

5th edition

Headway»»

Intermediate Teacher's Guide



Liz & John Soars • Katherine Griggs

With Teacher's
Resource
Centre

What's your story?

Introduction to the unit

As you begin *Headway 5th edition Digital Gold B1+* you may be at the start of a new course with a new group of students. If so, try to establish a good classroom atmosphere over the first few lessons and give students opportunities to get to know you and each other.

One warm-up idea is to put students in pairs or small groups and ask them to interview each other and find three things they have in common. Then ask some students to report back about their partner/people in their group, e.g. *I'm Rosa and this is Marek. We're both university students, and we both like going to the cinema and spending time with friends.* You can also use this as an opportunity to listen to the students and assess their use of tenses and question formation, but don't give any feedback on these, as this activity is intended as an informal 'ice-breaker'.

The *Starter* section of the unit contains personalized questions that will help students to get to know more about each other, while also revising question formation. The title of this unit – 'What's your story?' – is an invitation for students to describe themselves, and the important places, people, and objects in their lives. The grammar review of question formation is contextualized by meeting a Swedish woman called Erika.

The theme of personal descriptions continues in the *Vocabulary and speaking* section, which focuses on adjectives.

The *Reading and speaking* section has a text on *The Wolfpack*, a documentary about six brothers who learned about the world by watching films because they were imprisoned by their father in their apartment.

The *Listening and speaking* section features four people talking about people they feel closest to in their families, and gets students to talk about their own family relationships.

There is an *Everyday English* section on reacting with interest in conversation.

The *Writing* section continues the work students have done on descriptions, with a focus on describing a person.

Language aims

Grammar

Information questions SB p10

This unit brings together different types of questions asking for information about people, places, and things. Intermediate students will be familiar with the majority of *Wh-* question words and will have had plenty of practice using them. The unit also includes questions with *like*, which students often confuse, even at Intermediate level. They will, of course, be familiar with *like* as a verb, but may be confused by the question *What ... like?* as a way of asking for a description of something or someone, e.g. *What does she look like?*

The presentation also covers these question patterns:

- *What/Which + noun*, e.g. *What size is the kitchen? Which floor is it on?*

- *How + adjective/adverb*, e.g. *How tall is she? How long is the battery life?*

The key thing students need to remember is that:

- *what, which*, and *whose* can be followed by a noun (e.g. *colour, bag*, etc.).
- *how* can be followed by an adjective (e.g. *tall*) or an adverb (e.g. *far*).

Possible problems

- 1 Students may confuse questions which look similar, e.g. *What does she do?* and *What does she like doing?*, or *What's she like?* and *What does she look like?* Students also have problems distinguishing *What's she like?* from *How is she?*, often due to interference from their own language.
- 2 They may forget to use *is/does*, especially when using *like* because they may think *like* is the verb, e.g. **What she like?* (Correction: *What is she like?*) or **What she look like?* (Correction: *What does she look like?*)
- 3 They may use incorrect word order, e.g. **How far it is?* (Correction: *How far is it?*)
- 4 They may insert a noun after the adjective/adverb *How*, e.g. **How long time does it take to get to work?* (Correction: *How long does it take to get to work?*)

Vocabulary

In this unit, *Vocabulary and speaking* is linked to describing people, places and things, and covers adjective and noun collocations, compound adjectives, and *-ed/-ing* adjectives. The focus on descriptions continues into the speaking section, which covers adjectives to describe personality.

Possible problems

- 1 Students may use the *-ing* adjective in the place of the *-ed* adjective, and the other way round, e.g. **The film was bored.* (Correction: *The film was boring.*)
- 2 Students from some first language backgrounds may use incorrect word order, e.g. adjectives usually go after the noun in French.

Everyday English

This section covers how to respond in conversations to express agreement, sympathy, pleasure, and surprise. Students focus on stress and intonation to convey feelings.

Additional material

Workbook

Question forms are consolidated through further contextualized practice and extended through work on questions with prepositions; *-ed/-ing* adjectives, antonyms and synonyms, and phrasal verbs are also practised.

Photocopiable activities

There are photocopiable activities to review grammar (*How well do you know me?*), vocabulary (*Tell us about them*), and communication (*How fantastic!*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

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Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the photos
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'What's your story?', and focus students' attention on the photos. Elicit some ideas about the people in the photos and what events they show in the people's lives. As part of the activity, students will describe the stages in life that the photos represent, but at this point you could ask them just to say when and where they think the photos were taken.

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, Everyday English, reading, listening, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, use the title and the photos to help students understand and engage with the topic, and then move straight on to the activity so that they can discuss the theme in more detail.

Notes for the activity:

- 1 Focus attention on the question. Put students in pairs and ask them to discuss the stages in life represented in the photos. Check answers with the class.

Suggested answers

infancy, childhood, adolescence, being a teenager, adulthood, middle age, old age, retirement

- 2 Ask students to read the quote by Luminita Saviuc (Romanian blogger and personal development 'guru' who gives online advice about happy, healthy lifestyles). Put students in pairs and ask them to discuss their answers. Monitor and prompt ideas if necessary (see suggested answers). Elicit suggestions in feedback.

Suggested answers

Past experiences can affect the way some people are. They can affect someone's personality and/or behaviour. To stop the past having a negative effect on their present, people might have some form of therapy, do sport, yoga, meditation, follow online advice, adopt certain life changing techniques, etc.

Grammar

Information questions

STARTER SB p10

About the text

This text is an introduction to Erika, who features in the exercises about describing people, places, and things. It provides students with a model and prepares them for the exercises that follow. Erika mentions IKEA, which is a Swedish furniture company with branches in 28 countries, and the Öresund Bridge, which connects Malmö in Sweden and Copenhagen in Denmark.

- 1 **1.1** Lead in to the topic by getting students to cover the text and focus on the photo of Erika. Get students to brainstorm questions they would like to ask Erika by forming questions with *what, which, and how*. This can alert you to issues they might have with the structure. Write students' ideas on the board. If they make mistakes, note these down and get students to correct them when you reach the *Grammar spot*. Play the recording and let students check if their questions are answered.
- 2 Give students two minutes to prepare their own introduction. Put students in pairs to introduce themselves.

1.1 See SB p10.

All about you SB p10

In this section, students learn about describing people and places. There are more questions about the life and appearance of Erika, who was introduced in the Starter. The focus on describing places features questions about Erika's apartment, and the questions related to describing things are about her laptop.

Lead in to the topic by telling students which family member you most look like. Put students in pairs to ask each other 'Who do you look like?'

- 1 **1.2** This exercise focuses on the meaning of questions about people. Elicit the answer for question 1. Give students time to complete the exercise, working individually. Play the recording and let students check their answers. Check the following vocabulary items: *greenish* (more or less green), *She's the image of her dad* (she looks exactly like her dad). Drill the questions with the whole class, focusing on stressing the key words: *What does she do? What does she look like?* Put students in pairs. Tell them to cover the question column and take it in turns with their partner to try to remember the question for each answer. Then students cover the answers column and work together to try to remember the answer for each question.

Answers

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

1.2 Describing people

- 1 What does she do?
She's a product quality manager for IKEA.
- 2 How old is she?
She's in her early twenties.
- 3 What's she like?
She's really nice. Very easy-going.
- 4 What does she look like?
She's quite tall with long, blonde, wavy hair.
- 5 Who does she look like?
She's the image of her dad.
- 6 What colour eyes has she got?
Greenish-brown.
- 7 How tall is she?
One metre, seventy-three.
- 8 What kind of clothes does she wear?
Smart-casual and stylish.
- 9 What does she like doing?
She plays ice hockey and also goes jogging.
- 10 How is she?
She's fine. Her ankle's healing well.

2 This exercise provides an opportunity to personalize the questions and answers in 1. Focus students on the vocabulary in the box. Check the following vocabulary items: *moody* (having moods that change often and quickly), *mid-thirties* (around 33 to 36, i.e. in the middle, between 30 and 39). Drill the pronunciation of *height* /haɪt/ and *straight* /streɪt/.

Focus students on the example. Demonstrate by writing the names of your family on the board. Get students to ask you about your family members. Use vocabulary from the box in your reply.

Tell students to write down the names of their family members to show their partner. Students speak in pairs.

- 3 1.3 This exercise focuses on describing places, with questions about Erika's flat. Elicit the answer to number 1. Check the following vocabulary items: *ensuite shower* (a shower within the bedroom area, rather than in a separate bathroom), *kitchen-diner* (a kitchen with an eating area), *floor* (e.g. *I live on the fourth floor*).

Students work individually to complete 2 to 7. Play the recording and let students check their answers.

Drill the questions with the whole class, focusing on stressing the key words: *What's your apartment like? How big is it?* Put students in pairs. Tell them to practise the questions and answers. They should answer using the information given.

SUGGESTION If strong students finish early, tell them to think of questions to match the answers which were not underlined in exercise 3. For question 5, remind students of the two meanings of *floor*. Possible answers: 1 *I like it a lot.* – Do you like your apartment? 2 *Yes, it's pretty big.* – Is your apartment big? 3 *One has an ensuite shower.* – Are your bedrooms ensuite? 4 *It's a kitchen-diner.* – What's your kitchen like? 5 *Wooden.* – What type of floor is it? 6 *It's near a bus stop.* – What type of public transport is there near your flat? 7 *I always go by bus.* – How do you get to work?

Answers and audioscript

1.3 Describing places

- 1 What's your apartment like?
It's modern and very comfortable.
- 2 How big is it?
About 90 square metres.
- 3 How many bedrooms are there?
Two doubles and a single.
- 4 What size is the kitchen?
Four metres by two.
- 5 Which floor is it on?
The fourth floor.
- 6 Which part of town is it in?
It's north of the river.
- 7 How far is it to your work?
Just a five-minute cycle ride.

- 4 This exercise provides an opportunity to personalize the questions and answers in 3. Focus students on the example. Clarify that *flat* means the same as *apartment*: *flat* is British English and *apartment* is American English, although it is widely used in British English, too.

Draw a picture of your house/flat on the board and get students to ask you questions about it. Reply using vocabulary from the box. Check the following vocabulary items: *tiny* (very small), *enormous* (very big), *ground floor* (the lowest level of the house, on the same level as the ground outside). Put students in pairs to ask and answer questions about where they live, using the vocabulary in the box.

- 5 1.4 This exercise focuses on describing things in the context of Erika's laptop. Focus attention on the photo. Ask students: *What make is it?* (MacBook). Check the meaning of the following vocabulary items: *button* (a small part of a machine that you press to make it work), *inch* (a unit for measuring length, equal to 2.54 cm), *screen* (the flat surface at the front of a computer, TV, or other electrical device), *slim* (thin, but not used with a negative meaning). Check the pronunciation of *weigh* /weɪ/ and *gigabyte* /'gɪɡəbaɪt/.

Students work individually to fill the gaps in the sentences with the words in the box. Play the recording and let students check their answers.

Drill the questions with the whole class, focusing on stressing the key words: *What make is it? What's this button for?* Tell students to take it in turns to ask and answer the questions in exercise 5. They should answer using the information given.

Answers and audioscript

1.4 Describing things

- 1 What make is it?
It's a MacBook.
- 2 What's this button for?
It turns it on.
- 3 How long is the battery life?
About nine hours.
- 4 How much does it weigh?
It's really light, 0.9 kg.
- 5 What size is it?
It's got a 12-inch screen and it's very slim.
- 6 How much memory has it got?
Sixteen gigabytes.
- 7 How fast is it?
It's much faster than my PC.
- 8 Whose is it?
It's mine.

- 6 This exercise provides an opportunity to personalize the questions and answers in 5. Focus attention on the example. You may like to show students your laptop/ phone/tablet. Get students to ask you questions about your device. Reply using vocabulary from exercise 5. Put students in pairs to ask and answer questions about their own device. Encourage students to show their laptop/phone/tablet to their partner if they have it in class.

SUGGESTION If your students spoke to the same partner in exercises 2, 4, and 6, you could ask them to write a profile about their partner's family, flat/house, and laptop/phone/ tablet. Put the finished profiles on the wall. Tell students to go around the class reading the profiles to learn about their classmates.

GRAMMAR SPOT SB p11

The *Grammar spot* in each unit aims to get students to think about the language they have just seen in the presentation. This *Grammar spot* clarifies the structure of information questions.

- 1 Refer students to exercises 1, 3, and 5 to find examples of questions with *what*, *which*, and *whose*. Put students in pairs to work together. You may like to tell them to underline the nouns in the questions.

Answers

What colour eyes has she got? What kind of clothes does she wear? What size is the kitchen? Which part of town is it in? What make is it? What size is it? Which floor is it on?

- 2 Again refer students to the questions in exercises 1, 3, and 5. You may like to tell students to underline the adjectives/adverbs in the questions.

Answers

How old is she? How tall is she? How big is it? How far is it to your work? How long is the battery life? How fast is it?

- 3 Give students time to read the questions and answers. Allow students to compare their answers in pairs, then check with the whole class. Ask students *Which question asks for a description?* (What's he like?) *Which question checks about someone's health or happiness?* (How is he?) Remind students that we don't use *like* in the answer to questions with *What ... like?*

Answers

What's he like? Very nice. He's good to talk to.
How is he? Very well, thanks.

Refer students to Grammar reference 1.1–1.2 on SB p 141. Tell students the grey boxes have examples to help them understand the meaning. Tell students to use a highlighter pen if they have one, and to highlight the parts they find most difficult as they read. Allow plenty of time for students to read both 1.1 and 1.2. After reading, check students' understanding by writing four gapped sentences on the board from the Grammar reference. For example:

___ one do you want, the red one or the blue one?
___ language do they speak in Brazil?
___ book is this?
___ tall are you?

Tell students not to look at their books. Put students in pairs to discuss which question words fill the gaps. Elicit

answers. Tell students to find the questions in their books and check their ideas. If students have difficulty completing any of the sentences, refer them back to the relevant part of the Grammar reference to revise this question form. Encourage students to return to these pages whenever they have a doubt about a language point.

Practice SB p11

Question words

- 1.5 This exercise consolidates the work on information questions. Focus attention on the example. Students work alone to transform closed questions (only answered in a limited number of ways) into open questions (can be answered in many different ways). Students compare answers with a partner.

Play the recording for students to check their answers. If there are areas of confusion, refer students to the relevant exercise, 1, 3, or 5, from pp10–11. Drill the questions with the whole class, focusing on stressing the key words, e.g. *How often do you go to the gym?*

Note that *often* can be pronounced with or without /t/: /'ɒfn/ or /'ɒftən/. It is more common without /t/ in British English and with /t/ in American English.

Put students in pairs to ask and answer the open questions.

Answers and audioscript

1.5 Question words

- 1 How often do you go to the gym?
- 2 What size shoes do you take?
- 3 How far is your house from the beach?
- 4 What make is your car?
- 5 What kind of food do you like?
- 6 Which bread would you like for your sandwich?
- 7 How many of you want coffee?
- 8 What flavour ice cream would you like?
- 9 Whose bag is that?
- 10 Which way do you go for the city centre?

Additional material

For teachers

Photocopiable activity – Grammar: *How well do you know me?*

For students

Online Practice – *Look again*

Workbook pp6–8, exercises 1–7

Vocabulary and speaking SB p12

All about adjectives

About the texts

These texts are all types of advertisements. The first you might find on an online dating website, the second could be online or in a newspaper, magazine, or on a noticeboard, the third is an online estate agent. Advert C: *Malvern Hills* is a range of hills in England. The picture shows a cottage with a traditional thatched roof, made of dried straw and reeds.

- 1 Lead in to the topic by asking students how people find cars and houses to buy in their country. If the students do not use the word advertisements/adverts in their answers, elicit the word by asking what type of texts they can see in exercise 1 (advertisements). Clarify that *advertisements* can be shortened to *adverts*, or *ads*. Ask students where they would see adverts like these (Adverts A and C: online. Advert B: online/in newspapers or magazines/ on public noticeboards). Check the meaning of *adjective* by eliciting an example from the first advert. Students work individually to find the adjectives before comparing answers in pairs. Check answers as a whole class. Ask students if they would like to buy this house and car.

Answers

- A A man looking for a girlfriend. Adjectives: good-looking, hard-working, interesting, well-dressed, delicious, thrilling
B Car for sale. Adjectives: much-loved, second-hand, low, good, perfect, eccentric
C House for sale. Adjectives: cosy, old-fashioned, charming, mature, stunning

Adjectives and nouns that go together

- 2 This exercise focuses on adjective and noun collocations. Write the words *wavy*, *stylish*, and *delicious* on the board. Ask students what type of words they are (adjectives) and what type of words they go with (nouns). Elicit examples of nouns these words could describe. Write students' ideas on the board and then focus attention on the examples. Compare the examples with their ideas on the board. Ask students if *stylish* can describe *meals* (no). Ask students if *stylish* can describe *hair* (yes, the same adjective can go with different nouns). Ask students if the adjective goes before or after the noun (before).

Check the following vocabulary items: *latest* (the most recent), *mature* (thinking and behaving like a grown-up/in a sensible way/fully grown), *stunning* (extremely attractive or impressive), *thrilling* (exciting and enjoyable). Check the pronunciation of *mature* /mə'tʃʊə(r)/ and *cosmopolitan* /ˌkɒzmə'pɒlɪtən/.

Put students in pairs. Tell them to write a list of adjective and noun combinations/collocations using the adjectives and nouns in the table. Check answers by going around the class, taking one answer from each pair.

Answers

cosy room/cottage, fresh food/vegetables, latest job/fashions/match, cloudy sky, crowded room/city, mature relative/garden, thrilling job/city/match, spicy food/vegetables, cosmopolitan fashions/city, stunning room/fashions/city/garden/sky/cottage, challenging job, close relative/match

SUGGESTION Remind students to record adjective + noun collocations in their vocabulary records. Encourage students to read texts of different types (short stories, advertisements, news reports, etc.) to help them become aware of common collocations.

Compound adjectives

- 3 Check students understand the term *compound adjective* (an adjective formed from two words, either joined with a hyphen (e.g. home-made), written as one word (e.g. homesick), or written as two separate words (e.g. brand new)). Refer students back to Advert A to find *good-looking* and *hard-working*. Tell them to look in all three adverts to find four more. Check answers as a whole class.

Students work in pairs to make a list of compound adjectives using the words given. Ask them to compare ideas with another pair. Encourage students to guess even if they are not sure.

Check answers as a whole class. Clarify the following vocabulary items: *brand-new* (completely new), *home-made* (made at home, rather than in a factory), *homesick* (missing your home or the place where you are from).

Answers

In the adverts: well-dressed, old-fashioned, much-loved, second-hand
Others: well-behaved, well-made, full-time, brand-new, bad-tempered, middle-aged, home-sick, home-made

EXTRA IDEA You can extend this section by getting students to look for compound adjectives in adverts on websites selling second-hand goods like eBay.com, a car website like autotrader.com, or a house website like rightmove.co.uk. Tell students to try to find at least three compound adjectives.

- 4 Focus attention on the example. Ask students to think of nouns that go with the other compound adjectives in exercise 3. With weaker classes, write the nouns from the suggested answers on the board in a random order. Ask students to find possible combinations using the nouns on the board. You may like to set a limit of three minutes and ask students to find as many as possible in that time.

Suggested answers

well-made/poorly-made furniture
full-time/part-time job
brand-new/second-hand car
bad-tempered/good-tempered parent
middle-aged woman/old-aged man
home-made/shop-bought cake
home-sick children

-ed and -ing adjectives

- 5 Refer students back to the adverts in exercise 1 to find the complete words to match the beginnings in the box. Elicit the answers (*interesting*, *tired*, *thrilling*, *charming*). Ask students why the advert uses *tired*, not *tiring* (the -ed ending describes the feeling, whereas -ing describes the thing or the experience that causes a feeling). Ask students to find the thing described by *interesting* (lady), *thrilling* (evening) and *charming* (village).

Check the following vocabulary: *astonishing/astonished* (very surprising/surprised, difficult to believe), *disappointing/disappointed* (not as good or successful as you had hoped), *exhausting/exhausted* (very tiring/tired). Elicit an example answer for 1. Ask students why they need the -ing form in 1 (because it describes the massage which causes a feeling, not the feeling itself).

Students work alone before checking answers in pairs. Check answers as a whole class. If students have made a lot of mistakes, use a pair of parallel sentences and a mime or simple board drawing to highlight the difference: *I'm bored with this book* (meaning: this is how I feel). *This book is boring* (meaning: it makes me feel bored, not *I'm boring).

Answers

- 1 relaxing 2 disappointing 3 exhausted 4 astonished
5 boring 6 shocked 7 thrilling

My favourite things

- 6 1.6 Focus attention on the photo and the list. Ask students what they can see (a ship in a bottle) and why they think that object is important to Tom.
- Tell students to make notes about each thing on the list while they are listening. Play the recording. Put students in small groups to discuss the answers before checking with the class.

Answers

Griff: His best mate. They met at secondary school when they were 11 and neither of them knew anyone. His real name is David Griffiths.

New York: His favourite city. He had the best holiday there with his grandparents and brother when he was 14. They stayed in a hotel overlooking Central Park, went ice-skating, and flew over the city in a helicopter.

Michael Jordan's: A restaurant in Grand Central station, New York, where he had his most memorable meal. It was steak.

Ship in a bottle: A treasured possession. It was given to him by his great grandpa before he died and it was very special to him – he's not sure why.

1.6 My favourite things

S = Sally T = Tom

- S So Tom, what's on your list? Griff, that's a strange name! Who's Griff? Why is he important to you?
- T Well, he's my best mate. He was the very first person I met at secondary school, when I was 11. I knew nobody and he knew nobody, so we just fell on each other, became best friends and ... well, we still are.
- S And Griff's his real name?
- T No. His name's actually David Griffiths, but there were so many Davids in our class he was always called Griff. He still is. Everyone calls him that.
- S I see. So now – your favourite city or town? Where's that?
- T That's easy – definitely New York. My grandparents took me and my brother Jack there for four days when I was 14 and Jack was 16. It was the best holiday ever for me – we stayed in a hotel overlooking Central Park. We went ice-skating and we flew over the city in a helicopter. We saw everything – it was amazing. I'd love to work in New York.
- S Yeah, I think New York's a favourite for many people. What about a memorable meal? Where was that?
- T Actually – that was in New York. We went to Michael Jordan's Restaurant in Grand Central Station. Have you heard of it?
- S What? Grand Central? Of course –
- T No, no – not the station, the restaurant, Michael Jordan's. I think it's quite famous.
- S I don't know it. What kind of restaurant is it?
- T It's a steak house – the steak is just the best. And you sit high up. It's so exciting, you can eat and watch all these New Yorkers rushing to catch their trains.
- S Sounds great! So, finally. Do you have a treasured possession?
- T I'm not sure I do have a treasured possession – well there's my iPhone, of course – I certainly couldn't live without that. But other than that ... oh, I suppose it's the ship in a bottle that my great grandpa gave me just before he died. He said it was very special to him, but I'm not sure why – he was too old to explain it clearly.
- S Ah, that's a shame. Now, do you want to hear about my favourite things?
- T Yeah ...

- 7 Tell students to write down the four names individually. At the same time, write four names on the board about your own important person, place, restaurant, and treasured possession. Focus attention on the questions in the example and get students to ask you questions about the names you wrote on the board. Answer their questions to model the task for students.

Put students in pairs to ask and answer about their lists. With stronger classes, tell them to ask as many questions as possible. With weaker classes, limit the number they should ask to three or four questions for each item.

With large classes, put students in small groups to tell each other about their partner. Otherwise, elicit sentences from three or four students.

A personality quiz

- 8 Tell students to close their books. They must not look at the grid until after you count to three because this experiment only works if students look quickly. Tell students that they are going to look for four adjectives. They should remember the first four words they see, because these words describe their personality. Count to three and tell students to look at the grid in exercise 8 on page 13 to find four adjectives. Tell students to put up their hands if their adjectives correctly describe their personality. Ask one or two students with their hands up what adjectives they saw. With large classes, put students in small groups to discuss whether their four words are an accurate description. With weaker classes, write phrases on the board to help them discuss their answers, e.g. *I don't think I'm ... ; I think I'm really ... ; ... definitely describes me.*
- 9 Ask students where they might see this kind of quiz (in a magazine or online) and if they often do personality quizzes. Check the following vocabulary items: *definite* (sure, certain), *depend* (rely on someone), *annoyed* (slightly angry). Allow students to work individually. Then put students in pairs to discuss their answers. With weaker classes, elicit possible responses to use in conversation, e.g. *Me too!*, *I think we're quite different.*, or *I'm the opposite.*
- 10 Focus attention on the example. Check the pronunciation of *reliable* /rɪ'laɪəbəl/ and *ambitious* /æm'bɪʃəs/. Students work individually to match the adjectives to the questions in the quiz. Put students in pairs to check their answers. Check answers as a whole class.

Students work with their partner again to discuss which adjectives match their personality. With large classes, put students in small groups to describe their partner.

Students work in pairs to make a list of opposite adjectives. With weaker classes, write the adjectives on the board and give students a clue by writing the first letter of each opposite next to the adjectives.

Answers

- | | |
|-----------------------------|-------------------------------|
| 8 reliable/unreliable | 9 untidy/tidy |
| 11 lazy/hard-working | 7 optimistic/pessimistic |
| 5 moody/easy-going | 3 shy/confident |
| 14 generous/mean/stingy | 13 reserved/outgoing |
| 1 cheerful/miserable/grumpy | 10 impatient/patient |
| 16 easy-going/uptight | 2 sociable/unsociable |
| 15 talkative/quiet | 4 ambitious/unambitious |
| 12 hard-working/lazy | 6 sensitive/insensitive/tough |

- 11 1.7 Play the recording. After each remark, pause the recording and tell students to check their ideas in pairs. Elicit answers and then continue the recording.

Possible answers

- grumpy/miserable, uptight, pessimistic
- patient, hard-working, tough
- unreliable, mean/stingy
- quiet, shy, reserved, unsociable
- confident, ambitious

1.7 What are you like?

- 1 Life just becomes more and more complicated. All this new technology – as soon as I get used to something, it changes. What is the world coming to?
- 2 I spent the whole weekend trying to teach my five-year-old nephew how to ride a bike. Bless him! He fell time and time again, but we kept going and finally he was away!
- 3 It's amazing! Richard can never find his wallet when it's his turn to pay!
- 4 You go, I don't really want to. I'm not very good in large groups. I never know what to talk about and pubs are so noisy.
- 5 He has his future all planned out. He says he'll be a millionaire by the time he's 40.

SUGGESTION If students want extra speaking practice, ask them to prepare dialogues in pairs which demonstrate different adjectives from exercise 10. They perform in front of another pair who have to guess which adjectives describe the characters.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Tell us about them*

For students

Online Practice – *Look again*

Workbook pp9–10, exercises 1–7

Reading and speaking SB p14

What's their story?

About the text

This section also focuses on describing people, with a text about an unusual family who star in a real-life documentary called *The Wolfpack*. It is about the six Angulo brothers who were imprisoned in their flat in New York by their father, and only learned about the outside world by watching films. They were allowed out after one of the brothers escaped at the age of 15 and roamed the streets in a mask from a horror film, prompting him to be picked up by police.

The text is written in the style of a newspaper or magazine feature, with direct quotes from the family. Like the documentary itself, the tone of the article is one of surprise, rather than one of condemnation. Both the text and the documentary mention how the Angulo brothers were similar to other children, as well as how they were different. The Angulo brothers also have a sister, but she is not mentioned in the text. Their father was a Hare Krishna follower and the children have ancient Indian names.

The text mentions a number of films that influenced the boys' understanding of the world outside their flat: *Reservoir Dogs*, which is a crime thriller film from 1992 about a botched robbery; *The Godfather*, which is a crime saga from 1972 about the head of a Mafia family; *Halloween*, which is a horror film from 1978.

Lead in to the topic by asking students to discuss the following questions in pairs: *Do you like watching documentaries? Do you know any documentaries about weird places or people?*

- 1 Ask students for a show of hands to find out if anyone has seen or heard of this documentary. Focus attention on the

introduction, the film poster, and the photograph. Check the meaning of the following vocabulary items: *imprison* (to put somebody in a place where they can't escape) and *wolf pack* (a group of wolves). Put students in pairs to discuss their ideas about the four questions. Encourage students to guess.

Possible answers

- They're weird because they were imprisoned for years by their father.
- They all have dark hair (although one of the brothers has dyed his hair in the second photo) and are fairly young – in their teens/early 20s. They could be Latin American, or Indian.
- Films like *Reservoir Dogs* or other gangster films may have inspired their look.
- They were living like a pack of wolves – kept away from other people.

2 1.8 Give students time to read the questions.

Check the meaning and pronunciation of the following vocabulary items: *eccentric* /ɪk'sentrik/ (crazy), *reclusive* /rɪ'klu:sɪv/ (someone who chooses to spend most of their time alone), *tyrannical* /tɪ'rænɪkl/ (using power or authority over people in an unfair or cruel way). Focus attention on the first paragraph. Play the recording and encourage students to follow the text in their books. After listening, allow time for students to answer the questions. Encourage students to refer back to the text. Put students in pairs to compare their answers. Check answers as a whole class.

Answers

- 1 An elder sister, their father and their mother. Their father was tyrannical and wanted to keep them inside. He had a large DVD and video collection. Their mother home-schooled them.
- 2 It means that they lived their life through the films – it was their only exposure to the outside world and other people/ places because they weren't allowed to go out.
- 3 A documentary film called *The Wolfpack*.
- 4 astonishing – reason why they imitated their favourite film stars; cool – the way they wanted to look; dark – the glasses they wore; eccentric – their father; messy – their flat; overcrowded – their flat; reclusive – their family; thrilling – the movie *Reservoir Dogs*; tyrannical – their father

1.8 See SB p14.

- 3 Give students time to read the sentences. Check the meaning of *disguise* (changing your appearance so people can't recognize you). Tell students to read the text in their books. Ask students to decide whether the sentences are true or false. Allow students to compare answers in pairs. Check answers as a whole class, eliciting the corrections to false answers.

Answers

- 1 False. Susanne is American, but Oscar is Peruvian.
- 2 False. They met in Peru, on a trail to Machu Picchu.
- 3 True
- 4 False. They learned about the importance of family, that people are complicated, and that there is so much beauty in the world.
- 5 False. It was only when they reached their teens that they realized they were different.
- 6 True
- 7 False. She met them first and only then did she find out about their story.
- 8 True

What do you think?

This exercise provides students with speaking practice and an opportunity to engage with the content of the text. Check the meaning of the following vocabulary items: *upbringing* (how a child is taught and cared for as they are growing up), *suffer* (be badly affected), *advantage* (something that helps you to be better or more successful), *influence* (affect other people's thinking or behaviour). Check the pronunciation of *influence* /'ɪnfluəns/. Put students in small groups to discuss their ideas. Monitor and make a note of any good adjectives students use, to share with the whole class in feedback. Also note down phrases students were lacking to be able to fully express their ideas. Input these in whole class feedback.

If you have time in class, students can watch the Unit 1 video about Nick Bruckman.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Nick Bruckman – my life, my story*

For students

Online Practice – *Practice*

SUGGESTION For extra speaking practice, and to consolidate their earlier work on question formation, students can role-play being one of the brothers. Their partner can role-play being a journalist who interviews the brother about their experience. Refer students back to the exercises on question formation on pages 10 and 11 to help them generate a range of different question types.

Listening and speaking SB p16


My closest relative

About the text

The theme of personal stories continues with a focus on family relationships. The recording consists of four short monologues talking about a favourite relative. The overall tone is conversational.

1 Focus attention on the photos. Ask students what family relationships they think there are between the people in the photos.

Read the statements with the class and check comprehension of the adjectives *dominant* (more important, powerful, or noticeable), *(in)secure* ((not) confident about yourself), and *spoilt* (rude and badly behaved because they have been given too much of something). Tell students about your own family and give your opinions about birth order and children's character. Students discuss the statements in small groups. Monitor and help as necessary. Elicit students' opinions and examples from their own families. Ask the class in general if they think birth order affects character.

2  **1.9** You can pre-teach/check the following items to help students with the more detailed comprehension: *countryside* (land outside towns and cities), *emotionally* (in a way that is connected to people's feelings), *high-powered* (having a lot of power), *identical twins* (twin brothers or sisters that look exactly the same because they have the same genes), *referee* (the objective person in a

sports match, e.g. football, who upholds the rules). With weaker classes, you could play the recording once and get students to complete just the first row in the chart. Otherwise, give students time to look at the chart so that they know what to listen for. Play the recording, pausing after each speaker to allow students to fill in the chart.

Answers

	Tess	Simon	Ellie	Nick
I feel closest to ...	My sister	Grandad	Mum	Twin brother
She/He's like me	✗	✓	✓	✓
He/She is different	✓	✗	✗	✓
We have common interests	✗	✓	✓	✓
She/He gets on well with people	✓	✓	✓	✗
Is the relationship always good?	✗	✓	✗	✓

1.9 My closest relative

Tess

I think the person that I'm probably closest to is my sister, Charlotte, or Charlie, as everyone calls her. We're very different – she drives me crazy sometimes and we have terrible rows, but I know we'll always be there for each other in the end. One thing I love about her is her sunny personality. She's so sociable – not shy like me. She's always cheerful and full of fun – people love her, they always want to be her friend. Me, I'm just her boring baby sister. But perhaps what I like best about her is the way she's so, so honest about herself – she says her big problem is that she can't sit still. She says she'd like to be like me and be happy just sitting reading or watching a film – just relaxing really. I'm good at that!

Simon

In my family I think I'm closest to my granddad. My dad, I don't really get on with. We don't really see eye to eye about anything, but fortunately he's away on business most of the time. I think he'd like me better if I was good at sport, ... er, football or rugby or something, any sport – but I'm not. What I like about granddad is that we have the same interests, erm ... we both love wildlife – nature, plants and animals and things. We often go walking together in the countryside and sometimes in my school holidays we go camping. I love that, even in the rain. I think emotionally I'm closer to him than I am to both my parents ... you see my mum also has a high-powered job and she travels a lot. I'm an only child, so I think I'd be lonely without my granddad. I love him, my friends love him, too. He's always so interested in what they're doing. He's young at heart, my granddad.

Ellie


The person I'm closest to in my family is definitely my mum. Everyone loves my mum. She's the kind of person you can talk to about anything. She's very understanding, especially now I have a baby of my own. She's a great help with the baby, George, but doesn't throw too much advice at me – if you know what I mean. At the moment we spend a lot of time together because I'm not back at work. We go for walks with the baby – we go shopping together, we like the same kind of clothes. She's pretty cool, my mum, not old-fashioned at all. We have our ups and downs of course, ... a few years ago I had a tattoo, a butterfly, done on my shoulder and she didn't like that at all. She still goes on about it, but most of the time we get on very well indeed.

Nick

I'm closest to my twin brother, Chris. We're not identical twins but we have a lot of things in common – we follow the same football team, Arsenal, ... we like the same sort of music, 'specially House Music, and we mainly have the same friends. But I suppose there are more differences than similarities – I'm into all things history and politics, and Chris loves adventure and travel.

Also our personalities are very different. I'm like my mum – calm and easy-going. Chris, he's like my dad – he can be moody and bad-tempered. Those two, Dad and Chris, often fight like cat and dog. I'm the referee! It's not a role I like.

Chris has just gone travelling in south-east Asia. He's in South Korea at the moment, in Seoul. I miss him a lot. I think, as twins, we're closer than most brothers and sisters – we're different, but I trust him like I trust no one else – even my mum.

3  **1.9** This exercise encourages students to listen for more detail and provides an opportunity for students to practise speaking using vocabulary they hear in the recording. Play the recording again and pause after each speaker to allow students to explain their answers to their partner. If they disagree about the answers or have missed any information, play the recording again. Check the answers with the class.

4 Focus attention on the expressions in 1 to 4 and ask students if they can remember who said them. If they are not sure, refer them to the audioscript on p129. It may help students to understand the meaning if they see the expressions in context in the audioscript. Elicit the meaning of the first expression. Students discuss their ideas in pairs. Check answers as a whole class. Ask students if they have similar expressions in their first language.

Answers

- 1 Simon says it about his dad. It means they never agree.
- 2 Tess says it about her sister. It means she really annoys her.
- 3 Ellie says it about her mum. It means they do not always have a good relationship. The bad parts of their relationship are the 'downs' and the good parts are the 'ups'.
- 4 Nick says this about his dad and his brother. It means they argue a lot.

SUGGESTION Allow students to personalize the idioms in exercise 4 by writing sentences about people in their life.

SPOKEN ENGLISH Adding emphasis

This section highlights a common feature of spoken English when the speaker wants to emphasize a part of a sentence/piece of information.

- 1 Read the notes and sentences with the class. Elicit the normal word order. Clarify that this is a feature of spoken English, and is not usually used in writing.

Answers

- 1 I don't really get on with my dad.
 - 2 My granddad's young at heart.
 - 3 My mum's pretty cool.
- 2 Read the sentences aloud to help students hear the rhythm and the stress. Exaggerate the stress on *Me* and *Chris*. Drill the sentences with the whole class. The first two sentences create emphasis by repeating the subject in a different form. Sentences 3 to 5 use cleft sentences to create emphasis. Cleft sentences have an introduction which builds up to the thing you want to focus on.
- 3 Elicit the first sentence with one of the expressions from exercise 2. Students re-form the sentences, working in pairs. Check the answers, getting students to say the sentences with the correct stresses.

Answers

- 1 What I like about Jim is his sense of humour. One thing I love about Jim/him is (that) he makes me laugh.
- 2 What I like about Tina is her kindness. One thing I like about her is that she never forgets my birthday.

SUGGESTION Students use the expressions in exercise 2 to talk about their family members. Give students examples about people in your family. Put students in pairs to give their own examples.

Talking about you

Put students in groups of four. Students discuss the questions about their families and decide whose families are similar. Bring the class together and decide which person most people are closest to.

Additional material

For students

Online Practice – *Practice*

Everyday English SB p17

Making the right noises

This section contains a number of short expressions used in spoken English when expressing agreement, sympathy, pleasure, and surprise. Although students aren't expected to use all of them immediately in natural conversation, it's good for them to be able to recognize the expressions, especially when they are talking to native speakers. Regular recycling of the expressions in class will help students build them into their productive repertoire in a natural way.

- 1 Direct students' attention to the photo at the top of the page. Elicit reasons why the women might be laughing.
- 2 Focus attention on the boxes. Check comprehension of the headings. Elicit the heading for the first box.

Students complete the task, working individually. Check the answers with the class. Although the expressions in each box have the same general meaning, there are subtle differences between them, which means they are not all completely interchangeable. Avoid confusing students with a long explanation, and if they ask about the differences at this stage, tell them that the meanings will become clearer when they hear them used in context in the following exercises.

Answers

Pleasure	Agreement
How fantastic! That's great! Congratulations! Good for you! Lovely! Brilliant!	Absolutely. Of course. Fine. Definitely. Fair enough. OK.
Surprise	Sympathy
That's amazing! You're kidding! You did what? You didn't! Really? Did you?	That's a shame. That's too bad. How awful! Oh dear. Bad luck. What a pity!

- 3 1.10 Tell students the intonation is often exaggerated, and demonstrate. Play the recording, stopping after each expression so that students can repeat. Encourage students to have fun with it, even using their hands to act out the emotion, too.

1.10 See SB p17.

- 4 1.11 Give students time to read A's lines and think about the possible responses. Play the recording, pausing after each response to give students time to write down their answers.

Check the answers and then get students to practise in pairs. Monitor and check students' intonation. If necessary, play the recording again and get students to repeat, exaggerating the voice range.

Elicit alternative responses for B's lines (see bracketed answers below).

Answers and audioscript

1.11 Making the right noises

- 1 A My grandfather hasn't been too well lately.
B Oh dear. (What a pity!/That's a shame./That's too bad./How awful!)
- 2 A He's 79, but he's always on the go. Don't you think at his age he should slow down a bit?
B Absolutely. (Definitely./Of course.)
- 3 A But he won't listen to me. He says he wants to enjoy his life to the full.
B Fair enough. (Of course./Absolutely.)
- 4 A Last summer he went on a two-week cycling holiday in France.
B You're kidding! (That's amazing!/Really?)
- 5 A We're going to give him a big party for his 80th birthday.
B That's great. (How fantastic!/Lovely!/Brilliant!/Good for you.)
- 6 A But before that I'm going to have a word with him and tell him to take things easy.
B Good for you.

- 5 1.12 Elicit possible responses for conversation 1. Students complete the task, working in pairs. Play the recording and get students to compare their responses with those on the recording. Play the recording again if necessary. Check the range of responses that are suitable (see bracketed answers below).

Answers and audioscript

1.12

- 1 A I just had a weekend in Paris with my boyfriend.
B Did you? (You didn't?/That's amazing!/Really?) How fantastic! (Lovely!/Brilliant!/That's great!)
- 2 A Will Spaghetti Bolognese be OK for dinner?
B Of course! (Absolutely./Definitely./Fine.) That's great! (Lovely!)
- 3 A My flight was cancelled because of a pilots' strike.
B Oh dear! (What a pity!/How awful!/Bad luck.) That's a shame.
- 4 A I failed my driving test again.
B You didn't! (Did you?) That's too bad. (What a pity!/That's a shame./Oh dear./Bad luck.)
- 5 A We're expecting a baby!
B Really? (That's amazing!/You're kidding!) Congratulations! (How fantastic!/That's great!/Brilliant!)
- 6 A So you think I should get a new job?
B Definitely. (Absolutely./Of course.) You've never been happy with your boss.
- 7 A I told him I never wanted to see him again.
B You're kidding! (Did you?/You didn't!/You did what?/Really?) What a pity. (That's a shame./Oh dear./That's too bad.)

- 6 1.13 Elicit the answer for item a as an example. Students work individually to match b to g. Play the recording for students to check.

Ask two students to read out conversation 1 and keep it going. Students practise and continue the conversations. Remind them to use a wide voice range on the responses. Monitor and check students' intonation.

Answers

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

1.13

- 1 A I just had a weekend in Paris with my boyfriend.
B Did you? How fantastic! What was the weather like?
- 2 A Will Spaghetti Bolognese be OK for dinner?
B Of course! That's great! It's one of my favourites.
- 3 A My flight was cancelled because of a pilots' strike.
B Oh dear! That's a shame. Will you get your money back?
- 4 A I failed my driving test again.
B You didn't! That's too bad. Better luck next time.
- 5 A We're expecting a baby!
B Really? Congratulations! When is it due?
- 6 A So you think I should get a new job?
B Definitely. You've never been happy with your boss. It's time to move on.
- 7 A I told him I never wanted to see him again.
B You're kidding! What a pity. I always thought the two of you were so good together.

- 7 Focus attention on the example. Model the activity with a strong student before students do the pairwork. Start a conversation with a confident student about a good or bad day, e.g.

A I had a great day last Saturday.

B Really? Why? What did you do?

A Well, it was my birthday and my sister organized a surprise party.

B How fantastic! Were many people there?

A Yes, quite a few. And my sister had invited all my old school friends.

B You're kidding! That's great!

Put students in new pairs to invent new conversations. If students seem short of ideas, feed in possible contexts: good: heard from an old friend/got promotion at work/had a fantastic meal/met the man or woman of your dreams

bad: got a parking ticket/had a row with your best friend/had to take back your new computer/failed a test/lost your wallet or purse

Additional material

For teachers

Photocopiable activity – Communication: *How fantastic!*

For students

Online Practice – *Look again*

Workbook p11, exercises 1–2

Online Practice – *Practice*

Describing a person – facts and opinions

This section continues the theme of family and personal stories with a focus on describing a family member. The stages that lead up to the writing task include reading a model text for gist, distinguishing facts from personal opinions, finding words for different aspects of descriptions, and looking at words that modify the meaning of adjectives.

- 1 Give some example sentences about someone in your own family. Students then write their sentences. Encourage them to include some of the adjectives they covered in the Vocabulary section. Students read their sentences to the rest of the class, or in groups if you have a large class.
- 2 Answer the questions about your sentences. Then get students to do the same about theirs.
- 3 Focus attention on the photo of Joe and elicit initial impressions of him by asking questions like *What does he look like? What do you think his job is? How old do you think he is?* Check the meaning of *critical* (saying that something is bad or wrong) and *admire* (respect and like someone or something very much). Get students to read the text through quickly and answer the question.

Answer

The writer admires everything about Uncle Joe.

- 4 Read the task instructions with the class. Ask students to read the first paragraph again and mark the text accordingly. Check they have coded the text correctly (see *Answers* below) before they continue the task in pairs. Encourage them to use the context to help them with new vocabulary, or to use a dictionary if appropriate. Monitor and help as necessary, then check the answers with the class..

Answers

My Crazy Uncle Joe

Of all my relatives, I like my Uncle Joe the best. He's my mother's much younger brother. He was only nine when I was born, so he's been more like a big brother to me than an uncle. He is in his mid-20s now and he is always such good fun to be with. He studied at a drama school in Liverpool, and then he moved to London a year ago to try his luck in the theatre. He shares a flat with three other would-be actors and he works as a waiter and a part-time DJ. He's passionate about his music. It's called house music, and it's a kind of electronic dance music. When he 'deejays' he goes completely wild, waving his arms and yelling at the crowds. Everybody catches his enthusiasm. He's absolutely brilliant, and I'm proud that he's my uncle. Also, I think he is really good-looking. He's quite tall with sandy-coloured hair, and twinkly, dark brown eyes. He's had lots of girlfriends, but I don't think there is anyone particularly special at the moment. He has a great relationship with his flatmates, they are always laughing and joking together. He knows how to have fun, but he's also an extremely caring person. I can talk to him about all kinds of problems that I could not discuss with my parents. He's very understanding of someone my age. He works hard and he plays hard. He's had lots of auditions for various theatrical roles. He hasn't had much luck yet, but I'm sure that one day he'll be a highly successful actor. I think he's really talented, but he says he doesn't want to be rich or famous, he just wants to prove to himself that he's a good actor.

EXTRA IDEA It can be interesting for students to analyse newspaper/magazines articles in the same way as exercise 4. This helps them to see the balance between fact and opinion in the articles.

- 5 Students find examples of the aspects of description in the text. If you are short of time, you could put students in pairs and divide the task up so that each student takes two bullet points and they then exchange answers. Elicit the key words and lines from the class.

Answers

- his physical appearance: quite tall, with sandy-coloured hair, and twinkly, dark brown eyes; really good-looking
- his character: He is always such good fun to be with; absolutely brilliant. He knows how to have fun, but he's also an extremely caring person.
- his past life: He was only nine when I was born. He studied at a drama school in Liverpool, and then he moved to London a year ago to try his luck in the theatre. He's had lots of girlfriends. He's had lots of auditions for various theatrical roles. He hasn't had much luck yet.
- his current lifestyle: He shares a flat with three other would-be actors and he works as a waiter and a part-time DJ. He's passionate about his music. When he 'deejays' he goes completely wild, waving his arms and yelling at the crowds. He has a great relationship with his flatmates, they are always laughing and joking together. He works hard and he plays hard.

- 6 Ask students to find *much* in the text and ask them how it qualifies the meaning of the adjective which follows it (it makes the adjective stronger). Students work through the other examples in pairs. Check the answers with the class.

Answer

The words all make the following adjective stronger, except *quite*, which makes it slightly less strong.

- 7 If you have time in class, get students to make notes for each of the points in the list. Monitor and help students with this planning stage.

Set the writing task for homework. Remind students to keep to the number of words and to check their work before handing it in.

Additional material

For students

Online Practice – *Practice*

Workbook p11, *Review*, exercises 1–2

Online Practice – *Check your progress*

Introduction to the unit

In this unit, students explore language facts from around the world, celebrities' language learning experiences, and multi-lingual families.

This unit covers a review of the core tenses, the Present Simple and Continuous, Past Simple and Continuous, Present Perfect Simple and Continuous, and the passive forms, with a focus on auxiliary verbs. Students are asked to identify the forms, but are not expected to produce all these tenses in this unit. Rather, the focus is on recognizing the difference in form and controlling the use of auxiliary verbs accurately.

The *Reading and speaking* section has a text about two British celebrities who are passionate about learning languages.

The *Listening and speaking* section is about a multilingual family, with a Brazilian father and German mother, living in the UK.

The *Vocabulary* section aims to foster learner autonomy by developing strategies for deducing the meaning of words from context and different ways of recording vocabulary.

The *Everyday English* section is about conversations in places around town, such as a hairdresser's or post office.

The theme of learner autonomy continues in the *Writing* section, with a focus on using an error correction code to prompt self-correction of writing errors. Students analyse an informal email annotated with correction codes, before writing their own email and using the code on their partner's work.

- *have*: used in the Present Perfect Simple and Continuous, e.g. *I've finished./I've been studying all morning*. *Have* is also used in the structure *have got*, which uses the Present Perfect form, but has the meaning of Present Simple.

In this unit, students also focus on short answer forms to sound polite and friendly, e.g. *Yes, I do./No, I don't*. Students should focus on the auxiliary verb used in the question in order to mirror it in their answer.

Note that at the end of the *Tenses and auxiliary verbs* section, students get to write questions for their own quiz, which requires research materials.

Possible problems

- 1 Students forget the auxiliary, use the wrong one, or insert an auxiliary when it is not necessary:

Common mistakes

**I did go to the cinema.*

**He speak French?*

**I haven't study last night.*

Corrections

I went to the cinema.

Does he speak French?

I didn't study last night.

- 2 Students might confuse *is* and *has* because they both contract to form *'s*. Students need to use the context to know which auxiliary is being used.
- 3 They might use the wrong verb form:
**I didn't knew* (correction: *I didn't know*).
**I haven't see* (correction: *I haven't seen*).

Vocabulary

In this unit, students focus on how to learn words: deducing the meaning of words from context, using phonetic symbols to know the pronunciation, and different ways of recording vocabulary, e.g. word families and collocations.

Everyday English

This section covers phrases students can use in everyday situations such as doing business, e.g. *I can't make the meeting*, going on holiday, e.g. *I'm afraid I've locked myself out of my room*, or while going about their daily lives if they live in an English-speaking country, e.g. *I'm stuck in traffic*.

Additional material

Workbook

Tenses and questions are consolidated through further practice and extended through work on time expressions; verb + preposition patterns are also practised and extended, and there is further vocabulary extension work on *Grammar* section words and word formation.

Photocopiable activities

There are photocopiable activities to review grammar (*Chat show*), vocabulary (*A question of collocation*), and communication (*No problem!*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Language aims

Grammar

Tenses and auxiliary verbs SB p20

This unit provides an overview of the auxiliary verbs used in the Present Simple and Continuous, Past Simple and Continuous, Present Perfect Simple and Continuous, and the passive forms. Intermediate students will be familiar with the form of all the tenses covered in this unit, but are unlikely to have mastered full control using them. Students will come back to the tenses again in later units. The focus of this unit is auxiliary verbs and the formation of negatives and questions. The three main auxiliary verbs in English are:

- *be*: used in the Present Continuous, e.g. *We are studying*, Past Continuous, e.g. *I was reading when he arrived*, the Present Perfect Continuous, e.g. *I've been living here for two years*, and the passive, e.g. *The letter was posted yesterday*. Also used with *be going to* for future meaning, e.g. *I'm going to visit my cousin at the weekend*.
- *do*: used in the question and negative forms of the Present Simple and Past Simple, e.g. *I don't speak French./Do you like spicy food?/I didn't do my homework./What did you do at the weekend?*

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Language matters', and elicit the double meaning of this title. (*Matters* can be used as a verb or a noun giving two different meanings: *language is important* (verb) or *things about language* (noun). Students will look at the photo as part of the activity, so don't ask them to talk about this yet.

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, Everyday English, reading, listening, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, try to watch the video together. The audio and images together make the different goals of the lesson very clear. Students can then move on to the activity.

Notes for the activity:

- 1 Ask students to look at the photo. Elicit answers to the questions.

Suggested answers

This photo was taken in Luxor, Egypt. The language is hieroglyphics, an ancient Egyptian writing system. Nowadays, people use emojis when messaging each other and posting on social media to express their feelings and ideas.

- 2 Read out the quote by Goethe (German writer, 1749–1832). Elicit ideas about how language learning can teach you about your own language.

Suggested answers

Studying another language can help learners be more aware of grammar and language patterns in their own language, it might help them become better writers in their own language as they develop their language awareness, they might gain a deeper understanding of vocabulary in their own language, etc.

Grammar

Tenses and auxiliary verbs SB p20

STARTER SB p20

These questions provide an opportunity to personalize the theme of language and introduce the focus of auxiliaries and prepositions (which are covered in the *Reading and speaking* section). This exercise also consolidates the work on question forms from Unit 1.

- 1 Write the example sentence on the board and elicit the missing word. Students work individually to add a missing word to each of the questions before comparing answers in pairs. Check answers as a class and drill the questions to prepare students to use the questions in exercise 2, focusing on the stress patterns.

Answers

- 2 What languages *do* you speak?
- 3 *Do* you enjoy learning a foreign language?
- 4 Why *are* you studying English?
- 5 Which foreign countries have you been *to*?
- 6 What *did* you learn in the last English lesson?
- 7 What are you going *to* do after this lesson?
- 2 Focus attention on the example. Put students in pairs and tell them to take turns both asking and answering the questions in the first exercise.
- 3 This builds on the theme of Unit 1 of getting to know each other by providing another opportunity for students to learn about their classmates' lives. Focus attention on the *-s* on *speaks* in the example. Ask three or four students to tell the class about their partner. Remind them to change the verbs for *he/she*. With large classes, put students in small groups.

I didn't know that! SB p20

About the text

The use of auxiliaries across a range of tenses is contextualized in a fun way in a quiz about language. It may be useful to familiarize yourself with some of the background information below in relation to specific questions:

- 1 The United Nations (UN) is an international organization set up in 1945 to deal with global issues like peace-keeping, human rights, and climate change. There are 193 countries in the UN.
- 5 ATM stands for Automated Teller Machine and is often known as a cashpoint or cash machine.
- 5 The Vatican City is the residence of the Pope in Rome, Italy. It only measures 0.44 km², but it is a separate state, making it the smallest state in the world.
- 8 Thomas Edison was an inventor from Ohio in the US, born in 1847. His inventions include the telegraph, the phonograph, the electric light bulb, and the first motion picture cameras.
- 11 The Oxford English Dictionary (OED) is widely regarded as the accepted authority on the English language. It gives the meaning, history, and pronunciation of 600,000 words.

Lead in to the topic by writing the following questions on the board. Students discuss in pairs:

- Are quizzes popular in your country?*
- Do you ever do quizzes?*
- Do you ever watch quiz shows on TV?*

- 1 Focus attention on the title of the quiz. Stress that it's just for fun and, especially in face-saving cultures, highlight that it does not matter if students do not know the answers. With weaker classes, write phrases on the board to help students discuss their ideas in pairs, e.g. *I have no idea!*, *Maybe ...*, *What do you think?* Put students in pairs to discuss the quiz questions together. Do not check answers at this stage. If appropriate, get students to use a dictionary to look up new words before they complete the quiz. Alternatively, pre-teach/check the following vocabulary items: *disappear* (go away), *clicking* (make the noise for students!), *recite* (to tell, e.g. a story), *UN* (abbreviation for United Nations), *ATM* (a cash machine; ATM is the abbreviation for automated teller machine).
- 2 **2.1** Play the recording. Encourage students to take notes as they listen on any information which they find particularly new, interesting or surprising.

Answers

1 a, b, d, e, h, i 2 a 3 c 4 c 5 a 6 c 7 b 8 b
9 c 10 a 11 b 12 b

2.1 Language quiz

- 1 The official UN languages are English, Russian, Spanish, French, Chinese, and Arabic. The majority of member nations prefer to receive correspondence in English.
- 2 Languages are disappearing at the rate of one every two weeks. It's thought that around half of the world's languages will disappear in the next century.
- 3 In Britain, bees go *buzz* and cats go *miaow*. They make *sum* and *miau* sounds in German, and Japanese bees and cats go *bun* and *nyan*.
- 4 Many African languages have developed clicking sounds as consonants, as in [clicking sound]. In other languages, clicks are only used to express emotions, such as disapproval.
- 5 If you are using an ATM in Latin, you must be in Vatican City. The Vatican has its own private bank, but only for priests and Vatican employees.
- 6 Reading silently only became common in the 10th century AD. In the 4th century, reading silently was so unusual that people travelled to Milan to watch a bishop called Ambrose doing it.
- 7 After the Vikings invaded Britain, people spoke Old Norse as well as Old English, which did have gender. As the two languages couldn't agree on gender, people stopped using it altogether.
- 8 Edison was making the first sound recording when he recited 'Mary had a little lamb'. He was astonished when it worked immediately, and said, 'I was always afraid of things that worked the first time.'
- 9 There have been many attempts to simplify English spelling. The *Chicago Tribune* newspaper got people to accept new spellings of catalog and program, but didn't succeed with the other examples.
- 10 The first recorded use of OMG to show surprise was in a letter from John Fisher, a 75-year-old admiral in the British Royal Navy, to Winston Churchill, in 1917. It became popular among young people when text messaging began.
- 11 On average, a thousand words are added to the Oxford Dictionaries Online each year. Recent additions include *hangry*, getting angry because you're hungry, and *pocket dial*, when your phone accidentally calls someone's number.
- 12 'Vulgar Latin' was spoken by the people of Ancient Rome, but intellectuals liked to use Greek. When Caesar was killed, he is reported to have said, 'And you, Brutus?' in Greek.

- 3 Lead a whole-class discussion about the quiz. Encourage students to use their notes of extra information to discuss the answers. Write useful phrases on the board, e.g. *They mentioned ...*, *I didn't know that ...*, *I'm surprised that ...*, *I've never heard of ...* Find out which questions were most difficult. Ask students why the answer was surprising.

GRAMMAR SPOT SB p20

This *Grammar spot* reviews Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect, and Present Perfect Continuous. It also reviews the form of the Present Simple passive and Past Simple passive.

- 1 This exercise can help you identify issues students have with the tense system. Focus attention on the words in bold in each question of the quiz. Elicit the tense of the verb in bold in the first question. Tell students question 9 has two verbs in bold. Students work in pairs to work out the tenses in questions 2 to 12. Check the answers as a class. Note that although the passive is a voice, not a tense, it is included in this exercise to give students a complete review.

Answers

- 1 Present Simple
 - 2 Present Continuous
 - 3 Present Simple
 - 4 Present Perfect
 - 5 Present Continuous
 - 6 Past Simple
 - 7 Past Simple
 - 8 Past Continuous
 - 9 Present Perfect
 - 10 Present Perfect Continuous
 - 11 Present Simple passive
 - 12 Past Simple passive
- Questions 11 and 12 are passive.

- 2 Remind students that auxiliary verbs help to form different tenses. Highlight that some tenses only need an auxiliary in the negative and question form. With weaker classes, you may like to work as a whole class. Elicit the answers and write them on the board using different colours to highlight the auxiliary verbs. Use the examples from the quiz to clarify the meaning as well as the form.

Answers

- 1 Present Simple, Past Simple
- 2 Present Continuous, Past Continuous, Present Perfect Continuous. We also use *to be* in passives.
- 3 Present Perfect, Present Perfect Continuous

Refer students to Grammar reference 2.1–2.5 on pp141–2. Tell students the grey boxes have examples to help them understand the meaning, and suggest that they highlight the parts they find most difficult as they read. Allow plenty of time for students to read.

As they are reading, draw a table on the board. Down the left-hand side of the table, write *I, you, he/she/it, we, you, they*. Across the top, write *Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect*. Write the verb *eat*, and the words *positive, negative, question*, along the top of the board.

When students have finished reading, get them to test each other in pairs using the verb *eat*. For example, student A says *they, Present Continuous, positive*, and student B should say *They are eating*. Demonstrate with a confident student. If students have difficulty with any of the tenses, refer them to the appropriate section of the Grammar reference.

With weaker classes, you could ask students to complete the table into their notebooks three times as a record – once in the positive form, once using negatives, and once for questions. Encourage students to return to these pages whenever they have a doubt about a language point.

SUGGESTION Elicit a personalized set of sentences for the class using each of the tenses in the quiz. For example, *We study English four days a week. We don't study English on Mondays. Today we are working in pairs*, etc.

Write your own quiz

- 4 Divide the class into two groups. With larger classes, you will need to create more teams. If students are doing the research on the Internet in class, tell them to bring in their laptops or mobile phones. If your school does not have Internet access, you could bring in encyclopaedias and other reference books for students to use. Alternatively, ask students to write questions to which they already know the answers.

As another alternative, you could ask students to each write some questions for homework and then collaborate with classmates to decide on which questions to use. To prepare students to do it for homework, brainstorm topics that they could research, e.g. inventions, Olympic athletes, famous buildings, interesting writers/painters, dates of famous songs/films, etc. Remind students that they need questions that contain a range of tenses. Check their questions at the start of the next class.

Monitor and help each group with their research, and check for accuracy of the question formation.

Groups or teams then compete against each other, asking and answering their questions. Remind students to keep score and decide which team is the winner.

Practice SB p21

No, they don't!

- 1 This exercise gets students to form the negatives of the Present Simple and Continuous, Past Simple and Continuous, and Present Perfect. Focus attention on the example and ask students what tense it is (Present Simple) and how the negative is formed (by inserting *don't*). Tell students that the exercise uses a range of tenses. With weaker classes, elicit the negative forms of the Present Continuous (*'m not/isn't/aren't + -ing*), Past Simple (*didn't + base verb*), Past Continuous (*wasn't/weren't + -ing*), and Present Perfect (*haven't/hasn't + past participle*). Also elicit the opposite of *No, they don't*. (*Yes, they do*.) and the forms for the Past Simple *No, they didn't*. (*Yes, they did*.) and Present Perfect *No, they haven't*. (*Yes, they have*.) Tell students to include the correction if they know the information. If not, they can just write the short answer, e.g. *No, they don't*. Students work individually before comparing answers in pairs.
- 2 **2.2** Tell students to listen and compare. Play the recording. Tell students they are going to practise the pronunciation of the corrections in 1. Tell them to listen carefully to the stress and intonation to help them copy it when they speak. Play the recording again. Pause after each one and tell students to underline the stressed words. Drill each sentence. After playing all the sentences, allow time for students to practise in pairs. Monitor and help individuals as necessary.

Answers and audioscript

2.2 No, they don't!

- 1 A Brazilians speak Spanish.
B No, they don't speak Spanish! They speak Portuguese!
- 2 A The Pope lives in Madrid.
B No, he doesn't live in Madrid! He lives in Rome, in the Vatican.
- 3 A Shakespeare wrote his plays in Latin.
B No, you're wrong! He wrote them in English!
- 4 A The world is getting colder.
B It isn't getting colder, it's getting warmer.
- 5 A The Americans didn't land on the moon.
B Yes, they did! Neil Armstrong walked on the moon in 1969!
- 6 A Cinderella was going to the ball when she lost her shoe.
B No, you've got that wrong. She was leaving the ball when she lost her shoe.
- 7 A The UK has never had a female Prime Minister.
B Yes, it has! The UK has had two female Prime Ministers: Margaret Thatcher and Theresa May.
- 8 A The 2016 Olympics were held in London.
B No, they weren't held in London in 2016 – that was 2012. The 2016 Games were held in Rio de Janeiro.

SUGGESTION Students work in pairs to invent untrue sentences about their school or city. When each pair has at least two sentences, throw a ball to one student and say an untrue sentence. The student must correct you, using appropriate stress and intonation. He/She says another untrue sentence and throws the ball to someone else who must correct it, and so on.

's = is or has?

- 3 Write the following sentences on the board: *She's English. She's never been to Spain*. Underline each 's and ask students if each one means the same thing (No, the first = *is*, the second = *has*). Ask students which tense uses *has* as an auxiliary (Present Perfect). Focus students on the example. Students work alone to identify whether 's denotes *is* or *has* before comparing with a partner. Check answers.

Answers

- 1 is
- 2 has
- 3 is
- 4 has
- 5 is
- 6 is

SUGGESTION Consolidate the work on tenses by asking students which tense is used in each sentence in exercise 3 (1 Present Continuous, 2 Present Perfect, 3 Present Simple passive, 4 Present Perfect Continuous, 5 Present Simple, 6 Present Simple passive).

- 4 **2.3** Play the recording. Pause after each sentence for students to tell their partner if they heard *is* or *has*.

Answers

- 1 has
- 2 is
- 3 has
- 4 has
- 5 has
- 6 is
- 7 is
- 8 is

2.3 Is or has?

- 1 My brother's just got a new job.
- 2 He's working in Mexico at the moment.
- 3 He's never worked abroad before.
- 4 He's been there six weeks.
- 5 He's been having a great time.
- 6 He's really impressed his new boss.
- 7 His new company's called Cyber Pronto.
- 8 It's based in Los Angeles.

Talking about you

- 5 This exercise consolidates the work on auxiliary verbs and provides students with an opportunity to personalize the language. Elicit the answer to 1 as an example. With weaker classes, tell students they can look for clues to know which auxiliary is missing (time words, like *usually* in 1. Also, other verbs in the sentence can help, e.g. if students see *-ing*, they probably need to use *be* to form the Continuous). Students compare answers in pairs before checking as a whole class. Students then ask and answer in pairs. Monitor and check students are using the correct tenses in their replies. Correct any mistakes anonymously in whole class feedback.

Answers

- 1 do (Present Simple)
- 2 did (Past Simple)
- 3 does (Present Simple)
- 4 is, is (Present Continuous)
- 5 have (Present Perfect)
- 6 were (Past Continuous)
- 7 don't (Present Simple)
- 8 didn't (Past Simple)
- 9 Have (Present Perfect)
- 10 Is (Present Simple passive)

Funny grammar

Refer students to Extra Material p155.

Answers

- 1 Using the Present Continuous instead of the Present Simple makes you think that Maria is involved in the activity (*coming*) right now, i.e. travelling from Mexico to where the speakers are standing.
- 2 Using the Past Simple here makes it seem as though it started to rain first – and then they decided to play tennis.
- 3 Using the Present Perfect here makes it seem as though Shakespeare is still alive and it's still possible he could write more.
- 4 Using the Present Simple makes it seem as if reading The Da Vinci Code is a permanent daily routine for her husband.
- 5 Using the Present Perfect here means that the immigration officer is asking about the time period from when the passenger landed, until now – which should be obvious since he has just landed. What he really wants to know is how long the passenger intends to stay in the country he has arrived in.
- 6 Using the Present Perfect Continuous implies that her activity today has been drinking six cups of coffee all at once, whereas in reality she has drunk the six cups over the whole day.
- 2 We were playing tennis when it started raining.
- 3 How many plays did Shakespeare write?
- 4 Jack is reading *The Da Vinci Code*.
- 5 How long are you here for?
- 6 I have drunk six cups of coffee today!

Additional material

For teachers

Photocopiable activity – Grammar: *Chat show*

For students

Online Practice – *Look again*

Workbook pp12–5, exercises 1–11

Making conversation SB p22

Short answers

The aim of this section is to remind students of the importance of short answers in natural, spoken English. Students will be familiar with the form of short answers from their earlier learning, but are unlikely to be using them spontaneously, even at the end of this section! Be prepared to remind students to use short answers at any time they are doing question-and-answer work. Over time, this feature of spoken English should become more and more familiar to students and so they will start to use short answers as part of their own communicative repertoire.

- 1 2.4 Engage students in the topic by asking if they have ever studied abroad and if they stayed with a host family.

Tell students where Bath and Wales are (Bath is a city in the south-west of England, near Bristol. Wales is the country to the west of England, and is near Bath). Allow students time to read the conversation before they listen. You might like to challenge strong classes by asking them to predict the missing words. With weaker classes, ask them to simply listen first without completing the gaps. Play the recording and get students to complete the conversation individually. Give them time to compare answers in pairs.

Play the recording again and tell students to focus on who is more polite and friendly and in what way. Allow students to check their answers in pairs before checking as a class.

Note that the comparative adjective for *friendly* can be *more friendly* or *friendlier*. Some two-syllable adjectives can be used both ways.

Answers and audioscript

2.4

D = Denisa N = Nick M = Miguel

D Hi, Nick! Have you been shopping?

N Yes, I have. I'm going to cook fish pie for you two tonight. Did you have a good day at college?

M No.

D Well, I did. We were practising giving presentations.

N Oh, sounds interesting. Was that not useful for you, Miguel?

M No.

N Why? Do you never have to give presentations at work?

M No.

D I do. That's why I need to improve my English.

N Well, it's definitely improving!

M Have you noticed my English is better?

N Er, yes, I have. And it'll get better the longer you're here.

D No, it won't, because he speaks Spanish with the other Spanish students all day!

M No!

- D** Yes, you *do*! You're always together. Are you going on the trip to Wales on Saturday?
- M** Yes.
- D** I'm going too, and Keiko and Roberto *are*, so spend the day speaking English with us.
- M** OK.

- 2 **2.5** Elicit suggestions to expand each of Miguel's answers. Tell students to listen and compare their ideas to the recording. Discuss the differences as a whole class.

