habitats
factories, oil tankers – pollute the sea
commercial overfishing – fish disappear
Need to introduce laws | |
| 4 Both opinions are correct:
individuals should behave responsibly
governments should take action; rich countries should lead the way | |

3 WRITING SKILLS Arguing for and against an idea

- a** Remind students that organisation is very important when writing an essay. Ask them to get into pairs and match four of the descriptions with the paragraphs in Leon's essay. Check answers as a class. Ask why Leon's introduction and conclusion are good (it is better not to give your own opinion until the end as it follows logically from your arguments and encourages the reader to continue reading).

Answers

- 1 Introduction – stating the problem
- 2 How individuals can help protect the environment
- 3 How large companies damage the environment
- 4 Conclusion – Leon's point of view

- b** Discuss the questions as a class.

Possible answers

- 1 To focus attention on the topic of the essay; to get the reader's interest
- 2 He uses impersonal expressions: e.g., many people think that ...; he reports what most people believe and what scientists say.

- c** Point out that Leon's essay reads very easily and the different ideas flow well from one to the next. This is because he uses expressions to report people's opinions. Ask students to work in pairs to find expressions to complete the task. Check answers as a class.

Answers

- 1 most people accept that ...; not everyone agrees that ...; some people believe ...
- 2 many people are worried that ...
- 3 scientists warn that ...
- 4 my own view is that ...

- d** Read the questions with the class. Individually, students write sentences using expressions from 3c. Monitor and help where necessary. Take feedback as a class.

Possible answers

Not everyone agrees that recycling really makes much difference to the environment.
Scientists agree that eating less meat would help to protect the environment.
Some people believe that pesticides are causing bees to die out.

4 WRITING

- a** Read the essay questions with the class. Put students into pairs to choose one topic to write about.
- b** In pairs, students discuss the topic they chose. They make notes on points for and against and write what to say in the conclusion. It's fine if your students have different ideas and different conclusions. They do not have to agree.
- c** Students plan their essays individually. Refer them to the structure in 3a and remind them to divide the essay into clear paragraphs. Monitor and help where necessary.
- d** In pairs, students compare notes and talk about what they're going to write.
- e** Students write their essays individually. Before they start, remind them to use words and expressions from this lesson. Monitor and help where necessary. Focus on organisation and sentence structure.

LOA TIP MONITORING

It is a good idea to have a focus when you're monitoring students. In this case, focus on the organisation of the essay and sentence structure. If a student is using an expression incorrectly, point it out and ask them to look again. Encourage self-correction or point back to an example in their books.

- f** Students swap essays with another student and decide if the writer has done the things in points 1–3. Take feedback as a class and find out if students agree with each other's conclusions.



FAST FINISHERS

Ask fast finishers to look at one of the other topics and make notes for an essay plan. Check these during feedback.



EXTRA ACTIVITY

Write this statement on the board:

Individuals are not responsible for protecting the environment. We should put pressure on corporations and trust that they'll find a solution to the environmental problems they're causing.

Put students into pairs and tell one student in each pair to agree with the statement and the other student to disagree. Monitor and help with ideas. You may wish to start a class debate where pairs present and justify their opinions. Take a class vote on the statement.



ADDITIONAL MATERIAL

Workbook 5D

UNIT 5

Review and extension

1 GRAMMAR

- a** Ask students how likely they are to get 100% of the questions in this section correct. Elicit as many sentences using words they have learned to express degrees of likelihood as possible. Take feedback as a class and count how many optimists and pessimists there are. Ask students to complete the task individually and compare answers with a partner. Check answers as a class.


Answers

- 1 Cities are likely to become more dangerous over the next 50 years.
- 2 There's a chance (that) scientists will find a way to delay the ageing process soon.
- 3 The Alliance Party could well win the election.
- 4 There are bears in this forest, but you are unlikely to see one.

- b** Students complete the task individually. Check answers as a class.

Answers

- 1 have retired
- 2 be working
- 3 have had
- 4 have saved
- 5 have got
- 6 have had
- 7 be living

- c**  Students write down five sentences about their lives in 30 years from now. Students then compare their sentences in pairs. Take feedback as a class and ask for examples.

2 VOCABULARY

- a** Students complete the task individually. Check answers as a class.


Answers

- 1 realistic
- 2 well-organised
- 3 sympathetic
- 4 adventurous
- 5 critical
- 6 reliable

- b** Ask students to write the opposites of the given words. Check answers as a class.

Answers

- 1 unreliable
- 2 insensitive
- 3 irresponsible
- 4 thoughtless
- 5 disorganised (or badly organised)
- 6 unrealistic

- c**  Put students into pairs to do the task. Give an example of your own, e.g., *My cousin is very unreliable. When I arrange to meet her, she's always half an hour late!* Take feedback as a class and ask for examples.

3 WORDPOWER *side*

- a** Write the word *side* on the board and ask students to suggest different meanings for it. Students should give you examples of the word in context. Then look at the meanings in the box. Students match sentences 1–3 with the meanings.

Answers

- 1 part of a person's character
- 2 group or team
- 3 point of view

- b** Read the expressions in the box and ask students to do the task individually. Check answers as a class.

Answers

- 1 side by side
- 2 on your side
- 3 look on the bright side
- 4 on the side
- 5 see the funny side
- 6 to one side
- 7 from side to side

- c** Read the story extracts as a class and elicit which phrases can go in the gaps.

Answers


- 1 7
- 2 1

- d** In pairs, students construct sentences before and after another sentence from 3b. Take feedback as a class.



FAST FINISHERS

Ask fast finishers to repeat the activity in 3d individually with another sentence from 3b. Ask students to read out the sentences during feedback.

- e**  Ask students to read out their sentences for the class. The class votes on the most interesting ones.



EXTRA ACTIVITY

Put students into pairs or small groups and ask them to make up one or two paragraphs of a story using as many expressions with *side* as they can. Give students five minutes to do this. Stop the task and ask the students who have used the most expressions to read their story out.

» Photocopiable activities: Wordpower 5



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 6

AROUND THE GLOBE

UNIT OBJECTIVES

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

- understand information, texts and conversations about tourist attractions, disappearing languages and travel blogs
- exchange information about tourist attractions, disappearing languages and travel blogs
- use different verb patterns
- talk about changes using related vocabulary and the passive
- understand conversations in which people are asking for favours
- use appropriate phrases to introduce requests and ask for favours
- use appropriate phrases to show gratitude
- use descriptive language
- write a travel blog

UNIT CONTENTS

G GRAMMAR

- Infinitives and -ing forms
- The passive

V VOCABULARY

- Travel and tourism: *astonishing, breathtaking, construction, dramatic, exotic, feature, hiking, impressive, lobby, memorable, outskirts, remarkable, setting, structure, studio, stunning, superb, terminal, terrace, unique, venue*
- Describing changes: *be lost, decline, decrease, deteriorate, deterioration, die out, disappear, disappearance, increase, preservation, preserve, revival, revive*
- Wordpower: verbs with out: *burn out, chill out, fall out, pass out, run out (of), stand out, turn out, work out*

P PRONUNCIATION

- Consonant clusters
- Sound and spelling: Consonant sounds

C COMMUNICATION SKILLS

- Discussing choices
- Discussing changes
- Introducing requests and showing you are grateful
- Writing a travel blog

CULTURE NOTES

The picture shows a businessman and a young boy passing the time while waiting for their flight at an airport. At time of publication, the busiest passenger airport in the world is Hartsfield-Jackson Atlanta International airport in the USA. Interestingly enough, most of Atlanta's traffic serves domestic locations. Eighty percent of the population in the USA can arrive in Atlanta on a flight of two hours or less, making it a very convenient hub. It's followed by Beijing Capital International and then Dubai International. 2014 was the 100th anniversary of commercial flights. The first passengers in 1914 couldn't have had any idea about the enormous number of people that would be taking flights one hundred years later!

- b** Elicit different forms of transport for long journeys from the class, e.g., bus, train, ferry, plane, and write them on the board. Ask students which type of transport they prefer for long journeys and why. Read the questions with the class and ask them to discuss the questions in pairs or small groups. Monitor and contribute to conversations to encourage discussion. Note down any interesting comments to discuss later. Take feedback as a class and extend the discussions if appropriate.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs and give them three minutes to write down the names of different countries in the world beginning with each letter of the alphabet. Then go round the class asking for a country from each pair, starting with a, then b, then c and so on. If a pair cannot give an answer, they are 'out' and you move on to the next pair. If no one can name a country with a particular letter, move on to the next letter.

- a** Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information from the Culture Notes that follow. Students might need to use some unfamiliar words, e.g., *trolley* (used to carry shopping, suitcases), *luggage* (suitcases and bags), *departure lounge* (where you wait before boarding a plane).

EXTRA ACTIVITY

In pairs, students list as many advantages and disadvantages as possible of using different forms of transport. Ask for their ideas as a class and have a group discussion. Extend the discussion by asking how the class thinks we will travel long and short distances in the future.

 **OPTIONAL LEAD-IN**

Books closed. Think of a famous tourist attraction in your country or another. Note down or think of some information about it, starting with very general information and ending with more specific information, but don't name the attraction, e.g., *It's very tall. Tourists can climb it. It's a statue. It was created by a French person. It's in the USA. It's in New York. It's green.* Ask the class to guess which tourist attraction you are thinking of and give them the information as clues. Count how many clues it takes until they guess the correct attraction (the Statue of Liberty). Put students into pairs to think of their own attractions. They then present their clues for the rest of the class to guess the attractions.

1 READING AND LISTENING

- a** Ask students if they enjoy sightseeing and why / why not. Without reading the information, students look at the four photos and tell you what they can see. Ask students what they know about the places. Read the information to find out if they have mentioned any of the points. You may wish to elicit or pre-teach the phrase *crown jewels* (crown jewels are the collection of royal objects kept in the Tower of London used by the king or queen in ceremonies). Discuss as a class whether students have visited any of the places and which they would most like to visit. You may give students information from the Culture Notes below.

 **CULTURE NOTES****The Tower of London ravens**

There are always six ravens (very large, black birds) at the Tower of London. There is a legend that says the Tower and the Kingdom will fall if the ravens leave. King Charles II first started keeping ravens at the Tower. To stop them leaving, each raven has one wing trimmed, which means that they shouldn't be able to fly far. They are looked after and fed daily by the Ravenmaster.

 **EXTRA ACTIVITY**

In pairs, students discuss and note down any possible advantages and disadvantages of visiting different tourist attractions like those in the photos or the ones mentioned during the lead-in (if you used it). Take feedback as a class.

- b** Tell students they are going to read some tourist comments about different attractions. Ask where we might find such comments (on a travel website) and whether students themselves would leave comments for others after visiting an attraction and why. Ask students to read the comments and decide which are positive and which are negative. Check answers as a class and ask students to give reasons for their answers. If you did the extra activity, check to find out if any of the points the students raised there are mentioned.

Answers

Positive: 1, 4, 5, 7
Negative: 2, 3, 6, 8

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

- understand texts about tourist attractions
- understand people talking about tourist experiences
- use gerunds and infinitives correctly
- use a lexical set related to travel and tourism
- persuade someone to visit a tourist destination

 **VOCABULARY SUPPORT**

limestone – white or light grey rock used in building material and cement

precious (B2) – rare and important

relic – an object, tradition or system from the past that continues to exist


residence (C2) – where someone lives

titanium – a hard, silver-coloured metal that is used for making other metals stronger

- c** In pairs, students match the comments with the photos. Check answers as a class.

Answers

- 1 The Tower of London
- 2 Guggenheim Bilbao, Spain
- 3 Topkapi Palace, Istanbul
- 4 The Louvre, Paris
- 5 Guggenheim Bilbao, Spain
- 6 The Tower of London
- 7 Topkapi Palace, Istanbul
- 8 The Louvre, Paris

- d**  **06.01** Tell students they are going to hear two tourists, Di and Bernie, talk about sightseeing. Play the recording for students to listen and answer the two questions. Tell them not to worry about understanding every detail at this stage. Check answers as a class.

Answers

Di mentions the Guggenheim Bilbao in Spain.

Bernie mentions the Louvre in Paris.

Di thinks the people organising these tours try to include too much in the timetable.

Bernie thinks that sightseeing tours would mean you get to see more and don't waste time working things out.

Audioscript

DI Because I was travelling on my own, I decided to book myself on a coach tour. I thought it'd be fun and, you know, it would be easy to meet people and hang out with them in the evenings. Well, that was true – I made friends quite easily. But the tour itself... well, I'd never do it like that again – not ever. The problem is the people organising these tours try to include too much in the timetable. It's madness. Some days you have to be up, packed and ready to go by about 7.30 am. And all the time they'd say, 'Remember to do this, remember to be back at such-and-such a time.' I mean, I was on holiday – this felt like being in the army! And they never allowed enough time to visit places. I remember visiting the incredible Guggenheim Museum in Bilbao – I was so excited because I studied architecture in college and wanted to stay all day at one of the most famous buildings in the world. Instead, the tour guide said they would leave without me if I didn't get on the bus. Before going to the next place, I decided to leave the tour. A woman I became friends with on the tour decided to join me. We went to Pamplona for the festival of San Fermín but we didn't run with the bulls or anything like that! We continued travelling through Spain and then went to Portugal. It was much better to do things on our own. I didn't like the way the trip started, but by the end, it was a holiday with new friends and great adventures.

BERNIE I worked in London over the winter months and then I got together with three other mates and we bought this van from a South African couple and we took off together to travel around Europe. We had a great time and there were just a couple of times when we sort of disagreed about what we'd do. The only thing is finding your way round these European cities and getting from one place to another, it's ... well, it's a bit of a nightmare really. I mean, we had guidebooks and maps and things, but often what you read about didn't really match reality. And there are just so many cars and so many people. Driving in Paris was really hard work. It was the first really big city we went to. On the second day there, we were driving down a road and I noticed all these people waving their arms at us. We were driving on the wrong side of the road! It was difficult to get used to that. We were only there for three days and we didn't really know where to begin. We went to the Louvre to see the Mona Lisa and all that. But the painting's in this room and there were all these people there with their phones taking a photo – without looking at the painting. And, actually, I couldn't really see it at all. Sometimes I'd see other tourists on some kind of tour and it all looked nice and organised for them, so I guess you get to see a bit more that way and you don't waste a whole lot of time trying to work things out. Next time I go away I might try going on a tour of some kind.

- e **06.01** Read the comprehension questions with the class. Play the recording again for students to answer the questions. Pause at different points to give students time to write down the answers. Students compare their answers with a partner. Check answers as a class.

Answers

Di

- 1 She was travelling on her own and thought it would be a good way to meet other people.
- 2 The people organising the tour tried to include too much in the timetable.
- 3 at the Guggenheim Bilbao in Spain
- 4 They left the tour and went to the Festival of San Fermín in Pamplona and then continued to travel in Spain and in Portugal.

Bernie

- 1 three other friends
- 2 The information in them didn't match reality.
- 3 They were driving on the wrong side of the road.
- 4 There were lots of people in the room taking pictures on their phones, and he couldn't really see the painting.

- f **Put students into pairs or small groups to discuss the questions. Monitor and contribute to encourage conversations. Take feedback as a class.**

2 GRAMMAR Infinitives and -ing forms

- a **06.02** In pairs, students choose the correct verbs. Play the recording for them to check.

Answers

- | | |
|-------------|-----------|
| 1 to meet | 5 going |
| 2 Driving | 6 to book |
| 3 to travel | 7 going |
| 4 being | |

- b Students do the matching task in pairs. Check answers as a class.

Answers

- 4
- 2
- 5
- 7
- 1
- 6
- 3

- c Tell students that some verbs can be followed by both a gerund and *to* + infinitive, but the meaning of the verb may be a bit different. Students match the verbs and meanings individually. Check answers as a class. To practise, ask students to give an example of something they tried to do yesterday (attempted to, probably not successfully) and something they tried doing (as an experiment, to see what would happen). Also, ask them to think of something they remember doing and something they remembered to do yesterday.

Answers

- 1 b 2 a 3 a 4 b

LANGUAGE NOTES

The verb *like* can be followed by both the *-ing* form and *to* + infinitive. We use the *-ing* form to describe general likes, e.g., *I like going camping* = I enjoy it. We use *to* + infinitive to talk about habits and choices, e.g., *I like to go to the dentist every six months*.

CAREFUL!

Students often use the wrong verb pattern, e.g., ~~*I enjoy to eat French food*~~ (Correct form = *I enjoy eating French food*). Students need to learn which verbs take *to* + infinitive and which take the *-ing* form. A good idea is to record themselves repeating these verbs with an example sentence.

- d Ask students to imagine what they might hear if they were at the Guggenheim Museum in Bilbao (people talking very quietly, cameras clicking, etc.) and what they might notice if they were driving around a big city like Paris (people sitting drinking coffee and reading newspapers, traffic congestion, etc.). Read the sentences and elicit where the objects go. Point out the other verbs we can use the pattern with.

Answers

The objects in brackets go after the main verb (hear, noticed). These verbs are connected with senses (hearing, seeing, etc.).

LOA TIP ELICITING

Elicit examples to practise the pattern. Say the first part of the sentences below to elicit a correct ending from the class:

When I went up the Eiffel Tower, I saw ... (e.g., a group of kids running up the stairs)

When I was at the top, I heard ... (e.g., a bell ringing from the cathedral nearby)

When I came down, I watched ... (e.g., some musicians playing in the park)

When I was walking back to my hotel, I smelt ... (e.g., some food cooking in a restaurant)

- e >>> 06.03–06.06 Students read the information in Grammar Focus 6A on SB p. 144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure the students are using the correct patterns. Tell students to go back to SB p. 69.

Answers (Grammar Focus 6A SB p. 145)

- a 2 see 3 being 4 riding 5 talk
b 1 c 2 i 3 f 4 a 5 h 6 e 7 b 8 j 9 g 10 d
c 2 speaking 5 running 8 to leave
3 Living, learning 6 being 9 Spending
4 to check 7 To avoid 10 beating

- f Individually, students complete the sentences and compare answers with a partner. Check answers as a class.

Answers

- 1 arriving 3 to go 5 having 7 to visit
2 visiting 4 to look for 6 Discovering 8 seeing

- g Put students into small groups or pairs to discuss the questions. Monitor and note down examples of good language use and any common errors to address afterwards as a class. Take feedback as a class.

EXTRA ACTIVITY

In pairs or individually, students write a comment for a travel website about a tourist attraction they have visited. Encourage them to use verb patterns they have looked at in the lesson. Ask students to read out their comments for the class.

3 READING

- a Ask students to look at the website and photos and say what they can see. Check if students know where these places are, and if not, ask them to guess the countries. Read the title and introduction to the website as a class and ask students to answer the questions individually. Students read the article quickly to find the answers to these questions. Check answers as a class.

Answers

- 1 Mexico, Vietnam, Russia
2 No
3 Mexico: volcano, part of nature
Vietnam: nature (limestone islands) and man-made (floating houses)
Russia: man-made wooden buildings

- b Students read the texts again in more detail to decide if the sentences are true or false. They compare answers with a partner. Check answers as a class.

Answers

- 1 True
2 False (It's extinct.)
3 False (The food was superb. They left because they wanted to visit more exotic, less busy places.)
4 True
5 False (They were moved there in the 1950s from elsewhere.)
6 True

VOCABULARY SUPPORT

cheeky (B2) – a little rude but usually in a funny way
trek (C1) – to walk a long way or with some difficulty

FAST FINISHERS

Ask fast finishers to underline unfamiliar words in the comments and guess their meanings by looking at the context. Check these during feedback.

- c Put students into pairs to discuss the questions. Monitor and check that students are using appropriate vocabulary. Take feedback as a class and find out which places the majority of students would most like to visit.

4 VOCABULARY Travel and tourism

- a Get students to put the adjectives from the text on the board and check whether these are positive or negative.

Answer

positive

- b Individually, students read the questions and answer them. Check answers as a class.

Answers

- 1 special 6 only one
2 stays in your mind for a long time 7 of very high quality
3 foreign and interesting 8 very surprised
4 exciting and surprising 9 hit by its beauty
5 something you admire 10 beautiful and exciting

EXTRA ACTIVITY

Ask students to cover Exercise 4b. Read the definitions from the sentences to elicit the correct adjectives. Say: *Something you don't forget easily is ...* Students respond: *memorable*.

- c 06.07 Pronunciation Play the recording for students to mark the stress on the adjectives. Check answers as a class.

Answers

impressive stunning breathtaking
remarkable dramatic memorable
superb exotic
astounding unique

- d Students think of things they've seen as tourists and adjectives to describe them. Give an example of your own, e.g., *The view from the top of the Eiffel Tower is breathtaking*. Monitor and help where necessary. Students work in pairs and tell their partners about the things they've chosen. Take feedback and ask students to share their descriptions with the class, and find out if other students have been to the same places.

- e >>> 06.08–06.10 Students complete the exercises in Vocabulary Focus 6A on SB p. 159. Check answers to Exercises a, b and c. Monitor the discussions in Exercise d. Play the recording for students to answer Exercises a and b in the Pronunciation section and ask students to share their sentences from Exercise c. Tell students to go back to SB p. 70.

Answers (Vocabulary Focus 6A SB p. 159)

a 1 outskirts 2 feature 3 structures 4 setting

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

c 1 get 2 running 3 arrived 4 stopped

Pronunciation

a They are all several consonants pronounced together.

b approval discussion expensive apply
hungry transfer contrast destroy

- b During feedback, ask students to share which destinations they finally chose and why. Address any language points.

VOCABULARY SUPPORT

boast (C2) – to have or possess something to be proud of

dense (B2) – having many things in a small area

fortification – buildings to defend a place

geothermal – of, or connected to, heat from inside the earth

geyser – a spring of hot water and steam from the ground

lighthouse – a tall tower on the coast with light to guide ships

medieval (B2) – the period in the past from about the year 500 to 1500

picturesque (B2) – (of a place) very beautiful

steam (B2) – the hot gas that is produced when water boils

5 READING AND SPEAKING

- a >>> Put students into pairs. Assign A and B roles. Tell Student A in each pair to go to SB p. 133 and Student B to go to SB p. 132. Tell them that they each have information about two tourist destinations. They must read and make notes about both destinations. They then should decide which they would prefer to visit. After this, they tell their partners about the places they have chosen. The pair should then decide which of these two places to visit. Students should try to persuade their partners to go to their chosen destinations. Monitor and note down examples of good language use and any common errors to address during feedback. Do not interrupt the conversations unless you need to prompt a stalling discussion.

⊕ ADDITIONAL MATERIAL

Workbook 6A

Photocopiable activities: Grammar 6A, Vocabulary 6A, Pronunciation 6A

Documentary Video Unit 6 *Around the globe*

Video Worksheet Unit 6 *Around the globe*

6B

ABOUT HALF THE WORLD'S LANGUAGES WILL DISAPPEAR

OPTIONAL LEAD-IN

Books closed. Tell students that in most countries, people in different areas speak different dialects. For example, in Newcastle in the northeast of England, people say *aye* for *yes* and *gadgie* for *man*. Ask for examples of dialects in students' own countries.

Discuss these questions:

- 1 Are there any words that your parents use that have gone out of style with your generation?
- 2 Do you ever use slang that your parents don't understand and that you have to explain?
- 3 Are there any minority languages in your country? Is the language strong or are fewer people speaking it today than before? Is anyone trying to revive it?

1 READING AND LISTENING

- a** Ask students to work in pairs and name as many languages in the world as they can in two minutes. Check ideas as a class and find out how many the class has thought of. Check pronunciation of the languages. Ask students to work in small groups to do the quiz together. Monitor and encourage students to guess if they don't know the answer. Take feedback as a class and ask how many of the questions they think they have got right. Don't confirm the answers at this point.
- b** **06.11** Tell students that they will listen to an expert on languages and check their answers to the quiz. Play the recording for students to listen and check. Find out which group had the most correct answers. Discuss the two questions as a class.

Answers

- 1 'Small' languages, such as tribal languages in Northern Australia.
- 2 An area where there are many languages but they're spoken by very few people.

Answers to the quiz

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

Audioscript

- INTERVIEWER** With us this week is Professor William Barnett, who is a specialist in languages that are dying. Professor Barnett, first of all, how many languages are there in the world? It must be more than the number of countries in the world?
- PROFESSOR** Oh yes, many more. There are about 200 independent countries in the world, but we think there are around 7,000 different languages.
- I** 7,000?
- P** Yes, more or less. We don't know exactly, because there could be languages in areas like the Amazon that we haven't even discovered yet. In fact, we only have detailed knowledge of about 15% of the world's languages.
- I** And some of these are very widely spoken.
- P** Yes, that's right. Spanish, for example, is spoken by over

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

- use a lexical set of words related to describing changes
- understand an article about dying languages
- use the passive accurately
- understand an interview with a linguist
- discuss endangered languages

400 million people as a first language, English has close to 400 million native speakers, Portuguese and French have over 200 million. And the language with the most native speakers is Mandarin Chinese. It's spoken by a billion people; that's 14% of the world's population. So these languages are very big, and they're doing fine. In general, the languages that are widely spoken are increasing while the languages that are spoken by smaller groups of people are declining.

- I** And is this something to worry about?
- P** It certainly is, yes. The number of languages spoken in the world is decreasing very, very quickly – roughly one language every two weeks – that means that about 25 languages are lost every year. The situation is deteriorating because of globalisation – people have more contact with each other, and they start to speak English or Spanish or Chinese instead of their own language, and

their own language dies out. We think that over the next 100 years about half of the world's spoken languages will die out. That means 3,500 languages will disappear completely in about a hundred years.

- I** Yes, that's serious. Is there anything we can do about it?
- P** Well, one thing we can do is record the languages and find out more about them. Most 'small' languages are spoken in certain regions of the world – we call these 'language hotspots'. These are areas that have a lot of different languages, but each language is spoken by very few people. In one part of Northern Australia, for example, there are around 135 tribal languages, but they're all in danger of disappearing. So we're focusing on areas like these, and we're writing the languages down and recording the voices of the last remaining speakers. So it may not be possible to revive the language, but at least we can try and preserve it for future generations.

2 VOCABULARY Describing changes

- a** Read the words in the box with the class and ask students to match the meanings with the words. Check answers as a class.

Answers

- | | |
|-------------------------------|------------------------|
| 1 preserve | 4 decrease, decline |
| 2 be lost, die out, disappear | 5 revive |
| 3 increase | 6 decline, deteriorate |

- b** Individually, students complete the sentences and compare answers with a partner. Check answers as a class.

Answers

- 1 increasing
- 2 decreasing/declining
- 3 being lost / dying out / disappearing
- 4 revive

- c **06.12 Pronunciation** Play the recording for students to say whether the pronunciation of the noun and verb forms are the same or different. Play the recording again or model the words for students to repeat as a class.

Answer

Increase and *decrease* change (the verbs have the stress on the second syllable; the nouns have the stress on the first syllable).
Decline doesn't change (stress is always on the second syllable).

- d **06.13** Ask students to pronounce the words in bold by reading the sentence yourself and pausing at the targeted word for students to say it. This can be done as a class activity or by nominating a few students. Play the recording for students to check.

- e Point out that when we form nouns from verbs, there are different types of changes we can make to the words. Some, like those in 2c and 2d, keep the same form, but others take different endings. Read the endings in the box. Ask students to form pairs and make nouns by combining these endings with verbs 1–4. Check answers as a class. Elicit other nouns the students know with these endings, e.g., *arrival*, *tolerance*, *communication*.

Answers

1 disappearance 2 deterioration 3 revival 4 preservation
Remove the final e when a verb ends in e.

- f Give an example of something that has recently increased or decreased in your country, e.g., *There has been an increase in the number of students going to university*. Ask students to think of three things that have changed in their countries and then to tell their partners about them. Take feedback as a class. Ask students if they think these trends will continue or change again and why.

3 READING

- a Ask students if they know of a language in the world that has died out, and elicit reasons why this might have happened (e.g., young people don't want to learn it). Read the title and introduction of the article. You may wish to elicit or pre-teach *pre-Neolithic* (very old, dating back to the end of the Stone Age, before 8000 B.C.). Students read the article quickly to find out how the three languages are both similar and different. Check answers as a class.

Answers

The languages are similar in that they are very old and are/were spoken by a very small group of people.
They are different in that one language has died out, one is likely to die out soon, but the other one is being spoken by an increasing number of people.

VOCABULARY SUPPORT

ancestor (B2) – a person related to you who lived a long time ago
click (C2) – a sudden sound made with the tongue against the roof of the mouth or with the fingers
mother tongue (B2) – the first language you learn as a baby

- b Students read the article again and make notes. Take feedback as a class.

Possible answers

	number of speakers	increasing or decreasing	other important facts
Bo	0	lost	65,000-year link to one of the world's oldest cultures; had been spoken since pre-Neolithic times
N u	only a few	decreasing	Efforts are being made to save the language from dying out by recording stories and by giving language classes for children.
Wampanoag	about 50	increasing	Jessie Little Doe Baird and her husband are raising their daughter in the language, and organise a 'language camp' every summer.

- c Students think of questions and possible answers, and then discuss them as a class.



FAST FINISHERS

Ask fast finishers to think of one more question and possible answer. Check their ideas during class feedback.

4 GRAMMAR The passive

- a Write these sentences on the board:

1 *English is spoken in many countries.*

2 *They speak English in many countries.*

Elicit which sentence uses a passive form (1).

Individually, students complete sentences 1–8 with the correct passive verbs. They then compare with a partner. Check answers as a class.

Answers

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

- b Individually, students choose the correct answer. Check the answer as a class.

Answer

a

- c Individually, students check back through the text to find and underline other examples of the passive and identify the tense. Check answers as a class.

Answers

were discouraged (past simple passive)
which is attended (present simple passive)
is spoken (present simple passive)
has been revived (present perfect passive)

LOA TIP CONCEPT CHECKING

Write these examples on the board and ask questions to check that students understand the use of the passive:

English is taught at many primary schools.

Ask: *Who teaches it?* (the teachers)

Ask: *Is this obvious?* (yes)

Ask: *Do we need to mention the teachers?* (no)

Our exam papers have been lost.

Ask: *Who lost the papers?* (We don't know.)

Ask: *Is it important?* (no)

A linguist is being interviewed on TV.