Suggested answers and audioscript

2.5

- D** Hi, Nick! Have you been shopping?
- N** Yes, I have. I'm going to cook fish pie for you two tonight. Did you have a good day at college?
- M** No, I didn't. I didn't think the lessons were very interesting today.
- D** Well, I did. We were practising giving presentations.
- N** Oh, sounds interesting. Was that not useful for you, Miguel?
- M** No, it wasn't really. It's not something I need to practise.
- N** Why? Do you never have to give presentations at work?
- M** No, I don't. Well, not in English anyway – sometimes I have to give them in Spanish.
- D** I do. That's why I need to improve my English.
- N** Well, it's definitely improving!
- M** Have you noticed my English is better?
- N** Er, yes, I have. And it'll get better the longer you're here.
- D** No, it won't, because he speaks Spanish with the other Spanish students all day!
- M** No, I don't! I don't spend all my time with them!
- D** Yes, you do! You're always together. Are you going on the trip to Wales on Saturday?
- M** Yes, I am. I've always wanted to see Wales.
- D** I'm going too, and Keiko and Roberto are, so spend the day speaking English with us.
- M** OK, I will. Maybe I do need to practise speaking English more.

SUGGESTION For extra speaking practice, put students in pairs to discuss if they are usually more like Miguel or Denisa in social situations and why. Also ask if they are different when they speak their first language compared to when they speak English.

- 3 Focus attention on Miguel's first response and elicit suggestions for alternative responses. Get three students to demonstrate the first few lines of the conversation. Put students in groups of three and encourage them to exaggerate the intonation to sound as polite as possible. With weaker classes, either allow time to write out Miguel's responses before speaking, or ask them to turn to the audioscript on p130 and simply act out the conversation. If you are short of time, ask students to write extended responses for Miguel for homework.

SUGGESTION If students enjoy role-play activities, get them to act out their own version of the conversation. Tell students to record themselves on their mobile phones and if you have a projector in your room, get students to show their videos. The rest of the class can rate how polite and friendly the 'foreign students' are in the performance.

SPOKEN ENGLISH Sounding polite

This section helps students to sound more polite and friendly by using short answers with auxiliaries and expanding their answers.

- 1 Focus students' attention on the notes and give them time to read. Point out that the auxiliary verb in the short answer must match the tense in the question. Drill the intonation of the questions and answers. Point out that *yes/no* questions start high and end with a fall-rise, and that the short answers have falling intonation:

Did you have a good day? Yes, I did. / No, I didn't.

Ask pairs of students to read the questions and answers.

- 2 Ask students to read the notes and example. Focus attention on the short answer and then on the extra information in the second part of the answer.
- 3 Elicit possible answers to question 1. Make sure students use the correct falling intonation in the answer and that they add some information. Tell students to ask and answer the questions in pairs. Monitor and check for correct formation of the short answers, and for correct intonation on the questions and answers. Be prepared to drill the intonation again if necessary.

Possible answers

- Yes, I did. The weather was good this morning.
- Yes, I do. I love pizza, especially with pepperoni!
- No, I haven't. I've only been to one country – Portugal.
- Yes, I am. I want to start my homework early.

Practice SB p23

- 1 **2.6** Focus attention on the example and get a pair of students to read out the conversation. Students work individually to match the lines of the remaining conversations. Play the recording through once so that students can check their answers. Put students in pairs to practise the conversations. If necessary, play the recording again as a pronunciation model.

Answers and audioscript

2.6 Short answers

- A** Did you hear that noise?
B Yes, I did. I think it was thunder.
- A** Are you doing anything tonight?
B No, I'm not. Do you want to come round?
- A** Have you seen my phone anywhere?
B No, I haven't. Have you lost it again?
- A** Did you get those shoes you liked?
B No, I didn't. They didn't have my size.
- A** Is it nearly break time?
B Yes, it is. I'm dying for a coffee!

- 2 **2.7** Play the first question and pause the recording. Elicit several example responses to demonstrate there is not just one correct answer. Play the response. Pause the recording. Highlight that students need to focus on the tense in the question to match it in their response. Put students in pairs to prepare for the following questions. Play the next question and pause the recording for students to respond in their pairs. Elicit a response from one pair. Play the response on the recording to compare. Continue in this way for questions 3 to 6.

2.7

- 1 A Are you going to the match on Saturday?
B No, I'm not. I've got too many jobs that need doing around the house.
- 2 A Have you been to America?
B Yes, I have. I spent two fantastic weeks in San Francisco last summer.
- 3 A Does your phone take good photos?
B No, it doesn't. I'm thinking of getting a new one that does.
- 4 A Has your business been doing OK?
B Yes, it has. We've had lots of big orders recently.
- 5 A Were you born in this country?
B No, I wasn't. My parents moved here when I was two.
- 6 A Did you find your way here easily?
B Yes, I did. I used the satnav.

A class survey

- 3 Focus attention on the photos and ask students what they can see (a woman in a kayak, a man playing violin, a child in school, and a dog). Tell students to cover the survey, and elicit guesses about how the questions in the survey might relate to the photos. Give students time to read through the survey and think of their answers to the questions. Check the meaning of *allergy* (a medical condition that makes you sick when you react to a particular substance) and *primary school* (in the UK, primary school is from the age of 5 to 11). Elicit ideas for the two additional questions, reminding students they can ask questions in the Present Simple, Present Continuous, Past Simple, or Present Perfect.

Monitor and help as students write their questions.

Possible additional questions

Have you got any brothers or sisters?
Do you see your family every week?
Does anyone in your family speak English?
Are you working very hard at the moment?
Did you go on holiday last year?
Have you ever been skiing?

- 4 Get a pair of students to read out the example question and answer. With weaker classes, read through the survey questions as a class. Students then ask and answer the questions in pairs. If possible, get students to interview a new partner that they don't usually work with so that they are asking and answering genuine questions.
- 5 Remind students that they are going to need *he/she* and third person singular forms when reporting back about their partner. Elicit examples from the class. With bigger groups, get students to work with a new partner to talk about the classmate that they interviewed. Note down any common errors to review in a later lesson, but do not overcorrect during the feedback stage.
- 6 Elicit a range of general statements that apply to all the class. If necessary, feed in/review quantifiers like *nearly*, *everyone*, *most of*, *all of*, *some of*, *none of*. Elicit which quantifiers are followed by a singular verb (*everyone*, *none of*) and which by a plural (*most of*, *some of*).

Check it

- 7 This exercise brings together the target structures of the unit in an error correction task. Give students time to correct the sentences, working individually. Students who finish quickly can check their answers in pairs. Then check the answers with the class.

Answers

- 1 Everyone speaks English where I work.
- 2 Do you know where the bus station is?
- 3 'Do you like football?' 'Yes, I do.'
- 4 Do you think it is going to rain?
- 5 I saw him just a couple of minutes ago.
- 6 The glass was already broken when I opened the box.

Additional material

For students

Online Practice – Look again

Reading and speaking SB p24

Language lovers

About the text

This section ties into the theme of languages with a text about two British celebrities who are passionate about languages, Eddie Izzard and Chris Packham. Whether students have heard of Eddie Izzard /'ɪzɑ:d/ and Chris Packham /'pækəm/ or not, it is likely that some of their experiences of language learning will resonate with students.

Eddie Izzard is a British comedian who speaks French, German, Spanish, Russian, and Arabic. In this text, he talks about touring his shows in other languages and explains why he believes it is important to learn languages.

Chris Packham is a British nature photographer and author who has appeared on TV nature programmes in the UK, including the BBC's *Springwatch*. He has a house in France and lives there for part of the year. In this text he explains how he learned French and the impact this had on his life there.

Lead in to the topic by asking students to discuss the following questions in pairs: *Which languages do people learn at school in your country? How old are children when they start learning languages in your country? At what age can they choose to stop learning languages at school?*

- 1 These questions prepare students for the topic of the text. The attitude towards foreign languages in the UK is likely to be quite different from in students' own countries, so these questions help to raise awareness of the differences. Encourage students to guess the answers to 1 and 2 if they do not know the answer. Give students a few minutes to answer the questions in pairs before telling them to turn their books upside down to check the answers at the bottom of the box. There is no answer provided for question 3 as this asks for students' opinion. There may be a range of responses in the class, all of which should be accepted as valid. However, students should be encouraged to justify their answers.

Answers

See SB p24.

- 2 This exercise helps students relate the discussions from exercise 1 to the context of the article. Focus attention on the introduction, the photos, and the headings with the biographical information for each person. Check the meaning of *stand-up comedian* (someone who performs

live shows alone on stage aimed at making people laugh). Students discuss their ideas in pairs. With weaker classes, write phrases on the board to help them discuss their ideas, e.g. *Perhaps they published the article because ... , It seems that ... , It sounds like ...*

Possible answers

It probably appeared in a British newspaper because of the statistics showing that fewer and fewer Brits are learning a foreign language, so this article is focusing on two famous Brits who can speak a foreign language. Eddie Izzard possibly wants to learn because he tours abroad, and Chris Packham because he has a house in France.

- 3 This is a jigsaw reading which provides students with the opportunity to practise speaking with a real purpose, to convey information from their text. Pre-teach/Check the meaning of the following vocabulary items: *enrich* (to improve the quality of something), *spark* (to cause something to start), *immersion* (being completely involved in something), *business case* (the reason why someone should take a particular business decision), *profit* (the money you make after paying the costs), *remote* (far away from places where other people live), *extraordinarily* (in a way that is unexpected, strange or surprising), *appreciative* (feeling or showing that you are grateful for something).

Divide the class into two groups, A and B. Focus group B students' attention on the glossary at the end of their text. Tell group A to cover the Chris Packham text, so they are not tempted to look, and tell group B to cover the Eddie Izzard text. Focus students' attention on the correct column of the chart for their group. Allow students five minutes to read and answer.

- 4 Before students swap information, put students in pairs within the same group to compare their answers, so group A students check with other group A students, and group B students check with other group B students. Then, put students in A/B pairs and tell them to exchange information with their partners. Stress that they should listen carefully to their partner and ask their partner for any help needed with spelling instead of looking at the text.

Students who finish quickly can complete the chart about their own experiences of learning languages, i.e. how many languages they speak, their motivation, level, and benefits.

When everyone has finished, check answers as a whole class.

Answers

Group A Eddie Izzard

Languages spoken: English, French, German, Spanish, Russian, and Arabic

Motivation for learning them: He has a hunger to learn./He wants to communicate with foreigners in an adult way./He also sees it as political – he thinks if people learn other languages they will come together./He also does it to help his career so that he can tour in other languages./He also finds it fun.

Level reached: Fairly fluent in French, so probably Advanced. Then maybe Intermediate in German. Sounds like he is Elementary in Spanish, but if he plans to tour in Spanish, he is probably better than that.

Benefits they see in learning languages: It brings people together in the world. It also makes him money.

Group B Chris Packham

Languages spoken: English and French

Motivation for learning them: He wants to be able to talk to his French neighbours in a natural way and have a laugh with them. Level reached: Probably Upper-intermediate because he got to the stage where he was thinking in French and putting sentences together in a French way.

Benefits they see in learning languages: To gossip and have a laugh with his neighbours, and feel much more a part of things.

- 5 Allow time for students to read the questions before reading the text. Tell students to write *Eddie* for Eddie Izzard and *Chris* for Chris Packham, or *both*. Check the meaning of *expect* (to think or believe that something will happen) and *immature* (behaving in a way that is not sensible and is typical of someone younger than your age). Students compare their answers in pairs before checking as a whole class.

Answers

- Both (El says 'it's not easy', CP says that he finds it 'quite difficult'.)
- Chris (He tried using CDs, reading wildlife books, and talking to his neighbours.)
- Eddie (He thinks it should be easy to learn Spanish in a month if you can speak English and French, presumably because of similarities between the languages.)
- Eddie (to do stand-up comedy)
- Both (El wanted to do his stand-up act in other languages to make more profit and this will have forced him to improve his languages, CP used his love of wildlife to help him understand French books on the topic.)
- Eddie (He says he feels like a child when he can't speak a language well.)
- Chris (He feels his French would be much better if he could spend longer periods of time in France.)
- Chris (Reading wildlife books also helped him learn.)
- Both (El asks the audience if he gets stuck with a word or phrase during his shows, CP asks his neighbours to listen to his French and correct his mistakes.)
- Chris (His French neighbours will have a laugh and gossip with him now that he can speak French well.)

- 6 Prepositions are a common area of difficulty for students, especially when students suffer from first language interference. This exercise encourages students to notice prepositional phrases as they are reading, and to record new vocabulary items with the corresponding preposition rather than noting down isolated words. If students need extra practice using prepositions, refer them to the Workbook where they will find a focus on prepositions in every other unit.

Tell students to guess first before they look back at the text. Give students three or four minutes to try to fill in the gaps. Tell students to work in pairs to find the prepositions in the text. Check answers. Focus attention on the example of a personalized sentence. Tell students that it can help them to remember new words if they make examples that are personally meaningful.

Elicit another example from the class. Ask students to write another three or four examples individually. Monitor and correct students' writing as necessary. Students compare their sentences in pairs.

Answers

- 2 have a passion *for* sth
- 3 make/turn a profit *on* sth
- 4 study sth *at* university
- 5 be fluent *in* a language
- 6 get on top *of* sth
- 7 take advantage *of*
- 8 point *at* sth/sb
- 9 have a laugh *with* sb

What do you think?

Check the meaning of *enthusiastic* (feeling or showing a lot of interest or excitement). Put students in small groups to discuss the questions. Elicit a range of opinions in a feedback session. The fourth question provides a useful opportunity to get feedback from students about their feelings towards your attitude to error correction in class.

If you have time in class, students can watch the Unit 2 video about how subtitles are made for film and TV.

Additional material

For teachers

Photocopiable activity – Video worksheet: *The art of subtitling*

For students

Online Practice – *Practice*


Listening and speaking SB p26

A world in one family

About the text

This section brings together the theme of family stories from Unit 1 with the theme of language. It consists of two separate interviews with two members of the same multinational family. The first interview is with the son and the second interview is with the mother.

Lead in to the section by writing the title of the lesson on the board: *A world in one family*. Ask students what they think this might mean.

- 1 Tell students about an example of people you know who are married to someone of another nationality. Discuss students' answers as a whole class.
- 2 Focus attention on the photo. Elicit suggestions about how there could be three nationalities in one family. Ask students what nationality they think the people might be. Tell students they are going to hear from two people in this family.
- 3  **2.8** Give students time to read the questions before playing the recording. Pre-teach/Check the following items to help students with the more detailed comprehension: *bilingual* (speaking two languages fluently), *trilingual* (speaking three languages fluently), *background* (family, education, experience). Tell students that Nicolas does not answer all the questions. Stress that they should circle these questions to prepare for the next exercise.
Play the recording. Students work in pairs or groups of three to discuss their answers. Don't confirm or reject any suggestions that they have at this stage, as the next recording will help them further.

Answers

- 1 Nicolas and Sara are British. Felipe is Brazilian and Elke is German. (We later find out that Elke is half German, half Brazilian.)
- 2 Can't answer.
- 3 Portuguese, German, and English.
- 4 Yes.
- 5 Can't answer.
- 6 During the World Cup, when he was at secondary school and his classmates insisted he choose which country to support.
- 7 Because his dad didn't make as much of an effort to speak Portuguese to him when he was little.
- 8 Can't answer.
- 9 He's studying modern languages at university. He finds writing in German difficult.
- 10 Can't answer.

2.8 A world in one family – Nicolas

I = Interviewer N = Nicolas

- I So, Nicolas, how old are you?
N I'm 21.
I And you have an interesting background – what nationality are you?
N Well, I'm British – I was born here and I've got a British passport.
I And is that the same for your sister?
N Yeah, Sara was born here, too.
I But your parents, what nationality are they?
N Well, my father's Brazilian, and my mum's German, but they've both lived in the UK for 30 years.
I And how did they meet? Was that here in the UK?
N Yes. It's a funny story actually ...
I Go on then!
N Well ... you should probably ask my mother about it ...
I OK, I will! What about languages? Your parents must speak very good English?
N Yeah ... both of them had good English when they came here, and it's pretty perfect now, but I do get to correct them sometimes!
I So what languages are spoken in your family?
N Well, my dad speaks Portuguese, as well as English, obviously. My mum's father's German and her mother's Brazilian, so ... she speaks German and Portuguese fluently. And she studied English at university.
I Wow! So, so are you and your sister both bilingual? Or trilingual?
N Er, you could say Sara's trilingual. I'm sort of bilingual – my dad didn't make as much effort to speak Portuguese with me, and I'm not really fluent in it.
I And what's it like growing up in England with a Brazilian father and a German mother?
N It's been ... fine. I didn't think about my nationality much when I was young. The first time I remember it being an issue was at secondary school, when there was a World Cup, and my classmates said I had to choose which country to support: England, Germany, or Brazil.
I So, which was it?
N I said I wanted to support all three! Good job, really – 'cause England and Brazil both got knocked out in the quarter finals!
I It pays to be multi-national sometimes. So has your background affected your career choice?
N I guess so. I'm studying modern languages at university – Italian and German.
I Oh, another new language!
N Yes! I love Italian, and it's pretty similar to Portuguese.
I And studying German must be dead easy for you!
N In some ways, but writing in German is still difficult for me sometimes.
I And what are you hoping to do in the future?
N Good question. ... I'm not sure yet. But I want to use my languages, hopefully in a job where I can travel or live abroad for a while.
I Thanks, Nicolas ...

- 4 2.9 You may like to pre-teach/check the following items: *postgraduate* (Masters or Doctorate level studying), *blush* (to become red in the face because you are embarrassed), *switch* (change from one thing to the other), *belong* (to fit in/be part of).

Play the recording and let students check their answers in pairs. Check answers as a class.

Answers

- 2 They met at a party in Cambridge when they were students. They stayed in Cambridge as they got jobs and it meant they didn't have to decide between Germany and Brazil.
- 5 She chose them because they're international.
- 7 Students may want to change their answer to question 7 because Elke says Felipe did try to speak Portuguese to Nicolas, but he kept replying in English.
- 8 She's a consultant for British companies doing business in Brazil. She will probably move to Brazil.
- 10 She thinks they get the best of all the cultures, but they may feel that they don't belong anywhere.

2.9 A world in one family – Elke

I = Interviewer E = Elke

- I Elke, you're German, aren't you?
E Yes. I'm actually half German and half Brazilian, but I was born and grew up in Düsseldorf.
I And how long have you lived here in Cambridge?
E 31 years.
I And how did that happen?
E I came to the university as a postgraduate, and ... well, I met my husband, Felipe. We met at a student party ...
I Nicolas tells me it's a good story!
E Yes, ... I was standing near two men, it was Felipe and his Brazilian friend Lucas, and ... well, I look German, or maybe English, not particularly Brazilian, so after looking over at me, Felipe thought it was fine for him to say to Lucas, quite loudly in Portuguese, 'Oooh! She is cute! I'd like to ask her out!'
I Oh no!
E Oh yes! Oh yes. He looked horrified and blushed like mad when I shouted over in Portuguese, 'Well, you're not so bad yourself, so why don't you?!' But then we laughed about it and spent the evening together ... and ... well, here we still are!
I What made you decide to stay here?
E Felipe got a job at the university, and I found a job soon after. It avoids deciding which of your countries to live in if you live in a third one!
I True! Now I wondered, did you choose Sara and Nicolas's names because they're international?
E Yes, they're common in all the countries we belong to.
I And would you say that Sara and Nicolas are both trilingual?
E Sara is – she's comfortable in German, Portuguese, or English. She often switches languages without even noticing!
I Now, Nicolas said his dad didn't make as much effort to speak Portuguese to him.
E Oh, that's not true! We introduced it a bit later, but Felipe always used it with him – it's just that Nicolas kept replying in English!
I Ah! Well, I know Nicolas is studying languages. Has Sara's background influenced her career?
E Yes, she's a consultant for British companies doing business in Brazil, and she's often out there. I think she'll end up living there actually.
I And what do you think are the pros and cons of bringing up children in a different culture to your own?
E I think it's a great opportunity to take the best of both cultures. People identify too much with just their own language and culture. But I do sometimes worry that my children don't feel like they really belong anywhere. I wonder whether it's possible to feel 100% English when your parents aren't English.
I Hmm, hmm, I see.

What do you think?

This exercise provides an opportunity for students to engage with what they heard by reflecting on their own views of growing up abroad. It also enables them to use vocabulary from the listening in personalized sentences. Put students into groups of three or four to make their lists. Give students ten minutes to make their lists. Discuss as a whole class by eliciting one idea from each group. If you are short of time, ask students to write their lists for homework and discuss their ideas in the next class.

Possible answers

Advantages: Speak more than one language; Exposed to a different style of education; Opens up different job opportunities; Friends from different backgrounds; Might make children more adventurous about travelling
Disadvantages: Might be a long way from grandparents; Paperwork can be complicated; Parents might not be familiar with the education system they are putting their children through

SUGGESTION Get each group to put their lists up on the wall. Tell students to walk around the classroom with their group to read the lists and compare other groups' ideas to their own.

Additional material

For students

Online Practice – *Practice*

Vocabulary SB pp26–27

What's in a word?

The aim of this section is to encourage students to think about how they learn vocabulary. As a lead-in to the section, ask students how they record and remember new vocabulary. List their ideas on the board. Add your own ideas, or use the suggestions below. Collate all the ideas onto one sheet to make a useful handout for students.

RECORDING VOCABULARY

- Don't just translate words – try to use a range of other techniques to make your vocabulary learning fun.
- Guess the meaning of words from context. Decide the part of speech (verb, noun, adjective, etc.) and what it probably means.
- Draw pictures to illustrate words and the meanings of prepositions of place and direction.
- Record words in groups under topic headings like *Sport* or *Adjectives of character*.
- Write contexts/personalized examples for new words to help you remember them, e.g. *I'd like to settle down in my home town*, rather than just *to settle down*.
- Record collocations (words that go together), e.g. *an interesting background*.
- Learn and use phonetic symbols to help you record the pronunciation of new words. Don't forget to mark the stress, e.g. *cosmopolitan*.
- Do everyday tasks in English to help you to recycle vocabulary, e.g. write shopping lists, write 'to-do' lists, etc.

- Design vocabulary tests for other students. Find ten words or phrases that you have seen in class in the last two weeks. Prepare definitions/clues that will help your classmate guess the word, e.g. *You do this when you phone or text someone regularly (= keep in touch).*

Meaning from context

This section develops students' ability to guess the meaning of unfamiliar words using the words around them. To improve reading fluency, it is important for students to avoid looking up all unknown words. It is an important skill for listening, when it may not be practical to use a dictionary, and also in exam situations.

- 1 Ask students who know the words not to say anything. Ask students who do not know the words if they can guess which parts of speech they are just by looking at them (-ly is usually an adverb ending and -less is usually an adjective ending). Tell students that using context to understand new words is an important reading and listening skill that students probably use in their first language without thinking.
- 2 Start by writing a sentence with *uggy* on the board, e.g. *I always have an uggy for lunch.* Ask: *Is 'uggy' a real word? (no). Is it a noun, adjective, or verb? (a noun). How do you know? (it has the article an). Is it countable or uncountable? (countable because of the article an). What could it mean? (probably a type of food).*
Ask students to read the sentences and decide on the part of speech. Give them time to compare their answers with a partner before checking with the class. Ask students what helped them to know the part of speech (1 *was* is often followed by an adjective. 2 *decided to* must be followed by a verb. 3 -ly is an adverb ending and *uggly* modifies the meaning of the verb, describing how the play ended, so it cannot be an adjective. 4 *hear* requires an object and -ies suggests a plural noun ending). Finally, get students to match the real words in exercise 1 with the uses of *uggy*. Check the answers with the class.

Answers

- 1 adjective: flawless
- 2 verb: settle
- 3 adverb: abruptly
- 4 noun: traces

Pronunciation

This section raises students' awareness of the unreliability of spelling as a guide to pronunciation and introduces phonetic symbols as a way of recording the pronunciation of new words in their vocabulary notebooks. It also highlights the importance of marking which syllable is stressed on new words.

- 3 **2.10** This exercise helps students to distinguish vowel sounds and diphthongs in words that have similar spellings. Refer students to the phonetic symbols chart on SB p160 to help them with the sounds. Stress that students do not need to learn all the phonetic symbols, but it is useful to learn symbols for the sounds they find most difficult and to mark these above words with the difficult sound in their notebook as a reminder of the pronunciation. Before playing the recording, put students in pairs and encourage them to try saying the words

aloud with their partner to hear the differences. Play the recording for students to check their ideas. Drill the sounds that they find difficult. Help students to make the long sounds by exaggerating the length, especially if their first language does not have as many long vowel sounds, e.g. Spanish.

Answers

- 1 does
- 2 great
- 3 said
- 4 phone

2.10 See SB p26.

EXTRA IDEA If students have difficulty with spelling, encourage them to use the phonetic symbols as headings in their vocabulary notebooks to collect words with different spelling patterns. For example, under the symbol /əʊ/, students can collect words with the o_e spelling like *rose*, words with the oe spelling like *toe*, and words with the ow spelling like *show*.

- 4 **2.11** Say a word using incorrect stress, e.g. **computer*, and ask students what the problem is. Tell students that using the wrong word stress can sometimes make it difficult for people to understand. In their first language, the word stress might be more regular and predictable. Tell students that although there are patterns in English, it is important to learn the stress at the same time as learning a new word.

Encourage students to try saying the words aloud to hear the stress. Play the recording and check answers. Play the recording again and pause it after each word to drill the pronunciation. If students have difficulty hearing the stress, try clapping the sounds, with a louder clap on the stressed syllable.

Answers and audioscript

2.11 Word stress

woman
enjoy
accent
photographer
computer
pronunciation

Word formation

- 5 Check the meaning of *suffixes* by writing the word *active* on the board. Ask students which part is the suffix (-ive, suffixes come at the end). Students work individually before comparing answers in pairs. Check answers and elicit the parts of speech for each suffix (-ive: adjective, -or: noun, -ion: noun, -ivate: verb, -ing: Present Participle or adjective, -ities: plural noun). Tell students that it is a good idea to record 'word families' like these in their notebook. It is a quick way to expand their vocabulary, like learning one word and getting five more for free!

Answers

- 2 actor
- 3 Acting
- 4 action
- 5 activities
- 6 activate

Words that go together

- 6 Remind students of the concept of collocation from Unit 1. Write the following gapped examples on the board: wavy ____/delicious _____. Ask students which nouns these adjectives collocated with in Unit 1 (*wavy hair/delicious meals*). Focus attention on the example in the Student's Book and then get students to match the other words. Check the answers with the class.

Answers

- 2 strong wind
- 3 high standard
- 4 enrich your life
- 5 get stuck
- 6 make a profit

Keeping vocabulary records

- 7 The aim of this section is to encourage students to start keeping a vocabulary notebook if they haven't already and to help students to improve their notebook if they already have one. Focus attention on the example notebook. Elicit the type of information in the model (pronunciation, part of speech, definition, example sentence, and translation). Put students in small groups to discuss the questions. If they have a vocabulary notebook, encourage students to show their classmates how they record vocabulary. Write a list of ideas on the board during the feedback stage (see suggestions below) and ask students which they think work best. Again, you can collate all the ideas onto one sheet to make a useful handout for students.

ORGANIZING VOCABULARY RECORDS

- Find the way of keeping vocabulary records that best suits you, either electronically or in a special notebook.
- Leave space at the bottom of each section/page so that you can add new words and phrases.
- Try to organize words visually, rather than just using translation. Use pictures and diagrams and label them. Use word spiders to show the connection between words.
- Make your vocabulary records interesting and the words memorable by using different colours, images, and diagrams.
- Decide how best to record each entry including the meaning, use, and pronunciation. Include definitions, related words, example sentences, or collocations.

Additional material

For teachers

Photocopiable activity – Vocabulary: *A question of collocation*

For students

Online Practice – *Look again*

Workbook pp15–6, exercises 1–7

Everyday English SB p27

Everyday situations

This section provides students with useful everyday phrases to use in places around town like the hairdresser's or post office. Lead in to the topic by eliciting the words for places around town. Write students' ideas on the board.

- 1 Focus attention on the photo and ask where the people are (at the hairdresser's). Elicit suggestions for what the woman in the photo could be saying. Tell students to look at 1 to 10 to find something the woman might be saying (number 1). Then put students in pairs to think about and discuss where they might hear the other lines of conversation and who might say them to whom. Check answers in whole-class feedback.
- 2 2.12 This exercise gets students to build conversations by matching a mix of responses and questions in 2 with the responses and questions in 1. Focus attention on the example. Clarify that some of the sentences come before those in 1, and some are responses. Students work individually before comparing answers with their partner. Play the recording for students to check their answers. Play it again for students to make notes about the next line. Tell students to turn to the audioscript on p130 to check their notes.

Answers

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

2.12 Everyday situations

- 1 A Just a trim, please.
B OK. How much do you want off? This much?
A Er ..., a bit more than that. My hair grows really quickly!
- 2 A No, thanks, I'm just looking.
B Well, just call me if you do need any help.
A Thanks. Oh actually, where are the changing rooms?
- 3 A Is it within walking distance?
B No, not really. It's more of a taxi ride.
A Thanks. Is there a taxi rank near here?
- 4 A I'm afraid I've locked myself out of my room.
B That's no problem. I'll just do you another key card.
A Thanks. I'll bring it straight back.
- 5 A I can't make the meeting. I'm stuck in traffic.
B Oh no! You're the one giving the presentation!
A Oh come on. You could do it just as well as me.
- 6 A I need to make an appointment. It's quite urgent – I've lost a filling.
B We have a cancellation this afternoon at 2.45 if that's OK?
A Oh, that would be brilliant! Thank you ever so much. I'll see you then.
- 7 A No, thanks. It was all lovely, but I couldn't eat another thing.
B Oh, but you really must try the other dessert!
A Honestly, I'd love to, but I really couldn't manage it!
- 8 A Is there a matinee performance today?
B Yes, it's at 2.30, but I'm afraid it's sold out. How about tomorrow?
A Oh, that won't work unfortunately. We're only here for the day.
- 9 A Will this parcel get there tomorrow if it goes first class?
B It should, but if you send it Special Delivery, it definitely will.
A OK, I'll do that then, please. How much is it?
- 10 A Does it come with chips?
B No, you have to order them as a side dish.
A OK. Could we have one portion to share then, please?

- 3 Refer students to the audioscript on p130 if you haven't already. You may like to play the recording again for students to focus on the stress and intonation. Ask a strong pair of students to demonstrate the first conversation. Put students in pairs to speak. Monitor and check for students' use of stress and intonation.

- 4 2.13 Tell students to close their books. With weaker classes, allow students to keep their books open. Play the recording. Pause after each one to allow students to speak in their pair. Play the response and drill it with the whole class.

2.13 Listen and speak

- 1 You don't want your hair cut too short. What do you say to the hairdresser?
Just a trim, please.
- 2 A shop assistant asks if you need help. How do you say no?
No, thanks, I'm just looking.
- 3 How do you ask if somewhere isn't too far to walk to?
Is it within walking distance?
- 4 Your hotel room door has locked with your key inside. What do you say at reception?
I'm afraid I've locked myself out of my room.
- 5 You're in traffic and you'll be late for a meeting. What do you say to your colleague on the phone?
I can't make the meeting. I'm stuck in traffic.
- 6 You phone the dentist's because you need a new filling as soon as possible. What do you say?
I need to make an appointment. It's quite urgent – I've lost a filling.
- 7 Your host at dinner offers you more food. How do you say no?
No, thanks. It was lovely, but I couldn't eat another thing.
- 8 How do you ask at the theatre if there's a performance this afternoon?
Is there a matinee performance today?
- 9 At the post office, ask if your parcel will arrive in 24 hours if you pay more.
Will it get there tomorrow if it goes first class?
- 10 Ask the waiter if you need to order chips with your dish.
Does it come with chips?

Additional material

For teachers

Photocopiable activity – Communication: *No problem!*

For students

Online Practice – *Look again*

Workbook p17, exercise 1

Online Practice – *Practice*

Writing SB p28

An informal email – Correcting mistakes

This section introduces students to symbols commonly used to point out errors in written work. The aim of using such symbols is to pinpoint errors in a piece of work and prompt students to self-correct.

- 1 Focus on the symbols in the box and give students an example of a mistake with a tense, e.g. **The sun shines at the moment* (is shining). Elicit examples of mistakes for the remaining symbols.

Possible answers

Tense: *I have done my homework last night.

Punctuation: *I went to the shops, I bought some milk.

Word order: *I love your shoes blue.

Wrong word: *I called him for ask about the homework.

Grammar: *I've wrote a letter to my friend.

Word missing: *She looked the painting.

Preposition: *He is responsible of his younger sister.

Spelling: *We studyed hard yesterday.

- 2 Get students to read the email and correct the mistakes. Get them to check in pairs before checking with the whole class. You may wish to copy the answers below onto a handout or project it onto the board.

Answers

Hi Paul,

How are you? I'm very well. I came to Dublin two weeks ago to study at a language school. I want to learn English because it is a very important language. I'm staying with an Irish family. They've got two sons and a daughter. Mr Kendall is a teacher and Mrs Kendall works in a hospital. The Irish are very friendly, but they speak very quickly! I go to class in the morning. My teacher's name is Ann. She told me that my English is OK, but I make a lot of mistakes. Ann doesn't give us too much homework, so in the afternoons I often go sightseeing. Dublin is much bigger than my town. I like painting very much, and I'm very interested in modern art, so I visit galleries and museums. I've met a girl called Martina. She comes from Spain and goes to Trinity College. Last night we went to the cinema, but the film wasn't very exciting. Would you like to visit me? Why don't you come for a weekend? I'd love to see you. Email or text me soon.

Love, Cintia x

P.S. The photos are of Martina and me, and my favourite street in Dublin.

- 3 Students work individually to answer the questions about the email before comparing answers with a partner. Check answers.

Answers

- 1 She is in Dublin. She is staying with the Kendalls, an Irish family.
- 2 She is studying English at a language school.
- 3 She studies in the morning.
- 4 She often goes sightseeing, and she visits galleries and museums.
- 5 She has met a girl called Martina.

- 4 This exercise prepares students for the writing task by generating content to include in their email. Tell students they can imagine they are anywhere in the world. Elicit some examples and write them on the board to get students started.
- 5 Refer students back to the model email. If possible, ask students to write actual emails to send to a classmate. Students can use the comments function to annotate their partner's email before sending it back. If email is not available in class, students write them by hand. If you are short of time, ask students to complete the writing for homework and swap their emails in the following lesson. Remind students to write on their partner's work in pencil.

Additional material

For students

Online Practice – *Practice*

Workbook p17, *Review*, exercise 1

Online Practice – *Check your progress*

Introduction to the unit

This unit focuses on work and jobs. It profiles a range of people at work and covers themes such as wages and salaries, applying for jobs and achieving a good work–life balance. The topic provides the context for the main language focus: the present tenses. The focus is not only on the difference between Present Simple and Continuous, but also on state verbs, which are rarely used in continuous forms. The topic of jobs and money allows for practice of Present Simple active and passive.

The reading text examines the life of Dan Price, an American CEO who took a pay cut to give his staff a \$70,000 minimum wage. The *Speaking and listening* section focuses on comparisons of salaries in different jobs, and which jobs are the most beneficial to society. The *Vocabulary and listening* section covers the language of free-time activities and the equipment needed for these activities. The *Everyday English* syllabus continues with a focus on making small talk. It reflects on the importance of small talk in situations when speakers want to sound interested or keep a conversation going. The *Writing* section in this unit focuses on formal and informal styles in emails and letters concluding with practice of writing a formal job application.

Language aims

Grammar

State and activity verbs SB p30

At Intermediate level, students should be familiar with the form and most of the uses of the Present Simple and Continuous. They may still make mistakes in the use of these tenses, but should not require a complete remedial presentation. Therefore, the approach taken in the language review is one of contrasting the tenses, distinguishing states from activities, and reviewing state verbs and frequency adverbs. The basic rules of Present Simple for states, facts, and habits, and Present Continuous for activities happening now or around now are consolidated through a range of contexts. The exceptions presented when using state verbs are given complete coverage in the unit.

Active and passive

The language syllabus focuses on active and passive forms, via a set of statistics. Students are given opportunities to distinguish the correct use and to produce appropriate passive forms.

Possible problems

Present tenses

Intermediate students often feel they already 'know' the present tenses, but, in practice, they still make frequent mistakes when trying to use them. Some students may continue to have problems with the form of the tenses, confusing the use of the auxiliaries *am/is/are* and *do/does*. The pronunciation of the weak form of *do/does* in questions

may need drilling and practising. The spelling of the *-ing* form may also need revising. In terms of use, the choice of tense may present problems. Students are probably familiar with the basic differences in use between Present Simple and Continuous, but will need help to understand the use of state verbs, especially with verbs such as *think* that can be both state and activity verbs.

I think it's beautiful. (state verb)

I'm thinking about my holiday. (activity verb)

The word order with frequency adverbs can also present problems. This and all other aspects of the form and use are covered in Grammar reference 3.1–3.4 on pp 142–3.

Active and passive

Some students may have problems manipulating the form of the passive, so this may require a short review. The main problems, however, are with deciding when to use a passive form. This is covered in Grammar reference 3.5–3.6 on pp 143.

Vocabulary and listening

The exercises in the *Vocabulary and listening* section focus on the language of free-time activities and the equipment needed for these activities. Students are given the opportunity to practise their note-taking skills in a listening exercise before a personalized speaking task in which students describe their free-time activities using some of the vocabulary from this section.

Everyday English

This section focuses on making small talk, and highlights features of spoken English including adding additional information, using question tags to show interest and softening negative comments. A dialogue between two people provides a model for these features of making small talk. This is an awareness-raising task which builds up to practising these features in a controlled and, then, freer stage.

Additional material

Workbook

Present tenses are reviewed and consolidated, with a focus on the distinction between Present Simple and Present Continuous in active and passive voices. Question and negative forms are practised, and the contrast between state and activity verbs is reviewed. The lexical set of free-time activities is practised and phrasal verb + noun combinations are extended.

Photocopiable activities

There are photocopiable activities to review grammar (*Read my mind*), vocabulary (*Time to play*), and communication (*Making small talk*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the photo
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Just a job?', and check understanding of *just* (only). Elicit ideas about what the question means.

Students will describe the photo in detail in the activity, but they can refer to it at this stage for ideas about the title if they wish.

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, Everyday English, reading, listening, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, try to engage students' interest in the topic, encouraging their thoughts and ideas in response to question in the title. Then do the activity together.

Notes for the activity:

- 1 Put students in pairs. Refer them to the man in the photo and ask them to answer the questions. Elicit personal reactions to this kind of job. If there is time, elicit other dangerous, scary, or exciting jobs which students might/might not consider doing.

Suggested answers

window cleaner, engineer, stuntman
enjoyable – fun, exciting, great views, unusual, etc.
not enjoyable – dangerous, scary/frightening, some people are afraid of heights/suffer from vertigo, etc.

- 2 Ask students to read the quote by Confucius (Chinese philosopher from 2,500 years ago) and elicit answers to the question. With stronger classes, encourage students to give reasons why people love their jobs.

Grammar

State and activity verbs

STARTER SB p30

About the song

Dolly Parton is a singer and songwriter from the US, born in Tennessee in 1946. She is most well known for country and pop music, but she has also been in several films. In

1980 she starred in the hit movie *9 to 5*, which is a lively comedy set in the workplace. She also contributed to the film soundtrack and wrote the title song, *Working 9 to 5*. A musical version of the film opened on Broadway in 2009 and since then this popular musical has toured theatres in both the UK and the US.

The theme of work is introduced in the Starter section. Students listen to the song *Working 9 to 5* by Dolly Parton. At the beginning of the song, she sings about her busy morning routine before she leaves the house to go to work.

- 1 This exercise personalizes the topic of morning routines before leaving the house to go to work or school. Put students in pairs to discuss their answers to the questions. In feedback, ask a few students to describe their morning routines.

- 2 **3.1** Ask students what time people usually start and finish work in their country. Discuss working hours as a class. The students' knowledge will probably depend on their own experience or on that of family or friends. Tell students they are going to listen to a song called *Working 9 to 5* in which a woman sings about her morning routine and a typical day at work. Check that students know that *9 to 5* refers to the length of her working day.

With less confident students, pre-teach/check the following words from the song: *to make a living* (to earn enough money to live), *to give someone credit for sth* (to recognize that someone has done sth good), *to get a promotion* (to be given a higher position at work), *to barely get by* (to only just manage to earn enough money to live). You could do this by writing example sentences up on the board such as, *How can he make a living as a vlogger? She's really happy because she got a promotion*. Elicit definitions.

Give students time to read the questions. Play the song through once. Elicit the answers, playing the song through a second time if necessary.

Answers

- She begins her day by getting out of bed, going to the kitchen, and pouring herself a cup of coffee, yawning and stretching.
- She doesn't enjoy her work because she feels she doesn't get any recognition or reward for it. She also doesn't like her boss.
- She feels as though her boss is getting richer thanks to the hard work of other people (like her).
- She's probably an office worker in a big company.

'How I stay calm' – by people in stressful jobs SB p30

- 1 The aim of this task is to lead in to the listening sections and to the *Grammar spot*. Focus attention on the four jobs in the photos. Try to elicit the names of the jobs, but if students don't know, elicit what each person does, and be prepared to tell them the names of the jobs. Check understanding by eliciting exactly what each person does when at work, e.g. *an oil-well installer drills holes in the ground or under the sea so that oil can be accessed*, *an A&E /'eɪtʃn'i:/ doctor works in the Accident and Emergency department in a hospital*, etc. Read the questions and discuss ideas as a class. Encourage students to give reasons for their answers.

- 2 This task tests Present Simple/Continuous formation and pronunciation. Focus students' attention on the questions about Gary. Get two students to ask and answer them across the class. If necessary, drill the weak form does /dəz/ in the Present Simple question.

Put students in pairs to ask and answer the questions about the other people (Joan, Kyle and Bonnie). Monitor and check for accurate formation of the tenses and pronunciation. If necessary, drill the question forms around the class.

Answers

- 2 What does Joan do? She's a head teacher.
What's she doing in the photo? She's sitting at a desk/making a phone call/listening to someone on the phone.
- 3 What does Kyle do? He's a deep-sea diver and an oil-well installer.
What's he doing in the photo? He's diving in the sea.
- 4 What does Bonnie do? She's an A&E doctor.
What's she doing in the photo? She's pushing a patient on a trolley.

- 3 **3.2** Tell students they are going to hear the four people in the photos talking about their jobs and their lives in general. Give students time to read through the questions. Play the recording and pause after the first speaker. Elicit answers. Play the rest of the recording, pausing after each speaker. If less confident students find this first task very challenging, reassure them that they will hear the recording again in the next exercise. Put students in pairs and ask them to check their answers about the final three speakers. Check as a class.

Answers

- 1 Gary Rudd: he finds the responsibility stressful – he feels that he is blamed when the team loses.
Joan Bevan: she also finds the responsibility stressful because she wants the school to be good, and she finds it stressful dealing with angry parents.
Kyle Cooper: he finds the whole job stressful – the helicopter ride, and going into a small chamber.
Bonnie Baxter: She finds the weekends stressful because they have so many patients to deal with.
- 2 Gary Rudd: he does DIY to relax.
Joan Bevan: she runs to relax.
Kyle Cooper: he loves the sea and goes sailing to relax.
Bonnie Baxter: she knits to relax.
- 3 Gary Rudd: he is decorating his kitchen at the moment.
Joan Bevan: she's training for the Great Welsh Marathon at the moment.
Kyle Cooper: he's building his own boat at the moment.
Bonnie Baxter: she's making a little blue jacket for her sister's baby at the moment.

3.2 'How I stay calm' – by people in stressful jobs

- 1 **The football manager: Gary Rudd**
When I watch my team, my heart's racing, but I try to keep calm and not shout too much. I feel a huge responsibility for the club. And I have worries – injured players, referees I don't agree with – also I know that the manager is always blamed when the team loses – that's very stressful. The way I stay calm is to leave my work at work. I never watch the 24-hour sports channels, I don't go on social media and read what people say on Twitter or Facebook. I don't even talk to my family about it, and that's difficult when I'm down after a really bad game. Oh – and I do DIY around the house – I'm decorating the kitchen at the moment.
- 2 **The head teacher: Joan Bevan**
I had the most fantastic teachers when I was at school. And I think that's why I feel so much stress and worry in this

job – I believe that a good school makes a huge difference to the lives of young people. We have 1,100 students here and I have a personal responsibility for each one of them. So, I arrive early to school every morning to give myself time to just sit and think quietly. The most stressful situation is when angry parents show up. I try to stay calm – as the minute you shout, people don't listen. Also, I run. I'm training for the Great Welsh Marathon at the moment, so I run eight miles, three nights a week. And that's a great help.

3 The deep-sea diver: Kyle Cooper

What I do is, install underwater gas and oil wells. I work 300 kilometres north of Shetland in Scotland. The whole job is stressful, from the helicopter ride to the ship to when I get into a 2.5 metre x 7 metre chamber for a month. I'm in there with 11 other divers. We, we work in teams of three. We go up and down in a kind of diving bell, which is lowered to 20 metres above the sea bed and we work for six hours in the pitch black. It's tiring, it's very tiring, but I've been doing it for 20 years and I still love it. Usually I work one month and then have two months off. Even when I'm not working, I love the sea – it calms me. You won't believe it, but sailing is my favourite past time. I love sailing! I'm actually building my own boat at the moment.

4 The A&E doctor: Dr Bonnie Baxter

I'm an A&E doctor in a busy city centre hospital, we see about 60,000 patients a year. It's stressful most of the time, but especially weekends – we see twice as many patients at weekends. I understand their distress when they say, 'How long do I have to wait?', 'When will I be seen?' But I can't often give them an answer. The very nature of A&E is that it is unpredictable for both doctors and patients. I've now been working here almost three years. What helps me is having people around who share the stresses of the day – that and my knitting – in my few free moments I knit. I'm making a little blue jacket for my sister's baby – he'll probably be too big for it by the time I finish!

- 4 **3.2** Give students time to read gapped sentences 1–10. Encourage them to predict which word(s) could go in the gaps. Check students know key words, e.g. *to blame someone for sth* (to say someone is responsible for doing sth bad), *DIY* (the activity of making or repairing things yourself instead of buying them or paying someone else to do it), *Welsh* (the adjective to describe something or someone from Wales), *diving bell* (a metal container filled with pressurized air in which people can work underwater), *sea bed* (the bottom of the sea), *distress* (a feeling of extreme unhappiness).
- Play the recording again and get students to complete the sentences. If necessary, pause the recording after each speaker to give students time to complete the gaps. Check the answers with the class.

Answers

- 1 I know that the manager is always blamed when the team loses.
- 2 I never watch the 24-hour sports channels. I don't go on social media.
- 3 I do DIY around the house. I'm decorating the kitchen at the moment.
- 4 I believe that a good school makes a huge difference to the lives of young people.
- 5 I'm training for the Great Welsh Marathon at the moment, so I run eight miles, three nights a week.
- 6 We go up and down in a ... diving bell, which is lowered to the sea bed.
- 7 Even when I'm not working, I love the sea – it calms me.
- 8 I'm actually building my own boat at the moment.
- 9 I understand their distress.
- 10 In my free moments I knit. I'm making a little blue jacket for my sister's baby.

GRAMMAR SPOT SB p31

This *Grammar spot* reviews the use of Present Simple and Present Continuous forms. It also focuses on the use of the Present Simple passive and the Present Perfect Continuous forms.

- 1 Focus students' attention on the three sentences. Ask students if they can name the tenses and explain why each tense is used. Allow weaker students to use their own language if appropriate.

Answers

We work in teams of three. = Present Simple (an action which happens again and again – a habit or routine)

I'm not working at the moment, it's my month off. = Present Continuous (an activity which is happening now or around now)

The manager is always blamed when the team loses. = Present Simple passive, Present Simple (passive sentences move the focus from the subject to the object of active sentences. Here the focus of our attention is on the manager.).

Refer students to audioscript 3.2 on p 131. Elicit the examples from Gary's text and then ask students to underline the other examples. Suggest that they use three different colours or their own coding system for each of the tenses.

Other examples from the audio

Key

Present Simple = underlined

Present Continuous = **bold**

Present Simple passive = *italics*

1 Football manager: Gary Rudd

When I watch my team, my heart's **racing**, but I try to keep calm and not **shout** too much. I feel a huge responsibility for the club. And I have worries – injured players, referees I don't agree with, also I know that the manager *is always blamed* when the team loses – that's very stressful. The way I stay calm is to leave my work at work. I never watch the 24-hour sports channels, I don't go on social media and read what people say on Twitter or Facebook. I don't even talk to my family about it, and that's difficult when I am down after a really bad game. Oh – and I do DIY around the house – I'm **decorating** the kitchen at the moment.

2 The head teacher: Joan Bevan

I had the most fantastic teachers when I was at school. I think that's why I feel so much stress and worry in this job – I believe that a good school makes a huge difference to the lives of young people. We have 1,100 students here and I have a personal responsibility for each one of them. I arrive early to school every morning to give myself time to just sit and think quietly. The most stressful situation is when angry parents show up. I try to stay calm – the minute you **shout**, people don't listen. Also, I run. I'm **training** for the Great Welsh Marathon at the moment, so I run eight miles, three nights a week. That's a great help.

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What I do is install underwater gas and oil wells. I work 300 kilometres north of Shetland in Scotland. The whole job is stressful, from the helicopter ride to the ship to when I get into a 2.5 metre x 7 metre chamber for a month. I am in there with 11 other divers. We work in teams of three. We go up and down in a kind of diving bell, which *is lowered* to 20 metres above the sea bed and we work for six hours in the pitch black. It's tiring, very tiring, but I've been doing it for 20 years and I still love it. Usually I work one month and then have two months off. Even when I'm **not working**, I love the sea – it calms me. You won't believe it, but sailing is my favourite past time, I love sailing! I'm actually **building** my own boat at the moment.

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I'm an A&E doctor in a busy city centre, we see about 60,000 patients a year. It's stressful most of the time, but especially weekends – we see twice as many patients at weekends. I understand their distress when they say, 'How long do I have to wait?', 'When will I be seen?' But I can't often give them an answer. The very nature of A&E is that it is unpredictable for both doctors and patients. I've now been working here almost three years. What helps me is having people around who share the stresses of the day – that and my knitting – in my few free moments I knit. I'm **making** a little blue jacket for my sister's baby – he'll probably be too big for it by the time I finish!

- 2 Students discuss two versions of the same sentence. They need to decide whether the two verbs, *like* and *know*, are state or activity verbs. Focus attention on the sentences and elicit the correct verb forms and the reason why they are correct. Encourage students to use the words *state* and *activity* when they give their answers.

There is a growing trend in spoken English to use *like/love* as activity verbs in the continuous form (e.g. *This is great – I'm loving it!*). Point out that students may hear these forms, but in order to be correct, they should stick to the non-continuous forms for these verbs.

Answers

I like my job. I know it's stressful = correct

Like and *know* are state verbs and therefore don't usually take the continuous form.

- 3 Refer students to the verbs in the box and allow them time to underline the six state verbs. Check answers and elicit any other examples students are aware of (*imagine, wish, remember, etc.*).

Answers

Love, understand, want, agree, believe, and mean are state verbs.

- 4 Ask students to underline the correct tense in the sentence. Elicit the name of the tense and why it is used in this example. Allow weaker students to use their own language if appropriate.

Answers

I've been working here for three years is the correct sentence (Present Perfect Continuous – focusing on an activity that started in the past and is still happening now).

Refer students to Grammar reference 3.1–3.4 on pp 142–3.

Practice SB p31

Questions and answers

This section consolidates the form and use of the present tenses in a series of accuracy-based activities. It provides further practice of using auxiliary verbs to form questions as practised in Unit 2.

- 1 3.3 This reading text profiles the life of Gary Rudd, the football manager shown on SB p30. Ask students what they can remember about him. Give students time to read the questions and ask them to predict some of Gary's answers. When students have made a number of predictions, ask them to read the answers from the interview and do the matching task. Set a time limit of about three minutes for them to do this. Encourage students to use the context to help them understand new vocabulary, but be prepared to deal with queries about individual words.

Play the recording and get students to check their answers.

Answers

- 2 = Do you have any children?
- 3 = Don't you like your job?
- 4 = Do you and your wife relax at all?
- 5 = What does your wife think about that?
- 6 = How long are you going to stay as manager?

3.3 See SB p31.

- 2 3.4 Ask students to complete the questions, working individually. Monitor and help with question formation. Students then ask and answer the questions in pairs. Monitor and check for accurate question formation and also focus on students' pronunciation. If necessary, drill the weak form /dəz/ in the questions with *does he* and the falling intonation in the *wh-* questions. If students have particular problems, drill the questions around the class and then get students to continue asking and answering in pairs. Play the recording and get students to check their answers.

Answers and audioscript

3.4 Questions and answers

- 1 Q Does he have any children?
A Yes, he does. He has twin daughters.
- 2 Q Where does he live?
A In a nice house not far from the football ground.
- 3 Q How many days a week does he work?
A Six days out of seven and always at weekends.
- 4 Q What does he like about his job?
A He thinks it's challenging and exciting because he never knows what's going to happen. Also, he likes training the players. He thinks they're great.
- 5 Q Why is he lonely?
A Because he's not invited to join the players after the game.
- 6 Q How does he relax?
A He likes doing DIY, but he rarely finishes anything.
- 7 Q What is he doing at the moment?
A He's painting the kitchen. He's been painting it for weeks, but it's not finished yet.
- 8 Q When does he want to leave his job?
A Not until his team are doing well.

Talking about you

- 3 The practice now moves from the third person to the first person in a personalization stage. Read the example sentence with the class and elicit some more examples using other expressions in the box. Explain to students that they are going to make sentences about themselves and tell them to a partner. Model the activity by asking a confident student to talk about him/herself. Put the students in pairs to exchange their information. With a less confident class, allow students time to prepare their own sentences individually before the paired speaking task.

Who's that? SB p32

Simple and continuous

- 1 3.5 The practice in a work-related context continues with a focus on people who work in the same office. Drill the pronunciation of the names of the people in the box and check comprehension of the jobs. Make sure students know how to say the abbreviations *HR* /ɛrf 'ɑ:/, *IT* /aɪ'ti:/, *CEO* /si: i: 'əʊ/, and *PA* /pi: 'eɪ/.

Explain that students are going to listen to somebody starting in a new job and that they will hear a colleague telling her about some of the people they work with. Play the first six lines of the conversation, as far as ... *the man in charge*. Ask students to identify Nigel (d) and his job (the CEO). Play the rest of the recording and get students to complete the task. Allow students to check their answers in pairs. Play the recording again if students have missed any of the information.

With weaker classes, play the recording once for students to identify the people and a second time for them to match the people to the correct jobs. Check the answers with the class. Ask students to identify each person in the picture.

Answers

- a = Christina, Personal assistant
- b = Edward, Sales director
- c = Helena, Accountant
- e = Matthew, Information technology manager
- f = Jenny, Human resources manager

3.5 First day in a new job

S = Sarah J = Josh

- S Gosh! I don't know anybody! Can you help me? Who are all these people?
- J Well, let's see – that's Nigel. He's sitting at the top of the table reading a report or something.
- S He's the one wearing the bright blue tie, right?
- J Yeah, that's it.
- S And what does he do?
- J Ah, he's the CEO – the man in charge. He runs the show!
- S The big boss, in other words.
- J Uh huh. Some days he shouts a lot, but he listens as well. Then there's Edward. He's wearing a light grey suit. He's standing in front of the window chatting to Helena. Edward's the sales director – he's going to China soon. He's charming. He always has a nice word to say to everyone. Helena's drinking a coffee. She's wearing a lovely green jacket and cream silk scarf – she always dresses beautifully.
- S I can see that, and Helena is the ... ?
- J Helena's the accountant. Money, money, money. Very bright, very quick.
- S Ah, OK. And who's that sitting down, talking on her phone?
- J In the pink jumper? That's Jenny, the human resources manager, HR manager. She looks after all the personnel. She's a sweetheart. Everyone loves her. Then opposite her is Matthew. He's the IT manager. He's only working here for a few months. He's from our New York office. I don't really know him very well.
- S Is he the guy working on his laptop in the striped shirt?
- J That's him – striped shirt, no tie. He knows everything about technology. He's preparing to give a presentation. And finally, that's Christina standing behind Nigel. She's his PA. She ...
- S Sorry. Who was that?
- J Christina – behind Nigel. She's his personal assistant. She organizes his diary and ... the whole of his life actually, but she helps us, too. We, we couldn't cope without her. She runs the whole place. Can you see the huge, dangly earrings she's wearing? She always wears interesting earrings – it's her 'thing'.
- S Good for her! Right. Thanks, Josh – I hope I can remember all that!
- J Well, they're a very nice crowd. Well, let me introduce you. Hey everyone – this is Sarah, our new marketing manager.
- S Hi.

- 2 3.5 Focus students' attention on the example answers saying what Nigel is doing and what he is wearing. Elicit examples for Edward. Students work in pairs to continue discussing what the people are doing and wearing. Check the answers with the class, referring to the picture.

Answers

- Edward's standing in front of the window chatting to Helena. He's wearing a light grey suit.
- Helena's drinking a coffee. She's wearing a lovely green jacket and cream silk scarf.
- Jenny's sitting down, talking on her phone. She's wearing a pink jumper.
- Matthew's working on his laptop. He's preparing to give a presentation. He's wearing a striped shirt and no tie.
- Christina's standing behind Nigel. She's wearing huge, dangly earrings.

Focus attention on the example comment about Nigel. Play the recording again and get students to note down the comments about each person. If students have problems, or with less confident students, pause the recording after each comment. Check the answers with the class and check understanding of the key words in the answers: *charming* (pleasing and attractive), *bright* (intelligent), *a sweetheart* (a lovely person), *to run a place* (to be the person in control of a place) and *to cope* (to manage in a difficult situation).


Answers

- Edward is charming. He always has a nice word to say to everyone.
- Helena is very bright and very quick.
- Jenny is a sweetheart. Everyone loves her.
- Matthew knows everything about technology.
- Christina organizes Nigel's diary and the whole of his life, but she helps everyone. She runs the whole place. They couldn't cope without her.

- 3 This task contains a range of vocabulary related to the workplace. Complete the example about the CEO as a class. If appropriate, allow students to use dictionaries to look up new items or check/explain any items that students query. Check the answers.

Answers

- CEO is responsible for running the whole company. Current project = discussing plans and targets with the Board of Directors
- PA makes appointments and arrangements. Current project = organizing hotel bookings for the sales conference
- Accountant is in charge of budget and cash flow. Current project = writing the annual financial report
- Sales director negotiates prices and contracts with customers. Current project = preparing to visit customers in China
- IT manager runs IT support team. Current project = buying new hardware
- HR manager looks after personnel and their conditions for employment. Current project = recruiting new staff

- 4  **3.6** Focus attention on the short conversation. Play the recording and ask students to listen. Choose two confident students to read the conversation aloud. Highlight the question forms. Drill the pronunciation as necessary and get students to mark the main stresses on each line, e.g. *What's your job?*, *What do you do exactly?*, *What are you working on at the moment?* Students practise reading the conversation in pairs.

Students make similar conversations in their pairs, using the jobs from exercise 3. If students need extra support, start by eliciting another model conversation and write it up on the board. Students can also make similar conversations about their own jobs if applicable.

Monitor and check for accurate tenses and question formation, and correct any errors carefully. You could ask some pairs to perform their conversations for the class.

3.6 See SB p32.

- 5 This task enables students to practise using the simple and continuous forms. It checks third person singular forms, correct spelling with *-ing* endings and negative verb formation. Point out that in some sentences there are examples of the Present Continuous used to refer to future arrangements. Give time for students to complete the gapped sentences individually. Students who finish quickly can check their answers in pairs. Check answers with the class.

Answers

- 1 Klaus *comes* from Germany.
We're *coming* on the 10 o'clock train.
- 2 He *doesn't have* any children.
He *isn't having* a holiday this year. He's too busy.
- 3 I'm *seeing* the dentist next week. I think I need a filling.
I *see* what you mean, but I don't agree.
- 4 I have an exam tomorrow, but I'm *not thinking* about it.
I *don't think* she's very clever.

Check it

- 6 This activity highlights common errors in the use of state verbs. If necessary, refer students back to the *Grammar spot* on SB p31 before they do the exercise. Elicit the answer to sentence 1 as an example. Tell students that a few sentences are correct. Give students time to do the exercise, working individually. Students who finish quickly can check their answers in pairs. Check the answers with the class.

Answers

- 1 Do you understand what I'm saying?
- 2 ✓
- 3 ✓
- 4 I think you're really nice.
- 5 I don't believe you. You're telling lies.
- 6 I know you don't agree with me.
- 7 ✓
- 8 We're so worried. We owe a lot of money.

Active and passive

This section reviews form, and helps students understand when to use the passive. The tense coverage is limited to the Present Simple and Continuous. Further coverage of the passive is given in Units 4 (past tenses) and 6 (Present Perfect).

- 1 Pre-teach/Check the following items from the statistics: *average* /'ævərɪdʒ/ (adj. the amount you get when you add several quantities and then divide this by the total number of quantities), *on average* (when a number is based on a calculation about how much someone usually earns, how often something happens, etc.), *the state* (the government of a country), *to cut jobs* (to reduce the number of jobs in a workplace), *pocket money* (usually a small amount of money parents regularly give to their children), *a household* (all the people who live in one house), *to owe money* (the situation when you have borrowed money and you need to give it back). Point out that *workforce* can be either a singular or a plural noun. Give students time to read through the statistics. Elicit the correct form for the first statistic. Students work through the sentences and decide which form is correct. Allow them to check in pairs. Check with the class. If necessary, refer students to Grammar reference 3.5–3.6 on p 143.

Answers

- | | |
|-----------------|-------------|
| 1 is paid | 6 earn |
| 2 pays | 7 take |
| 3 are employed | 8 are given |
| 4 are being cut | 9 own |
| 5 is made up | 10 owes |

- 2 Elicit which statistics in exercise 1 surprise students. Ask students if the figures are higher or lower than they would expect. If possible, elicit similar facts about jobs and money in the students' countries.
- 3 This exercise consolidates the form of the Present passive, Simple and Continuous. Get students to read the gapped sentences. Deal with any vocabulary queries. Point out the completed example, and elicit the answer for sentence 2. Then get students to complete the task, working individually. With weaker students, go through the sentences as a class first and decide which tense, simple or continuous, needs to be used each time. Check the answers with the class.

Answers

- | | |
|---------------------|-------------------------|
| 2 are made | 6 is situated |
| 3 is being serviced | 7 are being redecorated |
| 4 is, included | 8 are paid |
| 5 is imported | |

Additional material

For teachers

Photocopiable activity – Grammar: *Read my mind*

For students

Online Practice – *Look again*

Workbook pp18–21, exercises 1–9

Speaking and listening SB p33

Who earns how much?

This section continues the theme of work and money with a listening task on salaries of different jobs.

EXTRA IDEA Students can play the *What's my job?* game before starting this lesson. This is a mingling activity. Write the names of several jobs from exercise 1 on different pieces of paper or sticky labels. Stick one onto each of your students' backs. It is important that the students cannot see the name of their job. The aim of the activity is that each student must move around asking people *Yes/No* questions in order to guess what their job is, e.g. *Do I work with people? Do I sell things?* Students play this question-and-answer game until each person has guessed their job. Before starting, model the activity with a confident student. Select just a few of the jobs if you have a small class and play the game in the same way.

- 1 Focus attention on the ten jobs in the chart and check comprehension if necessary. Elicit one job which is useful to society and ask for reasons why. Put students in pairs and ask them to discuss how useful each job is and to decide on an order. In feedback, ask students to justify their decisions.
- 2 This task revises active and passive verb forms. Elicit which verb forms in the speech bubbles are active and which are passive (Active: *earn, get*. Passive: *is paid, get paid*). Clarify that in this task *get* is used as a main verb and it is

also used as a component of a passive form, *get* + past participle, in informal spoken English.

Tell students that the average annual salary in the UK is £27,000. Put students in pairs to match the jobs to the salaries. Model an example conversation with a strong student using the speech bubbles as a guide. If students have problems getting started, advise them to decide on the highest and lowest paid first, and then work out the others. Monitor and help, but do not correct errors as students need to be able to exchange their ideas freely. If students ask for the answers, ask them to wait until exercise 3.

- 3 Ask students to check their ideas on p156. In feedback, ask students to give their reaction to the salaries in comparison to how beneficial to society the jobs are. Allow students time to give their opinions and encourage discussion between students.
- 4 **3.7** This listening exercise helps students practise their inference skills as the speakers do not directly state their jobs. Write the following focus questions on the board, *What are their jobs? What do they find difficult about their jobs?* Explain that the name of the job is not given so it is necessary to deduce the job using the information given by each speaker.

Answers

- 1 Nursery nurse – she finds it difficult that the children are always on the move.
- 2 Farmer – lambing is stressful.
- 3 Investment banker – the downside is living in fear of losing your job.
- 4 Pilot – you go all over the world, but you don't really know anywhere because you can't spend long there.

3.7 What do they do for a living?

1 Steph

There's never a quiet or dull moment in my job. You need eyes at the back of your head when you're looking after a bunch of three-year-olds, they are constantly on the move! My favourite time of the day is storytime because I get to sit down for 15 minutes. Storytime is my one moment of calm in the day.

2 Will

I actually like getting up so early in the morning. In this job you never get to lie in ... and at the moment I'm up in the night as well 'cause we're lambing. Quite a few of the sheep have problems lambing, especially if it's twins. I had triplets last night – stressful, but they were all fine.

3 Sebastian

I love working in such a fast-moving environment and in a big city – I'm excited by it. It suits me because I've always been fascinated by numbers, making money disappear and reappear is thrilling to me. I'm a workaholic, I work 16 hours a day. The downside is living in fear of losing your job – it can happen at any time. Lots of my friends have. That's why we deserve the money we earn.

4 Mansel

I'm about to retire. Not long ago we could retire at 55 or 60, but now it's 65. I think people believe it's a more glamorous job than it actually is. You go all over the world, but you don't really know anywhere. The greatest thrill in my career was when I flew Concorde – I did the London–Barbados run. Now my wife and I are going to have a proper holiday there.

SUGGESTION If there is time, get students to do a vocabulary extension task. Refer them to the audioscript on p 131 and ask them to underline the following phrases: (a) *there's never a quiet or dull moment in my job*, (b) *you need eyes at the back of your head*, (c) *in this job you never get to lie in*, (d) *we deserve*

the money we earn and (e) I'm about to retire.
Put students in pairs to discuss what the phrases mean.
Advise students to use the rest of the text to help them deduce meaning.

Answers

- a = My job is never boring.
- b = You have to pay attention to everything which is happening all around you.
- c = You can never get up late.
- d = It's right that we earn so much money because we work very hard, but we could lose our jobs at any time.
- e = I'm going to retire very soon.

Project

This section provides personalized practice in the form of an extended interview. Students interview a person that they know about their job for homework. If some students have problems finding an interviewee, you could set up the task with students from another class, or with some of the members of staff in your school.

It's worth taking the time to set the interviews up carefully so that students don't run out of things to say. Get students to brainstorm possible questions. Use the prompts in the exercise to elicit further questions. Check understanding of *She/He has to ...* in the third phrase in the project section (students look at modals of obligation in Unit 5). Elicit ideas and write them up on the board. Ask students to note down these questions. By this stage, students should feel ready to interview someone about their job.

Possible questions:

What do you do?

Where do you work?

Who do you work for?

How long have you done this job?

What are your working hours?

What do you have to do in your job?

What are you working on at the moment?

Do you like your job? Why (not)?

What do you do on your days off?

Would you like to change anything about your job?

In the next lesson, put students in pairs or small groups and get them to report their findings to each other. In class feedback, elicit information about the jobs each group discussed, e.g. which jobs sounded most/least interesting, why people like their jobs, what different people do on their days off, etc.

Alternatively, set up the interview as a role-play activity to do in class time. Divide the class into two groups, A and B. Form A/A pairs and ask them to prepare the questions for the interview. Ask B/B pairs of students to prepare information about an imaginary job. Either allow them to choose a job or suggest some ideas, e.g. *a bodyguard to a celebrity, a football manager, a window cleaner for the Gherkin* (the Gherkin is a tall glass building in London), etc. Give the B/B pairs some topics to plan to talk about, e.g. *job description, likes and dislikes about the job, responsibilities, current projects, activities on days off*, etc. When students have finished their preparation, ask them to swap partners so they are working in A/B pairs. Students role-play the interview. In feedback, elicit some of the points discussed during the interview.

Additional material

For students

Online Practice – Practice

Reading and speaking SB pp34–35

Dan Price – the best boss in America

About the text

The theme of salaries and what is considered to be a reasonable wage continues in this reading text, which is written in the style of a newspaper or magazine feature.

Dan Price is the CEO of a US firm called *Gravity Payments*, which he founded with his brother in 2004. *Gravity Payments* is a credit card processing company which handles payments between merchants and payment networks, such as Visa and MasterCard.

During his time as CEO, Dan Price decided that every employee at the company had a right to earn a good salary and that this would lead to a more motivated workforce. In April 2015, he announced his intention to pay every member of staff a minimum salary of \$70,000. His announcement attracted much attention in the international media and on social media.

In this section, exercises 1–3 are all lead-in activities before the two different reading comprehension tasks.

- 1 The aim of this exercise is to generate interest in the topic and offer students the opportunity to discuss anything they might already know about Dan Price. Pre-teach/ Check *wage /weɪdʒ/* (the pay received by employees) and *a pay cut* (a salary reduction). If asked, explain the difference between a salary and a wage – both words refer to the money which employees receive. Salaries are paid on a monthly basis and wages are usually paid for each week worked.

Focus attention on the title, *Is this the best boss in America?* Elicit who Dan Price is and write the following question on the board: *Why is Dan Price an unusual boss?* Give students time to read the title and subheading, and let them discuss their answers in pairs for a few minutes. Check ideas with the class.

Answer

Because he took a pay cut in order to give his staff a \$70,000 minimum wage.

Ask students what they would like to know about Dan Price and elicit questions about him, e.g. *What's the name of his company? How do his staff feel? How much does he earn?* Display these questions on the board.

- 2 3.8 This is a visualization task and a scene-setting exercise. The aim is for students to practise their listening skills rather than reading skills. Explain that this task requires them to listen and imagine a scene as you describe it. Make sure everyone has their eyes closed or, if your students are unwilling to close their eyes, tell them to close their books. Read the opening paragraph of the article on p34 or, if you prefer, play the recording of it.

3.8 See SB p34.

SUGGESTION If you think your students would prefer to draw the scene, adapt the task and change it into a picture dictation task. Before you start, it is important to remind students that they do not need to be amazing artists. Make the task as unthreatening as possible! Ask students to listen and draw what you describe. After you finish reading, get students to compare their pictures with a partner. This often creates a lot of amusement.

- 3 Give students time to read the questions. Put students in pairs and ask them to discuss their answers. Check answers as a class.

Answers

- 1 The people are staff at Dan Price's company. They're having a meeting.
- 2 *Gravity Payments* is the name of the company.
- 3 Dan Price is the latecomer. He doesn't look like the boss because he doesn't look very smart – he has unkempt hair and is wearing jeans and trainers.

- 4 This is the main reading comprehension task. It reflects a bottom-up approach because the first time the students read they are asked to work out what common reference words such as *this*, *their*, *we*, *one* and *they* are referring to in order to make sense of the whole text. If necessary, pre-teach/check the vocabulary from the comprehension questions: *to lessen someone's enthusiasm* (to reduce someone's joy, interest, or energy), *to be close to tears* (nearly crying), *to feel/be moved* (to feel very emotional about something). Give students time to read the questions. Set a time limit of three to five minutes to read the text and answer questions. Students answer the questions individually and then check their answers in pairs.

Less confident pairs might need more time. If this is necessary, keep fast finishers busy by asking them to underline and check any new vocabulary in the text while they are waiting. Check answers to the reading comprehension task with the class.

Answers

- 1 this = the pay rise he wants to give to his staff to ensure they all get a minimum of \$70,000.
- 2 His action was to cut his \$1.1 million salary to the same amount.
- 3 Fox News, business leaders, and economists attacked him. They called him a 'lunatic' and said he was interfering with the free market.
- 4 His employees' lives have improved. Some have managed to pay off debts and for others it has enabled them to support their family.
- 5 We = the sales team. If they fail, this means that the company won't do well and people may lose their jobs/have their pay cut.
- 6 Dan Price. He has heard about other bosses who've been inspired by him and done the same thing in their companies.
- 7 CEOs
- 8 Dan's jet-set lifestyle
- 9 The money he is spending to increase his employees' salaries is the best money he has ever spent.

- 5 Check students know how to say the numbers in the box before starting the task. Accept different variations, e.g. *one hundred twenty* or *one hundred and twenty*. Highlight that American English does not link the number units with *and* when speaking about three-digit numbers whereas British English still tends to use it.

Put students in pairs and ask them to find out what the numbers refer to in the text. Announce a strict time limit of three minutes and tell them when only one minute is left. This will keep students focused on the scanning task, which is the aim of this exercise. Check answers as a class.

Answers

- 31,000 = the amount in pounds that the average salary in Dan's company was before he increased salaries
- 500 million = posts on social media as the news of what Dan had done flew around the world
- 120 = the total number of employees in the company
- 70 = the number of staff who are affected by the new pay structure
- 5,000 = Garret Nelson's pay increase in dollars
- 1965 = when CEOs made on average 20 times more money than typical workers
- 183 = CEOs in the UK make 183 times more than the amount made by typical workers
- 1,000 = the number of things going on in Dan's life

Vocabulary SB p35

This is a vocabulary extension task which focuses students on some common collocations and useful vocabulary. The exercise helps them gain a deeper understanding of the text.

- 6 Model the task by eliciting the first answer from students. Then give students time to complete the matching task individually before checking their answers with a partner. Check answers with the class. In feedback, write the answers on the board. Elicit information about word stress and parts of speech. Model pronunciation and encourage students to repeat words which are more difficult to pronounce, e.g. *unkempt* /ʌn'kempt/, *debt* /det/, and *vitality* /'vɪtəli/.

Focus on word stress. Highlight that the main stress falls on the first part of the compound in compound nouns, and on the last word in verb + noun, adjective + noun, and adverb + adjective collocations.

Answers

- sip coffee (verb + noun collocation)
- unkempt hair, jet-set lifestyle, minimum wage (adjective + noun collocations)
- credit card debt, pay increase (compound noun)
- vitally important (adverb + adjective)

What do you think?

This freer speaking task gives students the chance to express their personal opinions and to make predictions.

Put students in pairs or groups of three and ask them to discuss their answers. If there's time, in larger classes, reorganize the groups after they have discussed each point so that students can report their original discussion to a new group of students. When monitoring their discussion, evaluate and note how well students use the appropriate language to give opinions. In feedback, avoid spending too much time on the language of giving opinions as this language point is looked at in the next unit. However, if you note that students say **I am agree/I am not agree*, correct these phrases in the feedback stage as this error tends to need regular attention at Intermediate level.

In feedback, maximize student involvement by nominating different students to ask the discussion questions. These students can choose who to nominate to give an answer. In this way, the feedback stage is less teacher-led and more student-led.

Your role is to prompt discussion and encourage a variety of responses. After the discussion, correct any language problems which you noted whilst monitoring. Also, praise any examples of good language usage which you heard during the activity.

EXTRA IDEA If your students are keen to find out more about the story behind Dan Price and have access to the Internet, ask them to search for more information about him online. Before carrying out this research task, elicit a range of questions which students would like answered, e.g. *Where is Dan Price now? What is he doing now? How is his company doing now? Is he still popular with his employees?*, etc. This research could be done for homework or in class. Students then report their findings to the class.

If you have time in class, students can watch the Unit 3 video about the RNLI (the Royal National Lifeboat Institution) and the work they do.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Saving lives at sea*

For students

Online Practice – *Look again*

Vocabulary and listening SB p36

Balancing work and life

This section covers the vocabulary of free-time activities and also includes some key words associated with these activities. Students are given the opportunity to personalize the vocabulary in exercise 3 and in the final *Talking about you* section. There is a listening task about three members of the same family, who describe their busy lifestyles and how they manage their work–life balance.

1 Write the four example free-time activities from exercise 1 on the board. At this point, ask students to keep their books closed so that they don't start looking at the photos in the right-hand column. Model the task by telling students what you do in your free time, who you do it with, and where.

Ask students to tell their partner about their free-time activities. Get them to write a list of activities. In feedback, elicit a range of answers and write them up on the board. Ask students to say who they do their free time activities with, and where.

2 Focus attention on the photos A–L. Let students work in pairs to do the matching task. Monitor and note pronunciation problems, which you can deal with in feedback. Check answers with the class. Check pronunciation of words such as *knit* /nɪt/, *sew* /səʊ/, *DIY* /di: aɪ 'waɪ/, *cycle* /'saɪkl/, *squash* /skwɒʃ/. Point out the difference between *knit* and *sew* using mime if necessary.

Answers

A cycle B go to the gym C do yoga D knit or sew
E go camping F go horse riding G play computer games
H go shopping I play squash J do DIY K go jogging
L do water sports

3 Put students in new pairs or in small groups to answer the questions about the activities. The last question is an opportunity for personalization. Check the answers with the class. Elicit the activities which are most popular with the class. Establish if there is an activity that everyone does and one that no one does.

Answers

- cycling = alone or with other people, usually outdoors, need a bike and cycling clothes if possible
- go to the gym = alone, indoors in a gym, sportswear and trainers
- do yoga = alone or with others, usually indoors but could be outdoors, yoga mat, comfortable clothes
- knit or sew = usually alone, usually indoors at home, need knitting needles and wool or needle and thread. May need a pattern/design to follow.
- go camping = usually with other people, outdoors, usually on a camp site, need tent, sleeping bag, etc.
- go horse riding = alone or with other people, outdoors, need a horse, a saddle, a horseriding hat, stirrups, etc.
- play computer games = alone or with other people, indoors, need a computer or console and controllers, a game
- go shopping = alone or with other people, indoors (unless in a street market), need money
- play squash = with other people, indoors on a squash court, need squash rackets and ball, trainers and sportswear
- do DIY = usually alone, mostly indoors but could be on outside of house or in garden, need tools
- go jogging = usually alone but could be with other people, outdoors, need sportswear and good running shoes or trainers
- do water sports = alone or with other people, outdoors on a lake, river or in the sea, need windsurf or surfboard, etc., wetsuit

4 This is a vocabulary revision and extension task. The exercise could be set for homework, if time is limited. Model the task to help students get started. Tell students that some of the things can go with several activities, for example, *shorts* = *cycle*, *go to the gym*, *go jogging*, *play squash*. If appropriate, allow students to use dictionaries.

When setting up this task, get students to stop and think about how they record new vocabulary. Remind them that putting vocabulary in categories, when possible, helps people learn new words.

In feedback, check comprehension of each item. Model and drill pronunciation when appropriate.

Answers

a helmet = cycle, go horse riding
a drill = do DIY
meditation = do yoga
a screen = play computer games
trainers = go to the gym, go jogging, play squash
the sales = go shopping
a saddle = cycle, go horse riding
needle and thread = sew
a sleeping bag = go camping
a screwdriver = do DIY
a surfboard = do water sports
a store card = go shopping
a tracksuit = go to the gym, go jogging, play squash
a headset = play computer games
a mat = do yoga
shorts = cycle, go to the gym, go jogging, play squash
a tent = go camping
a racket = play squash
a wetsuit = do water sports

5 **3.9** In this exercise, students practise their listening and note-taking skills. Focus attention on the three members of the Baines family in the table. Ask students to predict what leisure activities they think these people enjoy.

Play the recording and get students to complete the different sections of the table in as much detail as they can.

6 Put students in pairs to compare answers. Play the recording again if students have missed any of the answers or if they need to develop their notes. Check answers with the class. Finally, ask students if they think Lucinda, Barney and Justin have a good work-life balance.

Answers

Name	Lucinda
Work	Runs an advertising agency
Leisure activities	plays tennis and does yoga
Why they do it	Tennis because she's trying to do more non-work stuff. Yoga as it helps her de-stress.
Name	Barney
Work	At school
Leisure activities	plays tennis, football, and computer games
Why they do it	He's been having tennis lessons and he likes it. He loves football and is in a local club. He loves football computer games and racing car games, but he can only play them after he's done his homework.
Name	Justin
Work	Marketing manager
Leisure activities	goes running, plays squash, plays computer games, and walks
Why they do it	He likes one computer game because it's like a game he played when he was ten. He loves the feeling after he's been on a walking tour. He has a fitness app, so has to walk 10,000 steps a day.

3.9 Our work-life balance

Lucinda

Free time – what's that?! Balancing work and ... life – I don't think I do that very well. I run an advertising agency – and what with my family and the daily commute to work, life is pretty full on. I am trying to do more non-work stuff, so I've just started tennis lessons. I go to the local tennis club on Sunday mornings, but, to be honest, some Sundays I find it too difficult to get up ... I can't drag myself out of bed. I've bought all the kit – expensive racket, shorts and trainers and stuff, so I do try to make the effort – 'specially when my son starts shouting at me to get up. Actually that's what happens most Sundays. Oh ... and I do yoga occasionally – every few weeks when I start feeling really stressed – all that meditation helps a lot.

Barney

It's not fair ... we get so much homework – every night and weekends and the bit of weekend that's free I have tennis lessons. I've been having tennis lessons forever, every Saturday morning. I know I'm good at tennis and I kind of like it ... only thing, is it's not what I like most. I like football ... I like it a lot. I play for a local club for nine to 12 year olds. We're called the Berko Raiders and ... well ... we're rubbish really, I mean really rubbish, we never win! But I still like it more than tennis. It's just not fair ... Mum has tennis lessons too, but most times she misses it 'cos she's still asleep. Actually, for me, absolutely best of all are my computer games, football ones of course – I play FIFA and a fantastic American football game called Madden 16, oh ... and d'you know Forza? That's not football, it's a racing car game. It's really my dad's. He loves it and he can play it when he wants, but they, my mum and dad, only let me use my iPad after I've done my homework. It's not fair.

Justin

We're a busy, busy family. I'm a marketing manager, I'm well paid, but I've reached a stage in my life where I've realized work isn't everything – you know, 'work to live' don't 'live to work'. I have a health app on my phone – it shows me how many steps I walk and how many flights of stairs I climb in a day. You have to aim for at least 10,000 steps – I'm your classic London commuter, but I never use escalators or lifts on the way to work, I walk as much as I can – but still, sometimes, at the end of the day I have to go up and down the stairs at home to get my 10,000 steps. I do other things, too – I play squash on a Tuesday evening and I go running on a Sunday before I take Barney to his football and watch miserably as his team loses again. He doesn't seem to mind – football is king to him in whatever form. I don't much like the football games on the computer, but I do like a racing car game, Forza, it's called, but my fave is a game called Elite – I think it's because it's like a game I played when I was ten – it's basically like Star Trek. I always find time for that. Oh yes ... and once a year, in September, I go on a walking tour with three other guys, in the Alps – it's exhausting, but I love the feeling after you've done it. I can even face the commute.

Talking about you

This is intended to be a fairly free fluency activity in which students talk about themselves and other members of their family. It follows on from the theme in the previous listening exercise. Write the heading *Work-life balance* on the board and write up the following prompts:

- *a good balance? Why? Why not?*
- *work and leisure activities?*
- *any necessary lifestyle changes?*

Tell students to decide who, in addition to themselves, they are going to speak about in their family. Suggest they plan to speak about two or three family members. Give them a few minutes to make notes individually. Tell students that they should just write notes, not full sentences. Remind students to look at their vocabulary records from exercise 2.

Classes which need extra support before doing an extended speaking task may appreciate hearing a model (see example below) before the group work task. Give your own model or elicit one from a more confident student:

Example: *My sister has quite a good work-life balance because she works part-time as a family doctor. However, when she's at home, it's hard work because she has three young children. She manages to relax in the evening when the children are in bed. She's very good at knitting and she spends a lot of her free time at the end of the day doing this. On her days off work, when the children are at school, she goes to the gym and sometimes goes cycling. So I'd say she manages to balance a serious career with a busy family life very well, but I don't know if she would agree with me. She always tells me that she needs more free time. Perhaps she should get a babysitter and go out more with her friends in the evenings.*

Put students in groups to exchange information about themselves and the members of their family. Remind them to use their notes if they need a prompt. Monitor and help as necessary, but do not interrupt students' flow to correct them. Note down any common errors, particularly in their use of simple and continuous verbs forms and also focus on pronunciation problems connected to the vocabulary topic of work and leisure activities. Feed back on these in a later lesson. If you have time, elicit some interesting descriptions from individual students for the whole class.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Time to play*

For students

Online Practice – *Look again*

Workbook p22, exercises 1–3

Online Practice – *Practice*

Everyday English SB p37


Making small talk

The Everyday English syllabus continues with a focus on making small talk, including features of spoken English such as giving extra information and softening negative comments.

- 1 Discuss the questions about what small talk is with the class and elicit a range of answers.


Possible answers

We make small talk when we first meet someone or to avoid an awkward silence. There is a range of 'safe' topics for small talk, including the weather, sport, current events, and the place in which the speakers find themselves.

- 2  **3.10** Focus attention on the photos next to the conversation. Elicit ideas about the city and the two people in the photo. Give students time to read the instructions. Play the recording and elicit answers to the question about Erin and Bruno.

Answer

Their conversation is an example of small talk because they are meeting for the first time and talking about topics such as Bruno's journey, his hotel, where he's from, how long he's staying in Chicago, and what to do in Chicago.

- 3  **3.10** Put students in pairs. Tell students to read the conversation aloud with their partner. Ask them to build the answers to Erin's questions using the prompts. Tell students to note down what they think Bruno might say. In pairs, students practise reading the conversation aloud once they have decided on Bruno's responses. Tell fast finishers to swap roles and re-read the dialogue. Play the recording again and get students to compare Bruno's actual answers with their notes of what they thought he said.

Answers and audioscript

3.10 Making small talk

At a business conference in Chicago

E = Erin B = Bruno

- E So, what do you think of Chicago, Bruno?
B It's really interesting. Chicago's a great city, isn't it? There are some amazing buildings, and I find the people really friendly!
E Yes, they are, aren't they? When did you get here?
B I arrived yesterday. I flew in from Miami. My flight was a bit late landing because of wind – but that didn't matter at all.
E Well, Chicago's often called 'the windy city' you know.
B Is it? I didn't know that.
E And where are you staying while you're here?
B I'm staying at the Avenue Hotel. It's convenient for the conference. My room isn't very big, but it's OK.
E That's too bad! Never mind. And do you live in Miami, Bruno?
B Yes, I do now. I live in a suburb not far from the sea, but I'm from Brazil originally. I was born in São Paulo.

- E So you're Brazilian. Your English is very good. Where did you learn it?
B That's very kind of you. I'm sure I make lots of mistakes. I learned English in school for years, but also, I've been working in the US for five years now.
E Oh, have you? That's interesting! And how long are you here in Chicago for?
B Only five days. I'm just here for the conference. I'm leaving on the 17th.
E Oh, so soon! And have you managed to see anything of our city yet?
B I've not seen a lot yet. I walked along the lakefront this morning and I want to take a boat tour from Navy Pier and go up to the Skydeck.
E Oh, yes, you get a fabulous view of the city from up there. Well, Bruno I hope you enjoy the rest of your stay.
B Thank you, Erin. It's been really nice talking to you.

SPOKEN ENGLISH Making conversation

The information in this section describes what English speakers do when making conversation in order to keep the conversation going, to show interest and to soften any negative comments.

- 1 Read the notes and examples as a class. Ask confident students with clear pronunciation to read the examples. Highlight the use of '*... , isn't it?*' and '*... , aren't they?*', and elicit that these are called question tags. Model the falling intonation in the question tag to show that this is not a real question. Drill the question tag with falling intonation both chorally and individually, e.g.

It's a great city, isn't it?

Yes, they are, aren't they?

There is further practice in Unit 4 on the form and intonation of question tags.

Focus attention on the conversation in 2 and elicit more examples of how the speakers keep the conversation going and show interest.

Answers

Adding information to keep the conversation flowing

I arrived yesterday. I flew in from Miami.

Yes, I do now. I live in a suburb not far from the sea, but I'm from Brazil originally.

I learned English in school for years, but also, I've been working in the US for five years now.

I've not seen a lot yet. I walked along the lakefront this morning and I want to take a boat tour from Navy Pier and go up to the Skydeck.

Making comments to show interest

Chicago's a great city, isn't it?

Yes, they are, aren't they?

Is it? I didn't know that.

That's too bad! Never mind.

So you're Brazilian. Your English is very good. Where did you learn it?

Oh, have you? That's interesting! And how long are you here in Chicago for?

Oh, so soon! And have you managed to see anything of our city yet?

- 2 Read the notes and examples about how to soften a negative comment. Tell students they are going to practise this feature of spoken English. Explain that to complete the task students need to use the words

in brackets but will also need to modify the sentence in some cases. If students need extra support, point out that they need to make some of the sentences negative. Elicit one or two examples from the class. Students complete the task, working individually. Check the answers.

Answers

It's a bit expensive.
It's quite hard.
I don't earn very much.
They aren't very friendly.
It isn't very warm.
There isn't very much to do.

Highlight the pattern *not + very + the opposite adjective* of what you want to say. Point out that this is a very common pattern in spoken English when speakers do not want to sound negative.

- 4 **3.11** and **3.12** This exercise gives students the opportunity to practise making conversation and to try out some of the ideas mentioned in the *Spoken English* box.

Focus attention on the example. Elicit a range of other possible answers and follow-up comments. Ask students to suggest other possible follow-up questions, too.

Play the recording, pausing after each question. With weaker classes, play the whole recording through first. Get students to sit face to face with a partner, if this is possible, for this task. When students give their answers, they say them to their partner. Remind students that they should invent a name and background for themselves, including their job and where they are from.

In feedback, elicit possible answers and comments for each question as a class. If time allows, get students to change partners and to repeat the task.

Finally, focus on the stress and intonation in the questions using the recording (**3.11**) one more time. Play the recording and ask students to note when the speaker's intonation rises or falls. Elicit which words are stressed. Usually the words which 'carry the information' are the words which are stressed. The stressed words are underlined in the answer key. Drill these questions using the recording as a model.

Answers and audioscript

3.11 Answer, comment, and ask a question

- 1 Who do you work for?
- 2 Do you enjoy your work?
- 3 Where do you come from?
- 4 Have you ever been to Chicago?
- 5 This town's very exciting, isn't it?
- 6 What do you do when you're not working?
- 7 The weather's amazing at the moment, isn't it?
- 8 Are you having a holiday this year?
- 9 What's your favourite TV programme?

End this exercise by telling students they are going to hear the questions again, with a range of different answers. Play the recording, pausing after each answer, and get students to compare the conversations with their versions.

3.12 Listen and compare

- 1 A Who do you work for?
B Siemens. I've been with them for four years. They're a good company. How about you?
- 2 A Do you enjoy your work?
B Yes, I do. It's quite hard, very challenging, but I like the challenge. What about you? Do you like your job?
- 3 A Where do you come from?
B I was born in Montreal, and I've lived there all my life, near my parents. I'd like to live abroad some time.
- 4 A Have you ever been to Chicago?
B No, I haven't, but I'd love to. I've heard it's one of the most amazing cities in the world. Have you been there?
- 5 A This town's very exciting, isn't it?
B Really? Do you think so? There isn't very much to do. I get so bored here. What do you find to do?
- 6 A What do you do when you're not working?
B Well, I like horse riding, and I play squash. And I love music, so I often go to concerts. What about you?
- 7 A The weather's amazing at the moment, isn't it?
B Yes, it's so mild. We haven't had any really cold weather at all. Have you heard the weather forecast for the weekend? It's supposed to be good, isn't it?
- 8 A Are you having a holiday this year?
B Yes, I'm going to Mexico with some friends. I haven't been there before, so I'm really looking forward to it. Are you going away?
- 9 A What's your favourite TV programme?
B I like a lot – documentaries, quiz shows. And the news. I suppose I like everything. I'm quite a TV addict. Do you watch much TV?

Role-play

This activity gives students the opportunity to practise making small talk in a free and fun role-play. Get students to read the context and give them time to invent a profile for themselves. Write the following prompts on the board to help:

name
from (country and city)
job
work for
name of hotel
arrived in city
sights visited in the city
opinion of city

If possible, create the correct atmosphere for the role-play by moving the furniture to create a clear space, bringing in glasses of water to simulate drinks and playing background music.

Allow enough time for students to talk to four or five other people. Monitor and note down common errors, but don't interrupt or correct students during the role-play.

Encourage students to take opportunities to make small talk with you and each other at the start of each lesson, and with English-speaking people they meet outside the class.

Additional material

For teachers

Photocopiable activity – Communication: *Making small talk*

For students

Online Practice – *Look again*

Workbook p23, exercises 1–2

Online Practice – *Practice*

A formal letter or email – applying for a job

This writing section continues the focus on work, jobs and leisure activities and, by the end of the lesson, students will be ready to write a formal email applying for a job. The stages that lead up to the final writing task include matching informal phrases to their formal equivalent, analysing an example text, identifying formal phrases in context and discussing the purpose of individual paragraphs in the text.

Lead in by asking students a few questions about letters and emails: *How often do you write emails? When do you write letters? What are the differences between a letter and an email?*

- 1 Write *Beginning* and *Ending* on the board. Elicit suitable ways to begin and end an email – formal or informal. Check understanding of the terms *formal* and *informal* before you start. In pairs, students brainstorm other beginnings and endings. Feed back and write on the board.

Explain how *Yours sincerely* is used at the end of letters which begin with the name of the person, e.g. Dear Ms Kent, Dear Roger, etc. *Yours faithfully* is less common when writing a job application because it is normal to know who you are writing to.

Suggested answers

Formal beginnings: Dear Ms Kent, Dear Roger Brown

Informal beginnings: Dear Dan, Hi, Hiya, Hello

Formal endings: Yours sincerely, Yours faithfully, Best wishes, Kind regards, Regards

Informal endings: Cheers, Lots of love, Love, All the best, Bye

- 2 Ask students to do the matching task. Get fast finishers to compare their answers with a partner. Check answers with the class.

Answers

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

After checking the answers, ask students to underline any formal words/short formal phrases in the examples in column B. In feedback, elicit the equivalent informal words or phrases from column A. For example, in *j position* is the formal equivalent of *job*, in *k inquire* is the formal equivalent word of *ask*.

Answers

- a Since leaving university ...
- b I'd be very grateful if you could ...
- c Contact me by phone or email as soon as possible.
- d I'd like to assure you ...
- e During my employment at/in ...
- f I regret to inform you that ...
- g Please accept my apologies for not contacting you earlier ...
- h I look forward to hearing from you ...
- i I'm delighted to inform you ...
- j I believe that I am a good candidate for this position ...
- k I'm writing to inquire about ...
- l Please find attached ...

In feedback, contrast *I look forward to hearing from you* with *Looking forward to hearing from you*. Highlight the fact that it is generally accepted that the Present Simple form is more formal.

- 3 Focus attention on the two job advertisements and ask the following questions:

What are the two positions advertised?

What are the people doing in photo 1? Where are they?

What can you see in photo 2? Would you like to work there?

Tell students to read both advertisements and think about which job they would prefer to apply for and why. Put students in pairs. Ask them to tell each other which job they would choose and what relevant skills or experience they would have. In class feedback, ask students to report what their partner said about their choice of job and their relevant skills or experience.

Ask students to read the email and answer the questions. Discuss answers with the class. Tell students to underline the phrases from 2 in the email. Feed back as a class and check.

Answers

He's applying for the job of hotel receptionist. He's suitable because he has three years' experience of working in hotels, and he can speak French and Spanish.

Phrases from 2:

I believe that I am a good candidate for this position ...

During my employment in ...

Please find attached ...

I look forward to hearing from you.

- 4 Focus attention on the first paragraph and discuss its function as a class. Give students time to read the email again and do the task. Check answers with the class. If you can display the email on your whiteboard, circle and label each paragraph.

Answers

Paragraph 1 = Reason for writing

Paragraph 2 = Employment experience

Paragraph 3 = Skills and qualities

Paragraph 4 = Attachments and availability

- 5 Tell students they are going to apply for the job as activity leader. Write the following headings on the board: *Work experience, Skills, Qualities*.

The aim of this exercise is to prepare students for writing. Inform them that they are the best candidate for the job. Put them in pairs to plan the profile of the perfect job candidate and tell them to write brief notes about the candidate under the headings on the board. Ask which phrases from the lesson they could use in their writing, and then ask them to write the email for homework. If possible, you could ask them to email it to you. If they do this, correct it and send it back.

Additional material

For students

Workbook p23, *Review*, exercise 1

Online Practice – *Practice*

Online Practice – *Check your progress*

Introduction to the unit

The theme of this unit is famous literature and story-telling. The title, 'Tales of the unexpected', summarizes some of the more surprising content, such as *How Shakespeare caused an air crash* and the disturbing plot of *The Picture of Dorian Gray* by Oscar Wilde. Three sections in this unit end with an *In your own words* stage with students retelling/telling stories. These topics provide the context for practising narrative tenses: Past Simple, Past Continuous, Past Perfect, and Past Simple passive. *Used to* is also introduced, mainly for recognition purposes.

The *Vocabulary and reading aloud* section focuses on spelling and pronunciation, highlighting some sound patterns and words which are particularly challenging for students to pronounce. The section ends with students reading a poem aloud in class.

The *Reading and speaking* section tells the story of *The Picture of Dorian Gray* by Oscar Wilde, in the form of a graphic novel, and the themes of love, beauty and evil are carried through into the *Listening and speaking* section, which explores some classic fairy tales.

A conversation about James Bond in the *Everyday English* section presents the language of giving opinions and the speaking practice extends into more general areas of conversation. The *Writing* section practises using linking words and adding detail to write an interesting story.

/t/ *washed*, /d/ *lived*, /ɪd/ *wanted*. Notes about providing a pronunciation focus are included in this section.

- Students may have problems with the use of the auxiliaries *did* and *didn't* in Past Simple questions and negatives. Point out that they are the past equivalents of *do/does* and *don't/doesn't* that students practised in Unit 2 on p21.

Common mistakes:

**I did see Sam yesterday. *I didn't went home.*

**When you saw him? *She no come last week.*

- The use of the Past Continuous contrasted with the Past Simple for interrupted past actions doesn't usually present problems.
I was walking home when I saw an accident.
However, the use of the Past Continuous as a descriptive, scene-setting tense can be more difficult to grasp. It is best illustrated in context.
It was a beautiful day. The sun was shining and the birds were singing.
- The pronunciation of *was* and *were* in the Past Continuous may need work. Students can tend to overstress them, whereas they are usually weak forms in normal context.
- Students may confuse the contracted form of the Past Perfect 'd (*had*) with the contracted form of *would*.
She said she'd bought the tickets. (= had)
She said she'd buy the tickets. (= would)
- Students may find it confusing that *used to* refers to past time, especially if they have come across *be/get used to*. Focus on recognizing form, and understanding the use for talking about regular or repeated actions in the past.

Language aims

Grammar

Past tenses, active and passive SB p40

By intermediate level, students are familiar with both the form and uses of narrative tenses, but they are likely to still make mistakes, especially when they need to decide which tense to use. This unit reviews the Past Simple, Past Continuous, and Past Perfect in a contrastive way with a range of accuracy and analysis-based activities. Narrative forms are featured in the presentation text, a biography of the playwright and poet William Shakespeare. They are practised, along with the Past Simple passive, in the language work that follows. Some examples of *used to* are included in the presentation text, and students focus on it for recognition purposes in the grammar work.

Possible problems

Narrative tenses

- The Past Simple, not the Present Perfect, has to be used for completed actions in the past, whereas other languages can use the equivalent of the Present Perfect. The Present Perfect is covered fully in Unit 6. Until then, if students confuse these tenses, remind them that we use the Past Simple when we say when something happened – when we refer to a specific past time.
- Many common verbs are irregular in the Past Simple. Refer students to the list of irregular verbs on SB p160.
- There are three ways of pronouncing the -ed ending in regular Past Simple verbs and past participles:

Vocabulary

This section looks at spelling and pronunciation and highlights the fact that there is often not a direct link between the two in English. The exercises give students practice in pronouncing challenging words, words that sound the same but have different spelling and meaning (homophones), words that rhyme, lost sounds, and silent letters.

Everyday English

The language of giving opinions is the focus of this unit. Particular attention is paid to making opinions stronger and the use of question tags to invite agreement is given further practice after its initial introduction in Unit 3.

Additional material

Workbook

Narrative tenses – Past Simple, Past Continuous, and Past Perfect Simple and Continuous, including the passive – are reviewed and practised; vocabulary associated with birth, marriage, and death is also practised and extended, and there is further vocabulary extension work on prepositions of time.

Photocopiable activities

There are photocopiable activities to review grammar (*Snakes and ladders*), vocabulary (*Happy 'vowel' families*), and communication (*It's pretty good!*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Tales of the unexpected', and elicit the meaning of *a tale* (a story). Explain that English author Roald Dahl wrote a collection of scary, sinister short stories full of fear and suspense called *Tales of the Unexpected*. If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, Everyday English, reading, listening, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, try to watch the video together. The audio and images together make the different goals of the lesson very clear. Make sure students do the activity.

Notes for the activity:

- 1 Put students in pairs to discuss the questions. Elicit their ideas about the type of story in a whole-class discussion.

Suggested answers

A wolf is howling in the light of a full moon. The story might contain elements of horror or fantasy. It's probably a scary novel. Other characters might include vampires and zombies.

- 2 Ask a student to read out the quote by James A Owen (an American writer and illustrator). Discuss ideas as a class.

Grammar

Past tenses, active and passive

STARTER SB p40

Explain to students that they are going to play a game in which they take turns to add a sentence to a story, starting with *Fortunately*, + something positive, then with *Unfortunately*, + something negative, and so on. With less confident students, briefly review the irregular Past Simple forms of common verbs (see SB p160) before students play the game. Read the opening sentence, and then get two students to read the examples. Check the stress and intonation on *Fortunately* and *Unfortunately*:

Fortunately, ... Unfortunately, ...

Students play the game around the class. With larger classes, students can play in groups.

What do we know about William Shakespeare? SB p40

About the text

William Shakespeare ^{/ˈʃeɪkspiə/} (1564–1616) was an English poet and playwright, widely regarded as the greatest writer in the English language. He is often called England's national poet. His surviving works consist of 38 plays and over 150 poems. His plays have been translated into every major living language and many well-known English sayings come from his work.

Shakespeare was born in Stratford-upon-Avon, a town 100 miles north-west of London. He was born into a wealthy family. At the age of 18 he married Anne Hathaway, with whom he had three children. Between 1585 and 1592 he began a successful career in London as an actor, writer, and part-owner of a theatre company. He appears to have retired to Stratford-upon-Avon around 1613, where he died three years later. He is buried in Stratford-upon-Avon and the houses where he lived can be visited. His plays are regularly performed by the Royal Shakespeare Company. His best known plays include: *Antony and Cleopatra*, *Hamlet*, *Julius Caesar*, *King Lear*, *Macbeth*, *Othello*, *Romeo and Juliet*, *The Merchant of Venice*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *The Tempest*, *Twelfth Night*, and *A Winter's Tale*.

Shakespeare lived during the reign of Queen Elizabeth I (1558–1603). During the Elizabethan era, theatre and drama were very popular. The Globe theatre was built in London in the late sixteenth century and many of Shakespeare's plays were first performed there. It closed in 1642, but reopened in 1997 and it is as popular now for Shakespearean drama as it was in the sixteenth century.

The text gives biographical details of the playwright and provides the context for the past tenses and structures (Past Simple, Past Continuous, Past Perfect, and also *used to* and Past Simple passive).

- 1 Focus attention on the picture of William Shakespeare. Elicit any information and ideas from the class about the playwright's life. Most students will know what Shakespeare is famous for and they will probably be able to name a few of his most well-known plays.
- 2 The aim of this exercise is to build interest in the reading text. Focus attention on the questions in red. You could display them on the board to make this more of a 'heads up' discussion activity. Students are not expected to know the answers to these questions, but encourage them to speculate. Check ideas with the class.
- 3 Pre-teach/Check the meaning and pronunciation of the following words: *a playwright* ^{/ˈpleɪraɪt/} (a person who writes plays – highlight the *-ight* spelling), *the plague* ^{/pleɪg/} (a disease which spreads quickly and causes death to many people), *to bury someone* ^{/ˈberi/} (to put someone who has died underground), *to perform* ^{/pəˈfɔːm/} (to act in front of an audience). Refer to the questions in red again and ask students to do this initial reading task. Set a strict time limit of two minutes only. Check answers with the class. Ask fast finishers to begin writing some of the verbs in their correct verb forms.

Answers

- **When and where was Shakespeare born?** In Stratford-upon-Avon in April 1564.
- **Did Shakespeare go to school?** Yes.
- **Did Shakespeare marry?** Yes.
- **What did Shakespeare do in London?** He was a well-known actor, poet and playwright.
- **Did Shakespeare ever visit Italy?** There is no evidence that he did.
- **Was Shakespeare famous in his own lifetime?** Yes.
- **When did he die?** 23 April 1616.
- Shakespeare's wife is called 'unfortunate' because when he died he only left her their 'second best bed'.

- 4 **4.1** The aim of this exercise is to give students the opportunity to hear the past tenses in context rather than only read them. Students need to listen and complete the text with the correct past tense. With classes which need a greater challenge, ask students to do the text completion task as a 'test' first, and then play the recording to allow them check their answers. In feedback, check the names of each tense and elicit the irregular forms. Further analysis of form and concept follows after the comprehension check in exercise 5, when students complete the *Grammar spot* check.

Answers

- owned (Past Simple)
- went (Past Simple, irregular)
- attended (Past Simple)
- were taught (Past Simple passive, irregular)
- married (Past Simple)
- died (Past Simple)
- was living (Past Continuous)
- came (Past Simple, irregular)
- had become (Past Perfect, irregular)
- was performed (Past Simple passive)
- wrote (Past Simple, irregular)
- were written (Past Simple passive, irregular)
- had joined (Past Perfect)
- bought (Past Simple, irregular)
- had visited (Past Perfect)
- were held (Past Simple passive, irregular)
- was buried (Past Simple passive)
- left (Past Simple, irregular)

4.1 See SB p40-1.

- 5 The aim of this task is to check reading comprehension. The focus here is not on grammar (past tense question forms will be reviewed and practised on SB p42). Put students in pairs and ask them to complete the exercise. Pair up students of a similar ability if possible. Suggest an additional task for fast finishers, e.g. write two more questions about the text for each other to answer. Check answers to exercise 5 with the class.

Answers

- No. We know this because it says that his father was a 'wealthy wool-trader'.
- Yes, probably, because he had to memorize stories from history and many of his plays took inspiration from that.
- He was living and working in London.
- He wrote poems and he acted.
- The theatres were closed because of the plague.
- They thought he had visited Italy because six of his plays have an Italian background.
- Yes, other writers admired Shakespeare's plays – they 'held them in high esteem'.
- His son died and also the theatres were closed – this was when he wrote most of his poetry.

GRAMMAR SPOT SB p.41

- 1 Look at the four sentences as a class. Get students to identify the past forms. Display the four sentences on the board, review, and highlight the tense formation:
- Past Simple: regular verbs *-ed* ending/irregular verb forms
 - Past Continuous: *was/were* + verb + *-ing*
 - Past Simple passive: *was/were* + past participle
 - Past Perfect: *had* + past participle (highlight the contracted form *'d* for *had*)
- Ask students to find more examples of the forms in the reading text about Shakespeare.

Answers

- Past Simple
- Past Continuous
- Past Simple passive
- Past Perfect

More examples:

Past Simple: had, survived, was, owned, used to, attended, had to, married, died, came, wrote, bought, believed, left

Past Continuous: was living

Past Simple passive: was born, were killed, were taught, was performed, were closed, were written, were held (in high regard)

Past Perfect: had visited, had joined

- 2 Put students in pairs and ask them to answer the concept question about the three example sentences. Discuss ideas as a class. Use timelines if necessary:

1 *When we arrived, they performed the play.*

We arrived **they performed the play**
 _____ X _____ X _____ Now

2 *When we arrived, they were performing the play.*

They were performing the play **We arrived**
 _____ X

3 *When we arrived, they had performed the play.*

They performed the play **We arrived**
 _____ X _____ X _____ Now

Answers

In the first sentence, 'we arrived' happens first, and then 'they performed' happens second.

In the second sentence, the 'performing' happens first and is still happening when 'we arrived'.

In the third sentence, the performance has finished by the time 'we arrived'.

- 3 Ask students to read the example, and answer the concept question. Highlight the form and write it on the board: *used to* + infinitive. Point out that the form is the same for all persons. Ask students to find another example of *used to* in the reading text.

Answers

It happened many times.

Another example: *it used to take two days to ride ...*

Refer students to Grammar reference 4.1–4.7 on SB pp144–5.

EXTRA IDEA After the *Grammar spot* section, focus attention on the pronunciation of regular Past Simple endings. Remind students that there are three ways to pronounce the regular Past Simple *-ed* verb ending; *washed* /t/, *lived* /d/, and *wanted* /ɪd/. Give students the rules for the pronunciation of the *-ed* ending, or let students work them out:

- Pronounce *-ed* as /t/ when verbs end with unvoiced sounds, apart from t
- Pronounce *-ed* as /d/ when verbs end with voiced sounds, apart from d

- Pronounce *-ed* as /ɪd/ when verbs end with t or d
- Give students a mixed-up selection of verbs in their past forms, e.g. *killed, owned, attended, performed, joined, visited, survived, worked, believed, buried, reported, helped, crashed, announced*. Put students in pairs and ask them to put them into three categories, verbs ending *-ed* with /t/, /d/, or /ɪd/ sounds. Check answers as a class. Get students to repeat the words chorally and individually. The reason some students appear to forget *-ed* endings is often not a grammar problem, but a pronunciation problem, so it is worth focusing on this area.

Answers

/t/ *worked, helped, crashed, announced*
 /d/ *killed, owned, performed, joined, survived, believed, buried*
 /ɪd/ *attended, visited, reported*

SUGGESTION To give students further practice in pronunciation, get them to read aloud the paragraphs from the text about Shakespeare on SB pp40–1, paying attention to the pronunciation of the past tenses.

Discussing grammar

- 6 This task reviews and consolidates the use of past tenses via a series of contrastive sentences. In a monolingual class, or with less confident classes, you could let students discuss the sentences in their own language. Look at the first two sentences in 1 and discuss the use of tenses as a class. Then, put students in pairs and ask them to continue the exercise, discussing ideas with their partner. Monitor to help and also to assess students' knowledge about the tense use. If students have problems understanding the concept of each tense, be prepared to do a remedial presentation on the board using timelines and concept questions. Adapt the timelines from the *Grammar spot*. Check answers with the class.

Answers

- 1 The Past Simple is used to show that the rain has finished. The Past Continuous is used to show that the rain was 'in progress' when the speaker woke up.
- 2 The Past Simple is used in the first sentence to talk about the clothes the speaker wore at a past event. The Past Continuous is used in the second sentence to describe the scene (in this example – what the other person was wearing) at a past event (when they first met).
- 3 The Past Continuous is used to ask about what activity was in progress at a specific time in the past ('when you lost your phone'). The Past Simple is used to ask about a finished past activity. The speaker is interested in the action that the other person took.
- 4 The Past Continuous is used to talk about what was in progress when Bob arrived. The Past Simple is used to say that Bob arrived first, and then they had lunch. The Past Perfect is used to explain that everyone else had finished eating lunch by the time that Bob arrived.
- 5 The Past Continuous is used to say where he was staying at a certain point in the past. The Past Perfect is used to report that he has stayed at the Ritz at some point in his life up till now. The Past Simple is used to explain his past routine.
- 6 *used to* is used to talk about a past habit. The Past Simple is used to talk about a finished action in the past.

Practice SB p42

What were you doing when ... ?

- 1 This controlled speaking exercise practises Past Simple and Past Continuous question forms using them contrastively. Display the two questions from 1 on the board:

What were you doing when you broke your leg?

What did you do when you broke your leg?

Revise the formation of the question forms: *was/were* + subject + verb + *-ing* in Past Continuous question forms, and *did* + subject + infinitive without *to* in Past Simple question forms.

Highlight the pronunciation of the weak forms of the auxiliaries *was* /wəz/ and *were* /wə(r)/ in the Past Continuous.

Focus attention on 3 and tell students that the *RAC* (*Royal Automobile Club*) is an organization which offers help when your car breaks down. Put students in pairs and ask them to ask and answer two questions about each situation. If the class needs more support, elicit and model 2 with a stronger student. When monitoring, focus on correct question formation and pronunciation.

Suggested answers

- 2 What was she doing when her flight was announced? She was shopping.
What did she do when her flight was announced? She went to the gate.
- 3 What were you doing when you ran out of petrol? I was driving on the motorway.
What did you do when you ran out of petrol? I phoned the RAC for help.
- 4 What was Don doing when his car was stolen? He was working.
What did Don do when his car was stolen? He went to the police station.
- 5 What were you doing when you met Johnny Depp? I was flying to LA.
What did you do when you met Johnny Depp? We talked about his movies.

SUGGESTION Set up a short drill to practise these questions and answers. Write these prompts which relate to the two questions from 1 on the board:

What ... (do) ... when ... your leg? a ski slope

What ... (do) ... when ... your leg? ski patrol

Elicit and drill the questions chorally and individually. Get students to ask and answer the questions in an open class drill. They can continue this controlled practice in pairs.

I didn't do much

- 2 4.2 Tell students to listen to the four speakers and number the lines according to who is speaking. Play the first speaker as an example and check the answer. Play the rest of the recording. Students complete the task. Check answers with the class.

Answers

a 1 b 3 c 4 d 1 e 3 f 2 g 4 h 2

4.2 I didn't do much

- 1
 Q What did you do last night?
 Chris I didn't do much – just made myself something to eat, watched telly for a bit, and then bed by ten – I had an early night. I was asleep by eleven. BOR-ing!
- 2
 Q What did you do last night?
 Sarah I went to my yoga class – it does me good after a day's work – then some of us went for a drink. I got home about nine and did a bit of online shopping, ... just supermarket stuff, and that was it.

- 3
Q What did you do last night?
Jane I went to see a film with a couple of friends, the latest James Bond, ... it wasn't really my kind of thing – I liked the previous one better. Then I missed my train, so I didn't get home till after midnight. Not the best of nights for me!
- 4
Q What did you do last night?
Tom Well – that's easy – what I do every night – studied 'til after midnight. I even took my laptop to bed. I've got a major exam coming up. Oh boy! I'm going to be out every night when it's all over.

Talking about you

- 3 This task personalizes Past Simple and Past Continuous question and answer forms. Ask students to work in pairs to ask and answer the questions using the prompts in the exercise. Conclude the task by asking students to ask each other questions around the class.

SUGGESTION To extend this task, elicit more specific times in the past and write them on the board. Ask students to refer to these additional times on the board and to continue the question-and-answer speaking exercise.

Shakespeare caused an air crash!?

This section consolidates the use of narrative tenses, both active and passive, via two texts. The tasks integrate reading, listening, and speaking skills practice.

About the text

This is a true story. It happened in the US in 1960 when a plane crashed into a flock of birds. The birds had been introduced to the US and set free in Central Park by a man who had made a list of all the types of birds mentioned in Shakespeare's texts. He loved birds and he loved Shakespeare. So he decided to introduce the species of birds mentioned by Shakespeare to the US. Some species, such as the starlings, did very well. A huge flock of starlings caused the plane accident described in the reading and listening texts.

- 4 Focus attention on the photo above the reading text. Pre-teach/Check the following words: *a flock* /flɒk/ (the collective noun for a group of birds), *a starling* /'stɑːlɪŋ/ (a small black bird with shiny black feathers common in cities). If you have access to the Internet, display an online photo of a starling to aid understanding. Read the text aloud or ask a student with clear pronunciation to read it aloud. The paragraph provides background information to the story. Ask students the comprehension question *Why did the plane crash?* and check the answer with the class. Ask students to speculate how Shakespeare caused the crash and put students in pairs to discuss their ideas. In feedback, encourage a range of suggestions and speculation. There is no obvious answer!

Answers

- The plane crashed because a flock of starlings flew into its path and choked its engines.
- Students' answers on how Shakespeare might have caused it will vary.

- 5 ④ 4.3 Tell students they are going to hear an interview about the background to this story. They will need to check their predictions from the previous exercise and answer the questions. Some students will find this

listening task quite challenging – if so, reassure them that they will hear it a second time. Focus attention on the four questions and give students time to read them. Play the recording. Put students in pairs to discuss their answers. Check answers with the class.

Ask students for a personal reaction to the story, e.g. *What do you think about this story? What do you think about Eugene Schieffelin's actions?*

Answers

- 1 A man from New York who was interested in both birds and Shakespeare.
- 2 Shakespeare.
- 3 He made a list of all the songbirds mentioned in Shakespeare's plays and poetry and introduced them to Central Park in New York.
- 4 One species of bird that he introduced were starlings, and they thrived in their new environment. Unfortunately, this led to many native species of birds dying out, so it caused an ecological disaster. It also caused the plane crash described, as there wouldn't have been such a large flock of starlings at the site of the crash, if Eugene had not introduced them to America.

- 6 This aim of this task is to check and revise the use of the different narrative tenses. Ask students to underline and name each of the past tenses in the text in 4. Model the task by discussing as a class why the Past Continuous is used in the first example. Put students in pairs to continue the exercise. Monitor and assess students' understanding of the target grammar. Check answers with the class.

Answers

was taking off – Past Continuous; used to set the scene and describe what was in progress when the flock of starlings flew into the plane's path
flew – Past Simple; to describe the completed past action of the birds
crashed – Past Simple; to describe the completed past event of the crash
were killed – Past Simple; passive as the most important fact is that people were killed, not who killed them (which isn't mentioned in the text)
had choked – Past Perfect; used to describe what happened before another past event (the plane being brought down)
brought (it down) – Past Simple; to describe a completed past event
survived – Past Simple; to describe how many people were still alive after the past event

- 7 ④ 4.3 Focus attention on the gapfill task. Give students time to read the sentences. Ask them to predict which verbs and which tenses might be used in each gap before listening. Students can do this individually or in pairs. Play the recording. Get students to check their answers in pairs. Refer students to the audioscript on p132 to check their answers.

Answers

- | | |
|-------------------|---------------|
| 1 were introduced | 4 had spread |
| 2 had made | 5 formed |
| 3 found | 6 were driven |

④ 4.3 How Shakespeare caused an air crash

P = Presenter N = Narrator

- N On October 4, 1960, a Lockheed Electra plane was taking off from Boston Airport in the US when a flock of about 20,000 starlings suddenly flew into its path. The plane crashed into the sea and 62 people were killed. The birds had choked the engines of the plane and brought it down. Tragically, only 19 people survived.
- P So ... what is the link to Shakespeare?

N The starling is not a species of bird that's native to North America. Starlings were introduced in 1890 by a New Yorker called Eugene Schieffelin. Schieffelin was not only interested in birds, he was obsessed with Shakespeare. He'd made a list of all the songbirds mentioned in Shakespeare's plays and poetry and he wanted to introduce these birds to Central Park in New York. This he did, but some birds, such as thrushes and blackbirds, found it difficult to survive. Others, however, particularly the starlings, thrived, and by the 1940s they had spread across America from California to Alaska. They formed gigantic flocks of up to a million birds and many native species, such as bluebirds and woodpeckers, were driven out. Schieffelin's romantic gesture not only caused an air crash, but an ecological disaster, too. So, where does Shakespeare mention starlings? In all of his 37 plays and 154 poems there is only one brief reference, and that's in *Henry IV Part One*.

SUGGESTION Focus students on the vocabulary of different bird species. This is a rather specialist area and if your students show an interest and have access to the Internet, set the following task. Write the names of these birds mentioned in the text on the board; *starling* /'stɑːlɪŋ/, *thrush* /θrʌʃ/, *blackbird* /'blækɜːd/, *bluebird* /'bluːbɜːd/, and *woodpecker* /'wʊd,pɛkə/ and ask them to research online what each of these birds looks like. Suggest that students record this vocabulary in their notebooks with a translation of each word in their own language, if one exists.

In your own words

In this final consolidation task, students rebuild the story in their own words in a paired speaking activity.

8 Ask students to read the opening lines of the story and then ask them to close their books in order to make this more of a 'heads up' activity. Display the opening lines on the board. Put students in pairs and ask them to retell the story together. Remind them to pay attention to the use of narrative tenses. With classes that need extra support, elicit/write some of the key words from the story before students begin retelling the story, e.g. *Eugene, Boston airport, a flock of starlings, a plane crash, Shakespeare, two disasters*.

Focus on narrative tenses whilst monitoring and note any examples of good language usage or any problem areas to deal with at the end. In feedback, retell the story as a class.

Additional material

For teachers

Photocopiable activity – Grammar: *Snakes and ladders*

For students

Online Practice – *Look again*

Workbook pp24–7, exercises 1–2

Vocabulary and reading aloud SB p43

Spelling and pronunciation

About the text

In Shakespeare's day, spelling and pronunciation corresponded much more. This meant there were many variations of spelling for one word because pronunciation varied from one speaker to the next. Over the centuries, as printing became more common, spelling became more fixed and spelling variations tended to disappear. However, this does not explain why spelling and pronunciation often do not correspond in current English.

The exercises in this section aim to highlight the fact that spelling is not a reliable guide to pronunciation in English because:

- some letters have more than one sound
- the same sound may be represented by different letters
- sometimes syllables in the spelling are not pronounced at all
- some words contain letters that are not pronounced

There is a chart with IPA phonetic symbols on SB p160.

Lead in to the topic by asking students to read the fact about Shakespeare. Elicit how spelling and pronunciation have changed since Shakespeare's day. Discuss how, in Shakespeare's day, words were more commonly spelled as they sounded and there were many spellings of one word. Compare with nowadays, when many words are not always spelled as they sound. This final point leads into the theme of the lesson.

1 **4.4** Focus attention on the examples. Elicit the pronunciation of the words. Then play the recording and get students to repeat chorally and individually. Ask students the focus question. If students have problems coming to any conclusion about spelling and pronunciation, ask:

- *What is similar about the first three words?* (They are all spelled with the vowels -oo-.)
- *What is different about them?* (The pronunciation of the vowels -oo- is different in each word.)
- *Do the words rhyme?* (No)
- *What is similar about the last four words?* (They all contain the letters -ough-.)
- *What is different about them?* (The pronunciation of -ough- is different in each word.)
- *Do the words rhyme?* (No)

Answers

That English spelling does not necessarily help you know how to correctly pronounce a word.

4.4 Spelling and pronunciation

good food blood enough through cough bought

2 **4.5** This exercise emphasizes that words that look the same do not necessarily rhyme. Elicit the pronunciation of the three words in the example. Stress that *love* and *glove* are the only two that rhyme. Students continue the task in pairs. Monitor to see how well they pronounce the words and recognize the rhymes. Play the recording so that students can check their answers.

Answers

- | | |
|----------------------|--------------------------|
| 1 love, glove, /ʌ/ | 6 boot, shoot, /uː/ |
| 2 some, come, /ʌ/ | 7 eight, weight, /eɪ/ |
| 3 dear, fear, /ɪə/ | 8 blood, flood, /ʌ/ |
| 4 most, post, /əʊ/ | 9 flower, power, /aʊ/ |
| 5 death, breath, /e/ | 10 swallow, follow, /əʊ/ |

4.5 Which words rhyme?

- love, move, glove
- some, come, home
- pear, dear, fear
- lost, most, post
- death, breath, beneath
- boot, shoot, foot
- eight, weight, height
- blood, stood, flood
- flower, power, lower
- allow, swallow, follow

- 3 This exercise highlights that the same sound can be spelled in different ways. Elicit the pronunciation of the four vowel sounds using the phonetic symbols, or model them to the class. Model the task by eliciting the spelling of the last two words with /u:/. Put students in pairs and encourage them to say the words to each other to help them decide what the missing word is. Explain that the exercise is a bit like a code-cracking exercise. If students find the task too challenging, read out the words from the answer key below and ask students to write what they hear. Check answers with the class.

Point out that some of the words (e.g. *fair/fare/fayre* and *their/they're/there*) can sound the same but have more than one spelling and meaning. If appropriate, explain that these are called homophones and these come up in the next exercise.

Answers

/u:/ through, tooth, truth, juice
/ɔ:/ court, born, bought, walk
/ɜ:/ work, bird, world, earn
/eə/ tear, fair/fare/fayre, square, their/they're/there

Homophones

- 4 ④ 4.6 Tell students that they are going to hear five simple words and they should write them down. Play the recording. Ask students to compare their answers. Elicit words that the students wrote down and write them on the board. They should give one of two possible answers depending on how they interpreted each. Get students to say the pairs of words to establish that they are pronounced the same but have different spellings and meanings. These words are known as homophones.

Answers and audioscript

④ 4.6 Write the word you hear

right/write
ate/eight
see/sea
threw/through
knew/new

- 5 Do 1 as an example with the class. Elicit another word which has the same pronunciation as *wear*. Ask students to read aloud the remaining nine words. Then ask them to complete the task individually. Get them to compare their answers in pairs, and then do feedback with the whole class. Elicit the spelling of the second word in each pair and write the words on the board.

Answers

1 where	4 peace	7 pear
2 war	5 weak	8 aloud
3 caught	6 flu	9 mail

SUGGESTION Play a revision game called *Homophone Rush*. Divide the class into teams of 3–4. Each team nominates a ‘runner’ whose role is to run to the board when their team knows the answer. Explain that you will call out one of the homophones taken from exercises 4 or 5. The teams must quickly identify two words which are pronounced the same but have different spellings and meanings. The ‘runner’ then rushes to the board and writes up the answer. The first team to write up both words correctly wins one point. Stress that correct spelling is vital to score a point. After calling out all the words, count the total number of points each team has scored and announce the winner.

- 6 The aim of this task is to practise or to familiarize students with the use of phonetic symbols. Familiarity with these symbols can help students with the spelling/sound discrepancies for which English is so well known. Refer students to the Phonetics symbols chart on SB p160 to help them with this task.

Focus attention on the first sentence and do the task together with the class. Explain that the surrounding words in each sentence will also help them work out the answer. Get students to work in pairs to complete the task. Check answers with the class.

Answers

1 peace, war	3 allowed, wear
2 wore, pair, week	4 caught, flu

Some common words

- 7 ④ 4.7 The aim of this task is to practise the pronunciation of some words which many students often find challenging. They all have letters in them that are not pronounced or that are simply not pronounced as you would expect.

Get students to read the words aloud to a partner. As they are doing this, assess the words which they find most challenging.

If students responded well to working with the phonetic symbols in the previous exercise, write up all of these words in phonetic script to support the reading aloud exercise (see below). If students would prefer to listen and check the words, move straight on to playing the recording.

words with silent letters: *answer* /'ɑ:nsə/, *biscuit* /'bɪskɪt/, *fruit* /fru:t/, *receipt* /rɪ'si:t/, *vegetable* /'vedʒtəbl/, *knee* /ni:/ other challenging words: *human* /'hju:mən/, *cure* /'kjʊə/, *recipe* /'resəpi/, *woman* /'wʊmən/, *women* /'wɪmɪn/

Play the recording to check pronunciation. Pause after each word on the CD for students to repeat it. Drill both chorally and individually. At the end of the task, remind students to learn the spelling of these words as well as the pronunciation.

④ 4.7 See SB p43.

SUGGESTION Give students a spelling test. Call out words from this exercise plus a few other words from exercises 1, 2, and 3, and ask students to write down the words they hear. After the test, ask students to exchange notebooks and to mark their partners' spellings using SB p43 as an answer key. Award one point for each word spelled correctly.

FINALLY ... reciting a poem

About the text


Hilaire Belloc (1870–1953) was an Anglo-French writer, scholar and political activist. He wrote a book of poetry called *Cautionary Tales for Children*. Each poem tells a humorous but unfortunate tale and at the end of the poem there is a moral for all children to learn and remember. One poem in this collection is *The Unfortunate Tale of Henry King*. It tells the tale of a boy who used to chew pieces of string. He swallowed some string which became knotted in his stomach and, as a result, he became ill and died. On his death bed, he regretted chewing the pieces of string and

cried that breakfast, lunch, dinner, and tea are the only meals that people need to eat.

The aim of this section is to give students the opportunity to read aloud a poem which contains some good examples of words which are spelled one way but pronounced in another. Poems are a very good way to help students discover pronunciation, rhythm, and rhyme.

Some vocabulary items will be new. Students will be able to guess some of them from context, but with less confident classes, be prepared to check understanding of each item carefully, or get students to check them for homework before the class. In monolingual classes, translation could be an effective way to deal with this vocabulary. The items marked * are old-fashioned or literary, and so will be for recognition rather than active use:


a defect /di:'fekt/ (a fault, meaning that something is not perfect), string /striŋ/ (a strong, thin piece of rope or cord), a knot /nɒt/ (a part where two pieces of string or rope have been tied together), a physician* /fɪ'zɪʃn/ (a doctor), to lament* /lə'ment/ (to express sad feelings about something), untimely (adj) /ʌn'taɪmli/ (something which happens sooner than expected), wretched (adj)* /'retʃɪd/ (someone who is unhappy or ill that you feel sorry for), to expire* /ɪk'spaɪə/ (to die)

8  **4.8** Tell students that they are going to listen to and read a poem about a boy called Henry King. Focus attention on the picture next to the poem and get students to tell you what they can see and what they think the boy is doing. Write two comprehension questions on the board, *What did the boy do?* (The boy ate pieces of string.) *How did the story end?* (He died because of the string in his stomach.) Play the recording. Then ask students the two comprehension questions. Ask students if they like the poem or whether they find it sad, funny, etc.

Ask students to comment on the highlighted words. Elicit information about them and discuss the answer to the question in the SB. Discuss ideas with the class.

Answer

The highlighted words all have letters in them that are not pronounced or are not pronounced as you would expect.

8  **4.8** See SB p43.

Highlight the silent letters in words such as *knot* /nɒt/, *swallowed* /'swɒləʊd/, *answered* /'ɑ:nsəd/, *friends* /frendz/, *wretched* /'retʃɪd/.

Point out that there are some common spelling and pronunciation patterns in the poem as well, e.g. 'oo' with the sound /u/ in words such as *took* /tʊk/ and *stood* /stʊd/. Also, 'ea' with an /e/ sound in words such as *death* /deθ/, *dead* /ded/, *breath* /breθ/ and *breakfast* /'brekfəst/ (note this pattern is not reflected in the word *disease* /dɪ'zi:z/).

Play the recording a second time after highlighting these features. Then put students in pairs and ask them to recite the poem to each other. Consider seating students face-to-face for this exercise as it helps with reading poetry aloud.

Finally, elicit any poems in English which students already know. Tell students that you would like them to recite a

short poem, by heart if possible, in the next class. Set this as a homework task. You could recommend a range of poets for students to research. Tell students that many famous poems are read aloud online, e.g. on YouTube, and this might help them with pronunciation when learning the poem by heart for their homework.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Happy 'vowel' families*

For students

Online Practice – *Look again*

Workbook p28, exercises 1–4

Reading and speaking SB p44

The Picture of Dorian Gray – by Oscar Wilde

About the text

Oscar Wilde (1854–1900) was a popular literary figure in late Victorian England. He was born and brought up in Dublin in Ireland, then studied at the University of Oxford and settled in London. Oscar Wilde was well known for his flamboyant style. His personal life was both dramatic and tragic, as he was imprisoned for his homosexuality. After being released from prison, he spent his life wandering around Europe staying with friends and at cheap hotels. He died penniless in Paris.

Wilde was recognized during his lifetime as a great playwright. His most famous plays include *Lady Windermere's Fan* (1892) and *The Importance of Being Earnest* (1895). His only novel was *The Picture of Dorian Gray* (1891). This book is very well known now, but it was only recognized as a great classic after his death.

The reading material is in the form of a picture story. Before the class, read the picture story to familiarize yourself with the characters and plot. The text at the bottom of each picture and the characters' speech bubbles summarize what happens in the novel.

In this *Reading and speaking* section, students discuss Oscar Wilde, Dorian Gray, and the main theme of selling one's soul for eternal youth. The tasks include pre-work about Oscar Wilde and provide some background information about Dorian Gray. Students read and listen to the story and then answer comprehension questions. It is an intensive reading exercise with a focus on understanding the finer details in order to build up an idea of the story as a whole. Discussion questions follow and students are asked to give their opinions about beauty and preserving eternal youth.

1 Focus attention on the photograph and elicit the name of the playwright. Elicit anything students already know about Oscar Wilde and his plays. Ask students if they have seen/read any of Wilde's plays, possibly in their own language.

Ask students to read the text about Oscar Wilde and answer the questions. Reassure less confident learners that you will deal with the more complicated ideas or vocabulary in feedback. Get students to discuss their answers in pairs. Check answers with the class. Write the following sentence on the board: *Dorian Gray sold*

his soul in exchange for eternal youth. Check students understand: *to sell your soul (to the devil)* (to do anything, even something bad or dishonest, in return for money, success or power) and *eternal youth* (the state of staying young forever). Referring to the sentence on the board, ask students to explain what Dorian Gray did and why.

Answers

- He wrote one novel.
- He also wrote plays.
- The theme of the novel is someone 'selling their soul in exchange for eternal youth'.
- No, it wasn't an immediate success.

- 2 Explain when and where the story is set. Focus attention on the list of characters and short profiles at the top of SB p45. Pre-teach/Check the following character adjectives: *wealthy, cultured, pleasure-seeking*. Also, check the pronunciation of the names: *Dorian Gray* /'dɔːrɪən greɪ/, *Lord Henry Wotton* /lɔːd 'henri 'wɒtn/, *Basil Hallward* /'bæzl 'hɔːlwəd/, *Sibyl Vane* /'sɪbɪl veɪn/ and *Alan Campbell* /'ælən 'kæmb(ə)l/. Put students in pairs and ask them to predict what happens in the story using the information about each of the characters. In feedback, elicit ideas and predictions and write them up on the board. Be prepared to accept any predictions at this stage.
- 3 4.9 Tell students they are going to read and listen to the first half of the story (pictures 1–6). Explain that they will first hear the paragraph and then the accompanying dialogue in the speech bubbles for each picture. Advise them not to worry about understanding everything in the speech bubbles, as the main paragraphs tell the story. Pre-teach/Check key items of vocabulary in the questions: *a portrait* /'pɔːtreɪt/ (a picture of a person) and *to confide* /kən'faɪd/ in/to someone (to tell someone a secret or personal information). Give students time to read the comprehension questions. Tell students to read the story at the same time as listening. Play the recording. Ask students to compare their answers in pairs. Check answers with the class.

Answers

- 1 Because he was so impressed with the painting of him.
- 2 Because he knew Henry would be a bad influence on Dorian.
- 3 Lord Henry's words made Dorian want to stay young forever.
- 4 He had been to a theatre and was in love with an actress called Sibyl Vane.
- 5 His sister was in love with 'Prince Charming' and James did not trust his intentions towards Sibyl.
- 6 Because Sibyl's acting was awful when his friends joined him to watch her perform.

- 4.9 See SB pp44–5.

- 4 This stage is a pause for reflection. Write the names of the seven characters on the board. Elicit what students know about each character and their opinion about each one so far. Record key words or ideas about them on the board.
- 5 4.10 Tell students that they are going to listen to the second half of the story. The procedure for this task is the same as in exercise 3. Give students time to read the comprehension questions. Tell students to read the story at the same time as listening. Play the recording. Students compare their answers in pairs. Check answers with the class.

Answers

- 7 His painting had changed – the face had started to look hard and cruel.
- 8 He thought Dorian already knew that Sibyl was dead because he had sent him a note to tell him.
- 9 Basil saw the hideous portrait and Dorian stabbed him to death as he blamed Basil for his suffering.
- 10 He helped Dorian to get rid of Basil's body. He did this because Dorian blackmailed him.
- 11 He thought he must have been mistaken because Dorian still looked young, even though he should have been nearly 40 years old.
- 12 It was perfect, showing a young and beautiful Dorian. The 'magic' had gone, and the real Dorian was now ugly and old, and dead.

- 4.10 See SB pp44–5.

What do you think?

Focus attention on the discussion points. Discuss the questions with the class, or put students in small groups to exchange their ideas. In feedback, elicit a range of ideas and opinions for each question.

In their discussion about staying young-looking, students might mention skin protection to prevent wrinkles, cosmetic surgery, wearing make-up, colouring/dyeing your hair, regular exercise, healthy eating, etc.

In your own words

In this final speaking task, students recall the story of *The Picture of Dorian Gray*. Put students in pairs. Ask them to retell the story using the pictures to help. If students need extra support, elicit the key words/events from the story and write them on the board at the start of this exercise, e.g. *at the studio with Basil, meeting Lord Henry, Dorian's decision, Dorian's relationship with Sibyl*, etc. Students can use these word prompts in conjunction with the pictures to help them retell the story.

If you have time in class, students can watch the Unit 4 video about how to tell a good story.

Additional material

For teachers

Photocopiable activity – Video worksheet: *How to tell a good story*

For students

Online Practice – *Practice*

Listening and speaking SB p46

Once upon a time ...

About the text

Many of the popular tales shown are French, Italian or German in origin, although different versions have since evolved around the world. Some have become well-known Disney films, which students may be familiar with.

A book of fairy tales published by the Brothers Grimm in 1812 formally recorded many of these traditional stories, which commonly include fairies, witches and evil stepmothers. A battle often takes place between good and evil, with the good characters typically living 'happily ever

after'. *The Pied Piper of Hamelin* is the only story shown in the pictures on SB p46 which has an unhappy ending.

The stories of *Rapunzel* and *Peter Pan* are the main focus in the two listening texts. *Rapunzel* is a German tale which was first published by the Brothers Grimm. It is about a couple who are forced to hand over their newborn baby girl to an old lady. The old lady calls the girl Rapunzel and imprisons her in a tall tower with no doors, just a small window at the top. Rapunzel has extremely long blonde hair and every day the old lady uses this to enter the tower. One day, a passing prince hears Rapunzel singing beautifully. He sees how the old woman enters the tower and, when she goes away, he climbs up Rapunzel's hair and into the tower. Rapunzel and the prince fall in love, but when the old lady catches the prince visiting the tower, she cuts off Rapunzel's hair and sends her away. The prince jumps into some bushes and is blinded by thorns. He wanders around a desert for a long time until, by chance, he meets Rapunzel. She cries with happiness and her tears magically cure his blindness. They get married and live happily ever after.