Ask: *Do we know who is interviewing him?* (yes – the presenter)

Ask: *Who is more important, the presenter or the linguist?* (the linguist)

- d 06.14–06.15 Students read information in Grammar Focus 6B on SB p. 144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the correct tenses of the verb *be* and only mention the agent when necessary. Tell students to go back to SB p. 73.

Answers (Grammar Focus 6B SB p. 145)

- a 2 was sent
3 is used
4 will be informed
5 hasn't been caught
6 had (already) been sold / were (already) sold
b 2 were told about this restaurant by my sister
3 can only be dreamed of
4 had already been built 1,000 years ago
5 can't always be depended on
6 will be looked after well (or well looked after)
c 2 from / out of 3 by / on 4 with 5 of 6 of, by

CAREFUL!

Students often make mistakes when forming the passive, usually using an incorrect form of *be* or other verb forms, e.g., *What kind of materials include in the fee?* (Correct form = *What kind of materials are included in the fee?*) or *Alice borned 21 years ago in a small town.* (Correct form = *Alice was born 21 years ago in a small town.*)

- e Students rewrite the paragraph using the passive and compare with a partner. Monitor and help where necessary. Encourage self-correction. Check the answer as a class.

Answer

The N|u language is in serious danger because it is only spoken in a few small villages. In the past, it was spoken in a large region of South Africa and Namibia. It has now been recorded and written down, and it is being taught to children in schools by teachers who have learnt the language themselves.

- f Put students into pairs or small groups to discuss the questions. Monitor and contribute to discussions. Take feedback as a class. If your group is multilingual, this will be interesting for the class and may take longer than if you have a monolingual group.

5 LISTENING AND SPEAKING

- a Tell students that they are going to hear the same linguist from the beginning of the lesson finish his interview about preserving (saving) endangered languages. In pairs, students read the questions and predict how he will answer them. Check ideas as a class.

- b 06.16 Play the recording for students to check their ideas. Check answers as a class.

Answers

- 1 Yes, it is part of your identity.
Yes, we're losing part of human culture.
2 Yes, but you can keep your own 'small' language and learn a 'big' language.
3 Yes, if we want to enough.

Audioscript

INTERVIEWER Professor Barnett, your job is to try to preserve endangered languages. Does it really matter if small languages die out and bigger languages take over? Why is it so important?

PROFESSOR Well yes, it does matter; it matters very much. First of all, of course it matters to the people who speak that language. Your language is part of your identity. Imagine if English died out and no one spoke it any more, how would you feel?

I OK, that's on a personal level. But what about for the wider world? Is it really important?

P Well, yes. If we lose a language, we're losing a part of human culture; there's all that knowledge that the language contains. It's like losing a painting or a building. Every language has its own way of seeing the world.

I What do you mean by that? Could you give an example?

P Well, one example, it's very well known, is a language called Inupiaq; it's spoken in northern Canada. Now they have over 100 different ways to describe sea ice. It's unique to that language; you couldn't translate that into English. And you can find examples like this in every language – every language has a different way of looking at the world.

I OK, I can see that, but isn't it a good idea if everyone learns a global language, say English or Spanish or whatever? Then they can talk to other people. That's what language is for, surely?

P Yes, of course it's a good idea, but that's not the point. People often think you have to give up your own 'small' language to learn a 'big' language, and in the past that often happened, but in fact you don't have to do that. You can keep your language *and* learn the big language – in other words, teach children to be bilingual.


I So, do you think it's really possible to stop languages from dying out?

P Yes, I think it is if we want to enough, and it's already being done by people all around the world. One important thing we can do is change attitudes, especially in children, make them feel proud of their own language, because unless children want to speak their own language, the language dies. And another thing is we can use technology. We can record people speaking the language, and we can create apps and games to help kids practise the language, for example. I think that's really important because it gives a feeling that the language is something modern and fun, and something for young people to learn.

- c 06.16 Read the sentences with the class and play the recording again for students to tick the points the linguist makes. If you have a less advanced group, you may want to pause at relevant points during the recording or play it again. Students compare answers in pairs. Check answers as a class.

Answers

- 1 ✓ 2 ✓ 4 ✓ 6 ✓ 7 ✓

- d** Ask which points in 5c the students agree or disagree with and why. Discuss this as a class.
- e** >>> Put students in groups of four. Divide these groups into two pairs and tell them that they are going to have a discussion arguing for and against an issue. Assign A and B roles. Pair A goes to SB p. 130 and Pair B to SB p. 133. Students read the arguments for or against preserving languages. Monitor carefully at this stage and help students with additional ideas if necessary.
- f**  Students discuss the issue with new partners. They can use arguments they have just looked at or their own ideas. Remind students that whatever their own opinion, they have to defend the side they are given. Monitor and note down examples of good language use and any common errors to address afterwards. Take feedback as a class. Find out if any students have changed their views after the discussion.

 **EXTRA ACTIVITY**

Put students into pairs. Tell students that their language is endangered and that they are going to an international linguistics conference where top linguists will choose one out of many dying languages to save. Ask each pair to think of six reasons why their language should be saved. If you have a multilingual class, you can put students of the same language in pairs. If any students are the only speakers of their language in the class put them in a pair with another language speaker and ask them to choose one of their languages. Take feedback as a class.

 **ADDITIONAL MATERIAL**

Workbook 6B

Photocopiable activities: Grammar 6B, Vocabulary 6B

💡 OPTIONAL LEAD-IN

Books closed. Ask students to work in pairs and to think of as many ways as they can of saying *please* and *thank you* in different languages. Ask for suggestions as a class and find out which pair thought of the most. Tell students that many people think that English people are very polite. Ask for their opinions and whether their own languages use a lot of polite expressions or whether politeness is conveyed in different ways, for example gestures.

1 LISTENING

- a Write the word *favour* on the board. Elicit how we can use this in a question and what it means: *Can you do me a favour?* (Can you do something for me?) In pairs, students discuss the questions. Take feedback as a class.
- b Ask students what happened in the last part of the story (Sam and Emma were thinking about how to improve their business). Students look at the photo. Ask who they think is asking for a favour and what it might be.
- c 06.17 Play Part 1 of the video or audio recording for students to check their ideas.

Answers

Sam and Emma ask Becky to do them a favour. They'd like her to look after the café at the weekend.

Video/Audioscript (Part 1)

- EMMA** So, if we leave late afternoon on Friday ...
- SAM** I need to check with Becky though.
- E** Do you think it'll be a problem?
- S** Well, it's asking quite a lot.
- E** She knows what to do, doesn't she?
- S** Yeah, but it means she'll have to look after the café for a day and a half by herself. Open up, set things up, deal with the cash, clean up – everything.
- E** True.
- S** That doesn't seem very fair – she has only just started.
- S** Becky?
- BECKY** Yeah?
- E** Do you mind if we ask you a favour?
- B** Of course not. What is it?
- S** Feel free to say no, but we – that is, Emma and I – we were hoping to get away ... on Friday afternoon ... for the weekend.
- B** Oh, lovely! Where?
- S** Paris, actually.
- B** Fantastic.
- S** So we were wondering ...
- B** Do you want me to look after the café?
- E** Would you?
- B** Of course. I can close up on Friday and sort everything out on Saturday. Just tell me what you need me to do.
- S** Are you sure?
- B** Of course. I'm happy to help.
- S** Thanks. That's really nice of you.
- E** Yes, thanks, Becky. It's just, Sam hasn't had a weekend off for more than nine months.
- B** My pleasure – it's about time you two had a break together. And I know how everything works now – it's no trouble at all.
- E** We really appreciate it.
- B** And if I don't know what to do, I can always ask Phil. Can't I, Phil?
- PHIL** What's that?
- B** You know all about the café.
- P** Do I?
- S** Don't worry, JK. Go back to your book.
- E** Yes, make us all famous.
- S** I really am very grateful.
- B** It's not a problem.

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

- understand informal conversations about asking for favours
- use appropriate phrases to introduce requests
- express gratitude
- practise pronunciation of consonant sounds
- ask for and respond to favours

- d 06.17 Play the video or audio recording again for students to answer the questions as a class.

Answers

- 1 go away for a long weekend (to Paris)
- 2 reluctant, nervous
- 3 relieved, grateful

2 CONVERSATION SKILLS
Introducing requests

- a 06.18 Read through the conversation with the class and ask if this is a good way to ask a favour. Play the excerpt from Part 1 and ask students what the difference is between the two conversations. Ask which way is better (the second because the person is more likely to agree and is more polite).

Answer

The written dialogue is shorter, more direct and casual, and not as polite.

- b 06.18 Ask students to work in pairs to put the stages of the conversation/request in order. Play the video or audio recording again for students to check their answers.

Answers

- 3
- 2
- 4
- 1

- c Students choose the best answer. Check the answer as a class.

Answer

- 3 They realise they're asking Becky a big favour.

- d Remind students that Sam and Emma used polite phrases to make their request. Students add the words in the box and match parts of the sentences. They then compare with a partner. Check answers as a class.

Answers

- 1 c Do you mind if I ask you something?
- 2 a I'm really sorry to ask you this, but ...
- 3 e There's an idea I'd like to run past you.
- 4 b I was wondering if you wouldn't mind ...?
- 5 d I hope you don't mind my asking, but ...

- e Read through the replies in the speech bubbles and discuss the questions as a class.

Answers

- 1 Go right ahead.
- 2 No, not at all. / No, that's fine.
- 3 What is it?

LOA TIP DRILLING

To practise the intonation of the polite phrases, start with a choral repeat task. Model the phrases for the students to copy, for example, *Do you mind if I ask you something? There's an idea I'd like to run past you ...*

Following this, give the first word of a phrase for the students to complete:

Say: *Do ...* (Do you mind if I ask you something?)
There's ..., etc.

EXTRA ACTIVITY

In pairs, students practise the requests in 2d. This time, one student asks and the other gives an appropriate reply. Monitor and check the replies are appropriate and the intonation is correct.

3 USEFUL LANGUAGE

Showing you are grateful

- a** **06.19** Ask students to make a request, e.g., *I'm really sorry to ask you this, but could you not give us any homework tonight?* You reply: *That's no problem.* Elicit thanks from the student. Write *grateful* on the board and explain that this is what the students feel. Ask students to complete Sam's sentence as a class. Play the recording for students to check.

Answer

really nice

- b** Students arrange the words to find other expressions to show appreciation. Check answers as a class.

Answers

- 1 We really appreciate it.
- 2 We're really grateful.
- 3 It's so kind of you.
- 4 I don't know how to thank you.

- c** Read through the possible replies to the expressions with the class and ask students to choose the one that is not a suitable reply. Model the expressions and replies for the students to repeat.

Answer

4 It is not polite: we usually show that we are happy to help and aren't doing the favour in order to get the other person's gratitude.

4 LISTENING

- a** Students look at the photos and say what they can see. Discuss the questions as a class.
- b** **06.20** Play Part 2 of the video or audio recording for students to listen and check their answers.

Answers

- 1 to return Becky's notes
- 2 because he has a great idea for the story
- 3 she can't start the assignment this weekend (because she is working).

Video/Audioscript (Part 2)

BECKY Hi there.

TESSA Hi. Just returning your notes.

PHIL Great!

T Great?

P Yes.

T Great what?

P I've just had this great idea. For the story.

B Great!

T So ... um ... What is it you're writing?

P A science-fiction novel.

T Oh. I'm quite into science fiction.

P Oh. Really?

T You must tell me about it – I mean, your story ... your ideas. One day.

P Oh, right. Yeah. Sure. One day. Love to.

B So ... my notes.

T Oh, sorry. Thanks for the loan.

B No problem.

T Hey, I was thinking. You know this project – photographing

bridges. We should probably make a start soon. I know somewhere great we could go.

B Good idea. When were you thinking?

T How about this weekend?

B Sorry, I can't. I've just told Sam I'd look after the café.

T No problem – how about the weekend after then?

B It's a date.

T Do you want a hand on Saturday?

B Here?

T Yeah. I can help clear tables and ... things like that.

B Great, thanks. That's really kind of you.

T I'm more than happy to help out.

B And if things are a bit slow ...

T What?

B Phil can tell you all about his book.

- c** **06.20** Students do the true/false task individually. Check answers as a class.

Answers

- 1 True
- 2 False (She asks Phil to tell her his ideas.)
- 3 True
- 4 False (She offers to clear tables.)
- 5 False (She doesn't suggest this.)

5 PRONUNCIATION

Sound and spelling: Consonant sounds

- a** **06.21** Read through words 1–8 with students, and model the sounds. Individually, students match words a–h from the video with the correct sounds. Play the recording for students to check the answers.

Answers

- | | |
|---------------|------------|
| 1 /θ/ thirty | c think |
| 2 /ð/ they | f together |
| 3 /s/ say | a sorry |
| 4 /z/ zero | h close |
| 5 /ʃ/ shop | e fiction |
| 6 /ʒ/ usually | b pleasure |
| 7 /tʃ/ choose | d check |
| 8 /dʒ/ jeans | g bridges |

- b** Students work in pairs to find sounds from 5a in the words.

Answers

- 1 ideas /z/
- 2 earth /θ/
- 3 television /ʒ/
- 4 jewel /dʒ/
- 5 bother /ð/
- 6 sugar /ʃ/
- 7 science /s/
- 8 future /tʃ/

- c** **06.22** Play the recording for students to check their answers. Students repeat the words for practice.

6 SPEAKING

- a** Tell students that they are going to ask their partners a big favour. First, they must think of a really big favour to ask. Give an example of your own, for example *I want to ask my neighbour to look after my dog for a week while I'm on holiday*. Monitor and help if necessary.
- b** Look at the examples in bubbles to remind students of phrases they have learned during the lesson for making requests, replying, thanking and responding. In pairs, students role play the request. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for examples of requests, and whether students would really agree to these requests or not.

FAST FINISHERS

Fast finishers can role play the request again, this time not agreeing immediately to the request, but hesitating and needing further persuasion or encouragement.

ADDITIONAL MATERIAL

Workbook 6C

Photocopiable activities: Pronunciation 6C

Unit Progress Test

6D

SKILLS FOR WRITING

The scenery was fantastic

OPTIONAL LEAD-IN

Books closed. In pairs, students write down what they think the top five tourist attractions in the world are. Put pairs into small groups to discuss and choose a top five from their suggestions. Each group then presents their suggestions to the class. Find out if the class can agree on a top three in the world. Ask why these attractions have become so popular, e.g., beauty, history, architecture.

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

- talk about top tourist attractions in the USA
- understand people talking about a trip to the Grand Canyon
- understand a travel blog
- use descriptive language when writing about a trip
- write a travel blog

1 SPEAKING AND LISTENING

- a** Students look at the photos. Tell them that they are the top five attractions in the USA. In a class discussion, students say what they know about them, why the attractions are popular and if they have visited or would like to visit any of them. You may give students information from the Culture Notes.

CULTURE NOTES

Manhattan is a highly populated island in New York. It is an important cultural centre, and it is where most of the tourist attractions in New York are, e.g., the Empire State Building and Wall Street; and it is where you can get a ferry to the Statue of Liberty.

The Grand Canyon is a steep canyon in Arizona that was made by the Colorado River. It is 446 km long. In places it is up to 29 km wide and over a kilometre deep.

The White House has been the official home of the president of the USA since 1800. Its real address is 1600 Pennsylvania Avenue, Washington DC.

Niagara Falls is the name of three waterfalls that cross the border between Canada and the USA. They are up to 51 metres high.

Las Vegas is a very famous city in Nevada, and it was established in 1905. It is a popular destination because of its entertainment, in particular its casinos and hotels.

- b** Tell students they are going to hear a man and a woman telling a friend about a trip to the Grand Canyon. They need to listen and identify which two topics in the box the people do not talk about. Play the recording for students to find out the topics. Check the answers as a class.

Answers

cars
meals

Audioscript

ALEX So where did you go?

KIRSTEN We went camping in the Grand Canyon. It was amazing, a real experience. But before, we drove through the Mojave Desert – that's a big salt desert, just salt for miles and miles.

A Wow, amazing.

K And we saw cowboys, didn't we, John? Where was that?

JOHN I don't know, some town near there. It was like a cowboy show; they had a shootout.

A You mean like a gunfight? For show?

K Yeah, that's right. Then we stopped for something to eat, and we were really lucky cos it was getting late and we had nowhere to stay, but the owner of the restaurant was really nice, wasn't he?

J He let us camp behind the restaurant.

K Yeah, the people were really friendly, weren't they?

J Yeah. It wasn't very comfortable, though.

A Why not?

K We couldn't blow up the airbed. It had a hole in it.

J So we slept on the ground. Really uncomfortable.

K Anyway, the next day we actually saw the Grand Canyon.

A Oh, that must be incredible.

K It is. It's breathtaking. I've never seen anything like it.

A Did you walk through it, or what?

K No, we just drove round it. Round the south rim, that's where the best views are. And we camped there, too.

J We were lucky to find a place. It was peak season.

K Yeah. So anyway, then we watched the sunset over the Grand Canyon. Pretty amazing. And the next day we got up at 4:45 and saw the sunrise.

A 4:45!

J Oh, it was worth it. It looks completely different at dawn. Um, what else did we do?

K We saw a condor.

J Oh yes, they're really rare apparently. Only 30 birds left. Really impressive birds.

A Mm, sounds great.

K And then we went on to Las Vegas.

A Wow, Las Vegas? Hope you didn't lose all your money!

VOCABULARY SUPPORT


condor – a very large bird from South America that lives in mountains

dawn (B2) – the beginning of the day

peak season (B2) – the most popular time for tourists

rim – the edge of something that is usually circular


shootout – a fight using guns

- c**  **06.23** Play the recording again for students to answer the questions individually. Pause where necessary to give students time to note down answers. Students compare with a partner. Check answers as a class.

Answers

- 1 They drove.
- 2 It's a salt desert.
- 3 They camped. The first night was very uncomfortable because the airbed had a hole in it. For the second night, they were lucky to find a place.
- 4 They saw the sun set and sun rise.
- 5 They went to Las Vegas.

- d** Individually, students choose the top tourist destinations in their own countries.

- e**  Put students into pairs to compare their destinations and say why they are interesting for tourists. If everyone is from the same country, they should find out if they agree on the places and the reasons. Take feedback as a class and ask for examples.

EXTRA ACTIVITY

Put students into groups of three and ask them to choose one tourist destination between them. Then, ask students to create a conversation similar to the one they've just listened to. You could get students to record their conversations on their phones and play the recordings for the rest of the class. If you choose not to record the conversations, get a more advanced group to act out their conversation in front of the class and get the class to ask questions about the destination.

2 READING

- a** Ask students if they ever read travel blogs and why or why not. Students read Kirsten's travel blog about the trip she talked about and find the points she didn't mention in the recording. Check answers as a class.

Answers

The name of the town they visited was Williams.

The cowboy performance was a re-enactment of a shootout from the 1800s.

After breakfast, they headed up to the village where a bus took them to the other part of the South Rim. They took a short walk ...

They watched a condor circling right above their heads.

They saw the canyon from a few different viewpoints.

After that, they drove to Lake Mead for a few days to relax before the madness of Las Vegas.

VOCABULARY SUPPORT

grandeur – the quality of being very large and special or beautiful

phenomenon (C1) – something that is very unusual or interesting

re-enactment – an occasion where people act out something that really happened, e.g., a battle

3 WRITING SKILLS

Using descriptive language

- a** Ask students if they liked Kirsten's blog and why. Point out that she uses a lot of adjectives. Students check the blog to find examples of other adjectives meaning *very beautiful* or *very big*. Check answers as a class.

Answers

very beautiful: grandeur, beauty, breathtaking, superb, impressive, fantastic

very big: huge

- b** Students decide which adjectives in the box are positive and which are negative. Check answers as a class.

Answers

positive: mind-blowing, fabulous, awesome, out of this world,

unbelievable, awe-inspiring, unforgettable

negative: disappointing, ordinary, uninspiring, dull

- c Read the sentences with the class and elicit that different adjectives are used after *absolutely* and *a little*. Students work in pairs to choose which adjectives can go in which sentences. Check answers as a class. Then ask if students know any other adverbs that can replace *absolutely* and *a little*.

Answers

- 1 mind-blowing, fabulous, awesome, out of this world, unbelievable, awe-inspiring, unforgettable
 - 2 disappointing, ordinary, uninspiring, dull
- The words *totally* and *completely* can replace *absolutely*. The words *a bit* and *kind of* can replace *a little*.

LANGUAGE NOTES

Adjectives can usually be categorised as normal/standard or strong/extreme. We use intensifiers such as *very* / *a bit* with normal adjectives, but not strong ones, e.g., *very big*, ~~*very enormous*~~. Likewise, we can use intensifiers such as *absolutely/totally* with strong adjectives, e.g., *absolutely enormous*, but not with normal ones, e.g., ~~*absolutely big*~~.

- d In pairs, students change the sentences to make the meaning stronger. Check answers as a class.


Possible answers

- 1 Manhattan was amazing, and I thought the buildings were very inspiring.
- 2 Niagara Falls was awesome. We went on a boat below the falls – it was unbelievable.
- 3 People say that Las Vegas is a mind-blowing place to visit, but I thought it was disappointing.

- e Individually, students find examples using the word *experience* in the blog and complete the expressions. Check answers as a class.

Answers

- 1 It was an experience in itself.
- 2 It was the experience of a lifetime.
- 3 ... which was a whole new experience.

- f  Put students into pairs or small groups. Students tell their partners about one of their own tourist experiences, using the language from 3a–e. Monitor and note down examples of good language use and any common errors. Take feedback as a class.

4 WRITING


- a Tell students that they are going to write a travel blog about one of the photos. Alternatively, they can use a holiday photo of their own. They should plan a blog to include their chosen photo and make notes on the points given. Monitor and help with ideas where necessary.
- b Students write their blogs, using language they have learned in this lesson. Monitor and encourage self-correction where students make errors.

LOA TIP MONITORING

For this task, you might choose to focus on vocabulary range while monitoring. Encourage students to use a variety of adjectives to avoid repetition and pay attention to their use of intensifiers. If a student has used the wrong intensifier, just point it out and question it with a gesture or expression.

FAST FINISHERS

Fast finishers can switch blogs and add a comment to the one they are reading. Check through these during feedback.

- c  Students switch travel blogs with partners and ask and answer questions about the places. During feedback, ask students to share examples from their blogs with the class and find out whether students are persuaded by the blogs to visit the places.

+ ADDITIONAL MATERIAL

Workbook 6D

UNIT 6

Review and extension

1 GRAMMAR

- a Write the beginnings of some sentences on the board and elicit the correct verb patterns:

When I go on holiday, I enjoy ... (gerund)


Yesterday I saw someone ... (gerund)

When I speak English, it's difficult ... (infinitive)

Students find and correct the errors in the sentences and then compare with a partner. Check answers as a class.

Answers

- 1 to relax
- 2 to help you
- 3 to remember to do
- 4 notice people doing
- 5 remember doing

- b  In pairs, students ask and answer the questions. Take feedback as a class.

- c Students complete the paragraph with the correct passive or active forms. Check answers as a class.

Answers

- | | |
|------------------------|---------------------|
| 1 was given | 6 was being cleaned |
| 2 bought | 7 said |
| 3 was discovered | 8 was sold |
| 4 was seen | 9 paid |
| 5 passed / was passing | 10 was valued |

2 VOCABULARY

- a Individually, students complete the sentences. Check answers as a class.

Answers


- 1 memorable
- 2 impressive
- 3 exotic
- 4 stunning
- 5 breathtaking

- b Students choose the correct options and then compare with a partner. Check answers as a class. You may want to ask students to talk about shops they know that have changed over the years.

Answers

- 1 deterioration
- 2 revive
- 3 preserve
- 4 died out
- 5 decreased
- 6 increase
- 7 been lost

3 WORDPOWER *out*

- a  06.24 Write the word *out* on the board. In pairs, students write down as many multi-word verbs with *out* as they can. Check ideas as a class. Play the recording for students to complete the multi-word verbs. Check answers as a class.

Answers


- 1 burn out
- 2 pass out
- 3 work out
- 4 fallen out
- 5 run out (of)
- 6 stands out
- 7 turned out (to be)
- 8 chill out

- b Ask students to complete the exercise individually and warn them to be careful with the verb forms. They need to think about context and meaning. They then compare answers with a partner. Check answers as a class.

Answers

- 1 turned/turning out
- 2 chilling out
- 3 run out
- 4 burn out
- 5 stands out
- 6 work out
- 7 pass out
- 8 falls out

- c Individually, students read the questions and make notes about their answers.

- d  Put students into pairs to discuss their answers. Take feedback as a class and ask for examples from the conversations. Find out how much the students agree with each other and who gives the most interesting answer.



FAST FINISHERS

Fast finishers think of two or three more personal questions using other multi-word verbs with *out* from the lesson. Check these during the feedback and ask the class for answers.



EXTRA ACTIVITY

In pairs, students write four sentences using multi-word verbs with *out*. Students delete the verbs to create gapped sentences to swap with another pair. Check answers as a class.

» Photocopiable activities: Wordpower 6



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 7

CITY LIVING

UNIT OBJECTIVES

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

- understand information, texts and conversations and exchange information about city life, relaxing, reality TV programmes, houses and redecorating, buying and renting flats and urban development
- talk about daily life and routines
- talk about changes to make to a home
- use appropriate phrases to imagine how things could be
- use vague language
- write an email to complain

UNIT CONTENTS

G GRAMMAR

- *too / enough; so / such*
- Causative: *have / get*

V VOCABULARY

- Describing life in cities: *air pollution, local residents, parking space, public transport, quality of life, traffic congestion, urban development*
- Films and TV: *broadcast, capture, cast, crew, cut, director, editor, episode, presenter, producer, release, script, series, shot, soundtrack, viewer*
- Houses: *attic, basement/cellar, bungalow, chimney, cottage, detached, fence, passage, semi-detached, terrace, terraced*
- Wordpower: verbs with *down*: *calm down, cut down on, get someone down, look down on, settle down, turn down*

P PRONUNCIATION

- Sound and spelling: *o*
- Stress in compound nouns

C COMMUNICATION SKILLS

- Discussing living in cities
- Discussing changes to a home
- Imagining how things could be
- Using vague language
- Writing an email to complain

- a Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. You may give students the information from the Culture Notes. Check understanding of *outrageous* (shocking), *ugly* (not pleasant to look at), *harmonious* (fitting in with the surroundings).

CULTURE NOTES

The picture shows the Transamerica Pyramid in the Financial District of San Francisco, California. It is the second tallest skyscraper in San Francisco. More and more modern skyscrapers are being built next to historic buildings around the world, showing sharp contrasts between old and new architecture.

- b Read the questions with the class and ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and extend the discussions if appropriate.

EXTRA ACTIVITY

In pairs, students tell their partners about the most unusual, the oldest, the tallest or the most memorable building they have ever been inside and explain why they think so. Take feedback as a class. Extend by asking: *If you could design the perfect place for you to live or work in, what would it be like?*

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the names of different buildings on the board, e.g., *office block, farm, hut* (a small, very basic building), *garage* (a building for a car), *hospital, hall* (a building for concerts, meetings, etc.), *skyscraper*. Put students into pairs or small groups and ask them to tell each other what type of buildings they have passed by or been in today. Students should try to find one thing about each building that made it different from the rest. Take feedback as a class.

7A

THERE'S VERY LITTLE TRAFFIC

OPTIONAL LEAD-IN

Books closed. Put students into small groups and ask them to think of things we do faster today than our parents or grandparents did. After two minutes, stop the groups and find out who has thought of the most things. Ask for ideas and put them on the board. Ask the class if they think doing these things faster is a good thing and why / why not.

1 SPEAKING

- a** Students look at the photos and describe them. Ask what aspects of stress in city life they show and how the people might be feeling. Ask if students are familiar with scenes like these and how they feel when they are in similar situations.
- b** Put students into pairs and ask them to think of another photo on the same theme. They should decide what it would show and how it would fit into the theme (e.g., a city with skyscrapers and polluted air from cars, people waiting at an airport with cancelled flights on a board.). Take feedback as a class. Find out which idea is the most popular, interesting or unusual.

2 READING

- a** Elicit which statement the Slow Movement believes in. Don't confirm answers at this point.
- b** Students read the article quickly to check their ideas. Check the answer as a class. If you wish, give students information from the Culture Notes.

Answer

3

VOCABULARY SUPPORT

associate (C1) – to connect someone or something in your mind with someone or something else

client (B2) – a customer or someone who receives services

obesity (C1) – the fact of being very overweight, in a way that is dangerous for health

the equivalent of (C1) – the same as something else in size or value
24/7 – 24 hours a day / seven days a week, 'all the time'

CULTURE NOTES

The main philosophy of the Slow Movement is to do everything at the right speed in order to enjoy everything you do. It started in 1986 in Italy when Carlo Petrini wanted to protest against the opening of a McDonald's restaurant in one of the most famous attractions in Rome, which led to the creation of the Slow Food organisation. The Slow Movement covers many other areas now: Slow Cities, Slow Travel, Slow Living and Slow Design. The Slow Movement is not a single organisation, but is run by people all over the world.

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

- read and understand an article about doing things slowly
- use *too / enough* and *so / such* to talk about daily life
- understand an interview about smart cities
- use a lexical set of words to describe cities correctly
- understand people talking about their cities
- describe their own cities

- c** Read the questions carefully with the class. Students read the article again to find the connections. They then compare their ideas with a partner. Check answers as a class.

Answers

- 1 When it comes to doing business ... speed is important.
- 2 We seem to associate slowness with failure, inefficiency and laziness.
- 3 There is pressure to be available 24/7.
- 4 Not relaxing can make us more impatient and less polite.
- 5 People now work the equivalent of a full month more each year than they did two decades earlier ... people get about two hours' less sleep than they did 60 years ago.
- 6 Doctors who didn't get enough sleep had a much slower reaction speed than average.
- 7 Scientists have discovered a link between sleep debt and cancer, heart disease, diabetes, infections and obesity.