Peter Pan is a story with a less predictable plot, written in the early twentieth century by Scottish novelist J M Barrie. The main character, Peter Pan, is famous for being the boy who never grew up. He is a boastful character who lives on an island called Neverland, where he is the captain of a group called the Lost Boys. Peter is able to fly, and his adventures lead him into encounters with pirates, Indians, mermaids, and a fairy called Tinkerbell. His main enemy is the pirate, Captain Hook. Peter wishes that he had a mother and he manages to persuade a girl called Wendy Darling to leave her home in London and follow him, with her two brothers, to Neverland, but in the end they return to their family home.

This section continues the theme of storytelling. The listening text consists of two separate dialogues where speakers discuss a favourite childhood story. First, students practise listening for gist and specific information. Then, in the second listening exercise, students listen more intensively and note down details in the chart on SB p46.

1 This lead-in to the topic reflects the nature of the two dialogues that the students are going to listen to in exercises 3 and 4. Put students in pairs and ask them to answer the questions. Discuss some favourite stories with the class in feedback.

2 Focus students' attention on the book covers depicting eight different fairy tales. Ask students to work with the same partners and to discuss what they know about the stories. Students might retell the stories using past tenses, but it is also common to use present tenses when discussing a well-known story in this way. At this stage, either tense is fine. Later on, when the storytelling exercise begins with a phrase such as *Once upon a time ...* or *A long time ago ...*, narrative tenses will need to be used. Elicit what students already know about these stories.

This is a good moment to check/pre-teach some key vocabulary from the listening: *a witch* /wɪtʃ/ (a woman with magical powers), *a fairy* /'feəri/ (a magical creature, often a small person with wings), *a stepmother* (the woman who is married to someone's father but who is not their real mother), *a fairy godmother* (a magical character in some children's stories who helps someone in trouble), *wicked* /'wɪkɪd/ (very bad).

3 4.11 Set the task and play the recording. Allow students to compare their answers in pairs before checking with the whole class.

Answers

1 Peter Pan

Characters: pirates, Captain Hook, the crocodile, Peter, Tinkerbell, Wendy, John and Michael, Nana (the dog)

2 Rapunzel

Characters: a married couple (Rapunzel's parents), a baby (Rapunzel), a wicked witch, a handsome prince

4.11 Once upon a time ...

Richard and Ian

I = Ian R = Richard

I Why is this your favourite story?

R I think it's because I saw it on stage first. I was seven and it was the first time I'd been to the theatre. I was fascinated by the flying and the magic. And it was frightening, too, I was terrified of the pirates and Captain Hook ... but I was at that age when you love being scared!

I But Captain Hook was funny, he wasn't scary.

R Well, he was scary to me ... I really believed his hand was a hook.

I Hadn't his hand been eaten by a crocodile?

R Yes ... and the crocodile had swallowed a clock, so before you saw it you heard this tick-tock, tick-tock ... and all the kids in the audience screamed to Captain Hook: 'He's behind you!' 'He's behind you!' ... brilliant stuff!

I Was Captain Hook your favourite character?

R Oh no, no! Peter was, of course. I loved the idea of never growing up. It's brilliant ... and being able to fly ... just opening your bedroom window and soaring over London to a country called Neverland – magical.

I I think a lot of people dream of flying. ... Didn't Peter have this really naughty fairy? What was her name again?

R Tinkerbell ... I liked her. She was so cheeky, really rude, and she hated Wendy ... remember Wendy? Tinkerbell was jealous because Peter loved Wendy. Actually, I wasn't too keen on Wendy either ... or her brothers.

I John and Michael?

R Yeah, that's right. I thought being able to fly to Neverland was wasted on them and Wendy. She was a bit soppy.

I And the dog ... what about the dog?

R Nana! Oh I loved Nana! Poor dog. She was looking after the children when Peter taught them to fly and took them away. D'you know, I read the story now to my own kids and they love it just as much as I did. Actually, I think I understand it more as a grown up.

I Why's that?

R Well, I think growing up is quite a scary thing to do. Childhood is safe ... no responsibility, being an adult is tough. I think a lot of people would like to stay young forever.

I True. Some people never grow up, do they? I suppose that's why it's called Neverland.

Beth and Anna

B = Beth A = Anna

B I think I remember this story, I think my dad read it to me at bedtime.

A My dad read it to me, too, and I've just read it to my four-year-old daughter. It was my favourite when I was little, and now it's her favourite, too. Did you like it when you were a child?

B Well, I used to love any story with princes and princesses who lived happily ever after.

A But actually, this is a dark story – it's really sad and ... it's cruel and the wicked witch is really wicked.

B Wasn't it about a married couple who were longing for a baby?

A That's right, they –

B – and then when they finally had a baby, a wicked witch whisked it away.

A Yeah, but only because the wife's husband had stolen salad stuff from the witch's garden.

B I'd forgotten that.

A Yeah, the wife craved lettuce, presumably because she was pregnant, and the husband was caught stealing it, so the witch took the baby, a girl, and when she became 16 locked her up at the top of a tower without any door or any stairs.

B So how did the witch get her into the tower in the first place?

- A You're too logical ... don't ask difficult questions. Anyway, the girl had beautiful, thick, long – very long – blonde hair and she used to throw it out of the window so –
- B So there was a window!
- A Yeah, one window ... so the witch used to call 'Rapunzel, Rapunzel, let down your hair!' and then climb up the hair to the girl.
- B Wow!
- I Then one day –
- B I know ... one day, a handsome prince came riding by on a white horse and saved the girl and she became a princess and they lived happily ever after.
- A No! You're going too fast. The witch discovered the prince and threw him out of the window – he didn't die, but he was blinded and spent years wandering around.
- B What about the girl?
- A The witch took her to a desert and finally the prince heard her singing ... they met and her tears fell on his eyes and –
- B Don't tell me – he could see again and they went off together to his castle, got married, and lived happily ever after!
- A You got it!

- 4 4.11 Get students to read the questions in the table so that they know what to listen for. Remind students that when they listen they don't need to understand every word to be able to complete the table. Play the recording for a second time. Ask your students to discuss their answers. Check answers with the class.

Answers

	Richard and Ian	Beth and Anna
Why is it a favourite story?	It was the first thing he'd seen at the theatre – he loved the flying and the magic.	It was a family favourite.
Who are the good characters and who are the bad characters?	Captain Hook is bad. Tinkerbell is sometimes good and sometimes bad. Peter and Wendy are good.	The wicked witch is bad. Rapunzel and the prince are good.
What are some key moments in the plot?	When the children fly away to Neverland.	When the couple's child is taken by the witch and locked in a tower. When the prince is thrown out of the tower and blinded. When Rapunzel finds him in the desert and her tears cure his blindness.
What magic is there in the story?	Never growing up and being able to fly.	Curing the prince's blindness with tears.

- 5 In this task, students need to recognize who/what each sentence refers to in the listening text. The sentences refer to places, characters, events, ideas and themes in the two fairy tales.

Check/Pre-teach *cheeky* /'tʃi:ki/ (slightly rude but in a funny way), *tough* /tʌf/ (difficult) and *whisk away* /wɪsk ə'weɪ/ (take away in a dramatic, sudden way). Model the exercise by doing the first two sentences with the class. Students work with their partner and discuss their ideas.

Answers

Richard and Ian

- the stage/theatre production of Peter Pan
- Captain Hook
- When the crocodile that had swallowed a clock was behind Captain Hook, the children would scream, 'It's behind you!'
- why he likes *Peter Pan*/Neverland
- Tinkerbell
- the responsibilities you have as an adult that you don't have as a child

Beth and Anna

- the fact that the couple struggle to have children and when they do have a child, she is taken from them
- their baby
- Beth asking about how the witch got Rapunzel into the tower
- Rapunzel's hair
- the prince
- Rapunzel and the prince at the end of the story

In your own words

Students will need some time to make notes before this storytelling exercise. This could be done as a homework exercise leading up to this lesson. Prepare students by eliciting questions people often ask about stories when they want to find out more about them. Write them on the board for students to refer to.

Possible questions:

How does the story start/end?

Who are the main characters?

Where/When does the story take place?

What happens? Is it scary/funny/sad?

Why did you like it?

When students are ready to speak, write *Once upon a time ...* on the board and put students in small groups. Tell them to begin their story with the phrase on the board. This is to help them consolidate and practise the use of narrative tenses rather than slipping into present tenses. Students take turns to tell their stories. Monitor the speaking activity, noting any examples of good language and any language problems. Elicit a few stories after the fluency exercise and give feedback on any language points noted whilst monitoring.

Additional material

For students

Online Practice – *Practice*

Everyday English SB p47

Giving opinions

This section assumes that students will be familiar with basic expressions for giving opinions, and also recycles some of the language from Unit 3, SB p37. It extends the functional focus to include the form and intonation of question tags used to ask for agreement, and the use of adverbs to make opinions stronger. This includes a focus on voice range and is also an opportunity for students to give their own opinions on a range of people, things, and events.

- 1 4.12 Focus students on the picture next to the dialogue. Elicit anything they know about James Bond (e.g. Who is the main character in the spy novels written by Ian Fleming in the 1950s/60s? (James Bond) How many Bond movies are there? (24) Which actors have played Bond in the movies? (There is always speculation around which actor will play

Bond in the next film. Actors who have played Bond include Sean Connery, George Lazenby, Roger Moore, Timothy Dalton, Pierce Brosnan and Daniel Craig.)

Ask students if they have seen any of the films and if they liked them. In monolingual classes, students might find it easier to name the films in their own language. Play the recording and get students to follow in their books. Elicit answers to the questions.

Answers

The conversation is about Bond films, in particular the latest film and who was the best Bond. A and B agree that the latest movie was really great and that Sean Connery was the best Bond.

4.12 See SB p47.

- 2 **4.12** This task focuses students on a range of useful phrases which can be used to show agreement and tentative disagreement. Play the recording again. Elicit the phrases that A and B use to agree with each other. Elicit the phrases that C uses to show reservation or tentative disagreement.

Ask students to practise saying the sentences which have just been elicited. Ask individual students to read these lines aloud. If necessary, drill the intonation of the lines, using the recording as a model. Put the students into groups of three to practise the conversation. Encourage them to read with expression and imitate the voice range of the original speakers.

Answers

1

It's really great, isn't it?

Definitely! I think it's absolutely fantastic!

Oh yes, it was. I thought it was much more exciting.

Pretty good? He's absolutely brilliant.

Yeah, he's a cool guy.

I totally agree. He's the definitive James Bond. I just love his Scottish accent.

2

D'you think so? I'm not so sure. It wasn't as good as the last one. It was OK, but it wasn't that good.

No, of course not, but he does make a pretty good Bond, doesn't he?

Me, no, not really.

Well, I do too, but you're only saying he's the best because he was the first.

SPOKEN ENGLISH Agreeing and disagreeing

- 1 **4.13** Read the notes as a class. Focus on the falling intonation pattern on the question tags and elicit why speakers use falling intonation (when the speakers aren't really asking questions, they are inviting others to agree with their opinion). Elicit whether the question tags here are affirmative or negative (negative because the statements are in the affirmative). Play the recording and practise the intonation of the phrases with the class. Drill the questions chorally and individually.

SUGGESTION Many students find it difficult to make their question tags fall. If so, suggest that they stand up to say the question and sit down at the point the intonation falls. Making this a more dynamic exercise can help students feel what their voice should do!

- 2 Focus on the adverbs from the dialogue. Elicit which two are the strongest. However, highlight that the function of all of these adverbs is to make each phrase stronger. Practise the intonation of the phrases with the class, encouraging a wide voice range.

Answers

- 1 because the speaker is expecting agreement/is confirming a fact
2 strongest: absolutely, totally

- 3 **4.14** Focus attention on the example. Put students in pairs, and give them time to complete the exercise. Play the recording and get students to check their answers. Play the recording again and highlight the falling intonation pattern and the replies. Ask students to work in pairs. Tell them to practise the sentences with the correct intonation and give the reply for each one.

Answers and audioscript

4.14 Question tags

- 1 A We had a great time in New York, **didn't we?**
B We did. It was amazing.
2 A But the weather wasn't that good, **was it?**
B It wasn't that bad.
3 A New Yorkers lead very busy lives, **don't they?**
B Indeed they do.
4 A Our friends took us to a fabulous show on Broadway, **didn't they?**
B They did. I just loved it.
5 A We'd never been to a musical before, **had we?**
B Well, actually I had. I went once in London.
6 A I lost my passport. I'm such an idiot, **aren't I?**
B Well, you're certainly good at losing things!

- 4 **4.15** Focus attention on the example. Drill the sentences as necessary, exaggerating the voice range to help students sound enthusiastic. Put students in pairs. Ask them to continue the exercise, reading out each cue sentence and forming a phrase to show agreement using the two-word prompt. Play the recording so that students can check their answers. Then play the recording again and drill the sentences with the class, making sure that students use the correct intonation.

Answers and audioscript

4.15 Making opinions stronger

- 1 A He was pretty good in the role.
B Pretty good?! He was absolutely wonderful!
2 A The talk was quite interesting.
B Quite interesting?! It was really fascinating!
3 A The bride looked quite nice.
B Quite nice?! She looked absolutely fabulous!
4 A I quite liked the chocolate dessert.
B Quite liked it?! I really loved it!
5 A He quite likes Maria.
B Quite likes her?! He totally adores her!
6 A The book wasn't very good.
B Not very good?! It was really awful!
7 A I don't like noisy bars.
B Don't like them?! I just can't stand them!

What's your opinion?

- 5 This gives students the opportunity to practise giving and responding to opinions in a personalized way. Elicit an example for the first item on the list. Remind students that

they need to make sentences in the affirmative form and to include adverbs where possible to make their opinions stronger. Give students time to note their ideas for each topic. Students work individually on this.

- 6 Focus attention on the examples in the speech bubbles. Highlight the use of the adverbs. Get students to read the examples across the class. Elicit a follow-up phrase which includes a question tag as well, e.g. *Yes, Daniel Craig was brilliant, wasn't he?* Drill the stress and intonation, encouraging a wide voice range.

Divide the class into pairs/groups of three to exchange their opinions, from their notes in exercise 5. Remind students that they should use the examples as a model, and that they should also use question tags to invite agreement. Monitor and check for the use of question tags, adverbs to make opinions stronger, and enthusiastic-sounding intonation. If students sound rather reserved, write one or two of their examples on the board and rework them to give stronger opinions. Drill the pronunciation and then let students continue in their pairs/groups.

Additional material

For teachers

Photocopiable activity – Communication: *It's pretty good!*

For students

Online Practice – *Look again*

Workbook p29, exercise 1

Online Practice – *Practice*

Writing SB p48

A story (1)

Linking ideas

This section practises using linking words to join ideas, and adding details and description to write an interesting story. You could ask students to research some traditional folk tales from other cultures for homework in preparation for exercise 7 in this *Writing* lesson.

- 1 Focus attention on the picture and elicit what is happening in the scene. Elicit ideas of what the story could be about and who the people might be. Check/Pre-teach the words: *vineyard, dig/dug, grapes, and upset*.

Answer

The picture shows the farmer and his three sons.

- 2 Get students to read the story of the farmer and his sons. Ask if their predictions about the story were correct. Ask each student to complete the moral at the end of the story. Check students remember the meaning of *moral* by asking them what the moral of *The Unfortunate Tale of Henry King* was. Elicit a few suggestions for the moral of the story about the farmer.

Possible answers

Hard work brings success/results/wealth/money/happiness.

- 3 Give students time to read through the six sentences. Ask them to work with their partner and to read the story again, deciding where the sentences go. Check answers

with the class. Elicit the words or phrases used to link ideas in this text (*before, so, while, because, soon, but, however*).

Answers

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

- 4 Refer students to the picture from the story of the emperor and his daughters. Students read the lines from the story and identify the people in the picture.

Answer

The picture shows the emperor with his three daughters and the three princes.

- 5 Focus on the linking words in the box and point out that as well as having different meanings, they are used in different ways in sentences (for example, *However* is usually used at the beginning of a sentence). Elicit which linking words refer to time (*before, as soon as, while, during, and when*), which linking words are used to contrast two ideas (*However* and *but*), and which linking word is used to introduce a result (*so*). Look at the first line from the story with the class and elicit the answer. Students work through the sentences individually and then compare answers with a partner. Check answers with the class.

Answers

- | | |
|------------|--------------|
| 1 who | 6 when |
| 2 but | 7 during |
| 3 before | 8 while |
| 4 However, | 9 as soon as |
| 5 so | |

- 6 The aim of this task is to encourage students to add extra details to a story to make it more interesting. Get students to rewrite the story in their pairs, adding more detail and description, and adjectives and adverbs to make it more interesting. Alternatively, an interactive way of doing this is to put students in pairs and get them to copy the two introductory sentences onto a blank sheet of paper. Then ask them to write the next sentence, adding more detail. They then pass the sheet of paper on to the next pair. Pairs continue to write one sentence and pass the sheet on until the story is complete.
- 7 Tell students that they are going to write a folk tale or fairy story that they know. They might have researched folk tales from other cultures for homework as a lead up to this *Writing* lesson. Emphasize that they should include details to make it interesting, and add adjectives and adverbs. Set this for homework. Collect it and mark it. You could put the marked stories on the classroom wall so that all the students can read each other's stories. Alternatively, bind the stories in an anthology, entitled *Folk Tales from Around the World*, and leave it in the classroom or school library for students to read in their free time.

Additional material

For students

Online Practice – *Practice*

Workbook p29, *Review*, exercises 1–2; *Stop and check* Units 1–4, pp30–1

Online Practice – *Check your progress*

Introduction to the unit

The title of this unit is 'Rights and wrongs', with a particular focus on the right or wrong behaviour in social situations, rules and regulations, and giving advice about living. This theme provides natural contexts for the modal verbs of advice, permission, and obligation (past and present). The grammar presentation includes a focus on everyday dilemmas and what to do in these situations. Students complete a series of language analysis tasks, and do controlled and freer practice activities.

The idea of 'rules for life' is presented in the *Listening and speaking* section, which includes a note-taking task on people's personal beliefs. This section also contains a *Spoken English* feature on *have got to*.

The *Reading and listening* section features a text about a philosophy lecture which reflects on people's priorities in life. There is a language focus on understanding phrasal verbs in the *Vocabulary and speaking* section, which covers both the meaning and form of common phrasal verbs.

The *Everyday English* focus is on polite requests and offers, and the *Writing* syllabus continues with the practice of time sequencers in *Writing for talking (1)*, in which students write a talk explaining the stages of a practical procedure. *Writing for talking (2)* appears at the end of Unit 8.

Language aims

Grammar

Modals and related verbs SB p50

Students revise and extend their knowledge of modals of advice, obligation, and permission: *should/must* for advice, *must/have to* for obligation, *don't have to* for lack of obligation, *can/be allowed to* for permission. Students should be familiar with the present form of the core modals *should*, *must*, and *can*. The past forms may present more of a problem, as will the subtle differences in meaning. These are clearly contrasted in the unit and students are given opportunities to practise them in controlled and freer activities.

Possible problems

Students of different nationalities may try to express obligation and permission with phrases such as *It is necessary that you ...* and *Is it possible for me to ...*? They are unlikely to use modals spontaneously in these contexts and so will need plenty of practice in this language area. If possible, find out how the concepts of advice, obligation, and permission are expressed in the students' own languages and highlight differences.

Mistakes with form can arise if the rules of regular verbs are applied to modals:

* *Do we must pay to park here?*

* *Did you can stay up late as a child?*

* *You should to apologize.*

Have to can confuse. It is modal in use but follows the form rules of a full verb, with the auxiliary *do/don't*, etc.

in negatives, questions, and past forms. This can lead to mistakes like:

* *Had you to wear a uniform at school?* (rather than *Did you have to ...*?)

Negative and question forms can also present problems, so these are revised in the Starter to the unit. You can refer students to Grammar reference 5.3 on pp145–6 for an introduction to modal verbs and the key issues of form.

Must and *have to* in the negative are often confused and so the difference needs to be carefully drawn:

You mustn't let the dog out. (It isn't allowed.)

You don't have to let the dog out. (It isn't necessary.)

Vocabulary

This vocabulary section looks at phrasal verbs. Students reflect on their literal or idiomatic meaning and on the separable and inseparable nature of these verbs. The section ends with a personalized speaking activity using phrasal verbs.

Possible problems

Intermediate students should be familiar with a broad range of phrasal verbs, for recognition if not for active use.

What may be new to them is the focus on form and the issues of word order with separable and inseparable verbs.

* *The baby doesn't take me after.* (inseparable verb: *The baby doesn't take after me.*)

* *If you don't know the meaning, look up it.* (separable verb, and when the object is a pronoun it must be separated: *If you don't know the meaning, look it up.*)

Everyday English

The syllabus continues with a focus on polite requests and offers. The approach taken here is functional, but Grammar reference 5.6 on SB p147 covers the form and use of *can*, *could*, *will*, and *would* used in requests and offers, and Grammar reference 5.7 on SB p147 covers the use of *will* and *shall* for offers.

Additional material

Workbook

Modals of obligation, advice, permission, and ability are reviewed and practised. The differences between *must* and *have to*, and between *can* and *be allowed to* are consolidated. The vocabulary of the criminal justice system is practised and extended, and there is further vocabulary work on separable/inseparable phrasal verbs and literal/idiomatic usage of phrasal verbs.

Photocopiable activities

There are photocopiable activities to review grammar (*House sharer's contract*), vocabulary (*Dilemma, dilemma!*), and communication (*Please do!*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the photo
- Talk about the title
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Focus students' attention on the photo and ask *What can you see?* (food, a cat, and a dog). Point to the title of the unit, 'Rights and wrongs'. Explain that this unit focuses on human behaviour in social situations. Ask students if they think that animals have a sense of 'right and wrong' behaviour.

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, reading, listening, Everyday English, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for the activity:

- 1 Put students in pairs and ask them to discuss their answers. Feed back on ideas, and encourage students to predict what might happen.
- 2 Ask a student to read out the quote by Viet Thanh Nguyen (a Pulitzer prize-winning novelist). Elicit ideas from the class. If students need extra support, suggest situations in which it might sometimes be difficult to do the right thing and easy to 'break the rules'.

Grammar

Modals and related verbs

STARTER SB p50

This section aims to raise awareness of the key issues of form related to modal verbs. Focus attention on the sentences in the table and the verbs *can*, *must*, *should*, and *have to*. Ask students if they know what they are called (modal verbs). Get students to say them aloud. If necessary, highlight the weak forms in *can* and *have to*.

/kən/

/tə/

You can go.

You have to go.

Put students in pairs to work out the different forms, and then elicit the answers. With weaker classes, highlight the fact that there is no -s on the *he/she/it* forms of *can*, *must*, and *should*. *Have to* functions differently and follows the rules of a full verb.

Answers

- 1 You can't go. You mustn't go. You shouldn't go. You don't have to go.
- 2 Can you go? Must you go? Should you go?
Do you have to go?
- 3 He can go. He must go. He should go. He has to go.
- 4 *Have to* is different. It is like a modal verb in meaning, but it is a full verb in form with an auxiliary (*do/don't*, etc.) in negatives and questions. *Can*, *must*, and *should* don't use an auxiliary to form negatives and questions.

Everyday dilemmas

About the text

The theme of the unit (rights and wrongs) is established immediately in the reading text about honesty and how to behave in some situations that present an awkward dilemma. Texts A and B are short extracts from a conversation between two people. In Text A, the speaker describes an 'everyday dilemma' and asks for advice. These dilemmas include household disputes, questions of fairness related to money, and matters of honesty and conscience. In Text B, the speaker responds by giving a piece of advice or offering an opinion. The advice might be given in the form of a tentative suggestion or it might be a very strong recommendation.

- 1 Focus students on the title of the text *Everyday dilemmas*. Check the meaning of *dilemma* /dɪ'lemə/ or /daɪ'lemə/ (a situation in which a difficult choice has to be made between two different things you could do). Elicit/Give an example of a dilemma and discuss the options, e.g. *A friend is trying on some new clothes. The clothes don't look good. Should you tell your friend, who is likely to get upset, or should you take the easy option and say the clothes look good to keep your friend happy?* Whilst discussing the options, assess how well the students are using modal and related verbs, or if they are avoiding using them and opting for phrases such as *It is necessary to ...* and *It is a good idea to ...* instead. With less confident classes, pre-teach/check the following vocabulary from Text A: *stationery* /'steɪʃənri/ (the things needed for writing, e.g. pens, paper, envelopes, etc.) and check the pronunciation of *Wi-fi* /'waɪ faɪ/. Get students to read situation 1 in Text A. Focus attention on the example phrases and elicit possible pieces of advice from the class, e.g. *I don't think they should take stationery for personal use because they didn't pay for it* or *They mustn't steal things from the office* or *They should go to a stationery shop and buy their own things!* Point out that to give a negative piece of advice, we usually say *I don't think (you) should*, rather than *I think (you) shouldn't*. Also, make sure students know that *they* is used when the speaker doesn't know if the person is male or female. Put students in groups of three or four. Ask them to read the problems and discuss possible advice. Monitor and help as necessary. Continue to assess students' use of the modal verbs and note any common errors to highlight when dealing with the *Grammar spot*. Discuss the advice and suggestions in feedback. Ask each group to choose their favourite piece of advice for each problem.
- 2 With less confident classes, pre-teach/check the following vocabulary from Text B: *illegal* /ɪ'li:gl/, *privacy* /'prɪvəsi/ or /'praɪvəsi/, *relationship* /rɪ'leɪʃnʃɪp/. Focus attention on the replies in Text B and get students to match them to

the problems, working individually. Allow students time to check their answers with a partner. Ask them if they agree with each piece of advice.

- 3 **5.1** Explain to students that they are going to listen to eight short conversations in order to check their answers to 2. Play the recording.

Answers

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

The main part of this exercise is a conversation-building activity. Tell students they are going to listen to the eight short conversations again. Ask them to consider speaker A's response to the advice and to decide how speaker B might continue the conversation in each case.

Model the task by playing conversation 1 on the recording. Elicit a suitable response from B, e.g. *Yes, but your employer might call the police and you might be arrested.* Put students in pairs. Play the recording of conversations 2–8, pausing after each one to give students time to decide on a suitable response from B. Students first do this listening and speaking exercise in pairs. Then repeat the exercise with the class eliciting how B might respond.

5.1 Everyday dilemmas

- 1 A I work in an office with a huge stationery cupboard. Do you think it's OK to take envelopes and pens home for my personal use?
B Well, you shouldn't really. It's not allowed, so it is actually stealing.
A The thing is, I'm seriously underpaid for the amount of work I do.
- 2 A I've just found a £20 note on the floor in the university library. Should I hand it in?
B Yes, you must, of course. I'm sure whoever's lost it will ask if it's been found.
A I don't trust that man on the desk, though. He seems to hate students!
- 3 A My partner often leaves the email inbox open on his laptop when he's out of the room. Is it wrong to have a look through his emails sometimes?
B Of course it is! You need to give people some privacy, even in a relationship.
A But I've noticed lots of emails from a girl I've never heard him talk about.
- 4 A That shop assistant has given me too much change. I don't know whether to go back and tell her?
B You probably should. They sometimes take it out of their wages if cash is missing.
A She was incredibly rude to me, though.
- 5 A I didn't enjoy that meal at all. Do you think we should leave a tip?
B We don't have to leave one if we don't want to.
A But the waitress was really nice.
- 6 A My friend says I don't need to buy the book for my university course – he'll make me photocopies of his. It doesn't seem wrong to me. What do you think?
B It's not just that it's wrong, it's illegal. You know you're not allowed to make copies.
A But the book costs a fortune to buy!
- 7 A Oh no! I've dropped the sausages on the kitchen floor. They look fine. Do you think it's all right to serve them?
B You can't give people food that's been on the floor!
A It's very clean, though. And I don't know what else to give them.
- 8 A My laptop's picking up the neighbour's Wi-fi, and it knows the password from when she used it here. Do you think there's anything wrong with me using it?
B You mustn't use it without asking her. It might end up costing her more.
A No, I know she has unlimited broadband. And it's only while mine is broken.

- 4 Elicit a question used to ask for advice in Text A, and elicit the modal verb or related verb used to give the advice in Text B. Students work individually and continue finding the

questions and the modals or related verbs in the responses. Check answers with the class. Write the questions up on the board and allow students time to copy them. When students carry out an *asking for/giving advice* task (see *Extra idea* at the end of the Practice section), they will be able to practise asking these questions.

Answers

Ways of asking for advice:

- 1 Do you think it's OK to ... ?
- 2 Should I ... ?
- 3 Is it wrong to ... ?
- 4 I don't know whether to ...
- 5 Do you think we should ... ?
- 6 What do you think?
- 7 Do you think it's all right to ... ?
- 8 Do you think there's anything wrong with me ... ?

Verbs used to give advice:

- a We don't have to ...
- b You mustn't ..., It might ...
- c ... you're not allowed to ...
- d You need to ...
- e You can't ...
- f ... you must ...
- g You probably should ...
- h ... you shouldn't really ...

GRAMMAR SPOT SB p50

This *Grammar spot* reviews how modals and related verbs are used by a speaker to express different attitudes.

- 1 Students read the sentences and question. Elicit the answer. Check that students know that *must* is generally stronger than *should* for giving advice.

Answer

You must hand it in.

- 2 Students read the sentences and discuss the answers in pairs. Check the answers with the class. Point out that modals of obligation (*must/have to*) and permission (*can/be allowed to*) can also be used to make suggestions or give advice, as in the readers' replies on SB p51.

Answers

You can/You are allowed to leave now express permission.

You need to/You must/You have to leave now express obligation.

- 3 Students complete the sentences and the question, then check their answers in pairs. Check the answers with the class.

Answers

Children *have to* go to school.

You *mustn't* go out in the sun without suncream on.

Most people *don't have to* work on a Sunday.

Do you *have to* work on Sundays?

If students have problems distinguishing *mustn't* and *don't have to*, write two parallel sentences on the board for analysis. Elicit which means '*it isn't allowed/permitted*' and which means '*it isn't necessary*':

You mustn't shout. Everyone is asleep. (It isn't allowed.)

You don't have to shout. I can hear you very well.

(It isn't necessary.)

- 4 Elicit the past of the two sentences.

Answer

I had to go.

Refer students to Grammar reference 5.1–5.5 on pp145–7.

Breaking the rules

About the text

In conversation 1, two people discuss the matter of parents being fined if they take their children out of school to go on holiday. The system of fining parents for this became stricter in the UK in 2013. Parents argue that they can't afford to go away during school holidays because the cost of holidays and flights is more expensive.

In conversation 2, two people discuss smoking in an enclosed public place. In the UK, a law was passed banning smoking in enclosed public places in 2007.

- 1 **5.2** Tell students they are going to hear three conversations in which people discuss a problem and give advice. Give students time to read the questions to know what to listen for.

If students need extra support, pre-teach/check the following items: *to get a fine* /faɪn/ (to receive a demand for money that has to be paid as a punishment for not obeying a rule or law), a school term /tɜːm/ (one of the periods of time the school year is divided into – there are usually three or four terms per year), *aggressive* /ə'ɡresɪv/ (behaving in an angry and violent way towards another person), and *to text /someone* (to send someone a text message).

Play conversation 1 as an example and elicit the answers. Play the rest of the recording. Students answer the questions about conversations 2 and 3. Check the answers with the class. Elicit students' opinions of the advice given in the three conversations. Ask students for alternative advice. If students make mistakes with the modal verbs, write the sentences on the board and elicit corrections.

Answers

- 1 The first problem is parents getting a fine for taking their children on a holiday during school-term time.
The second problem is people smoking in a public building.
The third problem is someone texting whilst walking along the road, and being unaware of other people.
- 2 The advice given for the first problem is to take the kids on holiday in their home country to save money.
The advice given for the second problem is to ignore the smokers.
The advice given for the third problem is to stop texting whilst walking along the road, or to get out of other people's way to do it.
- 3 Students' own answers

5.2 Breaking the rules

Conversation 1

- A I can't believe it! We had to pay a fine for taking our kids on holiday in school-term time!
- B Well, they're trying to put a stop to it. And to be honest, I don't think parents should make their kids miss school for a holiday.
- A That's because you haven't got kids. You don't have to pay the ridiculous prices they charge for flights during school holidays.
- B You don't need to go abroad on holiday. You should take them somewhere in this country.
- A Oh yeah. Very relaxing, trying to keep three kids happy when it's cold and raining.

Conversation 2

- A Do you see those two men over there?
- B Yeah, what about them?
- A They're smoking. They shouldn't be smoking in here.
- B Well, they are standing near the door.
- A It doesn't matter. You're not allowed to smoke anywhere in a public building – everyone knows that. Do you think I should tell them to stop?
- B No, you mustn't get involved. They'll probably get all aggressive about it. Just ignore them.
- A No, we can't just sit here and do nothing. I think someone has to say something. Excuse me ...

Conversation 3

- A What an unpleasant man!
- B Well, you did nearly walk into him! I've told you before – you've got to stop texting when you're walking along the road.
- A I can text wherever I want to, thank you!
- B No, he had every right to tell you to watch where you're going. You can't walk along like that with your head down, expecting everyone else to walk around you.
- A Well, he didn't need to be quite so rude!
- B I think you're the one who's being rude. If you must text while you're out shopping, you should stop somewhere and get out of everyone's way.
- A Oh come on, everyone does it! You can't stop every time you want to look at your phone!

- 2 **5.2** Play the first two lines from conversation 1. Elicit the missing word from sentence 1. Play the rest of the recording and get students to complete the sentences. Check the answers by getting students to read the sentences aloud. Drill the pronunciation as necessary, using the recording as a model.

Answers

- 1 had to
- 2 don't have to
- 3 don't need to, should
- 4 shouldn't
- 5 're not allowed to
- 6 mustn't
- 7 can't, has to
- 8 can
- 9 must, should
- 10 can't

Put students in new pairs and refer them to the audioscripts on SB p133. Get them to practise the conversations in their pairs. Encourage them to read with enthusiasm, and remind them about the importance of voice range. If students sound rather flat, play the recording again and focus on phrases in which the intonation falls or rises quite noticeably. Get students to repeat these phrases chorally and individually. Allow them to mark the main stresses in each line of the audioscript if this will help them when they practise the conversations again.

Discussing grammar

- 3 Elicit the correct verb for sentence 1. Elicit why it is this verb. Put students in pairs to complete the task, and then check answers with the whole class.

Answers

- | | |
|-----------------|-----------|
| 1 should | 5 had to |
| 2 mustn't | 6 Are |
| 3 Can | 7 have to |
| 4 don't have to | 8 have to |

EXTRA IDEA You can extend the practice on giving advice in a freer, more personalized activity. Write these problems on the board or on a handout, e.g.

Possible problems

You have a terrible work–life balance!

You can't stop checking your posts and messages on social media.

Someone in your family keeps borrowing your clothes without asking.

Your friends Lisa and Alfie are only 19, but they want to get married.

You feel so unfit, but you don't enjoy exercise.

Your brother keeps failing his driving test because of nerves.

There is a strong smell from your neighbours' house and they always leave their rubbish in your garden.

You never have enough money although you have quite a good job and you are well-paid!

Your friend is trying to give up smoking, but it's not easy.

Review the questions which are commonly used when asking for advice. In the opening section of this unit, students were asked to underline the ways of asking for advice in Text A (see p50, exercise 4). If students have problems with the pronunciation, get them to mark the main stresses and then drill the intonation. Focus on how *do you* in a question is pronounced /dʒuː/. Elicit a range of advice for the first situation, e.g.

I don't think you should work so long at your computer.
You have to learn to relax more.

You need to see your friends more.

Put students in pairs. Tell them to alternate between reading the situations and giving advice. Monitor and check for accurate use of the modals and related verbs. Make a note of any common errors and feed back on them in a later lesson.

Alternatively, if you have a smaller class and it is practical to do so, allocate one problem to each student and set up a mingling activity. Students go around asking for advice for their particular problem. During the speaking activity, tell students to note the different advice and suggestions offered and, at the end, invite each student to share the best piece of advice they received.

Additional material

For teachers

Photocopiable activity – Grammar: *House sharer's contract*

For students

Online Practice – *Look again*

Workbook pp32–4, exercises 1–10

Rules and customs – then and now SB p52

Past times

About the text

Queen Victoria reigned from 1837–1901, and this period was noted for its great cultural, industrial, and political changes. During her reign, education became available to all children. Victorian society is well known for its emphasis on good manners and its very strict approach to bringing up children.

In the first part of this section, there is a focus on schooldays and school rules about 150 years ago. The second half of the section moves into the present: students discuss laws, customs, and good/bad manners in Britain and in their own countries.

The purpose of both sections is to consolidate the language of modals and related verbs and to give students more practice.

1 Introduce the topic by asking the class some topic-related questions:

When do children have to start school in your country? When can they leave school?

Do all children around the world have to go to school these days?

What are children allowed to do at school nowadays?

What mustn't they do?

What were you allowed to do when you were ten years old?

What couldn't you do when you were ten years old?

Elicit a range of answers. Ask students to read the text about education in Victorian England. Deal with any vocabulary queries. Put students in pairs to choose the correct verbs in sentences 1–3. Remind them to choose their answers according to the information in the text. Check the answers with the class.

Answers

- 1 didn't have to
- 2 had to
- 3 weren't allowed to

2 **5.3** Pre-teach/Check *Ma'am* /mɑːm/ (an abbreviation for *Madam*), *do woodwork* /'wʊdɜːk/ (the activity of making things out of wood), and *do needlework* /'niːdlɜːk/ (the activity of sewing with a needle and thread).

Focus attention on the example. Then get students to discuss and complete the rules, still working in their pairs. Play the recording for students to check their answers.

Ask students for their personal reaction. Say *What do you think of the rules? Which rules were sensible? Which rules were just silly?* Elicit students' opinions.

Answers and audioscript

5.3 School rules 1880

- 1 Boys and girls **had to** enter the school through different doors.
- 2 Children **had to** call teachers 'Sir' or 'Ma'am'.
- 3 Children **weren't allowed to** ask questions.
- 4 The children **had to** stand up to answer questions.
- 5 Children **didn't have to** do any sports.
- 6 In the afternoon, boys **had to** do woodwork, while girls **had to** do cooking and needlework.
- 7 Children **weren't allowed to** use their left hand for writing.
- 8 Female teachers **weren't allowed to** get married.

Present times

3 The first part of this task is a reading comprehension exercise. Focus on the example. Students work in pairs to read through the sentences and categorize them as a) or b). Give them time to discuss whether or not the same applies in their country. Check answers with the class.

Answers

- 1 a) the law
- 2 a) the law
- 3 b) customs and manners
- 4 a) the law
- 5 b) customs and manners
- 6 b) customs and manners
- 7 a) the law
- 8 a) the law
- 9 b) customs and manners
- 10 b) customs and manners

Discussion

4 The theme returns to discussing some modern moral dilemmas. This task gives students a further opportunity to practise modals and related verbs in a speaking activity. Before beginning the exercise, quickly revise the language for giving opinions which students practised in the *Everyday English* section in Unit 4.

Put students in small groups. Ask them to discuss the statements in their groups. Monitor the discussion and prompt ideas if necessary. Note down examples of good language usage and any common language problems to discuss at a later stage. Elicit a variety of opinions in feedback.

SUGGESTION If there is time, set up a debate. Put students in pairs and ask them to sit opposite another pair. One pair is *For* and the other pair is *Against* each statement. Tell each pair which side they need to argue: *For* or *Against*. Explain that they need to argue their side even if it is not their own true opinion. Nominate one pair to start the debate and allow the groups enough time to discuss each statement.

Listening and speaking SB p53

Rules for life

1 In this task, students read and evaluate rules A–I. Pre-teach/Check *moan* /məʊn/ (to complain about something in an unhappy voice). Set the task and give students time to read through the rules for life. Put students in pairs and ask them to compare their three favourite rules. Discuss the students' choices in feedback.

SUGGESTION In larger classes, read out the rules and hold a vote on each one. Ask students to raise their hand when they hear their favourite rule. Count the number of votes and announce the most popular rule at the end of the exercise.

2 **5.4** Tell students they are going to hear four people talking about the rules in exercise 1. Students work individually to complete the task. Check answers with the class.

Answers and audioscript

5.4 Rules for life

2 Dan C 3 Amanda H 4 Mark E and I

1 Ellie

Oh, I love this quote so much! I think about it every time I'm on the dance floor! It's definitely the best way to have a good time! And well, other people aren't really paying attention to how I'm dancing, are they? They're all worrying about how well *they're* dancing! Now, ... the bit about loving ... mmm, that's easier said than done! It's a lovely idea, but unfortunately human beings do have a very long memory for being hurt! And ... the singing bit ... I can do that, no problem ... in the shower! I know my family can hear me singing, but ... they never complain – probably 'cos they're even worse singers than I am!

2 Dan

It makes me smile, that quote. I'd heard it before actually, as a joke, about this man, Michael. He's very religious, but ... he's always moaning while he's praying to God, and complaining that his prayers are never answered.

He keeps saying, 'Look, God, you don't have to answer *all* my prayers, but how about just this one thing? I mean, it happens to *someone* every week, so why can't it be me?' After years of this, God finally loses his patience and speaks to the man. 'Michael, you've got to help me out here ... Just buy a ticket, will you?!' It's good, because it shows that, when we moan about our lives, and say we're fed up with the way things are, we can't just sit and wait for new opportunities to come to us. We've got to do our bit, too.

3 Amanda

Oh, I know that one – it's a quote from Kierkegaard, the philosopher. I kind of hate it actually, because it's one of the things I find most difficult about life. I mean, ... you learn lessons from what you've done wrong, but you can't go back and do it again, and do it better. So, yes, as he says, we *have* to live life forwards – but, I'm sorry, sometimes I can't help desperately wishing I *could* go back and do something again, ... and get it all right!

4 Mark

Both of these quotes really make me laugh! That one's actually true ... if I see that the remote is on the other armchair, I will sometimes stay with a programme longer, and I might then change my mind about switching over! And it says something about modern life ... the amount of choice we have, and how easy it is to keep switching from one thing to another. I'm *just* ancient enough to remember when there were only three or four TV channels, and you had to walk over to the TV to change them – so you didn't very often! And the Internet doesn't help – oh, I'm bored with this article, click, here's something else ... mmmm, I'm getting bored again ... click! I think this other quote is my favourite, though ... it's hilarious. Things do seem to go a certain way on different days, don't they? And I'm *certainly* having a statue day today!

3 **5.4** Read through the questions together as a class and check understanding. Play the recording again for students to listen and answer the questions. Ask students to discuss their answers in pairs. Check answers with the class.

Answers

- 1 Because they are worried about how they are dancing.
- 2 Because they're worse singers than she is.
- 3 Michael keeps asking God if he can win the lottery one week. It's funny because he has never bought a lottery ticket.
- 4 He thinks we should do our bit, too, and that we shouldn't sit around and wait for opportunities to come to us.
- 5 Because it's one of the things she finds most difficult about life.
- 6 She would like to be able to go back and do something again.
- 7 He thinks it tells us how much choice we have and how easy it is to switch from one thing to another.
- 8 He's having a 'statue day'.

What do you think?

Focus attention on the discussion points. Put students in small groups to discuss the questions and share ideas. Monitor and help as necessary. In whole-class feedback, elicit a range of ideas and opinions for each question.

Vocabulary

- 4 Focus attention on the table, and put students in pairs to complete the task. Check answers with the class.


Answers

- 1 change your mind
- 2 pay attention to
- 3 have a good time
- 4 do your bit
- 5 moan about life
- 6 make sure
- 7 answer someone's prayers
- 8 lose your patience

Ask a confident student to read out the example sentence. Then ask pairs to make a sentence using each of the verb phrases in the table. When they have finished, ask pairs to read out their sentences.

SPOKEN ENGLISH *have got to*

Focus attention on the Spoken English box.

- 1 Give students time to read the notes and the examples. Point out that these forms are usually contracted in spoken English (*I've/he's got to*, etc.). Point out also that in the negative, we tend to say *I don't have to*, although *I haven't got to* is also possible.
- 2  **5.5** Focus attention on the first gapped sentence and elicit the correct form of *have got to*. Students complete the sentences, working individually. Play the recording so that students can check. Highlight the pronunciation of *got to* /'gɒtə/ in the sentences. Students then practise the conversations in pairs. If your students need more of a challenge, ask them to add an extra line or two to each conversation. They can act out their longer conversations in class during feedback.

Answers and audioscript

5.5 *have got to*

- 1 **A** Is your mum away?
B Yeah, so Dad's **got to do** all the cooking.
- 2 **A** Where's my phone? **I've got to call** Jim.
B It's where you left it, on the table.
- 3 **A** Can I go out now, Mum?
B No, you've **got to do** your homework first.
- 4 **A** Have some more tea.
B Thanks, but **I've got to go** now.

Refer students to Grammar reference 5.2 on SB p145.

Additional material

For students

Online Practice – *Look again*

Reading and listening SB pp54–5

The philosophy of pebbles

About the text

This story has been shared extensively on social media, but no one knows the exact origins of the tale. The jar of pebbles is a metaphor for life and how people can achieve happiness in their lives by focusing on the big things in life (pebbles) rather than allowing the little stuff (peas and sand) to take over. It suggests that in order to lead a happy life, we should prioritize

what is most important and avoid spending too much energy on less important things. The joke about the beer at the end of the story is that you should always make a little extra time for a drink with friends even if your jar is very full.

The theme of how to lead a fulfilling life and following certain 'rules for life' continues in this *Reading and listening* section. Students read a story about what happened during a philosophy lecture at a non-specific university. The narrative is divided into three parts. Students should be able to carry out the tasks without understanding every item of vocabulary.

- 1 Set the scene by focusing attention on the photo of the lecture and asking questions, e.g. *What is happening in the photo? Where are they?* Use the other photo as an opportunity to elicit and check understanding of *jar* and *pebbles*. If possible, you could bring in a real jar filled with pebbles to elicit the vocabulary and build interest in the topic. Ask the focus question and discuss the answer with the class. Compare students' responses.
- 2 Explain to students that they are going to read a story divided into two parts and then listen to the final section. In this first part, students practise reading for specific information and interpreting meaning.
Set the task and give students time to read Part 1 and answer the questions. Allow students time to discuss their answers with a partner. Check answers with the class.

Answers

- 1 He wanted them to realize that he didn't ask whether it was full of pebbles – he asked if it was full.
- 2 peas, sand, and beer
- 3 Students' own answers.

- 3 In this stage, students read the story in order to summarize the main information. Set the task and give students time to read Part 2. In feedback, encourage students to offer a few suggestions, and write some of the sentences on the board. Ask students to choose the sentence on the board which best summarizes the message.
With classes that need extra support, you might need to suggest a few summarizing sentences yourself if students struggle to suggest any.


Suggested answers

Pay attention to the important things in your life.
If you spend your time and energy on the small stuff, you won't have room for the things that really matter.

- 4 Put students in pairs and set the task. Make sure students know that they mustn't look at the text first. When most students have finished, get them to read through the text to check their ideas. Then, check answers with the class.

Suggested answers

- Pebbles – The big and really important things in your life: your partner, your family, your friends, your health, your strongest passions
- Peas – Other important things: your job, your house, your car
- Sand – Everything else in life (the 'small stuff'): watching TV, going on Facebook, playing video games

- 5  **5.6** This is a listening comprehension stage in which students practise listening to check their predictions. Put students in pairs to discuss what they think the beer represents. Elicit a range of suggestions in feedback and write them on the board. Play the recording for students to listen and check their ideas.

Answer

The beer is poured in at the end when the jar looks really full. The professor says that this shows that there is always space in your life for drinks with friends.

5.6 Part 3

One of the students raised her hand.

'Yes, Kirsty?'

'What about the beer? What does that represent?'

'Ah, I'm glad you picked up on that,' said the professor, smiling.

'That's just to show that no matter how full your life seems, you can always find space for a drink with some friends.'

Vocabulary

- 6 Tell students to locate and highlight the words/phrases in the texts (1 and 2 are in Part 1, 3–8 are in Part 2). Ask them to work on the matching exercise individually or in pairs. Tell them to use the surrounding words in the text to help them work out the meaning. Check answers with the class.

Answers

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

What do you think?

The pebbles, peas, and sand metaphors in this lesson are personalized in this final stage. This is a speaking exercise and the focus is on developing fluency. Elicit vocabulary from exercise 6 which might be useful for students when they are speaking, e.g. *chores, priorities, stuff, devote time to*. Put students in small groups and ask them to answer the questions.

With groups which need more support, draw three columns on the board: *Pebbles, Peas, and Sand*, and elicit who/what they could put in each column (list as many ideas as possible). Students can refer to these ideas during the discussion activity.

Monitor the discussion and prompt ideas when necessary. Discuss ideas in feedback. It is possible that the students' priorities might be different to those defined by the professor.

If you have time in class, students can watch the Unit 5 video about growing up.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Growing up*

For students

Online Practice – *Practice*

Vocabulary and speaking SB p56

Phrasal verbs (1)

Literal or idiomatic meaning?

The aim of this section is to raise students' awareness of idiomatic and literal phrasal verbs and to focus on how to use separable/inseparable phrasal verbs when there is a pronoun in the sentence. Students practise these phrasal verbs at various stages of the lesson.

- 1 Write the two example sentences on the board. Elicit the difference between the two verbs. Focus attention on the pictures and elicit the misunderstanding. Make sure students understand the difference between *literal* (the most basic meaning of a word) and *idiomatic* (a phrase containing an idiom – a group of words whose meaning is different from the meanings of the individual words).

Answers

In the first example, it means she 'took notice' of it. (idiomatic)
In the second example, it means he 'lifted it up'. (literal)
'Pick up' was misunderstood in the picture on the left – it was taken to be the literal meaning (lift up), rather than another idiomatic meaning (learn something, especially in an informal way).

- 2 Focus attention on the first set of sentences and elicit the answers. Students work in pairs to complete the task. Check the answers. Elicit a synonym for the idiomatic meanings (see text in brackets below).

Answers

- 1 a idiomatic (raised)
b literal
c idiomatic (start to talk about)
2 a idiomatic (became successful)
b literal
c idiomatic (left/departed)
3 a idiomatic (fell asleep/went to sleep)
b literal
c idiomatic (take you to)
4 a literal
b idiomatic (recover from/forgive)
c idiomatic (make it clear to)

Separable or inseparable?

Give students time to read through the language notes. Write the examples from the shaded box on the board and highlight the rule that for separable verbs, when the object is a pronoun, it always comes between the verb and the particle. Using different colours on the board to illustrate the pronoun is helpful and appealing to visual learners.

- 3 Focus attention on the example. Students complete the task individually. Then put students in pairs. Ask them to take turns reading a sentence to their partner, who should repeat it back to them using a pronoun. Check the answers with the class.

Answers

- 2 Take *them* off.
3 Could you drop *him* off at the cinema?
4 They've brought *them* up well.
5 Could you fill *it* out, please?
6 Why don't you try *it* on?

4 **5.7** For this stage, students will need access to a paper or online monolingual dictionary. Focus attention on the example. Ask students to take a dictionary and search for *get through*. Explain that dictionaries show whether a phrasal verb is separable or inseparable by indicating where the noun/pronoun goes in the phrase, e.g. *get over something*, *pick something up*. Example sentences in the dictionary also show usage. Get students to work in pairs to complete the task. Check answers with the class.

Explain that you are going to play a recording of these sentences. Ask students to listen to the first sentence as an example and to repeat it using the pronoun instead of the noun. Play the rest of the recording for students to complete the repetition task. For classes which need more of a challenge, ask them to do the listen and repeat exercise with their books closed.

Answers and audioscript

5.7 Separable or inseparable?

- 1 I managed to get through the day. (inseparable) I managed to get through **it**.
- 2 We both can't get over the shock. (inseparable) We both can't get over **it**.
- 3 You'll need to look these words up. (separable) You'll need to look **them** up.
- 4 Why on earth did you bring his divorce up? (separable) Why on earth did you bring **it** up?
- 5 We'll look after your cat while you're away. (inseparable) We'll look after **it** while you're away.
- 6 I'll go over my notes before the exam. (inseparable) I'll go over **them** before the exam.
- 7 Do you take after your father or your mother? (inseparable) Do you take after **him** or **her**?
- 8 They'll pick Carla up at the airport. (separable) They'll pick **her** up at the airport.

Talking about you

- 5 This task gives students the opportunity to use common phrasal verbs in a personalized way. Elicit the answer to sentence 1. Students complete the task, working individually. Check the answers and the meaning of the phrasal verbs by eliciting a synonym.
- Put students in pairs to ask and answer the questions. Monitor and help as necessary.

Answers

- 1 up 2 on 3 up 4 up 5 after 6 on 7 off
8 through

EXTRA IDEA For classes who would benefit from some revision of these phrasal verbs at the beginning of the next lesson, design a *Find someone who ...* task based on the questions in exercises 4 and 5. Write out the following on the board or a handout:

Find someone who ...

takes after their father or grandfather

gets on well with everyone in their household

has recently given up a bad habit

Students do the *Find someone who ...* task by walking around the class asking questions to match people to the information they have been given. Students report back their findings to the class at the end of the exercise.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Dilemma, dilemma!*

For students

Online Practice – *Look again*

Workbook pp35–6, exercises 1–7

Everyday English **SB p57**

Polite requests and offers

Intermediate students should be familiar with a number of basic ways of making requests and offers. The activities in this section aim to extend their range, both receptively and productively. There is grammar support for the modals in this section in Grammar reference 5.6–5.7 on SB p147. You could get students to read through this section before the lesson. The use of *will* for offers is dealt with in Grammar reference 5.7 on p147, and the different uses of *will* are presented and practised in more detail in Unit 8.

- 1 **5.8** Focus attention on the photo and elicit what the two women could be saying to each other. Use this as a lead-in to the exercise. Ask students to match the first request in Column A to an appropriate answer in Column B and elicit the correct response (1c). Check the meaning and pronunciation of *Would you mind ...* ? /wʊdʒu: 'maɪnd/ (Is it a problem if I ... ?) Then put students in pairs to match the rest of the lines. Encourage them to pool their knowledge and use the context to deal with vocabulary problems, but be prepared to answer individual queries as they arise. Remind students to think about who is talking and where. Refer students to Grammar reference 5.6–5.7 on SB p147 if they haven't already read this for homework before the lesson (they could look at it after the class if you are short of time).

Play the recording so that students can check their answers. Elicit who might be talking in some of the situations and where the speakers might be, e.g. talking to a housemate/parent/colleague/at home/at work, etc.

SUGGESTION You could extend this activity by focusing on how the second speaker responds to these offers/requests from the recording*. Elicit other suitable responses and display on the board, as below.

Accepting an offer

*Thanks, that'd be great.**

*Oh, yes please!**

*Oh, brilliant!**

Declining an offer

*No, the meal's nearly ready.**

No thanks, I'm fine.

No thanks, it's all right.

Agreeing to a request

No, go ahead. (as an answer to Would you mind if I ...?)*

*Sure.**

Yeah. (informal)*

No problem.

Yes, OK.

Refusing a request

I'm afraid not, because ...

I'm sorry, that's not possible/ I can't.

Hesitating

*Er ... **

Answers

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

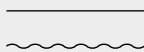
5.8 Polite requests and offers

- 1 A Is there any chance you could lend me £20?
B I've only got £15. Would that be enough?
- 2 A Do you want me to record that film later?
B Oh, yeah, do! We can watch it when I get back.
- 3 A Would you mind moving your car?
B Oh, sorry, I didn't realize you couldn't get out.
- 4 A Could I borrow a pen for a second?
B Sure ... I think this one works OK.
- 5 A Can I give you a hand with those bags?
B Thanks, that'd be great. I did a mega shop!
- 6 A Would you mind if I opened the window?
B No, go ahead. It is very stuffy in here.
- 7 A Is there anything I can do to help?
B No, the meal's nearly ready. Just sit down and relax.
- 8 A I could give you a lift into town if you want.
B Oh, brilliant! Could you drop me at the station?
- 9 A Could you show me how you made that bold?
B Yeah. I used the keyboard shortcut, Ctrl B.
- 10 A I'll bring some food round if you like.
B Oh, yes please! I've got nothing in the fridge.

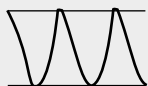
PRONUNCIATION Intonation and stress

Read the notes with the class. Explain that intonation is like the 'music of a language'. The 'music' is created by the rise and fall in a speaker's voice range.

- 1 5.9 Play the recording and elicit the difference between the way the two sentences sound. Focus on voice range and highlight that the rise and fall intonation in the first sentence is much flatter and so it sounds impolite, whereas in the second sentence the voice range is wider and so the request sounds more polite. Draw the two diagrams below to illustrate this feature of intonation on the board. Demonstrate the rise and fall using hand gestures. Model the pronunciation yourself if necessary, exaggerating the intonation to help students reproduce it.



not very polite



more polite

5.9 See SB p57.

- 2 5.10 Put students in pairs to practise making these requests. Remind them to focus on their intonation. Play the recording for students to listen and repeat.

5.10 See SB p57.

- 3 5.8 Play the conversations from exercise 1 at the top of the page again. Pause after each request and drill the lines individually and chorally. Students then practise the conversations in pairs. Monitor to check whether their intonation sounds polite enough. Be prepared to drill some of the lines again if necessary.

- 2 5.11 Play the first conversation and elicit who the speakers are (friends). Play the rest of the recording and get students to write down their answers. Check the answers with the class.

Answers

- 1 friends
- 2 a couple
- 3 a grandmother and her grandson
- 4 a hotel receptionist and a guest

- 3 5.11 Focus attention on the gaps and elicit a range of possible phrases which could be used to complete the requests/offers. Set the task and play the recording again. Check answers with the class. Elicit why speakers sometimes add *possibly* to requests (to sound more polite).

Answers

- 1 Could we possibly
- 2 Would you like me to
- 3 Would you mind not
- 4 Can I get you

5.11 Requests and offers

- 1 A Hi, it's me again. I've just realized I've got a doctor's appointment at 11.00 tomorrow morning. Could we possibly meet at 12.00 instead?
B No problem. I could meet you for a working lunch if that's better.
A That would be great!
B OK, let's make it 12.30, then, in the canteen.
- 2 A Would you mind if we didn't go out to eat tonight? I'd really like to watch the football live.
B No, that's fine. Would you like me to get a takeaway?
A Oh, that'd be amazing!
B OK, I'll get an Indian, and I might just watch some of the match with you.
- 3 A So, how's my favourite grandson? How's school?
B It's OK ... I'm ... , doing fine.
A Liam, would you mind not texting while I'm talking to you? It's very rude!
B Oh, really sorry Gran, it was something really important. I'll put it away now.
- 4 A I hope you've enjoyed your stay with us.
B Yes, we have. The room was lovely, with such a great view!
A Good. Now, can I get you a taxi?
B No, thanks. Our friends have come to give us a lift to the airport.

SUGGESTION Ask students to close their books. Write the second half of each phrase on the board and re-elicite the offer/request phrases. Don't write them on the board. Model and drill the complete phrase, chorally and individually. Elicit appropriate responses. Nominate students to ask each question across the class and nominate a person to respond.

Role-play

Give students time to read the situations. Check the pronunciation of *suits* /su:ts/ and check understanding of *still* or *sparkling* (bottled water without or with bubbles). Put students in pairs to choose a situation to role-play. With classes which need extra support, review the structures they can use in their role-play and write them on the board:

Requests

- Could you/we ... ?
Do you think you/we could ... ?
Could you/we possibly ... ?
Would you mind ... + -ing?
Would you mind if I/we ... ?
Can you ... ?

Offers

- I'll ...
Shall I ... ?

Give students time to prepare their ideas. Monitor and help as necessary. If possible, rearrange the furniture in the class to create a space for students to perform in and bring in simple props to add authenticity. Ask pairs to act out their conversations to the rest of the class. Remind students that polite intonation is important. Discourage them from reading the lines if they have scripted the whole conversation, but be prepared to prompt a little with key words.

Additional material

For teachers

Photocopiable activity – Communication: *Please do!*

For students

Online Practice – *Look again*

Workbook p37, exercises 1–3

Online Practice – *Practice*

Writing SB p58

Writing for talking (1)

Using sequencers in instructions

About the text

The style of the model text is quite informal and it appears as a short presentation offering friendly advice on the right/wrong things to do if a mobile phone gets wet. It demonstrates the use of time sequencers to link ideas and give clarity when giving instructions. The text also provides a natural context for the use of modals and related verbs. Each stage prepares students for the final writing task in which they need to write a *How to ...* talk.

1 This stage personalizes the topic and assesses the extent of students' existing knowledge about the subject. Pre-teach/Check *Under warranty* (the period of time when a product is protected by a written promise from a manufacturer to change or repair it if it has a problem). Put students in small groups and ask them to discuss their answers. In feedback, encourage students to tell amusing anecdotes and exchange advice and suggestions.

2 **5.12** Focus attention on the *How to save a wet phone* text and tell students it is an extract from an informal presentation. Elicit where they might hear advice delivered in this way (online, on the radio, TV, etc.). If necessary, check/pre-teach *damaged* (when something is broken or harmed in some way), *to be dying to do something* (to want very much to do something), *to wipe something* (to clean something with a cloth).

Highlight the box of time sequencers and elicit which are used at the beginning or in the middle of a sentence. Get students to complete the task individually and then check their answers in pairs. Play the recording for students to check their answers. Elicit the other time sequencers in the text.

Answers and audioscript

Gapped answers – *highlighted italics*

Additional time sequencers in the talk – *underlined italics*

5.12 Writing for talking (1) – how to save a wet phone

Have you ever dropped your phone in water, or spilled a drink on it? If so, you're not alone – a third of phones are lost because of water damage, and it doesn't always help if they're waterproof. Well, I can't promise anything, but today I'm going to tell you how you may be able to save a wet phone.

First, you must get the phone out of the water *as soon as possible*.

I know that might seem obvious, but it's important to realize that every second it's in the water, the more likely it is to be too damaged to repair. So, don't stand there panicking, and shouting 'Oh no!' Just rescue it immediately.

Next, you must switch the phone off straight away to stop water damaging the electrical circuits. If it was off when it got wet, you must leave it off. You mustn't switch it on to see if it's working. Of course, you're dying to find out if it is, but switching it on at this point is the worst thing you could do.

Now, wipe off any water from the outside of the phone, using some paper towels. *Then*, gently shake the phone, so that any water inside has a chance to come out.

After that, you need to dry out the inside of the phone as much as possible. Don't use a hairdryer to try and dry it quickly – that might seem like a good idea, but the heat will do even more damage to the phone. It needs to dry out nice and slowly. So, get some uncooked rice and put it in a plastic box or bag, and put the phone in the middle of the rice. Close the box or bag so that the air can't get in, and *then* leave it for about 48 hours. *While* it's drying out, you mustn't keep opening it to see what's happening. Be patient!

After 48 hours you can take it out and try switching it on. You might be lucky and find the phone is working perfectly! But, be careful! You should back up everything on your phone as soon as you can because there may still be a problem and it could stop working again later.

Finally, if you need to take it to a repair shop, or return it to the manufacturer, you have to be honest about what's happened. Most warranties don't cover water damage, and it's no good saying, 'My phone's not working and I don't know why.' They put things inside the phone that tell them it's been in water, so they'll know you aren't telling the truth.

Anyway, good luck, and take care of your phones!

3 This stage checks comprehension. Put students in pairs to discuss their answers. Check answers with the class.

Answers

- 1 To save your phone.
- 2 Switch it on.
- 3 The heat will do more damage.
- 4 Because it dries it out nice and slowly.
- 5 If it is working, back up everything. If it isn't working, take it to a repair shop.

Prepare a *How to ... talk*

Exercises 4 and 5 give students the chance to research a topic on the Internet and then write a short *How to ...* presentation. One or other of these exercises could be set as homework, depending on the class and time constraints.

- 4 Focus students on the three topics and elicit some ideas of what students could research. The research may be better done as a homework exercise. Tell students that they need to take notes whilst watching the video.
- Write the following sentences on the board to illustrate how modals and related verbs are very useful when giving instructions:

Now, you must switch off your phone.

After that, you need to dry out the inside.

You should back up everything.

You have to be honest at the repair shop.

Briefly review the meaning of *must*, *need to*, *should*, and *have to* using these sentences.

- 5 Highlight the time sequencers which students could use. Ask students to write their *How to ...* talks. This could be done for homework. If appropriate, ask students to exchange their first drafts and make suggestions as to how more time sequencers could be used.
- When marking the written work, focus on the use of time sequencers and modals/related verbs in particular.

SUGGESTION In a follow-up lesson, put students in small groups and ask them to give their *How to ...* talks to each other.

Additional material

For students

Online Practice – *Practice*

Workbook p37, *Review*, exercise 1

Online Practice – *Check your progress*

Introduction to the unit

This unit, 'Easier said than done', features a variety of personalities who are multi-talented and very committed to what they do. The suggestion in the title is that what these people have achieved is easy to say, but difficult to do.

The grammar focus in this unit is the Present Perfect. This tense is perhaps the most difficult for students to master, and this unit offers a comprehensive study of all the main uses of the Present Perfect Simple and Continuous, as well as Present Perfect passive, contextualized through profiles of Leonardo DiCaprio and Olympic sportswoman Victoria Pendleton. Students complete a series of language analysis tasks, and do controlled and freer practice activities. The focus on the passive is a continuation of work students did in Unit 3.

The *Vocabulary* section focuses on how adverbs are used to enrich a description. The *Reading and speaking* section has a text about a man who single-handedly planted a whole forest over several decades whilst working to support his family as well. The *Listening and speaking* section combines listening skills practice with vocabulary extension activities.

The *Everyday English* section focuses on saying numbers, and the *Writing* syllabus continues with a focus on using adverbs in descriptive writing.

- the simple form expresses a completed action. We use the simple form if the sentence has a number or quantity: *I've written three chapters of my book.*
- the continuous form expresses an activity which has continued over a period of time and is still not finished: *I've been writing a book.*

The rules for when to use the Present Perfect are the same for the active and passive forms. Students practise the form of the Present Perfect Simple passive, and practise recognizing when the passive is needed.

Possible problems

- Students think the Present Perfect is interchangeable with other past tenses, notably the Past Simple.
- They think the use of tenses in their own language can be applied in English, especially with the unfinished past use, where they often use a present tense.

Common mistakes

*I have arrived last week.

*I live here since May.

*It's rained for hours.

Corrections

I arrived last week.

I've lived here since May.

It's been raining for hours.

- They forget that the idea of an activity continuing over a period requires the continuous form, especially if they don't have continuous forms in their own language.
- They may use adverbs and time expressions incorrectly.
- They may fail to recognize the need for a passive form.

Language aims

Grammar

Present Perfect – simple, continuous, passive SB p60

Intermediate students will be familiar with the form of the Present Perfect, but are unlikely to have mastered all its uses or be able to integrate it accurately into natural conversation. Their own language may well have an equivalent form, but the uses may be different. The key concept students need to understand is that the Present Perfect links past and present. Its main uses are:

- unfinished past – *I've been self-employed for ten years* (= I still am). The prepositions *for* + period of time and *since* + point in time are common with this use.
- talking about experience – *I've lived in Paris and Milan* (= at some time in my life I did this, and I still remember it). The adverbs *ever/never/before* are common with this use.
- present importance – *I've just missed my plane* (= this is a past activity but it has a present effect/impact, as I have to book another flight). The adverbs *yet/already/just* are common with this use.

In this unit, the Present Perfect is contrasted with the Past Simple, and students are also reminded that we can't use the Present Simple to refer to unfinished past (see Common mistakes below). The continuous form of the Present Perfect is reviewed alongside the simple form. The key differences between the two are:

Vocabulary

In the *Vocabulary* section, students revise and practise the use of adverbs which end *-ly*. Exercises enable them to discover and practise common verb + adverb collocations. There is also a focus on adverbs which don't end with *-ly*.

Vocabulary is integrated into the *Listening and speaking* lesson later on in the unit, and adverbs are revisited in the *Writing* section when students focus on the position of adverbs. Students also practise incorporating adverbs into a written description of a famous person's life story.

Everyday English

Students review and extend their knowledge about numbers with a lesson on numbers related to unusual statistics and travel. This includes phone numbers, credit card numbers, prices, decimals, sports results, temperatures, and percentages.

Additional material

Workbook

The Present Perfect Simple, Continuous, and Passive are reviewed and practised, then extended through work on *been* and *gone*. There is also consolidation of time expressions. The vocabulary focus is adverbs, and there is vocabulary extension work on noun + preposition.

Photocopiable activities

There are photocopiable activities to review grammar (*It's a matter of opinion*), vocabulary (*Mime, describe, draw*), and communication (*It's all about the numbers*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the photo
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Easier said than done.' Explain that this is a common phrase in English. Elicit ideas about when we might use this phrase. You can also ask questions about the photo to engage students' interest, helping with any vocabulary as necessary, e.g. *Where is the man?* (at the top of a mountain) *Is he at work?* (He could be at work, or he might be on holiday.) *Does the mountain look easy to climb?* (No, it's very narrow and steep. It looks difficult to climb.)

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, Everyday English, reading, listening, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, check that students understand the unit title, and then focus on the photo and do the activity together. If you have any more time, try to watch the video together. It is a clear and interesting introduction to the different parts of the unit.

Notes for the activity:

- 1 Give students time to read the questions, and then discuss answers to the questions as a class.

Suggested answers

Easier said than done expresses the idea that it's easy to talk about doing something, but not so easy to do it! The man is probably feeling tired but excited to have successfully climbed the mountain.