- d** Ask students if they are guilty of any of the things mentioned in the article. Give an example of your own, e.g., *I often go to bed too late because I have so much to do, and I feel tired and get irritated the next day.* Ask if any of the students would like to live more slowly. In pairs, students note down some ways they could live more slowly and what changes they would need to make in their lives. Take feedback as a class.
- e** Students read *Rules for slowing down* to check if their ideas are mentioned. You may wish to point out that the phrase *put your feet up* is used in English to mean 'relax', and it doesn't necessarily imply putting feet up on a chair. Students discuss the questions with a partner. Take feedback as a class.

3 GRAMMAR *too / enough; so / such*

- a** Write *too*, *too much*, *too many* and *enough* on the board. Elicit sentences from the class related to the speed of our lives using the words. Give an example: *I don't do enough exercise because I'm too busy.* Students write the words in the correct places in the sentences. Students look back through the article to find the sentences. Check answers as a class.

Answers

- 1 We worry that we're too slow.
- 2 We aren't efficient enough or productive enough to succeed.
- 3 Many people complain that they don't have enough time.
- 4 They have too much work to do every day.
- 5 There are always too many things that they haven't done.

- b** Students answer the question in pairs. Check answers as a class.

Answers

- 1 1, 2
2 3, 4, 5

- c** Put students into pairs to complete the rules. Check answers as a class.

Answers

- 1 an adjective, a noun 2 uncountable, countable 3 after, before

 **LANGUAGE NOTE**

Students sometimes confuse *too* and *very*. *Very* is used as an intensifier to indicate the strength of an adjective: *This sauce is very hot* (I might like it hot or not). *Too* is used to indicate a negative result: *This sauce is too hot* (I can't eat it).

- d** Write *so* and *such* on the board. Give a sentence related to the speed of our lives using *so* and *such* to the class, e.g., *We live in such a fast world, and we always feel so exhausted*. Individually, students complete sentences 1–3 with *so* or *such*. Check answers as a class.

Answers

- 1 so, such 2 so 3 such

 **LOA TIP ELICITING**


To practise the forms from these exercises, give students a sentence starter and elicit endings using *too*, *enough*, *so* and *such*. Prompt students to use all alternatives.

I'd like to go to the gym with you, but ... (I've got too much work / I haven't got enough time / I'm so tired I'm going to bed / it's such a nice day that I'm going for a walk).

I ought to do some more work this evening, but ... (I'm too exhausted to concentrate / my laptop isn't charged enough and I left the charger at work / I'm so hungry I can't even think / there's such a great film on TV that I'll watch instead).

 **CAREFUL!**

There are often problems with word order when students use *such*, e.g., *It is a such beautiful house* (Correct form = *It is **such a beautiful house***). Also, *such* is often overused instead of *this*, e.g., *I've never been to such place before* (Correct form = *I've never been to **this place** before*).

- e**  **07.01–07.04** Students read the information in Grammar Focus 7A on SB p. 146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that the word order is correct in Exercise c. Tell students to go back to SB p. 81.

Answers (Grammar Focus 7A SB p. 147)

- a** 2 enough 4 too 6 enough 8 Too many
3 too much 5 too much 7 too
b 1 e 2 d 3 a 4 b 5 f 6 c
c 2 such a pity 5 such a good player (that)
3 old enough to 6 was so serious (that)
4 too tired to

- f** Students find and correct the mistakes. Check answers as a class.

Answers


- 1 I have such ~~so~~ much work to do that I often have to work at weekends.
2 You spend too ~~many~~ much time in front of the computer.
3 We don't have enough money enough to buy a new car.
4 He doesn't like his job, but he's much too ~~much~~ lazy to look for a better one.
5 Cheer up! Why are you always in ~~so~~ such a bad mood?
6 I'll have to draw the plan again. It isn't enough clear enough.

- g** Read the task and example with the class. Individually, students write the sentences. Monitor and help where necessary. Point out that some sentences should be true and some false.

- h** Put students into small groups and ask them to share their sentences with the other students. They need to guess which are true and which are false. Monitor and check that the target language is being used correctly. Take feedback as a class.

4 READING AND LISTENING

- a** Ask students how many cities they have visited in the last year. Which did they enjoy visiting most and why? Write the word *smart* on the board and elicit the meaning (intelligent). Students look at the pictures and read the information about them. They guess what the collocation *smart city* means.

- b**  **07.05** Tell students they are going to hear someone talking about smart cities. Read the possible ideas to describe a smart city as a class. Play the recording for students to choose which two are correct according to the speaker. Check answers as a class.

Answers

- 1, 2

Audioscript

- A** So what exactly is a smart city?
B Well, it can be all kinds of different things, but there are two basic ideas. One is that the city uses technology to improve the quality of life of the local residents, so that they can live more slowly and with less stress. And the second one is that the city itself reacts to problems, rather like a living person would.
A Can you give me some examples?
B Yes, London is a good example. They have a system where they monitor cars driving into the centre and automatically charge the driver for the time the car spends there. So it cuts down traffic congestion and pollution, but it also means the driver doesn't have to stop and buy a ticket or look for money – so it saves time, too. And to use the public transport system you just need a single card and you can go everywhere with it. So you don't need to spend time queuing for tickets. Or in Dublin, in Ireland, they have a system which monitors traffic congestion, so drivers can avoid streets with traffic jams, and it also tells drivers where they can find a free parking space. Apparently 30% of traffic congestion in most cities is caused by people looking for parking spaces, so that's a huge saving in time and money.
A So the main point of smart cities is to improve the environment?

- B** Yes, but it can take many different forms, it's not just about traffic congestion. For example, there's a new city in the UAE called Masdar. It's in the middle of the desert and the whole city is powered by solar panels, and public transport is electric. So it's a 100% sustainable city – it uses zero energy and there's no air pollution. Or there's another new city in Korea called Songdo, which is planned around a central park. So from all the residential areas there's a fifteen-minute walk across the park to get to work and people can also use the park in their lunch break. I read a report recently that said that green spaces in cities really improve people's mental health, so the park sounds like a great idea.
- A** So it's not just about the environment. It's about urban development in general?
- B** Yes, exactly.
- A** And do you think this is how cities will be in the future?
- B** Oh, I'm quite sure of it. The technology is there already. We're all connected now on the Internet, so the next step is to connect the people with the city – and it's already happening very quickly.


VOCABULARY SUPPORT

congestion (C1) – a situation in which there is too much traffic and movement is difficult

monitor (B2) – to check, control

sustainable (C1) – not causing damage to the environment and therefore able to continue for a long time

urban (B2) – related to a city

- c**  **07.05** Read the information students need to listen for as a class. Play the recording again for students to note down answers. If necessary, play the recording twice and pause after each piece of information is given. A more advanced group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check.

Answers

- 1 They have a system where they monitor cars, and people can use the public transport system with a single card.
- 2 They have a system which monitors traffic congestion, so drivers can avoid streets with traffic jams, and it also tells drivers where they can find a free parking space.
- 3 The whole city is powered by solar panels and public transport is electric, so it's a 100% sustainable city.
- 4 Residents have a 15-minute walk across a park to work, and they can use the park in their lunch break.

5 VOCABULARY Describing life in cities

- a** Ask students to work in pairs to form collocations from the recording in Exercise 4. Test them on the collocations as a class by providing the first word in the left column and eliciting the second part from the right column.


Answers

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


- b** Students work in pairs matching the collocations with their meanings. You may want to elicit or pre-teach the word *substances* (materials with particular physical characteristics). Check answers as a class.

Answers

- 1 quality of life
- 2 local residents
- 3 traffic congestion
- 4 parking space
- 5 urban development
- 6 public transport
- 7 air pollution

- c** Put students into pairs to make sentences using the collocations about the town or city where they are now.
- d**  Take feedback as a class and find out if other students agree or disagree and why.

6 LISTENING

- a**  **07.06** Tell students that they are going to hear two people talk about the cities they live in. Play the recording for students to answer the questions. Check answers as a class.

Answers

- 1 Daniela: Yes, it's been developed to suit the people who live there.
Richard: Yes, it's so full of life and there are people everywhere.
- 2 Daniela: Yes
Richard: No

Audiocscript


DANIELA I think it's a good idea to make cities better places to live because a lot of cities have developed on a kind of American model. In other words, the city centre is taken over by big companies so there are hardly any shops or people living there. Instead, most people live in big high-rise blocks around the edge of the city and they go to big shopping centres in their cars. So it's really good to change that balance and make the city centre a place for people to live. I live in Munich, in Germany, and in a number of ways I think it is a 'smart city', because it's been developed to suit the people who live there. The centre's a pedestrian zone, closed off to traffic, people cycle everywhere and there are plenty of good cafés and parks and places to sit outside. So you can wander through the city and take your time, and it's nice and quiet. Also, there's a very good public transport system, so people don't need their cars as much.

RICHARD I don't think you have to design a city to make it a nice place to live. I live in Bangkok, the capital of Thailand, and it certainly isn't a planned city – it's just grown naturally. In some ways it's quite a chaotic city, there are cars everywhere, lots of traffic jams, a lot of noise and there are very few green spaces where you can sit, so if you want a bit of peace and quiet, forget it! But I love living here. It's so full of life and there are people everywhere. In the street where I live, there are lots of ordinary apartments plus a few hotels, there's a very good vegetable market, there are quite a few restaurants and there are people selling things in the street. So there's everything you need, plus lots of traffic, of course. So it certainly isn't a 'smart city', but it's very exciting to live here!

VOCABULARY SUPPORT

chaotic (C1) – without order


pedestrian (B1) – a person who is walking, especially in an area where vehicles go

- b**  **07.06** Give students a few moments to read the points. Play the recording again for students to decide which points the speakers make. Check ideas as a class. Ask students which of the two cities they would prefer to live in and why.

Answers

1, 2, 4

7 SPEAKING

- a** Read the task with the class and ask students to make notes individually. Monitor and help where necessary.
- b**  In pairs, students talk about the cities they have made notes about. If students are from the same country, they should compare notes and discuss whether they agree or not. Monitor and note down examples of good language use and any common errors to address at the end of the activity. Take feedback as a class. Find out if they think their city is a smart city and discuss why / why not.

FAST FINISHERS

Fast finishers list as many advantages and disadvantages as they can of living in the countryside. Ask for their points during feedback.

EXTRA ACTIVITY

Students think about how the area where they live could be improved. In pairs, they tell their partners about their ideas and discuss them. Monitor and give help where necessary. Take feedback as a class.

ADDITIONAL MATERIAL

Workbook 7A

Photocopiable activities: Grammar 7A, Vocabulary 7A




Documentary Video Unit 7 *City living*

Video Worksheet Unit 7 *City living*

 **OPTIONAL LEAD-IN**

Books closed. Students write a list of the names of all the TV programmes they've watched in the last week. In pairs, they compare lists and find out if they like the same types of programmes. Then, they find one programme that their partners have not watched and talk about the programme for one minute. If they have a problem continuing for a minute, their partner should ask questions. Take feedback and compare everyone's TV preferences.

1 READING

- a**  Write the anagram *ETRAIYL* on the board and tell students it's a type of TV programme. Students work out the word (reality). Students discuss the questions in pairs or small groups. Ask for comments as a class. If your students are from different countries, you can ask them to describe the plot of their reality programme(s) to see if other students have similar programmes in their respective countries. If students are from the same country, they can vote on which reality programmes they enjoy to find out which ones are the most and least popular.
- b**  Ask the class to turn to SB p. 131 and discuss the questions in pairs. Then go back to SB p. 83.
- c**  Students look at the photo and say what they can see. Ask students the first question and write their ideas on the board. Students then discuss the other two questions in small groups or together as a class.
- d** Students read the article quickly to choose the main point the critic wants to make. Check the answer as a class.

Answer

3

 **VOCABULARY SUPPORT**

blow your budget (C2) – to go beyond the limits of what you are allowed to spend

conflict (B2) – a fight, disagreement

crawl (B2) – to move on your hands and knees

exterior (C1) – the outside of something

renovation (C1) – the process of modernising or improving something, especially a building

tend to (B2) – to be likely to

the chances are (C2) – it's very likely that

transform (B2) – to completely change something

- e** Students read the article again carefully to answer the questions. Suggest they make notes. They then compare answers in pairs. Take feedback as a class and ask students if they agree with the critic's point of view or not and why.

Answers

survival: The crew and director are nearby and the person is in no real danger.

cooking: People aren't chosen just because they are good cooks, but to include a range of personalities that might conflict.

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


- understand an article about reality TV
- use vocabulary related to films and TV correctly
- use causative *have / get* correctly
- use a lexical set about houses correctly
- understand people talking about house renovations
- plan a reality TV programme

home renovation: The contestants don't do all the work – a lot of the work is done by professionals.

garden makeover: The TV company has the design done by a landscape architect.

 **FAST FINISHERS**

Ask fast finishers to underline any unfamiliar vocabulary in the article. They can look up some of the items in dictionaries or guess the meanings from context. Check the vocabulary during feedback.

- f**  Students discuss the questions in pairs or small groups. Ask for ideas and comments as a class. You may give students information from the Culture Notes below.

 **CULTURE NOTES**

Many people believe that the first proper reality TV programme was *An American Family*, which showed a family going through a divorce (1971). A similar programme, *The Family*, was made in the UK in 1974. In 1991, a Dutch programme, *Nummer 28*, brought strangers together in a special place to film their actions over a period of time. The idea came from George Orwell's famous science-fiction book *1984* where everyone is watched through screens in their homes by 'Big Brother'. This name was also later used for a long-running British reality TV programme.

2 VOCABULARY Films and TV

- a** Ask students to check the article again and decide who does things 1–4. Check answers as a class.

Answers

- 1 the producer 3 the crew
2 the director 4 the viewer

- b** Students match the words and the definitions. Check answers as a class.

Answers

- 1 d 2 c 3 a 4 b

 **EXTRA ACTIVITY**

Ask students to write examples of the following:

- 1 a film they've seen recently with a good cast
- 2 a soundtrack that they like
- 3 an impressive opening shot of a film or TV programme
- 4 a director they admire

In pairs, students compare their answers and explain why they've chosen these examples. Take feedback as a class.

- c >>> 07.07 Students complete the exercises in Vocabulary Focus 7B on SB p. 160. Check answers to Exercises a–d and monitor the conversations in e. Check answers in the Pronunciation Exercises a and b. Play the recording for students to do Exercise c and ask for example sentences in Exercise d. Tell students to go back to SB p. 84.

Answers (Vocabulary Focus 7B SB p. 160)

- a words that refer to people who work in films and TV:
editor, presenter
verb forms that refer to when a film or TV programme is shown:
was released, is broadcast
words that talk about the way TV programmes are divided:
episode, series
verb forms that talk about what can happen during the making of a TV programme or film:
was captured, was cut
- b 1 yes 3 cinema, broadcast
2 no 4 camera operator, editor
- c They are in a passive form. Yes, this is typical.
- d 1 cast 3 released 5 shots, script 7 producer
2 cut 4 editor 6 episode 8 captured

Pronunciation

- a four: editor /ˈdɪrɪktər/ /ə/ broadcast /ˈbrɒdˌkɑːst/ episode /ˈɛpɪsəʊd/ company /ˈkʌmpəni/
- b sound 1: broadcast
sound 3: editor, director
sound 4: company
sound 6: episode
- c /ɔː/ bought, corner, support /ə/ police, correct
/ʌ/ young, nothing /əʊ/ show, throw, choose

3 GRAMMAR Causative have / get

- a Students look at the examples and choose the correct answer together.

Answer

1

- b Individually, students complete the rules with the words in the box. Check answers as a class.

Answers

- 1 subject
2 noun phrase
3 past participle

- c Read the task and the example. Students work alone and write complete sentences using the prompts in italics. Monitor and note down any errors. Check answers as a class.

Answers

- 1 **We** got a new tree planted during the ceremony.
2 **The director** got a builder to make a new cupboard.
3 **The producer** had all the colours in the living room chosen.
4 **She** had her make-up re-done after every scene was shot.
5 **They** got all their meals cooked for them.



CAREFUL!

Students often fail to use this pattern, preferring to use the active form, e.g., *I took my photograph* (Correct form = *I had my photograph taken*).

LOA TIP CONCEPT CHECKING

Write the following sentences on the board and ask questions to check the concepts.

The chef prepared the meal in front of the camera.

Ask: *Who prepared the meal?* (the chef)

The chef had the meal prepared earlier.

Ask: *Who prepared the meal?* (someone else)

The winner of the competition wrote a speech to give when she accepted the prize.

Ask: *Who wrote the speech?* (the winner)

The winner of the competition had her speech written.

Ask: *Who wrote the speech?* (someone else)

- d >>> 07.08–07.09 Students read the information in Grammar Focus 7B on SB p. 146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, paying attention to the correct structure. Tell students to go back to SB p. 84.

Answers (Grammar Focus 7B SB p. 147)

- a 1 A 2 C 3 B 4 A 5 B 6 C 7 A 8 A
- b 1 I'm going to have/get my flat cleaned.
2 I'll have/get the new programs installed.
3 Can you have/get the project finished as quickly as possible?
4 I had my email password stolen last week.
5 Robert, would you like to get the meeting started?
6 We really have to have/get the flat painted – the walls are so dirty.

- e Read the task and the examples in speech bubbles. Students work in pairs to find examples of things they have done and things they do themselves. Monitor and check on their use of target language. Take feedback as a class.

4 VOCABULARY Houses

- a Ask students to look at the picture and say if they have any houses like these in their country. Read the words in the box and ask students to work in pairs to match them with the labels in the picture. Check answers as a class.

Answers

- 1 cottage 7 attic
2 terraced 8 bungalow
3 passage 9 fence
4 chimney 10 detached
5 semi-detached 11 cellar/basement
6 terrace

VOCABULARY SUPPORT

alley – a narrow road or path between buildings

balcony (B1) – a narrow floor that is attached to the outside wall of a building above the ground

cottage (B1) – a small house, usually in the countryside

fence (B2) – a structure that divides two areas of land, similar to a wall but made of wood or wire and supported with posts

fireplace (C2) – a space in the wall of a room for a fire to burn in, or the decorated part that surrounds this space

garage (A2) – a building where a car is kept

solar panel – a device that changes energy from the sun into electricity

- b Put students into pairs or small groups to discuss the questions. Monitor and contribute to the conversations. Take feedback as a class.

5 LISTENING

- a Write the word *renovation* on the board and elicit the meaning (updating a house or building / making something more modern). Discuss the question as a class. Ask students to suggest the types of things people get done when renovating a property.
- b 07.10 Tell students that they are going to hear two people talking about different renovations. Play the recording for students to say whether the two people feel the same way about renovating or not. Check answers as a class.

Answers

No. Antonia is addicted to renovating and wants to do more. Rob has started some renovating, but is having a hard time finishing it.

Audioscript

ANTONIA As with most things in life, I started small. Not long after I bought this flat, I suddenly decided that the cabinet in the kitchen was ugly. It was modern and beige and I couldn't stand it. A few days later, I found this absolutely gorgeous, old wooden cabinet from the 1920s in a second-hand shop. I pulled out the original cabinet and replaced it with the one I found. And then everything looked wrong. I also discovered that the original fireplace and chimney were covered up and underneath there were these lovely, old red bricks. The cover had to come off. Then the paint work looked just awful ... and so it went on. Now, I've got a lovely home-style kitchen. I'm really satisfied with that. But I wasn't at all satisfied with the layout of the dining room and the sitting room. They were two very small rooms. And I thought – just imagine – knock down the dividing wall and I could have this lovely open living space. So, one weekend, I got busy and the wall came down! I've still got some work to do there. Then there's the bedroom ... I haven't had time yet ... and the bathroom needs major attention. OK – I admit it – I'm addicted to renovation. I can't help myself. I love doing these things myself. Getting it done by a professional isn't nearly as much fun. But, hey, there are lots of worse things to be addicted to and my flat's looking better and better with every day!

ROB You see, under our house, there was a kind of cellar and a garage. And there was also a small passage between the two. They're the kind of places where we keep things we no longer use. But I suddenly had this great idea. What if I knocked down a few walls and made the cellar and the garage one big area – a kind of basement that the kids could use as their space. I got a friend of mine who's an engineer to have a look and make sure it was possible – I mean, I didn't want the house to fall down! And he said, sure, no problem. And I've helped a lot of friends and family do this kind of thing in the past – like, I've got a pretty good idea about what to do. So, I had this great weekend where I knocked down the walls – I loved that – you can really see the potential – immediately. Problem is – once you knock something down, you sort of have to build a few things in their place, so it doesn't look like a worksite. But, well, things have been busy at work and at weekends there are lots of things to do with the kids – football matches and stuff like that. I mean, I fully intend to finish it all off. That's what I keep promising my wife. But she thinks I've got a 'commitment problem'. You know, I'm not committed to finishing off the renovation. Maybe she's right – but these things aren't as easy as they look. I suppose I could have it done by a professional – but that's expensive. I just say that it's a 'work in progress'. It'll get there. Eventually.

VOCABULARY SUPPORT

beige – light brown colour

brick (B2) – a block of hard material used to build walls and houses

cabinet (B2) – a cupboard with shelves for storing things

commitment (B2) – something you agree to do, a promise

layout (C1) – design

- c 07.10 Read the list with the class and play the recording again for students to check what Antonia and Rob have done. If necessary, play the recording twice and pause after Antonia has finished. A more advanced group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check.

Answers

Antonia

- ✓ pulled out the original kitchen cabinet
- ✓ uncovered the original fireplace
- ✓ repainted the kitchen

Rob

- ✓ knocked down a wall
- ✓ took his kids to football matches
- ✓ discovered a place to make a playground

- d Students discuss the question in pairs. Take feedback as a class.

6 SPEAKING

- a Tell students that they are going to design a reality TV programme about home renovations. Put them into small groups and ask them to discuss their ideas. Monitor and help with ideas and language. Encourage students to use the causative *have/get* where appropriate.
- b Ask the different groups to present their ideas to the class. Students can ask and answer questions about the other groups' plans. Take a vote on which programme would be the most interesting.



FAST FINISHERS

Fast finishers can write a short advert for the new TV programme. Ask a representative of the group to read or record the advert for the class.



EXTRA ACTIVITY

In small groups, students plan the first episode of the series. They should think about:

- how the programme will begin
- who will be in it
- what challenges they will face
- where to film it, etc.

Take feedback as a class.



ADDITIONAL MATERIAL

Workbook 7B

Photocopiable activities: Grammar 7B, Vocabulary 7B, Pronunciation 7B

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

- understand informal conversations about renting an apartment
- use stress in compound nouns correctly
- use appropriate phrases to imagine how things could be
- use vague language

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Students take turns to be the describer and listener. The listener closes his/her eyes while the other student describes his/her home. Give an example of your own, for example *You go through the front door and you're in a hall. On the right there's a door. Go through the door and you're in the living room. There's a big window with blue curtains. There's a brown sofa and a mirror over the fireplace. Come out of the room and turn right*. The students with closed eyes must visualise the home and try to remember it to describe to the class.

A variation on this would be to have students sit or stand in a large circle and say their description to the student next to them, who then says it to the next student. The descriptions pass around the circle, until they reach the original student. Take feedback to find out how the descriptions have changed.

1 LISTENING

- a Tell students to look at the photo. Discuss the question as a class. Elicit ideas, but don't confirm answers at this point.
- b **07.11** Play Part 1 of the video or audio recording for students to check their ideas.

Video/Audioscript (Part 1)

- TESSA** This is a really good angle. **B** Oh! I completely forgot the time
- BECKY** Let's have a look. Oh that's – I've got to go. I'm meeting Tom at 12.00.
- T** What competition? **T** Why don't you call him? Tell him you'll be late.
- B** Didn't you get the email? **B** I can't. We're meeting the estate agent.
- T** I don't think so. I don't remember. **T** Estate agent?
- B** It's called 'London architecture in photographs'. It's a free competition. The college said they'll enter our bridge photos. **B** Yeah, we're looking at flats. You know, we want to rent a flat. For after we're married.
- T** I'm not sure I can be bothered. I don't really see the point. **T** Oh, right. You'd better go then.
- B** Well, the first prize is £500. **B** Yeah. See you later.
- T** OK, that's different! Let's take some more. **T** Bye. Good luck.

- c **07.11** Read through the topics with the class and play the video or audio recording again for students to make notes. Pause at certain points if necessary for students to make notes. Check answers as a class.

Answers

- 1 Tessa's photo: good angle, could use it for the competition
- 2 the photo competition: it's free, £500 prize
- 3 Tessa's feelings about the competition: can't be bothered
- 4 Becky's meeting with Tom: estate agent, rent a flat after they are married, 12 o'clock

2 PRONUNCIATION

Stress in compound nouns

- a **07.12** Write the phrases *estate agent* and *first prize* on the board. Elicit from the class that we call nouns like these compound nouns, because the noun is made up of two words, which cannot normally be separated by other words. Play the recording for students to choose which word carries the main stress and say what part of speech the words are. Check answers as a class.

Answers

- 1 **A** first word **B** second
- 2 **A** noun **B** adjective

- b Ask students to complete the rule together.

Answers

If a compound noun is noun + noun, we usually stress the first word.
If a compound noun is adjective + noun, we usually stress the second word.

- c **07.13** In pairs, students underline the stressed words and practise saying them. Play the recording for students to check. You may wish students to give example sentences with the words in context.

Answers

- | | |
|---------------------|-------------------------|
| flower garden | mobile <u>phone</u> |
| <u>front</u> garden | special <u>offer</u> |
| <u>nightclub</u> | <u>computer</u> monitor |
| | secret <u>agent</u> |

EXTRA ACTIVITY

In pairs, students write down examples of other compound nouns they know that follow the same rules. Students can use the starter words from the previous exercises or think of new ones. Take feedback as a class and check the stress and part of speech.

3 SPEAKING AND LISTENING

- a **07.14** Students discuss the questions in pairs or small groups. Monitor and contribute to the conversations. Take feedback as a class. Extend by asking the class questions, for example, *Are the prices of flats and houses going up or down near you at the moment? What are the main problems you can face when buying/renting a flat or house?*

- b** ▶ **07.14** Play Part 2 of the video or audio recording for students to choose the best summary. You may wish to elicit or pre-teach *damp* (slightly wet, in an unpleasant and uncomfortable way). Check the answer as a class.

Answer

3

Video/Audioscript (Part 2)

BECKY Hi. So sorry I'm late. I was taking photos with Tessa.
TOM That's OK. This is Katie West. She's from the estate agent's.
B Hi, lovely to meet you. I'm Becky.
KATIE Very nice to meet you, Becky. Good. So I'll show you the first flat. We've had a lot of interest in this already. As you can see, it's in a great location, right by the shops, close to the station. Follow me ...
B Great.
K Here it is. It's a lovely flat for two people. Not too big. Just right for the two of you.
T Two rooms and a kitchen?
K Yes, two rooms, a kitchen – and a bathroom.
T OK.
K So here's the living room. Quite a good-sized room. And a nice view of the street ...
K And here's the second room. It's a bit smaller, but it's perfect as a bedroom. Nice and quiet in here – cosy.
K And here's the kitchen. Quite practical and er ... yeah, has everything you need for a kitchen. It's very convenient. I'll leave you to it.
T Well, I can see why the price is low.
B Tiny.
T Yeah, and too noisy. Right on the main road.
B Yeah. And it smells all damp. Horrible.
T Yes, awful.
B Oh, dear.
T Well, let's see what the next one's like.
K So, what do you think?
T Yeah, um, it's nice.
B It's lovely! But maybe not quite what we're looking for.
K OK.

- c** Ask students to choose words/phrases from the box that the estate agent uses. If you have a weaker group, you may wish to play the recording again. You may wish to elicit or pre-teach *cosy* (comfortable and pleasant).

Answers

- 1 good-sized, a nice view
- 2 perfect, cosy, quiet
- 3 practical, convenient

- d** Students answer the question together. You may wish to pre-teach the word *tiny* (very, very small).

Answer

It's tiny, too noisy and it smells damp.

- e** ▶ **07.15** Play Part 3 of the video or audio recording for students to listen for general meaning and answer the questions.

Answers

It's lovely.
 No, Tom will let the estate agent know this afternoon.

Video/Audioscript (Part 3)

KATIE This one's just come on the market. I think you might like this one better. Have a look round, see what you think.
BECKY Thank you. This is a lovely flat. But can we afford it?
TOM Well, with my promotion ... I have got a bit more money now.
B It really is lovely.
T Look, this could be a kind of sitting area by the window ...
B Yeah, that's a great idea. And we could have some plants and some bookshelves, or a big lamp.
T Mm, that would work well.
B And this would make a great dining area, we could have a table and some interesting lights.
T Yeah, and I can imagine a big TV right here.
K So, what do you think?
T Yeah ... it's a brilliant flat, um ...
K Well, we have had one other enquiry this morning. But if you're definitely interested ...
T We'll think about it. Can I let you know this afternoon?
K Of course, no problem.

VOCABULARY SUPPORT

come on the market (C2) – be put up for sale (usually a home)

promotion (B2) – the act of raising someone to a higher or more important position

- f** ▶ **07.15** Play the recording again for students to listen for specific details and decide if the statements are true or false. Check answers as a class and ask why the statements are true or false.

Answers

- 1 False (It has just come on the market.)
- 2 True
- 3 True
- 4 False (They've had one other enquiry.)
- 5 True

4 USEFUL LANGUAGE

Imagining how things could be

- a** ▶ **07.15** Students complete the sentences with words they remember from the conversation. Play the recording to check.

Answers

- 1 Look, this could be a kind of sitting area by the window.
- 2 We could have some plants and bookshelves, or a big lamp.
- 3 And this would make a great dining area.
- 4 I can imagine a big TV right here.

- b** Students answer the question in pairs. Check the answer as a class.

Answer

2

- c** ... Put students into small groups. Ask them to choose one of the ideas and imagine how the classroom could change. Elicit an example, for example, *bookshop*: *There could be a counter over there and lots of shelves where the board is.* Monitor and help with ideas. Note down expressions with vague or imprecise language to use in 5a. Check that students are using the phrases for imagining how things could be.

- d** ... Students present their ideas to the class. Take a class vote on whose ideas were the most interesting.

💡 EXTRA ACTIVITY

Individually, students make notes about how they could change their homes if they had the money and the opportunity. Students then explain the changes to a partner. Give an example: *I've got a small picture and mirror on the wall by the window. There could be a painting over the whole wall. It could be of a café scene or something like that. I could have a computer desk.* Take feedback as a class.