- 2 Read out the quote by Will Rogers (American humorist and actor, 1879–1935). Focus attention on the question and check understanding of *go through* (endure or experience) and *get out of* (exit from) a difficult situation. Elicit ideas in a class discussion.

Suggested answers

You might get a huge sense of pride and satisfaction. People will admire your achievement. You will learn something about yourself.

Grammar

Present Perfect – simple, continuous, passive

STARTER SB p60

This activity gets students using the Present Perfect Simple in a meaningful and fun way. Get pairs of students to read out the examples in the book. Then give your own examples of things you have *never* done and elicit responses from the class, e.g.

I've never eaten sushi. I have. It's delicious.
I've never been to India. Me neither. But I'd like to.
I've never run a marathon. Me neither. I'm not fit enough.

Students write their three examples. With less confident students, you could briefly review the most common irregular past participles first. Students then work in pairs to exchange their examples and responses.

If students make mistakes with past participles, note them down and refer them to the list on SB p160.

Leonardo DiCaprio – actor & UN ambassador SB p60

About the text

The profile of Leonardo DiCaprio on SB pp60–1 provides the context for revising the uses of the Present Perfect (Simple, Continuous, and passive) and contrasting it with the Past Simple and Past Continuous. The text gives biographical information and it is in the form of a timeline outlining his life events. There are six additional quotes from DiCaprio himself alongside the timeline. In this text, the information about his career as an actor runs parallel to the story of DiCaprio as an environmental campaigner. Students who are interested in films will probably have read/heard information about DiCaprio that they will want to share. It is a good idea to read the profile before the class does to provide yourself with some background information on the actor.

Lead in to the topic. It is best if students close their books for this stage. Ask a few general questions, for example:

Who is Leonardo DiCaprio? (an actor)
Where's he from? (the US)
Can you name any of his films? (See text, SB pp60–1)
What is his most famous film? (probably *Titanic*)
What was his last film?

- 1 Focus attention on the photos around the reading text and ask students to describe what they can see (a young DiCaprio, scenes from *Titanic* and *The Revenant*, and DiCaprio speaking in public). Ask students to look at the film titles and ask if they have been translated into their language. If so, ask if the translated names of the films in their language are similar to the original English titles, or are completely different. Ask for a show of hands of who has seen any of the films. Find out if anyone is a big fan of DiCaprio's films (or not). Then elicit any ideas students have about DiCaprio. Tell them they will find out about him later in the lesson.
- 2 This exercise revises the form and use of questions in the Past Simple and Continuous and the Present Perfect Simple and Continuous, in both active and passive forms.

The questions are divided to cover the Past Simple and Continuous forms first (1–5 and 7), and then the Present Perfect Simple and Continuous forms (6 and 8–12). Students should be able to complete the questions with the auxiliaries fairly easily, but, if your class needs extra support, you could point out the tense division before they complete the exercise.

Elicit the answer for question 1. Give students time to complete the exercise, working individually. Students check the answers in pairs. Ask if they disagree on any of the answers and deal with these as a whole class first. Then check the rest of the answers.

Ask students what they think *Leomania* means in question 5 (a dramatic increase in the number of DiCaprio fans). Focus attention on questions 6 and 12 and elicit what DiCaprio does apart from acting (he supports environmental causes, and he has donated money to conservation projects). Ask students if they knew/had known about his environmental work.

Answers

1 was	5 did	9 Has
2 was	6 has	10 have
3 did	7 was	11 has
4 was	8 has	12 has

- 3 Explain to students that they are going to read about DiCaprio and answer the question in exercise 3. Focus attention on the quotes in speech bubbles around the text. Check/Pre-teach the following vocabulary items from the quotes: *get the urge* /ˌɜːtʃ/ to do something (to get a strong desire to do something), *to rebel* /rɪˈbel/ against something (to fight against something), *wise* /waɪz/ (an ability to understand difficult things because of a depth of life experience), *mankind* /mænˈkaɪnd/ (the human race – men and women), *climate change* /ˈklaɪmɪt ʃeɪndʒ/ (changes in the world's weather, with particular reference to global warming).

Model the task by eliciting what the first quote refers to. Give students time to read the introduction and check the answer. Tell students to read and find out what the remaining five quotes refer to. Set a time limit of 2–3 minutes. Be prepared to answer questions about vocabulary in the text as you monitor the reading exercise. However, students do not need to understand every word of the text in order to complete the task. You could ask fast finishers to underline and check unknown vocabulary items while everyone completes the task. Put students in pairs to discuss their answers. Check answers with the class.

Answers

The first quote refers to his upbringing.
The second quote refers to his father.
The third quote refers to making the film *What's Eating Gilbert Grape?*
The fourth quote refers to the film *Titanic*.
The fifth quote refers to his opinion on climate change in relation to his documentary *The 11th Hour*.
The sixth quote refers to the film *The Revenant*.

- 4 **6.1** Put students in pairs to ask and answer the questions, re-reading parts of the text if necessary to find the answers. Play the recording and let students check their answers.

Answers and audioscript

6.1 Leonardo DiCaprio

- A Where and when **was** he born?
B He was born in Los Angeles in 1974.
- A What **was** his mother doing when she chose his name?
B She was looking at a Leonardo da Vinci painting.
- A When **did** he get his first film role?
B He got his first film role in 1991, when he was 16.
- A What **was** he filming when he had the most fun in his life?
B *What's Eating Gilbert Grape*.
- A When **did** 'Leomania' begin?
B It began when he was 22, after he starred in *Romeo and Juliet*.
- A How long **has** his foundation been supporting environmental causes?
B Since 1998, when it was founded.
- A When **was** he first nominated for an acting Oscar?
B When he was 19.
- A How many times **has** he been nominated?
B Six times.
- A **Has** he ever won an Oscar?
B Yes, he finally won his first Oscar in 2016, for *The Revenant*.
- A Which famous actors **have** appeared with him?
B Robert De Niro, Johnny Depp, Clare Danes, Kate Winslet, and many others.
- A How many model girlfriends **has** he had?
B Seven, so far.
- A How much money **has** he donated to conservation projects?
B More than \$70 million.

GRAMMAR SPOT SB p61

This *Grammar spot* reviews the Present Simple, Past Simple, and Present Perfect (unfinished past and experience uses). It also contrasts the Present Perfect Simple and Continuous, and reviews the form of the Present Perfect passive.

- 1 Students work in pairs to name the tenses and discuss their use. Monitor and check students' ideas. This will help you assess how far students have grasped the basic tense system. Check the answers. In connection with sentence c, students might ask if *He's been living in his New York apartment since 2008?* (Present Perfect Continuous) is also possible. Explain that in this case there is very little difference, but there are some important differences, which will be looked at in the next exercise (exercise 2 in the *Grammar spot*).

Answers

- Present Simple – he lives there now.
 - Past Simple – he doesn't live there any more (finished past activity).
 - Present Perfect Simple – he started living there in 2008 and still lives there now (unfinished past).
 - Present Perfect Simple – in his life so far (experience).
- 2 Students match the sentences to the questions. Highlight the tense formation of Present Perfect Continuous: *has/have been* + verb + *-ing*. Show this on the board if necessary.

Answer

The first sentence talks about an activity (Present Perfect Continuous), the second is about quantity (Present Perfect Simple).

- 3 Students make the sentences passive. Elicit the formation of the Present Perfect passive, *has/have been* + past participle.

Answers

- a He has been nominated for six Oscars.
 - b He has been asked to speak at two Climate Summits.
- Refer students to Grammar reference 6.1–6.6 on SB pp147–8.

Time expressions

- 5 This sentence completion task gives students further reading skills practice and focuses them on the correct use of time expressions based on context. Students need to scan the text and make some calculations based on the information in order to select the correct time expression. Suggest that students begin this task working individually and then put them in pairs to discuss and check their answers. Monitor this exercise closely to assess reading competence. Check answers with the whole class.

Answers

- 1 when he was one
- 2 while he was filming *The Revenant*
- 3 two years after he left school
- 4 in 2002
- 5 for four years
- 6 until he was 41
- 7 since he was five
- 8 between 2000 and 2005

Project

This research into the different DiCaprio films could be done for homework. Tell each student to choose one film from the list in 1. Try to encourage a variety of choices. If you prefer, you could allocate film titles to each student to ensure variety.

SUGGESTION For classes which need extra support, elicit possible questions to ask about any film before they begin their research, e.g. *What type of film is it? What's the plot? What happens in the film? What is it about? Who are the main characters? How does the film start/end? Does the film have a happy ending? Who stars in the film?*

After students have finished their research, put them in groups of three. Try to group students so that each student in the group has a different film to talk about. The main focus for this task is fluency practice, so when monitoring, avoid any error correction. Note down any common errors or examples of good language usage to discuss at the end of the activity or in a later lesson.

Practice SB p62

From bikes to horses

About the text

The gapped conversation between two people about Victoria Pendleton (as seen in the photos on SB p62) provides a very natural context for practising the Past Simple, Present Perfect Simple, Present Perfect Continuous, and Present Perfect passive. One of the speakers is very knowledgeable about Victoria Pendleton's recent career change and the other speaker is interested in learning more about her.

Victoria Pendleton (born in 1980) competed for Team GB and won medals in cycling events at the Beijing Olympics in 2008 and at the London Olympics in 2012. In 2015, she announced that she intended to leave professional cycling and become a jockey. She states that she was deeply

unhappy throughout her cycling career and felt a huge pressure when competing. She has ridden in several big horse races since her announcement and she claims to be much happier since changing sport.

- 1 Focus attention on the photos on SB p62 and elicit the names of the two sports (*cycling* and *horse racing*). Check/Pre-teach *a jockey* (the rider in a horse race), *a saddle* (the rider sits on this), and *to come off a horse* (to fall off). Ask if anyone has been to watch a horse race. Ask students' opinions on the third question, and their reasons.

- 2 **6.2** Elicit how many people are speaking in the gapped conversation (two – Ann and Bob). Set the quick comprehension check question *How does Ann feel about Victoria's career change?* and ask students to read quickly to find the answer (she is impressed).

Set the gap-filling task and give students time to work individually before checking and discussing their answers in pairs.

Play the recording for students to check their answers. Check why each answer is a Past Simple, Present Perfect Simple, Present Perfect Continuous, or Present Perfect passive verb form. Be prepared to ask concept check questions, such as:

Is this a finished state/action? Yes (= Past Simple)/No – unfinished (= Present Perfect Simple)

Is this about her experience in her life so far/until now? Yes (= Present Perfect Simple)

Is this an activity which is continuing into the present?

Yes (= Present Perfect Continuous)

Highlight the following time expressions which are used with the Present Perfect verbs: *Since when ... ?*, *for* (+ a period of time), *since* (+ a single point in time), *For the last* (*year, month, etc.*) ... , and ... *so far*.

Answers and audioscript

6.2 Switching saddles

A = Ann B = Bob

- A Sorry, **'did you say** you're going to the races tomorrow?! Since when **'have you been** a horse racing fan?!
- B Well, it's more that I **'ve always been** a fan of Victoria Pendleton. She's riding in a big race tomorrow.
- A But she's a cyclist!
- B Well, yes, she was. She **'won** Olympic gold in Beijing and London. She was amazing, but in fact she **'didn't enjoy** competitive cycling that much, so she retired, and she's a jockey now.
- A Really? I **'didn't know** that. How long **'has she been** a jockey?
- B She **'s only been** in a few races so far, but she **'s been training** hard for over a year. She'd never sat on a horse before that, though.
- A Wow, that's incredible!
- B It is! For the last year she **'s been taking part** in a challenge called Switching Saddles, to see if she can ride in a top jump race within a year. She **'s been trained** by the best people right from the start, of course.
- A It's still a huge challenge for a beginner, though. And those jumps always look scary to me. **'Has she had** any falls?
- B Oh yeah, she **'s fallen off** a few times in training, and she **'came off** in one of her first races. But she **'s fallen** in love with horse riding completely, and I'm hoping to see her win her first big race tomorrow – or at least stay on!
- A Brilliant! Good luck to her!

Discussing grammar

- 3 This exercise consolidates the tense use with a series of contrastive sentences. Elicit the names of the tenses and reasons for their use in the first pair of sentences. This task also introduces the use of the Present Perfect to describe a past activity which has a present effect/an impact on the present (see 5 and 8).

Students work in pairs to complete the task. In a monolingual class, you could let students use their own language for this stage, especially with weaker students. Go through the answers with the class. If there are still areas of confusion, refer students to the relevant sections of Grammar reference 6.1–6.6 on SB pp147–8.

Answers

- Victoria Pendleton rode bikes competitively for 11 years.**
Past Simple: she doesn't ride bikes competitively anymore.
She's been riding horses for two years. Present Perfect Continuous: she started horse riding two years ago, and she is still doing it now.
- I work for a web design company.** Present Simple: a present fact.
I've worked for this company since 2016. Present Perfect: it focuses on the period of time – the speaker still works at the company now.
- How long have you been living in Japan?** Present Perfect Continuous: it focuses on a period of time up until now – the person being asked still lives in Japan now.
How many different countries have you lived in? Present Perfect: it focuses on a quantity – the number of countries in the past and up till now.
- Have you ever met anyone famous?** Present Perfect: it focuses on your experiences in life.
Did you meet anyone famous at the film premiere? Past Simple: it focuses on a single past event.
- I've already finished.** Present Perfect: focuses on an action completed in the very recent past.
I haven't finished yet. Present Perfect: focuses on an action that started in the past, but is not finished at this point in time.
- Who's been eating my chocolates?** Present Perfect Continuous: it focuses on the past activity of 'eating chocolates' which is having an impact on now (missing chocolates!). We know that the action wasn't completed and there are still some chocolates left.
Who's eaten my chocolates? Present Perfect: it focuses on the present result of a past completed action (all the chocolates are gone!).
- President Kennedy was assassinated in 1963.** Past Simple passive: focuses on a historic event where we are more focused on what happened and who it happened to, rather than who did it.
Have you heard? President Kennedy's been assassinated! Present Perfect Simple: focuses on recent events – something that has just happened. Said by someone just after it happened in 1963!
- Look at Mike's front door! He's painted it.** Present Perfect: focuses on the newly painted door – the finished result.
Look at Mike's clothes! He's been painting his front door. = Present Perfect Continuous: focuses on the activity of painting because of another less important present result it has caused – Mike's clothes covered in paint.

- 4 This exercise gives further practice of the contrasts highlighted in exercise 3. Elicit the correct verb form in sentence 1. Students complete the task, working individually. Let students check in pairs before checking with the class.

Answers

- His plane took off a few minutes ago.
- How many emails have you received today?
- Look at the oil marks on the floor! You've been fixing your bike in here, haven't you?
- The CEO has resigned and a new CEO has been appointed.
- I've been working here since June. When did you start?
- A huge snowstorm has hit New York. Over 40 centimetres of snow has fallen in the past 12 hours. People have been advised to stay indoors.

- 5 This exercise practises word order with the adverbs that are often used with Present Perfect Simple and Continuous. Write the first sentence *I've read that book.* on the board. Ask students where they can put the words from the box in the sentence without changing the verb form. Elicit what these words add to the meaning.
- I've **just** read that book.* (= very recently)
*I've **already** read that book.* (= before now/earlier than expected)
*I've **never** read that book.* (= not at any time)
- Students work through the rest of the sentences individually and then compare answers with a partner. When checking with the class, elicit what these words express. Remind students that we use *yet* only in negatives and questions. Remind them also that we use *never* with a positive verb, and *ever* in questions.

Answers

- I've **just** read that book. (= very recently)
I've **already** read that book. (= before now/earlier than expected)
I've **never** read that book. (= not at any time)
- I've **just** been reading an interesting book. (= very recently)
- Has it **just** been made into a film? (= very recently)
Has it been made into a film **yet**? (= up to now; it implies you expect it to happen)
Has it **already** been made into a film? (= before now/earlier than expected)
Has it **ever** been made into a film? (= at any time)
- He's **just** learned to drive. (= very recently)
He's **already** learned to drive. (= before now/earlier than expected)
He's **never** learned to drive. (= not at any time)
- The match hasn't finished **yet**. (= up to now)
- Have you **just** been to Morocco? (= very recently)
Have you been to Morocco **yet**? (= up to now; it implies you expect it to happen)
Have you **already** been to Morocco? (= before now/earlier than expected)
Have you **ever** been to Morocco? (= at any time in your life)

Talking about you – Have you ever ... ?

- 6 This exercise gives students personalized practice in the use of the Present Perfect to describe experience. With classes which need extra support, elicit the past participles of the verbs in the list before starting this speaking activity. Focus attention on the example. Model the up-down intonation, stresses and weak forms, and get students to practise the conversation across the class:

• • • • •
Have you ever ridden a horse?
/ə/ /ə/

• • •
No, I haven't. It seems a scary thing to do.

Tell students they don't need to use all the ideas in the list, but can choose four or five that interest them. Remind them to use the Past Simple in their follow-up questions if they are asking about a finished time in the past, e.g. *Have you ever ridden a horse? What type of horse did you ride?*

Get students to have conversations in pairs, using *Have you ever ... ?* and the prompts. Monitor and note any common errors in the tense use.

Then ask students to tell the class about their partners, to give some practice of *he/she* forms. Feed back on any tense errors and get students to correct as a class.

SPOKEN ENGLISH *How long ... ?*

This section extends the coverage of *How long ... ?* to include present and future meaning.

- 1 Read the sentences with the class and highlight the two different questions with *How long ... ?* Elicit the answers to the concept questions.

Answers

- 1 Present Simple refers to *past, present, and future*.
- 2 Present Perfect Simple refers to *past up to the present*.
- 2 6.3 Elicit the question from 1 for the first answer. Students complete the task, working in pairs. Play the recording. Students check their answers and then practise the conversations in pairs.

Answers

a 1 b 2 c 2 d 1 e 1

6.3

- 1 A How long are you here for?
B Four more days. We came two days ago.
- 2 A How long have you been here?
B Since Monday.
- 3 A How long have you been here?
B Over half an hour! Where have you been?
- 4 A How long are you here for?
B Until Friday. We're leaving Friday morning.
- 5 A How long are you here for?
B We're staying a month altogether.

Additional material

For teachers

Photocopiable activity – Grammar: *It's a matter of opinion*

For students

Online Practice – *Look again*

Workbook pp38–41, exercises 1–14

Vocabulary SB p63

Adverbs

This section focuses on adverbs and on common adverb + verb collocations. Most intermediate students will already be aware of the rule for forming adverbs with *-ly* and they will be familiar with a few common exceptions such as *fast, hard*, etc. In the second exercise, students do an exercise on other adverbs that do not end in *-ly*, which will help them build on their existing knowledge.

In the *Writing* section at the end of this unit, adverbs are focused on in more depth and practised in an extended piece of descriptive writing.

- 1 Focus attention on the examples in the Student's Book. Highlight the *-ly* ending of three of the adverbs and the exception, *hard*. Then focus on the first verb in the box and elicit the adverb for *wait* (patiently). Ask students to complete the task, working individually. Point out that more than one adverb can collocate with each verb (but not in all cases), e.g. *speak fluently/softly/passionately*, etc. Point out that some verbs won't collocate at all, e.g. *be, have*. Check the answers with the class.

Answers

wait patiently, love passionately/deeply, behave badly, shine brightly, fight bravely/passionately, leave suddenly, whisper softly, die peacefully/suddenly, rain heavily, dress badly/smartly, speak fluently/passionately/softly/bravely, breathe deeply/heavily/softly

Ask students to look at the picture and display the example sentence on the board. Elicit another example sentence using a verb + adverb collocation from the boxes. Put students in pairs and ask them to write three more sentences. Try to put pairs of a similar ability together for this task. Monitor this writing exercise, focusing on written accuracy and prompting self- or peer correction when you spot any errors connected to verb + adverb collocations or verb tense formation. In feedback, elicit and write different sentences on the board.

SUGGESTION When pairs have finished writing their sentences, put two pairs together and ask them to read each other their sentences. Tell them to listen to all three sentences and then choose the one they like best.

Adverbs that don't end in *-ly*

- 2 Remind students that not all adverbs end in *-ly* and elicit some examples, e.g. *fast, hard*. Ask students for the missing word in sentence 1. Students then complete the task, working individually or in pairs. Check answers with the whole class.

You could mention that students might hear some native speakers (especially in American English) say *I'm doing good* (rather than *I'm doing fine/well*), but mention that it is still considered more correct to use a verb + adverb collocation rather than a verb + adjective collocation.

Answers

- | | |
|------------|------------|
| 1 fast | 6 close |
| 2 hard | 7 loud |
| 3 straight | 8 late |
| 4 fine | 9 right |
| 5 wrong | 10 forward |

The adverbs always go after the verb.

- 3 This is an opportunity to have some fun with the language and to get students out of their seats. Focus attention on the examples. Then mime one of the verbs and adverbs and elicit the collocation. Students mime other collocations to the class. With larger classes, students can work in groups.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Mime, describe, draw*

For students

Online Practice – *Look again*

Workbook p42, exercises 1–3

Reading and speaking SB p64

The man who made a forest

About the text

The man who made a forest recalls the title of this unit, *Easier said than done* – it's easier to say this than to do what Jadav Payeng has managed to do. He comes from the island of Majuli (in the state of Assam in northern India) and one day he was so saddened by the lack of plants and life in one part of his island that he decided to start planting a forest. This was back in 1979 and the area is now a lush green forest and home to a lot of wildlife. At the time he had a family to support, which he did by milking his cows and working in agriculture, but every day he managed to plant a few bamboo saplings in the sand.

The text focuses on the fact that most stories about the environment these days contain worrying information about climate change and environmental destruction, but Jadav Payeng's story is an environmental success. He has attracted international attention: a former President of India gave him the title 'Forest Man Of India', and there is a short film of the same name about Jadav Payeng's impressive story. The 15-minute film has won several best documentary awards and can be viewed on YouTube, which could be a very suitable follow-up activity for those students who are interested in the story.

In this section, students first read and interpret the gist of the text and then they read much more intensively to grasp the finer details. The vocabulary in the text is quite challenging, but the nature of the reading tasks mean that students should be able to answer the questions without needing to understand every word. Some vocabulary from the introduction can be checked/pre-taught if you think your class needs extra support (see suggestions below). Vocabulary development comes after the reading tasks.

- 1 This stage leads in to the main theme of the lesson. This task uses a visualization technique to help students focus on the topic and picture a forest in a meaningful way in their imagination. Ask for quiet in the class and get students to close their eyes. Ask the following questions whilst their eyes are closed: *What can you see? What can you hear? What can you smell? What does it feel like? How do you feel?* Give students time to think of their answers, and then ask them to open their eyes and describe their forest scene to a partner. Elicit a few ideas in feedback and ask students what type of forest they had imagined (e.g. a tropical rain forest, an alpine forest, etc.).
- 2 This stage pre-teaches vocabulary connected to plants and wildlife. Ask students to do the matching task individually. Check answers with the class.

Answers

- | | |
|-----------|----------|
| 1 sapling | 4 ant |
| 2 seeds | 5 bamboo |
| 3 soil | 6 snake |

- 3 Focus students' attention on the photos. Elicit what students can see (the 'Forest man', a map of Majuli Island in India, the man planting something in the sand, a snake, an elephant, a mature forest). Talking about the photos will generate interest in the topic in preparation for reading. Ask students the questions and elicit their ideas about the topic. Ask them to give reasons for their answers. They might need vocabulary such as *climate change, global warming, flooding, water shortages, pollution, deforestation*, etc. Use this discussion stage to gauge the extent of your students' knowledge of vocabulary around the topic of environmental issues. They will be discussing this topic in a more general way in the *What do you think?* stage.

With less confident classes, you might want to check/pre-teach the following vocabulary items from the introduction before students read: *a rare species* /reə 'spi:ʃi:z/ (a very uncommon group of animals which are similar and can breed together), *gloomy* /'glu:mi/ (sad and depressing), *heartening* /'hɑ:tniŋ/ (something which makes people feel happier and more hopeful), *powerless* /'pauələs/ (a feeling of being unable to control a situation), *to give in to something* (to accept you have been defeated and stop fighting).

- 4 Explain to students that they are going to read a text about the forest man. Write on the board the focus question: *How does this story make you feel?* Ask them to read the text. Afterwards, put students in pairs and ask them to discuss how it makes them feel and why. Discuss with the class.
- 5 Ask students to do the true/false reading comprehension task and set a time limit of 3–4 minutes. Remind them that they must correct the false sentences. When students have finished, ask them to check their answers in pairs. Ask fast finishers to close their books and recall everything they can remember about the text with a partner. Check answers with the class.

Answers

- 1 T
 - 2 F – It has a growing population.
 - 3 T
 - 4 F – He watered them by himself.
 - 5 F – He lives with his wife and children.
 - 6 F – He makes money from the milk he gets from his cows.
 - 7 F – The local villagers wanted to chop down the forest to stop the elephants and tigers eating their crops and attacking their animals. Loggers wanted to cut down his trees to make money.
 - 8 T
 - 9 T
 - 10 F – He thinks it could take another 30 years.
- 6 This stage enables students to practise the skill of deducing unknown vocabulary by using clues in the surrounding text. Put students in pairs and ask them to discuss the possible meaning of the highlighted words. Remind students not to use dictionaries. Feedback is not necessary at the end of this stage.

- 7 This matching exercise clarifies the meaning of the highlighted vocabulary. Set the task. Ask students to work individually and then to check their answers with a partner. Check the answers with the class. Check the pronunciation of: *shortage* /'ʃɔːtɪdʒ/, *alarming* /ə'laɪmɪŋ/, *single-handedly* /ˌsɪŋgl 'hændɪdli/, *barren* /'bærən/, *dripped* /drɪpt/, *accomplish* /ə'kʌmplɪʃ/. Elicit the part of speech for each item.

Answers

- | | |
|-------------------------|-------------------|
| 1 dripped (vb) | 6 to shelter (vb) |
| 2 single-handedly (adv) | 7 crops (n) |
| 3 to accomplish (vb) | 8 alarming (adj) |
| 4 loggers (n) | 9 barren (adj) |
| 5 shortage (n) | 10 wept (vb) |

What do you think?

Give students time to read through the questions and think about their answers. Elicit a range of responses in a whole class discussion. In larger classes, students can work in groups. Ask the group to work through the discussion questions and then report back. In the class discussion, establish what students think about Jadav. Discuss the range of environmental problems in their country and elicit ideas for helping the environment.

EXTRA IDEA Get students to carry out a *How green are you?* survey. In preparation for the survey, put students in pairs or small groups and ask them to draft questions to ask people about what they do to help the environment, e.g. questions about recycling, re-usable items, saving water and electricity, modes of transport, etc. Get each student to interview other people in the class or school, or friends and family members for homework. After the survey, put students back in their pairs or groups and get them to compare their findings.

If you have time in class, students can watch the Unit 6 video about the Lost Gardens of Heligan in Cornwall, England.

Additional material

For teachers

Photocopiable activity – Video worksheet: *The Lost Gardens of Heligan*

For students

Online Practice – *Practice*

Listening and speaking SB p66

Ann Daniels – polar explorer

About the text

In this section, students listen to an interview with another person who has an impressive life story. Ann Daniels' achievement involves succeeding in becoming one of only two women to have walked to both the North and South Poles. The interviewer, Steve Backshall, an explorer and TV personality himself, mentions two other British adventurers during their conversation – the explorer Ranulph Fiennes and the mountaineer Joe Simpson.

The interview is in two parts and students listen to both parts twice. Part 1 is about Ann Daniels' expeditions and the sensations she experiences when she's exploring polar environments. Part 2 focuses on her childhood and her

position in the family as the youngest of five children. Before listening to the interview, students read a short introductory text which gives some background information to Ann Daniels' story.

Lead in to the topic by focusing attention on the first photo on SB p66 and eliciting any vocabulary students would associate with polar exploration. Then, write on the board *Advantages of being a polar explorer* and *Disadvantages of being a polar explorer*. Put students in pairs and ask them to list two advantages and two disadvantages. After a few minutes, elicit ideas and weigh up the advantages/disadvantages as a class.

Possible advantages: *You can visit amazing places which not many people have been to. You could become famous. You'll have lots of interesting stories to tell your family and friends.*

Possible disadvantages: *The conditions are very difficult and it's very cold. It's dangerous. You'd miss your family and friends – it could be lonely.*

- 1 Give students time to read the short advert. Discuss answers as a class. Discuss the concept of *ordinary women* and be prepared for a variety of responses.

Suggested answers

It's an advert trying to find women who want to become members of a team that will walk to the North Pole. It's surprising that they're looking for 'ordinary women' and that no experience is needed. It's also surprising because it's the first all-female relay team.

SUGGESTION Brainstorm the skills or personal qualities a successful applicant would need to have (see *Extra idea*).

- 2 Focus attention on the photo of Ann Daniels. Give students time to read the text and think about the answers to the questions. Check the answers with the class.

Answers

She replied to the advert, borrowed clothing and equipment for the selection weekend, and then had nine months of intensive training. She worked in a bank, was the mother of young children, and had no experience at all of outdoor activities.

- 3 ① 6.4 The language point in this exercise is abstract nouns. Students can use dictionaries if they need to. Put students in pairs to check meaning and discuss the question together. Assess students' pronunciation and whether the students are stressing the appropriate syllable when monitoring pairwork. In classes of mixed abilities, some students will complete this task much faster than others. For fast finishers, ask them to underline the stressed syllable in each of the nouns. Discuss ideas in feedback and check pronunciation. Model and drill when necessary. Answers might vary depending on a student's point of view.

Explain to students that they are going to listen to the first part of an interview with Ann. In the first listening exercise they practise listening for specific words only. Reassure them that they are going to listen to the recording twice so not to worry if they don't understand everything first time. Play *Part 1* of the recording so that students can complete the task. Check answers with the class.

Answers

Stressed syllables: misery, joy, agony, humour, pain, wonder, beauty, gloom, horror, optimism, achievement.

In the interview: misery, joy, agony, pain, beauty, horror, optimism, achievement

- 4 **6.4** In this second listening task, students listen for details in order to be able to select the correct words in the statements. Give students time to read the sentences and ask them to discuss possible answers with a partner. Remind students that *few* in sentence 1 means *not many*. Check students know *gradually* in sentence 2 has the opposite meaning to *immediately*. Play the recording of *Part 1* again and ask students to complete the task. Allow time for students to check their answers with a partner. Check answers with the class.

Answers

- | | |
|---------------|-----------|
| 1 many | 4 mothers |
| 2 immediately | 5 bad |
| 3 all | |

6.4 Part 1

SB = Steve Backshall AD = Ann Daniels

SB Ann, there are great adventures to be had, in many different kinds of environments; forests, deserts, mountains. What is it that attracts you to the potential, utter misery of the poles?

AD Well, if I'm honest, it was actually just an opportunity that came my way, when I saw a newspaper advert that asked for applications to go to the North Pole, and I'm a great believer in taking up opportunities, so I applied and I found myself in the Arctic. Having got to the Arctic, I loved the place. It blew my mind away. You're walking on a crystal ice that moves, it makes sound, it groans. ... Yes, it's trying to kill you most of the time, but it feels like a living beast, nature at its rawest, and I'd never experienced anything like that before, and I was hooked from day one.

SB All I'm getting from you now is, is positivity, and optimism, and joy, but I know for an absolute fact that it isn't always like that.

AD Most of the time it's not. Most of the time you're in agony, you're pulling a sled, and you're ... On our ... South ... North Pole expedition in 2002, it was an 80-day expedition, on day 37 we had gone just 69 miles of the 500 miles – that's how slow we'd gone, barely two and a bit miles a day. Every inch of our bodies screamed with pain. But you know, the sense of achievement really overcomes the horror, and like anything in life, when we've finished and we've got through it, we take away the beauty and the greatness and the joy, not the pain and the horror, as I would imagine there would never be more than one child born if we didn't take the beauty away from the great experiences of life.

SB It's interesting you say that actually, Ranulph Fiennes talks about the fact that to be an explorer, and particularly a polar explorer, all you really need is a terrible memory, and that actually, you know, all that you take away with you, as you're saying really, the, those trans ... transcendent moments, and you forget about all of the chafing, and the blisters, and the gangrene.

- 5 **6.5** Give students time to read the questions. Reassure them that they are going to hear *Part 2* twice as well. Play the recording and allow time for students to discuss their answers in pairs before checking them in feedback.

Answers

She is the youngest of five children.

Yes, but she thinks it was a little different for her because she was the only girl in a family of boys.

- 6 **6.5** In this stage, students listen more intensively to understand the finer details. They will need to interpret the information they hear in order to answer the six comprehension questions.

Give students time to read the questions and put them in pairs to predict answers and discuss any information they can recall. Play the recording. Get students to check their answers in pairs. Monitor their discussion to assess how well they coped with the listening exercise. You could perhaps consider playing the recording one extra time for classes which need more support. Finally, check answers with the class. In feedback to question 6, check understanding of *stubbornness* and *bloody-mindedness* (the two are similar, but a bloody-minded person makes things difficult for others and opposes their views for no good reason).

Answers

- 1 She was 15. To help with family finances.
- 2 To be the manager of a bank (after having children).
- 3 Not good enough, big enough, or strong enough.
- 4 Play football and climb trees.
- 5 To prove herself to her older brothers.
- 6 She's daring and takes risks. She can face her fears and keep going in difficult situations. Also – her stubbornness and bloody-mindedness.

6.5 Part 2

SB = Steve Backshall AD = Ann Daniels

SB You had a very normal childhood and upbringing?

AD Yeah, I was born ... in the city of Bradford, and that's quite an industrial city, and from working class parents, where we were expected to leave school, I left at 15, just before my 16th birthday, and then we had to go get a job and bring income into the house. That's what we did, and that's what I did, and, as a child I'd four older brothers, so we were always getting up to mischief, but as soon as I grew up, I took a normal job, I was in a bank, and I thought I would have children. The height of my ambition was to go back to the bank and, and progress to be a manager, and that was all my expectations were, up until I saw a newspaper advert, and it changed my whole world and perception and, and life.

SB Legendary climber, Joe Simpson, was like you, the last of five children, and he talks about how as a child you're always seeking to find your niche, in a family and in life. And as the fifth, all of those niches have already been taken, and you have to work even harder to try and impose your character, and he says that that's pretty much fundamental to how he got into becoming an explorer and adventurer and a climber. Do you think that had any kind of, formative part in, in your life?

AD Absolutely, but I would say possibly slightly different in, I was the fifth, but I was the only girl, so I had four brothers, so my psyche was, I never felt I was good enough, or big enough, or strong enough, 'cos I've got these boys who were running around and I come from the kind of background where girls really weren't expected to be boys, and so I found that I was fighting, because I wanted to be one of them, I wanted to be able to go and play football, and climb the trees, and so I did, and you can guarantee if my older brother said 'there's a really high tree there, who's gonna do it?', I'd be up there first, not because I could or because I wanted to, because I wanted to prove myself to them, and just through doing that I guess I became more daring, took more risks, ... and then found the joy of getting to the top of the tree, and wow, look what I've done! Especially if they couldn't do it, that was even better, so certainly I think being the last, you're always trying to prove yourself to your older siblings.

SB What do you think it is that's special about you that allows you to do the things you do?

AD Nothing more than stubbornness and bloody-mindedness! I haven't got any special qualities, I'm fairly intelligent, but I'm not a genius. I'm not stronger than anybody else. I am able to face my fears, and I'm able to put myself into difficulties and just keep going.

What do you think?

Put students in pairs and ask them to discuss the questions in the three bullet points. Put pairs together and get them to compare ideas.

EXTRA IDEA Set up a role-play situation. Refer students to the advert in 1 and discuss the personal qualities a polar explorer needs to have. You might have already elicited these in your lead-in. Divide the class into two groups (A and B). Put students in pairs within their groups. Tell student As that they are interviewers and need to prepare some interview questions to ask someone who is applying to go on the polar expedition. Tell student Bs that they are an 'ordinary person' who is applying to go on the polar expedition and that they need to prepare a list of their personal skills, qualities, and experience. Then put students in new pairs. Sit pairs face to face if possible. Ask the students to role-play the interview. Remind them to focus on the correct use of past tense and Present Perfect tense forms. Monitor and note down language problems to deal with after the role-play.

Additional material

For students

Online Practice – Practice

Everyday English SB p67

Numbers

This section focuses on the way we say a range of numbers, including phone numbers, dates, amounts of money, fractions, decimals, percentages, and football scores. Some of the numbers are contextualized in a travel situation – students listen to a conversation at an airport check-in desk. Students talk about numbers that are important to them in a personalized group work task at the end of the lesson.

Possible problems

Numbers in English can be read in different ways depending on their type. It's a good idea to ask students to review numbers up to 100 and ordinals up to 30th for homework before the lesson. You may need to review/highlight the following:

- Use of *and*

And is used after *hundred/thousand* when it is followed by numbers less than a hundred, e.g. *a hundred and fifty pounds, one thousand and twenty-five kilometres*. (In American English, *and* is usually left out.) *And* is also used in fractions, e.g. *two and a half*.

- Phone numbers

These are read as individual numbers; the area code is read first, then the remaining numbers, divided into groups of three; 0 is usually read as *oh* or *zero*, and repeated numbers as *double two/three*, etc. The intonation rises for each set of numbers and falls at the end:

01884 983 760 = *oh one double eight four, nine eight three, seven six oh*

- Dates

These require ordinal numbers and the definite article, e.g. *the seventh of May*. With years, we divide the numbers into two sets of two, and 0 is *oh*, not *zero*, e.g. 1902 = *nineteen oh two*. Years up to 2009 are usually read as numbers, e.g. *two*

thousand and nine (in American English, *two thousand nine*); years from 2010 are divided into two sets of two, e.g. *twenty ten*. In American English, the month, not the day, is written or said first, e.g. 3/22 = *March twenty-second* (without *the*).

- Prices

Prices are read like this: £1.82 = *one (pound) eighty-two*;

€7.75 = *seven (euros) seventy-five*;

\$99.99 = *ninety-nine (dollars) ninety-nine*;

99p = *ninety-nine pence/p*.

- Bank card numbers

Numbers on bank cards, credit cards, etc. are usually read in sets of four digits. 0 is *oh* or *zero*. The intonation rises for each set of numbers and falls at the end:

8480 8302 1953 0842 = *four eight four oh/zero, eight three oh/zero two*, etc.

- ID/Passport numbers

These are often a combination of numbers and letters, and each number or letter is read individually.

- Fractions

Students may need reminding of these: $\frac{1}{2}$ = *a half*; $5\frac{1}{2}$ = *five and a half*; $\frac{1}{3}$ = *a third*; $\frac{1}{4}$ = *a quarter*.

- Percentages and decimals

A written percentage is read ... *per cent*, e.g. 25% = *twenty-five per cent*; in decimals, a point (.) is used, not a comma, e.g. 1.25 = *one point two five*. In numbers less than 1, 0 is *zero* or *nought* /*nɔ:t*/, e.g. 0.25 = *zero/nought point two five*.

Note that students are unlikely to be able to say numbers spontaneously and accurately even at the end of this lesson, so be prepared to review them in a range of contexts in subsequent lessons (see *Extra idea* at the end of this section).

1 This section is designed to assess students' ability to say a range of numbers.

Focus attention on the unusual picture at the top of p67 and use it to elicit/pre-teach a few items of vocabulary: *a baobab* /*'beɪəʊbæb/*, *tree, an ostrich* /*'ɒstrɪtʃ/*, *egg, a giraffe* /*dʒə'ra:f/*, and *an ant* /*ænt/*. Ask students to work in pairs, matching the numbers in A with the statistics in B. Use your time whilst monitoring and checking to note down any common errors. In feedback, elicit a few guesses about the statistics and tell students that they will soon learn what the numbers refer to.

Focus attention on the numbers in A. Elicit how you read them aloud. Deal with any problems and drill the pronunciation of numbers that students found difficult. Check pronunciation of *ratio* /*'reɪʃiəʊ/*.

You might want to pause the lesson at this stage to check and clarify in more detail how numbers are said. Respond to the problems you noted whilst monitoring the pairwork exercise. If you choose to do this, look ahead to the *Tip*.

2 Put students in pairs (A and B). Ask two students to read the model conversation aloud. Refer Student A to the numbers in A from exercise 1 and ask Student B to turn to the Extra Materials on SB p156. Explain that A needs to say a number aloud and B must confirm the statistic it goes with and give some extra information about each fact.

At the end of the activity, elicit the most surprising or unbelievable statistics (e.g. students might think that 18–34-year-olds are more likely to check Instagram, or another form of social media these days, rather than Facebook as soon as they wake up).

Answers

- | | |
|--------------|-------------------|
| a 2 | f 1 in 8,000 |
| b 1½ | g 0.5% |
| c 120,000 | h 492 |
| d 1 to 1.6 m | i 1 in 11,000,000 |
| e 69 | j 48% |

Tip SB p67

Saying numbers

This Tip reviews how we say a range of numbers.

- 1 **6.6** Focus students on the three numbers. Play the recording and get students to listen and repeat. Elicit the rules. Remind students that it is not usual to say *and* when saying numbers in American English and students will probably be familiar with hearing numbers such as *one hundred fifty*.

Answers

- We say 'a' hundred when we talk about a number between 100 and 199.
- Following millions and thousands, we say 'one' hundred rather than 'a' hundred.
- We can say either 'a' or 'one' hundred for a number between 100 and 199.

6.6 Saying numbers

- 1 A hundred and fifty OR One hundred and fifty
Two thousand one hundred and fifty
Six hundred and eighty thousand, five hundred and seventy-five

- 2 **6.7** Elicit some suggestions before playing the recording. Anticipate problems as there is often confusion as to how to say 0 in all these different cases. Play the recording and get students to listen and repeat.

Answers and audioscript

6.7 Saying numbers

- 2 Oh seven seven double-oh, nine double-oh, five six eight
Nought point five
Zero degrees centigrade
Italy two, Germany nil

- 3 **6.8** Give students time to read through the questions. Check comprehension of *expiry date*, and *VAT* /ˈvɪz/ 'ti:/ or /væt/ (Value Added Tax; a tax added to the price of goods and services). Elicit the number for question 1 (13.45). Then ask students to work in pairs to match the questions and answers. Play the recording to allow students to check their answers. Put students in new pairs to vary interaction. Ask them to read the questions and answers aloud, focusing on getting the numbers right. Monitor and check, noting down common errors in how the numbers are read and pronunciation problems. Model and drill pronunciation problems at the end of this speaking activity.

Answers and audioscript

6.8

- 1 A What time does the train to Heathrow leave?
B 13.45.
2 A How far is it from London to The Bahamas?
B 4,342 miles.
3 A How long is the flight?
B 9½ hours.
4 A How much is a return ticket?
B £1,171.

- 5 A What's your credit card number?

B 6356 5055 5137 9904.

- 6 A What's the expiry date?

B 07/24.

- 7 A How much does your suitcase weigh?

B 21 kilos.

- 8 A What's your mobile number?

B 07700 900834.

- 9 A What's the VAT rate in The Bahamas?

B 7.5%.

- 10 A What's the average temperature?

B Between 24 and 29 degrees centigrade.

- 4 **6.9** Give students time to read the questions. Play the recording through once and elicit the answers to the questions. Check pronunciation of *luggage* /'lʌɡɪdʒ/ and *baggage* /'bæɡɪdʒ/ and explain that *luggage* is more common in British English, *baggage* in American English. However, when you travel with bags over your weight limit, *excess baggage* is a universal term.

Answers

- 1 At the airport check-in desk.
2 A check-in agent.
3 A bag that is over the weight limit, a carry-on bag that is above the size restrictions, and a delay to the flight.

6.9

C = Check-in agent P = Passenger

- C Good morning! Where are you flying to?

P The Bahamas. Nassau. Flight 860.

- C OK, how many bags are you checking in?

P Just the one.

- C Put it on the scales, please. ... I'm afraid that's over the weight limit, sir.

P By how much?

- C Rather a lot, I'm afraid. It's 29½ kilos and you're only allowed 23. It means we have to charge an excess baggage fee of \$75. That's £52.

P What! That's the same as paying for an extra bag, isn't it?

- C No, a second bag would be \$125–£87.

P Woah, that's steep! Well I guess I'll just have to pay the charge, then.

- C Sorry about that, sir. You can pay at the service desk over there. And do you have carry-on luggage?

P Yes, just this one.

- C I'm afraid that's going to be a problem too, sir. It's above the size restrictions.

P What?

- C It won't go in the baggage check – it needs to be 55 by 35 centimetres. This will have to go in the hold.

P Oh no, I'm not paying another \$125 for another bag!

- C Don't worry, sir, I won't charge you for that one.

P Oh, well, thank you.

- C Here's your boarding pass. Your gate is 17A and it'll start boarding at 11.35. Your seat number is 50C.

P Thank you.

- C Oh, it's just come up on my screen – that flight's been delayed by 1½ hours. You'll be boarding at 1.05 now. I am sorry.

P It's just not my day, is it?!

- 5 **6.9** Focus attention on the example number (the flight number). Play the recording again. Students note down the numbers and what they refer to. Ask students to turn to the audioscript on SB p134 to check their answers. With less confident students, you could write all of the numbers on the board before students listen again. Make sure the numbers are jumbled up. When students listen, they can write them down in the order they hear them.

Answers

- 860 = flight number
- 1 = number of bags the passenger wants to check in
- 29½ = (kilos) weight of the passenger's heavy bag
- 23 = (kilos) limit for check-in baggage
- \$75 = excess baggage fee in dollars
- £52 = excess baggage fee in pounds
- \$125 = cost of checking in an extra bag in dollars
- £87 = cost of checking in an extra bag in pounds
- 55 by 33 cm = permitted dimensions of carry-on luggage
- 17A = boarding gate
- 11.35 = time that boarding will start
- 50C = passenger's seat number
- 1½ hours = length of the flight delay
- 1.05 = new boarding time

- 6 Focus attention on the examples in the Student's Book. You could model the activity by telling students numbers that are important to you. Elicit guesses from students. Then put students in groups of three or four to continue the activity. Monitor and help as necessary, but do not interrupt – let students have fun with the guessing game.

EXTRA IDEA There is a range of ways of getting students to revise numbers. They can:

- listen to/read a news story and pick out the numbers and what they refer to. Students then summarize the story to a partner, using the numbers.
- talk about the numbers they have seen/used earlier in the day before the class (model task by giving your own examples first).
- write a role-play in pairs using five numbers chosen by you/another pair.
- do simple class surveys that involve numbers/percentages/fractions, e.g. how students spend their time, students' journeys to work/school/university, etc.
- write questionnaires in pairs with facts containing numbers. They test the rest of the class with true/false or multiple-choice questions.
- describe graphs and diagrams to each other.

Additional material

For teachers

Photocopiable activity – Communication: *It's all about the numbers*

For students

Online Practice – *Look again*

Workbook p43, exercises 1–2

Online Practice – *Practice*

Writing SB p68

Life changes

Using adverbs in descriptive writing

This section continues the work on using adverbs to enrich descriptions that students started in the *Vocabulary* section on p63. The focus in this section is on producing a written description of someone's life story. This provides a context for practising the use of adverbs. Consider the research component in exercise 4 and reflect on your lesson timing. If you're likely to be short of time, you could set the research task in exercise 4 for homework in the lesson before.

The stages that lead up to the writing task include reading a model text for gist and detail, finding some example adverb combinations in the model text, and practising the position of adverbs in a sentence.

Possible problems

Adverbs in this section express ideas about the manner in which something is done and the degree/intensity of something.

In this lesson, students might encounter difficulties deciding how to position adverbs of manner. This is generally because the use of adverbs might be different in their own language, but also because adverbs can be quite flexible in terms of where they go in a sentence in English.

General rules

Adverbs of manner usually come after the verbs that they modify (sometimes before), but never between the verb and its object:

He wrote the email quickly or *He quickly wrote the email*, but not **He wrote quickly the email*.

Adverbs of degree/intensity are placed before the adjective or adverb they are modifying,

He is a very popular singer. She sang extremely well.

- 1 This exercise is a lead-in to the main part of the lesson. It is a recall activity about Victoria Pendleton from the *Practice* section on p62. Elicit everything students can remember about her, focusing on her career change in particular. This recall activity could be done in pairs before whole class feedback.

Answer

She was a professional cyclist. Since then, she has moved into horse riding/horse racing.

- 2 Focus attention on the photo and elicit anything students already know about Andrea Bocelli. Elicit what his career change was from the title *Andrea Bocelli: from law to opera*. If necessary, pre-teach/check the following items: *blind* /*blind*/ (unable to see) and the related noun *blindness*. Give students time to read the questions. Set the task and a time limit of 3–4 minutes. When students have finished ask them to check their answers in pairs. Ask fast finishers to close their books and recall everything they can remember about the text with a partner. Check answers with the class.

Answers

- 1 No. He had poor eyesight, but then he became completely blind when he was 12.
- 2 Because his parents wanted him to have a serious education and many of his relatives were lawyers.
- 3 Yes, he found it interesting.
- 4 Because he heard Bocelli singing it and was impressed with Bocelli's voice.
- 5 Because he has had success in the international pop charts with classical music.
- 6 Over 30 albums.
- 7 He likes dangerous sports, including horse riding, cycling, skiing, surfing, and parachute jumping.

Using adverbs

This box highlights three types of adverb combinations: verb + adverb, adverb + adjective, and 'other' adverb combinations. Focus attention on the advice in the box and set the task. In feedback, elicit the adverb combinations for each of the categories.

Answers

verbs: studied diligently, live dangerously
adjectives: completely blind, hugely popular
other adverbs: very actively, extremely well

Position of adverbs

- 3 Use this exercise to assess students' awareness of where to put adverbs in a sentence when writing or speaking. Students will practise this language point again in 4. Elicit the first sentence and write it on the board. Give students time to do the exercise individually. Fast finishers can check their answers in pairs. Check answers with the class. If necessary, clarify where to position adverbs of manner in a sentence by writing the following examples on the board:

I read the email very carefully.

~~*I read very carefully the email.*~~

Elicit the rule that adverbs of manner never go between the verb and its object.

Answers

- 1 We walked home very quickly.
- 2 It was extremely difficult to find his house.
- 3 He always drives really slowly.
- 4 I read the email very carefully.
- 5 It was incredibly hot in the garden.
- 6 We suddenly realized what a mistake we'd made.

- 4 As suggested in the introduction to this section, you could set the research component of this exercise as homework in the lesson before this writing lesson. In this case, students can report their findings to each other at this stage. If not, you will need to allow time for research in this lesson.

Each student needs to choose either one of the famous people listed or someone else they know who has made a major career change. Emphasize that the career change is the main focus for their research.

Support students in their planning by eliciting a framework for their writing. Use the text about Andrea Bocelli as a model and elicit paragraph headings, e.g. *Childhood, Previous career, Decision to change, Present career.*

Set the writing task for homework. Remind students to use a range of adverbs. Tell them to keep to the number of words and to check their work before handing it in.

Additional material

For students

Workbook p43, *Review*, exercise 1

Online Practice – *Practice*

Online Practice – *Check your progress*

Introduction to the unit

The theme of this unit, 'Best years of your life?', is childhood and teenage years. This includes topics such as friendship, school, and exams. The unit starts with language work on verb patterns, which are contextualized through three people's descriptions of their worst ever school exam. The context for practice is a conversation about being a teenager. The *Listening and speaking* section focuses on the definition of friendship and different people's best friends. The reading exercise in the *Reading and speaking* section is a jigsaw reading task about life – past and present – at a famous boarding school.

The vocabulary syllabus continues with a focus on 'body language' in the *Vocabulary and idiom* section. It covers parts of the body, verbs related to different parts of the body, and idiomatic expressions.

The *Everyday English* section looks at the language of making exclamations in English, e.g. to express feelings of surprise or sympathy.

The *Writing* section covers discursive writing skills. The language focus is on words and phrases which can be used when arguing for or against a controversial idea.

verbs. They are also introduced to idioms to do with parts of the body, e.g. *get out of hand*, *give someone the cold shoulder*.

Everyday English

This section covers how to make exclamations during conversations in English. The language of exclamations is analysed structurally, e.g. *How* + adjective ...!, *What* + noun ...! and *so/such* ...! Stress and intonation provide the focus for pronunciation work. Students practise making exclamations in a series of short conversations.

Additional material

Workbook

Verb patterns are reviewed, and verb + infinitive and verb + *-ing* patterns are practised. Students also practise using infinitives with reporting verbs. The lexical set of 'body language' is reviewed, and there is further vocabulary work on using a dictionary. There is vocabulary extension work on phrasal verbs without a noun.

Photocopiable activities

There are photocopiable activities to review grammar (*Verb pattern dominoes*), vocabulary (*Spot the difference*), and communication (*Two-person Bingo!*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Language aims

Grammar

Verb patterns SB p70

This unit covers a range of verb patterns. Students will already be familiar with some of these patterns, such as verb + *-ing* and verb + infinitive, and they are likely to use them fairly accurately, e.g. *I like going to the cinema*. *I want to be an architect*, etc. The aim here is to consolidate the basic forms and highlight and practise others to extend students' knowledge. This includes a focus on two verbs that can be followed by both the *-ing* form and the infinitive with a change of meaning (*remember* and *stop*). Students may be unaware of these verbs and will need help using them accurately:

I remember paying the bill. (= I have a memory of a past action.)

I remembered to pay the bill. (= I didn't forget.)

These two verbs appear in the summary of Verb patterns on SB pp148–9. There are no difficult grammatical rules for students to deal with in this unit, but students are still likely to make mistakes with the range of patterns covered, especially if the patterns are different in their own language. Students are likely to need regular revision and frequent practice of the patterns in subsequent lessons.

Vocabulary

In this unit, students revise the vocabulary of parts of the body, practise related verbs such as *hug*, *stare*, *whistle*, etc, and practise nouns and phrases which collocate with these

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the unit title, 'Best years of your life?' Explain that this phrase is frequently said by older people looking back on their schooldays. Elicit ideas about why the phrase has been written with a question mark here.

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, Everyday English, reading, listening, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, try to watch the video together. The audio and images together make the different goals of the lesson very clear. Then move on to the activity, which will get students thinking and speaking and about the theme of the unit.

Notes for the activity:

- 1 Elicit information about the photo. Discuss whether schooldays are the best days of your life and elicit reasons why/why not. If time, put students in pairs (A and B). Student A must agree with the statement and Student B must disagree with it. Allow a few minutes for a mini-debate. Feed back as a class.
- 2 Focus attention on the quote by George Bernard Shaw (Irish playwright, 1856–1950) and elicit the meaning (that it's great to be young but young people often don't spend this time wisely). Elicit students' reactions to this provocative statement and encourage them to give reasons for their responses.

Grammar

Verb patterns

STARTER SB p70

This activity gets students discussing school subjects and it allows them to voice their feelings about exams before reading and listening to other people's experiences.

SUGGESTION Do a quick brainstorming task as a warm-up to the *Starter* section. Ask students to work in pairs and list as many school subjects as possible in one minute. Start the stopwatch, and at the end of one minute elicit and write the subjects on the board. Make sure you include *cooking, chemistry, maths, physics, politics, sociology, and literature* as these are mentioned in the texts in the first

section. You could mention that it is *math* in American English and *maths* in British English.


Give students time to read the questions. Check *to revise* /rɪ'vaɪz/ (to study again something you have already learned, in preparation for an exam), *nervous* /'nɜːvəs/ (worried or anxious, **not** tense and irritable) and also elicit the verbs *take, pass, and fail an exam*, which students will need during their discussion.

Put students in pairs and ask them to discuss the questions. If your students are still at school, be sensitive to their feelings about school subjects and if possible encourage them to be positive even about their 'worst' subjects. Discuss as a class in feedback.

Exam time SB p70

About the text

The theme of exams established in the Starter continues into the three texts on SB p71. Students read and listen to three people describing their experiences of exams when they were at school. The speakers also discuss whether their experience of exams has affected their lives or influenced their career choices. The style of the texts is conversational. If your class needs extra support, consider pre-teaching/ checking the meaning of the following vocabulary from the text: *nerdy* /'nɜːdi/ (informal – describing a person who seems only interested in one subject, e.g. *a computer nerd*), *an exam mark* (the number or letter which is awarded to a student's piece of work to show how good it is), *a swot* (informal – a person who studies very hard for exams), *to shudder* (to shake for a short time because you think of something very unpleasant), *to fulfil* /fʊl'fɪl/ *a dream* (to achieve your dream).

- 1  **7.1** This exercise is a comprehension check before students look at verb patterns in the next exercise. Focus students on the title of the text *My worst exam result!* If necessary, pre-teach/check any items of vocabulary (see *About the text*).

Discuss the photos and ask some questions to lead in to the task, e.g. *Do you think it is possible to fail a cooking exam? Why/Why not? What is Ted's job? Why didn't Winston want to be called a swot?*

Explain to students that they are going to read and listen to the three people in the photos tell their stories about their exam experiences. Give students time to read the questions, and then play the recording. Put students in pairs to discuss their answers. Be prepared to answer questions about vocabulary in the text as you monitor the pairwork exercise. Check answers with the class.

Answers

- 1 Because she failed her domestic science (cooking) exam due to her fish pie – she dropped it on the floor.
- 2 Because he can tell his students about his 9% in the chemistry exam when he wants to warn them about the dangers of not working hard.
- 3 His dream was to be an astronaut and be the first black man on Mars (or, failing that, a stockbroker). He couldn't do that because he failed his Advanced-level maths exam.

7.1 See SB pp70–1.

- 2 Focus attention on the highlighted phrases and explain that they all show different verb patterns. The aim of this exercise is to begin the process of categorizing the verb patterns, and at this stage the verb pattern verb + *to* is the only one which students need to focus on. Elicit all the verb + *to* patterns and write them on the board.

Answer

The following verb patterns from the texts take the infinitive: *difficult to pass, learned to make, managed to fail, tried to pick up, good to be able to say, managed to get, allow me to continue, expected me to do, decided to change, want to warn, hoped to be, encouraged me to take, refused to, preferred to walk*

- 3 This exercise gives students the chance to test their knowledge of verb patterns. It also enables them to spot patterns among certain verbs. Point out that two answers are possible, as in the example in number 1. Students work through the task individually. Give them time to check their answers in pairs before checking with the class. During feedback, reinforce the focus of the lesson by getting students to say what pattern follows each verb, e.g. *can't stand* and *enjoy* + *-ing* in sentence 3, *make* and *let* + infinitive (without *to*) in sentence 5. Point out that some verbs, e.g. *remember* in sentence 4, can be followed by either the infinitive or *-ing* forms, but with a change in meaning. This point will be clarified in exercise 5.

Answers

- | | |
|--------|--------|
| 2 a, b | 6 a, b |
| 3 a, c | 7 b, c |
| 4 a, c | 8 b, c |
| 5 a, b | 9 b, c |

- 4 7.2 Tell students they are going to hear six lines about Bidy, Ted, and Winston. Play the first sentence as an example, elicit the missing word, and confirm that it is Winston's friends who are speaking. Play the rest of the recording and get students to complete the task. Check the answers, eliciting who is speaking each time. Also check the meaning of *no chance of* + *-ing* (no possibility of) and *didn't mean to* (didn't intend/plan to).

Answers

- stop working (Winston's friends)
- 'd like to know (Ted's students)
- no chance of passing (Biddy's domestic science teacher)
- expected to go (Winston)
- didn't mean to drop (Biddy)
- managed to finish writing (Ted)

7.2 Who is speaking?

- 'You're such a swot! You never stop working! Come and play football with us!'
- 'Sir! We'd like to know why you got such a low mark.'
- 'Oh my goodness! What a mess! You have no chance of passing now.'
- 'Good evening! Talks have broken down with the train drivers and they are expected to go on strike next week.'
- 'I didn't mean to drop it. It was an accident.'
- 'OK, I hope you all managed to finish writing the essay on the romantic poets.'

GRAMMAR SPOT SB p71

- 1 Focus attention on the example. Check students understand that the abbreviation *sb* stands for *somebody*. Then get students to match the patterns with the sentences. Check answers with the class.

Answers

verb + *to* → I don't know how I **managed to fail**.
 verb + **sb** + *to* → My tutors **expected me to do** better.
 verb + **sb** + infinitive (without *to*) → The memory **makes me shudder**.
 adjective + *to* → I didn't find it **difficult to pass** exams.
 preposition + *-ing* → I was **good at taking** exams.

- 2 Ask students to find more examples of the patterns in the three texts. Draw a table on the board with six columns, one for each verb pattern. During feedback, elicit the examples and write them in the correct columns. Ask students to copy this table into their notebooks.

Answers

verb + *-ing*: I can still **remember feeling** sick with fear ... , I **stopped working** so hard.
 verb + *to*: ... all we ever **learned to make** in class were ginger biscuits, I **tried to pick up** the bits, I only just **managed to get** ... , I **decided to change** course ... , ... **want to warn** ... , I **hoped to be** ... , I'd have **preferred to walk** on Mars
 verb + **sb** + *to*: ... to **allow me to continue** ... , **encouraged me to take**
 verb + **sb** + infinitive (without *to*): **let us work** at our own speed
 adjective + *to*: It's **good to be able to say** ...
 preposition + *-ing*: ... the dangers **of not working** hard, it **resulted in me becoming** a teacher, ... **dreamed of becoming** an astronaut, **worried about being called** a 'swot', **look forward to being** an astronaut

Refer students to Grammar reference 7 (Verb patterns) on SB pp148–9.

- 5 Ask students to work in pairs to discuss the difference in meaning in the sentences and to match each sentence to an illustration. Monitor and check students' ideas. Check answers with the class.

Confirm that a small number of verbs (here *stop* and *remember*) can be followed by both the *-ing* form and the *to* infinitive with a change of meaning.

Answers

- B** He remembered **to email** the report. (*remember* + infinitive = he didn't forget to email the report) – First he remembered, then he emailed.
- A** He **remembered emailing** the report. (*remember* + *-ing* = he emailed the report and had a memory of doing it) – The first thing he did was email, then he remembered.
- C** They **stopped talking** to each other. (*stop* + *-ing* = they no longer talk to each other) – First they were talking, then they stopped.
- D** They **stopped to talk** to each other. (*stop* + infinitive = they stopped doing something else so that they could talk to each other) – First they stopped, then they talked.

Practice SB p72

On being a teenager

This section consolidates the use of the different verb patterns. Students will have come across most patterns in the previous exercises, but some appear for the first time.

They are contextualized through a conversation between three friends about their memories of being a teenager.

- 1 This exercise is a lead-in to the practice task. Plan how you will handle the discussion if your students are still teenagers. If your students are no longer in their teens, plan how you will prompt them to remember this time of their life. Put students in pairs and ask them to note down their ideas. Elicit advantages and disadvantages in feedback. Use this stage to check/pre-teach the following vocabulary: *to yell at someone* (to shout or say something very loudly, especially because you are frightened, angry, or excited), *to ground someone* (informal – to stop a child going out with their friends as a punishment for behaving badly, often used in passive form, e.g. *I've been grounded.*).
- 2 Focus students' attention on the photos and ask them to guess how old the people are. Look at the first gap and elicit the answer (*suffer*). Put students in pairs to complete the task.
- 3 **7.3** Play the recording and let students check their answers. Elicit answers to the comprehension questions. You could highlight the following verb patterns:
verb + *to*: *I promised to be home. I didn't need to*
verb + sb + *to*: *they forced me to, I begged my mum to let*
preposition + *-ing*: *I didn't like the idea of sitting*

Answers

- | | | |
|-----------|------------|------------|
| 1 suffer | 5 sitting | 9 to be |
| 2 going | 6 standing | 10 calling |
| 3 to have | 7 to let | 11 to let |
| 4 to join | 8 go | 12 borrow |

Tanya was the well-behaved teenager. She thinks she was a boring teenager and that perhaps because her parents were cool, she didn't need to behave badly.

The others remember three occasions of bad behaviour: Lily refusing to go for a picnic with her parents; Nathan telling his parents he hated them when he came home late from a party without answering his phone and getting grounded; Lily borrowing her mum's car and crashing it.

7.3 See SB p72.

Talking about you

- 4 This exercise follows on directly from the previous exercise. It gives students speaking practice and the focus is on fluency. The length of the exercise will depend on how many stories your students are willing to share.
Put students in small groups and ask them to share any stories about their teenage years. If your students are still in their teens, suggest they look back to two years earlier, e.g. if they are 17, they could talk about when they were 15. Elicit some stories in feedback.

SUGGESTION To prompt ideas and give students thinking time, elicit some questions they could answer when telling their stories before putting them in groups. Write the questions on the board, e.g. *What happened? What did you do? How did everyone react? How did you feel? How did everyone else feel? How do you feel about it now?*

- 5 This gives students the opportunity to practise the verb patterns in a personalized way. Elicit possible endings to each of the sentences, write them on the board, and underline the verb pattern in each. Point out to students that they must use a verb form rather than a noun to

complete each sentence. Give students time to complete the sentences individually. Remind them to make two of them false. Monitor and help as necessary.

- 6 Focus attention on the speech bubbles. Ask three students to read the example conversation aloud. Model the task by writing three sentences about yourself on the board (two true and one false) using the phrases from the list in exercise 5. Read the sentences aloud and get students to question you about them so that they can identify which one is false.

Put students in groups of three or four to do the activity. Monitor and check for accurate use of the verb patterns. Feed back on any common errors at the end, highlighting the correct verb patterns on the board.

SPOKEN ENGLISH

'I refused to!' – the reduced infinitive

The work on infinitives and *-ing* forms is extended here to cover a common feature of spoken English – the fact that you don't have to use the full infinitive if the verb is understood from the context.

- 1 Read the notes and the example conversations with the class. Ask two pairs of students to read the conversations across the class. Check pronunciation, and point out that the weak form of *to* /tə/ is used in a full infinitive (*I'd love to come!*), but the strong form of *to* /tu:/ is used in a reduced infinitive (*I refused to. We'd love to!*).
Drill the pronunciation with the class.
- 2 Ask students to find four examples in the conversation in exercise 2 on SB p72.

Answers

I didn't mean to.

No, they forced me to.

... , but I refused to.

– so maybe I didn't need to.

- 3 Give students time to complete the conversations individually.
- 4 **7.4** Play the recording and get students to check their answers. Explain that they are going to practise the conversations in pairs and explain that they need to think of the next line of the conversation. Model this exercise with a confident student. Get students do the task in pairs. Monitor and check. If students need help with pronunciation, play the recording again and drill key lines with the class.

Answers

- 1 forgot to 2 promised to 3 asked me to 4 decided not to 5 managed to 6 offered to, didn't need to

7.4 The reduced infinitive

- 1 A Did you post my letter?
B Oh sorry, I forgot to.
- 2 A I can't go out with you this evening. Sorry.
B Oh, but you promised to.
- 3 A Why did you give Lily my number?
B Because she asked me to.
- 4 A Do you think you'll apply for that job?
B No, I've decided not to.
- 5 A Were they a difficult team to beat?
B Yes, but we managed to.
- 6 A Are you taking Nick to the airport?
B Well, I offered to, but he said I didn't need to.

SUGGESTION Students will need regular practice in the verb patterns highlighted in this lesson. It's a good idea to recycle them as often as possible in different ways:

- error correction tasks
- matching sentence endings and beginnings
- changing sentences to make them true for themselves
- predicting information about other students in the class
- writing personal examples using a selection of the verbs
- *find someone who* tasks using a selection of the verbs
- writing short role-plays containing a selection of the verbs

Additional material

For teachers

Photocopiable activity – Grammar: *Verb pattern dominoes*

For students

Online Practice – *Look again*

Workbook pp44–6, exercises 1–8

Listening and speaking SB p73

Best of friends?

About the text

The theme of this section is friendship and best friends. Students start with a general discussion about their current friends. The recording consists of four speakers talking about their best friends, past and present. Students first listen to each monologue to grasp the gist of the text. They then listen again and complete a chart. There is a follow-up exercise on reference words from the listening text before a general group discussion on the definition of friendship, past friendships, and friends on social media.

If your students need extra support, pre-teach/check the following vocabulary from recording 7.5 (you could give students these words to check as homework before the lesson):

Kate: *athletic, to pick and choose, hockey, a trophy, *to drop sb* (informal – to stop being friends with sb)

Dave: **to kick off* (informal – to start to have a fight), *tears* /tɪəz/, *precious, to expect a baby*

Molly: *a penfriend/pen pal, a divorce*

Dexter: *stuff, twins, have a sleepover, bunny* (a word which children often use for a rabbit, e.g. *Bugs Bunny*)

(* = these words are checked again in exercise 4)

Lead in to the topic by writing the names of some of your friends on the board. Model the task in exercise 1 by describing your friends and what you do when you get together.

SUGGESTION Write your name in the centre of a circle and draw several circles around the inner circle. Write your friends' names inside these circles, close friends are nearer the centre and more distant friends go in the outer circles. Present the diagram to the class, answering the questions in 1 as you describe your friendships and what you do with your friends when you meet. Get students to produce a diagram showing their friendship circles when they do exercise 1.

Elicit and pre-teach related language, e.g. *a close friend, a lifelong friend, a long-lasting friend, a pen pal/penfriend, to get together with friends, to meet up with friends, to keep in touch with sb, to lose touch with sb*. Explain how the phrase in the title is used, *We're the best of friends.* = *We're best friends*. Discuss the difference between *a best friend* and *a close friend*.

1 Put students in pairs and give them time to answer the questions and discuss their ideas. Elicit answers in a short feedback session.