5 CONVERSATION SKILLS

Using vague language

- a** 🎧 07.16 Use comments that students (or you) made in the previous task that used vague or imprecise language and repeat them to the class, for example *It could be a kind of café scene or something like that ...*. Play the recording for students to put the phrases in the correct places in the sentences. Check answers as a class.

Answers

- 1 I thought this could be a kind of separate living area by the window.
- 2 We could have plants and bookshelves and things there, or a big lamp.
- 3 We could have a table here or something and some interesting lights.

- b** Discuss the question as a class.

Answer

because they're not sure exactly how the flat should look

- c** **Pronunciation** In pairs, students discuss the questions.

Answers

It's unstressed. Words like *and*, *of* and *or* are usually pronounced quickly as weak forms.

- d** In pairs, students replace the phrases in 5a with phrases 1–4. Check answers as a class.

Answers

- 1 and things
- 2 kind of
- 3 or something
- 4 and things

- e** Individually, students do the task. They then compare in pairs.

Possible answers

- 1 This could be a reading corner or something like that with a bookshelf and a lamp.
- 2 We could use this shelf for herbs and spices and jars of jam and things like that.
- 3 There's a kind of walk-in cupboard in the bedroom. We could use it for coats or shoes and things.
- 4 I could imagine a big plant or something over there by the window.

6 SPEAKING

- a** ➤➤➤ Put students into pairs. Assign A and B roles. Student A should go to p. 130 and Student B to p. 132. Tell students that they both have pictures of different empty rooms and they need to imagine how they could use the rooms. Encourage students to use language from this lesson where possible. Students should think about the points in the activities, note down ideas and draw a rough plan of what they would do. Monitor and give help with ideas and language. Students then discuss their ideas with their partner.
- b** 💬 Ask students to share their plans with each other. Then take feedback as a class on the most interesting designs.

🔄 LOA TIP REVIEW AND REFLECT

Ask students to note down words or phrases that they didn't know before the lesson. Take feedback as a class. Ask students which of the new items they are most likely to use when they next speak English, and why.

➕ ADDITIONAL MATERIAL

Workbook 7C

Photocopiable activities: Pronunciation 7C

Unit Progress Test

SKILLS FOR WRITING

There is a great deal of concern

OPTIONAL LEAD-IN

Books closed. Tell students something you have complained about in the last month, e.g., *I bought a new printer last week from a shop in town and it didn't work properly. It only printed in black and white and not colour. So, I went back to the shop and complained to the manager. They replaced the printer and the new one is fine.* In pairs, students tell each other as many things as they can that they have complained about in the last month and what happened as a result. Tell them that the complaints can be face to face, online or over the phone. After a few minutes, stop the activity and find out who made the most complaints and how the majority of the class complained. Ask: *Is it better to complain in writing? Is it important to be polite when you complain? Why / Why not?*

1 SPEAKING AND LISTENING

- a** Students discuss the questions in pairs or small groups. Take feedback as a class.
- b** **07.17** Tell students that they are going to hear six people talking about a proposed shopping centre in their area. Play the recording for students to say whether each person is for the plan, against it or has mixed views. They then compare answers with a partner. Check answers as a class.

Answers

1 A 2 F 3 M 4 M 5 F 6 A

Audioscript

KAMAL I think it's a really bad idea. What do we need a shopping centre for? I mean, we've got a local shop and that sells quite a good range of things; anything you need in an emergency. There's a supermarket only about five kilometres away and it's so easy to get there by bus. A shopping centre's going to ruin this neighbourhood. Why can't they create a nice green living space instead?

SUSIE I think it's great. It's going to be really convenient to have plenty of shops nearby. If I have to do anything like, I don't know – go to the supermarket or get my hair cut or something – I have to go into town and it takes such a long time in the traffic. Can't wait for them to build the shopping centre – it's exciting.

CAROL Well, I am looking forward to having a range of shops nearby. There aren't enough in this part of town. But I know this will change the neighbourhood. It'll make it a lot busier and noisier. And there'll be so much traffic. But I suppose that's the price you pay for convenience.

DUNCAN The idea of a shopping centre doesn't particularly bother me, but I guess there'll be a large number of the same old shops – very boring. Everything's part of a chain these days. I wouldn't mind so much if they had a few more interesting shops in the centre – you know, something like an independent music shop or something. But I know that won't happen..

MILES Well, it's about time. That local shop we have is useless. They never order enough of anything and they're always running out of milk and bread and basic things like that. But a new supermarket and lots of shops ... that's progress. It'll be great.

MARION It's going to completely change the community. I mean, a number of families live in this part of town, and we have young children. Apart from the traffic, we'll have so many people passing through our streets ... I really don't know how safe it'll be to live here. It's just ... well, I'm thinking about my children. I want them to be safe.

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

- understand people giving their opinions about a shopping centre
- understand an email about a planned shopping centre
- use formal language in an email
- write a formal email to complain

- c** **07.17** This time, students need to listen for the reasons the people give for their opinions. Read the prompts in the box with the class and play the recording again for students to note down their answers. Pause at certain points with a less advanced group if necessary, to give them time to note down ideas. Check answers as a class.

Answers

- 1 A shopping centre is going to ruin this neighbourhood. Why can't they create a nice green living space instead?
- 2 It's going to be really convenient to have plenty of shops nearby.
- 3 This will change the neighbourhood. It'll make it a lot busier and noisier. But I suppose that's the price you pay for convenience.
- 4 There'll be a large number of the same old shops. Everything's part of a chain these days. I wouldn't mind so much if they had a few more interesting shops in the centre.
- 5 But a new supermarket and lots of shops ... that's progress – it'll be great.
- 6 We'll have so many people and traffic passing through our streets. I really don't know how safe it'll be to live here. I'm thinking about my children.

- d** Ask students which of the people they agree with. Then ask how they would feel if the development was in their own local area.

EXTRA ACTIVITY

Write *not in my back yard* (NIMBY) on the board. Ask students what they think it refers to (*people who think things like wind farms, affordable housing, etc. are fine in theory, but object if these projects suddenly affect them directly*). Ask students if they think this is true of people in their countries. What do they think can be done to change this attitude?

2 READING

- a** Students read Kamal's email to a friend and find things he didn't mention in the recording. Check answers as a class.

Answers

- His parents don't agree with him; they think it's a great idea.
- He thinks there'll be too much traffic.
- He thinks it'll result in horrible retail chains.
- The local government hasn't discussed the shopping centre with local residents.
- He is going to write an email to complain and so are a few other people.

LOA TIP ELICITING

You can elicit both language and ideas before doing a task. Eliciting ideas can help prepare students for the task and raise awareness of a situation. At this point, before directing students to read the email, elicit from students what people can do if they're not happy with a proposed planning development (write to the local government / planning office / newspaper / plan a campaign, etc.). You can discuss this as a class or give some more thinking time by letting them discuss ideas in pairs first and then take feedback as a class.

- b** Tell students that Kamal wrote to the local government. Ask students to read the email to find the main reason for Kamal's complaint and choose the correct answer, 1 or 2.

Answer

2

VOCABULARY SUPPORT

concern (C1) – worry

council (B2) – the group of people elected to govern a particular area, town or city, and organise services for it

feedback (B2) – reactions to something giving opinions

formally (C1) – officially

minutes (of a meeting) – a written record of what happens at a meeting

outline (B2) – to summarise

prompt (B2) – done quickly and without delay

withdraw (C1) – to take away, remove

- c** Students read the email in 2b again in more detail and answer the questions. Check answers as a class.

Answers

- 1 different local council members
- 2 the local media
- 3 Withdraw the plan and put out a proposal that can be discussed with local residents; so residents can give feedback on it.

3 WRITING SKILLS

Using formal language

- a** Students read the email in 2b again and match the paragraphs with the summaries. They then compare answers with a partner. Check answers as a class.

Answers

1 c 2 a 3 b 4 e 5 d

- b** Remind students that it is important to use the correct register when writing a letter or email. Elicit that Kamal's first email was informal because it was to a friend and that the second was formal because it was to someone he didn't know and was an official complaint. In pairs, students compare the two emails. Check answers as a class.

Answers

	Informal email	Formal email
greeting	Hi Jun	Dear Sir/Madam
sign off	Take care	Yours faithfully
punctuation	dashes, question marks, exclamation marks, full stops	commas, full stops
contractions	used	not used

- c** In pairs, students find the formal forms of the expressions. Check answers as a class.

Answers

- 1 I am writing regarding ...
- 2 ... there is a great deal of concern about the effect the centre will have on our local community.
- 3 We understand ... a proposal needs to be sent out so residents can give feedback on it.

- 4 I believe that what you are doing is against the law and I would formally like to request that ...
- 5 If I do not hear from you within two days ...
- 6 I would formally like to request that ...
- 7 I look forward to a prompt reply.


- d** Read the email with the class and ask why it isn't the right register (because it is written to somebody the person doesn't know and it should be formal). Elicit the meaning of *nasty* (unpleasant, unkind). Individually, students rewrite it more formally. Monitor and prompt where necessary.

Possible answer

Dear Sir/Madam,
I am writing regarding the electric toothbrush I bought online recently, because it does not work. The electric charge runs out after only five minutes. I understand it should last an hour or so.
I would formally like to request a replacement. If I do not hear from you, my next step will be to write a negative review on your website.
Regards,
Peter

- e** Students compare their emails in pairs to find out how similar or different their changes are.

4 WRITING

- a** Tell students that they are going to write a letter of complaint. They can use a situation in the task or an idea of their own. Read the situations to check that students understand them. Ask the students to suggest some other ideas. If you used the optional lead-in, you could refer back to some points raised during that activity.
- b** Students make notes on the different points for their email. Monitor and help with ideas and language where necessary.
- c**  In pairs, students tell their partners about their situations and discuss any other ideas to help.
- d** Students write their emails individually. Take this opportunity to monitor and give more help to the less advanced students.
- e** In new pairs, students read each other's emails and check that all points were included. Take feedback and ask students if they think that their partners' emails would get a good response.

FAST FINISHERS

Fast finishers can write a quick response from the local government to the complaint they have just written (or their partner's if they have also finished). Ask students to read these out during feedback.

ADDITIONAL MATERIAL

Workbook 7D

UNIT 7

Review and extension

1 GRAMMAR

- a Ask students to tell you something they *had/got done* yesterday and something they're *going to have/get done* soon. Students work individually to rewrite the sentences using *had/got done*. They then compare answers. Check answers as a class.

Answers

- 1 She had all her meals brought to her room.
- 2 She had/got all her clothes washed and ironed (by the laundry service).
- 3 She had/got her hair cut and dyed.
- 4 She had/got her face massaged and her nails manicured.
- 5 She had/got everything added to her hotel bill.

- b Students work in pairs to write down what you can *have/get done* in the different places. Check ideas as a class.

Possible answers

- 1 You can have/get your hair cut/dried/dyed/styled.
- 2 You can have your car repaired/serviced/fixd.
- 3 You can have your teeth checked / cleaned / straightened / taken out / filled.
- 4 You can have your eyes checked.

- c Students do the task in pairs. Check answers as a class.

Answers

- 1 I don't study enough.
- 2 I drink too much cola.
- 3 I don't go to bed early enough.
- 4 I'm not kind enough to my parents.
- 5 I don't get enough exercise.
- 6 I download too many films.

- d Students do the task individually and then compare with a partner. Check answers as a class.

Answers

- 2 There were so many people on the beach that we couldn't find a place to sit.
- 3 The water was so cold that you couldn't go swimming.
- 4 We went to a café to eat, but it was so expensive that we just ordered coffee.
- 5 The coffee was so strong that I couldn't drink it. / It was such strong coffee that I couldn't drink it.

EXTRA ACTIVITY

In pairs, students write three sentences using *too much*, *enough*, *so* or *such*. They cut up the sentences, jumble the words and swap with another pair to put the words in the correct order.

2 VOCABULARY

- a Individually, students complete the sentences with compound nouns made from words in the box. Check answers as a class.

Answers

- | | |
|-----------------|----------------------|
| 1 air pollution | 3 public transport |
| 2 parking space | 4 traffic congestion |

3 WORDPOWER *down*

- a Ask students to work in pairs and think of as many multi-word verbs with *down* as they can. Put them on the board. Students look at the pictures and find out if they can use any of the verbs on the board to say what is happening.
- b Individually, students match the sentence halves and compare answers in pairs. Check answers as a class and ask which sentences go with the pictures in 3a.

Answers

- Sentence 3 goes with picture 1.
Sentence 2 goes with picture 2.
2 get me down
3 calm down
4 turn it down
5 cut down on the cake
6 look down on everyone

- c Ask students to match the multi-word verbs with the meanings.


Answers

- a settle down
b calm down
c get me down
d look down on
e turn it down
f cut down on

- d Students complete the sentences. Check answers as a class.

Answers

- 1 gets her down
- 2 turn it down
- 3 calm down
- 4 cut down on
- 5 look down on them
- 6 settle down

- e  Put students into pairs. Read the example and ask students to talk about the verbs from this lesson in the same way as in the example for their partner to guess. Take feedback as a class.



FAST FINISHERS

Ask fast finishers to talk about more multi-word verbs and try to guess what verb it is. Ask them to keep a score and ask for their verbs during feedback.

» Photocopiable activities: Wordpower 7



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

DILEMMAS

UNIT OBJECTIVES

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

- understand information, texts and conversations and exchange information about personal finance, money, moral dilemmas, crime, cheering people up and true and fictional crime stories
- make predictions and hypotheses about the future or imaginary situations
- talk about hypothetical situations in the past and criticise
- understand and use appropriate phrases to show encouragement
- talk about things people have in common
- write a review

UNIT CONTENTS

G GRAMMAR

- First and second conditionals
- Third conditional; *should have* + past participle

V VOCABULARY


- Money and finance: *award a grant, budget, debit an account, debt, donate to charity, donations, finance a project, income, interest rate, investment, make a living, pay off, put aside savings, savings*
- Crime: *be accused of, arrest, break into, bribe, bribery, burglar, burglary, burgle, cheat, cheating, court, evidence, guilty, judge, jury, kidnap, kidnapper, kidnapping, liar, lie, lying, murder, murderer, rob, robber, robbery, sentence, shoplift, shoplifter, shoplifting, steal, suspect, theft, thief, trial, verdict, witness*
- Wordpower: expressions with *take*: *take charge, take it for granted, take longer, take my word for it, take pleasure, take seriously*

P PRONUNCIATION

- Sound and spelling: /
- Word groups


C COMMUNICATION SKILLS

- Discussing personal finance
- Discussing moral dilemmas and crime
- Being encouraging
- Showing you have things in common
- Writing a review

- a  Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information from the Culture Notes.

CULTURE NOTES

The picture shows a tree covered with money and people picking the money. The money tree appeared on 24 July, 2014 in a park near Tower Bridge, London, and had £9,820 on it. The project was organised by the SunLife Insurance Company to encourage people to save money rather than spend everything they earned. The exact amount of money on the tree represented the average savings of a British family. It was in the form of ten pound notes because SunLife suggests that families should save at least ten pounds a month. When people first saw the tree, a crowd developed very quickly and then an orderly queue formed and people picked the money from the branches. Within a few hours, the money was gone.

- b  Read the questions with the class and ask students to discuss the questions in pairs or small groups. Monitor and contribute to conversations to encourage discussion. Note down any interesting comments to discuss later. Take feedback as a class. Extend the discussions if appropriate.

Answer

Money doesn't grow on trees = there is not an unending supply of money. People say this to other people, particularly to children, when they don't have enough money to spend on unnecessary things.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the letters *MALDIME* on the board and ask students to rearrange them to make a word that means a difficult decision (*dilemma*).

In pairs, students note down what decisions they have made so far today. These can be minor, such as deciding what to order at a café, or more serious, such as deciding whether to spend a lot of money on something. Students discuss the possible consequences of making these decisions and then decide which decision was the most serious. Take feedback and hold a class vote on the most important decision made today by someone in the class.

EXTRA ACTIVITY

Dictate or write these sayings about money on the board. In pairs or small groups, students decide what the sayings mean and whether they agree with the sayings and why / why not.

- 1 *Easy come, easy go.* (money that is easy to get is easy to lose or spend)
- 2 *When poverty comes in the door, love flies out the window.* (love cannot survive a serious lack of money)
- 3 *Love of money is the root of all evil.* (wanting money only leads to bad things)

Monitor and encourage conversation. During feedback, ask students for comments from the discussion and for any sayings related to money in their own language that they can translate into English. Extend the discussion by asking the class for their opinions about these sayings.

8A

I'D LIKE TO START SAVING FOR A HOME

OPTIONAL LEAD-IN

Books closed. Write the word *money* on the board. Give students two minutes to write down as many words associated with money as they can. When they are ready, put them into pairs. Tell students to explain words on their list. Their partner has to guess what word is being described. Take feedback as a class and find out how many words they thought of and how many they guessed correctly.

1 VOCABULARY Money and finance

a Students read the statistics and discuss the questions in pairs. If some of the words in bold are unfamiliar to students, ask them to use the pictures and context to guess the meanings. You may wish to elicit or pre-teach *household* (people living together in one unit). Monitor and contribute to the discussions. Take feedback as a class. Find out which fact surprised students the most.

b In the same pairs, students match the words and definitions. You may wish to check the meaning of *owe* (needing to pay money back to someone). Check answers as a class.

Answers

- | | | | |
|-----------|-------------|-----------------|--------------|
| 1 budget | 3 donations | 5 interest rate | 7 income |
| 2 pay off | 4 debt | 6 savings | 8 investment |

LANGUAGE NOTES

Words like *debt*, *mortgage* and *budget* all have silent letters in them. We do not pronounce the *b* in *debt*, the *t* in *mortgage* or the *d* in *budget*.

c Read the collocations with the class. Don't explain the meanings at this point. Students work in pairs and use the collocations to complete the sentences. Check answers as a class. Clarify any collocations that students are still unsure about.

Answers

- 1 award, grant
- 2 debits, account
- 3 makes, living
- 4 donate, charity
- 5 finance, project
- 6 put aside, savings

VOCABULARY SUPPORT

debit (B2) – to take money out of an account

donate (B2) – to give money (usually to help others)

finance (B2) – to provide money

make a living – to earn enough money to live on

d Students compare and discuss their answers in pairs. Take feedback as a class.

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

- use a lexical set related to money and finance correctly
- understand people asking and answering questions about money
- use first and second conditionals to talk about possible and imaginary situations
- read and understand an article about using cash
- give opinions about money issues

EXTRA ACTIVITY

Write these questions on the board for students to discuss in small groups or pairs:

- 1 *Should children get pocket money every week from their parents? Why / Why not?*
- 2 *How much pocket money should children get?*
- 3 *Did you get pocket money when you were younger? What did you use to buy with it?*

Encourage students to justify their opinions and use supporting arguments. Take feedback as a class and discuss any different viewpoints.

2 LISTENING

a **08.01** Tell the class that they are going to listen to part of a radio programme about personal finance. Tell them it's a phone-in programme (a programme where listeners can phone in to share their comments), so they will hear several voices – the host, the expert and two callers. Read the topics first and check understanding of *retirement* (when you leave your job and stop working, usually because of age). Tell students not to worry about understanding every word at this point. Play the recording for them to check the topics they hear. Check answers as a class.

Answers

- 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓

Audioscript

MICHAEL Welcome to this week's edition of *The Money Pool*. Today, we've invited personal finance expert Mia Radkin on the show to answer questions about your money. Hi Mia.

MIA Hello, Michael.

MIC And welcome.

MIA Thank you.

MIC The number is 0800 666961. Give us a call now with your personal finance question, but I believe we already have Jacob on the line.

JACOB Hello

MIA Hello Jacob.

MIC So, Jacob, you've got a question about savings goals, is that right?

J Yeah, that's right. My income's OK and I more or less manage to keep up with my bills and everything, but I never seem to get much ahead. I'd like to start saving for a home, but it feels like a bit of a waste of time.

MIA OK, Jacob, I noticed that you said you 'more or less' keep up with your bills. What's your biggest monthly bill?

J Well, probably my credit card.

MIA Hmm ... thought so.

J But I always pay at least the minimum amount each month – sometimes a bit more.

MIA Do you mind my asking, Jacob, how much do you owe on your credit card?

J Well, it's about £15,000.

MIA And I imagine you're paying about 18% interest.

J Yeah, about that.

MIA OK, here's what I'd suggest you do Jacob. Find another credit card provider who will let you transfer your balance to them and pay a very low interest rate. If you transfer your balance, you'll probably pay as little as 3%. And then start paying off that debt as fast as you can. The first step to serious saving is to get out of debt.

J Right.

MIA And then I'd like you to do something else. Get a pair of scissors and cut up your new credit card.

J You mean get rid of it?

MIA That's right, so you don't use it.

J But if I did that I wouldn't be able to afford things like holidays and going out for dinner.

MIA Well, no. Looks like you might have to make some lifestyle changes too, Jacob. But the first step is to manage your debt – sensibly. OK?

J Yeah, good point. Thanks.

MIC Thank you for calling us, Jacob. So, now we go to Sophie. Sounds like she's got money to spare. Is that right, Sophie?

SOPHIE Hello?

MIC Yes, hello Sophie, you're on air now.

S Oh, right.

MIA How can I help, Sophie?

S Well, I just want a bit of advice, really. I've been putting aside money for the past five years or so. I've got savings of just over £17,500 in a long-term interest account and it's earning about 2.5%. But I worry if this is the best place for it. Should I be investing the money somewhere else?

MIA So, tell me, Sophie. Have you got debts?

S Not really. Well, just my student loan, but money gets taken out of my salary for that. It's automatic; sort of like paying tax.

MIA But you're still paying interest on that loan. If I were you, I'd use the money to pay off your student loan.

S But if I did that, I wouldn't have any spare money, you know, for an emergency.

MIA £17,500 – what kind of emergency are you expecting?!

S Yes, I see.

MIA Look, it sounds to me like you're a pretty sensible person when it comes to money. And I always say before you worry about investment, free yourself from debt.

S Actually, I think my student loan is now about £16,000. If I pay it off, I'll be debt free.

MIA And that's a very good thing to be.

VOCABULARY SUPPORT

edition (B2) – a single broadcast of a series of radio (or TV) programmes
money to spare (C1) – more money than you need
on the line (B2) – on the phone

- b** **08.01** Play the recording again for students to complete the table. Pause the recording at certain points to give students time to write down answers. With a more advanced group, you will only need to pause after each caller's conversation. Students compare answers with a partner. Check answers as a class.

Answers

	Jacob	Sophie
Caller's problem	He'd like to start saving for a home, but never seems to save much money.	She has her savings in a long-term interest account and she wants to know if there is a better place to put her money.
Mia's advice	Transfer his credit card debt to one with low interest and then start paying it off as fast as possible. Then cut up his new credit card.	She should pay off her student loan before worrying about investments, because she is paying interest on that.

- c** Put students into pairs to discuss whether they agree with the advice and why / why not. Take feedback as a class.

3 GRAMMAR

First and second conditionals

- a** Ask students to imagine they could phone in to the radio programme. Elicit what questions they would ask Mia. Give an example: *If I phoned in, I'd ask about borrowing money to buy a flat.* Write *if I phoned in* on the board and elicit that this is part of a conditional sentence. Students match the sentence parts to make conditionals from the recording. Check answers as a class.

Answers

- b
- c
- a

- b** As a class, students match the examples and uses.

Answers

- If I were you, I'd use the money to pay off your student loan.
- If you transfer your card, you'll probably pay as little as 3%.
- If I did that, I wouldn't be able to afford things like new holidays and going out for dinner.

LOA TIP CONCEPT CHECKING

Ask questions to check that students understand the difference in the use of the first and second conditionals. Write three more conditionals on the board and ask the following questions:

- 1 *If we go to Spain, it will cost a lot of money.*

Ask: *Are we going to Spain?* (we don't know)

Is it possible? (yes)

Is it true that it will cost a lot of money? (yes)

Why? (flights, hotels, eating out, etc.)

- 2 *If I had a lot of money, I'd go to Spain.*

Am I going to Spain? (no)

Have I got a lot of money? (no)

Would I like to go to Spain? (yes)

- 3 *If I went to Spain, I'd visit an old friend in Madrid.*

Ask: *Am I going to Spain?* (we don't know)

Is it possible? (yes)

Is it likely? (no)

Which sentence is a real possibility? (Sentence 1)

Which is imaginary? (Sentence 2) and *Which is unlikely?* (Sentence 3)

- c** Students do the task in pairs. Check the answer as a class.

Answer

- 2

- d >>> 08.02 Students read the information in Grammar Focus 8A on SB p. 148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, checking the verb forms and meanings. Tell students to go back to SB p. 93.

Answers (Grammar Focus 8A SB p. 149)

- a 3 'll be, come 8 were, wouldn't say
4 don't spend, will go 9 won't be, tell
5 'd have, studied 10 wouldn't have, didn't speak
6 doesn't finish, won't be 11 doesn't rain, 'll walk
7 knew, wouldn't have 12 wouldn't touch, were
b 1 I'd love to go dancing tonight if I didn't have so much work.
2 If I were you, I'd buy (some) new shoes.
3 If you fall, you might hurt yourself.
4 If we found that gold, we'd be rich.
5 It won't work if you don't turn it on.
- e Students do the task individually. Remind them to think about how likely the situations are. Monitor and help where necessary.
- f Students discuss their sentences in pairs. Monitor and encourage self-correction if and when they have made errors, particularly with form. Take feedback as a class and ask students why they have chosen to use a particular conditional.

CAREFUL!

Students often use *when* instead of *if* in conditional sentences, e.g., *When I stay late at work, I'll phone you* (Correct form = *If I stay late at work, I'll phone you*). Students may also use the incorrect form in the *if* clause of a second conditional, e.g., *I would pay for the meal if I have enough money* (Correct form = *I would pay for the meal if I had enough money*).

4 READING

- a Students discuss the prompt in pairs. Give an example of your own, e.g., *I bought some paint in a shop to decorate my living room. I paid by credit card.* Take feedback as a class and write any examples on the board.
- b Write the phrase *cashless society* on the board and elicit ideas from the class about what this might be and whether it's likely ever to happen and why. Read the possible summaries with the class. Students then read the article to choose the most appropriate summary. Check the answer as a class.

Answer

2

VOCABULARY SUPPORT

host – person that carries an illness
purchase (B2) – something you buy
scenario (C2) – a possible situation
spread (B2) – to cover, reach or have an effect on a wider or increasing area
the joke is on us – if we laugh at something but are actually in the wrong

- c Read the headings with the class and ask students to read the article again. They match the headings with the paragraphs and underline sections in each paragraph that helped them make their decisions.

Answers

A sense of reality 4 Better for everybody 3
The honesty of cash 5 Almost cashless now 2
Were they so wrong? 6

- d Read the questions with the class. You may wish to elicit or pre-teach *consumer* (a person who buys things or services for their own use). Individually, students answer the questions. Check answers as a class.

Answers

- Most payments are now made by card rather than cash, and most people probably don't have any cash in their wallet or purse.
- Businesses need to pay security companies to keep cash safe. Consumers often pay fees for using cash machines.
- because the consequences of our spending feel separate from us
- There is an increased likelihood of dishonesty with digital payments.
- Things are not as transparent as we might like to think they are, and though we might be more efficient, we might not be happier.

FAST FINISHERS

Fast finishers can write a comment for the article to show whether they are in favour of cash or credit cards. They can read these comments to the class during feedback and find out if the rest of the students agree.

5 SPEAKING

- a Tell students that they are going to discuss some opinions about money and finance. Read the statements and clarify unfamiliar words. Students think about the statements and note down their opinions.

VOCABULARY SUPPORT

obsessed (B2) – unable to stop thinking about something
oversell – to exaggerate

- b Put students into pairs or small groups. Ask them to discuss the statements and give their opinions. Monitor and note down examples of good language use and any common errors to address afterwards. Take feedback as a class.
- c Discuss the question together and ask for reasons.

EXTRA ACTIVITY

In pairs or small groups, students discuss what can be done at school to help students learn about managing money, such as giving lessons about planning a budget. Students then design an outline of lessons about personal finance for younger or older children. Take feedback as a class and encourage students to question each other's projects.

ADDITIONAL MATERIAL

Workbook 8A
Photocopiable activities: Grammar 8A, Vocabulary 8A
Documentary Video Unit 8 *Dilemmas*
Video Worksheet Unit 8 *Dilemmas*

8B

I WOULD HAVE TOLD THE MANAGER

OPTIONAL LEAD-IN

Books closed. Write *honest* on the board and tell students they are going to do an activity to find out if they can spot when a person is being dishonest. Ask students to write down five questions to ask their partners. Give an example: *What did you do yesterday after work/school?* In pairs, they take turns to ask and answer their partners' questions. For each question, they must tell one small lie in addition to some true things. Demonstrate with an example of your own that includes one small lie, e.g., *Yesterday after work, I caught the bus home and then I watched some TV. I watched a detective programme. I ordered a pizza and ate that with a glass of fruit juice while I listened to some classical music.* Can the students guess what the lie is? Students do the activity in pairs. Take feedback as a class and decide who was best at telling or spotting a lie.

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

- understand a text about a test of honesty
- understand people talking about an imaginary situation
- use the third conditional and *should have* + past participle to talk about imaginary situations
- exchange information about stories
- use a lexical set related to crime correctly
- talk about moral dilemmas and honesty

1 READING AND LISTENING

- a Tell students they are going to read about the experiences of two people who lost valuable things. Read the questions to check student comprehension. Students read about Alena and Roberto individually. In pairs, they discuss the questions. Monitor and contribute to the conversations. Take feedback as a class.
- b Ask students to read the article and answer the question. Check answers as a class. Ask students what they think most people did with the wallets and why.

Answer

2

VOCABULARY SUPPORT

conduct (B2) – to organise and perform a particular activity

- c 08.03 Tell students that they are going to hear three people talk about what they would have done if they'd been given the wallet. Read the possibilities and play the recording for students to choose the main point each speaker makes. Check answers as a class.

Answers

1 Speaker 2 2 Speaker 1 3 Speaker 3

Audioscript

SPEAKER 1 Well, I think I would have looked inside the wallet, and then I would have emailed the person whose name appeared on the business cards. I would have told him or her that someone had found the wallet and that we were keeping it for them. Or possibly, if I'd been an employee at the hotel, I would have told the manager what had happened, and the hotel would have done the right thing. I mean, that's the hotel's responsibility, isn't it? I certainly wouldn't have taken the money — it didn't belong to me. Obviously, the person should have been more careful, but taking the money would have been theft, so it certainly wouldn't have been right to take the money.

SPEAKER 2 Well, I think I would have taken the wallet and would have looked inside it. And then I would have thought about it. Maybe I would have taken some of the money for myself ... I would have been tempted, certainly, especially if I was in a low-paid job. Maybe I'm just not a very honest person, but I would have thought, 'Well, it wasn't my mistake; the person shouldn't have lost it.' Also, the owner of the wallet would get his or her wallet back because of me, so I think it would have been reasonable for me to earn a little money from that, too.

SPEAKER 3 Actually, I wouldn't have accepted the wallet in the first place; why should I? I would have told the person who came in with the wallet to take it to the police, or maybe to deal with it on their own. If it wasn't actually found in the hotel, I don't think it would really have been my responsibility. Also, I'd never take something a stranger tries to give me — you never know what might be in it or what could happen — it could be something they've stolen. Or it could have been some kind of scam, someone trying to distract me while they stole something from me.

VOCABULARY SUPPORT

theft (B2) – the act of stealing something

tempted – wanting to have or do something, especially if it's unnecessary or wrong

deal with (B1) – to take action in order to achieve something or to solve a problem

scam – an illegal plan for making money, especially one that involves tricking people

- d 08.03 Give students some time to read the task and the points to choose from. Play the recording again for students to choose a or b in each case. Pause after each speaker to give students time to think and choose. Check answers as a class.

Answers

Speaker 1 a Speaker 2 b Speaker 3 a

- e Students go to SB p. 131 and individually read about what the people who were given the wallets actually did. Then students go back to SB p. 95 and answer the questions in pairs.

Possible answers

- 1 People are generally pretty honest / more honest than you might expect. People are more honest if they are given a larger amount of money.
- 2 People have a natural sense of what is right and what is wrong; being honest makes you feel good.
- 3 Yes: the experiment was conducted in many different countries, using the same situation everywhere; it was a clear, objective way to measure honesty (did people return money or not)
No: it only tested employees in public places (hotels, banks, etc.). People in private might have behaved quite differently.

2 GRAMMAR

Third conditional; *should have* + past participle

- a Ask students if they can remember what the speakers said about being given the wallet. Write *If I'd been an employee at the hotel* on the board to elicit what students can remember. Students look at the examples and answer the questions and complete the rules. Elicit an ending for *If I'd lost my wallet ...* and check students use the correct form.


Answers

- 1 b
- 2 c
- 3 a main clause = *have* + past participle
b if clause = *if* + past perfect

- b Tell students: *I wasn't very careful. I dropped my wallet. I shouldn't ...* Elicit *shouldn't have dropped my wallet*. Read the examples and discuss the questions as a class. Point out that the contractions are the same as for the third conditional: *I should've* /ʃəd əv/ *been more careful*. Tell students that the words that are usually stressed are the words that carry the meaning of the sentence.

Answers

- 1 b 2 b

- c  **08.04 Pronunciation** Play the recording for students to answer the questions about stressed words. Check the answers as a class. Model or play the recording for students to practise saying the sentences.

Answer

- 2

LOA TIP ELICITING

Give students practice in using the form of conditionals by eliciting responses from the class or by nominating individuals to respond to situations:

Say: *A man found a hundred pounds and didn't give it to the police.*

Elicit: *He should've given it to the police.*

Repeat with the following sentences:


He didn't tell the truth.

He stole some money from a wallet.

He paid a lot of money for the tickets.

He forgot to post the letter.

He didn't realise he'd lost it.

- d  **08.05–08.06** Students read the information in Grammar Focus on SB p. 148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the correct verb forms. Tell students to go back to SB p. 96.

Answers (Grammar Focus 8B SB p. 149)

- a 2 they hadn't gone to the same university, they wouldn't have met and fallen in love.
- 3 it hadn't been raining, we wouldn't have taken the metro.
- 4 would have bought the picture if it hadn't been so expensive.
- 5 would have heard the phone if you hadn't been listening to music.
- 6 my parents hadn't given me some money, I wouldn't have been able to buy / couldn't have bought a car.

- b 2 He shouldn't have spoken to me like that.
- 3 You shouldn't have pressed that button.
- 4 You should have told me (it was your birthday).
- 5 It should have stopped (at the red light).
- 6 She should have taken more driving lessons.
- c 1 e 2 f 3 b 4 a 5 c 6 d

CAREFUL!

With both second and third conditionals, students sometimes put *would* / *would have* after *if*, e.g., *If I would have seen him, I would have asked him* (Correct form = *If I had seen him, I would have asked him*).

LANGUAGE NOTES

Although we can use *should have* + past participle to criticise other people, we can also use it to criticise our own actions in the past or to show regret for something we did, e.g., *I should have checked my homework*. This will be explored more fully in Lesson 10B.

- e Students give their answers and reasons to a partner. Take feedback as a class and focus on the correct verb forms.

3 SPEAKING

- a Put students into groups of four and assign A and B pairs. Tell students that each pair is going to read two different stories and answer questions about them. Both stories are about dilemmas. You may wish to elicit or pre-teach *moral dilemma* (a situation in which a difficult choice has to be made between right and wrong). Pair A should look at the story on p. 96. Pair B should go to p. 129. Students read the stories and answer the questions. Remind students to use third conditionals and *should* / *shouldn't have* + past participle where possible.


Answers

Pair A

- 1 a George was driving over the speed limit.
- b Because it was a cold night.
- c Because George wanted to take his son home.

Pair B

- 1 He was a well-known artist who also had many years' teaching experience. He made a good impression in the interview.
- 2 It was clearly wrong; he didn't have an MA.
- 3 Because she didn't believe him.

- b  Put students in A/B pairs. They tell each other about their stories. They should find out if they would have done the same as their partners.

VOCABULARY SUPPORT

bribe (C1) – when you pay someone to do / not to do something
desperate (B2) – when you need something very, very much
make a good impression on (C2) – to make someone think you're good
fire (B2) – to tell someone to leave their job, usually because they've done something wrong



FAST FINISHERS

Ask fast finishers to talk in pairs about something they or someone they know did that was wrong, e.g., cheating on an exam, driving too fast. Their partners give their opinions using *should have*.



EXTRA ACTIVITY

In pairs, students choose one headline and imagine the story for it. Monitor and help with ideas and vocabulary. Take feedback as a class.

4 VOCABULARY Crime

- a** Ask students to suggest words related to crime and write them on the board. Read the words in the box and find out if students mentioned any of these crimes. Students answer the questions in pairs.

Answers

1 theft 2 lying, cheating, bribery

- b** Students discuss the questions in pairs. Check answers as a class. Ask students if there have been any crimes recently related to the words in 4a.

Answers

1 crime: burglary, theft, robbery, bribery, murder
dishonest behaviour which is not illegal: lying, cheating
2 a theft b burglary c robbery

- c** Read the words in the box and elicit or clarify the meanings of any unfamiliar items. Students work in pairs to complete the table with the correct forms of the words. Check answers as a class.

Answers

Person	Behaviour/Crime	Verb
a burglar	burglary	burgle
a thief	theft	steal
a robber	robbery	rob
a cheat	cheating	cheat
a liar	lying	lie
	bribery	bribe
a murderer	murder	murder
a kidnapper	kidnapping	kidnap
a shoplifter	shoplifting	shoplift



VOCABULARY SUPPORT

kidnap – to take a person away by force, often asking for money for their return

shoplift – to steal things from shops

- d** Students read the headlines and choose the correct words to complete them. Check answers as a class.

Answers

robbers
theft
murder
cheat
shoplifting
Burglars

- e** >>> ▶ **08.07–08.09** Students complete the exercises in Vocabulary Focus 8B on SB p. 161. Check answers to Exercise a, play the recording to check answers to Exercise b and monitor the conversations in Exercise d. In the Pronunciation section, play the recordings for students to answer Exercises a and b and check answers. Tell students to go back to SB p. 97.

Answers (Vocabulary Focus 8B SB p. 161)

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

b 1 trial 5 witnesses 9 jury
2 accused 6 evidence 10 judge
3 arrested 7 verdict 11 sentence
4 court 8 guilty

Pronunciation

a It isn't pronounced in *talk*.
b 1 could 2 walk 3 should 4 calm

5 SPEAKING

- a** ... Students read the situations and discuss what they would have done in pairs or small groups. Encourage students to give reasons and use third conditionals and *should have* + past participle in their discussions where possible. Monitor and prompt where appropriate to stimulate discussions. Note down examples of good language use and any common errors to address afterwards. Take feedback as a class and find out how much students agreed with each other.
- b** Students discuss the question in the same pairs or small groups and give reasons for their answers. Ask which crimes are more serious from a legal point of view and which from a moral one.
- c** Discuss the question as a class.



ADDITIONAL MATERIAL

Workbook 8B

Photocopiable activities: Grammar 8B, Vocabulary 8B, Pronunciation 8B

OPTIONAL LEAD-IN

Books closed. Write *encouragement* on the board and ask students to say when people need to be encouraged to do things, for example, when they have to make a decision or when they are afraid of doing something. Ask students to tell their partners which people have encouraged them most in their lives and to give some examples of how they have needed encouragement recently. Ask for examples in feedback.

1 LISTENING

- a** Ask students to discuss the questions in pairs. Give an example of your own for question 1, for example, *Usually I try to make them think about something else by taking them out somewhere, like for a coffee.* Monitor and prompt where necessary to give ideas. Take feedback as a class and find out the range of things students do to cheer people up.

EXTRA ACTIVITY

Put students in pairs for a role play. Assign roles: one student is feeling depressed because of something that happened at work, for example, they had an interview for a new job and think it went badly. The other student is trying to cheer them up. Monitor and support students with any vocabulary they may need. Ask a strong pair to repeat the conversation for the class. This is an awareness activity to find out how many phrases students already know or don't know for cheering people up.

- b** Ask students to summarise what happened in the last episode of the story (Becky and Tom were searching for a flat). They then look at the photos and describe them. Read through the choices in 1 and 2 and ask students to guess the people's problems.
- c** **08.10–08.11** Play Parts 1 and 2 of the video or audio recordings for students to check their ideas.

Answers

1 b 2 a

Video/Audioscript (Part 1)

TOM The estate agent just called me back.

BECKY And?

T We didn't get the flat. We just missed it. Someone came in and signed a contract about an hour ago.

B Oh, no. So we just missed it?

T Afraid so.

B That's really disappointing.

T I know. I did try ringing earlier, but kept getting the estate agent's voice mail.

B Don't worry. It's not your fault – we're just unlucky.

T Yeah. I'll go and see what else they've got a bit later on.

B Good idea. I'm sure there'll be plenty of other places. We'll find somewhere.

T Of course we will.

B Bye.

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

- understand informal conversations about feeling depressed and having problems
- express encouragement
- show that they have things in common
- pause in the correct places when giving a message
- talk about hopes and worries

Video/Audioscript (Part 2)

SAM I'm just popping out for an hour.

BECKY Sure.

S What's up?

B Oh, flat hunting – you know ...

S Yeah, it's never easy. Don't give up hope – you'll find something.

B Yeah. You look very smart! What's the big occasion?

S The bank.

B Oh ... scary!

S Well, if I want to make improvements to the kitchen ...

B Yeah, that's going to be expensive.

S Yeah. We need a new cooker, a bigger fridge – that sort of thing.

B Well, the evening meals have been popular though, haven't they?

S Yeah, better than I thought.

B Emma's a great cook.

S Well, I always knew that!

B And it's good to make changes.

S I hope the bank agrees.

B I'm sure they will. Good luck.

S Thanks!

- d** **08.10–08.11** Play the recordings again for students to decide if the statements are true or false. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check. You may wish to elicit or pre-teach *popping out* (going out for a short time).

Answers

Part 1: 1 True

2 False (Tom tried calling the estate agent.)

3 True

Part 2: 4 True

5 False (He wants to buy a new cooker and a fridge.)

6 True

2 USEFUL LANGUAGE Being encouraging

- a** Individually, students underline the expressions. Check answers as a class.

Answers

1 Don't give up hope

2 I'm sure they will.

- b** Individually, students look at the expressions for 30 seconds and then complete the conversation. Make sure students have covered the expressions and nobody is cheating. Students compare answers with a partner.

Answers

B I'm sure it'll be fine.

B Well, you never know.

D It might work out fine.

D Never give up hope.

- c** **08.12** Play the recording for students to check. In pairs, students can practise reading the exchange. Check answers as a class.

- d Read through the situations with the class and then ask students to have the short conversations in pairs. They should try to use the expressions from 2b. Monitor and check that students are using the expressions to encourage each other.

3 LISTENING

- a 08.13 Play the video or audio recording for students to answer the question. Elicit the meaning of the multi-word verb *miss out on something* (to not get something you really wanted).

Answer

Both missed out on something they wanted.

Video/Audioscript (Part 3)

TOM Sam!
SAM Hi Tom!
T Hi Sam. Escaped for a few minutes?
S I've just been to the bank.
T Oh yeah?
S To see about a loan to improve the kitchen.
T Oh right. How did it go?
S I don't really know. You know banks ... they never say much at first. And then they say no!
T Yeah, the same thing happened to me.
S At the bank?
T No, at the estate agent's. They weren't very helpful.
S Yeah right finding somewhere to live. It's really difficult, isn't it?
T Yeah, it is. Sorry. I've got to get back to work. Are you going this way?

S Yeah. Erm, Becky said it's been hard work.
T Yeah, we missed out on the perfect flat.
S Hmm, I know the feeling.
T Oh?
S It was just like that when I was looking for the café.
T But you found a good place. The café's great. And it's in a good location.
S In the end. Someone else got it first – then they changed their mind.
T Oh right.
S So you never know ...
T Well, I've learnt one thing.
S What's that?
T The next time we find the perfect place, I'll say 'yes' straight away.

- b 08.13 Read through the questions with the class and play the recording again for them to answer. Students compare answers with a partner. Check answers as a class.

Answers

- 1 unsure
- 2 unsure
- 3 Someone else got it first, then changed their mind.
- 4 They sympathise with each other.

4 CONVERSATION SKILLS

Showing you have things in common

- a 08.13 Write *in common* on the board and check students understand the meaning (enjoy or experience the same things). Ask students to work in pairs and discuss recent experiences that they have in common (for example, they had to wait for a long time for the bus or didn't finish their homework on time). Take feedback as a class. Read through the task and the example with the class. Then play the video or audio recording again for students to find two more expressions which Sam and Tom use to show that they have things in common.

Answers

I know the feeling.
 It was just like that ...

- b In pairs, students look at the expressions and answer the question. Check the answer as a class.

Answer

after

- c In pairs, students find and correct the mistakes. Check answers as a class.

Answers

- 1 It was the same with me.
- 2 I've had the a similar experience.
- 3 I know a the feeling.
- 4 It was just so like when ...

- d In pairs, students talk about their language-learning experiences. They respond appropriately when they find they have something in common. Monitor and check students are using the expressions appropriately. Take feedback as a class and ask for examples of experiences they had in common. Other students in the class can respond with an appropriate phrase at this stage, too.

5 LISTENING

- a 08.14 Read through the task and play Part 4 of the video or audio recording for students to answer the questions. Check answers as a class. Elicit the meaning of the multi-word verb *come up* (an opportunity becomes available).

Answers

- 1 Katie
- 2 Katie says that something interesting's just come up.
- 3 249 456

Video/Audioscript (Part 4)

KATIE Hello, Tom. It's Katie here from Barkers Estate Agents. Thanks for coming in earlier. Something interesting's just come up. Can you call me back on 249 456?
TOM Hi, Katie? Katie – hi. Hi, it's Tom Gibson here. Yes, I just got your voicemail ...

6 PRONUNCIATION Word groups

- a 08.15 Play the recording and ask students to repeat it. Play it again and ask students to mark the places where Katie paused. Check answers as a class. Compare this with the way students themselves said the sentences before.

Answers

Hello Tom. // It's Katie here // from Barkers Estate Agents. // Thanks for coming in earlier. // Something interesting's come up. // Can you call me back on // 249 // 456?

- b Ask students the question and find out which option they think is most probable. Check the answer as a class and ask students whether they do the same in their own language when they leave a voicemail message.


Answer

2

- c Give students some time to think of a telephone message they can leave for their partner.

- d Put students into pairs and make them sit back-to-back to imitate talking on the phone. Students take turns to give and note down their message. Ask students to read out the messages during class feedback and focus on the pausing that students use.

7 SPEAKING

- a Read through the task and the points with the class. Students decide on a topic and note down their hopes and worries. Monitor and help with ideas where necessary.
- b  In pairs, students talk about their hopes and worries, giving encouragement and sympathy when necessary. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for examples from the conversations.

LOA TIP REVIEW AND REFLECT

Remind students of the role play they did at the beginning of the lesson to cheer someone up. Ask them to repeat the same role play now, but this time they can use the phrases they have learned in the lesson. In feedback, ask how the conversations were different the second time. This will show them how much they have learned.

ADDITIONAL MATERIAL

Workbook 8C

Photocopiable activities: Pronunciation 8C

Unit Progress Test

OPTIONAL LEAD-IN

Books closed. Put students into pairs and give them two minutes to name:

- 1 a famous crime writer from their country
- 2 a famous crime writer from another country
- 3 a famous fictional detective
- 4 a popular crime series on TV
- 5 a popular crime thriller film

Take feedback as a class and find out the most common names.

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

- understand people talking about a TV crime programme
- understand a book review
- organise a review
- use a variety of positive phrases to avoid repetition
- write a review

1 SPEAKING AND LISTENING

- a** Students discuss the questions in pairs. Take feedback as a class and ask for opinions and recommendations.
- b** Read the question with the class and ask students to discuss their ideas in pairs. Take feedback as a class. They will check their ideas in 1c.
- c** **08.16** Tell students that they are going to hear two people talking about the TV programme. Play the recording for students to check their ideas.

Answer

A young woman took advantage of a lonely older man by befriending him, getting him a credit card and then using it to make purchases for herself.

Audioscript

PAUL Did you see that reality crime show on TV last night?

ZOE The one about the young woman using the old man's credit card to buy things for herself?

P Yeah. It made me really angry. It was like a lesson on how to commit a crime. You know, get friendly with the old person – get them to trust you and then offer to get a credit card for them. I mean, if you show people this stuff, then other people will just copy what that young woman did.

Z Do you think so? But it showed you'll get arrested in the end.

P That's only because the old man's niece happened to see the credit card statement and notice all those purchases for women's clothing.

Z Actually, what amazed me about that is the way the niece spoke to the young woman first. If it had been me, I'd have gone straight to the police.

P But I still think the whole programme was kind of

saying it's OK to do this. Like, the interview with the young woman. She had all this make-up on, a beautiful dress – it was like she was some kind of star or something. I couldn't believe it!

Z That's true and they hardly spoke to the old man. Poor thing, he looked terrified by the whole experience of being filmed.

P Exactly and he really didn't want to be on TV. I thought the host was really pushy with him – she kept repeating the same question – 'but didn't you realise, didn't you realise?'

Z But he must have agreed to it all. They usually have to sign something for those TV programmes.

P I bet it was the niece who talked him into it. She seemed to enjoy being on TV, too. That's the problem with programmes like that – all these boring, ordinary people turn into 'famous people'. Well, for about five minutes, anyway.

Z But I guess you could say that the programme was like a warning to people. You know, telling them to be careful, who they trust with their money, credit cards, things like that.

P Hardly.

Z But the presenter did say that at the very end.

P Yeah, I suppose so. But the saddest thing of all –

the old man still thought the young woman was a 'nice girl'.

Z And the presenter did point out that many thieves are very charming.

P But doesn't everyone know that?

Z Obviously not! If I were you, I wouldn't watch that show any more.

VOCABULARY SUPPORT

happen to do (C1) – to do something by chance or accident

pushy (C2) – ambitious, wanting to get something done, not thinking of others

- d** **08.16** Read the sentences with the class. Play the recording again for students to decide whether the sentences are true or false. Pause at different points if necessary. A more advanced group may be able to do this from memory without listening to the recording again. In this case, play the recording afterwards to check. Check answers as a class.

Answers

- 1 True
- 2 False (She happened to see the statement.)
- 3 True
- 4 False (He hardly spoke.)
- 5 True
- 6 True
- 7 False (Paul thinks that everyone knows this.)

- e** Students discuss the questions in pairs or small groups. Take feedback as a class.

2 READING

- a** Tell students that they are going to read a review of a crime story. They need to read the review quickly to find out if it is fact or fiction. Check the answer as a class. If you wish, give students information from the Culture Notes below.

Answer

fiction

CULTURE NOTES

Janet Evanovich (b. 1943) is an American writer who started out writing short romance novels, but soon realised she was more interested in adventure. She published her first book of the Stephanie Plum series in 1994. The sixth book in the series reached number one on the New York Times Best Sellers list, and since then, every Stephanie Plum novel has debuted at number one. Evanovich claims many aspects of Stephanie Plum's life have been inspired by her own.

VOCABULARY SUPPORT

intense (C1) – extreme and forceful or (of a feeling) very strong

on hand – available and ready to help or be used if necessary

on-again, off-again – not continuous, something that stops and starts again

revolve around – to have as the main or most important interest or subject

- b** Students read the review again to complete the table. They compare answers with a partner. Check answers as a class.

Answers

author	Janet Evanovich
characters	Stephanie Plum (bounty hunter), Lula (Stephanie's partner), Joe Morelli (policeman / Stephanie's boyfriend sometimes), Vinnie (Stephanie's boss), Grandma Mazur (Stephanie's grandmother)
setting	delicatessen
kind of story	comedy crime
reason for liking	great characters, mystery without murder, funny and entertaining
why it's recommended	mixes crime and humour really well – funny and you can't put it down

3 WRITING SKILLS Organising a review

- a** Tell students that it is important to organise a review carefully and divide it into clear paragraphs. The basic frame is usually the following: an introduction; details about the book, film, etc.; reasons you liked/disliked it; final summary of opinion and recommendation. Ask students to read the review again and match the paragraphs with the descriptions. Check answers as a class.

Answers

1 c 2 d 3 b 4 a

- b** Ask students to underline phrases that show a positive opinion. Check answers as a class.

Answers

Paragraph 1

I was delighted to find a crime novelist who makes me laugh.

If you enjoy classic crime stories that are also humorous, you must read this series.

Paragraph 2

it's my new favourite

Paragraph 3

One of the things I really like ...

The other thing I like ...

Evanovich is great at building the action, so you are pulled into the story and you can't put the book down.

Paragraph 4

I highly recommend ...

FAST FINISHERS

Fast finishers can write a comment to say if they would like to read the book and why / why not. Ask students to read out their comments during feedback, and find out if the rest of the class agrees with the points of view.

- c** Tell the class that the words in the box are alternatives to the phrases in 3b. In pairs, students complete the sentences and then say which words/phrases from the review they replace. Check answers as a class.

Answers

- 1 should (must)
- 2 number one (favourite)
- 3 enjoy/love (like)
- 4 love/enjoy (like)
- 5 really (highly)

4 WRITING

- a** Tell students that they are going to write a review. Ask them to think of a book, film or TV programme they would like to recommend and give them some time to make notes. Monitor and help with ideas where necessary.

LOA TIP MONITORING

Focus on planning as you monitor this stage. Advise students to divide their notes into paragraphs. If necessary, suggest other points to include or points to leave out. Notes need to be clear for students to write a well-organised task.

- b** Students write their reviews individually. Remind them to use phrases from 3b and 3c. Monitor again and encourage self-correction.

FAST FINISHERS

Fast finishers can write a short negative review for a website. They need to think of reasons why they would not recommend the same book, film or TV programme. Ask students to read these out during feedback.

- c** Students read another student's review and check the organisation and use of expressions.
- d** Students swap reviews with other students and read them. Take feedback as a class and ask students to comment on the reviews they have read and say whether the review makes them want to read the book or watch the film or TV programme. Encourage them to give reasons.

ADDITIONAL MATERIAL

Workbook 8D

UNIT 8

Review and extension

1 GRAMMAR

- a Write these result clauses on the board and elicit endings:

I'll finish my homework on time if ...

(I put this crime novel down, but I can't!)


I would go to France for a holiday if ...

(I didn't have to pay off my credit card debt.)

I wouldn't have eaten so much if ...

(I hadn't been so hungry from flat hunting all day!)

Students complete the endings for sentences 1–5 in their own words.

- b  Students compare their answers with a partner. Check answers as a class and ask for examples.
- c Students read about Sam and make sentences using the third conditional about his night out. You may wish to pre-teach *disastrous* (extremely bad). Check answers as a class.

Answers

If he'd put some petrol in his car, he wouldn't have run out.

If he hadn't run out of petrol, he wouldn't have had to pay for a taxi home.

If he had checked the name of the club, he could've met his friends.

If he hadn't put his phone in his back pocket, it wouldn't have been stolen.

EXTRA ACTIVITY

Tell students this story: *I went to visit my aunt last year and I helped her get on social media. She found an old friend from her school. She contacted him and they arranged to meet. They liked each other and they got married six months ago. They moved to Spain. My aunt learned to speak Spanish. She started a restaurant in Spain last month. As a class, students give you a series of third conditional sentences about the story, starting with *If I hadn't gone to visit my aunt last year, I wouldn't have helped her*. Finish with: *If I hadn't gone to visit my aunt last year, she wouldn't have started a restaurant in Spain!**

- d In pairs, students write sentences criticising Sam. Take feedback as a class.

Possible answers

- 1 He should have locked the front door.
- 2 He should have put some petrol in his car.
- 3 He should have checked the name of the club.
- 4 He shouldn't have put his phone in his back pocket.

2 VOCABULARY

- a In pairs, students put the words in correct order. Check answers as a class.

Answers

- | | | |
|----------|-----------------|-------------|
| 1 budget | 3 debt | 5 donations |
| 2 income | 4 interest rate | 6 paid off |

- b Students complete the sentences. Check answers as a class.

Answers

- 1 burglaries 2 stealing 3 cheat 4 bribery

3 WORDPOWER *take*

- a Write this gapped sentence on the board: *Soon you'll be able to _____ a break* and elicit the verb to fill the gap (*take*). Students work individually to match sentences 1–6 with follow-up sentences a–f. Check answers as a class.

Answers

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

- b In pairs, students answer the questions. Check answers as a class.

Answers

- 1 charge
- 2 in
- 3 word order – it should be *take* (something) *seriously*
- 4 the phrase should be *take my word for it*
- 5 take it for granted


LANGUAGE NOTES

We can also use the phrase *take for granted* with a direct object, e.g., *You mustn't take your parents for granted. Some rich people take their wealth for granted.*

- c Students do the task individually and compare answers. Check answers as a class.

Answers

- took it for granted
took pleasure
take charge / take control
take into account
can't take
take my word for it

- d  Students discuss the questions in pairs. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to think of three more questions using an expression with *take* and then ask other students the questions.

» Photocopiable activities: Wordpower 8

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

DISCOVERIES

UNIT OBJECTIVES

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

- understand information, texts, conversations and exchange information about discoveries and inventions, health issues, people's lives and achievements, surprises and misunderstandings and alternative medicines
- identify and use defining and non-defining relative clauses
- report comments, thoughts and questions
- use appropriate phrases to show and express uncertainty
- use appropriate phrases to correct a misunderstanding
- link words when speaking quickly
- write an opinion essay

UNIT CONTENTS

G GRAMMAR

- Relative clauses
- Reported speech; Reporting verbs

V VOCABULARY

- Health: *ache, bruise, bump (v), come down with, cough, cure, develop, dizzy, faint, get over, heal, infection, lose consciousness, pale, pass out, scar, shiver, sneeze, strain, take care of, treat*
- Verbs describing thought and knowledge: *assume, come to the conclusion, have no idea, realise, suspect*
- Wordpower: expressions with *come*: *come across, come to, come to the conclusion, come true, come up, come up with*

P PRONUNCIATION

- Linking and intrusion
- Sound and spelling: *ui*

C COMMUNICATION SKILLS

- Discussing new inventions
- Discussing people's lives and achievements
- Expressing uncertainty
- Clarifying a misunderstanding
- Writing an essay expressing a point of view

- a Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information from the Culture Notes.

CULTURE NOTES

The picture shows a student in South Korea working on a robot. Roboticians believe that a new wave of robots will be able to perform many functions and tasks. In South Korea, robots are playing an increasingly important role in society. Artificial intelligence (AI) is creating many opportunities for research and employment in a variety of fields from social welfare and education to cyber security and farming.

- b Read the questions with the class and ask students to discuss the questions in pairs or small groups. Monitor and contribute to conversations to encourage discussion. Note down any interesting comments to discuss later. Take feedback as a class and extend the discussions if appropriate.

EXTRA ACTIVITY

Put students into pairs or small groups. Ask them to imagine that they are programming a new robot to translate different languages. They should decide on the ten most important phrases to teach the robot to translate. Take feedback as a class and then ask students to decide on the best list of phrases.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs or small groups and ask them to think of three inventions or discoveries that have changed the world and to describe the effect these inventions have had on people's lives. If this is too hard for your group, put these inventions on the board and ask students to discuss how they have changed people's lives: *the car, the phone, the printing press, the plane, the Internet*.

Take feedback as a class and ask for comments from the different groups. Ask the class to vote on the most important invention.

WHAT REALLY SHOCKS ME IS THAT IT COSTS €250,000

OPTIONAL LEAD-IN

Books closed. Put students into pairs and give them two minutes to write down as many parts of the body as they can think of. They should then choose the three words they think other students are most unlikely to have thought of. Check by asking each pair for a word one by one. When a pair cannot give a word that hasn't already been said, go to the next pair that can. Which pair is the last with a word? Ask students if they can remember the words that were given and write them on the board so that students can copy down any unfamiliar words.

1 READING

- a** Ask students if they know about any recent inventions in medical science. Write them on the board. Encourage students to say who these inventions help and how. Ask students to look at *Medical science or science fiction?* Clarify that not all of the inventions are true. Students decide in pairs which are fact and which are fiction.