2 **7.5** Focus attention on the photos of the people and elicit ideas about the different friendships they can see. Tell them they are going to listen to Kate, Dave, Molly, and Sam speaking about their best friends. Set the gist listening task and explain to students that there is no correct answer. Tell students to decide on an answer based on what each speaker says. Play the recording through once. Give students time to compare their ideas in pairs before checking with the whole class. Encourage students to justify their answers by giving reasons and examples from the text.

3 **7.5** Give students time to look at the chart so that they know what to listen for. With less confident classes, you could play the recording through once and ask them to complete the first row of answers only. Then play the recording again for students to complete the second and third rows.

Otherwise, play the recording, pausing after each speaker to allow students to fill in the chart. Students compare their answers in pairs. If they disagree about the answers or have missed any information, play the recording again. Check the answers with the class. Elicit any other information students can remember about the speakers.

Answers

	Kate and Carly	Dave and Danni	Molly and Carol	Sam and Olly
How and when did they become friends?	At school.	At university. They were in rooms next to each other.	Through a penfriend club at school when they were 12.	In Class 1 at school.
Are they long-lasting best friends? Why/Why not?	No, because Carly wasn't a good friend.	Yes, because they're married and have lots in common.	Yes. They're still in touch and they tell each other everything.	Not sure – they're too young to say at this point.
What did/do they do as friends?	They'd go shopping together.	Talking and laughing together, and cooking.	Writing to each other, Skyping, exchanging cards. They also met each other when they were 45 and Carol came to London.	Playing football and having sleepovers.

7.5 The best of friends

Kate

I had a best and worst friend ... she was called Carly Robson. Everyone wanted to be Carly's friend – she could pick and choose her friends. She was really athletic – great at all sports, especially running and hockey. Teachers loved her because she won so many trophies for the school. She could do no wrong. Every now and then, when there was no one more interesting around, she'd let me be her friend and we'd go shopping together or something. Stupid me! Then she'd just drop me – walk past me in the corridor. I hate myself now for being so upset – but it took years for me to realize that she just wasn't worth it. She got bored with sport eventually – I'm not sure what she's doing these days. Last I heard she was working in a pub.

Dave

Well, I met my best friend on my first day at university. I'd just moved into my student room when this huge family arrived to move Danni into the room next to mine. I'm an only child, so three small boys kicking off in the corridor outside my room filled me with horror. And then ... when they finally left, there were so many tears and hugs as they all said goodbye to their precious Danni. My dad had brought me to uni, and he had left after five minutes after a quick hug. Anyway, Danni and I introduced ourselves and in no time we were talking and laughing together ... so that was the beginning. Then we discovered we had a lot in common – we were on the same course and we both loved cooking. We ended up doing a lot of cooking for the other guys on our corridor. Well, that was 12 years ago ... and we're still best friends ... in fact ... we're married and expecting our first baby. You see, Danni, is Daniella. She's my best friend and my wife!

Molly

My best friend started out as a penfriend. It's a remarkable story in a way. When I was 12, our teacher, Miss Potts (we had fun with that name) started a penfriend club at school. She had the names of lots of 12-year-old girls in America and Canada who wanted English pen pals and I got Carol – Carol Swift from Toronto. We started exchanging letters about school and sports, and then we just kept on writing and eventually emailing. We exchanged birthday and Christmas cards and wrote about all sorts – boyfriends, driving lessons, marriage, babies, divorce – good times, bad times. I felt that I really knew Carol – I could tell her anything and everything, but we didn't actually meet until we were 45. Carol came to London and we had a great two days together. I felt I'd known her all my life – well ... I suppose I had in a way. Now, of course, we Skype as well and I've been over to Toronto twice.

Sam

When I was in nursery, 'Marfa' was my best friend – I loved Marfa, but I'm not her best friend any more. She's a girl and I don't want a best girl friend ... so ... Oliver's my best friend now, we met in Class 1. Marfa cried when I told her ... she did ... really, but she's got lots more best friends now. I don't know why I like Olly – that's what we call him – but maybe it's 'cos we do stuff together, like football and stuff. Mrs Morgan, she's our teacher, calls us the terrible twins because we look the same – we've both got blond, spiky hair, and we make a lot of noise – well she says we do. We have sleepovers at each other's houses – I kind of like that, but I miss mummy. I take my bunny blanket and Olly brings his monkey when he comes to us, so it's OK.

- 4 In this exercise, students look at four sentences from the listening text. They need to discuss what different personal pronouns refer to and the meaning of some items of vocabulary. Model the task by writing this example sentence on the board:

She could do no wrong.

Elicit the answers to the questions: *Who does the pronoun **she** refer to? (Carly) What does the phrase **do no wrong** mean? (do nothing wrong) What idea does the whole phrase suggest? (that Carly was perfect).*

Put students in pairs to do the exercise together.

Support less confident students by referring them to the audioscript on SB p135. Tell them to find the quotes and check their ideas. Check answers with the class.

Answers

- 1 Carol and Molly. People and events (boyfriends, driving lessons, marriage, babies, divorce, good, times, bad times).
- 2 Carly. She would suddenly stop talking to Kate.
- 3 Danni's brothers. In the corridor at the university halls of residence. They were messing around.
- 4 Sam and Olly. Play football.

What do you think?

Give students time to read through the questions and think about their answers. Tell them that the first question refers to the people in the recording and the other questions are more general. Elicit a range of responses in a whole class discussion. In larger classes, students can work in groups and report back.

Additional material

For students

Online Practice – *Practice*

Reading and speaking SB p74

Boarding school

About the text

The theme of childhood and schooldays is carried through into this section with two texts about a famous boarding school in the UK called Gordonstoun /'gɔːdnstən/. This is the second jigsaw reading task in the book. Students work in two groups, read their text, and then exchange information. The format of both texts is typical of a news or magazine article. Group A read about the history of the school and Group B read about the school today. Group A's text is suitable for more confident students because it contains higher-level vocabulary and more complex references.

Boarding schools, where pupils live as well as study, are almost always private and fee-paying in the UK. A minority of schools in the UK are private (about 7%) and only a proportion of these are boarding schools. As mentioned on SB p74, top British private schools are, for historical reasons, strangely called 'public' schools. They are not to be confused with 'state' schools in the UK, which are free for all children to attend. (Note that in the US 'public' schools are non-fee paying, publicly funded schools.)

Gordonstoun is a boarding school in Scotland, which aims to produce socially aware, rounded individuals who have not just focused on academic subjects. Outdoor activities and situations which require an element of 'risk-taking' are also part of a normal school day.

The lexical range in the text is fairly challenging, especially in Group A's text, and the vocabulary items listed below may be new to students. With classes which need extra support, be prepared to check the words below. If lesson time is limited, ask students to check this vocabulary for homework leading up to this class.

INTRODUCTION

a yacht /jɒt/, wealthy, remote, to be eager to do sth

TEXT A

Nouns/noun phrases: *a bunk bed, an orphan, pouring rain*

Verb/Verb phrases: *to come up with an idea, to dare (sb) to do sth, to speak out against sth, to be exiled, to endure hard conditions, to work overseas, to loathe sth or sb, to bully sb, to cold-shoulder sb, to mock sb, to befriend sb, to urge sb to do sth*

TEXT B

Nouns/noun phrases: *a common room, a running track, a recording studio, a retirement home, a nursery school, a mountain rescue service*

Adjectives: *talented, rounded* (widely educated, not just focused on one area of education)

Verb/Verb phrases: *to feel homesick, to tour overseas*

Sports and outdoor activities from both texts:

mountaineering, sailing, tennis, rugby, football, cricket, horse riding, rifle shooting, golf, rock climbing, swimming, weight training, squash, basketball, badminton, netball, karate

Numbers and statistics

The reporting tasks include revision and practice of reporting numbers and statistics. This language point was originally covered in Unit 3.

SUGGESTION If there is time, start with a vocabulary game to revise all the sporting activities mentioned in the text (see *About the text*). This will only work if students have checked this vocabulary for homework, as some items will probably be new. You could play the mime game *What's my sport?* Put students in small groups. Then, ask one student to pick a card with the name of a sport on it (you'll need to prepare these cards in advance) and mime the action to the rest of the group. The student who correctly guesses the sport 'wins' the card. The winner is the student with the most cards at the end of the game.

If time is limited, prioritize the reading tasks and save the game until the end of the lesson.

- 1 This stage is a lead-in to the main reading exercise. Focus attention on the photos and elicit the answers to the questions. Ask students if they would like to go to a boarding school.

Answers

A boarding school is a school which provides accommodation and meals for students during term time. They are usually private, so not run by the state.

- 2 Focus attention on the introduction and on its title. Check understanding of *to loathe* /ləʊð/ (to really hate sth/sb). Write the two focus questions on the board. Give students time to read the questions and set a 1–2 minute time limit to read the introduction. Then ask students to close their books. Put students in pairs to discuss their answers to the questions on the board. Check answers with the class. Elicit a range of suggestions as to why Prince Charles loathed/hated the school so much (e.g. he felt homesick, he didn't like the activities, he wasn't very sporty, he didn't like the school uniform, he was just treated like an ordinary pupil at school and not like a prince, he didn't like living in Scotland, etc.).

Pre-teach/Check related words which may be new from the text (see *About the text*) if students haven't already checked these for their homework.

Answers

It's very expensive, it's in a remote area, it has its own yacht, theatre, and Mountain Rescue Unit, and members of the royal family have attended the school.

- 3 Divide the class in two groups, A and B. In mixed ability classes, make sure the stronger students are in Group A. Ask all the A students to read about the school's history and all the B students to read about the school today. Give students time to read the questions. Set a time limit of about three minutes and ask students to read their texts individually. Then put them in pairs within their groups (A/A or B/B) to discuss their answers. Check students in each group are confident of the answers for their text, but don't check the answers with the whole class at this stage.
- 4 Put students in new pairs (one from group A and one from group B) and give them time to exchange their information and fully answer the questions. Monitor and help as necessary. Make sure students are exchanging the information to help them answer the questions and not simply reading from the text. Assess how well students are reporting numbers and statistics. Check the answers with the class.

Answers

A The school's history

- 1 1934 = when the school was founded, 1933 = when the founder of the school (Kurt Hahn) was arrested for speaking out against the Nazis, 2 = the number of pupils when the school first opened, 1940s = the end of the 40s was when the school had 250 boys, 250 = the number of boys at the school at the end of the 1940s.
- 2 The conditions were hard – they had to wear shorts even in cold weather, have cold showers, sleep on hard bunks with the window open, and go on long walks in the pouring rain.
- 3 They were all boys. One of them was Prince Philip (who came from Greece).
- 4 No. Prince Charles was bullied and nothing appears to have been done by the school to stop this.
- 5 Mountaineering, sailing, long walks in the pouring rain.
- 6 Risk-taking and outdoor activities were central to the founder of the school's beliefs.
- 7 Hahn encouraged the pupils to work overseas. They helped build schools in Africa, wells in Thailand, and cared for orphans in Romania.

B The school today

- 1 1972 = when girls joined the school, 100 = the number of teachers at the school now, 600 = the number of pupils at the school now, 40 = the number of different countries all the pupils come from today, 250 = the number of children who attend the international summer school every year.
- 2 Fairly comfortable – all the boarding houses have TVs, a common room, and a kitchen.
- 3 They're international – about 35% come from 40 different countries.
- 4 Yes – pupils can use Skype or Facebook if they're homesick.
- 5 Tennis, rugby, football, cricket, athletics, horse riding, rifle shooting, golf, rock climbing, swimming, weights, squash, basketball, badminton, netball, karate.
- 6 Sports and outdoor activities are still important to the school because it aims to produce 'rounded', risk-taking adults (not just students who can pass exams).
- 7 Music and drama. It has a recording studio, drum studio, concert room and theatre, and its drama groups have toured overseas.

- 5 Focus attention on the *Postscript* about famous 'old boys' and 'old girls'. Elicit the names of some of these people and reasons why the rich and famous might choose Gordonstoun.

Possible answer

Because it is prestigious, has excellent facilities, and a low student-teacher ratio. Also because they might want their children to gain a wider experience of life beyond just studying for exams.

What do you think?

Give students time to read through the questions and think about their answers. Put them in small groups to discuss their ideas. Monitor the group work and prompt ideas if necessary. Encourage students to give reasons for their answers. Elicit a range of opinions in feedback.

A language competition!

Divide the class into two teams. In large classes, divide the class into a number of teams of 3–4 people. Elicit the first verb patterns from the text to model what students need to do (*eager to pay, for daring to speak out*). Write them on the board. Signal the start of the competition clearly and give the order *Ready, steady, go!* If you notice students are struggling, give them an extra clue. Tell them that there are 11 more examples in the top text and only 4 in the bottom text. Elicit the remaining examples and write them on the board in a quick feedback session at the end of the game.

Answers

(in the order they appear in the text)

decided to start, went on to become, were expected to endure, were made to go, important to understand, encouraged the boys to work, have helped build, decided to send, mocked for having, were afraid to befriend, urging him to be, are allowed to use, learn to play, accused of being, aims to produce

EXTRA IDEA In Unit 2, students looked at writing an informal email. Set students a writing task for homework. Tell them they are a pupil at Gordonstoun boarding school and it is the end of their first week away from home. Ask them to write an email home to their family about life at their new school. Elicit/suggest ideas which they can write about, e.g. school sports and activities, good things and bad things about the school, other pupils, their feelings after one week, etc. They could email you their writing. Alternatively, if they bring in their writing to the next class, they could exchange emails with another student who could write a suitable reply.

If you have time in class, students can watch the Unit 7 video about what life is like for students at stage school.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Redroofs School for Performing Arts*

For students

Online Practice – *Practice*

Vocabulary and idiom SB p76

Body language

This section begins with vocabulary for different parts of the body. The main focus of this lesson is on language building and extension with attention to verbs which involve parts of the body, e.g. *hug, whistle*, etc. Expressions that use these verbs, e.g. *hug someone tight*, and idioms based on different parts of the body are also covered. The final task involves dictionary work, so make sure students have access to dictionaries in class. Alternatively, set this task for homework.

- 1 Link this lesson to the previous reading lesson. Elicit the answer.

Answers

His ears, because they were big.

Do the brainstorming exercise as a class. Choose one or two students to write the words on the board. Monitor and assess the extent of students' knowledge whilst the words are being written up. Check spelling and pronunciation once all the words have been written. You could suggest how the words could be grouped on the board according to different areas of the body.

Check the irregular plurals *teeth* and *feet* and the words with silent letters: *wrist* /rɪst/, *thumb* /θʌm/, *thigh* /θaɪ/, and *knee* /ni:/.

Possible answers

Head: hair, face, nose, eye, ear, mouth, lips, tongue, tooth (teeth), chin, neck, throat, cheek, forehead

Main body: chest, stomach, waist, hip, back, bottom

Arms: shoulder, elbow, wrist, hand, finger, thumb, nail

Legs: thigh, knee, shin, ankle, foot (feet), toe, heel

- 2 Elicit the parts of the body for *bite* (teeth) and *blow* (mouth), using mime to demonstrate the verbs if necessary. Put students in groups of three or four to continue the task. Encourage them to also use mime to teach each other the verbs as necessary. Check the answers with the class.

Answers

bite – teeth	kneel – knees
blow – mouth	point – finger or toe
clap – hands	scratch – nail
climb – hands and feet	stare – eyes
hit – hand	whistle – mouth or lips
hug – arms	lick – tongue
kick – feet	march – legs or feet

- 3 7.6 Focus attention on the example. Then elicit the verb in exercise 2 that goes with *a ladder* (climb). Ask students to complete the matching task with the 14 verbs, working individually. Play the recording so that students can check their answers. Point out that the verbs in the audio may be in different forms from the infinitive. Write *kick a football* and *kick the habit* on the board and elicit which phrase has a literal meaning and which is an idiomatic expression (*kick a football* = literal, *kick the habit* = idiomatic). Elicit the meaning of *kick the habit* (to stop doing sth which is a bad habit). Highlight how the idiom is used in sentence 8 (*I keep trying to stop biting my nails, but I can't. I can't kick the habit*). Put students in pairs and ask them to discuss the 14 situations. Play the sentences again as necessary. If your students are less confident listeners, play the sentences in sets of three, pausing for students to discuss the situations with their partner. Elicit the situation for each example.

Answers

bite your nails
blow up a balloon
clap your hands
climb a ladder
hit a nail with a hammer
hug someone tight
kick a football
kneel down to pray
lick an ice cream
march like a soldier
point a gun
scratch an insect bite
stare out of the window
whistle a tune

7.6 Body language

- Bob's hopeless at all sports. He can't even **kick a football**.
- The cat got up the tree easily enough, but I had to **climb a ladder** to get her down.
- Daniel, stop **staring out of the window** and get on with your work!
- Since you **whistled that tune**, I can't get it out of my head.
- I hate it when my Aunt Mary **hugs me tight**. She wears this disgusting perfume and I smell of it afterwards.
- Daisy! You'll get brain freeze if you eat your **ice cream** so fast. **Lick** it gently.
- Do people **kneel down to pray** in all religions?
- I keep trying to stop **biting my nails**, but I can't. I can't kick the habit.
- I'm terrified of **blowing up balloons** in case they go 'pop'.
- Don't **scratch that insect bite**! You'll get an infection.
- By the end of the concert, we were all **clapping our hands** in time with the music.
- The CCTV camera showed the gunman **pointing a gun** at the bank clerk.
- My dad's useless at doing DIY. He can't even **hit a nail with a hammer**.
- My two-year-old nephew is so cute. He loves **marching up and down like a soldier**.

- 4 Read the instructions and first sentence as a class. Check students understand that the expressions in bold are not used in a literal way. Focus on the first sentence and elicit the meaning of *giving me the cold shoulder* (intentionally ignoring me). Refer students to the sentence about Prince Charles on SB p75, ... *he was cold-shouldered*.

Ask students to work in pairs and to continue the task.

Remind them to use the context to help them work out the meanings. Do not check answers until after exercise 5.

- 5 Get students to match the idioms in exercise 4 with the meanings in the box. In the feedback session ask different students to read each sentence aloud. Monitor and check for accurate pronunciation.

Answers

- No one in my class is speaking to me. Why are they **giving me the cold shoulder / ignoring me completely**?
- I don't get on with my brother. We don't **see eye to eye / agree** about anything.
- I saw a programme on TV about quantum physics, but I'm afraid it **went straight over my head / I didn't understand a word**.
- Don't waste your breath / It's not worth** trying to explain it to me. I'll never understand.
- Did you hear about Millie's party? People drank too much and the whole thing got **out of hand / out of control**.
- The house was such a mess and when her parents came back they **kicked up such a fuss / were absolutely furious**. I don't blame them.
- My dad keeps a stack of chocolate in his desk for while he's working. He's **got such a sweet tooth**. / He **loves sweet things**.
- I feel silly. I got so excited when he said I'd won the lottery, but he was only **pulling my leg / joking**.

- 6 This exercise involves dictionary work and can be done in class or as a homework task. Elicit an example of an idiomatic expression with *heart*. Students look up the words and note down the related idioms. Students pool their answers in a feedback session. There are many possible idioms which could be mentioned. Elicit your students' 'favourite' idioms and record these on the board. If possible, collate them into a single document that can be printed and given to the students. Some students might enjoy making posters representing these groups of idioms.

Possible answers

heart: to break someone's heart/have a change of heart/cry your heart out/have your heart in your mouth/have your heart in the right place/have a heart of gold/open your heart to someone

head: to bang your head against a brick wall/bite someone's head off/bury your head in the sand/go to your head/have your head in the clouds/hit the nail on the head/keep your head above water

hand: to have your hands full/have someone in the palm of your hand/know someone or somewhere like the back of your hand/take the law into your own hands/wait on someone hand and foot/lend someone a hand/live from hand to mouth

foot: to fall on your feet/get cold feet/have a foot in both camps/put your foot in it/have your feet on the ground/have two left feet

hair: to let your hair down/make your hair stand on end/split hairs/tear your hair out/not turn a hair

SUGGESTION Students work in small groups to write a conversation or short sketch containing about six of the idioms. Students can perform their conversations for the rest of the class or, if possible, record them on their phones.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Spot the difference*

For students

Online Practice – *Look again*

Workbook pp47–8, exercises 1–5

Everyday English SB p77

You poor thing!

This section contains a number of short expressions used in spoken English when making an exclamation to express a particular feeling, e.g. sympathy, surprise, etc. Students listen to six short conversations, and exclamations are analysed in terms of their structure. Students practise forming common expressions in a controlled gap-fill exercise before going on to practise them in freer conversations at the end of the lesson.

Although students aren't expected to use all of the expressions immediately in natural conversation, it's good for them to be able to recognize the expressions, especially when they are talking to native speakers. Regular recycling of the expressions in class will help students build them into their productive repertoire in a natural way. The section includes a listen-and-repeat exercise which aims to help students with the stress and intonation in these expressions.

- 1 Focus attention on the photo and ask students *What's the problem?* Elicit suggestions. Explain to students that they are going to read three short dialogues in which people are speaking about three different problems. Set the task and give students time to read the conversations. Elicit

the answers for each conversation. Check understanding of *a bump*, *a caterpillar*, and *the loo*. Ask students if they have experienced any similar problems (they have already discussed mobile phone accidents in Unit 5).

Answers

Conversation 1: B fell and twisted their ankle.

Conversation 2: B went to a restaurant and found a caterpillar in their salad.

Conversation 3: A dropped their phone down the toilet and is trying to dry it out.

- Focus attention on the example. Elicit the feeling behind the exclamation *You poor thing!* (sympathy). If necessary, check/pre-teach the meaning of *nonsense*, *disgusting*, *to blame sb*. Put students in pairs to do the gap-fill task.
- 7.7 Play the recording for students to check their answers.

Answers

2 f 3 b 4 d 5 e 6 a

Audioscript

7.7 You poor thing!

Conversation 1

A Oh dear! What happened to you?

B Oh, I fell and twisted my ankle.

A You poor thing! How did you do that?

B Well, I was walking and texting and I didn't see this bump in the pavement and ...

A ... so you fell while texting. Mmm ... then you've only got yourself to blame.

Conversation 2

A How was the restaurant?

B It was so bad! We're not going back there again!

A Why not?

B Well, I found a caterpillar in my salad – I nearly swallowed it!

A Ugh! How disgusting!

Conversation 3

A My phone's broken. It fell down the loo.

B Oh no! What a disaster! Is it completely ruined?

A No, I've put it in a bag of rice.

B You've done what?! Why?

A Well, someone told me the best way to dry it out, is to leave it in rice for 48 hours.

B Rice!? That's such nonsense! I bet it won't work.

Exclamations

Read through the rules and highlight the part of speech which must be used with each type of exclamation.

Write the exclamations on the board so that features of pronunciation can be shown (see below). Elicit other examples from exercise 2.

Possible problems

Confusion with *so* and *such*

Students may not know the rule and in some languages there is just one word to express both *so* and *such*.

Focus on pronunciation and highlight that there is a marked rise-fall in intonation to express the feelings of surprise, sympathy, horror, etc. This is accompanied by key exclamation words and information words being stressed. Highlight features of connected speech on the board as well. Model and drill the expressions chorally and individually. Help students focus on the spoken rather than the written form by covering up the phrases on the board when drilling them.

How awful!

How absolutely fantastic!

What bad luck!

What a surprise!

It was so crowded!

There were so many people.

He's such an idiot!

It was such fun!

- 7.8 In this section, students practise the language points highlighted in the blue box above. Get students to start the task working individually. After 1–2 minutes, ask them to check and complete the exercise with a partner. Play the recording for students to check their answers.

Get students to practise in pairs. Monitor and check students' stress and intonation. Demonstrate the rise-fall intonation with your hand if it helps. If necessary, play the recording again and get students to repeat, exaggerating the voice range.

Answers

- | | |
|-----------|-----------|
| 1 so; d | 4 What; c |
| 2 How; a | 5 such; e |
| 3 What; f | 6 such; b |

7.8 Exclamations

- His lectures are so boring! I can't help falling asleep.
- Is it for me? How lovely! That's so kind of you.
- What a coincidence! I didn't know Tom was your cousin.
- You won £1,000! What luck! I never win anything.
- That's such a stupid idea! It'll never work.
- We had such terrible weather! It rained every day.

- 7.9 Predict which words might be unknown to your students and check/pre-teach them (e.g. *dreadful*, *coward*, *to dump sb*, *to be well rid of sb*). Put students in pairs and tell them to complete conversations 4–6. Play the recording for them to check their answers. Ask one pair of students to read out conversation 4 to the whole class. Get students to practise reading each conversation in their pairs. Remind them to continue to focus on stress and intonation.

Answers

- | | |
|--------|--------|
| a What | d so |
| b How | e such |
| c such | f How |

Answers and audioscript

7.9

Conversation 4

- A I hear you aren't coming to Max's 18th. **What a pity!**
B Yes it is, but it's my grandpa's birthday, too.
A But everyone's going to Max's. **It'll be such fun!**
B I know, but it's Grandpa's 80th.
A Ah – well, don't worry! Max'll understand. An 80th birthday is more important than an 18th!

Conversation 5

- A Carl texted Anna to say that he'd dumped her.
B **How dreadful!** He couldn't tell her face to face?
A Yeah. **He's such a coward!**
B Well, I think she's well rid of him, don't you?

Conversation 6

- A My Wi-Fi keeps disconnecting.
B **How frustrating!** But you know what they say ...
A What?
B Just try turning everything off and on again.
A Yeah, I know, but I have to do that two or three times a day. **It's so annoying!**
B Time to call an engineer!

Additional material

For teachers

Photocopiable activity – Communication:
Two-person Bingo!

For students

Online Practice – *Look again*
Workbook p49, exercises 1–2
Online Practice – *Practice*

Writing SB p78

Discursive writing – arguing for and against

In this section, students focus on organizing paragraphs in a 'for and against' essay. Students analyse the structure of a model essay and practise a range of words/phrases which can be used in essays to express thoughts and link ideas.

- 1 Ask students the question and discuss the answer as a class. Elicit both advantages and disadvantages of childhood.
- 2 Check understanding of *pros and cons* (advantages and disadvantages). Get students to read the text and then work in pairs to replace the underlined words and phrases in the text with those in the box.

Answers

Childhood – Is it the best time of your life?

Some people say that childhood is the best time of your life. However, being a child has both pros and cons. One advantage is that you have few responsibilities. For instance, you don't have to go to work, pay bills, or do the shopping or housework. This means you have plenty of time to do whatever you want – watch TV, play video games, go out with friends, play sports, or pursue other hobbies. Another point is that/Moreover, public transport, cinema, and sports centres cost much less for children. All things considered, being a child can be a fun time of life. However, for every plus there is a minus. One disadvantage is that you have to spend all day, every day, Monday to Friday, at school and this inevitably means that you have to do homework and take exams. Another point is that/Moreover, although you have free time, you are rarely allowed to do whatever you want. You

need your parents' permission before going out with friends, staying out late, or going to parties. It can sometimes seem that they want to stop you having any fun. Finally, things may be cheaper for children, but that doesn't mean they are cheap. Children depend on getting pocket money and not all parents choose to, or are able to give generously. In fact, some children can't afford to do much at all. In conclusion, despite its lack of responsibility, in my opinion childhood is definitely not the best time of life. On the one hand, children may have free time, but on the other hand, they do not have the freedom to choose what to do with it. They can feel pressurized both by parents and the education system. However, the increased responsibility that comes with age creates its own pressures, too.

- 3 Put students in pairs to look at the paragraphs and decide on their purpose.

Answers

Paragraph 1: to introduce the argument
Paragraph 2: to present the advantages
Paragraph 3: to present the disadvantages
Paragraph 4: to conclude and give the writer's opinion

- 4 Put students in pairs to match the pros with the cons. Tell them to do this as a speaking exercise. Do the first one together as a class. Elicit sentences in a quick feedback session at the end.

Answers

- 1 On the one hand, you don't have to go to work. On the other hand, you have to go to school every day.
- 2 On the one hand, you have free time. On the other hand, you need to ask your parents' permission to go out.
- 3 On the one hand, you don't have to do housework. On the other hand, you have to do homework and take exams.
- 4 On the one hand, you pay less for things. On the other hand, you don't have enough pocket money.
- 5 Read the list of subjects with the class. Put students in pairs to choose one of the subjects and discuss the pros and cons. Tell all students to note down the pros and cons they think of. Even though students are working in pairs, they all need to make notes to help them with their homework task. Elicit examples of pros and cons for each subject from the class.
- 6 Ask each student to use their notes from exercise 5 to write four paragraphs about their chosen subject. Remind them of the purpose of each paragraph, and remind them that they should express their own opinion in the last paragraph. Set this task for homework. Get students to read their essays to a partner in the next lesson and to discuss each other's conclusions.

Additional material

For students

Online Practice – *Practice*
Workbook p49, *Review*, exercise 1
Online Practice – *Check your progress*

Introduction to the unit

The broad theme of Unit 8 is the future. Topics such as the impact of artificial intelligence and robots on 21st-century living provide the ideal context for a review and consolidation of future forms and modals of possibility *may/might/could* for making predictions.

The skills coverage continues the theme of the future with a *Listening and speaking* section on energy technology, including solar, wind, fossil fuels, and nuclear power. The *Reading and vocabulary* section features an article about a nuclear scientist who built a nuclear reactor when he was just 14 years old.

Vocabulary and pronunciation covers the use of prefixes and suffixes in word building. *Everyday English* comes back to the idea of the future, with a focus on the language used for making arrangements.

The *Writing* focus is on writing for talking, and students are given the opportunity to prepare a talk on a current issue that they find worrying.

Language aims

Grammar

Future forms SB p80

Students often think of *will* as 'the future tense'. In fact, English doesn't really have a future tense, but rather a range of forms that can be used to refer to the future. The choice of form is dictated by how the speaker sees the event, for example, whether it is a general prediction about the future, a plan/intention or a fixed arrangement. Sometimes more than one form is possible, and the differences in meaning between different forms can be subtle.

Another influencing factor is when a decision about the future is made. In English, *will* is used for decisions about the future made **at the time of speaking**, for example, when making a prediction, an offer, or a promise. Students have practised offers and promises in Unit 5, SB p57. In contrast, when discussing future plans and arrangements, the grammar is different because the decision about the future was made **before the time of speaking**; *going to* is used when discussing plans/intentions and the Present Continuous for fixed arrangements which are 'on your calendar'.

The overall focus in this unit is making predictions. The key forms covered are *will*, *going to*, and *may/might/could*. The unit also revises *going to* for discussing plans/intentions and the Present Continuous for fixed arrangements.

Possible problems

Students often overuse the Present Simple to refer to the future, and they tend to use *will* where *going to* or the Present Continuous would be the more natural choice. The spontaneous use of *will* is often incorrectly replaced by the Present Simple.

Common mistakes

* *What do you do this weekend?* *What are you doing/going to do ... ?*

Corrections

* *What will you do this evening?* *What are you doing/going to do ... ?*

When making negative predictions, students may use *I think + won't* rather than the more natural-sounding *I don't think + will*. When speaking about the future using *going to*, students might omit the verb *be* before *going to* or they might underuse the contracted form of the verb *be*.

Try to get students to understand these basic rules:

- We use *will* for predictions, future facts, and promises/offers made at the time of speaking.
- We use *going to* for intentions decided on before speaking.
- We use Present Continuous for arrangements that are unlikely to change.

Grammar reference 8.1–8.2 on SB p149 gives further explanation.

may/might/could

May, *might*, and *could* express possibility in the present and future. The negative forms *may/might not* express negative possibility, but *couldn't* is not used with this meaning.

The continuous form *may/might/could be + -ing* is worth pointing out to students. Students are often confused by the fact that there is not a direct equivalent of *may/might/could* in their own language. They tend to use *perhaps* or *maybe* instead, sometimes as a direct translation from their own language. Using *perhaps* and *maybe* is not wrong, but more frequent use of *may/might/could* reflects natural English.

Common mistake

* *I could not come tomorrow.*

Correction

I may/might not come ...

Refer students to Grammar reference 8.3 on SB pp149–150 for further support.

Vocabulary

The vocabulary focus is on using prefixes and suffixes in word building. This is integrated with a pronunciation section on changing word stress, e.g. *prefer*, *preferable*.

Everyday English

The use of the Present Continuous is consolidated with a focus on discussing and making arrangements. A pronunciation feature focuses on stress and intonation when trying to make an arrangement or respond to a suggestion.

Additional material

Workbook

Future forms – *will*, *going to*, and the Present Continuous – are consolidated and practised; the lexical set of energy is reviewed, along with suffixes and word building. There is vocabulary extension work on adjectives + prepositions.

Photocopiable activities

There are photocopiable activities to review grammar (*Building a better future*), vocabulary (*Prefix and suffix Blockbusters*), and communication (*Find someone who ...*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the photo
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the unit title, 'Future friendly?' Explain that the theme of this unit is the future. Focus students' attention on the photo to help engage their interest in the topic.

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, Everyday English, reading, listening, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, check carefully that students understand the time reference for this unit and do the activity together. If you have any more time, try to watch the video together.

Notes for the activity:

- 1 Focus students on the questions and elicit answers. Encourage students to give reasons for their answers. Note that this photo sets the scene for the lesson and discussion on p82, so try not to spend too long discussing robots in the workplace.
- 2 Ask a student to read out the quote by George Allen Sr. (American football coach, 1918–1990). Elicit whether students agree or disagree with the statement. Draw smiley/sad faces on the board and elicit hopes/worries students have about the future. You could do a class poll to count how many people feel worried and how many feel more hopeful.

Suggested answers

Students might mention worries and hopes in connection with communication, technology, war, politics, medicine, the environment, etc.

Grammar

Future forms

STARTER SB p80

This warm-up exercise gets students to focus on the theme of artificial intelligence in a humorous context. The term 'artificial intelligence' (AI) refers to intelligence demonstrated by machines to carry out human functions such as problem solving, making logical deductions, carrying out basic orders, and voice recognition. AI (also referred to as 'machine intelligence') is built into machines

such as *Siri*, self-driving cars, and robot waiters. Scientists generally agree that AI is unable to exhibit emotions such as love and hate, so in theory there will always be functions which will need to be performed by humans.

- 1 Elicit what students know about Siri and ask if/how often they use Siri or any other voice recognition assistants, e.g. *Alexa, Google Assistant, Cortana*, etc. Focus students on questions 1–5 and give them time to read. Elicit whether they have ever asked similar questions to Siri or any other voice recognition assistants. Ask students to match the questions and answers. Put students in pairs to compare answers.
- 2 **8.1** Play the recording for students to check their answers. Check understanding of *close enough* (near enough/nearly). Students can discuss their answer to the question. Some students might argue that Siri is only a robot with a voice recognition feature rather than an example of a thinking robot.

Answers

1 b 2 d 3 e 4 a 5 c

8.1 Questions to Siri

- 1 A Are you human, Siri?
B Close enough, I'd say.
 - 2 A What are you doing after work?
B What am I doing? I'm talking with you.
 - 3 A Where have I put my keys?
B They'll probably be in the second-to-last place you look.
 - 4 A When will pigs fly, Siri?
B When they figure out how to buy tickets.
 - 5 A When is the world going to end?
B As long as you keep me charged, we should be just fine.
- 3 Elicit which questions refer to the future (2, 4, and 5). Check the possible misunderstanding and discuss with students.

Answer

Siri possibly misunderstood question 2. Siri thinks it is a Present Continuous question asking about now, whereas it's more likely to be Present Continuous for future plans/arrangements.

'Go' artificial intelligence! SB pp80–81

About the text

The title of this section is a reference to Go (a two-player game of strategy) and to a computer program which uses 'artificial intelligence' to play Go.

The game Go almost certainly originated in China and it is one of the oldest board games in the world. Nowadays, Go-playing is most prevalent in Japan, China, Korea, and Taiwan. The object of the game is to use stones to form territories on a board and to capture the other player's stones by completely surrounding them. *AlphaGo* is the AI program which is so sophisticated that it is capable of challenging and beating professional Go players and playing the game to a very high standard.

The listening and reading texts about artificial intelligence (AI) provide the context for the target grammar. Respected AI experts (including the creator of *AlphaGo*), a scientist, a philosopher, and a professional Go player voice their opinions about AI and its potential impact on our future. The gap-fill task gives students the opportunity to recognise the use of *will*, *may*, *might*, and *could* when making predictions.

The level of language in the texts should not present any major difficulties at intermediate level, but be prepared to respond to queries about individual items when monitoring and during feedback. If necessary, check/pre-teach *chess*, *cancer*, *humanity* /hjuː'mænəti/ (people in general), *the human race*, *demanding* /dɪ'mɑːndɪŋ/ (difficult), *to tackle sth*, *to follow sb's preference* /'prɛfərəns/ (to do what someone would like you to do).

Lead in to the topic by asking a few general questions about AI, e.g. *What machines use artificial intelligence these days?* (Siri, driverless cars, translation devices, robotic devices), *What do you think AI machines will be able to do in the future?* *How do you feel about AI?* Some students might have a very limited knowledge of AI whereas some may know quite a lot, so judge how long to spend on this lead-in accordingly.

- 1 Ask students to read the introductory paragraph about *AlphaGo* individually. Then ask them to check their answer to the question in pairs.

Answer

The AI program *AlphaGo* beat a human, Lee Sedol, at the Chinese game of *Go*.

- 2 **8.2** Focus attention on the photos and elicit what students can see. Explain to students that they are going to listen to a text about the *AlphaGo* computer program. Give them time to read the comprehension questions. Play the recording through once. Put students in pairs to discuss their answers. Check answers with the class.

Answers

- 1 It's more difficult and demanding.
- 2 It can learn by itself.
- 3 It learned from its mistakes and developed a style that was very individual.

8.2 *AlphaGo* – a breakthrough for artificial intelligence

Why was it so important when the computer program *AlphaGo* beat a human at the Chinese game of *Go* in 2016? A computer had beaten a world chess champion 20 years before, so what was new? Well, *Go* is more difficult and demanding than chess, and the computers that used chess programs could only do what humans had programmed them to do. *AlphaGo* was a new kind of program, which learns by itself. It learned 150,000 human games of *Go*, and then played against itself, over a million times each day. It quickly learned from its mistakes and developed a style of play that was so individual, it shocked even its creators. Real artificial intelligence had truly arrived, along with all the hopes and fears of what it might mean for our future.

- 3 **8.3** These gapped sentences contain the target structures for the lesson. Give students time to read through the sentences so that they know what to listen for. Play the first two texts and elicit the missing words (see answers 1 and 2). Play the rest of the recording, pausing after each text if necessary. Students complete the sentences. Check the answers with the class.
Before moving on to the *Grammar spot*, there are two questions designed to check comprehension and opinions. Focus attention on the two questions and put students in pairs to discuss their answers. Discuss ideas with the class.

Answers

- | | |
|---------|----------------|
| 1 will | 6 could |
| 2 might | 7 might |
| 3 will | 8 not going to |
| 4 will | 9 may |
| 5 might | 10 won't |

Nick Bostrom, Nigel Shadbolt, and Stephen Hawking see AI as something to worry about.

8.3 See SB pp80–81.

GRAMMAR SPOT SB p81

This *Grammar spot* reviews the language forms used when talking about the future.

- 1 Read the sentences aloud and elicit the answers to the concept questions.

Answers

a = less sure
b = most sure

- 2 Students match the future forms to the meanings. Check the answers with the class.

Answers

an intention – I'm going to speak
a spontaneous decision – I'll speak
an arrangement – I'm speaking
a prediction – won't listen

Refer students to Grammar reference 8.1–8.3 on SB p149.

What do you think will happen?

- 4 This exercise gives students the opportunity to respond to a range of predictions, using *will* or the modals *may/might/could*. When setting up this task, ask four students to read the example question and three example answers aloud. Drill the question and answers, focusing on stress and intonation. Elicit the question and sample answers for 2. Elicit a range of answers from the class. Check the question formation with the class. Put the students in groups of three or four to discuss the questions. Monitor and check for accurate use of *will* and the other modals. Also check the students' pronunciation and drill the questions and answers again as necessary. Carry out feedback as a question-and-answer exercise between students across the class.

Possible answers

- 2 Do you think we'll ever find a cure for cancer? I think we might, if we continue to study the disease.
- 3 Do you think people will live for longer and longer? I don't think we will. There will be new diseases and pollution will get worse.
- 4 Do you think the world's population will continue to grow? I'm not sure. I think people might choose to have fewer children in the future.
- 5 Do you think robots will become a danger to humanity? I don't think they will, because humans will always be able to control the robots.
- 6 Do you think we will be able to prevent climate change? No, I don't think we will be able to, because it's out of our control now.
- 7 Do you think new sources of energy will be found? They might be. I think lots of scientists are going to be looking for new sources.
- 8 Do you think aliens will make contact with us one day? Yes, I think they definitely will.

Discussing grammar

1 **8.4** This exercise focuses on different future forms and the modals of possibility. It highlights common errors in the target grammar and gives students the opportunity to discuss the correct forms. Allow students to discuss the correct forms in their own language if appropriate.

Model the task by eliciting the correct form in conversation 1. Ask students to discuss the rest of the exercise in pairs. Play the recording and get students to check their answers. If appropriate, elicit the reasons why the verb forms are correct (see bracketed text in the answers below).

Play the recording again and get students to listen and repeat. Students then work with a new partner to practise the conversations. Monitor conversations, focusing on stress and intonation.

Answers and audioscript

8.4 Discussing grammar

- 1 **A** **Are you driving** to France next week? (Present Continuous used to express an arrangement)
B We're not sure. We **might** fly this time. (*might* used to express a possibility – they haven't decided about flying yet)
- 2 **A** **Aren't you going to** take a jacket? (*going to* used to express a plan/intention)
B No, I'm not. The forecast said it's **going to** be very warm today. (*going to* used to express a prediction based on evidence – the weather forecast)
- 3 **A** Do you fancy going to the cinema this evening?
B Sorry, I'm **working** late tonight. How about tomorrow night? I'll **call** you. (Present Continuous used to express an arrangement; *will* used to express a decision made at the time of speaking)
- 4 **A** **What are you doing** Saturday night? (Present Continuous used to discuss an arrangement)
B I'm not sure yet. I **may** go round to a friend's house to watch the football, or he **may** come round to mine. (*may* used to express a possibility – they haven't decided where to watch the football yet)
- 5 **A** **Are you not going to have** any wine? (*going to* used to express a plan/intention)
B No, I'm **driving** everyone home. (Present Continuous used to discuss an arrangement)
- 6 **A** Are you still having problems with your neighbours?
B Yes, they've been getting worse. We're **going to** try and move. (*going to* used to express a plan/intention)
- 7 **A** Oh no! 3–0 down at half-time!
B Come on, you never know. I think we **could** still win. (*could* used to express a possibility – the speaker isn't sure who will win)
- 8 **A** You're out every night! You **won't pass** those exams next month, you know! (*will* used to express a prediction that the speaker feels quite sure about)
B I know. I'll work harder nearer the time, I promise. (*will* used to express a promise/intention made at the time of speaking)

Is a robot going to take my job? SB p82

About the text

The listening exercises provide a context for the language of making predictions. The recording consists of four speakers

talking about their jobs in the future and how safe they think their positions are given the increasing use of 'intelligent machines' in the workplace. Students listen to each monologue twice. They listen for gist in the first exercise and then listen more intensively for additional details the second time.

If your class needs extra support, pre-teach/check the following verb + noun/noun phrases from the recording: *to write a novel*, *to do research (into) a case* (to study the facts about a matter which is to be decided by a judge in a law court), *to be in court* (to be in the place where lawyers discuss a legal case), *to take over the roads* (to take control of the roads), *to run a restaurant*, *to miss human contact*.

As a lead-in, focus attention on the main photo. Elicit students' reactions to the photograph.

SUGGESTION Write the words *Robots* and *Humans* on the board and elicit the differences between them. Alternatively, students could brainstorm the differences in pairs. It's a good idea to state a target, e.g. *List five differences between robots and humans*.

1 **8.5** Highlight the title of the section *Is a robot going to take my job?* Elicit whether the waitress in the photograph might answer Yes or No.

See the notes about pre-teaching/checking vocabulary in *About the text*. Read through the instructions and focus attention on *Jessica*, *Rob*, *Derek*, and *Hilary*. Play the recording of Jessica through once. Elicit the answers from the class. If students have missed any of the information, play the recording again. Play the rest of the recording and listen to Rob, Derek, and Hilary. Allow students time to discuss their answers in pairs before checking as a class. Check understanding and pronunciation of *lawyer* /'ɔːjə/. Derek is a taxi driver but you could accept other suggestions, e.g. bus driver, truck driver, etc.

Answers

- 1 journalist (✓)
- 2 lawyer (✓)
- 3 (taxi/truck/bus) driver (X)
- 4 waitress (X)

8.5 Is a robot going to take my job?1 **Jessica**

Some news stories are already written automatically – sports and business ones, where it's mostly the numbers and names that change. That'll happen more, but I don't think machines will ever replace really good journalists. And I'm going to take time off and write a novel next year. Now, a machine writing a truly great novel about what it is to be human – that's not going to happen!

2 **Rob**

It's obvious machine intelligence is going to take over a lot of the work junior lawyers have done in the past. But I'm fine with that – I'll be happy for a machine to do all the boring research into past cases. A brilliant lawyer has to know how to play on human emotions in court, and a robot won't be able to do that!

3 **Derek**

Well, they say these driverless cars could take over the roads, so my job's not safe. But there's gonna be accidents, for sure, and then there'll be big problems. I mean, like, who'll be to blame? The car? The bloke that programmed it? And I'll tell you what we should do – replace them politicians with intelligent robots! They might have some better ideas ... and tell the truth!

4 **Hilary**

There are some restaurants now that are run by robots. People may go for it because it's new and different, so yes, my job is at risk, but

they'll soon miss the human contact. And really, it depends on us to make the most of that. I mean, a slow, rude, unhelpful waiter, or a robot – which are you going to choose? But ... a warm, friendly, funny waiter, or a robot? The human's gonna win every time.

- 2 **8.5** In this task, students listen for detail and make notes. Play the recording of Jessica and elicit the key reasons she gives. Write them in note form on the board. Play the rest of the recording. Students take notes. If students need more support, play the recording again to allow them to complete any gaps in their answers. Elicit answers and discuss ideas with the class.

Answers

- 1 Jessica thinks machines will be able to write simple business and sports articles, but they'll never be able to replace a good journalist (or write a novel about being human).
- 2 Rob thinks machine intelligence will be able to do the research into past cases that a junior lawyer would normally do, but machines could never replace lawyers in court as they wouldn't be able to play on human emotions.
- 3 Derek thinks that driverless cars will replace drivers.
- 4 Hilary thinks that some restaurants will have robot waiters, but that people will soon miss human contact.

What do you think?

- 3 This is a freer practice exercise giving students the opportunity to use the target language and voice their opinions about the future. There is also a chance to personalize the language if your students have a job that they can speak about.

Check understanding of the jobs listed in the exercise by eliciting what people do in each of these positions. Focus on the pronunciation of *plumber* /'plʌmə/, *hairdresser* /'heədresə/, and *air traffic controller* /,eə træfɪk kən'trəʊlə/.

Put students in pairs and set the task. Personalize the task by asking them to discuss their own jobs too, if they work. Extend this speaking activity, if there's time, by getting students to change partners after a few minutes, to report what they have already discussed and to continue their discussions with their new partner. Monitor and prompt ideas as necessary. Check for accurate use of the verb forms, as well as stress and intonation. Try not to interrupt students during the pairwork. Feed back on opinions and any key errors at the end of the task.

I think/don't think ... will

- 4 **8.6** This exercise practises *will* for predictions and helps students with pronunciation of *'ll* in contractions. Focus attention on the prompt in A for sentence 1 and the matching line in B. Ask one student to read out the complete example. Ask students to complete the task, working individually.

Play the recording so that students can check their answers. Drill the contracted forms *it'll* /'ɪtəl/, *I'll* /aɪl/, *you'll* /ju:l/, *we'll* /wi:l/, etc. Play the recording again, pausing after each one and eliciting the replies. Each reply includes a future form or the modals *might* or *could*. Drill the whole phrases, paying particular attention to stress and intonation. Get students to work with a partner, practising the lines and giving their own reply.

Answers and audioscript

8.6

- 1 A I think my job will be safe. No robot could do it.
B Yeah, I don't think you'll have a problem.
- 2 A I don't think you'll like that film. It's a bit too violent.
B I won't go and see it then. I hate violence.
- 3 A I think you and Jo will get on well. You have a lot in common.
B Yes, I think we could become good friends.
- 4 A I don't think we'll eat here again. The food wasn't great.
B Yes, I'm certainly not going to leave a tip.

It's going to ...

- 5 **8.7** This exercise practises *going to/not going to* for making predictions based on present evidence. It is an extension of exercise 4 and helps students with the pronunciation of contractions and the weak form of *to* /tə/ in phrases formed with *going to*. The first part of this matching exercise practises two-line statements, rather than a statement and a reply as in exercise 4.

Focus attention on the prompt in C for sentence 1 and the matching line in D, which is a continuation of sentence 1 and provides the evidence for the prediction. Ask students to complete the task, working individually.

Play the recording so that they can check their answers. Drill the phrases in column C, focusing on contractions, the weak form of *to* /tə/, and intonation.

Ask students to work with a partner, practising the four lines and, at this point, giving their own replies. Monitor and check stress and intonation. To finish off, ask a few pairs to model their short conversations in front of the class.

Answers and audioscript

8.7

- 1 It's not going to rain. There isn't a cloud in the sky!
- 2 You're not going to die! You've only got a cold.
- 3 Liverpool are going to win. It's four nil with ten minutes left.
- 4 She's going to get a divorce. She's already been to a lawyer.

Talking about you

- 6 Model the activity by giving a few sentences about yourself. These can be true and/or amusing, e.g. *I think I'll give you extra homework this week. We might have a test next class.* Focus attention on the examples in the Student's Book and elicit a few more examples for the prompts for sentence 2. Put students in groups of three or four to complete the task. Monitor and help as necessary. Check for accurate use of the verb forms, and stress and intonation, but avoid interrupting students during their groupwork. Elicit a range of sentences from different groups or ask questions such as *Who's going to eat out tonight?*

Additional material

For teachers

Photocopiable activity – Grammar: *Building a better future*

For students

Online Practice – *Look again*

Workbook pp50–3, exercises 1–10

How will we keep the lights on?

About the text

The overall theme of the future is carried through in this section with a focus on energy technology. The listening text takes the form of a radio interview between a presenter and a professor in energy technology called Nicole Clarke. The pros and cons of using fossil fuels, wind, solar, and fusion energy are discussed during the programme.

Students discussed environmental problems in Unit 6 (see SB pp64–5) and the theme of the environment and climate change continues in this *Listening and speaking* section.

The recording in this section is longer than students may be used to and the vocabulary is challenging, but they will hear it at least twice and work in pairs to do the main comprehension task.

Pre-teach/check the items of vocabulary listed below. If you are short of time or in mixed-ability classes, ask students to check the vocabulary for homework before the class using a bilingual or online dictionary. Students could also do the *Energy Quiz* for homework when researching the vocabulary. Group words into lexical sets as much as possible, as this will help students in their language learning.

Grouped nouns:

- fossil fuels /'fɒsəl fjuəlz/; coal, gas and oil
- wind power; an offshore wind farm, a wind turbine /'tɜːbaɪn/
- solar /'səʊl/ power; a solar energy park/plant, a solar panel
- fusion /'fjuːʒən/ energy; nuclear /'njuːklɪə(r)/ energy, a nuclear reactor, hydrogen /'haɪdrədʒən/, sea water

Other nouns: a source/form of energy, global temperatures

Verbs: to make cuts, to generate electricity, to spoil the countryside

Adjectives: scary, ugly, bright, gloomy (gloomy appeared in Unit 6 in the text about the *Forest Man* when discussing environmental problems).

When checking *bright* and *gloomy*, focus on both meanings of each word: *bright* (= full of light, and a *bright future* refers to a positive future with a reason to be optimistic), *gloomy* (= lacking in light and dim, but also unhappy and without hope).

SUGGESTION Encourage independent learning by giving the students jumbled up lists of the nouns (see above). Ask them to research and group the words in whatever way they choose. Remind students that learning words in lexical sets is an effective memorization technique.

- 1 The energy quiz is the lead-in to the listening task and an opportunity to pre-teach the vocabulary if this hasn't already been done as homework (see *About the text*). Emphasize that students must guess the answers to the questions in the quiz, and that it is understood that they are not experts! Students discuss their ideas and answers with a partner.

With more confident classes, ask students to do the quiz first and then check/pre-teach the vocabulary during a feedback session in which students can speculate about the answers. Remind students that answers will be checked in the following exercise.

SUGGESTION Consider turning the quiz into a team game if you think your students would enjoy the sense of competition instead of working in pairs. Make sure that vocabulary has been checked/pre-taught before a team game. Remember that answers and scores will be checked in exercise 2 during the listening task.

- 2 **8.8** Read out the information about the radio programme and explain that students need to check their answers to the quiz as they listen to the interview. Tell students that the listening is relatively long, but that they don't need to understand every word. Play the recording through. Give students time to compare their answers in pairs before checking with the whole class.

Answers

- | | |
|------------------------------|-----|
| 1 a = 1, b = 3, c = 2, d = 4 | 4 c |
| 2 a | 5 c |
| 3 b | 6 b |

- 3 **8.8** Students read the comprehension questions. Deal with any vocabulary queries. Put students in pairs to answer as many of the questions as they can. Encourage them to pool their information and underline the questions they cannot answer yet. Play the recording again so that students can complete their answers. With less confident classes, be prepared to pause the recording at key points. Check the answers with the class.

Answers

- 1 We will have to leave it in the ground.
- 2 Because they think they spoil the countryside.
- 3 Generate 80% of its electricity from wind power.
- 4 That you don't need much sun to generate solar power.
- 5 You can't store the electricity it generates.
- 6 347,000
- 7 over 100 million degrees Celsius
- 8 It's clean and because it uses hydrogen that we can make from sea water, it will never run out.

8.8 A brighter future

I = Interviewer N = Nicole

- I This week on *Brighter Futures* we're asking the big question – how can we keep the lights on? Where is our energy going to come from if we have to stop using fossil fuels? Our guest is Nicole Clarke, a professor in energy technology. Nicole, can we really make big cuts in the amount of fossil fuels we use?
- N We'll have to if we're serious about keeping the rise in global temperatures to below two degrees. But we don't have to be gloomy about it – we should start getting excited about other energy options because the possibilities are exciting.
- I OK, let's look at them then. Wind power – people have strong feelings about that, don't they?
- N Yes. Some people are pretty negative about wind farms – saying they spoil the countryside. How do you feel about them?
- I I like seeing one or two wind turbines – they can be quite beautiful. But when there are a lot of them together ... I don't know, there is something a bit ... almost scary about them?
- N Mmm. Getting them offshore is the best solution – the UK now has the world's largest offshore wind farm, you know. It's in the Thames Estuary, east of London.
- I Wow, I didn't know that!
- N Yes. Denmark is the leader, though. Forty per cent of its electricity comes from wind, and they're going to try and get to 80% by 2035.
- I What about solar power – who's the leader there?
- N At the moment it's Germany!
- I Really?
- N Yes, which shows you don't need to be a very sunny country to make use of it! On some summer days, 50% of Germany's electricity comes from solar power.


- I But solar panels can look ugly on buildings, can't they?
- N Mmm, but they are getting much thinner, so you don't really notice them, and they can even be a part of the windows of a building. It's an amazing fact that just one hour of the solar energy that lands on Earth is enough to power the whole world for a year, so we really do need to make more use of it.
- I And it's obviously great for sunny countries?
- N It's in those countries that you get the big solar parks that focus the sun's rays to heat water and produce electricity. The Ivanpah Plant in America's Mojave Desert is the biggest. It uses 347,000 mirrors – over a third of a million! It's incredible!
- I Yes, I've seen it – it looks like something from science fiction. It's amazing!
- N But the real dream solution is fusion energy, and that's a real possibility.
- I Fusion energy is nuclear energy, yes?
- N Yes, but it's not like the nuclear energy we use now. It's clean, and it uses hydrogen, which you can make from sea water, so we'll never run out of it. The problem is, you need to do it at temperatures of over 100 million degrees Celsius.
- I Mmm, that sounds like a big challenge.
- N Yes, but it's been done. Only for a minute or two, though, and very expensively. People think fusion energy could be a major source of electricity in 30 to 40 years, but I'm pretty sure we could do it a lot sooner with more research. We haven't spent nearly enough on research into new forms of energy, because we thought we could keep going with coal, oil and gas, but that's all going to change now.

What do you think?

Give students time to read through the questions. If you are short of time, discuss the questions with the whole class. If you have enough time, put students in small groups. Then elicit a range of opinions from different groups in a feedback session. Alternatively, in mixed-ability classes, suggest all groups discuss the first three points. Then for the more confident groups (or fast finishers), ask them to tackle the fourth and final discussion point.

SPOKEN ENGLISH *pretty*

Students will be familiar with the use of *pretty* to mean attractive, but probably won't be aware that it has other uses in spoken English.

- 1 Read the notes with the class. Then model the sentences and get students to repeat.
- 2 Read the notes with the class. Ask confident students to model the sentences.
- 3  **8.9** Put students in pairs. Elicit the position for *pretty* in conversation 1. Ask students to complete the task. Play the recording so that students can check their answers. Elicit where the stress falls. Confirm that *pretty* + adjective is stressed. Model and drill the correct stress. Ask students to change partners and to practise the conversations again. Check stress and intonation when monitoring.

Answers and audioscript

8.9 *It's pretty good*

- 1 A Did your team win?
B No, but they played **pretty well**, so they only lost 1–0.
- 2 A You haven't lost your passport, have you?
B No, I'm **pretty sure** it's in my bag somewhere.
- 3 A Do you like skiing?
B Yes, I do, but I'm **pretty hopeless** at it.
- 4 A What do you think of my English?
B I think it's **pretty good**!

Additional material

For students

Online Practice – *Practice*

Reading and vocabulary SB pp84–85

Boy wonder – Taylor Wilson

About the text

This section builds on the theme of science and generating nuclear energy. The text is about an unusual person called Taylor Wilson (born 1994) who carried out advanced nuclear experiments at home when he was just a teenager. He is now a respected nuclear scientist in his twenties. The text is written in the style of a newspaper or magazine feature, with direct quotes from the family. The tone of the article is surprise and admiration.

The reading tasks require students to build an understanding of the text layer upon layer. In the first task, students simply read the introduction in order to answer some general comprehension questions about Taylor Wilson. In the second task, students read the main body of text to add to their information about Taylor. Thirdly, students read the main text again to check/understand specific details.

The text recycles a number of words which have come up in this unit so far including *nuclear fusion, cancer, fuels, a nuclear reactor*.

In addition, check/pre-teach the following words if necessary: *an astronaut* /'æstrənɑ:t/, *a public speaker, an experiment, a gadget* /'gædʒɪt/, *a space rocket, a hypochondriac* /,haɪpə'kɒndrɪæk/ (a person who continuously worries about their health without having any reason to do so), *(medical) treatment, to receive a fellowship, and to ask sb out*.

The main vocabulary focus in this *Reading and vocabulary* section is on adjectives of character, and this comes after the reading exercises. If students want to do more research into the life and work of Taylor Wilson, you could set a follow-up homework task to find out additional information about him online. He has given several *TED Talks* which can be watched online and will be of interest to some intermediate students.

- 1 Write the article headline on the board. Focus attention on the photos and elicit information about Taylor Wilson. Some students might already know something about him. Ask a few students with clear pronunciation to read the captions aloud to the class. Discuss the information given in the captions and check the meaning of *smart* (intelligent) and *articulate* /ɑ:'tɪkjələt/ (able to talk about your thoughts and feelings easily and clearly).

Check/Pre-teach other vocabulary from the text if this has not already been done for homework before the lesson.

Give students time to read the questions. Ask students to read through the brief introduction and to find answers to the questions.

- 2 This exercise allows students to check and build on their answers from the first exercise. Ask students to read the whole article. Set a 3–4 minute time limit, and then put students in pairs to discuss their answers. Check answers with the class.

Answers

- 1 He's unusual because he made his own nuclear fusion reactor at the age of 14.
- 2 He's described as smart, cool, and articulate. He doesn't understand the meaning of 'can't', so he must be very strong-minded and he's clearly a child genius.
- 3 He has a good relationship with his parents – they are supportive of him, even when what he wants to do sounds a little dangerous.
- 4 Asking a girl out makes him nervous.

- 3 In this exercise, students read for a deeper understanding, focusing on specific details. Model the task by eliciting the reason why sentence 1 is true. Put students in pairs or small groups to complete the task. Remind them to underline the key information in the text to support their answers. Monitor the reading and discussion exercise, prompting and responding to queries when necessary. Check answers with the class in feedback.

In mixed-ability classes, break down the task and allocate less confident groups fewer statements to research, e.g. give Group A statements 2–5, Group B statements 3–8, and Group C statements 8–10.

Answers

- 1 The text says that he is his parents 'first son', which implies they have other sons.
 - 2 His father says 'whatever he was involved in, he went at it non-stop'.
 - 3 When he gave talks at school, 'Everyone loved watching him' and 'when he was in the room he just took control'.
 - 4 She bought him a book about a teenager who tried to build a reactor at home, and then her cancer made him think about the medical advantages of small fusion reactors.
 - 5 One day, his mother came into the garage and saw 'a pool of liquid on the floor' – which was a very dangerous substance.
 - 6 It says he's 'actually a bit of a hypochondriac'.
 - 7 He says that children are more open-minded than older scientists and he says, 'I hope I don't lose that'.
 - 8 The Intel CEO spoke to him at a fair and was impressed with him. The US government offered to buy one of his inventions and the Under Secretary for Energy said, 'I think he may be the most amazing kid I've ever met'.
 - 9 They say that he doesn't understand the meaning of 'can't' and when he does, he doesn't listen.
 - 10 He's not good at foreign languages or sport.
- 4 This is a vocabulary development task focusing on adjectives of character with similar meanings and with opposite meanings. Ask students to work individually or in pairs and to use a dictionary to check their answers if necessary. Check answers with the whole class and focus on pronunciation. Elicit which syllables are stressed in the longer words. Model and drill chorally and individually as necessary.

Answers

Similar meaning

happy – glad
articulate – expressive
bright – smart
self-centred – selfish
arrogant – big-headed

Opposite meaning

nervous – confident
shy – outgoing
unusual – normal
careless – cautious /'kɔːʃəs/
tolerant – closed-minded

SUGGESTION After checking answers, if you feel your students would benefit from a more student-centred activity than marking word stress, ask students to work in pairs to group the adjectives according to their stress patterns:

Oo careless, cautious, happy, normal, nervous, selfish

Ooo arrogant, confident, tolerant

oOo expressive, outgoing, unusual

oOoo articulate

Compound adjectives – oOo (the second part of the compound is stressed) *self-centred, big-headed, closed-minded*

- 5 This activity provides an opportunity for personalization and further spoken practice of the adjectives in 4. Give two or three examples yourself, and then ask students to work in pairs to try and think of examples for as many of the adjectives as they can.

What do you think?

Set this discussion task up as an interview. Put students in pairs, sitting face to face if possible. Ask them to take turns asking and answering the questions. Monitor pairwork, checking pronunciation adjectives of character in particular. Discuss ideas and opinions with the whole class to finish.

If you have time in class, students can watch the Unit 8 video about the future of space exploration.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Space*

For students

Online Practice – *Practice*

Vocabulary and pronunciation SB p86

Word building – prefixes and suffixes

The vocabulary syllabus continues with a focus on using suffixes and prefixes to build words. The reading text on SB pp84–5 is used to contextualize and introduce the target language.

Students are likely to be familiar with a range of the target words in this section, e.g. *disappear, impossible*, and with the meaning of some of the prefixes and suffixes, e.g. *un-/im-, -less/-able*. This section gives them the opportunity to extend their knowledge and generate words with a range of endings/beginnings.

- 1 Link this lesson to the reading text on SB pp84–5 by asking students to close their books and recall everything they can remember about Taylor Wilson.

Display the two sentences from the reading text on the board. Elicit the answers.

Answers

non- is a prefix, *-ness* is a suffix

- 2 Read the information on prefixes as a class. Focus on the prefixes in bold in the examples. Students match the prefixes to their meanings. Check the answers. Establish which is a negative prefix and explain that negative prefixes give a negative or opposite meaning to a word.

Answers

pre- = before

re- = again

multi- = many

dis- = negative prefix

- 3 Focus attention on the example *impossible*. Ask students to work in pairs and match the prefixes to the words 1–10 to form opposites. Check the answers with the class, dealing with any pronunciation problems as you go.

Answers

2 impatient	7 irregular
3 unlucky	8 imperfect
4 misspell	9 informal
5 illegal	10 unconscious
6 disappear	

- 4 **8.10** This exercise activates the target language. Play the recording for 1 and pause before the response to highlight that students need to respond using one of the negative words from exercise 3. Play the recording, pausing before the response **each time**. In small classes, elicit a possible reply. In larger classes, put students in pairs (sitting face to face if possible) and ask them to suggest a response to each other. After students have responded, play the recording so that they can compare their answers.

8.10 Prefixes and suffixes

- 1 A I'm going to stay awake for two weeks.
B That's impossible!
- 2 A Is the past tense of 'sleep' 'slept'?
B No, it's 'slept'. It's irregular.
- 3 A Why can't you buy and sell chewing gum in Singapore?
B Because it's illegal.
- 4 A Quick! Quick! Bring me my coffee! Now!
B Don't be so impatient!
- 5 A What happened to my document?! It was there on the screen and it's gone!
B Has it just disappeared?
- 6 A I can never write 'accommodation' correctly!
B Yes, it's easy to misspell!
- 7 A The electricity went off exactly as the football match was about to begin!
B That was unlucky!
- 8 A Do we have to get dressed up for the welcome party?
B No, it's informal, so wear what you like.

- 5 Read the information on suffixes as a class. Focus on the word endings in bold in the examples. Elicit the part of speech of each word and an example of its use, e.g. *I'd love to act in a play* (verb). *It's an exciting film with a lot of action* (noun). *She has a very active lifestyle* (adjective). *He is actively looking for a new job* (adverb). *I activated my new credit card online* (verb).

Answers

act = verb
action = -ion, noun
active = -ive, adjective
actively = -ly, adverb
activate = -ate, verb

Focus attention on the words in the box. Elicit the part of speech for *prediction* (noun) and *suitable* (adjective). Highlight the endings of the words on the board: *prediction/suitable*. Put students in pairs to categorize the rest of the words according to what part of speech they are. You could let them use dictionaries for this, although students should already be familiar with the majority of the words. Encourage them to pool their knowledge. Monitor and help as necessary.

Check the answers with the class. Write the words on the board, elicit the part of speech and get students to underline the word endings. Also deal with any

pronunciation problems as you go. Highlight the suffixes which end the different parts of speech:

noun endings: -tion, -ment, -ness

verb endings: -en, -ate

adverb ending: -ly

adjective endings: -ful, -ive, -able, -less

Answers

prediction = noun	creative = adjective
colourful = adjective	kindness = noun
excitement = noun	automatically = adverb
suitable = adjective	imagination = noun
shorten = verb	educate = verb
confidently = adverb	careless = adjective

- 6 This exercise gives students the opportunity to build a range of new words from common base words. Focus attention on the words in the chart and ask: *What words can be formed with un-?* (*unconscious, unhappy, unkind*). Divide the class into two groups, A and B. If you have a large class, set up multiple sets of A/B groups. Remind students that they may need to change the spelling in the base word when adding a suffix, and that they can use both a prefix and a suffix in the same word. You could set a time limit for the task, with the groups competing against each other to make the most words. Decide whether you want students to use dictionaries for this task or not. They should already be familiar with the majority of the words. Monitor and help as necessary. Check the answers with the class, dealing with any pronunciation problems as you go. Check the spelling changes in *happiness, usable, and expensive*. Highlight which prefixes/suffixes can make the most words (*un-* and *-ness*).

Answers

unhappy, unhappiness, unconscious, unconsciousness, unhelpful, unkind, unkindness, unsuccessful, impolite, impoliteness, reuse, reusable, disagree, disagreeable, disagreement, misunderstand, misuse, inexpensive, agreement, agreeable, happiness, consciousness, expensive, helpful, helpless, kindness, politeness, successful, successive, understandable, useful, useless, usable

- 7 This task consolidates some of the words from exercise 6 in context. Elicit the answer for sentence 1. Students then complete the task, working individually. Check answers with the class.

Answers

1 disagree	5 useless
2 happiness	6 unkind, misunderstood
3 impolite	7 unconscious
4 helpful, kindness	8 reusable

Changing word stress

- 8 **8.11** This task covers the pronunciation aspect of word building. It presents and practises the stress change in pairs of words in a listening context.

Introduce the idea that in some words the stressed syllable changes in the different forms. Display the following words on the board to highlight this feature:

<i>imagine</i>	<i>imagination</i>
<i>employer</i>	<i>employee</i>
<i>politics</i>	<i>politician</i>

Model and drill the stress change in the individual words chorally and individually.

Play conversation 1 and focus attention on the pair of words in the example with the spelling and the stress change. Play the rest of the recording and get students to complete the task. Check the answers, drilling the stress change in the individual words. Refer students to the audioscript on SB p136, and get them to practise the conversations in pairs. Monitor and check for accurate changes in word stress. If students have problems, get them to listen and repeat the conversations, using the recording as a model.