VOCABULARY SUPPORT

seizure – a very sudden attack of an illness in which someone becomes unconscious or develops violent movements

transmit (C1) – to send electronically

vaccine (C2) – something given to people to stop them from getting an illness

- b** Students read the article *Too good to be true?* to check their ideas. Check answers as a class.

Answers

1, 3, 4, 6, 8

VOCABULARY SUPPORT

allergy – when contact with something (or when it is eaten) causes a reaction

alter (B2) – to change something, usually slightly

anaesthetist – a doctor whose job is making people become unconscious during an operation

breakthrough – an important step to solving the problem

cable – a set of wires, covered by plastic, that carries electricity

fake (C1) – not real

miracle – an excellent achievement in a particular area of activity

monitor – a machine that shows information

operating theatre – a special room in a hospital where people are operated on

protein (C1) – what our bodies need from food to be able to grow

surgeon (C1) – a special doctor who operates on people

wound (B2) – a damaged area of the body, such as a cut or hole in the skin or flesh

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

- understand an article about inventions in medical science
- use a lexical set related to health
- understand people talking about medical and food-related inventions
- use defining and non-defining relative clauses correctly
- talk about health and inventions

LANGUAGE NOTES

There are three adjectives from *electricity*: *electric*, *electronic* and *electrical*. Sometimes, these can be confusing. *Electronic* describes something, often equipment or technology, that uses electricity in devices, e.g., *I love electronic gadgets*. *Electrical* is concerned with the direct production of electricity, e.g., *It's an electrically powered car*. *Electric* can describe something that uses electricity for power or something that is exciting, e.g., *The atmosphere at the concert was electric*.

- c** Students read the article again to decide if the statements are true or false. They compare with a partner. Check answers as a class. Extend the activity by asking students to give more details for each statement, either to explain the true ones or correct the false ones.

Answers

- 1 False (They can't see perfectly because they only get some sight back.)
- 2 True
- 3 False (The surgeon and the anaesthetist are always present.)
- 4 True
- 5 True

FAST FINISHERS

Fast finishers can underline and discuss the meaning of any unfamiliar words in the article. Check these during feedback.

- d** Put students into pairs or small groups to discuss the questions. They will need some time to think of ideas for question 2. Monitor and help with ideas and vocabulary if necessary. Take feedback as a class and ask others for comments about the ideas. Extend by asking what the class thinks has been the most important medical invention up until now and why.

2 VOCABULARY Health

- a** Read the examples with the class and ask students to match the medical verbs with the definitions. You may wish to elicit or pre-teach *treat* (what doctors do to help a medical problem get better) and *injury* (a problem caused by an accident or fall, e.g., broken bone, cuts).

Answers

- 1 cure 2 take care of 3 heal

- b** Ask students to complete the sentences with the correct form of the verbs in the box. Check answers as a class.

Answers

- 1 come 2 treated 3 strained 4 getting 5 develop

VOCABULARY SUPPORT

antibiotics (C2) – medicine that doctors can give to fight infection

come down with (B2) – to become ill

infection (B2) – a disease in part of the body that is caused by bacteria or a virus

strain (B2) – to hurt part of the body by using it too much

- c** Students match verbs with the pictures. Check answers as a class. Students cover the exercise and in pairs take turns to mime a verb from 2c for their partners to guess.

Answers

1 b 2 a 3 c 4 a 5 d

- d** Put students into pairs to discuss the questions. You may wish to elicit or pre-teach **sore throat** (when your throat hurts) and **muscle** (point to a muscle in your arm). Monitor and contribute to the conversations. Take feedback as a class.

- e** ▶▶▶ **09.01–09.02** Students complete the exercises in Vocabulary Focus 9A on SB p. 162. Check answers to Exercises a, b and c and monitor conversations in Exercise d. Play the recording for students to do Exercises a and b in the Pronunciation section and check answers to Exercises a, b and c. Tell students to go back to SB p. 106.

Answers (Vocabulary Focus 9A SB p. 162)

- a** 1 a 2 b
b 1 bruise 4 dizzy 7 infection
 2 bump 5 lose consciousness 8 scar
 3 pale 6 ache
c 1 ache 4 bump 7 infection
 2 lost consciousness 5 scar 8 dizzy
 3 pale 6 bruise

Pronunciation

- a** bruise, shoes
 wire, quiet
 dizzy, guitar

b	/ɪ/	/u:/	/waɪ/
build	fruit	inquire	
biscuit	suit	require	
guilt	nuisance	acquire	
circuit			

EXTRA ACTIVITY

Ask students to look at all the pictures on SB pp. 104–106 in pairs and describe what is happening in each. They should note any words they don't know. Take feedback and ask students to help each other learn any English words they don't know to describe the pictures.

3 LISTENING

- a** ▶▶▶ **09.03** Tell students they are going to listen to two people talking about inventions. Play the recording for them to answer the question. Check answers as a class.

Answers

medical invention: electronic skin
 food invention: lab meat

Audioscript

TOBY Well, I'm not sure I want electronics just stuck on my skin.

ROSIE I bet it's no different from putting on a plaster when you cut yourself.

T But plasters don't have electronics in them.

R It wouldn't worry me. There are other things to worry about.

T Like what?

R Well, what was it I was reading about the other day? Yeah, there's this laboratory where they're growing meat. Synthetic meat – I find that kind of scary.

T Oh, that. Yeah, there was that scientist who made his own hamburger and ate it online.

R Yuck!

T Actually, I think that's a great idea. Grow your own meat – very cool.

R But it's not natural.

T Yes, it is. It's just not grown on a cow, that's all.

R But all these tiny pieces of meat that they have to push together just to make one burger.

T Nothing wrong with that.

R And the end result is something that costs €250,000! I mean, these scientists, who are sort of like Dr Frankenstein, how can they justify that?

T Well ... but they're bound to find cheaper ways to grow the meat. And what you may not realise is that it's much better for the environment.

R How come?

T I was reading about it ... And, to produce just 15 grams of meat – that's one-five – cows need about 100 grams of vegetables. I mean, that's a really, really inefficient use of energy.

R I'm sure it takes a lot of energy to make meat grow in the laboratory.

T Not nearly as much. And what I didn't know was that about 30% of the Earth's surface is covered with crops that we grow just to feed animals for meat.

R Yeah, I know that. And ...

T So, if we can grow meat, we could use some of that land to grow crops for people.

R Well, yeah, fair point. ...

T But what amazes me is that you can't see the obvious answer – go vegan.

R Vegan? Why would I do that? I like meat.

T Well, I don't think you'd like meat that a scientist has made in a laboratory. There's no fat or blood in it, which means it would taste different.

R All right, but why vegan? What's wrong with cheese?

T Dairy cows. They produce tonnes of carbon dioxide and methane, which are all harmful gases. Very bad for global warming.

R Hmmm, I suppose that's true. But tell me one thing.

T What?

R When did you last catch the bus to work?

T Well, it was ... I don't know ... a couple of months ago.

R More like a year ago. You drive every day! Well, Toby, what I find strange is that if you're worried about the climate crisis ... Well, I think there are more ways of helping out than eating meat that a scientist has put together in a laboratory.

T Yeah, but the bus service is really inconvenient.

R Sure it is.

T Well, you can stick what you like on your skin. I'm going to enjoy my synthetic burger!

VOCABULARY SUPPORT

justify (B2) – to give a reason for an opinion or action

plaster – we use this to cover up and protect a small cut

- b** ▶▶▶ **09.03** Read the questions with the class and play the recording again for students to answer. Pause at certain points to let students note down their answers. Check answers as a class.

Answers

- 1 He ate it online.
- 2 It is much more efficient to grow meat in a laboratory, and about 30% of the Earth's surface is used for growing crops to feed animals for meat.
- 3 He suggests she become a vegan.
- 4 It would taste different, because there is no fat or blood in it.
- 5 Because he drives to work every day rather than catch the bus.

- c** In pairs, students discuss who they agree with. Take feedback as a class and ask students to give reasons for their opinions.

4 GRAMMAR Relative clauses

- a Write this sentence on the board: *In the recording, the people were talking about meat that is grown in a laboratory.* Explain that *that* is a relative pronoun and ask for examples of other relative pronouns the class might know. In pairs, students underline the relative clauses and circle the relative pronouns. Check answers as a class.

Answers

- 2 who made his own burger
- 3 that they have to push together
- 4 that costs €250,000
- 5 which means it would taste different
- 6 who are sort of like Dr Frankenstein

- b Students work in pairs to answer the question about the clauses in 4a. Check answers as a class.

Answers

- 1 D 2 D 3 D 4 D 5 ND 6 ND

- c Students work in pairs to answer the questions about the relative pronouns in 4a. Check answers as a class.

Answers

- 1 2 that 3 which or no pronoun 4 which
2 5

- d >>> 09.04–09.05 Students read the information in Grammar Focus 9A on SB p. 150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, paying attention to pronouns and correct punctuation. Tell students to go back to SB p. 106.

Answers (Grammar Focus 9A SB p. 151)

- a 1 who 3 whose 5 – 7 which 9 where
2 – 4 where 6 who/that 8 that/which 10 whose
- b 1 This is the book ~~what~~ I was telling you about. (no relative pronoun needed)
2 There's a new machine at the gym I think you would really like it.
3 We're travelling to Dubai, ~~where~~ which I've always wanted to visit.
4 I was worrying about my luggage, ~~that~~ which I'd forgotten to weigh before we left.
5 Chris, ~~who~~ whose father owns the company, always works really hard.
6 I've finally had to replace my old car, which I've had since I passed my test.
- c 1 The band, who were supposed to start at eight-thirty, didn't come on stage until nine o'clock.
2 The rail company refunds passengers whose trains are delayed.
3 I looked in all the places where I thought I might have left my phone.
4 The idea, which we came up with together, worked really well.
5 Morocco, where we spent our honeymoon, is my favourite place for a holiday.
6 The neighbours, whose cat I am looking after, get back from holiday tomorrow.

CAREFUL!

Students often use *what* instead of the correct relative pronoun, e.g., *The book **what** I bought yesterday is really good* (Correct form = *The book **which/that** I bought yesterday ...*).

Students also tend to incorrectly use *where* instead of *that/which* whenever a place is mentioned, e.g., *The restaurant **where** is in front of our house is very expensive* (Correct form = *The restaurant **which/that** is in front of our house ...*). Students may incorrectly use both the relative pronoun *where* and *there* as well, e.g., *The restaurant **where** we met **there** is in front of our house* (Correct form = *The restaurant **where** we met is ...*).

- e >>> Read the task with the class. Students work alone to complete the text with relative clauses. Check answers as a class.

Answers

- 2 , which are usually made of beans or soya
- 3 , which can be / is a problem for vegetarians,
- 4 who like the taste of meat
- 5 which/that is based in California
- 6 , which/that is found in meat
- 7 (which) is also found in many plants
- 8 which/that has plant-based ingredients
- 9 (which/that) tastes exactly like beef
- 10 , which is called 'Impossible Burger',
- 11 , where burgers are very popular
- 12 who try it

5 SPEAKING

- a >>> Put students into pairs. Assign A and B roles. Ask Student As to go to SB p. 132 and Student Bs to SB p. 131. Tell students to read about their different inventions and take turns to describe them to their partners without telling them exactly what it is. Their partners must guess the inventions. They can use the expressions on the page to help them. As an extra activity, you could set a five-minute time limit for each invention to be guessed. If the students guessing haven't managed to guess the inventions, the students describing lose a point. Monitor and help where necessary by giving additional ideas or prompts to help describe the inventions. Note down examples of good language use and any common errors to address afterwards. Take feedback and ask students how successful they were at describing and guessing.
- b >>> Students discuss and rank the usefulness of the inventions in pairs. Take feedback as a class.

LOA TIP ELICITING

When a lot of new vocabulary has been presented, it is a good idea to do quick-fire tests to help students remember the items. This can be done using an eliciting technique.

Start by giving a definition to elicit the word, e.g., *It's a mark that is left on your body after a cut has healed.* Students say: *scar*. Continue with other definitions to elicit correct answers.

Then, do the activity again, but this time reduce the definitions, e.g., say: *a mark*. Students say: *scar*. The activity can become quicker and quicker and testing becomes fun, but repeating the words also means that they become more fixed in the memory.

+ ADDITIONAL MATERIAL

- Workbook 9A
- Photocopiable activities: Grammar 9A, Vocabulary 9A, Pronunciation 9A
- Documentary Video Unit 9 *Discoveries*
- Video Worksheet Unit 9 *Discoveries*

OPTIONAL LEAD-IN

Books closed. Tell students they are going to talk about an example of corruption from a film or TV programme. You may need to pre-teach the meaning of *corruption* (illegal, bad or dishonest behaviour especially by people in positions of power). Put students into pairs. Ask them to think of one example of corruption from a film or TV programme. Give an example: *This is from a film. A man starts a company on Wall Street in New York and robs millions of dollars from rich investors. The FBI eventually catches him. The actor is Leonardo DiCaprio. See if students can guess the film (Wolf of Wall Street).* In pairs, students think of a story of corruption from a film or TV programme and write a short description. They must not say the name of the film or programme. Once all pairs have their descriptions of corruption stories, they share them with the class. Can the rest of the class guess the film or TV programme? Decide as a class which story is the most incredible example of corruption and find out if it's fact or fiction.

1 READING

- a** Read the statements as a class. Students discuss the questions in pairs or small groups. Then, discuss the answers as a class.

Possible answers

- 1 They are all about deceiving people (making them believe something that isn't true).
- 2 hoax = a trick intended to deceive people
fake = something that is made to look real but isn't (in order to deceive people)
fraud = the crime of obtaining money by deceiving people
scam = a plan for making money dishonestly by deceiving people

- b** Read the title of the article with the class and ask students what they think it means. Ask them to read the article and answer the questions. Check the answers as a class.

Answers

- 1 He ran a carpet cleaning company.
- 2 His company seemed to be very successful. He expanded it and he became the youngest CEO of a public company in the USA.
- 3 He resigned. He was charged with fraud and sent to prison.

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

- understand an article about a company
- use reporting verbs correctly
- use phrases from a reading text to make up a story
- understand people talking about an email hoax
- use a lexical set of verbs describing thought and knowledge correctly
- describe, ask for and give information about a hoax, scam or case of fraud

VOCABULARY SUPPORT

launch (B2) – to start a company or a product

stock market (C1) – a place where you can buy and sell shares in a company; a list of public companies which you can buy shares in.

CEO (= chief executive officer) – the boss of a large company

resign (B2) – to decide to leave a job

sentence (B2) – to give a punishment to someone for a crime.

robbery (B2) – the crime of stealing from somewhere or someone

restore (B2) – to repair and clean things so they are as they were before

forge (C2) – to make an illegal copy of a document, a painting, etc. (noun = *a forgery*)

investigator (B2) – a person whose job is to examine a crime, problem, statement, etc. in order to discover the truth

charge (B2) – to accuse someone officially of a crime

- c** Individually, students read the article again and make brief notes on the points listed. They compare with a partner. Check answers as a class.

Possible answers

How Barry Minkow made money at the beginning: cleaning carpets, but also: stealing from his grandmother, credit card fraud, false insurance claims

The second company Minkow set up: a company to restore buildings damaged by flood or fire; it was a fake; he used it to get banks to lend him money

The people and organizations that Minkow made money from: his grandmother, customers, insurance companies, banks, his own company

EXTRA ACTIVITY

Ask students to give additional information about the text from memory. Use their statements to ask for more details, e.g., *He turned ZZZZ-Best into a public company – What was the company's value?; Minkow resigned from the company – What reason did he give?; etc.* Make sure that all students have the chance to provide additional information or answer a question.

- d** Ask students to look at the sentences in pairs and choose the ones they think are true. Then ask pairs to share their ideas with the class and give reasons for their choice. They will check their ideas in 1e.

- e >>> Ask students to go to p. 132. Tell them to read about what happened to Barry Minkow later. Help with any vocabulary questions using the Vocabulary Support below. Ask students if they guessed correctly and what was wrong about the untrue sentence.

Possible answers

True sentences: 1, 3, 4

Untrue sentence:

- 2 He appeared to change his character, but he didn't really.

VOCABULARY SUPPORT

pastor – a leading person in a church (similar to a priest, but usually in the Protestant church)

reformed (B2) – changed completely and now better

donate (B2) – to give money to help a person or an organization

2 GRAMMAR

Reported speech; Reporting verbs

- a Read the examples of direct speech about Barry Minkow in the speech bubbles and emphasize that these are things people actually said (or possibly said). Then, read sentences 1–4 and tell students that these sentences, which are taken from the article, report what the people said in the speech bubbles. Ask students to complete the sentences with the correct forms of the verbs in the examples of direct speech. Check answers as a class.

Answers

- 1 had been
- 2 had noticed, had got
- 3 was
- 4 didn't actually exist

- b Ask students to complete the rule. Check answers as a class.

Answers

past, past



CAREFUL!

The most common error students make in reported speech is with using *say* and *tell*, e.g., *He told that nobody must know this.* (Correct form = *He said that nobody must know this.*). Students also make mistakes with the verb pattern after reporting verbs, e.g., *I would recommend to have a picnic at the park.* (Correct form = *I would recommend having a picnic at the park.*).

LOA TIP MONITORING

Give students different sentences to elicit reported speech with verbs in the correct form. Students should begin: *He said ...*

Say: *I feel discouraged.*

Students: *He said he felt discouraged.*

Say: *I was working at tech start-up.*

Students: *He said he had been working at tech start-up.*

Continue with:

I'll work at another company next year.

→ *He said he would work at another company the following year.*

I've never been to Silicon Valley.

→ *He said he had never been to Silicon Valley.*

I'm at a better company.

→ *He said he was at a better company.*

A colleague saw me at a conference.

→ *He said that a colleague had seen him at a conference.*

- c Read the examples of direct questions and ask students to complete reported questions 1–2 with the correct forms of the verbs in the examples. Then ask them to complete the rule. Check answers as a class.

Answers

- 1 was
 - 2 was, was really going
- In reported questions, don't use question word order.

- d >>> 09.06 Students read the information in Grammar Focus 9B on SB p. 150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 108.

Answers (Grammar Focus 9B SB p. 151)

- a
- 2 Harry couldn't ski.
 - 3 she might feel a little sleepy after she took the tablets.
 - 4 the exam would be really easy.
 - 5 he/she had been walking past the bank when he'd/she'd heard the alarm.
 - 6 they'd been trying to call us since they'd heard the news.
 - 7 Margaret wouldn't be happy when she found out.
 - 8 he couldn't open the door because he'd forgotten his key.
- b
- | | |
|--------------------|-------------------------------|
| 2 if/whether I had | 5 if/whether I was |
| 3 how fast I could | 6 if/whether I'd ever managed |
| 4 why I'd left | 7 why I'd applied |
- c
- | | |
|------------------------|--------------|
| 2 us/me to | 6 me he'd |
| 3 she'd told / telling | 7 for losing |
| 4 they'd / they had | 8 to give |
| 5 on paying | |

- e Students work in pairs to find and correct the mistakes in the sentences. Check answers as a class.

Answers

- 1 was telling
- 2 could show
- 3 why he stole
- 4 if/whether they would ever get

💡 EXTRA ACTIVITY

Give students a topic to create a conversation about, such as a news story or documentary they've seen on TV. Give students an example:

Student 1: Did you watch the interview with the mayor last night on TV?

Student 2: Yes, but I didn't enjoy it. I don't think he answered the questions very well.

Student 1: I don't agree. I think he was really clear and direct.

In pairs, students make up a similar conversation. They take turns to make a statement or ask a question and give a reply. Monitor and help where necessary. Then ask students to report back on their conversations to the class. Students then report their conversation: *I asked Salvo if he'd watched the interview with the mayor. He said that he had, but that he hadn't enjoyed it. He told me he didn't think the mayor answered the questions very well ..., etc.*

3 LISTENING

- a** Ask students if they always open all the emails they receive. Why wouldn't they open an email? You may call on students to give examples. Then, read the task as a class. Take a class vote and see how many students would agree with option 1, how many with option 2 and how many with option 3. Ask students what they think the email might say. They will check their ideas in 3b.
- b** **▶ 09.07** Tell students they are going to listen to two people talk about the email. Read the topics as a class. Play the recording for students to choose the correct topics. Check answers as a class. Then, ask students how the different topics are connected. If students struggle with this part, you may ask questions to help them, e.g., *What did the emails say about bananas? What animal supposedly spread the bacteria?*

Answers

bacteria, Central America, monkeys, chat shows

Possible answer

The emails said that bananas from Central America contained dangerous bacteria; the bacteria were spread by monkeys; doctors appeared on chat shows to discuss the bacteria.

Audioscript

- A** There are so many scary stories these days about food. It makes it difficult to know what's safe to eat.
- B** I don't pay attention to any of it.
- A** Not even if it's based on research?
- B** Well, it's easy to claim that something is the result of research, but how do you know how reliable the research is? Anyway, it might just be made up. So much of what you see online is false information, or you can't trust where it came from. Or it could be a hoax ... like that story that was going around about man-eating bananas.
- A** Man-eating bananas?
- B** Yes, it was a few years ago. People in the USA started receiving emails warning them not to eat bananas from Central America because they could contain flesh-eating bacteria, and telling them to pass the email on.

A And people believed that?

B Well, some did. The emails were supposed to be from the Centers for Disease Control and Prevention, which really exists. Maybe they suspected it was a hoax, but they weren't sure, so they stopped buying bananas just in case, and they sent the email on to other people. So, anyway, banana sales crashed.

A Just because of an email?

B Well, it sounded real. It said the bananas were infected with a bacteria called necrotising fasciitis and it was spread to bananas by monkeys. And obviously most people had no idea what 'necrotising fasciitis' was, but it sounded dangerous.

A Necrotising fasciitis? Does that even exist?

B Yes, it's a real disease. But you can't get it from bananas, and it doesn't really eat your flesh; it might just cause an infection if you have an open wound or something. It can be quite serious, but it's pretty rare.

A It's amazing people believed it was true, without checking.

B Yes, they even started discussing it on TV chat shows with doctors appearing and everything, and eventually people came to the conclusion it was just a hoax. But then the same story appeared in South Africa a few years later.

A And the same thing happened?

B I know, right? They said that monkeys in South Africa were dying after eating bananas. It sounded like a reasonable story, so I guess people just assumed it was true. So everyone stopped eating bananas from South Africa for a while, until they realised it was all a hoax.

A OK, well if I get an email about man-eating bananas, I'll know it's a hoax.

B Yes, and don't pass it on to me!

📖 VOCABULARY SUPPORT

reliable (B1) – something that can be trusted or believed

infected – containing bacteria or other things that can cause disease

- c** **▶ 09.07** Play the recording again for students to answer questions 1–6. A more advanced group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check. Check answers as a class.

Possible answers

- 1 Yes (it is part of the US government).
- 2 They contained bacteria that could eat into and destroy flesh.
- 3 Because people passed the email on to each other.
- 4 People stopped buying bananas.
- 5 It's very rare.
- 6 People said the disease came from South Africa; monkeys were dying after eating bananas.

4 VOCABULARY

Verbs describing thought and knowledge

- a** Tell the students that there are several verbs we can use to avoid overusing the verbs *think* or *know*. Read the words in the box and ask students to complete the task in pairs. Don't confirm answers at this point.

- b** **09.08** Play the recording for students to check their answers.

Answers

- 1 suspected
- 2 had no idea
- 3 came to the conclusion
- 4 assumed
- 5 realised

- c** Ask students to finish the sentences in their own words. Do the first one as an example: *I came to the conclusion that she was a very selfish person*. Remind students to think carefully about the verb forms they use. Take feedback as a class and ask for examples. Make sure students have used the correct tenses.

Possible answers

- 1 ... that she was very ambitious; ... that I wanted to marry her.
- 2 ... that he would miss the bus; ... he would be late for the meeting.
- 3 ... something strange was going on; ... I wouldn't be promoted.
- 4 ... that he was a famous musician; ... that he was wanted by the police.
- 5 ... you were out; ... that you were asleep.

5 SPEAKING

- a** Read the task with the class and give students a couple of minutes to think of an example and write it down. They will work on describing it in 5b, so they should just write a name or title at this point.
- b** Put students into pairs. They take turns to help each other describe their hoax, scam or case of fraud. They should ask and answer questions to help one another write more comprehensive notes about their chosen stories. Monitor and note down examples of good language use and any common errors to address at the end of 5c.
- c** Students report back to the class about their topics. Encourage the rest of the class to ask questions about the stories and see how many people are familiar with the story. Take feedback as a class and vote on whose story is the most incredible.



FAST FINISHERS

Fast finishers can plan the documentary of one of the stories they have discussed. Students should think about where the documentary begins, what scenes to include, which actors should be in it, etc. Ask them to explain their ideas during class feedback.



ADDITIONAL MATERIAL

Workbook 9B

Photocopiable activities: Grammar 9B, Vocabulary 9B

9C

EVERYDAY ENGLISH

What's the big secret?



OPTIONAL LEAD-IN

Books closed. In pairs, ask students to choose somewhere in the local town or area worth a visit or useful to know of. This could be a club, café, museum, beauty spot, car park, shop, etc. They must not tell their partner. Then students direct their partner from the school to the chosen spot. This works well if the student being directed closes their eyes. Monitor and correct the phrases for giving directions if necessary. When the directions are completed, the other student must say where they are. Take feedback and find out which places the students chose and how good they were at directing.

1 LISTENING

- a** Students discuss the questions in pairs. Take feedback as a class.

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

- understand informal conversations about giving someone a surprise
- use appropriate phrases to express uncertainty
- use linking and intrusion
- use appropriate expressions to clarify a misunderstanding

- b** Students summarise what happened in the previous episode of the story (Becky and Tom missed out on an opportunity to rent a flat). Students look at the photo and say what is happening and answer the questions.
- c** **09.09** Play Part 1 of the video or audio recording for students to check their ideas. Check understanding of *Where on earth ...?* (We say this when we are completely surprised or angry about something.)

Answers

- 1 Tom
- 2 nervous
- 3 Not at first, then she recognises the block of flats.

Video/Audioscript (Part 1)

BECKY What's all this about? What's the big secret?
TOM We've got to be somewhere, that's all.
B But where?
T Ah ... it's a surprise.
B Hmm, I'm not sure I like surprises.
T It'll be fine.
B I've no idea where we are. I've never seen this street before.
T Just wait and see.
B Where on earth are we going?
T Wait and see.
B Hang on ... I know where we are.
T Do you?
B Yeah. Is there another flat available around here?
T Follow me.

- d Students discuss the question in pairs. Take feedback as a class.

2 USEFUL LANGUAGE

Expressing uncertainty

- a **09.10** Read the conversation through with the class and ask if it's the same as Becky and Tom's. Play the recording to check.

Answer
no

Audioscript

BECKY I've no idea where we are. I've never seen this street before.
TOM Just wait and see.
B Where on earth are we going?
T Wait and see.

- b Tell students that in one conversation, Becky expresses herself more strongly. Ask which this is.

Answer
In the audio version. She is nervous and expressing uncertainty.

- c Read through the example and expressions with the class. Ask students to change the expressions to refer to a person. Check answers as a class.

Answers
1 I've (really) (got) no idea who that is.
2 I haven't got a clue who that is.
3 Who on earth is that?

LOA TIP DRILLING

Students need to use the correct intonation when using the phrases for expressing uncertainty. Model both sets of phrases or play the recording as a model and ask students to repeat with the same intonation and word stress.

- d Put students into pairs and assign A and B roles. Ask Student As to go to p. 133 and Students Bs to p. 131. Tell them that they must take it in turns to draw their picture and remind students to comment using phrases from 2c during the process. Take feedback as a class and find out how early the students guessed the pictures and which phrases they used.

FAST FINISHERS

Ask fast finishers to draw another animal or object. Ask them to show these to the class for the students to guess during feedback.

3 LISTENING

- a Students look at the photo, describe it and guess answers to the two questions.
b **09.11** Play Part 2 of the video or audio recording for students to check ideas.

Answers

- 1 Tom has taken Becky to the flat they wanted and he has paid a deposit on it.
- 2 Becky is surprised and pleased.

Video/Audioscript (Part 2)

BECKY But Tom ... this is the same flat.
TOM Welcome to our new home!
B Really?!!
T Step right this way ... what do you think?
B But didn't you say yesterday that we'd missed out?
T And we did.
B So what happened?
T The estate agent called me back – the other people changed their mind.
B Really? So it's ours if we want it?
T Um ... actually ... it is ours.
B What?
T I paid a deposit this afternoon.
B But, Tom, I thought we were going to talk about it first.
T Oh. Right. I sort of thought we had.
B Well, I suppose – in a way.
T And you were so disappointed when we missed out.
B Yes. Yes, I was.
T And I didn't want to miss out this time.
B But you could have said something.
T Sorry. I wanted it to be a surprise.
B Well, next time make sure you ask me ...
T Well?
B It's a lovely surprise.
T You're not too annoyed?
B No. In fact, not at all.
T You did say it was the perfect flat.
B And it is. I love this space ... And the view ... And the kitchen is so well designed ...
T Did you guess?
B In the car?
T Yeah.
B Well, I thought you were taking me to see a flat.
T But not this one?
B No, of course not.
T I thought about it a bit yesterday, you know, the different route ...
B I do love it. I can't wait to move in.
T We have to sign the lease first.
B Yes, of course.
T And ... oh ... but there's another document that we have to sign beforehand.
B Oh. What's that?
T Our marriage licence – that's all!

VOCABULARY SUPPORT

beforehand – before (not followed by a noun or time)

deposit (C1) – money you pay to confirm a plan or promise

lease – a document you sign when renting

- c ▶ **09.11** Play Part 2 of the video or audio recording again for students to answer questions 1–6. A strong group may be able to do this without listening again, in which case, play the recording to check their answers.

Answers

- 1 The people who took the flat changed their minds.
- 2 He paid a deposit.
- 3 Becky thinks he should have asked her first.
- 4 The space, the view, the well-designed kitchen.
- 5 Tom drove a different route to the flat.
- 6 The lease for the flat and the marriage licence.

4 PRONUNCIATION

Linking and intrusion

- a ▶ **09.12** As a class, look at the underlined phrases and ask students how the phrases are pronounced. Play the recording for students to decide if the phrases sound like one word or separate words.

Answer

one word

- b Ask students to read and decide on the correct answer in pairs. Check the answer as a class. Ask students to repeat the phrases for practice, using the recording as a model.

Answer

2

- c ▶ **09.13** Tell students that in English we sometimes join words together by adding a different sound. We do this when we speak quickly and to avoid pauses between words. Look at the sounds in the box and play the recording for students to choose which sounds are added in the places in the extract. Check answers as a class.

Answers

BECKY I've no /w/ idea where we /j/ are. I've never seen this street before.

TOM Just wait and see.

B Where /r/ on earth are we going?

T Wait and see.

- d Students choose the correct answer in pairs. Check the answer as a class. Students practise the conversation, paying attention to the extra sounds.

Answer

3

- e ▶ **09.14** Play the recording for students to find examples of sounds that join together and sounds that are added. Check answers as a class.

Answers

Here /r/ at work, I've just received a gift from my /j/ aunt. I've got no /w/ idea what it is. I'm going to /w/ open it when I get home this evening.

5 CONVERSATION SKILLS

Clarifying a misunderstanding

- a ▶ **09.15** You may wish to elicit or pre-teach *clarifying* (making something clear) and *misunderstanding* (something two people have understood differently). Read through the task and play the recording for students to find the phrases. Check answers as a class.

Answers

But didn't you say (yesterday that we'd missed out?)

But, Tom, I thought (we were going to talk about it first.)

- b Remind students that our language changes depending on whether a situation is formal or informal. Students read through the exchanges to identify work and social contexts and underline the phrases for clarifying a misunderstanding. Check answers as a class.

Answers

social: 1, 3, 5

work: 2, 4

1 I thought that

2 I understood that

3 Did I get this wrong? I thought ...

4 Have I misunderstood something? I thought ...

5 Didn't we say that ... ?

- c Students write their comments for the different situations and compare with a partner. Ask for examples during class feedback.

6 SPEAKING

- a >>> Put students into pairs and assign A and B roles. Ask Student As to go to p. 131 and Student Bs to p. 130. Ask them to read the tasks and have the conversations. Remind them to use words and phrases they have looked at during this lesson. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask students to report on their conversations.



FAST FINISHERS

Fast finishers can write an email to cancel one of the arrangements. They should be as polite as possible and thank the other student for their kindness. Check these during feedback.



ADDITIONAL MATERIAL

Workbook 9C

Photocopiable activities: Pronunciation 9C

Unit Progress Test

SKILLS FOR WRITING

People argue that it is no use at all

OPTIONAL LEAD-IN

Books closed. Write an anagram of the word *controversial* on the board: *SOORNALCVEIRT*

Tell students that it is an adjective used to describe a topic that people usually have opposing and passionate opinions about. Students work in pairs to solve the anagram. If no one has guessed in 30 seconds, give the first letter C. Do the same every 20 seconds until someone guesses the word.

Students then work in pairs to think of controversial topics that they have different opinions on. If they have problems, give some general topics for them to explore, e.g., education, marriage, films, bringing up children, health. Take feedback as a class.

1 SPEAKING AND LISTENING

- a** Write *alternative medicine* on the board and ask if students know the meaning. Read the definition with the class and elicit the names of any types of alternative medicine popular in the students' country (or countries). Put these on the board. Discuss the other questions as a class.
- b** **09.16** Tell students they are going to hear four people talk about alternative treatments. Play the recording and ask students to match the treatments with photos a–d. Check answers as a class. You may give students information from the Culture Notes that follow.

Answers

- | | |
|----------------|-----------------|
| 1 b homeopathy | 3 a acupuncture |
| 2 c radionics | 4 d hypnosis |

Audioscript

SPEAKER 1 I had really bad headaches, so I decided to go to a homeopathic doctor. You know, they give you these little white tablets which have a tiny amount of something which is actually poisonous. And I remember on my first visit, he spent an hour asking me questions to find out as much as he could about me, before he looked at what was wrong with me. He said the idea was to treat 'the whole person', not just the disease. I thought this was really good – my normal doctor is always in a hurry and you're lucky if he gives you more than ten minutes.

SPEAKER 2 A friend of mine had a very bad cough which wouldn't go away, so he tried a treatment called 'radionics'. The person treating you takes something that belongs to you, like a piece of clothing or something, and then turns some dials on this box. It looks a bit like a radio actually. And then they decide what's wrong with you. What a load of rubbish! I don't know how people can believe things like that.

SPEAKER 3 I had really bad pains in my knee. I tried all kinds of drugs and I even went to hospital, but nothing worked. I could walk, but I couldn't run or do sport. Then a friend recommended acupuncture. It's where they put needles into particular points or places on your body. I was a bit doubtful at first, but I tried it and the doctor put needles all round my knees. Since then I haven't had any problems at all – I can even go skiing again. I've no idea how it works, but it certainly worked for me.

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

- understand people talking about alternative medicines and treatments
- discuss the pros and cons of alternative medicine
- understand an essay about the value of alternative medicine
- present a series of arguments in writing
- plan and write an opinion essay

SPEAKER 4 A friend of mine tried several times to give up smoking, but she always started again. Then someone recommended a doctor who used hypnosis. She told me about it, it was really interesting. She sat in a comfortable chair and he hypnotised her – he just counted to 20 and she fell into a deep sleep and when she woke up she didn't want to smoke any more. Obviously she doesn't remember what he said when she was under hypnosis, but I guess he must have told her that she didn't need to smoke. That was three months ago and she still doesn't want to smoke.

CULTURE NOTES

Acupuncture is a traditional Chinese treatment for many illnesses, ranging from knee pain to cancer. It is thought to have started a long time ago in Ancient China. It involves putting very fine needles in special points on the skin and is also often combined with taking special Chinese herbs.

Radionics is a form of alternative medicine devised in the early 20th century by the American physician Dr Albert Abrams. The therapy involves directing healing 'vibrations' to patients, by means of an electrical device and a sample of the patient's hair. It is a controversial form of treatment, contradicting the principles of physics and biology, and is widely considered pseudoscience.

Homeopathy was first developed and given its name in 1796 by the German physician Samuel Hahnemann. However, the idea that giving very small amounts of what causes an illness to cure it dates back to Hippocrates in about 400 BC.

Hypnosis is a healing technique in which therapists make suggestions to individuals who have gone through a procedure designed to relax them. Most doctors now agree it can be a powerful, effective healing technique for a wide range of problems.

- c** **09.16** Students listen again to answer the questions. You may need to pause the recording after each speaker to give students time to write down answers. Check answers as a class.

Answers

- | | |
|---|--------------------------------------|
| 1 1 really bad headaches | 3 bad pains in the knees |
| 2 a friend had a bad cough | 4 a friend wanted to give up smoking |
| 2 1 asked questions for an hour, gave little white tablets | |
| 2 took something that belonged to the patient, turned dials on a box | |
| 3 put needles all around the patient's knee | |
| 4 sat the patient in a comfortable chair, then hypnotised her (he counted to 20 and she fell into a deep sleep) | |
| 3 1 positive | 3 positive |
| 2 negative | 4 positive |
| 4 1 We don't know. | |
| 2 We don't know. | |
| 3 It worked. | |
| 4 It worked. | |

2 READING

- a Ask students to read the essay about alternative medicine and choose the best summary sentence. Elicit the meaning of the collocation *side effect* (another effect that a drug has on the body in addition to the main effect).

Answer

3

- b In pairs, students decide which points are about conventional medicine and which are about alternative medicine. Check answers as a class. Point out that when writing an opinion essay, you should mention other arguments and give your reaction to them.

Answers

1 A 2 C 3 C 4 A 5 A

3 WRITING SKILLS

Presenting a series of arguments

- a Remind students about the importance of organisation when writing. Read the task and ask students individually to complete the sentences and then compare with a partner. Check ideas as a class.

Possible answers

- 1 different points of view
- 2 her opinion and different arguments to support it
- 3 her arguments and presents her conclusion

- b Ask students to read the essay again and find the expressions that introduce arguments and points of view (both Alicia's and other people's). Check answers as a class.

Answers

supporters ... sometimes claim ...
There are several good reasons for ...
First, ...
It's important not to ignore ...
In addition, ...
One argument against ... is that ...
Yet, ...
Furthermore, ...
I believe that ...

- c Students work individually to find examples of the linking words and phrases in the essay. Check answers as a class. Ask why these linking words are used in the essay instead of the simpler ones (because an essay is usually a more formal piece of writing).

Answers

- | | | |
|----------------------------|----------------|-----------------|
| 1 furthermore, in addition | 3 consequently | 5 in conclusion |
| 2 yet | 4 despite | |

LANGUAGE NOTES

Both *despite* and *in spite of* + noun have the same meaning (although), but *in spite of* is always followed by the preposition *of*, e.g., *Despite my headache, I went for a walk. In spite of my headache, I went for a walk.*


- d Read the topics with the class and check understanding. Ask students to write three sentences about one of the topics using words and phrases from 3b and 3c. Monitor and help with ideas and encourage self-correction if necessary. Take feedback as a class.

4 WRITING

- a Tell students that they are going to write an essay about the topic they chose in 3d. First, they should plan the essay using the points given. Monitor and help when needed.
- b Students write the essay from their notes/plan. Ask them to write about 200 words. Monitor and note down or remember examples of good language use and common errors to address during feedback. Less advanced students may need help with language.

LOA TIP MONITORING

Monitor the writing closely, making sure at all stages that students are completing the task correctly. Help students with ideas and vocabulary if necessary, and note down the kinds of mistakes they are making to see how well they have understood and are using the contents of the unit. However, don't point out students' mistakes to them; instead, ask them to double-check that they have followed the points in 4a.

- c Students read their partner's essay and check it against the points. Take feedback as a class and ask students to read out parts of their essays that exemplify the structural elements of an essay as listed in the bulletpoints.
- d  Students swap pairs to read another student's essay. This time they should be thinking about whether they agree with the point of view. Take feedback as a class with students reporting back on the content of the essays.

EXTRA ACTIVITY

Students read their partners' essays. They then swap partners and summarise the essay for their new partners using reported speech, e.g., *Tina said that ... She wrote that she had never ...*

FAST FINISHERS

Fast finishers can write a short article for a website about their viewpoint on the same topic. Remind students to use features for writing articles discussed in Lesson 1D. Check the articles during feedback.

ADDITIONAL MATERIAL

Workbook 9D

UNIT 9

Review and extension

1 GRAMMAR

- a** Students do the task individually. Check answers as a class.

Answers

- 1 The bandage, which is very small and thin, is like a piece of skin.
- 2 The skin contains electronic circuits that/which can communicate with monitors.
- 3 An operating theatre is a sophisticated environment where patients require extra care.
- 4 People who are severely allergic to peanuts have to check the ingredients for everything they eat.

- b** Students read the story and complete the task with a partner. Check answers as a class.

Answers

- 1 that there had been a delay to the incoming flight, so the flight would be delayed by about an hour.
- 2 what was happening.
- 3 if she knew when the flight would leave.
- 4 (that) she hadn't heard anything.
- 5 (that) the flight had been cancelled.
- 6 (that) I would have to spend the night in an airport hotel and I probably wouldn't be home for another 18 hours.

2 VOCABULARY

- a** Students choose the best options and then compare with a partner. Check answers as a class.

Answers

- 1 estimate
- 2 realise
- 3 assumed
- 4 wonder
- 5 was aware

- b** Students complete the sentences. Check answers as a class. Elicit the meaning of the word *consciousness* (when someone is awake and can think and notice things).

Answers

- | | | |
|------------------|----------------------|---------------|
| 1 feel dizzy | 3 care, patients | 5 heals, scar |
| 2 strained, back | 4 lost consciousness | |

EXTRA ACTIVITY

In pairs, students tell each other about someone they know who has recently had a minor illness. They describe the symptoms and treatment the person received. Take feedback as a class.

3 WORDPOWER *come*

- a** Write the word *come* on the board and ask students to suggest multi-word verbs and expressions that use the verb. Students match the beginnings and endings of the sentences. Check answers as a class.

Answers

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

- b** Students do the matching task in pairs. Check answers as a class.

Answers

- a come across
- b come up with
- c come up
- d come to
- e come to the conclusion
- f come true

- c** Students do the task individually. Check answers as a class.


Answers

1 to 2 with 3 up 4 to 5 across 6 true

- d** Students do the task in pairs. Check answers as a class.

Answers

1 true 2 to 3 conclusion 4 up 5 up 6 across

- e**  Students ask and answer the questions in 3d with their partners. Take feedback as a class.



FAST FINISHERS

Fast finishers think of three more questions using one of the phrases from this section to ask the rest of the class during feedback.

» Photocopiable activities: Wordpower 9



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

POSSIBILITIES

UNIT OBJECTIVES

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

- understand information, texts and conversations and exchange information about past mysteries, adventures, life achievements and celebrations
- make deductions about the past
- use prefixes with adjectives
- talk about wishes and regrets
- pronounce consonant clusters correctly
- understand and use appropriate phrases to interrupt and announce news
- describe how they felt
- write a narrative

UNIT CONTENTS

G GRAMMAR

- Past modals of deduction
- Wishes and regrets

V VOCABULARY


- Adjectives with prefixes: *dissatisfied, dishonest, illegal, impatient, impolite, improbable, impossible, incredible, inexperienced, informal, irregular, irrelevant, irresponsible, unbelievable, unexpected, unfortunate, unsuccessful*
- Verbs of effort: *cope, give up, overcome, pursue, stick with, tackle, work on*
- Wordpower: expressions with *way*: *all the way, in some ways, make our way, one way or another, the other way round, there's no way*


P PRONUNCIATION

- Word stress
- Consonant clusters

C COMMUNICATION SKILLS

- Speculating about the past
- Discussing life achievements
- Describing how you felt
- Interrupting and announcing news
- Writing a narrative

a  Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers. Check the meanings of some words that students may use in their answers, e.g., *track* (what a runner runs on), *athlete* (a person who does sport), *final* (the last race or event in a competition, with the best people), *devastated* (completely disappointed, hurt, upset).

b  Read the questions with the class and ask students to discuss the questions in pairs or small groups. Monitor and contribute to conversations to encourage discussion. Note down any interesting comments to discuss later. During feedback ask students to share their ideas and comments from the conversations with the class. Extend the discussions if appropriate.

EXTRA ACTIVITY

Ask students to make a list of their own personal goals for the next five years. They should then compare them with their partner's list and discuss which are realistic and which aren't. Take feedback as a class. Find out which students are the most ambitious in the class.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Tell students they are going to role play the following situation: a TV reporter is interviewing a person who has succeeded at something important and another person who has failed. Elicit ideas from the class of what this could be or give some examples yourself:

a competitor who has won or lost on a reality TV show

an athlete who has won or lost a race

a politician who has won or lost an election

Put students into pairs and ask them to choose a situation and decide which of them is going to be successful and which one unsuccessful. Each student thinks of questions to ask, e.g., *How are you feeling? Why do you think you have succeeded/failed?*

Students then take turns to interview each other, first the successful person and then the unsuccessful one. If appropriate, ask some pairs to repeat their role plays for the rest of the class.

IT MIGHT NOT HAVE BEEN HIS REAL NAME

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

- understand stories about mysterious/unexplained events
- speculate about past events using past modals
- understand an interview about a person's disappearance
- make and use adjectives with prefixes correctly

OPTIONAL LEAD-IN

Books closed. Write this gapped word on the board:

_ o _ n _ i _ e _ c _ ! Give students an example of the word to help them guess it, e.g., two people wearing the same outfit at a party. Ask them to guess the word (*coincidence*). Put students into pairs to tell each other about a coincidence that they remember in their lives; it may be recent or a long time ago. Take feedback as a class, then ask students to decide whose coincidence was the most interesting. Tell students that they are going to read about three very strange coincidences in this lesson.

EXTRA ACTIVITY

Write these numbers on the board:

2:50 24 1971 305 30 200,000 727 7:40 10:15 6,000 50

In pairs, students read the story again to find what the numbers refer to. Then they cover the story and use the numbers to retell the story in their own words. Monitor and prompt where necessary. Take feedback as a class and students can say their sentences related to the numbers.

1 READING

- a** Tell students that they are going to read a story about a very strange event. It's about Dan Cooper, who disappeared mysteriously in 1971. Ask students to look at the pictures on p. 116 and 117 that are related to the story. You may wish to elicit or pre-teach *briefcase* (a rectangular bag for carrying official papers), *parachute* (a device used to jump safely from an aircraft), *bomb* (material to explode and cause damage) and *flight attendant* (a person who serves passengers on an aircraft). In pairs, students guess what happened. Take feedback as a class.
- b** Students read the story quickly to find out how correct their ideas were. Check answers as a class.

VOCABULARY SUPPORT

cockpit – part of a plane where the pilot sits

glimpse (C1) – to see something for a very short time

lone – single

rear (B2) – at the back of something

unsolved (C1) – unexplained, with no answer

waist (B2) – the narrowest central part of the body

- c** Students read the story again in more detail to find points in the story that give the information in sentences 1–6. Students compare answers with a partner and then check answers as a class.

Answers

- 1 It was 2:50 pm on 24 November 1971, on Flight 305, a 30-minute flight from Portland to Seattle in the northwest of the USA.
- 2 Of course, this might not have been his real name; no one really knows for sure.
- 3 The other passengers were told there was a 'technical difficulty'.
- 4 Cooper talked to the pilots and ordered them to fly towards Mexico at minimum speed and altitude.
- 5 Cooper ordered the pilots to leave it open all the time. They objected, so Cooper said that he would open it himself when they were in the air.
- 6 At eight o'clock, a warning light went on in the cockpit, so they knew that he must have opened the rear door.

- d** Ask the questions and let students discuss them together. Be prepared to give your own opinions and justifications, too.

2 GRAMMAR Past modals of deduction

- a** Ask students to summarise their speculations about what happened. If students don't use modals of deduction in their speculations, rephrase one speculation so it includes a past modal of deduction and write it on the board, e.g., *He must have jumped out of the plane.* Tell the class that we call the underlined part a modal of deduction. Remind them that they have studied modals of deduction before but related to the present, e.g., *You must know Rita* (you were at school together five years ago). The sentence on the board is related to the past.

Students do the matching task in pairs. Check answers as a class.

Answers

1 c 2 b 3 d 4 c 5 a

LOA TIP CONCEPT CHECKING

Ask questions to check that students understand the different uses of the modals of deduction.

Give students these sentences:

He must have opened the door.

Ask: *Do we know that he opened the door?* (no)

Do we think it's very likely that he opened the door? (yes)

Why do we think this? (Because the warning light came on.)

He can't have survived the jump.

Ask: *Do we know that he survived the jump?* (no)

Do we know that he didn't survive the jump? (no)

Are we very sure that he didn't survive the jump? (yes)

Why do we think this? (The plane was too low for the parachute to open properly.)

He could have hidden on the plane.

Ask: *Do we know that he hid or didn't hide on the plane?* (no)

Are we sure that he hid or didn't hide on the plane? (no)

Is it possible that he hid on the plane? (yes)

Why? (They didn't search the plane carefully.)

- b** Individually, students complete the rules. Check answers as a class.

Answers

- To speculate about things in the past:
 - we use *must* or *can't* + *have* + past participle to talk about things we think are certain.
 - we use *may*, *might* or *could* + *have* + past participle to talk about things we think are possible.
- (b) the opposite
 - (a) the same
- b

- c** **10.01** **Pronunciation** Play the recording for students to mark the stress. Check answers as a class. Students practise saying the sentences.

Answers

- He can't have survived the jump.
- It might not have been his real name.
- He must have opened the door.

- d** **10.02** Students read the information in Grammar Focus 10A on SB p. 152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that the form is correct as well as meaning. Tell students to go back to SB p. 117.

Answers (Grammar Focus 10A SB p. 153)

- | | |
|------------------------------|-------------------------|
| a 2 can't have been | 5 must have eaten |
| 3 might not have sold | 6 might not have broken |
| 4 may have ridden | |
| b 3 might have stolen | 6 might not have been |
| 4 could have been | 7 must have lost |
| 5 ✓ | 8 must have cost |



CAREFUL!

Students sometimes use wrong past modals for deductions, e.g., *He must not have hidden in the plane* (Correct form = *He can't have hidden in the plane*).

- e** Put students into pairs. Read the two situations with the class. You may wish to elicit or pre-teach *whistling* (having a high-pitched sound), *experimental* (something being tested), *hover* (to float in one place in the air). Students discuss what they think happened, using modal verbs of deduction. Monitor and check that the modals are being used correctly. Take feedback as a class.

3 LISTENING

- a** **10.03** Tell students that they are going to hear an interview about the disappearance of Dan Cooper. Read the topics and tell the class that there is one that is not mentioned in the interview. Play the recording for them to number the topics in order. With a less advanced group, you may need to pause the recording after each response to give students time to read the topic list.

Answers

- the river 5
 Dan Cooper's 'wife' 2
 airport security 1
 the pilot of the Boeing 727 extra topic
 the parachute 3
 the money 4

Audioscript

INTERVIEWER The story of Dan Cooper raises more questions than it answers. Today we talk to Bob Fernandez, who has written a new book on the disappearance. Bob, there are a lot of mysterious elements to this story. First of all, how did he get on the plane with a briefcase full of dynamite?

BOB Well, that's easy to answer. Remember, this was 1971, and they didn't have airport security the way they do now. Security checks came in much later, so there's no mystery there. But, of course, we have no idea whether he was really carrying dynamite – it might have just looked like dynamite.

I And who was he? Do we know that?

B We know that Dan Cooper wasn't his real name. That was easy to check and there were no Dan Coopers who'd gone missing. But who was he? No one knows. He knew a lot about planes and he also knew how to parachute, so he may have been a retired pilot or he may have had some job to do with aircraft. Certainly someone with inside knowledge. And he also knew the area where he jumped. One interesting thing is that several people claimed later that he survived and they knew him. For example, in 1982, a woman claimed that he was her husband, who'd just died. She said she'd found him in 1972 hiding in her garden with a broken foot and they'd fallen in love and got married. This was her story. But there was no way they could prove it.

I I suppose the big question is: could he have survived the jump? He jumped into a storm, at night, holding bags of dollar bills and he had to open a parachute. Is that possible?

B Well, we know that what he did was possible because not long afterwards a stuntman repeated exactly what he'd done – successfully. And quite a few things suggest that he did land safely. For example, they never found either the body or the parachute, and if you think the parachute was bright yellow and red, and they searched everywhere, that's quite something. You'd be able to see it from the air. So that suggests he might have landed and then hidden the parachute.

I One of the few clues we have is that in 1980 a boy found some of the money buried in a riverbank.

B Yes, this was one bag of Dan Cooper's money, so people thought that he might have drowned in the river. But they searched the river pretty carefully, and they didn't find anything. And there are other explanations. For example, he might have lost some of the money when he landed and gone off with the rest. Or he might even have thrown it away to confuse the police and then crossed the border into Mexico. No one knows. The one thing we do know is the police never found him.

VOCABULARY SUPPORT

buried (B2) – hidden in the ground

dynamite – a substance used to make bombs

element (B2) – a part of something

inside knowledge (C2) – information only known to people working with it

- b** **10.03** Play the recording again for students to note down the evidence for opinions 1–5. Pause occasionally to give students time to note down their answers. Check answers as a class.

Answers

- We know that Dan Cooper wasn't his real name. That was easy to check and there were no Dan Coopers who'd gone missing.
- He knew a lot about planes and he also knew how to parachute, so he may have been a retired pilot or he may have had some job to do with aircraft – certainly someone with inside knowledge.
- We know that what he did was possible, because not long afterwards, a stuntman repeated exactly what he'd done – successfully. And quite a few things suggest that he did land safely.

- 4 In 1980, a boy found some of the money buried in a riverbank ... so people thought that he might have drowned in the river.
- 5 In 1982, a woman claimed that he was her husband, who'd just died. She said she'd found him in 1972 hiding in her garden with a broken foot and they'd fallen in love and got married.

c Discuss the question as a class.

4 READING

a Ask students to look at the picture, describe it and say what event is shown.

Answer

The sinking of the *Titanic*.

b Students read *Ten amazing coincidences* and discuss their answers in pairs. Check answers as a class.

Answers

- 1 The book *The Wreck of the Titan* came first.
- 2 It tells a story with many similarities to the real *Titanic* disaster.

VOCABULARY SUPPORT

afloat – not sinking, on top of water

craft – a boat or plane

knot – a measure of speed for ships or aircraft (1 knot = 1.85 km)

steel (B2) – very strong metal

vessel – a large boat or ship

c Students read the blog again in more detail to answer the questions. Students compare answers in pairs and then check answers as a class.

Answers

- | | |
|------|------|
| 1 Y | 5 Y |
| 2 Y | 6 Y |
| 3 DK | 7 DK |
| 4 Y | |

d Read the opinions in the speech bubbles with the class and put students into pairs or small groups to discuss which they agree with and why. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to think of three more possible explanations for this coincidence.

5 VOCABULARY Adjectives with prefixes

a Explain that a prefix is something we add to the front of a word to change its meaning, e.g., *impractical*, *unlucky*, *disabled*. Ask students if they can think of any more words that have a prefix. Write them on the board. Students find adjectives in the blog to match meanings 1–5 and answer the question in pairs. Check answers as a class. Elicit that all the adjectives have a negative prefix.

Answers

- | | |
|----------------------------|-------------------------------------|
| 1 unbelievable, incredible | 4 unsuccessful |
| 2 improbable | 5 irrelevant |
| 3 impossible | All these adjectives have a prefix. |

b **10.04** Students complete the exercises in Vocabulary Focus 10A on SB p. 163. Check answers to Exercises a–e and monitor the conversations in Exercise f. Play the recording for students to complete Exercises a and b in the Pronunciation section. Check the answers to Exercises a, b and c and monitor Exercise d. Tell students to go back to SB p. 118.

Answers (Vocabulary Focus 10A SB p. 163)

- a his job
- b, c un: believable, successful, expected, fortunate
in: credible, experienced, formal
im: patient, polite, probable, possible
ir: regular, responsible, relevant
il: legal
dis: honest, satisfied
- d 1 p 2 l 3 r
- e 1 irresponsible 4 impatient
2 unexpected 5 dissatisfied
3 dishonest

Pronunciation

- a 3: impatient, dishonest, illegal
4: unfortunate, irregular, dissatisfied
5: irresponsible, inexperienced
- b main stress: *im*patient, *un*fortunate, *dis*honest, *ir*responsible,
*il*legal, *ir*regular, *in*experienced, *diss*atisfied
secondary stress: *ir*responsible, *in*experienced
- c The main stress is on the 2nd syllable of 2, 3 and 4-syllable adjectives, and on the 3rd syllable of 5-syllable adjectives.

6 SPEAKING

a Put students into pairs and assign A and B roles. Tell them that they are going to read different stories about more coincidences. Ask Student As to go to p. 130 and Student Bs to go to p. 133 and read the stories.

VOCABULARY SUPPORT

break someone's fall – to stop someone from falling badly

identical (B2) – exactly the same

passerby – someone who is walking past

*unharm*ed – unhurt

b Students tell each other their stories and discuss whether they think they are coincidences or if there is another explanation and why. (Identical twins have the same DNA, so it's more likely for them to make the same choices in life. Mr Figlock probably passed along the same street quite regularly.) Monitor and note down examples of good language use and any common errors to address afterwards. Take feedback and ask if students know any other stories about strange coincidences and if so, to share them with the class.

ADDITIONAL MATERIAL

Workbook 10A

Photocopiable activities: Grammar 10A, Vocabulary 10A, Pronunciation 10A

I'VE MANAGED TO MAKE A DREAM COME TRUE

OPTIONAL LEAD-IN

Books closed. Ask students to write down an ambition they had when they were children. They discuss this ambition with a partner and say how realistic/unrealistic it was and why they think they had this dream. Take feedback as a class and decide which was the most common or most unusual childhood ambition in the class.

1 LISTENING

- a** Read the quotes with the class and ask students which quote they like the most and why.
- b** Read the question and point out that *realise* often means *understand*, but in this context it means *succeed in doing something*. Students discuss the question in pairs. Take feedback as a class. Ask: *Many people say that if you really want something enough, you can achieve it. Do you agree?*
- c** **10.05** Tell students that they are going to hear two people talk about following their dreams. Ask students to predict what dream each person had, based on the photos. Play the recording for students to match the speakers and pictures and to identify one thing that was the same for both speakers. Check answers as a class.

Answers

Picture 1: Louise

Picture 2: Terry

They both gave up their jobs to pursue a dream.

VOCABULARY SUPPORT

conservation (B2) – protecting nature

take leave – take time off work for a holiday or illness

Audioscript

LOUISE Ever since I was a child, I've been fascinated with Africa. The thing that has always interested me most is the incredible wildlife – lions, elephants, gazelle, rhinos – I mean, there are just so many amazing animals. After I started work, I saved up money for a holiday in South Africa and went on a safari. It was fantastic, but it just wasn't enough. I remember thinking at the time, 'I wish I could stay longer.' I came back home and went back to work. I'd heard about conservation projects and the fact that they often need volunteers – you know, people who go and help researchers – that kind of thing. So, I started saving, because I thought it would be great to go and volunteer for a year. It took me another six years to save up enough money to support myself for that year, but I managed to do it. My workplace lets people take leave without pay for up to six months. I should probably have done that, but I wanted to go for a full year, so I had to resign from my job.

TERRY I'm a computer technician, and I used to work in the IT support department for a bank. I was there for about three years and in my final year I really began to hate the atmosphere in the team I worked in. I thought my boss wasn't a very good manager – and I felt I could have done a better job. If only I'd applied for his job when it became free. I thought I wasn't qualified enough, but I would have done a much better job than he did. Anyway, I realised there were a lot of

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

- understand people talking about making changes to realise a dream
- talk about wishes and regrets about the past
- understand an article about people who realised a dream
- use a lexical set of verbs of effort correctly
- ask and answer questions about a brave person

people living in my area who needed help with computers and IT problems. And I also worked out that they'd prefer the technician to go to them at home rather than have to take it to a workshop to be fixed. So I decided to set up my own business and become my own boss. I gave up my job at the bank.

- d** **10.05** Play the recording again for students to understand the reasons the speakers give for making their change. Pause after each speaker to give students time to note down the answers. Check answers as a class.