Answers

- 2 photograph photographers
3 preferable prefer
4 explain explanation

8.11 Changing word stress

- 1 A The doctors are going to **operate** on my grandma's knee.
B Oh, dear. I hope the **operation** goes well.
2 A That's an amazing **photograph**, isn't it?
B Yes. It's by Mat Hennek – he's one of my favourite **photographers**.
3 A Do you think it would be **preferable** to phone people rather than email them?
B Yes, I'm sure everyone would **prefer** that.
4 A Did you **explain** the homework to Maria?
B I did, but I don't think she understood my **explanation**.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Prefix and suffix Blockbusters*

For students

Online Practice – *Look again*

Workbook pp54, exercises 1–7

Everyday English SB p87

Arranging to meet

The *Everyday English* syllabus continues with the language of making arrangements. This also consolidates the use of the Present Continuous for arrangements from the grammar section of this unit. With less confident students, you could briefly review the use of the Present Continuous for arrangements before starting this section.

Write your diary (real or imaginary) for next week on the board. Include an example of the causative *have sth done*, e.g. *have your hair cut/have your car serviced*, etc.

Tell students this is your diary for next week. Say *On Monday, I'm ...*. Elicit the question *What are you doing on ... ?* Students ask you the question about each day. Reply using the Present Continuous. Students then ask and answer about their own arrangements for next week.

- 1 8.12 This listening task provides a model for the role-play that follows. Focus attention on the photo and get students to read the context. Play the recording as far as *I could meet you late afternoon before the class*. Elicit why Kevin can't meet on Friday evening (he's going to his tango class). Play the rest of the recording and get students to complete the chart. Students check their answers in pairs. If students have missed any of the information, play the recording

again. Check the answers, then elicit why it is difficult to arrange a time, and where and when they agree to meet.

Answers

JEFF	22 Fri	23 Sat	24 Sun
Morning			Meet Kevin 10.30 Train 11.55
Afternoon	Conference	Meet contact	
Evening			

KEVIN	22 Fri	23 Sat	24 Sun
Morning		Haircut 10.00, meet sister	Meet Jeff 10.30
Afternoon	Finish work early		
Evening	Tango class	Musical – Guys and Dolls	

8.12 Arranging to meet

J = Jeff K = Kevin

- J Kevin, it's me, Jeff.
K Jeff! Long time no see. How are you doing?
J Good, thanks. Listen, I'm up in town later this week for a conference, and I might stay on till Sunday morning. I was wondering if we could meet?
K Oh, ... I'd love to, but this weekend of all weekends, I'm incredibly busy.
J Come on Kev, you must have some free time!
K Hang on ... Let me check my diary. ... OK ... go for it!
J Right. What are you doing Friday evening?
K Let me see ... Sorry, I can't do Friday evening – it's my tango class. I really don't want to miss it, 'cos ... well, there's this girl in the class that I'm really interested in.
J Say no more!
K So I could meet you late afternoon before the class.
J No, that won't work. The conference doesn't finish till 6.30 on the Friday. Have you got any free time on Saturday morning?
K ... No, I'm having my hair cut at ten o'clock and then I'm meeting my sister. She's going to show me the flat she's thinking of renting, and we're having lunch after that. I'm free most of the afternoon though.
J That's no good, I'm afraid. I've arranged to meet some people from the conference – they could be useful contacts. So ... how about Saturday evening – does that work for you, or are you doing something then?
K Sorry, the evening's out for me. I'm going to the theatre with some friends – it's been booked for ages. But, I have an idea. What time are you leaving on Sunday?
J Late morning. I'm getting the train at 11.55.
K Well then, why don't we meet at the station?
J Yeah, that's a great idea. We could have a coffee there.
K I've got a better idea. There's a café next to the station that does a really good full English breakfast. Let's meet there and have breakfast. Shall we say half nine?
J Oh, can we make it ten o'clock? It is Sunday, you know!
K Fine, ten it is. And I hope the conference goes well.
J Thanks, Kev. See you Sunday!

- 2 Read through the questions. Discuss the answers with the class.

Answers

Jeff is in town for a conference. It's difficult to arrange a time because Jeff and Kevin are both very busy. They agree to meet at the station at 10.00 on Sunday morning.

Making arrangements

- 3 **8.12** This task highlights the language for making arrangements, which is contextualized in the recording. Students should already be familiar with a number of the structures, e.g. *What about ... ?*, *Why don't we ... ?*, *Let's ...*, *Shall we ... ?* Play the first three lines of the recording and elicit the answers to sentence 1. Play the rest of the recording. Ask students to complete the task. Check the answers.

Answers

- | | |
|--------------------|----------------|
| 1 wondering, could | 5 how about |
| 2 are you doing | 6 don't we |
| 3 could | 7 Let's, Shall |
| 4 I'm free | 8 can, make |

PRONUNCIATION

- 1 **8.13** This feature focuses on the stress and intonation of the language for making arrangements. With stronger classes, you could get students to read audioscript 8.13 from headwayonline.com and mark the stress and intonation in the sentences. They can then listen and check their ideas. Otherwise, play the recording as a model and get students to repeat, chorally and individually. If students have problems with the intonation, remind them that questions in English usually start high, questions with *wh-* words usually fall, and yes/no questions have a slight rise at the end.

8.13 Pronunciation

- 1 I was wondering if we could meet?
 - 2 What are you doing Friday evening?
 - 3 So, I could meet you late afternoon before the class.
 - 4 I'm free most of the afternoon, though.
 - 5 So, how about Saturday evening? Does that work for you?
 - 6 Then why don't we meet at the station?
 - 7 Let's meet there and have breakfast. Shall we say half nine?
 - 8 Can we make it ten o'clock?
- 2 Give students time to read the list of replies. Check the meaning of *the evening's out for me* (=I can't make the evening) and *Sounds good to me!* (=that's fine with me). Model the activity by reading the completed suggestions from exercise 3 and eliciting possible replies from this list. It's important to have a good voice range (rise and fall) to sound enthusiastic/interested. If students sound rather 'flat', be prepared to drill the stress and intonation again. Students work in pairs to complete the task. Monitor and check for accurate use of the language for making arrangements, and for stress and intonation. Feed back on any common errors before students start the next section. If necessary, review the key structures and write them on the board:
- How about* + noun/-ing?
Let's + infinitive without to
I/We could + infinitive without to
Shall I/we + infinitive without to
Why don't we ... ?

Role-play

- 4 Read the context with the class. Give students time to fill in their diary. They can use real information or imagine some appointments/activities. Remind them to leave

some time free on each day so that they can arrange to meet another student.

- 5 Focus attention on the speech bubbles and elicit a possible conversation from the class, e.g.
Are you doing anything on Saturday morning?
I'm afraid I'm going shopping with some friends.
What about the afternoon?
Let me see. Yes, I'm free in the afternoon.
I was wondering if you'd like to go to the cinema?
Sounds good to me. Why don't we meet at the cinema?
OK. Shall we say 2.30?
Fine, 2.30 it is. See you then.

Students work with a partner to role-play the situation, consulting their diaries as they go. If you have a mixed-ability class, try to put a stronger student with a weaker one. Monitor and note down any common errors. Deal with any specific requests for help, but don't interrupt or correct students during the role-play. Elicit examples of the arrangements students have made.

- EXTRA IDEA** Encourage students to use the language in this section both inside and outside the classroom. For example, they could use it to make suggestions about day-to-day routines in class, to arrange to meet after class, or to make arrangements for a class outing or a party, etc.

Additional material

For teachers

Photocopiable activity – Communication: *Find someone who ...*

For students

Online Practice – *Look again*
Workbook p55, exercise 1
Online Practice – *Practice*


Writing SB p88

Writing for talking (2)

In *Writing for talking (1)* in Unit 5, students practised using sequencers in a 'How to ...' talk. This *Writing* section is divided into two stages: *Analysing a talk* and *Preparing your talk*. Both stages lead up to students giving a talk to the class about a topic which causes them concern.

Analysing a talk

- 1 This is a lead-in to the overall topic of the *Writing* section. It gives students the opportunity to discuss current news stories and share their ideas about the issues they find worrying. If possible, refer students to an online news page or bring in copies of newspapers/news magazines for students to browse through. You can also ask students to listen to/ read the news before the lesson. Elicit examples of current news stories from the class and write the topics on the board. Give an example of a topic in the news that concerns you. Put students in groups of three. Ask them to add to the list of topics and also discuss the ones they feel most concerned about. Remind students to give reasons for their opinions. Elicit examples from each group. Then get students to share their ideas on the different topics. Establish if there is a topic that most of the class is concerned about.

- 2  **8.14** Allow students time to read the task and the questions. Play the first sentence of the recording and get students to follow in their books. Check the girl's cause for concern and then ask students to predict what she might say in her talk. Elicit a range of ideas, but do not confirm or reject them at this stage. If necessary, prompt ideas with questions such as *What is good/bad about playing video games? Why do some people worry about video games?* Before you play the rest of the recording, encourage students to use the context to help them understand new vocabulary. With classes which need extra support, you may want to check the following items: *an influence, an addict, a virtual world, a minority, thumbs, to play truant* /'tru:ənt/ (to be regularly absent from school without permission), *bad-tempered, over-excited*. Play the rest of the recording and get students to follow the text. Ask students if they were right about any of their predictions about the talk. Put students in pairs to answer the questions. Then check with the class.

Answers

- 1 The influence that video games may have on children.
- 2 She has a younger brother who is becoming a video game addict.
- 3 He was happy and fun-loving. He had many interests – he played football, was learning judo, and he went out on his bike with his friends.
- 4 That children between the ages of two and five regularly play video games, and that by the age of eight, they spend an average of 25 minutes on them.
- 5 No, only a small minority become addicts by the time they are teenagers, playing for at least 30 hours a week.
- 6 He says that some children may become so addicted that they stop doing homework, start playing truant, and steal money to buy games.
- 7 Violence in the games could make children more violent; sitting without exercise for so long is bad for people's health.

8.14 See SB p88.

- 3 This exercise highlights the structure and key language used in the talk to make it coherent and easy to follow. Do question 1 with the whole class, then get students to do questions 2–4, working individually. Give students time to compare their answers in pairs before checking with the class.

Answers

- 1
The thing I'm concerned about at the moment is ... (introduces the main topic)
Let me explain why. (introduces reasons for the speaker's concern)
Research shows that ... (introduces evidence to support reasons for concern)
I have two more concerns. (tells the listener what the speaker is going to say next)
Finally, ... (introduces the speaker's conclusion and general opinion)
- 2
Paragraph 2: I have a younger brother ... tell him to stop.
Paragraph 4: My brother isn't violent ... stopped from playing.
Craig often plays ... bad to worse.
Paragraph 5: I don't need to read ... evidence he needs.
- 3
Paragraph 3: Research shows ...
- 4
She says that she doesn't agree that more research is needed.
Meeting Craig is all the evidence that Dr Griffiths needs.

Preparing your talk

- 4 You will need to build in time for students to do this planning stage for their talk. If you are short of time in class, get students to do initial research and prepare their notes for homework. Remind them that their target is 200–300 words and that it's preferable to have a few well-selected personal examples and one or two quotations from research, rather than lots of background information and data.
If students prepare the notes in class, monitor and help as necessary. If they do this for homework, check if students need any help at the beginning of the following lesson.
- 5 Focus attention on the key language students can use to structure their talk. Elicit possible endings for each sentence from a range of students. You may need to get students to write their talk for homework. If students do the writing in class, monitor and help as necessary. In either case, remind students to keep a check on the word count and not to write too much.
- 6 Give students time to read their talk to themselves. Monitor and help. Check for mistakes with the key language, and other mistakes that may interfere with the success of the talk, but do not correct other errors. Put weaker and stronger students together to do the practice stage for the talk. Monitor and help, checking for potential pronunciation problems and helping with overall delivery. Let students who feel confident give their talks first.
Insist that the rest of the class pay attention and avoid interrupting during each talk. Ask students to write down one question during each talk as this encourages active listening. Allow time for a few quick questions at the end of each talk. Encourage them to note any questions they want to ask. There probably won't be time to hear every talk in a single lesson, so set up a timetable of who will give their talk in the subsequent classes. Consider allowing the less confident students to go midway rather than waiting until the end.

SUGGESTION If you have access to video equipment, it's a good idea to record the students giving their talk. They usually overcome any initial shyness and will often rise to the challenge of a task if they know they are going to be on film. It is also useful to be able to feed back on the students' performance in a later lesson. It can be interesting to repeat the task at a later stage, using a different topic, and let students compare the two talks. This can provide a concrete indicator of progress and so add to students' overall motivation.

Additional material

For students

Online Practice – *Practice*

Workbook p55, *Review*, exercise 1; *Stop and check*
Units 5–8, pp56–7

Online Practice – *Check your progress*

Introduction to the unit

The theme of this unit is people's behaviour towards each other in society, and the title 'Caring and sharing' refers to the kind way some people behave in contrast to the selfishness of others. Discussions about kind and selfish acts provide the context for language work on conditionals and *might have done/could have done/should have done*. Form, meaning, and pronunciation of the target grammar are given equal attention and they are practised in a series of controlled and freer tasks.

The idea of 'the kindness of strangers' continues in the *Listening and speaking* section, in which students listen to a BBC Radio 4 programme to which people call in and thank others for random acts of kindness. This section also contains a *Spoken English* feature on the use and meaning of *just*.

The *Reading and speaking* section focuses on the 'sharing economy' and reasons why schemes such as Airbnb, Uber, and Campinmygarden have been created. As a project, students make proposals for their own sharing company.

The *Vocabulary* section covers synonyms and near-synonyms, as well as words which are easily confused. A series of cartoons clarifies the meaning of some of the tricky verbs.

The *Everyday English* section focuses on the language around dealing with money in everyday situations, such as in shops, restaurants, and banks.

The language of descriptions is consolidated in the *Writing* section for this unit, with a focus on using relative pronouns and participles to improve descriptive writing.

Language aims

Grammar

Conditionals SB p90

Intermediate students should be familiar with the form of the zero, first, and second conditionals. The language presentation in this unit covers second and third conditionals, along with the forms *might have done*, *could have done*, and *should have done*. The Grammar reference includes an introduction to conditionals and notes on when to use first, second, and third conditionals.

The system of conditionals in English is a complex one, with a range of possible forms in both the *if*-clause and the result clause. *Headway* uses the common naming system of *zero*, *first*, *second*, and *third conditionals* as this provides a convenient framework for students to stage their learning, and also ties in with the wording in many grammar books.

The presentation in this unit starts by reviewing second conditionals for speaking about improbable and impossible conditions. Then it introduces third conditionals for speaking about impossible past conditions. The *Practice* section provides opportunities for controlled practice and personalization.

Possible problems

Students tend to confuse the tenses in the different clauses of conditional sentences, especially when moving from second conditional to third. They may also have problems remembering what the contracted form *'d* (*had* or *would*) stands for, so this is highlighted in the *Grammar spot* on SB p91. Pronunciation can be a problem, especially the weak form /əv/ for *have* in third conditional and perfect infinitive forms.

Common mistakes

Reverting to Present Simple for any time reference:

**What do you do if you win a lot of money?*

(Correction: *What would you do if you won ... ?*)

Confusing the tense use:

**If you have a lot of money, what would you do?*

(Correction: *If you had ...*.)

**I'd have told you if I would have known.*

(Correction: *I'd (= would) have told you if I'd (= had) known.*)

Pronunciation:

Students need practice of the contractions *I'd*, *they'd*, etc.

They also tend to overstress weak forms:

* for *I would have ...* students might say /aɪ wʊd hæv/ rather than /aɪ'wʊdəv/.

* for *I'd have ...* students might say /aɪd hæv/ rather than /aɪdəv/.

Vocabulary

The vocabulary focus in this unit is words with similar meanings. It also practises nouns, verbs, and adjectives which cause frequent confusion, e.g. *sensible* and *sensitive*, *rob* and *steal*.

Everyday English

This section focuses on the language used when dealing with money, e.g. phrases such as *Is service included?* *What's your exchange rate for ... ?*. The section ends with discussion questions on money, use of bank/store cards, and exchange rates between the currency in the students' country and the US dollar and sterling. If necessary, ask students to research these rates before the lesson.

Additional material

Workbook

First, second, and third conditionals are reviewed and practised, including *could have*, *should have*, and *would have* for past possibilities, and distinguishing between *'d* for *had* and *'d* for *would* in third conditionals. Words with similar and different meanings are reviewed, and vocabulary associated with money is extended through work on prepositions.

Photocopiable activities

There are photocopiable activities to review grammar (*Talking to my younger self*), vocabulary (*Which word?*), and communication (*Heads or tails?*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Caring and sharing'. Check understanding and pronunciation of the two words which sound the same: *caring* and *sharing* /'keərɪŋ/ and /'ʃeərɪŋ/. Explain that this unit will focus on how people behave towards each other in society.

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, reading, listening, Everyday English, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the activity.

Notes for the activity:

- 1 Focus attention on the photo. Elicit answers to the two questions.

Suggested answers

One monkey is helping to clean the other monkey. Animals help each other because nature tells them to do this. Humans might help others for charitable reasons, because it's their job to help, because of a sense of obligation, etc.

- 2 Read out the quote by Leonard Nimoy (American actor, 1931–2015, famous for his role as Spock in the 1960s sci-fi series *Star Trek*). Check understanding of *miracle* /'mɪrəkl/ (a very lucky event that is surprising and unexpected). Ask students for their ideas and answers.

Suggested answers

The more we choose to help other people, the happier we are and the more we gain from our lives.

Grammar

Conditionals

STARTER SB p90

In this activity, students discuss some examples of typical human behaviour. There is likely to be some amusement when students identify with some of these statements and a degree of honesty will need to be shown. If your students feel uncomfortable discussing their own behaviour, it is possible to discuss other people they know.

Check understanding of the following phrases before the discussion:

I get a lot of pleasure from ... (+ -ing) = I really enjoy ...

I wouldn't dream of ... (+ -ing) = I would never ...

I'm dying to ... = I really want to ...

Elicit adjectives which are opposite in meaning to *kind*. Students might suggest *mean, unkind, and selfish*. Check understanding of *selfish* /'selfɪʃ/ (caring only about yourself and not about other people). Elicit the noun *selfishness* and highlight the suffix *-ness* to follow up the work on word building in unit 8.

Students then work in pairs to discuss the statements. It is possible that students will use conditionals during their discussion. Make a note of any problems with conditionals to deal with later rather than interrupting their discussion at this point.

How selfish are you? SB p90

In this section, students are encouraged to reflect on kind and selfish acts. The presentation of the second conditional is in the form of a listening text reporting the results of surveys and studies into social behaviour. The third conditional is presented in a listening text. Students listen to comments made by trainee priests after they were put in a real-life situation related to the story of *The Good Samaritan*.

Students discuss the choices people make about their behaviour and the consequences that result from their actions. They hypothesize and speculate about how they would behave or would have behaved in certain social situations, and their discussions provide a natural context for second and third conditional grammar.

Students shouldn't have any problems with the vocabulary, but be prepared to deal with individual queries as they arise.

See the *Language aims* section for an overview of possible problems with the target structures. You could also read Grammar reference 9.1–9.6 on SB pp150–1 ahead of the lesson.

- 1 Focus attention on the five photos and ask students to discuss with a partner what they can see in each picture. Read through the instructions and focus on statement 1. Use this example to check/pre-teach *be more/less likely* /'laɪklɪ/ to do sth. Ask students to work individually on the task. Allow students time to discuss their answers in pairs. Continue to make a note of any problems with conditionals to deal with later on. Check answers to the matching task with the class.

Answers

1 E 2 A 3 C 4 B 5 D

- 2 9.1 Discuss ideas with the class about each of the situations. Explain to students they are going to listen to the results of some social studies. Ask them to listen and check their answers to exercise 1. Play the recording. Check answers and elicit students' reactions.

Answers

- 1 81%
- 2 less
- 3 a small town
- 4 cheaper
- 5 no more

9.1 How nice are people really?

- 1 In a large online poll, 81% of people said they would hand the bag in. Most studies on selfishness show that generally, people are nicer than we think they are.
- 2 People would be much less likely to help if there were other people around because they would expect someone else to help.
- 3 People would be much more likely to help a child who said he was lost if they lived in a small town. Half of the people who lived in big cities said they'd worry that someone was using the child to get money from them.
- 4 Drivers of cheaper cars would be three times more likely to stop for people.
- 5 Many studies have shown that only children are no more selfish than anyone else. They've often had so much attention themselves, they're good at giving it to others.

- 3 This exercise gives students the opportunity to revise and use the second conditional. Students should be familiar with the grammar, so let them try the activity before highlighting the form. However, with less confident classes, you could elicit/check the form at the start of this activity:
- If + Past Simple, would*/wouldn't + verb.*

**I would in speaking usually contracted to I'd /aɪd/.*

Focus attention on the examples in the speech bubbles. Ask two students to read them aloud and continue the third sentence. If necessary, highlight the use of the weak form /wəl/ in *If I were* and the pronunciation of *I'd /aɪd/*.

Students continue the activity, working in pairs. Monitor and check for accurate use of the second conditional and for pronunciation. If necessary, highlight the form and drill examples chorally and individually. Point out that *was* is often changed to *were* in the conditional clause, so *If I was* and *If I were* in 4 and 5 are both correct forms. Students have another opportunity to focus on the form of the second conditional in the *Grammar spot* after exercise 6.

Elicit students' suggestions and ideas about each situation in feedback.

The Good Samaritan SB p91

About the text

The extent of students' knowledge of the story *The Good Samaritan* will vary in different classes and it will also depend on their cultural and religious backgrounds.

The story of *The Good Samaritan* is a story from the Bible. It describes how a traveller is beaten up and robbed. He is left dying by the side of the road. Later on, a local priest walks past and chooses to cross the road to avoid the injured man. Another local man does the same thing. Finally, a Samaritan, who is not from the local community, walks along the road, sees the traveller and stops because he feels sorry for him and wants to help him. His kindness saves the injured man's life.

A dictionary definition of a *good Samaritan* is 'someone who gives help to people who need it'.

You may need to pre-teach/check a *priest* /priːst/ (someone who performs religious duties in the Christian church, especially in the Catholic or Orthodox churches. It can also refer to someone with particular duties in some other religions.).

- 4 Focus attention on the painting and ask students what they can see. Write *The Good Samaritan* on the board and elicit what students know about the story.

Give students time to read through the task and elicit their predictions. Refer students to the Extra Materials on SB p158 to read and check their predictions. If your students have already answered this question in the initial discussion because they are very familiar with the story, refer them to SB p158 and treat the text as a 'reading aloud' exercise. Ask students to take turns reading aloud one sentence each.

In feedback, ask students if their predictions were right. With all classes, ask a few quick comprehension check questions, e.g. *Which people went past him? Where was the stranger from? What did the stranger do? What is the lesson we learn from this story?*

Answer

c) a stranger

- 5 9.2 Explain to students they are going to read a text called *Who cares? An experiment*. If necessary, pre-teach/check *to be in a hurry*, *to be in pain*, *plenty of ...*, *the pavement*, and *to step over someone*.

Set the task and a 1–2 minute time limit for reading. Put students in pairs to compare their ideas. Elicit possible percentages in feedback. Play the recording for students to check their ideas. Focus on the statement and question. Elicit possible answers.

Answers

63%, 10%

Modern life is often very busy, and busy people are far less likely to help people in need than people who have more time.

9.2 Who cares? An experiment

A group of student priests were asked to prepare a talk on the story of *The Good Samaritan*. They were then told to go to another building to give their talk.

As they left, half of the students were told they were late and had to hurry. The others were told they had plenty of time. On the way, there was a man lying on the pavement, clearly in pain (it was an actor).

63% of the students who thought they had plenty of time stopped to help, but only 10% of those who thought they were in a hurry stopped. Some of them said that they hadn't noticed the man as they hurried past, but many of them stepped over him ... in order to go and give a talk on ... *The Good Samaritan*.

- 6 This is the first time these quite complex third conditional forms have been presented. Ask students to read the sentences and to answer the two concept check questions. Check answers with the class. Point out that the answer to both questions is *No* and that all four sentences refer to unreal situations about the past.

Drill the sentences chorally and individually. Assess how well students are coping with the form and pronunciation

at this point. Students will practise pronunciation of contractions in exercise 7.

Answers

- 1 No, none of the four students stopped.
- 2 No, none of them helped the man.

GRAMMAR SPOT SB p91

- 1 Read the notes as a class. Elicit the form of the second and third conditionals. Focus on the second conditional sentence and point out that it contains past forms, but the meaning refers to an unreal situation in the present or future. Then focus on the third conditional sentence and point out that both clauses can have the contracted form 'd: *If you'd (= had) asked me, I'd (= would) have helped.*

Also remind students that the *if*-clause can come first or second in the sentences. When the *if*-clause comes first, we use a comma after it:

I'd have helped if you'd asked.

If you'd asked, I'd have helped.

Answers

We form the second conditional as follows:

If + Past Simple + *would* + infinitive without *to*

We form the third conditional as follows:

If + Past Perfect + *would* + *have* + past participle

- 2 Read the sentences as a class. Give students time to think about the answers and then check with the class.

Answer

might and *could*

- 3 Read the example as a class. Give students time to think about the answers, then check with the class. Point out that this form often expresses criticism.

Answer

Yes, he did keep the money. No, it wasn't a good thing to do.

Refer students to Grammar reference 9.1–9.6 on SB pp150–1.

- 7 **9.3** Play the recording and get students to repeat the sentences. Highlight the pronunciation of the key forms on the board, especially the contractions and the reduction of *have* to the weak form /əv/. It is helpful to drill the reduction of *have* /əv/ in isolation first before drilling full sentences. So, start with *I'd have, wouldn't have, might have, shouldn't have, could have* ... /'aɪdəv/, /'wʊdntəv/, /'maɪtəv/, /'ʃʊdntəv/, /kʊdəv/

Then:

/ 'aɪd/ / 'aɪdəv/

- 1 *If I'd known, I'd have come.*

/ 'wʊdntəv/ /ɪtəd/

- 2 *She wouldn't have come if it'd rained.*

/ ðeɪd/ / 'maɪtəv/

- 3 *If they'd helped, we might have managed it.*

/ 'ʃʊdntəv/

- 4 *You shouldn't have done that.*

/ kʊdəv/ / juːd/

- 5 *We could have told you if you'd asked.*

It is worth spending time drilling the forms to give students the confidence to reproduce them later.

9.3 See SB p91.

- 8 This exercise practises the form of the third conditional and helps students get to grips with the meaning as well. Ask one student to read out situation 1, and ask another to read the *If* sentence in the example. Drill the pronunciation if necessary.

Ask students to work individually and use the prompts to make the other sentences. Monitor and help as necessary. Check answers with the whole class.

Answers

- 2 I would have given Jenny a lift if I'd known she needed one.
- 3 I couldn't have bought this flat if my parents hadn't helped me.
- 4 The dog would have died if someone hadn't rescued it.

If you think your students need further controlled practice with these forms, write more prompts on the board and elicit a full sentence, e.g:

I didn't revise for my exams.

... revised ... my exams ... passed ...

(Answer: *If I'd revised for my exams, I'd have passed my exams.*)

I missed my bus yesterday.

... wouldn't ... home late ... missed ... bus ...

(Answer: *I wouldn't have arrived home late if I hadn't missed my bus.*)

I didn't lose my bus ticket.

... lost ... bus ticket ... would ... received a fine.

(Answer: *If I'd lost my bus ticket, I'd have received a fine.*)

Practice SB p92

Instant karma

About the text

The theme of kind and selfish behaviour continues into this *Practice* section. Students read three news stories which illustrate 'instant karma'. This is when kind acts are rewarded soon afterwards, in the future, whereas angry or selfish acts result in misfortune. *Karma* is the Hindu and Buddhist belief that all the good and bad things that you do in this life will affect how good or bad your future lives will be.

The discussion about what happened/didn't happen in the three situations encourages students to hypothesize about alternative pasts and criticize bad behaviour. Reflecting on when something went wrong or stupid behaviour offers a natural context for practising third conditional forms. The second part of the *Practice* section provides personalized practice so that students can respond to situations in which someone else did something stupid. They also talk about things in their own lives that went wrong.

Before the reading task in exercise 1, check/pre-teach the following items of vocabulary if necessary:

HAVEN'T I MET YOU BEFORE?

The Tube (the underground train system in London), *to push past sb*, *to swear at sb* (past tense – *swore*)

RING OF FORTUNE

fortune, *to drop sth*, *an engagement ring*, *to start an online fund*, *grateful*, *homeless*

TRAGIC PROTEST

a rally, a helmet, to brake (hard)

You could give this vocabulary to students for homework, before the lesson. If short of time, they could also read the texts for homework, ready for discussion in the lesson.

- 1 Write *Karma* on the board and read out the definition in the rubric. Elicit suggestions about the meaning of 'instant karma'. Check/Pre-teach the vocabulary (see *About the text*) if students haven't already researched it for homework. Focus attention on the three texts and write the three titles on the board. Elicit ideas about what each news story could be about from the title. Encourage a range of suggestions if possible.

Ask students to read the first story. Give them 1–2 minutes to do this, then put them in groups to discuss the notion of 'instant karma'. Repeat for the remaining two stories. Alternatively, divide the class into three groups (A, B, and C) and allocate each group one news story. After students have finished reading their story, group A, B, and C students come together to tell each other about their story and to discuss the idea of 'instant karma'. Monitor the discussion and note any language problems or examples of good language usage to feed back on later. Check answers with the class.

Answers

Haven't I met you before?

The first text suggests instant karma because the man who was rude to Matt on the train failed to get a job that Matt interviewed him for later that day.

Ring of Fortune

The second text suggests instant karma because the beggar who was honest about the ring that fell into his cup was rewarded two days later when the owner started to raise money for him. This eventually changed his life.

Tragic protest

The third text suggests instant karma because the motorcyclist who protested against the law on wearing safety helmets died while he wasn't wearing one.

- 2 Focus attention on the example. Ask one student to read out the cue sentence and another student to read the version with *shouldn't have* /'ʃʊdn̩təv/. Students continue rewriting the sentences, working in pairs. Remind less confident students that they will need to change some Past Simple forms to Past Perfect or perfect infinitive forms. Monitor and help as necessary. Check the answers, encouraging students to get the main stresses and weak forms correct. Be prepared to drill sentences students have problems with. You could highlight the main stresses by clapping out the rhythm. If students make mistakes with the form, write their answers on the board and get the rest of the class to help with the correction.

Answers

- 2 he might have got the job
- 3 shouldn't have sworn at Matt
- 4 If he had sold the ring
- 5 If Billy Ray hadn't been honest, he wouldn't have got
- 6 If she hadn't put his story online, she wouldn't have collected
- 7 Contos should have worn a helmet on the rally.
- 8 If he hadn't braked hard, he wouldn't have fallen off his motorcycle.
- 9 If he had worn a helmet, he might not have died/he might have lived/he might have survived.

Role-play – You're an idiot!

- 3 9.4 Pre-teach/Check the following items of vocabulary before doing this exercise: *to phone in sick, to bump into sb, to take sth through customs, to get sunstroke/sunburnt*.

Ask students to imagine that their friend did some stupid things. Ask two students to read out the examples in the speech bubbles. If necessary, remind students of the weak form /əv/ in the pronunciation of *have*. Put students in pairs to complete the task. Students take turns to read the statements and comment on them. Monitor and check for accurate use of the target structures and pronunciation. Note down any common errors to feed back on at the end of the activity. Play the recording so that students can compare their answers.

9.4 You're an idiot!

- 1 A I drove home, even though I was falling asleep at the wheel.
B You're an idiot! You might have had an accident! You could have killed someone!
- 2 A I didn't feel like going to work. I phoned in sick, and then went shopping.
B That was stupid! Someone from work might have seen you. You could have bumped into your boss.
- 3 A I took a bag through customs for a man who asked me to.
B You shouldn't have taken it! There could have been something illegal in it! It might have been drugs!
- 4 A I went out in the sun with no suncream on.
B You're crazy! You might have got sunstroke, and you could have got sunburnt!
- 5 A I walked home along the side of the motorway.
B You idiot! A car might have hit you! You could have caused a big accident!
- 6 A I told my girlfriend I was too busy to go out, and then I went to the pub with Jane.
B That was dumb! You shouldn't have gone out. Your girlfriend might have gone to the same pub! Or one of her friends could have seen you with Jane!

Talking about you

- 4 Focus attention on the examples. Ask students around the class to read out the examples in the speech bubbles. Again, remind students of the weak form /əv/ in the pronunciation of *have* if they over-stress it. Give another example from your own experience (real or imaginary), e.g. *I borrowed my brother's mobile phone without asking and I dropped it into the sea because I slipped on a rock. We never found it. He had to buy a new one.* Elicit sentences using the target structures, e.g. *I shouldn't have used his phone without asking. If I'd been more careful, I wouldn't have dropped it./I might not have dropped the phone if I hadn't slipped on the rock.* Elicit criticism of your behaviour using *should have/shouldn't have*, e.g. *You should have asked permission to use the phone. You should have been more careful. You shouldn't have dropped the phone into the sea.* Give students time to think of examples of when things went wrong or when they've behaved stupidly. Ask them to make sentences about the situation, using the target structures.

Put students in groups to exchange stories. Tell them to comment on and criticize their partner's situation/behaviour using *should have/shouldn't have*.

Monitor and check for accurate use of the target structures and pronunciation. Note down any common errors and feed back on them at the end of the activity. Correct any mistakes carefully with the class.

Additional material

For teachers

Photocopiable activity – Grammar: *Talking to my younger self*

For students

Online Practice – *Look again*

Workbook pp58–61, exercises 1–12

Listening and speaking SB p93

The kindness of strangers

About the listening

The theme of showing acts of kindness to others continues in this section with an extract from a radio programme. The listening text is based on a feature called 'Thank You' which can be heard on a BBC Radio 4 programme called *Saturday Live*. People call in and belatedly thank strangers for the help that they gave them at some point in the past.

BBC Radio 4 broadcasts a wide variety of spoken-word programmes including news, current affairs, drama, comedy, science, and history. *Saturday Live* is a magazine-style discussion programme with a lot of real-life stories and short features.

Students listen to four monologues (the speakers' phone calls), and the listening tasks consist of listening for specific information and note-taking.

Pre-teach/Check the following vocabulary from the recording if necessary:

1: *a scooter* (a type of small, less powerful motorcycle with small wheels), *sheepskin gloves*, *to be away in a flash* (to leave somewhere very quickly)

2: *packed (adj)* (very crowded), *rush hour*

3: *to browse around a shop*, *to dash somewhere* (to run somewhere quickly), *amazement*, *an opportunity*, *to save the day* (to do something that prevents a likely disaster/problem), *to dread* (to feel worried or frightened about something due to happen in the future)

4: *a purse*, *to claim (sth)*, *a driving licence*, *an envelope*, *to be struck* (to be impressed by a sudden thought about sth), *to go to a lot of trouble to do sth*

Lead in to the lesson by telling students that they are going to listen to part of a radio programme. Ask them to read about the programme in the short text at the top of the page. Ask a few questions to check comprehension, e.g. *What's the name of the radio programme? Why do people make these phone calls? Do you know of any similar features on radio/TV programmes?* If necessary, check/pre-teach suggested vocabulary at this stage. You could save time by asking students to check the vocabulary items for homework.

1 Explain to students that they are going to listen to four phone calls to the radio programme. Focus attention on the photos, ask students the questions and elicit predictions about the scenarios.

2 **9.5** Get students to read the questions in the chart so that they know what to listen for. Focus attention on the answers which are already filled in and on speaker 1's answer *Driving a scooter through a desert in Iran*. Elicit from, or inform, students that Farsi is the main language spoken in Iran.

Remind students that when they listen they don't need to understand every word to be able to complete the chart. Play the first part of speaker 1's recording up to ... *and I was going on, on this long road*. Pause, highlight the answer to the first question and elicit the answer to question 2. Play the rest of the recording through once, pausing after each speaker to allow students to fill in the sections of the chart. Put students in groups of three or four to pool their answers. Check answers with the class.

Answers

	What were the callers doing when they got into difficulty?	What was the problem?	Who helped them? How?
1	Driving a scooter through a desert in Iran.	It was very cold and he couldn't feel his fingers any more.	An Iranian man who was driving past. He took off his sheepskin gloves and gave them to the caller.
2	She was travelling through London having just returned from a trip to South Africa.	She couldn't see when the train came in.	Two young girls helped her get onto the Tube and put her luggage on. They also made sure she had a seat.
3	They were shopping in Oxford Street with their three young children.	His four-year-old son went missing.	A woman took his son to a police station.
4	We don't know.	Her daughter had lost her purse.	Someone had picked it up and found the address on her daughter's driving licence and had then sent the purse and all its contents back.

9.5 I just want to say *thank you*

1

Well, I was in Iran, crossing the Persian Desert. It was so very, very cold. I hadn't expected this, and I was worried that I couldn't feel my fingers any more. I was driving on this scooter and I had no gloves, and I was going on, on this long road. Suddenly I saw, there was a car, and as he got closer, he pulled his car in front of me and stopped and got out. Then he just simply took the lovely sheepskin gloves from his own hands and gave them to me. He couldn't speak English, I couldn't speak Farsi, his language, but he was away in a flash and I never said thank you to the person who probably stopped me losing my fingers. Wonderful!

2

In 2003, I was coming back from South Africa, from a holiday, and, I hate early morning in Heathrow, and I had to go on the Tube, so by the time I got to my least favourite Tube station, which is Earl's Court, it was packed, rush hour. And, I just could not see with so many people, I couldn't see when the train came in. And, and there were two young girls who said, 'Can we help you?', and they stood on

top of a thing, 'cos they weren't terribly tall themselves, and so they could see the train. They helped me on when it arrived, they'd insist on lifting my luggage, and found a place and, and made somebody stand up for me to sit down, and, ... it was just lovely! I would love to thank them, but, but they weren't, they'd probably never remember, but they were just so ... just, just helped me at the time I most needed it.

3

Back in the 80s, about 30 years ago, my wife and I thought we would do some shopping on a Saturday morning in Oxford Street, and we were with our young children who were then two, four, and six years old. And, we were on the first floor of a clothes shop, just browsing around, and I suddenly realized that my four-year-old son was missing, and I had a quick look round on the first floor, dashed down to the ground floor, and there was no sign of him. So I had to go out into the street, by which time I was really starting to panic. And I just found myself running up and down the street calling out his name and going into shops, and it was just about the worst moment of my life. But, fortunately my wife was much calmer and phoned the local police station, and to our amazement, they said that our son was there. Apparently what had happened is that a woman, this amazing woman, had seen my boy standing on the pavement, crying and clearly frightened, and made the decision to get a taxi and take him to the police station. But she never left any contact details, name and address, nothing. So, this has been the only opportunity for me to ever say thank you to this amazing woman whose actions saved the day. I sometimes dread to think what might have happened to him. So, if you're listening, thank you so much!

4

My daughter lost a purse, which we'd bought her years ago. I too had recently lost a purse. I left it on a bus, two young girls claimed it, so we thought the same thing would have happened to Tamsin's purse. The exceptionally kind person who picked it up, found the address on the driving licence, and put the purse with all its contents in an envelope and sent it to her. We were both really struck that someone could be so kind and go to so much trouble, and it was such a contrast with the experience that I had recently had, and I would love to be able to say thank you to that person.

- 3 **9.5** In this task, students practise listening for specific details. Give them time to read through the comprehension questions with a partner and ask them to discuss the answers they can remember. Play the recording again so that they can check their ideas and answer the rest of the questions. Allow a few minutes to compare answers in pairs before checking with the class.

Answers

- 1 He hadn't expected the Persian desert to be so cold. They didn't speak each other's language, and the other man left very quickly.
- 2 It was rush hour. They wanted to be able to see the train coming and they weren't very tall.
- 3 She was calmer than him and phoned the police station. The woman took the child to the police station in a taxi.
- 4 She'd lost her own purse recently and no one had returned it.

What do you think?

Allow time for students to read the discussion questions. Check comprehension of *heart-warming* /hɑ:t wɔ:miŋ/ (an event which causes a positive, happy feeling), *to broadcast* /'brɔ:dkɑ:st/ (to send out a programme on radio or TV). Put students in small groups to discuss the questions. Elicit a range of students' ideas in a feedback session.

EXTRA IDEA If your students like the idea of good news stories and if they have access to the Internet, suggest they go online to positive.news and research three heart-warming stories for homework. Next lesson, they can report their findings to the class.

SPOKEN ENGLISH *just*

Students will be familiar with the use of *just* to mean *a short time ago/before*, e.g. *I've just had breakfast*, but may not be aware that it has other meanings and that it is very common in spoken English.

- 1 Read the example sentence and elicit the answer.

Answer

It means *only*.

- 2 **9.6** Write sentence 1 on the board and highlight the position of *just* in the sentence. Focus attention on the different meanings of *just* in the box. Elicit the answer for sentence 2, following the example in sentence 1 – note that *just* can be used twice. Allow students time to complete the rest of the task individually. Ask fast finishers to check their answers with a partner.

Play the recording so that students can check their answers. Play the recording again and get students to repeat the sentences, paying attention to stress and intonation. Highlight how the stress usually falls on key 'content' words in a sentence, e.g. *just*.

Answers and audioscript

9.6 *just*

- 1 Alice isn't here. She's **just** gone. (a short time before)
- 2 I **just** love your present! It's **just** perfect! (absolutely)
- 3 Abingdon is **just** south of Oxford – it's only eight miles away. (by a small amount)
- 4 I've **just** finished reading that book, so you can borrow it. (a short time before)
- 5 I don't want any wine. **Just** a glass of water, please. (only)
- 6 Wow, that chocolate cake is **just** amazing! (absolutely)
- 7 'Who's coming tonight?' '**Just** me. Clare can't make it.' (only)
- 8 We **just** missed the train – we were only a minute late. (by a small amount)

Say thank you!

Tell students that they are going to write a short 'thank you' to someone. This is an opportunity to personalize the topic of saying thank you. Write *Who?* and *What for?* on the board and elicit a range of people students would like to thank and a list of things to say thank you for, e.g. *saving a life, rescuing someone/something, helping out with something, finding something precious which was lost*, etc. This brainstorming activity will give students some thinking time. Students can invent a story using ideas on the board if they can't remember a specific occasion.

Elicit/Write some useful phrases on the board for students to use:

Thanks (ever) so much for ...

Many thanks for ...

I'd like to thank you for ...

I'm extremely grateful to you for ...

Give students time to write their 'thank you' note in class or for homework. Monitor and prompt correction when appropriate.

SUGGESTION Make the writing task more interactive by asking students to exchange 'thank you' notes with another student. Students write a reply to the 'thank you' note they received.

Additional material

For students

Online Practice – Practice

Reading and speaking SB pp 94–5

The sharing economy

About the text

The theme of the unit shifts from caring to sharing, with a focus on the sharing economy in a text titled *What's yours is mine!* The sharing economy is based on the idea of people offering their services, resources, or access to goods, usually via an app or online. It is, in part, a reaction to big business and consumerism, with people starting to question why we need to keep buying and owning more and more.

After reading an introductory text which outlines a few pros and cons of the sharing economy, students do a jigsaw reading exercise (the third of four jigsaw readings in the course). Each student reads a text which resembles a list of Internet posts giving details of some popular 'sharing companies'. The article recycles some of the target structures from the start of the unit and some vocabulary from across the course. Encourage students to use the context to guess the meaning of new vocabulary or allow them to use dictionaries if appropriate. If your class needs extra support, be prepared to pre-teach/check these items:

Introduction *a scheme* /ski:m/, *an electric drill*, *a ladder*, *tools*, *stuff*, *to bombard* /bɒm'baɪd/, *to buy sth on credit* (a method of paying for goods or services at a later time, usually paying interest as well as the original money)

Text A *a kennel*, *unused* (adj) /ʌn'ju:zd/, *to have the budget for sth* /'bʌdʒɪt/

Text B *posh* (informal adj. – expensive, top quality, or from a high social class), *to hire sth*, *to bid for sth/to do sth*, *to rate sth/sb*

Summary of the sharing companies mentioned in the text:

Airbnb – people rent out their property online

Uber – private drivers offer their services via Uber app

DogVacay – people offer a home to dogs when their owners go on holiday

Pley – a toy borrowing and toy exchange service

Campinmygarden – people offer camping space in their garden

Stylend – people rent out their designer clothes

TaskRabbit – people bid to do household jobs which people advertise

JustPark – people rent out their parking spaces outside their house.

- 1 Lead in to the section by writing *Airbnb* and *Uber* on the board. Elicit answers to the questions. Ask students what they know about the idea of a 'sharing economy'.

Answers

Airbnb is an online community which people can join to rent accommodation to or from other people. Sellers have to set up an account and provide details of the accommodation they have for rent (a room, an apartment, a house). Renters can search and then make secure payments for any accommodation they would like to rent.

Uber connects drivers with passengers through a smartphone app. If you want a taxi ride, you can use your app to request a ride and any nearby drivers can choose to accept your request. Fares are automatically calculated and paid via the app.

- 2 Focus attention on the title of the introduction and explain how it is a reference to sharing. Ask students to read the two-paragraph introduction through quickly. Elicit answers, including a range of answers to question 2.

Answers

- 1 It's shocking that the average person only uses an electric drill for 6–13 minutes during its lifetime.
- 2 Something else that we own and rarely use is a ladder. (More examples could include other DIY items, kitchen and garden equipment, etc.)
- 3 This exercise gives students an opportunity to discuss what they would consider sharing before they read about the things people share in the jigsaw reading task. Put students in pairs to discuss their ideas before a quick feedback session.
- 4 In this exercise, students practise reading intensively in order to understand specific details. Make sure you pre-teach/check vocabulary from the introduction if necessary. Give students time to read the questions. Put them in pairs and get them to try and predict some of the answers. Ask students to read and find the answers in the text. Allow time for students to discuss their answers in pairs before checking with the class.

Answers

- 1 We're bombarded with it because we're now seeing and hearing advertisements all the time.
 - 2 We buy things that we don't need and can't afford.
 - 3 Because you can read lots of reviews and they offer secure payment systems.
 - 4 The two main problems are insurance and safety regulations. The two main benefits are that it helps people financially and gives a sense of community.
 - 5 Libraries are not just for books now, there are lots of different kinds of libraries where you can borrow different things.
 - 6 Examples given of things that people in Seoul share are cars, parking spaces, office space, tools, suitcases, children's clothes, books, and suits.
- 5 Divide the class into two groups, A and B. Write the first two questions on the board:
 - What do they do?
 - What's the advantage of using them?

Ask all the A students to read Text A and all the B students to read Text B. Students read the texts individually and answer the questions on the board. Monitor and be prepared to deal with new vocabulary. Put students in A+B pairs to exchange information about the different texts and answer all three questions. Discuss answers with the class.

If your students need more support, put students in A+A and B+B pairs to discuss their answers before putting them into A+B pairs.

Suggested answers

DogVacay arranges for dogs to stay in other dog owners' houses when people want to go on holiday. It's easier than finding a kennel and it's a more comfortable environment for the dog.

Pley allows its members to hire and lend toys. It's a good idea because children get bored of toys quickly.

Campinmygarden lets people who want to travel cheaply camp in someone's garden instead of paying for a hotel. It allows people without much money to go on holiday and people with a large garden to make some money.

Stylend is a site where you can lend and borrow designer clothes. It's good for people who bought an outfit for a special occasion and have never worn it again, and it's also good for people who want a posh outfit, but just for one day or evening.

TaskRabbit is a way to find people to do various jobs around the house for you. Other people can look at the jobs and choose one to do. Users can choose the handyman/woman with the lowest price, or with the best reviews, depending on their needs.

JustPark allows people with a parking space to rent it out. It's good for people who need a cheaper option when they want to park near an airport or hospital, or if they need to find a regular parking spot near where they work.

What do you think?

If you are short of time, discuss the questions with the whole class. If not, put students in small groups. Then elicit a range of opinions from different groups in a feedback session.

Project

Put students in pairs to work on this task. Set them a target to work towards, e.g. *List five things that you own that you could rent out*. Monitor and help if necessary. Then ask pairs of students to number their ideas 1–5 (1 = best idea, 5 = worst idea). Elicit the best ideas from each pair and display them on the board. Hold a vote to decide on the winning idea.

If you have time in class, students can watch the Unit 9 video about the Scandinavian concept of *hygge*.

Additional material

For teachers

Photocopiable activity – Video worksheet: *What is hygge?*

For students

Online Practice – *Practice*

Vocabulary SB p96

Words with similar meanings

The first part of this section focuses on synonyms and near-synonyms. The vocabulary is recycled from the article on SB pp94–5. Raising awareness of words with similar meanings helps to enrich students' vocabulary and also provides them with a way of avoiding repetition in both writing and speaking.

- 1 Focus on the first pair of words. Ask students to work in pairs to continue matching the words. Check the answers with the class, dealing with any pronunciation problems as you go.

Answers

to rent – to hire
a price – a fee
a guest – a visitor
to trust – to rely on
difficult – challenging
a benefit – an advantage
to start – to set up

- 2 This exercise practises some of the words from exercise 1 in context. Second and third conditional sentences are featured in this exercise as well to recycle the grammar from earlier in the unit. Elicit the answers for the first pair of sentences. Remind students they might need to change the form of the nouns and verbs depending on the context. Students complete the task, working individually. Give them time to check their answers in pairs before checking with the class. Finish by asking students to take turns reading the sentences aloud to their partner to practise saying these words in the correct context.

Answers

- 1 rented, hire
- 2 guest, visitors
- 3 difficult, challenging
- 4 prices, fees
- 5 benefits, advantages
- 6 trust, rely on
- 7 started, set up

Words with very different meanings!

The second part of this section looks at pairs of words with differences in meaning. Students should be familiar with most of the words, but are still likely to confuse them, often due to interference from their own language, perhaps because:

- they are popular 'false friends'
 - there is only one word in the students' language when in English there are two words
 - they have slightly different uses/collocations in the students' own language.
- 3 Focus attention on the first cartoon and elicit which word is wrong and why. Elicit the correct verb. Put students into pairs to discuss each cartoon. Elicit the corrections in feedback.

Answers

- 1 Thieves **robbed** a bank last night.
- 2 Edison **invented** the light bulb.
- 3 The drinks machine was out of **order**.
- 4 My mother is a very good **cook**.
- 5 The inspector **checked** our tickets.
- 6 Roma **beat** Arsenal in the cup final.

- 4 Model number 1 on the board as an example with the class. Elicit the answer and draw a line to show which word goes with which phrase. Ask students to work in pairs to complete the task. Allow them to refer to a dictionary for any answers they are unsure of. Check answers with the class.

Answers

- 1 wash your hair, clean the flat
- 2 hear noise, listen to music
- 3 a China plate, a delicious dish
- 4 a school teacher, a university professor
- 5 borrow money from someone, lend someone some money
- 6 an agenda with discussion points, a diary full of appointments
- 7 sensitive to people's feelings, sensible about what's possible
- 8 bring something here, take something there

- 5 **9.7** Explain to students that they are going to listen to eight short conversations to check which words and phrases are used. Give students time to read the task. Play the recording. After listening, ask pairs of students

to discuss their ideas about the situations in each conversation. Check answers with a class.

Elicit a two-line conversation using the other phrase in number 1 (the phrase **not** heard in the recording), e.g.

A: *Why are you looking so grumpy?*

B: *It's a beautiful day outside, but I've got to stay in and **clean my flat**. My parents are coming to stay tomorrow.*

Ask pairs of students to continue the exercise, writing two-line conversations for numbers 2–8. Monitor the writing task for accurate language use and prompt students to correct their own mistakes whenever possible. Ask a few pairs to read out their conversations. If short of time, this writing exercise could be done for homework.

Answers and audioscript

9.7 Words with different meanings

- 1 A Oh no! Boring Barry keeps asking me out. He's just invited me to the cinema tonight.
B Well, make it obvious you're not interested. Tell him you're **washing your hair** tonight!
- 2 A Sssh! Did you **hear that noise**? It sounded like someone in the garden.
B It's probably just a fox. They often come round here at night.
- 3 A That **China plate** on the wall is gorgeous!
B Yes. My grandmother left that to me. It's probably worth quite a bit.
- 4 A I didn't like any of my **school teachers**.
B Shame. If you'd liked them, you might have stayed on at school.
- 5 A I **lent James £20** two weeks ago, and he's never mentioned it since.
B He's obviously forgotten about it. If he'd remembered, he'd have paid you back by now.
- 6 A What's **on the agenda** for today's meeting?
B Oh, the usual **discussion points**: new plans, strategies, targets, and a review of why none of the last ones have worked!
- 7 A You can't keep **taking on** so much work. You've got to be sensible about what's possible.
B I know. I need to think more before I say 'yes' to work offers.
- 8 A Could you **bring that chair over here**?
B Which one? The red one?

EXTRA IDEA Play the vocabulary game *Back to the Board* to revise the language from this section. This can be played as a team game. Put students in two teams and nominate one student in each team to sit with their back to the board. Write the vocabulary item on the board and simultaneously both teams must explain it, mime it, etc., to their team-mate with his/her back to the board. The first student with their back to the board to guess the word/phrase correctly wins one point for their team. Rotate the person who sits with their back to the board after each word/phrase so everyone gets a turn. The winning team is the one with the most points.

If a team game is not practical because your class is too large or too small, adapt the game. Put students in pairs, one person must sit with their back to the board. Write a selection of vocabulary items on the board and the student facing the board must explain these words/phrases without saying them. After most pairs have finished, students swap seats and repeat the exercise with a new selection of vocabulary items on the board.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Which word?*

For students

Online Practice – *Look again*

Workbook p62, exercises 1–3

Everyday English SB p97

Money matters

This section includes the language used to discuss buying an expensive item on credit, to pay a restaurant bill with a card, to exchange one currency for another, and to query the amount of change when paying for an ice cream. Students will need to discuss exchange rates at the end of this section, so (ask them to) find out the exchange rates between their currency, sterling, the US dollar, and euros before the lesson. Lead in to the topic by brainstorming vocabulary related to money. Make sure students are familiar with the following language items:

Verbs: *to spread the cost of sth over (a period of time), to get a refund /'ri:fʌnd/, to do/pay contactless, to leave/add a tip, to charge commission, to pay in cash (for sth)*

Nouns: *the bill, a PIN number, a receipt /rɪ'si:t/, service (in a restaurant), change (money you get back when you pay for something and give too much), the exchange rate, a (£20) note*

Phrases: *Press Enter, I haven't got anything smaller.*

- 1 **9.8** The recording in this exercise contains the first few lines of each of the four main conversations in exercises 2 and 3. There is enough information in each one for students to be able to match the conversations to the photos. Focus attention on the photos. Read the instructions and the questions with the class. Play conversation 1 and elicit which photo matches the conversation (B). Play the rest of the recording and ask students to complete the matching task. Check answers with the class. Play the recording again, pausing between each conversation extract, and ask students to note down the questions that they hear. Check the questions which students heard.

Answers


Conversation 1 – B (in a shop)
What about this silk designer dress?
Conversation 2 – D (in a restaurant)
Is service included?
Conversation 3 – A (in a bureau de change)
What's your exchange rate for euros to pound sterling?
Conversation 4 – C (in a cinema)
Could I have a strawberry ice cream, please?

9.8

- 1
A What about this silk designer dress?
B Mmm, it's lovely, but it's out of my price range.
- 2
A Here's your bill.
B Thank you. Is service included?
- 3
A Hello, what's your exchange rate for euros to pounds sterling?
B It's 0.79 at the moment.

4

- A Could I have a strawberry ice cream, please?
B Sure. That's £1.80. You'd better be quick – the film's about to start.

- 2  **9.9** Focus students on the instruction. Play the recording for students to carry out the task. Check answers with the class.

Answers

Conversation 1: The dress is too expensive for the customer and she doesn't like buying things on credit.

Conversation 2: The restaurant doesn't accept contactless card payment on bills of over £30.

Conversation 3: They've only got sterling in notes, so the customer has to accept £200 for €254, rather than £197.50 for €250.

Conversation 4: The customer has been given the wrong change.

9.9

- 1
A What about this silk designer dress?
B Mmm, it's lovely, but it's out of my price range.
A So what kind of price did you have in mind?
B Oh, £1,000 would be my limit.
A You could spread the cost over 12 months if you wanted to.
B Mmm, I don't like buying things on credit. If I bought it and changed my mind, could I bring it back and get a refund?
A Yes, as long as it's not been worn.
B OK. ... I think I'll leave it for now, actually. Thanks. Bye.
A Goodbye.
- 2
A Here's your bill.
B Thank you. Is service included?
A No, it isn't. How was your meal? Was everything OK?
B Yes, it was all very nice, thank you.
A So, if you could enter your PIN number, add a tip if you want to, and then press Enter ...
B Can I not do contactless?
A No, I'm afraid that's only below £30 ... OK, here's your receipt.
B Thanks, and that's for you. I prefer to give tips in cash.
A Oh, thank you. Come again soon.
B I will. Bye.
- 3
A Hello, what's your exchange rate for euros to pounds sterling?
B It's 0.79 at the moment.
A And do you charge commission?
B It's commission free above £150.
A OK. So how many pounds would I get for €250?
B £197.50. But we've only got sterling in notes. You could have £200 for €254?
A Yes, that would be fine.
B OK, if I could just have your passport? So, how would you like the money?
A Could I have seven twenties and six tens, please?
B There you go. Have a nice day.
A And you. Bye.
- 4
A Could I have a strawberry ice cream, please?
B Sure. That's £1.80. You'd better be quick – the film's about to start.
A Oh OK, thank you. Here you are. I'm sorry, I haven't got anything smaller.
B That's OK. And here's your change.
A Thanks. ... I think you've made a mistake.
B Sorry?
A You've given me the wrong change. I gave you a £20 note and you've given me change for a ten.
B Oh, sorry about that, I'm daydreaming today. There you go.
A Thanks a lot. Bye.

- 3 This exercise gives students the opportunity to role-play one of the conversations in this section, with the support

of conversation skeletons. The conversations recycle numbers and prices from *Everyday English* in Unit 6 and so students should be able to read the numbers aloud without much difficulty.

Focus attention on the skeleton conversations. Give students a few moments to think about the wording for conversation 1. Choose two confident students to role-play it for the rest of the class. Encourage them to improvise where they need to, rather than rely on you to give them the actual wording.

Put students in pairs to continue the role-play exercise. Tell them to choose one of the four conversations to practise. For fast finishers, ask them to continue with another conversation. If your students are happy to act out all four conversations, and if there's enough time, extend the task to allow for this. Monitor and help as necessary. If you have time, let pairs of students perform one or two conversations for the rest of the class. At the end of the exercise, you could refer students to the audioscript on headwayonline.com and let them compare the wording with their role-plays.

- 4 Check comprehension of: *to be overdrawn*, *to economize*, *a store card*, and *to keep within a credit limit*. Put students in small groups to read and discuss the questions. Feed back as a class. Don't push students to give details about their financial situation if they seem reluctant or if money is a sensitive subject in their culture.

SUGGESTION Recycle the language in this section by getting students to think about recent transactions/enquiries they have made outside the classroom and role-playing them in English. This could include buying things, asking what's included in a price, ordering currency, paying with a credit/store card, etc.

Additional material

For teachers

Photocopiable activity – Communication: *Heads or tails?*

For students

Online Practice – *Look again*

Workbook p63, exercises 1–2

Online Practice – *Practice*

Writing SB p98

Describing a place – relative pronouns and participles

This section carries through the theme of the sharing economy from the *Reading and speaking* section by exploiting an *Airbnb* listing as a model text before students write their own advertisement at the end of the section. Students work through a series of activities, leading up to the final writing task of describing their house/apartment. There is a *Grammar spot* feature on relative clauses and pronouns, and also on present and past participles.

- 1 Recall the earlier discussion about *Airbnb* (see SB pp94–5, exercise 1) and ask students if they would ever consider listing their house/apartment. Elicit *why/why not?* Focus attention on the task and check understanding of *facilities* (rooms, equipment, or services that are provided for a particular purpose). Brainstorm vocabulary and ideas in

connection with each topic/heading, e.g. *location* – city centre, on the outskirts, in the suburbs, in the countryside, etc.; *transport* – by bus, on foot, by train, by taxi, etc.; *number of rooms* – number of bedrooms, other rooms in the house/apartment; *furniture and facilities* – antique furniture, modern-style furniture, cooking facilities, coffee-making facilities, car parking, garden, childcare facilities, etc.; *house rules* – take off shoes at the entrance, no smoking, no dogs, etc. Give students time to make notes about their house/apartment under each topic heading. Then, put them into pairs and ask them to describe their house/apartment. Tell them to ask their partner questions for more information. Monitor and prompt ideas/questions as necessary. Elicit a few descriptions from students about their partner's house/apartment.

- Write the two headings from the listing, *The Space* and *Neighbourhood* on the board and focus attention on the photos. Elicit ideas about the house in terms of 'the space' and 'neighbourhood' before starting the reading exercise. Ask students to read the text and think about the answers to the questions. Encourage them to use the context to help them with new vocabulary, but you may need to check *a well-kept house*, *a lived-in feel*, *catch-up TV*, *French windows* (a pair of glass doors, usually opening from the back of a house into its garden), *a conservatory* /kən'sɜːvətəri/ (a room with glass walls and a glass roof, usually connected to a house, used for growing plants or for relaxing in), *furnishings* (the furniture, curtains, and other decorations in a room or building), *cosy*, *reliable*. Allow students time to discuss their answers in pairs before checking in feedback.

Answers

Four people could stay there because there is one double bed and two single beds (twin beds).

EXTRA IDEA There are a lot of examples of compound nouns in the text which are covered in the *Vocabulary and speaking* section in Unit 11. If there is time, you could ask students to underline them in this text as an additional exercise (e.g. *the city centre*, *the rail station*, *the living room*, *the dining room*, *an armchair*, *a coffee table*, *bookshelves*, *French windows*, *a double bed*, *a corner shop*, *a bus ride*).

- Intermediate students should have already covered relative clauses/pronouns and participles, but if students are at all unsure, ask them to read Grammar reference 9.7 on SB p151 and then go through the *Grammar spot* after this exercise.
Elicit the relative clause that goes in gap 1 of the *Airbnb* listing (g *that has smart, modern furnishings*). Ask students to complete the task, working individually. Let them check their answers in pairs before checking with the class.

Answers

- g that has smart, modern furnishings
- a which is Internet connected
- i you can use for real log fires
- b that can seat six people comfortably
- h where you can sit and enjoy the sun
- d who will help with any problems
- e whose children often play outside
- c where you can buy most things you need
- f which has fast trains to London

GRAMMAR SPOT SB p98

- Elicit the relative pronoun in the first clause in exercise 3 (*which*). Ask students to find and underline the remaining relative pronouns. Ask them to think about what they refer to and when we use them. Check students' answers during feedback.

Answers

which is Internet connected = the TV
that can seat six people comfortably = the dining room
where you can buy most things you need = a corner shop
who will help with any problems = the neighbours – a retired elderly couple
whose children often play outside = the other neighbours – a nice young couple
which has fast trains to London = the rail station
that has smart, modern furnishings = the house
where you can sit and enjoy the sun = the conservatory
 We use *which/that* to refer to things.
 We use *who/that* to refer to people.
 We use *where* to refer to places.
 We use *whose* to refer to someone's possessions or relations.

- Students read the sentences and work out the rule. Let them compare their ideas in pairs before checking with the class.

Answers

This is the room **which** I like best.
 They're neighbours **who** we don't often see.
 When *who*, *which*, or *that* is the object of a relative clause, it can be left out.

- Elicit the answer for sentence 1. Students complete the task, working individually. Check answers with the class.

Answers

- There's the corner shop **where** you can buy groceries and newspapers.
- This is the bedroom **that/which** is used as a study.
- That woman **who's** talking to the postman is my neighbour.
- There are two bicycles (**which/that**) you can use to cycle into town.
- Were you talking to the girl **whose** parents live at number 52?

- Set the writing task for homework. Remind students to use relative pronouns and participles. Tell students to use the *Cambridge house* listing as an example text to refer to. Recommend a word count of about 250 words.

SUGGESTION Students often enjoy reading each other's work, so you could ask them to exchange their descriptions with a partner before handing them in. Students can comment on the content and also help improve the writing by highlighting mistakes/suggesting changes. If you have space, you could also display the descriptions on the classroom walls for students to read. If appropriate, ask them to choose where to go and stay, and to say why.

Additional material

For students

Online Practice – *Practice*

Workbook p63, *Review*, exercises 1–2

Online Practice – *Check your progress*

10 Beyond belief!

Introduction to the unit

The title of this unit is *Beyond belief!* and the content includes topics which are unbelievable but true. Optical illusions, weird but wonderful facts, and incredible stories provide the context for the language work on modals of probability, both present and past. Following the grammar practice sections, the *Spoken English* box has the title *What on earth ... ?* and appropriately looks at how ... *on earth* ... can be added to questions to express disbelief!

Strange or unbelievable stories continue in the following two sections; solo weddings in Japan are the unusual theme in the *Reading and speaking* section, and the incredible story of the man who 'posted himself to Australia' is the subject of the *Listening and speaking* section.

The *Vocabulary* section continues the coverage of phrasal verbs with a focus on verbs with *out* and *up*. *Everyday English* looks at common adverbs and expressions for expressing attitude.

Writing continues the storytelling theme with the second focus on writing a narrative. In *Writing a story (1)* in Unit 4 students practised language for linking ideas, and in *Writing a story (2)* in this unit students focus on how to organize a text.

Language aims

Grammar

Modals of deduction

This is the second unit focussing on modal verbs. Unit 5 dealt with modals of permission, advice, and obligation, and their use in requests and offers. If necessary, remind students of the introduction to modal and related verbs in Grammar reference 5.3–5.5 on SB pp145–6. Modals for future possibility also appeared in Unit 8. In this unit the focus is on *must/may/could/might/can't* for making deductions. The language work is divided across two presentations. The first covers the present modal forms *must/may/could/might/can't* + infinitive. It also highlights the continuous infinitive form, e.g. *He could be looking at me* and the use of the verb *look like*. The second presentation covers the past modal forms *must/may/could/might/can't* + *have* + past participle. Students met the perfect infinitive forms *might/could* + *have* + past participle in Unit 9 when expressing past possibilities which didn't happen, and *should have* + past participle for expressing advice for past situations (see Grammar reference 9.5–9.6 on SB p151). Although they will be familiar with the forms, they are still likely to make mistakes.

Possible problems

Students may be confused that, when using modals of deduction, the negative of *must be/must have been* is *can't be/can't have been*, not *mustn't/mustn't have been*. Many languages don't have a direct equivalent of *may/might/could* and so students tend to approximate the meaning by using *perhaps* or *maybe*, sometimes as a direct translation from their own language. Students often have problems producing the more complex perfect modal forms. It's worth briefly revising common past participles to help them. Students also tend to overstress *have* in these forms instead of making it weak, /əv/. There is a pronunciation section on SB p103 to help students with this key area.

Common mistakes:

*No answer.

She mustn't be at home.

**She might working today.*

**She might be work today.*

**They must have leave early.*

**She can't have went out.*

**He looks as his mother.*

Corrections:

She can't be at home.

She might be working today.

They must have left early.

She can't have gone out.

He looks like his mother.

Vocabulary

The vocabulary focus in this unit is phrasal verbs with *out* and *up*, e.g. *work out*, *make up*. Students look at phrasal verbs used across this unit, analyse dictionary extracts, and then work on a range of phrasal verbs and their meanings in context.

Everyday English

In this lesson, students practise the use of common adverbs for expressing attitude in speaking, e.g. *apparently*, *actually*, *obviously*, *hopefully*, etc.

Additional material

Workbook

Modals of probability are reviewed, practised, and consolidated, including the continuous infinitive and past forms. Phrasal verbs with *up* and *out* are practised, and there is vocabulary extension work on phrasal verbs + prepositions, as well as verbs with *be* and *have*.

Photocopiable activities

There are photocopiable activities to review grammar (*What on earth is happening?*), vocabulary (*Up or out?*), and communication (*Just kidding!*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Beyond belief!' Make sure students understand the meaning of the phrase (something that is difficult to believe). Explain that in English this phrase can also be used for emphasis, for example, *They were shocked beyond belief.* (= They were extremely shocked).

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, reading, Everyday English, listening, writing. If you wish, give an example for each from the unit.* You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, try to watch the video together. The audio and images together make the different goals of the lesson very clear. Then move on to the speaking activity.

Notes for the activity:

- 1 Ask students to describe what they can see in the foreground and in the background of the photo. Elicit what type of celebration it might be. (It is the Chinese Lantern festival which, traditionally, ends the Chinese New Year period marking the beginning of Spring.) If there is time, you could ask students to research beliefs and traditions in connection to this celebration.
- 2 Read the quote by Buddha and focus attention on the question. Elicit suggestions. Encourage students to come up with at least two or three different ideas.

Suggested answers

Check your facts, ask questions, ask for other people's opinions, etc.

Grammar

must be/can't be/looks like ...