Answers

Louise: She's always been fascinated by Africa, but a holiday there wasn't enough. Her company allowed her six months off work, but she wanted to go for a whole year. So she resigned from her job.

Terry: He didn't like the atmosphere at work and he felt that he could do a much better job than his manager. He realised that people preferred to have a technician go to their house to fix computer problems, so he set up his own business.

- e** Students discuss the question in pairs. Take feedback as a class.
- f** **10.06** Play the recording for students to find out if their predictions were correct.

Audioscript

LOUISE I was really excited just before my departure. When I arrived, we stayed in a kind of hut, but there were five people sleeping in the same room and I found it a bit crowded. I wish I'd checked this before leaving, because I've heard that other conservation projects have better living conditions, and I could have chosen a different project. The main part of my job was counting elephants. Sounds a bit boring, I know. But I loved it. And apart from the elephants, I saw all kinds of extraordinary wildlife. I also made some amazing new friends. It was a unique experience. I've been back now for three months and am having trouble finding a new job. I could have stayed in Africa, but I didn't have enough money. If only I'd saved more before I left, I could have had two years there. Not to worry, I've had an amazing year, and I've managed to make a dream come true. How many people can say that?

TERRY Things were quite hard to start and I wish I'd done a bit more market research before I gave up my job. For example, I found out that I got more calls at weekends, so, perhaps in the beginning, I could have worked part-time for the bank and started my business at weekends only. This would have helped my money situation. And the other thing – I should have checked out other companies doing this kind of work. I quickly found out that I wasn't charging enough, so I wasn't making enough money. Still, after two years, things are going quite well and I'm managing to make a decent living. I don't think this will make me a millionaire and getting set up was much harder than I'd thought it would be. I wish I'd done a course on starting a small business, but it's too late now! But I do have much more flexibility in my working life and, most important of all, I'm my own boss.

VOCABULARY SUPPORT

decent (B2) – reasonable, satisfactory

flexibility (B2) – ability to change depending on a situation

- g** **10.06** Write the word *regret* on the board and elicit that this is something we have done or not done in the past and now would like to change. As a class, read the questions the students have to answer. Play the recording again for students to complete the table. Pause the recording after the speaker has given relevant information to give students time to note down the answers. Students compare answers with a partner and then check answers as a class.

Answers

	What problems did he/she experience?	What regrets does he/she have?
Louise	The room where she stayed was crowded. She hasn't been able to get a job since getting back.	She wishes she had checked the living conditions before leaving. She wishes she had saved more money before going.
Terry	Things were hard at first. He wasn't making enough money. Setting up a business was much harder than he had thought it would be.	He wishes he had done more market research. He wishes he had checked out other companies doing the same work. He wishes he had taken a class on starting a small business.

- h** Students discuss the question together. Take feedback as a class and encourage students to justify their opinions as much as possible.

2 GRAMMAR

Wishes and regrets

- a** Read the examples with the class and ask who said them. Check answers as a class.

Answers

- 1 Terry
- 2 Louise
- 3 Terry

- b** Students answer the question together. Check the answer as a class.

Answer

- 3

- c** Students complete the rule together. Check answers as a class.

Answers

- 1 past perfect
- 2 past participle

LOA TIP ELICITING

Say the following sentences and elicit a follow-up response using *wish* from students. For example:

Say: *I didn't go to college.* Student: *I wish I'd gone to college.*

I didn't have any breakfast this morning.

→ *I wish I'd had some breakfast this morning.*

I didn't learn English when I was at school.

→ *I wish I had learned English when I was at school.*

I didn't get any career advice when I was younger.

→ *I wish I had got some career advice when I was younger.*

I worked in the city centre for five years.

→ *I wish I hadn't worked in the city centre for five years.*

I bought an expensive car last year.

→ *I wish I hadn't bought an expensive car last year.*

My sister didn't travel before getting married.

→ *I wish my sister had travelled before getting married.*

EXTRA ACTIVITY

Write the sentences below on the board. In pairs, students find and correct the mistakes in the sentences. Check answers as a class.

- 1 *I wish I found out more about the volunteer work before I left.*
(I wish I had found out ...)
- 2 *I should have spoke to my boss about applying for the job.*
(I should have spoken ...)
- 3 *If only I decided to work part-time for the first few months.*
(If only I had decided ...)
- 4 *I should had looked for work in South Africa.*
(I should have looked ...)
- 5 *I wish I've saved money to buy new equipment.*
(I wish I'd saved ...)
- 6 *If only I'd apply to another conservation project.*
(If only I'd applied ...)

- d** **10.07 Pronunciation** Play the recording for students to listen to the examples in 2a. Students underline two stressed words in each example.

Answers

- 1 If only I'd applied for his job
- 2 I wish I'd checked this
- 3 I should have checked out other companies

- e** **10.08–10.09** Students read the information in Grammar Focus 10B on SB p. 152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, paying attention to the correct verb forms. Tell students to go back to SB p. 120.

Answers (Grammar Focus 10B SB p. 153)

- a**
- | | |
|---------------------------|-------------------|
| 1 e doesn't rain | 5 b has happened |
| 2 g hadn't resigned | 6 h could see |
| 3 a were / was / had been | 7 d 'd/would help |
| 4 c 'd/had kept | 8 f weren't |
- b**
- 2 I wish I knew what to do. / If only I knew what to do.
 - 3 I hope I can do this course.
 - 4 If only they'd warned us in advance.
 - 5 I hope Ramón will help me.
 - 6 If only / I wish they hadn't cancelled the flight.
- c**
- 2 I shouldn't have bought it.
 - 3 I should have stopped earlier.
 - 4 I should have gone to the cinema yesterday.
 - 5 I shouldn't have gone to the party.

CAREFUL!

Students quite often use *wish* where *hope* is required, e.g., *I wish it will be helpful for you* (Correct form = *I hope it will be helpful for you*).

LANGUAGE NOTES

We also use the verb *wish* in phrases such as *I wish you a happy birthday*, *I wish you luck!* and *Best wishes* (at the end of a letter/email).

- f** Read the task with the class. Give an example of your own, e.g., *Last year I went on holiday to Brazil. We arrived at the airport a little early and found that the plane was delayed by five hours! I wish I'd checked the flight before we set off. But if we'd left it until later, we would have been stuck in a horrible traffic jam, so I guess it turned out well.* Tell students to make notes about their own experiences. Monitor and support students with any vocabulary they may need.
- g** Students tell their partners about their experiences and regrets. Monitor and note down examples of good language use and any common errors to address afterwards. Take feedback as a class.

3 READING

- a** Read the statement with the class and discuss the question together. Be prepared to give your own opinions, too.
- b** Divide the class up into two groups: A and B. Individually, students read the introduction to the article they're assigned to decide if the writer would agree with the statement in 3a. Then, students discuss in their groups and reach a decision as a group. Take feedback as a class.

Answer

No. The writer says both people's dreams included helping other people, so they couldn't achieve their dreams without thinking about other people.

- c** Individually, students read their assigned texts again and make notes about the person in the text. They will use the notes to describe the person in 3d.

VOCABULARY SUPPORT

ecology (C1) – the relationships between the air, land, water, animals, plants, etc.

disastrous (C1) – extremely bad or unsuccessful

absorb – to take in a liquid, gas or chemical

sustainable (C1) – able to continue over a period of time

irrigate – to supply land with water so that crops and plants will grow

transplant (C2) – a medical operation in which a new organ is put into someone's body

safety net – a system to help those who have serious problems and no other form of help

- d** Students tell a student from the other group about the person they read about. They should give information about the main points in the story and in particular say why and how the person achieved something special. Students discuss the different people and decide which one they admire the most. Take feedback as a class. Find out which person the majority of the class admires the most and why.

- e** Students discuss the questions together. Take feedback as a class.

4 VOCABULARY Verbs of effort

- a** Read the task with the class and ask them to do the matching activity in pairs. Check answers as a class.

Answers

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

- b** Students replace the phrases with the verbs in 4a. Check answers as a class.

Answers

1 overcome	5 cope
2 give up	6 stuck with
3 working on	7 tackling
4 pursuing	

- c** Students ask and answer the questions in pairs. Encourage students to give examples to extend their answers. Monitor and contribute to conversations or prompt where necessary. Take feedback as a class and ask for examples.

EXTRA ACTIVITY

Ask students to work in pairs to write five gapped sentences using the verbs of effort from 4a. Tell students to swap their sentences with another pair and complete each other's sentences. Take feedback as a class and ask for examples.

5 SPEAKING

- a** Read the task with the class and ask for examples of people they admire in the different categories. Students choose one person and make notes about them. Give an example of someone you admire who is older than you and has done something brave or amazing.
- b** Students tell their partners about the people they have chosen. Encourage students to use verbs of effort in their conversations. With their partners, they should try to find some similarities between their people. Monitor and note down examples of good language use and any common errors to address afterwards. Take feedback as a class.

ADDITIONAL MATERIAL

Workbook 10B

Photocopiable activities: Grammar 10B, Vocabulary 10B

Documentary Video Unit 10 *Possibilities*

Video Worksheet Unit 10 *Possibilities*

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

- understand informal conversations about giving good news and celebrations
- pronounce consonant clusters correctly
- use appropriate phrases to interrupt and announce news
- describe how they felt

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give them two minutes to write down things we celebrate (for example, birthdays, weddings, passing an exam) and also different ways of celebrating. Take feedback and find out which pair has thought of the most.

1 LISTENING

- a** Students discuss the questions in pairs and report back on their discussions during class feedback. Ask students which celebration sounded the most fun.
- b** Ask students to summarise what happened in the last episode of the story (Tom gave Becky a surprise by getting the flat they wanted). Students look at the first photo, describe what they can see and then note down why the tutor wants to see Tessa. Elicit the meaning of *tutor* (someone who teaches one person or a very small group of people). Take feedback as a class.
- c** **10.10** Play Part 1 of the video or audio recording for students to check their ideas.

Answer

The tutor wants to tell Tessa she has won the photography competition.

Video/Audioscript (Part 1)

TUTOR Oh hi, Tessa. I was just looking for you. Uh, can I have a quick word? It's something important. Let's go to my office.

TESSA Yeah.

BECKY I'll wait for you.

TU Don't look so worried. It's good news. We've had the results of the photo competition.

TE Oh yeah?

TU And you've won first prize. £500. Congratulations!

TE What?

TU Yes. Well done. We're very pleased for you. And it's excellent news for the college too.

TE I don't know what to say. I wasn't expecting this.

TU No, you deserved to win. I don't think you realise quite how good you are.

TE Well – no. I mean, yes, thank you.

- d** Read through the adjectives to describe reactions and feelings with the class. Students discuss the questions together. Take feedback as a class.

Answers

1 surprised 2 delighted 3 pleased – it's good publicity for the college

- e** **10.11** Tell the class that in the next part of the story, the people are celebrating something. Read through the list of possible reasons and play the video or audio recording for students to choose which ones are being celebrated.

Answers

3, 4

Video/Audioscript (Part 2)

SAM So ... two things to celebrate today. First, Becky and Tom, you've found your dream flat.

BECKY Thanks to Tom making a quick decision.

TOM We almost didn't get it.

EMMA We hope you'll both be very happy in it.

B Hold on, there's something else we have to celebrate.

S So what's the second thing?

S The second reason to celebrate ... as you've seen, business is going well. The meals have really been a success. Thanks to Emma and your wonderful cooking ... and to Phil, it was your idea to open late and serve meals. Brilliant! So, let's cut this cake.

- f** **10.11** Students answer the questions together. If necessary, play the recording again for students to listen for the answers. Check answers as a class.

Answers

- 1 Paying a deposit on the flat (without asking Becky first).
- 2 He thanks Emma for her cooking; he thanks Phil for his idea to stay open late and serve meals.

2 PRONUNCIATION Consonant clusters

- a** **10.12** Write the three words on the board and ask students to pronounce them. Elicit that *pr*, *pl* and *br* are all pronounced together, not as separate sounds, and that we call these consonant clusters.
- b** **10.13** Students underline the consonant clusters in the words in the box. Ask students to practise saying the words and then play the recording to check.

Answers

flat dreams brilliant crazy frightened flight
agree Africa glasses asleep climate

- c** **10.14** Tell students that sometimes there are consonant clusters with three sounds, even though there may be only two letters. Play the recording for them to underline the consonant clusters in the words in the box.

Answers

asked balanced scream sixth text strength lamps
hands watched spread

- d** Put students into pairs. If possible, pair different nationalities together. Students practise saying the words and commenting on or correcting their partner's pronunciation.

LOA TIP DRILLING

Conduct a drill as a class. Point at a word on the board and ask students to repeat it, paying attention to the consonant cluster. Start with full class repetition and then nominate individuals, going back to the same students at a later stage if they make mistakes.

3 LISTENING

- a Students look at and describe the photo. They discuss the question together. Take feedback as a class.
- b 10.15 Play Part 3 of the video or audio recording for students to check their ideas.

Answers

Tessa won the photography competition.
Phil has finished his novel.
Tom and Becky have set a date for the wedding.

Video/Audioscript (Part 3)

- BECKY** Hold on, there's something else we have to celebrate. You know the photo competition? Our photos of the bridges? Well, Tessa won first prize.
- EMMA** That's brilliant!
- SAM** Yeah, great news.
- E** When did you find out?
- TESSA** I only heard this morning. I couldn't believe it, I was so surprised. First prize! I still can't get over it.
- PHIL** Well done, Tessa. I knew you'd win. You take such great photos.
- S** So three things to celebrate – the flat, the café and Tessa's prize.
- E** And you looking happy for a change – that's a fourth thing.
- S** OK. So can we eat this cake?
- P** Hang on a minute, before we start. I have got something to say ... I know you won't believe this, but ... I've finished my novel.
- E** That's great, Phil!
- P** I sent it off today. So, the coffee's on me.
- B** You can't afford to buy us coffee, you're not JK Rowling yet!
- T** You never know. Maybe one day? Well done, Phil. It's such a good story. And so original.
- P** Thanks, Tessa.
- T** I reckon you'll get some good news soon.
- P** Hope so.
- T** But you won't forget us when you're rich and famous?
- P** How could I?!
- S** Right, eh I'm going to cut this cake.
- T** Just a minute, before we start. One more thing. We've decided on a date for the wedding.
- B** Finally.
- T** Saturday the 19th of June ... and you're all invited!
- S** OK, any more good news anyone? No? Right – now I am definitely going to cut this cake.

- c Students discuss the questions together.

Answers

1 Tom 2 Sam 3 Phil 4 Tessa 5 Phil

4 USEFUL LANGUAGE

Describing how you felt

- a 10.16 Ask students if they can remember what Tessa said about hearing she'd won first prize. Write some ideas on the board. Students complete the sentences. Play the recording for them to check.

Answers

I couldn't believe it. I was so surprised. First prize! I still can't get over it.

- b Students discuss the questions and practise saying the sentences, paying attention to intonation.

Answers

1 c
2 I couldn't believe it. I was so surprised. First prize! I still can't get over it.

- c Read through sentences 1–4 and ask students to decide what they mean.

Answers

1 a I was surprised. 3 c I was happy.
2 d I was shocked or disappointed. 4 b I wasn't surprised.

- d Read through the situations with the class. Ask students to choose one situation and make notes about how they felt, using expressions from this page.
- e Ask students to read out their sentences for the class to guess the situation.

EXTRA ACTIVITY

In pairs, students think of four more situations like those in 4d and write them on a piece of paper. Each pair swaps situations with another pair. Students then take turns to tell their partner about their reactions in these situations. This time, they must add a follow-up sentence giving more details. Their partner can ask questions about the situation to extend the conversations.

5 CONVERSATION SKILLS

Interrupting and announcing news

- a 10.15 Play the recording for students to complete the sentences. Check answers as a class.

Answers

1 on 2 else 3 on 4 believe 5 minute 6 thing

- b Discuss the questions as a class.

Answers

1 Hold on.
Hang on a minute.
Just a minute.
2 There's something else we've got to celebrate.
I know you won't believe this ...
One more thing.

- c Ask the questions and if necessary, model the sentences to demonstrate.

Answers

1 a 2 b

- d Students practise saying the sentences. Ask students to cover the task. Give the first words to elicit the phrases. Say: *Hold ...* . Students say: *Hold on ...*, etc.

6 SPEAKING

- a Put students into groups of four. Read through the task and the pieces of news with the class. Tell pairs to note down information for two of the items.
- b Students have their conversations. Be aware that some nationalities think it is impolite to interrupt. If this is the case with your group, check polite phrases for interruption with them before they start, for example, *Excuse me ... Could I interrupt here ...* .

FAST FINISHERS

Fast finishers can think of other items of news to contribute to the conversation and keep it going.

ADDITIONAL MATERIAL

Workbook 10C
Photocopiable activities: Pronunciation 10C
Unit Progress Test

💡 OPTIONAL LEAD-IN

Books closed. Put students into small groups. Write sentences on the board to start a story, e.g., *The recital was set to start in ten minutes. The theatre was packed and Jennifer was pacing nervously backstage.*

Students take turns to continue the story, adding one or two sentences each. Monitor and add a sentence of your own to make the story more difficult, easier or more interesting, depending on the group. Take feedback and ask students to summarise their stories for the class. Students vote on the best summary.

1 SPEAKING AND LISTENING

- a Students look at pictures a and b. Ask them to describe the pictures as a class. They answer the questions in small groups or as a class.
- b 10.17 Tell students they are going to hear a conversation between Rosa, an aspiring musician, and her teacher Kurt. Play the recording for them to answer the questions. Discuss question 3 as a class.

Answers

- 1 piano
- 2 to become a concert pianist

- c 10.17 Students make notes on the topics. A more advanced group may not need to listen to the recording again to provide information on each topic. Play the recording for students to check their answers.

Answers

- 1 Rosa's level of motivation
Initially she says she wants to play in the competition, then says she wants her career to involve piano. She questions Kurt about her ability and the nature of the commitment, which suggests a reasonable degree of motivation.
- 2 the three choices Kurt outlines
become a piano teacher;
become a session musician for bands and orchestras – playing all kinds of music;
become a concert pianist – the most difficult choice
- 3 the way he suggests she could deal with pressure
take a year off before university to focus on the piano; keep ultimate goal in mind, but set achievable mini goals along the way; be disciplined and maintain self-control in the face of criticism.

Audiocscript

ROSA I'd like to get your opinion on something.

KURT Sure.

R The state piano competition next year. Do you think I'm up to it?

K You could be.

R Meaning?

K You'll have to do a lot of work if you want to do well in the competition.

R I thought so. But how much work?

K Well ... I guess your decision is about more than just a competition. You need to think about what you want to do with your life.

R Well, whatever I do with my life – like, my job – I'd really like it to involve playing piano.

K How much do you want it?

R Well, I ... it's kind of a dream for me.

K Kind of?

R Well, no. I really do want it.

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

- speculate about the ending of a story
- understand a person telling a story
- understand a story
- use appropriate phrases to make a story interesting
- write a narrative

K OK. Well, you have about three choices: you become a piano teacher like me. Or you could become a session musician – playing piano for bands, orchestras. But if you do that, you'd have to play all kinds of music – not just classical. And the third option is the difficult one – becoming a concert pianist. That means you're aiming really high.

R Do you think it's aiming too high?

K Not necessarily. You've got talent – no doubt about that – but it's a commitment – a major commitment. Hours and hours of practice, and you have to cope with a lot of pressure. And if you want to go for the state competition, you're more or less saying you want to become a concert pianist.

R I understand. So what would it involve?

K You're planning to go to university next year, right?

R Yeah.

K Well, for starters – don't.

R Really?

K Wait a year – devote yourself to the piano. You'll need that level of preparation. Maybe get a part-time job for money, but your main focus should be the piano.

R I'll need to think about it – ask my parents.

K Good idea. And just be aware of the fact that ... well, it's a long journey.

R What do you mean?

K Well, there'll be times when your ultimate goal seems a long way off and it feels like you're going nowhere.

R Sure.

K Doesn't sound like a problem now, but when it's happening ...

R So what do you do?

K Well, you need to have a lot of mini goals along the way. I mean, keep your eye on the main goal, but set objectives that are achievable as you work your way toward it.

R Anything else?

K Discipline – self-control. No matter how good you are, you'll get negative feedback. You can't let it get to you. You must stay positive even if you know you could have done better. If you give in to negativity, it'll defeat you.

R You make it sound like some kind of psychological game.

K To a large extent, it is.

R OK. But tell me ... Did you ever think about becoming a concert pianist?

K Sort of. But I never really tried. Sometimes I wish I had.

R Why didn't you?

K Stage fright mostly – I'm terrified of performing in front of large groups. Now that I think about it, it's something I might have overcome – learned to manage.

R You play so beautifully.

K Thank you.

R You could have been a big star.

K I'm not so sure about that! I'm happy being a teacher – trying to make other people stars!

- d Put students into pairs to answer the questions. Circulate and note down any examples of good language use to review with the class afterwards. Take feedback as a class and ask students for examples and reasons.

2 READING

- a Students read the excerpt from Rosa's diary and then answer the questions. Check answers as a class.

Answers

- 1 her first performance in a piano competition
- 2 her nervousness
- 3 success – she wins the competition and is accepted to the Juilliard School of Music.

- b** Students read the diary entry and make notes about Rosa at each of the steps listed. They then compare with a partner. Check answers as a class.

Answers

- in the dressing room
She sees that she looks the part, but it doesn't feel like it – she feels her nerves getting worse and tries to breathe slowly and reassure herself.
- from the dressing room to the wings
She walks slowly down the corridor and has butterflies in her stomach – she realises her success isn't dependent on luck.
- in the wings
The sound of the audience feels like a wall.
- moving across the stage
At first she's blinded by bright lights but remembers what to do from the rehearsal. The audience applause seems to help her across the stage – she sits at the piano and concentrates.
- sitting at the piano
Has her hands above the piano and feels adrenalin – tells herself to stay in the present moment and stay in the music.

VOCABULARY SUPPORT

unnerving – making someone feel less confident and slightly frightened


stage manager – the person who is responsible for the equipment and use of the stage during a play or performance

wings – (of a stage) the sides of a stage that can't be seen by the people in the audience

murmur (C2) – the sound of something being said very quietly

FAST FINISHERS

Fast finishers can try to guess unfamiliar vocabulary from the context. Check vocabulary during feedback.

- c**  Ask students if they've ever felt a lot of pressure to do something well. Put students into pairs to talk about their experiences. Monitor and help with vocabulary as needed. During feedback ask students to share some of their experiences with the class.

3 WRITING SKILLS

Making a story interesting

- a** Ask students if they found the story interesting. Ask them how the writer has made or tried to make it interesting. Read the different ways 1–3 and ask students to find more examples for each of these in the story. Check answers as a class.


Answers

- short sentences
There was a knock at the door. It was the stage manager. Time for me to go on stage. 'Ladies and gentlemen,' said the announcer. I can't see anything! My heart was racing. You know the way. I forced myself to be calm. Silence. A moment of complete concentration.
- questions
I looked like I could be a classical music pianist, but did I feel like one?
'Can luck help me now?'
Where is the piano?
- verb + -ing phrases
I left the dressing room, feeling the butterflies in my stomach flutter more insistently.
I stood in the wings, staring at the floor of the stage. I slowly took my seat on the stool, trying to keep my breathing regular.

- b** Students work in pairs to match beginnings and endings. Check answers as a class.

Answers

1 d 2 b 3 e 4 a 5 c

- c** Individually, students choose a sentence from group A and give it a different ending with verb + *ing*.
- d**  In pairs, students swap their stories and add on to their partner's story. Monitor and note down any examples of good language use to review with the class afterwards. Take feedback as a class.
- e** Tell students that it is important to use a variety of past tenses when writing a narrative. Read the example sentences from the story and ask students to underline the verbs. Students discuss the questions about tenses in pairs. Check answers as a class.

Answers

I repeated everything Kurt had told me ... – past simple, past perfect
My heart was racing. But we had practised this at the rehearsal yesterday – past continuous, past perfect
1 past simple, past continuous
2 past perfect

- f** Individually, students continue the sentences and compare with a partner. Check ideas as a class. Ask students if they can continue the stories with a past perfect form.

4 WRITING

- a** Tell students that they are going to write about a first-time experience. It can be either about the story they discussed in 2c or a different situation. Students make notes, using the listed ideas to help them frame the story.

LOA TIP MONITORING

When helping with ideas during monitoring, you should lead students to an idea rather than give one directly. You can do this by asking questions to guide them, e.g., *Were you alone or did you have family or friends with you? Did you feel prepared for the problems/obstacles you encountered?*

FAST FINISHERS

Fast finishers can record their stories on their phones. Listen to these later. If this is not possible, they can discuss how their story could be filmed, thinking about setting and actors. Ask for their ideas during feedback.

- b** Students individually write their stories. Circulate as necessary to help with vocabulary and the grammar patterns listed. Encourage self-correction where mistakes are made.
- c** Ask students to swap stories with their partners and to check the stories against the questions. Take feedback as a class and ask students their reactions to their partners' stories.

ADDITIONAL MATERIAL

Workbook 10D

UNIT 10

Review and extension

1 GRAMMAR

- a Write the words *Noah / go home* on the board and ask students to write down three sentences about why Noah went home with *must/can't/might* and a reason, e.g., *Noah might have gone home because he was feeling sick.* Take feedback as a class.

Students complete the conversation individually. Check answers as a class.

Answers

1 can't have been 2 might/may have left 3 must have been

- b Students read the situations and make notes about them using past deductive modals.



FAST FINISHERS

Put fast finishers into pairs and ask them to think of three more situations for their partners to create sentences from. Ask students to share their situations during class feedback.

- c Students tell their partners their ideas. Take feedback as a class.
- d Individually, students complete the sentences. Check answers as a class.

Answers

1 had studied 2 have done 3 had paid

2 VOCABULARY

- a Students correct the prefixes. Check answers as a class.

Answers

1 impatient 2 impolite 3 unexpected 4 dissatisfied

- b Students complete the sentences. Check answers as a class.

Answers

1 cope 2 tackle 3 overcome 4 work



EXTRA ACTIVITY

Put students into pairs. Each student looks back through the unit and writes down ten new words they have learned. They take turns to give a definition or an example to elicit the words from their partner, e.g., *It's when you ...*, *People have this when ...*. Take feedback as a class.

3 WORDPOWER way

- a Write the word *way* on the board and elicit any expressions the class knows using the word (*by the way, on the way home, a way of life*, etc.). Students match the expressions with the meanings. Check answers as a class.

Answers

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

- b Students find the incorrect sentences and correct them. Check answers as a class.

Answers

1 all the way 4 In some ways
2 the other way round 5 ✓
3 ✓

- c Individually, students write down their answers to the questions.

- d In pairs, students talk about their answers, using expressions with *way* from the lesson. Monitor and check that students are using the expressions correctly. Take feedback as a class.

» Photocopiable activities: Wordpower 10



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, you often need to make sure students understand a few key words. This is called 'pre-teaching'. Here are some ideas for how to do this:

Give a definition: Use a short sentence to explain the meaning of a word. You may use the definitions given in the rubrics or Vocabulary Support boxes throughout the Teacher's Notes. You could also use a learner dictionary to find level-appropriate 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 the interactive whiteboard, 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: 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 what words students may already know. Don't tell them the word you want to teach. Elicit it by asking questions or saying open-ended 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 more advanced 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. Students can then ask and answer these questions for additional practice.

Pre-teaching for listening: You can use any of the above ideas or others you may have to teach new words before students listen. You may also want to model the pronunciation of the words so students know how they sound. 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 ideas – how to ...

Class survey

Use: to revise tenses, verb patterns, verb collocations, conversational language

Dynamic: whole class

Procedure:

- Write a list of questions that 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 give out. Make sure each student has a question, even if the question is the same as another student's. Alternatively, dictate each question to one (or two) student(s) until everyone has been asked a question.
- Ask students a question as an example and elicit a response that uses the target structure. Write the response on the board.
- Set a time limit for the activity, e.g., 10 minutes. Students move round the class and ask their questions to as many other 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 revise vocabulary

Dynamic: whole class

Procedure:

- Choose a short text or a list of sentences/questions that you wish to revise. Around six to ten sentences should be adequate, depending on how confident your students are. Choose a level-appropriate text that does not contain unfamiliar words.
- You will need one sheet for each 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 they 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 they can remember. Student A must walk over to Student B before dictating and not yell out the text. Student A is not allowed to do any writing at this stage. The dictation continues until Student A has reached the halfway point of the text.
- The students swap roles, with Student B dictating and Student A writing.
- As each pair finishes, give them a copy of the text and allow them to check their texts 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 10–15 sentences containing items of grammar from the unit you are currently working on or areas of grammar that you know students find problematic. Some of the sentences 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 and tell them they have £100 and they need to buy the correct sentences. In their groups, students discuss which sentences they think are correct; they then 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 that 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 that has bought the most correct sentences. If it's a draw, then the group with 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) or dead (for past tenses). 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* (not *Yes, he/she is.*) 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 that 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 fewest 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 passport, a guidebook, my clothes, my phone charger).* 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 passport.* Gesture to a student to repeat your sentence and add a new item, e.g., *Before I went on holiday, I packed my passport and a guidebook.* Nominate the next student who repeats the sentence and adds another item and so on until the entire set has been used.
- 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, e.g., ask students to include information about a list of nouns, e.g., *my passport, a heavy guidebook, my beach clothes, my phone charger.*

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 more advanced students with less advanced students so no group is noticeably more or less advanced 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, miming, giving synonyms or simple explanations, etc. However, speaking in their own language will disqualify them.
- When the student(s) with their back(s) to the board think(s) they know the word, they raise their hand(s). Ask the first student to raise their hand 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 with 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, e.g., *a bag*. The student continues with a different first word and you respond with the second, e.g., **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 the following round, **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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Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps us to produce better language teaching materials.

English Profile

This product is informed by English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge Assessment English and its aim is to create a 'profile' for English, linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org.

CALD

The Cambridge Advanced Learner's Dictionary is the world's most widely used dictionary for learners of English. Including all the words and phrases that learners are likely to come across, it also has easy-to-understand definitions and example sentences to show how the word is used in context. The Cambridge Advanced Learner's Dictionary is available online at dictionary.cambridge.org.

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