STARTER SB p100

This section sets up the theme of the unit with a series of optical illusions. Your students may well recognize some of them, but should still enjoy working with a partner to discuss what they think of the images. Check comprehension of *a parallel bar, a soldier, earrings, and a candlestick.*

Give students a few moments to look at the images and decide what they can see before putting them in pairs. Students discuss the optical illusions, exchanging information about what they can see and trying to find the things and people in the list across the range of images. Monitor and check the language students use to discuss the images. They are unlikely to use the modal verbs or *look like* completely correctly, but it will give you an indication of the areas students need to focus on. Discuss the answers with the class. Elicit/Check *a skull* and, if the words arise in feedback, also check *a see saw* and *a seal*, relating to pictures 5 and 7, respectively. Encourage individual students to point out where the 'hidden' images are. Tell students not to worry if they couldn't find all the things in the task – different people are able to see different things.

What do you see? SB p100

This section focuses on the present form of the modals of deduction, along with the verb *look like*.

- 1 Read the instructions with the class. Ask students to work in pairs to identify the illusions that they think the lines of conversation refer to. Elicit ideas in whole class feedback, but do not confirm answers – this stage is to familiarize students with the images that they will hear being discussed, but their perceptions may be different from those of the speakers they are going to hear in exercise 2.
- 2 **10.1** Give students time to read through the instructions and tell students to point to the pictures with their partner as they listen. Play the recording and pause it at key moments to check which picture is being referred to (*it's got big ears ... a rabbit and a duck ... I can see 'evil' ... four or three – it depends on how you look at it ...*, etc.). If necessary, play the recording again so that students can identify which two pictures in the illusions the woman can't see. Check the answers with the class.

Answers

The pictures are discussed in the order 7, 2, 6, 4, 5, 1, 3, 8.
The woman can't see the seal in 7, the word 'good' in 6, the soldier in 3, or the lady in 8.

10.1 What do you see?

- A These are great fun! Let's see if we can work them out.
B OK ... I can see ... two rabbits.
A Two?! No, that one isn't a rabbit ...
B It looks like a rabbit to me. It's got big ears.
A No, no, those are a horse's ears! That picture's a horse or a seal.
B Mmmmm, it might be a horse but I can't see a seal ... but ... there's definitely a rabbit in this picture ... a rabbit and a duck!
A Yeah, they're easy to see. Now, what about this one? I can see the word 'good'.
B 'Good'? I can't see 'good' ... but I can see 'evil'.
A That's interesting! (laughter) I can't see 'evil' ... Oh, yes now I can ... I can see both words now. That's really clever!
B This drawing's clever too – it looks like four shelves but there can't be four ...
A Yeah, four or three – it depends how you look at it. And this is another clever drawing.
B Which one?
A The one with the parallel bar.
B Parallel? It doesn't look parallel at all. It looks like a see saw.
A It is parallel. I've checked it with a ruler.
B Wow! Amazing! The diagonal lines must be creating the illusion.
A Yeah, I think you're right.
B Now, what about the guy with the earring! He could be looking straight at me ... on the other hand he ...

- A ... he might be looking at me! ... And that guy, the soldier, doesn't he look miserable ...
- B That's not a soldier! It's someone touching their toes.
- A It must be a soldier – he's wearing a helmet ... and he's got his eyes closed.
- B Really? I can't see that at all. But ... look at the eyes in this one ... the skeleton! It looks like something from a horror movie and it's wearing an earring, too.
- A Yeah, this one's really weird, but look more closely ... it's not a skeleton and it's not an earring. It just looks like a skeleton.
- B Huh?
- A It's an old-fashioned lady looking at herself in a mirror.
- B No! (disbelief) A lady? It can't be a lady. And what's the earring?
- A I'm not so sure about that. It may be a candlestick.
- B Well, whatever it is, it's scary. OK, good fun! Is that the lot?

GRAMMAR SPOT SB p100

- 1 Read the sentences as a class and elicit the answers to the concept questions.

Answers

It **must be** a horse. = most sure; the other three sentences are less sure.

- 2 Students discuss the meaning in pairs before checking with the class.

Answer

It's impossible that it is a horse.

- 3 Give students time to do the tasks in their pairs. Check the answers. Also, remind students that we can't say *look as*: *She looks as a successful businesswoman.

Answer

A noun.

- 4 Give students time to do the tasks in their pairs. Check the answers.

Answers

must be creating, might be looking

If necessary, refer students to Grammar reference 10.1–10.2 on SB pp151–2.

Practice SB p101

Fact or fiction?

This section gives students the opportunity to practise modals when speculating about widely held beliefs on a range of subjects.

- 1 Give students time to read the statements. Check comprehension of *sunflowers*, *salt water*, and *freshwater* (water which contains no salt), *a quack*, *an echo*, *a toilet flush* (the sudden flow of water that cleans a toilet), *a hemisphere*, *a hurricane*, and *hyperactive (adj)*, or allow students to use dictionaries as they read the statements. Ask two students to read out the examples for sentence 1. Check the main stresses on the responses, drilling chorally and individually as necessary:

*That **must** be true ...*

*I'm **not** so **sure**. It **might** be ... because*

Put students in pairs to discuss the statements. Monitor and check for accurate use of the modals and correct pronunciation. Check students are using the negative form *can't be* correctly, rather than *mustn't be*. Students discuss the statements as a class. Then feed back on any errors in the use of the modals and correct them carefully.

- 2 10.2 Play the recording and let students check their ideas. Play the recording again if students have missed any of the facts in the explanations. Elicit which facts students found most surprising.

Answers

- | | | |
|---------|---------|---------|
| 1 false | 4 false | 7 true |
| 2 true | 5 false | 8 false |
| 3 true | 6 false | 9 true |

10.2 Fact or fiction?

- 1 **Sunflowers turn to follow the sun.**

FICTION: It's true there are flowers that follow the sun, but, despite what many people believe, the sunflower is not one of them. Certainly, when you see a field of sunflowers, the flower heads are facing more-or-less in the same direction, but always in the same direction, from sunrise to sunset.

- 2 **The milk of a hippopotamus is pink.**

FACT: It is true that the colour of a hippo's milk is bright pink. This is because the milk contains two unique acids, and one of these is red, which when mixed with the white milk turns it pink. Hippos nurse their babies for about a year and are the only mammals to produce pink milk.

- 3 **Salt water boils quicker than fresh water.**

FACT: Salt water boils faster than pure water because the salt water has a lower heat capacity. In other words, it takes less energy to raise the temperature of salt water than pure water. This means that the salt water heats up faster and gets to its boiling point quicker.

- 4 **A duck's quack doesn't echo.**

FICTION: This is a much-quoted scientific myth, but it is not true. Scientists have done experiments to prove this. But, where did this myth come from? Perhaps it's because quacks aren't usually loud enough to produce an echo.

- 5 **A toilet flush rotates in a different way depending on which hemisphere you are in.**

FICTION: Some people like to believe that the flow of water down the drain in sinks, bathtubs, or toilet bowls changes according to whether you are in the northern or southern hemisphere. This is not true. Drains can flow both clockwise and anti-clockwise in both hemispheres.

- 6 **Hurricanes always have girls' names.**

FICTION: This used to be true. From 1953 to 1979, only female names were used, but now both men's and women's names are used. One name for each letter of the alphabet. The same lists are reused every six years. These are the first seven names for 2020: Arthur, Bertha, Cristobal, Dolly, Edouard, Fay, and Gonzalo.

- 7 **Elephants can't jump.**

FACT: Elephants have the same number of bones in their feet as other mammals, but they can't jump. This is because the bones in an elephant's foot are more closely packed together than in other mammals, so they do not have the flexibility that you need to jump.

- 8 **Too much sugar makes children hyperactive.**

FICTION: Sugar does not change kids' behaviour. In 1994, a research study proved that a sugary diet did not affect behaviour. But, sugar does change one important thing: parents' expectations. After hearing that their children have had a lot of sugar, parents are more likely to say their child has become hyperactive, even when the sugar was not really sugar, but only a placebo.

- 9 **Fish have a three-second memory.**

FICTION: Scientists have proved that goldfish memory is nowhere near as short as three seconds. They conducted two experiments with fish food which proved that goldfish can actually remember things for as long as five months!

SUGGESTION Students can research other widely held beliefs and urban myths for homework. Get them to write true/false statements and then test other students in pairs/small groups.

Grammar and speaking

- 3 This exercise gives practice of the modals in a statement and response activity. Focus attention on the prompts for the example and elicit the main stresses in the sentence: *You **must** be very **worried**.*

Put students in new pairs to continue the task. Point out that students will need to use continuous infinitive forms in some of the responses. If necessary, refer the class back to exercise 4 in the *Grammar spot* on p100. Monitor and answer any queries about vocabulary, and check for accurate use of the modals and correct pronunciation. Note down any common errors and highlight them after checking answers.

Answers

- 2 It might be my mum.
- 3 It must be raining.
- 4 He can't be at home.
- 5 She could be in the coffee bar.
- 6 There must be a fire somewhere.
- 7 It might be John's.
- 8 You must be joking!

Guess what they are talking about

- 4 10.3 This exercise consolidates the target modal verbs with a series of situational dialogues. Focus attention on the questions for conversation 1. Play the recording for conversation 1 and get students to listen and read. Ask two students to read and complete the responses to the questions. Give students time to read the questions for conversations 2–5. Play the recording, pausing after each conversation to give students time to discuss the questions in pairs. Elicit students' conclusions and reasons in a feedback session.

Suggested answers

- 1 They can't be at home because they are paying for the drink. They could be in a restaurant, but they aren't ordering food. They must be in a pub because they pay for the drinks when they order them.
- 2 They can't be talking about a TV because one of them suggests taking out the battery. It might be a mobile phone, but they talk about unplugging it, and mobile phones aren't usually plugged in. It must be a laptop because the screen is frozen.
- 3 It can't be an exam because she doesn't talk about passing or failing. It could be a doctor's appointment because she might be waiting for results or she could also be talking about a job interview because people often receive a call a few days after an interview to tell them if they got the job or not.
- 4 They must be brother and sister because they talk about 'Mum and Dad'. They can't be husband and wife or just friends because they talk about 'Mum and Dad'. They must be talking about an anniversary present because they mention the number of years (25). Mum and Dad can't be 25 years old because they have older children. It can't be a wedding present because they mention the number of years.
- 5 It might be a car journey, but one person keeps telling the other person what to do. It could be a driving test, but the driver is told to look in their mirrors which wouldn't happen in the test. It must be a driving lesson.

10.3 What are they talking about?

- 1 A A glass of dry white wine and a mineral water, please.
B Still or sparkling?
A Sparkling, please.
B Do you want ice and lemon with that?
A Just ice, thanks. How much is that?

- 2 A I can't believe it. My screen's frozen again.
B Switch it off, unplug it, and take the battery out. Then start it up again. That's the only thing that ever works for me.
A OK. Here goes.
- 3 A So, how did it go?
B Not too bad, thanks.
A Were you very nervous?
B Yeah, but I tried not to show it.
A When will you hear?
B In a couple of days. They said they'd phone me at the end of the week and let me know.
- 4 A Have you any idea what to get them?
B Not really, but it should be something special.
A Yeah, 25 years is a long time.
B It would be nice to get something silver.
A Yeah. Why don't we club together and get something from both of us, then we can afford something really nice.
B Good idea. Mum and Dad would love that.
- 5 A Right! Left at the next crossroads.
B What? Left or right?
A I said 'left'! Right?
B What?
A Aargh! That was close! Now, left up that hill and look in your mirrors not at me! Right?

What went wrong? SB pp102–3

must have been / can't have been

This section introduces and practises modal verbs of deduction in the past, in the context of two friends talking about a disastrous holiday. Students hear only one side of the conversation at first and this provides a natural context for them to use modals of probability to talk about what *must/might/could* or *can't have* happened. Students are given the opportunity to check their ideas when they listen to the complete conversation in exercise 4.

Avoid pre-teaching/checking vocabulary as this will give away information about the holiday too early. Instead, deal with vocabulary queries when monitoring. Bear in mind that students might find the following items challenging: *a mad rush, a nightmare, a bumpy ride, turbulence, paper-thin walls, cloudless skies, the tail end* (of a hurricane), *to take off/land*.

- 1 10.4 Focus attention on the photos of the two men and on the title of the section *What went wrong?* Elicit which man looks upset and tell students that his name is Alex. Say that the other man is called Rick. Ask students *Why do you think Alex looks upset? What went wrong?* and accept any suggestions.

Play the recording. Students read and listen, then discuss with a partner what they think has happened. Monitor and help, dealing with any vocabulary queries as you go. Elicit a range of possible ideas as to what has happened, but do not confirm or reject answers at this stage.

10.4 What went wrong?

R = Rick, A = Alex

- R Alex, you're back! Did you and Hannah have a good time?
A
R Really? What on earth happened?
A
R I bet you were furious with her – that's the one thing you *do* need to travel these days. Did you go back to get it?
A
R By four hours! That's a long time. Were things OK when you finally took off?
A
R I know, my poor sister. Turbulence can be really scary. Hannah must have been terrified. So, did things get better when you landed?

- A
R You poor things! No sleep, after that nightmare journey. Didn't you complain?
A
R Three o'clock! Were things any better the next day?
A
R So ... even the weather was awful. Sorry, Alex, but Leah and I were much luckier in Spain ... we had cloudless skies every day.
A
R What? No sun at all – just wind and rain!?
A
R You're kidding! You must have been so glad to get home and go back to work!

- 2 This is a recognition task to check that students understand the use of the modal verbs. Explain that there is one 'more likely' answer in each pair. Elicit the answer to question 1 as an example. Encourage students to give reasons for their answers. Students continue the task, working in pairs. Monitor and help as necessary. Do not check answers with the class until after exercise 4.

What do you think?

- 3 Focus attention on the example and then elicit a summary of students' ideas for each question from different pairs. Monitor students' use of the modal verbs and note down any common errors. Deal with these when focusing on the *Grammar spot* after exercise 4.
4 10.5 Play the recording and get students to check their answers. Establish if they had worked out the story correctly and if there were any surprises.

Answers

- They must be brothers-in-law.** (Alex talks about his wife/partner who dislikes flying and Rick agrees, saying 'my poor sister'.)
- They must have been on holiday abroad.** (We know that they needed their passports. Alex says later in the conversation that the bad weather wasn't what you expect in Bermuda.)
- Hannah could have forgotten her passport.** (We know that Hannah left her passport on the kitchen table. Alex doesn't say that he had forgotten his passport, because they just had to go back and get Hannah's.)
- The flight must have been delayed.** (Alex says that the flight was delayed by four hours.)
- She must be afraid of flying.** (Alex says that Hannah is afraid of flying. Rick mentions that his sister must have been terrified of the turbulence. She could have been sick, but we don't know because there is no reference to this happening.)
- They can't have liked their room.** (Alex says that the walls were paper thin which means that they were disturbed by the noise from the room next door. This meant that they couldn't sleep.)
- They can't have been in Spain.** (Rick says that he and Leah were in Spain when he compares his experience to Alex and Hannah's. This implies that they were in different countries. Also, Alex mentions that the weather was unexpected for Bermuda so this means that they were not in Spain.)
- There may have been a hurricane nearby.** (Alex says that a hurricane didn't directly hit them, but that they experienced the tail end of one (Hurricane Gonzalo). This implies that it was nearby and it is the reason for so much rain. It can't have rained every day because Alex says the sun came out as they were travelling to the airport to come home.)

10.5 What went wrong?

R = Rick A = Alex

- R Alex, you're back! Did you and Hannah have a good time?
A Huh! It was the worst holiday ever! Everything that *could* go wrong, *did* go wrong!
R Really? What on earth happened?
A Well, it began in the taxi on the way to the airport when Hannah realized she'd left her passport on the kitchen table.
R I bet you were furious with her – that's the one thing you *do* need to travel these days. Did you go back to get it?
A Yes, of course, we had to. It was a mad rush. But we needn't have hurried because when we finally got to the airport, the plane was delayed by four hours.
R By four hours! That's a long time. Were things OK when you finally took off?
A No, things got even worse. The flight was a nightmare, a really bumpy ride and Hannah is afraid of flying at the best of times.
R I know, my poor sister. Turbulence can be really scary. Hannah must have been terrified. So, *did* things get better when you landed?
A I wish! It was dark when we arrived at the hotel and we were exhausted, so we went straight to bed, but we couldn't sleep. There was a party, or something, going on in the room next door and the walls were paper-thin.
R You poor things! No sleep, after that nightmare journey. Didn't you complain?
A Yeah, we banged on the walls, but they couldn't hear. Finally, we rang the hotel reception and they gave us a different room, but by that time it was three o'clock in the morning.
R Three o'clock! Were things any better the next day?
A Well, in the morning, we opened the curtains, and guess what ... it was raining! Not what you expect in Bermuda.
R So ... even the weather was awful. Sorry, Alex, but Leah and I were much luckier in Spain ... we had cloudless skies every day.
A Yeah, and it continued to rain for the rest of the week ... apparently it was the tail end of Hurricane Gonzalo. Just our luck!
R What? No sun at all – just wind and rain!?
A Not exactly – the sun finally came out as we were travelling to the airport to come home.
R You're kidding! You must have been so glad to get home and go back to work!

GRAMMAR SPOT SB p103

This section highlights the past modal forms, building on the present modals in the *Grammar spot* on SB p100. At this stage, you can focus on helping students get the form right, as pronunciation is practised in the section that follows.

- Read the notes as a class and then ask students to work out the present forms. Point out that these forms can also have future meaning, e.g. *They might miss their flight because the traffic is so bad.*

Answers

They must be on holiday.
We might miss our flight.
They can't be in Spain.

- Give students time to formulate the sentences and then check the answers.

Answers

There must have been a delay.
He might have told her.

- Read the notes as a class and then get students to work out the past form. Emphasize that *must* in this context is a modal verb of obligation, not of deduction.

Answer

I had to renew my passport.
We had to get a visa.

Refer students to Grammar reference 10.3 on SB p152.

Grammar and pronunciation

This section helps students with the pronunciation of the weak form /əv/ in forms like *must have*, which should help to consolidate the forms and give students confidence in producing them.

Your students might have worked extensively with phonemic script or they might only feel comfortable with commonly referred to symbols such as /ə/. They might not have looked at whole phrases transcribed using phonemic script, as in exercise 2. You could use this as an opportunity to familiarize students with it and to highlight how it is helpful to refer to on occasions.

- 1 ⑩ 10.6 Elicit the modal form that matches with /'mʌstəv/ (*must have*). Students continue the task, working individually. Check answers with the class. Play the recording and use it as a model. Students repeat chorally and individually. Elicit the pronunciation of *have* /əv/. Highlight connected speech and show how /əv/ follows on directly from the modal verb, e.g. /'mʌstəv/.

Answers

could have – /'kʊdəv/
 can't have – /'kɑːntəv/
 may have – /'meɪjəv/
 must have – /'mʌstəv/
have is pronounced as /əv/ (the weak form)

- ⑩ 10.6 See SB p103.

- 2 ⑩ 10.7 This controlled speaking exercise practises the past modal forms at sentence level. These modal forms were practised in isolation in exercise 1 and now they are built into a full sentence. Play the sentences and get students to repeat. If students have problems with the weak forms, refer them to the stress shading on the sentences. You could also highlight how *been* is pronounced /bɪn/ in these sentences. Students repeat the sentences as a class. Play the recording again if students have problems with the pronunciation.

- ⑩ 10.7 See SB p103.

Grammar and speaking

- 3 Focus on the example in 1 and ask a pair of students to read out the statement and response. Give students time to read the statements and prompts, and to write their responses. Do not check answers until after exercise 4.
- 4 Put students in pairs and ask them to take it in turns to read and respond. Monitor and check for accurate formation of the past modals and for the correct stress. Note any common errors to correct carefully with the class at the end. Check answers as a class. Give students feedback on any areas of pronunciation to work on which you noted when monitoring.

Answers

- 2 He must have been ill.
 3 She might have overslept.
 4 You must have left it at home.
 5 She can't have finished already!
 6 He may have done well in the test.

SUGGESTION You could extend the speaking exercise by asking students to add another response to the dialogues they practised in exercise 3. Ask students to work with a new partner. Model the task with a confident student, e.g.

- A *I can't find my ticket.*
 B *You must have dropped it.*
 A *But I haven't got any money to pay the fine. What shall I do?*

Remind students to focus on /əv/ during the speaking exercise. Monitor the pairwork, assessing accuracy and pronunciation.

Discussing grammar

- 5 This exercise reviews modals of obligation and ability, *shall* for suggestions and certainty, and also the modals of probability from this unit. If you are short of time, ask students to complete the sentences for homework and then do the discussion stage in the next lesson. Elicit possible answers for sentence 1. Students complete the exercise, working individually. Discuss the answers as a class.

Answers

- 1 He **can't/may/could/might/must/should** have been born in the 1960s. (*can't* = impossibility; *may/could/might* = possibility; *must* = certainty; *should* = advice about a past situation, but the advice is too late, because he wasn't born in the 60s)
- 2 **Can/Could** you help me with the washing up, please? (requests)
- 3 You **can/can't/could/must/should** see the doctor immediately. (*can* = possibility; *can't* = impossibility; *could* is possible if part of a conditional sentence, e.g. *You could see the doctor immediately if it was an emergency*; *must/should* for obligation/advice)
- 4 **Can/Can't/Could/Must/Should/Shall** we go out for a meal tonight? (*Can/Could* = permission/request; *Can't we ...* expresses a strong desire; *Must* (obligation) expresses that the speaker doesn't want to go; *Should* = advice; *Shall* = a suggestion)
- 5 You **can/can't/could/must/might/should/shall** do more exercise. (*can/can't* = ability; *could* is possible if part of a conditional sentence, e.g. *You could do more exercise if you had more time*; *must* = strong obligation; *might* = possibility; *should* = advice; *shall* = a strong intention)
- 6 I **can/can't/could/must/might/should/shall** learn to speak English. (*can/can't* = ability; *could* is possible if part of a conditional sentence, e.g. *I could learn to speak English if I went to live in the UK*; *must* = strong obligation; *might* = possibility; *should* = advice; *shall* = a strong intention)

SPOKEN ENGLISH *What on earth ... ?*

- 1 ⑩ 10.8 Read the notes and examples as a class. Play the recording and get students to repeat, imitating closely the stress and intonation. If students have problems, drill the sentences chorally and individually. This can be fun as students often enjoy the drama associated with this expression.
- You could focus attention on the photograph below the *Spoken English* box for additional speaking practice. Ask *What on earth has happened?* Elicit one idea about what might have happened. Get students to ask and answer this question in pairs. Discuss suggestions as a class.

10.8 What on earth ... ?

What on earth has happened?

How on earth could that have happened?

Where on earth have you been?

- 2 10.9 Read through the cue sentences with the class. Elicit possible responses to sentence 1. Students then work in pairs to continue the task. Monitor and check for accurate stress and intonation. Play the recording and get students to check their answers. If students had problems with the pronunciation, drill the sentences using the recording as a model. Then put students in new pairs to practise again.

Answers and audioscript

10.9

- a A I can't carry all these shopping bags.
B What **on earth** have you bought?
b A Tom's broken his arm in three places.
B How **on earth** did he do that?
c A There's someone at the door!
B Who **on earth** could it be at this time of night?
d A My aunt left all her money to a cat's home.
B Why **on earth** did she do that?
e A I can't find my car keys.
B Where **on earth** have you put them?

Additional material

For teachers

Photocopiable activity – Grammar: *What on earth is happening?*

For students

Online Practice – *Look again*

Workbook pp64–7, exercises 1–12

Reading and speaking SB pp104–5

Why on earth would anyone do that?

About the text

The theme of the unexpected is carried through into this section in a text about solo weddings in Japan. The introductory text is an advert for solo weddings and the main text is written in the style of a magazine feature from the perspective of an American woman who chooses to have a solo wedding.

In 2014, a Japanese travel agency called *Cerca Travel*, which specialized in solo travel for women, decided to develop the business idea of solo wedding packages. These include a wedding dress, hair, make-up, flowers, and a photoshoot. According to news articles, they attract single women, married women who have never had a big wedding ceremony or women whose partners don't want a big ceremony. They are particularly aimed at single working women who have no partner but want to have a fairytale wedding.

The main text is divided into four sections: *A growing trend*, *Getting ready for the Big Day*, *The Big Day!*, and *Back home*. Students work through the text step-by-step, and detailed comprehension is covered in several question-and-answer exercises and one error correction task.

You may need to pre-teach/check these words from the text: *single* (adj), *the Big Day* (the wedding day), *a wedding gown*, *a wedding ceremony*, *the bride*, *the groom*, *a spinster* (see footnote at the end of the article), *a long-term relationship*, *a divorcee*, *to break up with sb* and the idiom *to be stood up at the altar* /'sɔːl.tə/ (to be let down at the last minute by your bride/groom who has decided he/she does not want to get married. The altar is the table used when conducting a religious ceremony).

Lead in to the topic by asking students to brainstorm words and expressions connected with love and relationships, e.g. *to fall in love*, *to go out with sb* (to date sb), *to get engaged to sb*, *to get married to sb* (to marry sb), *to get divorced*, *a wedding*, *a wedding ring*, etc.

- 1 Focus attention on the advert and set the task. Set a time limit of 1–2 minutes for students to read the text. Elicit ideas and suggestions.

Answers

A 'solo wedding' is where you pay to have photos taken of yourself wearing a wedding dress. The advert says that you might want a solo wedding if 'you are single and you don't know if you will get married' in the near future.

- 2 Ask students to describe what they can see in the photos and focus attention on the headline of the article. Ask students to explain the phrase. Note that, although *but* is usually used as a conjunction to connect ideas that contrast, it can also mean 'except' when it is used after words such as *all*, *everything*, *nothing*, *everyone*, *no one*, *everybody*, *nobody*.

Answer

It means that on the day, you have everything you would normally have on your wedding day – except a man to marry (i.e. the groom).

- 3 10.10 Read through the situation about Naomi Harris and ask students to focus on the introduction. Make sure you clarify the meaning of *stood up at the altar* (see *About the text* above). Play the recording and elicit answers to the questions. You could refer students to the title of this section *Why on earth would anyone do that?* before eliciting ideas to recycle the language from the previous page. Encourage use of modals to speculate about ideas, e.g. *It might be ...*, *She may/might/could want to ...*

Answers

She can't be 'stood up at the altar' because there is no man coming to the wedding to marry her.

10.10 See SB p104.

- 4 This reading comprehension task relates to the first section of text. Give students time to read through the questions. Pre-teach/Check *marriage prospects* (the possibility of getting married in the future) and refer students to the definition at the end of the article of a *spinster*. Set a time limit of 3–4 minutes. Students read and answer the questions. Monitor and answer any vocabulary queries. Put students in pairs to compare ideas. Check answers with the class.

Answers

- 1 To get married. She was in a long-term relationship in her late 20s, but he broke up with her and it took her a long time to recover from that.
- 2 Because she says that he broke up with her 'abruptly'.
- 3 Because single women outnumber single men in New York.
- 4 Because she travels so much for work.
- 5 Yes, because she says that other people in her profession have managed to get married.

- 5 Explain to students that they need to correct the mistakes in the summary. Read out the first sentence in the 'Getting ready for the big day' text on SB p104 and elicit the two corrections (*Yukiko Inoue, ten years*). Remind students to underline the parts of text which provide the correct information in the article.

The level of vocabulary in this section could challenge some students, so they could refer to dictionaries to help them, but it is a good idea to encourage them to use the context for understanding new words wherever possible.

Set a 3–4 minute time limit and ask students to complete the task. Suggest that fast finishers look up the meaning of new words in the text.

Answers

Cerca Travel has been run by **Yukiko Inoue** for the last **ten** years. Natsumi started the idea of solo weddings because she **wanted to have professional photos taken of her in a wedding dress**. Over 100 Japanese women have since paid for the experience. **Naomi has never** dreamed of looking like a princess in a beautiful wedding dress and is **nervous about** choosing one. She tries **eight** on and is surprised by how lovely she looks. She chooses the **first** one she tries.

- 6 The final task focuses on Naomi's feelings and emotions both on and after her Big Day. Adjectives ending in *-ed* and *-ing* were practised in Unit 1 and these two questions recycle this language point.

Students need to read through a longer section of text to extract the information needed to answer these last two questions. The amount of time needed to complete this task will vary depending on each student's reading ability. As with the previous exercise, suggest that fast finishers look up the meaning of new words in the text while they are waiting.

Ask students to discuss their answers with a partner before checking with the class.

Answers

- 1 She would have liked to have an actual ceremony and a 'fake husband' in the photos.
- 2 She was disappointed that her next relationship with a man also didn't last. She was pleasantly surprised to find that she loves showing off the photo album of her solo wedding.

What do you think?

Give students time to read through the questions. Put students in small groups to discuss the questions. The discussion could become personal and some opinions might spark a lively debate. Monitor and make sure students are comfortable with the topics. Be prepared to steer the discussion away from certain subjects if you think anyone is looking uncomfortable. Elicit a range of opinions in a feedback session.

If you have time in class, students can watch the Unit 10 video about the magician Martin Rees.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Amazing world records*

For students

Online Practice – *Practice*

Listening and speaking SB p106

How on earth did he do that?

About the text

This listening exercise continues the theme of remarkable stories. It is about an Australian athlete who travelled back home in a crate in the 1960s because all his money had been stolen and he desperately wanted to see his family.

The listening text comes in the form of a radio interview between a presenter and two men, Australian Reg Spiers and his British friend, John McSorley. The interview first appeared on a BBC World Service programme called *Outlook*, which broadcasts human interest stories from around the world. The recording may be a lot longer than students are used to, but they will hear it at least twice and they will work on the two main comprehension tasks with a partner. There is a suggestion in the notes for exercise 2 about how to divide the listening tasks into two parts if your students need more support.

Vocabulary can be checked/pre-taught as each task is set up, or you could give students a list of words to research for homework before the lesson.

Background notes

- The Commonwealth Games is a multi-sport event involving sportsmen and women from the Commonwealth of Nations. This is a voluntary association of 52 independent states, many of which are former colonies of the British Empire.
- Bombay is the former name of Mumbai, a big city on the west coast of India.
- Perth is the capital of the state of Western Australia.

- 1 Ask questions about the photos, e.g. *What can you see? When do you think the photo was taken?* Elicit information about the photos. Read out the information and display the comprehension questions on the board. Give students one minute to read the information, and then check answers with the class.

Check understanding of *a wooden crate* (a large box made of wood that is used for carrying fruit, bottles, etc.) and *to be stranded* (to be unable to move from where you are, maybe because of a money or transport problem). Tell students that Reg Spiers' sport was throwing the *javelin* /'dʒævlɪn/ (a long stick with a pointed end). At this point, avoid asking students to speculate how he carried out his plan and instead focus on the facts.

Answers

He got into a wooden crate.
He wanted to go back home to Australia so that he could be there for his daughter's birthday.

- 2 10.11 Write *Reg's remarkable story* and the title of the section *How on earth did he do that?* on the board. Elicit some initial ideas about how Reg posted himself to Australia.

Read out the task. Elicit/Check the meaning of the following vocabulary:

pinched /pɪntʃt/ (stolen), *cargo* (n) (goods carried by plane or ship), *to line sth* (cover the inside surface of sth), *to make up sth* (to invent a story), *fictitious* (adj) /fɪk'tɪʃəs/ (invented and not existing).

Focus attention on the example. Then read out line 2 and elicit several ideas about what happened based on the given information. Remind students to use past modals of deduction where possible. Put students in pairs to discuss ideas. Monitor language use during the speaking activity and assess how well students are using past modals of deduction. Elicit ideas and accept any suggestions about Reg's remarkable story in feedback.

Possible answers

- 2 He might have put himself in a crate.
- 3 Friends or colleagues might have said this. They must have been talking about his crazy plan to post himself to Australia.
- 4 His friends or colleagues might have helped him. They must have lined the inside of a box with paper.
- 5 They might have written the name of the company on the crate.
- 6 He must have spent 60 hours in the crate.
- 7 He must have felt very hot.
- 8 His wife or his daughter might not have believed his story.

Explain to students that they are going to listen to the interview to check their ideas. Tell them it is quite a long interview, but that they will hear it twice and not to worry about understanding every word. Advise them just to focus on the details from exercise 2.

If your students need a lot of extra support, you could divide the interview into two parts and break up the task, i.e. **Part 1** – play the recording up to *No. No no no no. No, I wouldn't, they'd worry*, then press pause. Check information relating to lines 1–4. **Part 2** – play the recording to the end to check information relating to lines 5–8.


Allow pairs of students time to discuss their ideas after listening. Check what happened with the class.

10.11 The man who posted himself to Australia

R = Reg Spiers J = John McSorley Jo = Jo Fidgen

- J We first met in the '62 Commonwealth Games that were held in Perth, Australia, and we immediately got on.
- R We just hit it off.
- Jo And both very accomplished athletes, national champions, record holders at the javelin.
- J You know we'd built up a friendship in Australia, and we wrote to each other.
- R People wrote letters in those days!
- J And then, there's a knock, knock, knock on my door and it's Reg. He was over and fortunately I was able to put him up and he stayed, what, about four or five months.
- Jo But as you say Reg you got injured, so, you wanted to get home to see ... you were married by now, you had a little girl, you wanted to get home for her birthday.
- R There was one catch; I didn't have any money!
- J Reg, after a little while got a job, and he was erm, earning some money at the airport, so while he was working there he was saving up to go home and then he had his wallet pinched.
- R So I had to find another way home.
- Jo So where, where did this idea come from, to disguise you as air freight?
- R Well I worked for Air France, and I worked in the export cargo section, so I saw animals coming through on aircraft and it just came to me. I thought, well, wait a minute, hang on a minute. The biggest piece of freight you could put in aircraft to go to Australia was, I remember, five feet, by three feet, by two and a half feet. That was the biggest that the plane could take.

- Jo You thought, I know, I'll get in a box and send myself home to Australia.
- R Why not. Ha ha ha ha. And I was in a hurry.
- Jo John, what did you think when you heard this idea?
- J Well, when he first came back with this idea, we thought, you know, he was joking and so on, but there was an intensity about it, and, ... we thought, God, this guy's serious, so if he's gonna do it, I'd better make him a box.
- Jo So how did you go about making this box, John?
- J He told me it's got to be five feet, by three feet, by two and a half. Because Reg is about six foot two, well-built and handsome and all that sort of thing, so five feet by three feet, by two and a half allows him to sit up with his legs straight or lie back with his legs bent.
- Jo Where did you make this box, John?
- J Made it largely, largely in the flat, but we found that looking at it in the light, in a certain light, you could actually see through the cracks, so we had to line the inside of it with some paper, 'cos he, he actually went as 'Plastic Emulsion'.
- Jo That's what was written on the box was it? 'Plastic Emulsion'?
- J That's what was written on the box, to be sent to a Mr Graham and collected. We made up the company, a fictitious address in London, fictitious address in Perth.
- Jo Was your family in Australia aware of this plan, Reg?
- R No. No no no no. No, I wouldn't, no, they'd worry.
- Jo So the big day came, a Saturday in West London. Tell us what happened that day, how did you prepare, Reg?
- R How do you prepare? You don't prepare, you just get in the box and go, ha ha!
- Jo John, when Reg is getting into this box, what have you put in there for supplies for him?
- J For supplies; well he's, he's got a couple of plastic bottles, you know, one to pee in and one to drink. He's got, you know, various food items.
- R Mainly baked beans ... probably not a good move! Ha ha!
- Jo There's a thought!
- J He's got his bag, he's got a torch ...
- R Pillow and a blanket.
- Jo Were you strapped in there, Reg?
- R Well, there were straps in there, yes. If they turned the box upside down, which they did one time, it all held me in place.
- J Now, Reg had an enormous appetite, so we had to slow his system down.
- R Ha ha ha! I didn't eat for weeks.
- Jo Literally, you didn't eat for a week?
- R No, I didn't eat for a week. I was very, well, I was young.
- J Ha ha and then that was it, he was off.
- Jo So what's going on with this box that you're in Reg, while you're waiting for the plane to take off?
- R I can see out of, through the slats and they had a huge freight shed and they took the fr ... the crate in there and they put it up high.
- Jo Oh dear!
- R And then out to the aeroplane, see you later. Simple as that! It was pitch black most of the way. Ha ha. It was about 60 hours in the thing.
- Jo What were you thinking about then?
- R My life up to that point you know, all sorts of thoughts go through your mind, but I wasn't frightened. I'm happy, everything's working, I'm breathing, I'm not cold ... it's not that comfortable, but I can make it. So I just carried on.
- Jo So next leg was to Bombay.
- R Bombay and it's so hot I've taken all my clothes off and then I think it went to Singapore and then I think it went to Perth. I knew when it hit Perth. The hold opened up, these Aussie guys came on and said 'this big so and so thing this is not for us is it?' And 'yeah it's for us' and I knew where I was, I'm home.
- Jo How did that feel to be back in Australia?
- R Ah I was thrilled, wonderful.
- Jo Did you make it in time for your daughter's birthday?
- R Yeah!
- Jo And your wife?
- R Happy to see me, of course.
- Jo What did she say when you told her how you got home?
- R She didn't believe me ha ha ha ha, but then she thought about it for a moment and thought well, well yes, the silly, the silly man has done just that.

- 3  **10.11** Focus attention on the task and elicit/check the meaning of the following vocabulary:

strapped /stræpt/ into sth (fastened into sth with a belt),
pitch black (extremely dark).

Give students time to read through and discuss the statements with a partner before listening. They might be able to recall some of the necessary information. Remind them that they need to correct the false statements. Play the recording again. Allow pairs of students to compare their answers. Finally, check answers with the class and elicit corrections for the false statements. Clarify the meaning of *baked beans* (small, white beans cooked in a sauce made from tomatoes, usually sold in cans) when checking statement 5.

Answers

- 1 F They met at the 1962 Commonwealth Games in Perth, Australia.
- 2 T
- 3 F He made the box for Reg.
- 4 F They didn't know about his plan.
- 5 F He had baked beans.
- 6 T
- 7 F He wasn't frightened.
- 8 F His wife thought he was silly.

SUGGESTION Ask students to tell Reg's story in their own words, using lines 1–8 in exercise 2 as prompts. This will encourage them to practise a variety of tenses, as well as sequencing events in a story.

What do you think?

Read out the questions and give students time to think about their answers. Elicit a range of responses in a whole class discussion. In larger classes, students can work in groups and then report back.

SUGGESTION This is a true story and if your students have access to the Internet you could ask them to research what happened to Reg Spiers after he arrived in Australia, both immediately afterwards and later on in his eventful life.

EXTRA IDEA If your students have access to the Internet, set the following homework task: Go to the BBC World Service programme *Outlook's* homepage and research another human interest story, take notes, and report the story back to the group.

Additional material

For students

Online Practice – *Practice*

Vocabulary SB pp106–7

Phrasal verbs with out and up

This is the second focus on phrasal verbs in the course. If necessary, refer students back to *Phrasal verbs (1)* in Unit 5 and remind them that phrasal verbs can be literal or idiomatic, and separable or inseparable.

- 1 The phrasal verbs in this exercise are recycled from other sections in this unit. Elicit the verb for sentence 1. Students complete the task individually. Check answers with the class.

Answers

- 1 We **developed** a friendship.
- 2 I was able to **give him a bed**.
- 3 We **invented** the name of the company.
- 4 I **calculated** it – it was 60 hours in the box.
- 5 I **finally chose** the first one I tried.

- 2 Focus attention on the dictionary extracts. Point out that they show different uses of two of the phrasal verbs from exercise 1. Put students in pairs to answer the questions.

Answers

- 1 *work out* has four meanings, *make up* has three meanings.
- 2 They stand for *something* and *somebody*.
- 3 separable: *work sth out* with the meanings, 'to find the answer; to solve sth' and 'to calculate sth'; *make sth up* with the meanings 'to invent sth' and 'to form sth'.
inseparable: *work out* with the meanings 'to progress in a good way' and 'to do physical exercise'; *make up (with sb)* with the meaning 'to become friends again after an argument'.

- 3 Elicit the phrasal verb students need to use for sentence 1, and the correct tense and form of the verb. Remind students to use the context to work out the correct tense and form of the phrasal verbs in the rest of the exercise. Students complete the sentences, working individually. Check the answers with the class.

Answers

- | | |
|------------|--------------|
| 1 work out | 5 work out |
| 2 made, up | 6 make up |
| 3 make up | 7 work out |
| 4 work out | 8 worked out |

- 4 This exercise introduces more examples of phrasal verbs and the nouns and noun phrases that can follow them. Elicit the answer for *find out* before students complete the task, working individually. Allow students time to check their answers in pairs, then check with the whole class.


Answers

find out what time the meeting starts
eat up all your greens and you'll be healthy
eat out in a Chinese restaurant
save up to buy a new car
sort out my problems in life
take up golf
fall out with your boyfriend
come up with a good idea

- 5 This exercise consolidates the meaning of the phrasal verbs in exercise 4. Elicit the phrasal verb for sentence 1. Students complete the task in pairs. Remind them to use the same form as the verbs in the original sentences.

Answers

- 1 You need to learn to relax. Why don't you **take up** yoga?
- 2 He's just **come up with** a brilliant plan to save the business.
- 3 There's no dessert until you've **eaten up** all your meat and vegetables.
- 4 Lily isn't talking to Sam. She must have **fallen out with** him.
- 5 I need an accountant to **sort out** my financial difficulties.
- 6 We're **saving up** so we can buy a house.
- 7 Have you **found out** why you didn't get the job?
- 8 I don't feel like cooking. Shall we **eat out** tonight?

- 6  **10.12** This activity gives students the opportunity to use the phrasal verbs in a more personalized way. Elicit a possible ending to sentence 1. Students work in pairs to complete

the rest of the sentences. Ask pairs of students to read their sentences to the rest of the class and then compare ideas.

Play the recording to give students a further set of answers to compare their own answers with. Elicit the responses speaker B makes. Elicit/Check the meaning of the following phrases speaker B uses: *When's it due?* (When is the baby going to be born?), *It's one of those days.* (Everything is going wrong today.), *Take your mind off things.* (Stop yourself from thinking about a problem), *I'll believe it when I hear it!* (I don't really believe it.), *Never let the sun go down on an argument.* (Always make peace with someone after an argument.) Use this as an opportunity to extend students' vocabulary by noting these useful expressions.

10.12 I've just found out ...

- 1 A I've just found out that my sister's expecting a baby.
B That's fantastic. When's it due?
- 2 A I don't ever fall out with my wife.
B What, never? You're kidding! I don't believe it.
- 3 A I can't work out if I feel warm or cold today.
B Yeah. It's one of those days.
- 4 A I'm saving up to take my grandparents on holiday.
B That's kind. They must be delighted.
- 5 A I need to sort out my life. I've got problems at work and I've got problems with my boyfriend ...
B Poor you. Come on, let's go out for a drink. Take your mind off things.
- 6 A I've just come up with a fantastic idea.
B Uh! I'll believe it when I hear it.
- 7 A I'm going to take up rock climbing – I need a new hobby.
B Are you mad?! You feel dizzy climbing a step ladder.
- 8 A It's important to make up after an argument.
B Yeah, kiss and make up. Never let the sun go down on an argument.

Additional material

For teachers

Photocopiable activity – Vocabulary: Up or out?

For students

Online Practice – Look again

Workbook p68, exercises 1–4

Everyday English SB p107

Expressing attitude

In this section, students focus on key adverbs and phrases that express a speaker's attitude and link sections of conversation. These are very common in spoken English and provide valuable 'extra' information on what has been said or what is going to be said.

The text revisits the theme of 'solo weddings' and the two speakers discuss their opinions and feelings about this reported trend.

- 1 10.13 Focus attention on the photo and on the title *Have you read about this girl?* Elicit ideas about what the conversation is about. Read the instructions as a class and then play the recording through once. Check the answers.

Answers

They're husband and wife. They're talking about an article about a woman who had a 'solo wedding'.

- 10.13 See SB p107.

- 2 10.13 Students read and listen to the conversation again, focusing more closely on the words in bold. Check comprehension of some of the target words and expressions which may be new. Ask *Which word/ expression means ... ?*

- from what I have heard about the situation (*Apparently*)
- I find that hard to believe (*You're kidding!*)
- in addition to what I've just said (*anyway*)
- I think it's probably true that ... (*Presumably*)

Model the pronunciation of the adverbs as necessary and get students to repeat them chorally and individually. Highlight the stressed syllable in the single words, e.g. *apparently*, *presumably*, *obviously*, etc. Encourage students to pay attention to intonation, exaggerating the voice range if students sound rather 'flat'.

Play the recording again. Then, put students in pairs to practise the conversation and tell them to pay particular attention to the stress and intonation of the words in bold. Monitor and check pronunciation.

- 3 10.14 This exercise gives students the opportunity to practise the adverbs and phrases in a personalized way. Check comprehension of *actually* (in fact). It's worth pointing out to speakers of Latin languages that *actually* doesn't refer to time and is not a synonym for *at the moment* or *currently*. Elicit a possible ending for the first exchange. Students work in pairs to complete the task. Monitor and help as necessary.

Play the recording and get students to compare their answers. Ask two students to read out their version of sentence 1 and continue the conversation. Students work through the rest of the activity in their pairs. Monitor and help as necessary.

You will need to review these expressions in subsequent lessons. Encourage students to try to use them in their conversations in and outside the classroom.

10.14 Expressing attitude

- 1 A Hi! You're Pete, aren't you?
B **Actually**, no, I'm not. Pete's over there talking to Robert.
- 2 A What did you think of the film? Great, wasn't it?
B **Personally**, I thought it was rubbish. I just don't like all that blood and fighting.
- 3 A What's the latest gossip about Kate and her boyfriend?
B **Apparently**, she's going to dump him. She's met someone else.
- 4 A What's the weather like in spring?
B **Generally**, it's warm during the day, but you still need to wear a jumper or cardigan in the evening.
- 5 A What time will we arrive?
B **Hopefully**, in the next hour, unless there's another traffic jam.
- 6 A I've phoned and left messages for them, but no reply.
B **Presumably**, they're away on holiday. Try them on their mobile.
- 7 A What did you do when you saw the accident?
B **Obviously**, we called 999 immediately. Then went to see if we could do anything to help.
- 8 A How did you feel when they offered you the job?
B **To be honest**, I was amazed. I didn't expect to get it, but of course I was delighted. It'll be a challenge.

Additional material

For teachers

Photocopiable activity – Communication: *Just kidding!*

For students

Online Practice – Look again

Workbook p69, exercises 1–2

Online Practice – Practice

Writing – A story (2) SB p108

Organizing a text

This is the second opportunity for students to write a story. The first covered linking ideas, and this one focuses on organizing the text and producing an interesting narrative. The pre-writing work is about the story of the *Titanic*, which guides the main writing task in which students use picture and text prompts to write the story of the Trojan Horse.

About the text

The *Titanic* was a large British passenger ship which was thought impossible to sink. It hit an iceberg in the Atlantic Ocean on its first voyage in 1912. It sank, and more than 1,500 passengers died. There have been many books and films about the event. In 1997, an American film starring Kate Winslet and Leonardo DiCaprio was a huge success and won 11 Oscars.

The Trojan Horse was a wooden horse used by Greek soldiers to trick their enemies, the Trojans, during the Trojan War. The Greeks built a large wooden model of a horse and offered it to the Trojans as a gift. The Trojans accepted it, and took it into Troy, unaware that Greek soldiers were hiding inside it.

- 1 Focus attention on the example sentences. Elicit/Check the meaning of *to hit an iceberg*. Put students in pairs/small groups to discuss the question. Elicit a range of answers from the class.
- 2 Pre-teach/Check the following vocabulary: *to warn*, *lifeboat*, *to sink* (*sank*, *sunk*). Focus attention on the pictures and elicit possible wording for the first picture. Students tell the rest of the story in pairs. Give students time to read Text A and match sentences from it to the pictures.

Answers

- 1 On April 10 ... New York.
- 2 On the night of April 14 ... listening to the band.
- 3 The *Titanic* was travelling fast ... the Atlantic.
- 4 Some ships nearby warned of icebergs ... delivered.
- 5 A look-out sounded the alarm ... too late.
- 6 The *Titanic* hit an iceberg ... quickly.
- 7 The lifeboats only saved some of the people.
- 8 The band played until it sank.
- 9 Most of them died in the sea.

- 3 Students read Text B and compare it with A. Encourage students to use the context and what they already know about the story to help them with new vocabulary. You may need to check *maiden voyage* /'vɔːɪdʒ/ (first crossing), *knot* /nɒt/ (the unit of speed used by ships), *SOS* /,es əʊ' es/ (a message sent from a ship when in danger and in need of help). Elicit which text is more interesting (B) and why.

Possible answers

Text B uses a range of vivid adjectives: *luxurious*, *magnificent*, *sumptuous*, etc.
It gives a lot of details about speed, times, etc.
It uses more interesting alternatives for 'basic' verbs, e.g. *hit* – *strike*; *die* – *meet their death*; *warn* – *sound the alarm*.

- 4 Give students time to read the questions through before they discuss texts A and B again. Elicit ideas about the general organization of the texts. Students discuss the questions in their pairs. Elicit a range of answers from the class.

Answers

The aims of the three paragraphs: In Text A, the main part is quite short with basic events told one after the other; in B the main story is much longer with details of the timing of events and information about all the people involved.

In Text A, the conclusion is very short and given in very simple language; in B there is more detail and the story is brought up-to date.

Text A gives only basic details of the events of the story; B tells the reader about the range of people on the ship, the atmosphere at different points, and gives a detailed narrative of the events with times.

In Text A, there is little attempt to interest the reader; in B, the setting and atmosphere are described and the events are narrated in detail.

Both texts tell the story in a roughly chronological way, using the past continuous for longer actions and the past simple for the main events. But text B links some events together in non-chronological ways, using a wider variety of tenses and structures, e.g. ... *the ship sank, just two hours and forty minutes after hitting the iceberg*. (= it hit the iceberg and then sank; two events linked using *after*); *Amazingly, they had kept playing until the ship disappeared beneath the waves* (past perfect to refer back to an earlier action).

The language: Text A uses very basic descriptive language, e.g. *rich*, *quickly*, *interested*, etc.; Text B uses much richer language, e.g. *luxurious*, *magnificent*, *sumptuous*, *amazingly*, *incredibly*, etc. Text A uses very simple sentence structure; B uses a wider range of constructions and more complex sentences, with clauses linked in different ways, e.g. *The owner of the ship was on board, encouraging the captain to go faster*. The sentences in text B also start in different ways, e.g. with *However*, *After all*, *Amazingly*, etc.

- 5 Tell students that they are going to prepare to write about another famous story. Write *The Trojan Horse* on the board and elicit anything students already know about the story. Refer students to the pictures on p157 and give them time to read the text prompts below the pictures. Deal with any vocabulary queries, e.g. *hollow* (*adj*), *a goddess*, *to tear down*, *to creep* (*crept*) *out of*, *a slave*.

Writing – A story (2) SB p157

The Trojan Horse

- 1 Students continue working in their pairs to write the story. Remind them to try to make it interesting, and tell them they can use the questions in exercise 4 on SB p108 as a checklist. When monitoring, prompt language correction and refer students to the questions in exercise 4 as necessary.
- 2 Students read some of their stories to the class. With larger classes, they can do this in groups. They can also read the story on p159. Elicit some reactions to the story.

Additional material

For students

Online Practice – *Practice*

Workbook p69, *Review*, exercises 1–2

Online Practice – *Check your progress*

Introduction to the unit

This unit – ‘Back in the real world’ – explores the impact the digital world is having on our physical world. It covers topics such as digital media, communication, and animation. The opening text looks at whether the digital world will ever take over all of our ‘real world’ activities such as studying, reading books, listening to music, etc., and it provides the context for language work on noun phrases.

The title of the *Listening and speaking* section is *How would you like your newspaper, sir?* and students listen to a range of people discussing whether they prefer doing things physically or digitally, e.g. reading the news, dating people, finding somewhere on a map, etc. The theme of digital media is carried through into the *Reading and speaking* section, which is about digital animation, and it focuses on the making of a music video for the British band Coldplay.

The *Vocabulary and speaking* section builds on the language work on noun phrases and looks at compound nouns. The unit ends with an *Everyday English* section on the language used for describing the appearance and use of different objects.

The *Writing* syllabus continues with a focus on informal English and writing a message on social media. This section looks at how certain parts of speech can be left out when writing an informal text and it includes work on using informal words/expressions to help make a message sound less formal.

**I'm plumber.* (missing indefinite article with professions)

**I have an advice for you.* (incorrect use of *a/an* with an uncountable noun)

**The water is essential for life.* (incorrect use of *the* with abstract nouns when talking in general)

*New York is such an exciting city. *It's galleries are brilliant.* (confusion of *its* for possession with *it's* (meaning *it is/has*))

**All was stolen from my bag.* (confusion of *all* with *everything*)

* *They kissed themselves on the cheek.* (confusion of *themselves* with *each other*)

Vocabulary

The vocabulary focus in this unit is compound nouns. Students focus on the main stress in compound nouns, work with dictionary extracts, and practise building compound nouns. Make sure students have access to a dictionary for the final exercise in this section.

Everyday English

This is a functional lesson in which students practise a range of expressions for describing objects that they don't know the name of.

Additional material

Workbook

Noun phrases are reviewed and practised, together with the associated grammar of articles (definite, indefinite, and none), possessives (including *'s* and *s'*), pronouns (*myself* and *each other*), *all*, and *every*. Compound nouns are reviewed and vocabulary is extended through work on phrasal verbs + nouns and countable/uncountable nouns.

Photocopiable activities

There are photocopiable activities to review grammar (*Substitution*), vocabulary (*Go!*), and communication (*Good neighbours*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Language aims

Grammar

Noun phrases

This unit covers the words that can be used before and after a noun to form noun phrases. These include articles (*a/an*, *the*) and the number *one*, possessives (*my*, *mine*, etc.), *all* and *everything*, and reflexive pronouns (*myself*, *yourself*, etc., and *each other*).

Possible problems

The rules for the use of *a/an* and *the* can appear complex, and students whose first language doesn't have articles often miss them out altogether. Some students may overuse the number *one* instead of *a/an*. Speakers of Latin languages can often overuse *the* due to interference from their own language. Possessive adjectives and pronouns are easily confused, as is the use of the apostrophe to indicate possession. Students may also have problems with the difference between *all* and *everything*, as in some languages these are translated by the same word.

Students tend to use reflexive pronouns when *each other* is needed.

Common mistakes

**I live in big house.* (missing indefinite article)

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the photo
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Back in the real world', and then focus attention on the photo. Ask *What devices are the people using?* (smartphones) *Are the people communicating in the real world?* (no). Don't spend too long talking about the photo at this stage as students will discuss it in detail in the activity.

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, Everyday English, reading, listening, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, use the photo and title to engage students' interest in the topic, and then move straight on to the speaking activity.

Notes for the activity:

- 1 Refer students to the photo and elicit answers to the questions. Focus attention on the title of the unit and contrast it with the incredible topics in the previous unit.

Suggested answers

The people might be on social media, watching a film, listening to music, playing a game, etc. All of them are interacting with a device. Without phones they would probably choose to talk to each other.

- 2 Read out the quote by Northrop Frye (Canadian literary critic and influential thinker, 1912–1991). Check understanding of *efficient* /ɪ'fɪʃnt/ by giving examples of other common phrases, e.g. *cost efficient, energy efficient*. Elicit some ideas in connection with the quote.

Suggested answer

A book doesn't need recharging. It can be shared at no cost.

Grammar

Noun phrases

STARTER SB p110

- 1 The aim of this task is to review the parts of speech that can be used in noun phrases. It will allow you to measure how comfortable students are with grammar labels and terminology. Focus attention on the sentences and ask students to complete the task in pairs. During feedback, check answers with the class and briefly review/ elicit other related parts of speech: the other indefinite article (*an*), other possessive adjectives (*your, his, her, etc.*), and possessive pronouns (*yours, his, hers, etc.*). If students seem to have problems with these parts of speech and terms, refer them to Grammar reference 11.1–11.3 on pp152–3. If necessary, remind students of the following:

A pronoun is a word that replaces a noun or noun phrase.

A possessive pronoun replaces a noun and it shows who/what the noun belongs to.

A possessive adjective describes who/what the noun belongs to.

Answers

My sister has a huge kitchen – it's the biggest one I've seen. Ours is much smaller.

a definite article = *the*

a possessive pronoun = *ours*

an indefinite article = *a*

a pronoun = *one*

a possessive adjective = *my*

- 2 Focus attention on the sentences. Elicit the answers.

Answers

himself – The speaker uses it here to emphasize the person being referred to.

myself – After the preposition *by*, a reflexive pronoun is used when the speaker wants to show that something has been done alone/without any help.

Digital versus physical SB p110

About the text

The text introduces the theme of digital technology and its role in our lives today. It contrasts the digital world with the physical world, weighing up the benefits and drawbacks of both. Topics covered include virtual learning versus the real-life classroom, streaming and downloading music versus buying CDs, and e-Books versus real books on our bookshelves.

The title of the text *Get real!* focuses the reader on the real, physical world. You could also highlight the meaning of this informal expression, which is used when you want to tell someone to face reality rather than hoping for what is impossible, e.g.:

A *Maybe I'll get a pay rise this month.*

B *Get real! There's no chance of that happening.*

The text provides the context for the study of noun phrases and, following the initial comprehension tasks, noun phrases are the main focus. This involves looking at parts of speech such as articles, possessives, *all/everything*, and pronouns (see the *Grammar spot* on SB p111 for examples).

As you would expect, there is some technical language connected to the digital world, but most students will be familiar with it. However, if students have a limited knowledge of digital media, you might need to devise a pre-teaching/checking exercise to check the following: *virtual learning, a video lecture, e-Books, Amazon, Internet forums, Internet shopping, downloading, and streaming*. Other vocabulary which you might need to check/pre-teach if your class needs extra support includes *a vinyl /'vaɪnl/ record, a board game, a print magazine, a computer screen, to enjoy the convenience of sth, a classic (book or film), and the phrase sales are booming (= sales are growing fast)*.

Lead in to this topic with some quick questions about students' habits in relation to the digital world. Write the prompts on the board and put students in pairs to ask and answer these questions.

How often do you ... ?

- *study English online*
- *download music*
- *stream TV shows*
- *buy books online*
- *play video games*
- *chat in Internet forums*

- 1 Focus attention on the phrase *Get real!* and on the question *Can the digital world ever replace the physical world?* Elicit a few opinions in answer to the question. Also, take the opportunity to pre-teach/check vocabulary if necessary (see *About the text*). Set the task. Students read the text. Discuss opinions as a class.
- 2 Give students time to read the text again and answer the questions in pairs. Check the answers with the class.

Answers

- 1 It opened a physical bookstore.
- 2 It makes people want to buy a book if they can see it first.
- 3 Face-to-face discussions.
- 4 Computer words, such as cut, paste, and layout.
- 5 We can't feel e-Books in our hands or see them on our shelves – so we don't see them as 'ours'.
- 6 Because they want something they can touch and feel.

Make sure you select the tasks on this page in an order which suits the needs of your class. For instance, you might want the *Grammar spot* to lead in to the *Practice* section in the right-hand column. If so, you could get students to do exercise 3 before the *Grammar spot*.

GRAMMAR SPOT SB p111

This *Grammar spot* reviews the type of words that can be used in noun phrases.

Ask students to complete the sentences containing noun phrases. Students do this individually. Monitor their work and assess whether there are any common language problems across the class. Refer students to the *Get real!* text on p110 to check their answers.

Answers

- | | |
|--------|--------------|
| 2 the | 6 all |
| 3 the | 7 everything |
| 4 our | 8 themselves |
| 5 ours | 9 each other |

Refer students to Grammar reference 11.1–11.5 on SB pp152–3.

- 3 This exercise builds on the theme of digital data before returning to practising noun phrases. It also helps set up the project work which students will do for homework. Focus attention on the digital data reading text and elicit the words and numbers in bold. This is a chance to review the language of numbers, dates, and percentages. Set the task and give students a 1–2 minute time limit to read the text. Put students in pairs or small groups to discuss the surprising facts.

Project

Explain to students that they are going to do a research project – for homework – into one of three areas discussed in exercise 3 in order to find out the most recent statistics and some more interesting facts.

Write the following areas (below in **bold**) to consider on the board and elicit what students could cover during their research project:

- **Buying habits in the music industry** (possible points to cover could include: sales figures, sales of CDs, digital downloads (on phones, desktops, tablets), digital sources, free vs paid downloads, etc.)
- **Reading habits** (possible points to cover could include: sales figures, e-Books, physical books, different types of digital devices)
- **News reading habits** (possible points to cover could include: sales figures, newspapers and magazines, online news, different types of digital devices, most popular news providers)

Set the research task for homework. Students report their findings about recent statistics in the next lesson. In large classes, put students in small groups to discuss their research.

SUGGESTION To help students with online research, you could recommend that they search for infographics related to their chosen topics. Many students enjoy using infographics because they present and explain information about a particular topic using pictures and diagrams.

Practice SB pp111–2

Articles – a/an/the/no article (-)/one

This section aims to review the use of the definite article (*the*), indefinite articles (*a/an*), no article (-), and the number *one*.

- 1 11.1 Lead in to the topic by asking students if they would prefer to study with an e-Book or a physical book. Elicit the answer to number 1 (*an*) and then ask students to complete the task, working individually. Remind them that some answers don't require an article. Get fast finishers to compare answers with a partner. Play the recording for students to check their answers.

Answers

- | | | | |
|-------|-------|-------|--------|
| 1 an | 4 the | 7 one | 10 a |
| 2 a | 5 the | 8 (-) | 11 the |
| 3 (-) | 6 a | 9 the | 12 (-) |

11.1 Pen and paper, or screen and keyboard?

In an experiment, schoolchildren did a reading comprehension test, some on paper and some on screen. The ones who did the test on paper got the highest scores. University students generally did better on paper too, apart from those students who'd expressed a preference for screen reading.

Only 21% of the students asked in one survey preferred e-Textbooks to physical books. Many enjoyed the e-Textbooks they used, but said they easily got distracted from them.

As for writing notes on paper by hand, it may be slower than on a laptop, but research by a professor at the University of California shows that the slowness and physical effort involved means that people have a greater understanding of what they've written.

- 2 This exercise gives further practice of articles and also the use of the number *one*. Elicit the answers to the first sentence. Students complete the task, working individually. Give students time to check their answers in pairs, before checking with the class. If necessary, ask students to explain the use of each article (see bracketed answers below). Deal with any problem areas and if necessary refer students to Grammar reference 11.2 on SB pp152–3.

Answers

- 1 'Where's Jane?' 'In **the** kitchen cooking (-) lunch.' (the used when it is clear which kitchen we mean; usually no article with meals)
- 2 Washington, D.C. is **the** capital of **the** United States. (definite article used to refer to the capital – the only one there is – and in the place name the United States)
- 3 We had (-) dinner in **the** best restaurant in town. (usually no article with meals; definite article used with a superlative)
- 4 Jake's in (-) hospital. He's had **an** operation. (no article in the expression *in hospital* when referring to the institution rather than a specific hospital; *operation* referred to for the first time)
- 5 (-) E-Book readers have certainly changed (-) modern life and **the** way we read. (no article to refer to e-Book readers and modern life in general; definite article to refer to something known to the speaker)
- 6 'How do you like your coffee?' 'Black with **one** sugar, please.' (one used to specify number)
- 7 I have two daughters. **One** daughter is **a** teacher; **the** other works in advertising. (one used to specify number; *a* + a profession; *the* used to refer to the second daughter in contrast to the first one)
- 8 Today is **the** first day of **the** rest of your life. Enjoy it! (the + ordinal number; definite article used to refer to the rest of your life – the only one there is)

Talking about you

- 3 11.2 This activity gives students the opportunity to practise articles in a personalized way. Tell students there are 10 questions in the recording for them to reply to. Focus attention on the example in the Student's Book and play question 1. Elicit other possible answers, checking the use of articles carefully. Put students in groups of three, all sitting face to face if possible. Play the rest of the recording, pausing after each question so that students can exchange answers. Play the questions again and elicit a range of answers from the class (see possible answers in brackets). Highlight any mistakes with articles and give students the opportunity to self-correct.

Possible answers and audioscript

11.2 Talking about you

- 1 Where did you have lunch today?
(I had lunch at home/in a restaurant/at a friend's house.)
- 2 Where's your mother at the moment?
(She's at work/in town/at the shops.)
- 3 Do you prefer tea or coffee?
(I prefer tea/coffee.)
- 4 Do you know the name of the river in London?
(Yes, it's the River Thames./No, I don't.)
- 5 Have you got a pet? What is it? What's its name?
(I've got a cat. Its name is Sylvester.)
- 6 What's your father's job?
(He's a salesman/an engineer./He works in manufacturing.)
- 7 How did you come to class?
(I came by bus/by car./I walk to school.)
- 8 Do you know the names of any English or American newspapers?
(*The Daily Mail, The Guardian, The Washington Post, The New York Times*, etc.)
- 9 Where are you sitting in the room? Where is the teacher?
(In the corner/near the window/the teacher is at the front)
- 10 Where are you going after the lesson?
(I'm going home/to the cinema/to the library.)

Possessives

This section aims to consolidate the use of possessive adjectives and pronouns (exercises 4 and 5), and review the use of the apostrophe for possession (exercise 6).

- 4 Focus attention on the sentences and check the answers with the students as a class.

Remind students that a possessive adjective describes a person's/thing's relationship to a noun, and it's used with the noun, whereas a possessive pronoun replaces a noun.

Answers

- 1 I like that camera more – I prefer **its** shape. (possessive adjective)
 - 2 I'm very proud of **my** children. (possessive adjective)
 - 3 Adam is an old friend of **ours**. (possessive pronoun)
 - 4 Don't eat that last chocolate! It's **mine**! (possessive pronoun)
- 5 Focus attention on the sentences. Elicit the answers for the first sentence. Students complete the exercise, working individually. Check the answers. If students have made mistakes, review the use of possessive adjectives and pronouns, referring to Grammar reference 11.3 on SB p153. Also check the difference between *it's/its* and *who's/whose*:
- it's* = *it is/has*
its = possessive adjective (third person)
who's = *who is/has*
whose = the question word/relative pronoun for possession

Answers

- | | |
|---------------|---------------|
| 1 her, mine | 4 your, yours |
| 2 Whose, ours | 5 mine |
| 3 its, it's | 6 my, theirs |
- 6 Focus attention on the two example sentences with apostrophes. Give students time to compare the examples, answer the questions and work out the rule. Then elicit the position for the apostrophe in sentence 1 (*dad's*). Students complete the exercise, working


individually. Give them time to check in pairs before checking with the class. If students have problems with sentence 4, remind them that *child* has an irregular plural *children* and so the possessive is *children's*. Point out that the answer to sentence 5 could also be ... *my brother's girlfriends* if there is only one brother and he has more than one girlfriend.

Answers

In the first example, the apostrophe comes before the *s* because it is being used with a singular noun. In the second example, the apostrophe comes after the *s* because it is being used with a plural noun.

- 1 I've borrowed my dad's car.
- 2 My parents' new house is near the sea.
- 3 I like Alice's boyfriend's sense of humour.
- 4 The children's room is next to ours.
- 5 I really like my brothers' girlfriends./I really like my brother's girlfriends.

its or it's

- 7  **11.3** This is a short activity to help students recognize possessive adjectives and pronouns, and distinguish them from other words that sound the same.

Explain to students that the sentences in the recording are all about living in London. Play the first sentence and elicit the answer. Play the rest of the recording, pausing at the end of each sentence. Students underline the correct words. Check the answers with the class.

Answers and audioscript

11.3 its or it's



- 1 Living in London has **its** disadvantages.
- 2 To start with, **there's** a lot of traffic.
- 3 Londoners enjoy **their** parks and open spaces.
- 4 For them, **it's** important to escape busy city life.
- 5 Londoners seem very busy. **They're** always in a rush.
- 6 Ethnic communities like the Bangladeshis have their own part of London, and the Koreans have **theirs**.

Reflexive pronouns and each other

This section uses two cartoons and simple graphics to highlight the difference between reflexive pronouns (*myself*, etc.) and *each other*.

- 8 Give students time to read the examples. Ask them to match each sentence to the correct picture and to the simple graphics below the pictures. Remind students that we use reflexive pronouns when the subject and the object are the same.

Answers

- 1 B – Paul and Karen hugged themselves. 
- 2 A – Paul and Karen hugged each other. 

- 9 Elicit the answer for sentence 1 (*each other*). Students complete the sentences, working individually. Fast finishers can check their answers with a partner. Check answers with the class. Make sure students understand the meaning of *Make yourself at home* (make yourself comfortable, as if you were in your own home) in sentence 5 and *Help yourself* (serve yourself food) in sentence 8.

Answers

- 1 They seem to love **each other** very much. I think they'll get married.
- 2 He shouldn't try and move that piano on his own. He could injure **himself**.
- 3 Tidy your room! It won't tidy **itself**, you know!
- 4 Do you like the cake? I made it **myself**.
- 5 Hi, Petra! Hi, Adam! Sit down. Make **yourselves** at home.
- 6 We don't speak each others' languages very well, but we understand **each other**.
- 7 They're good kids, Sylvia's. They know how to behave **themselves**.
- 8 The food's ready. Help **yourself/yourselves** to whatever you want.

MIME

This activity gives students the opportunity to practise reflexive pronouns and *each other* in an active and fun way. Demonstrate the activity by miming one of the actions that can be done alone. Students guess what you're doing. Choose individual students to mime an action for the class and ask the other students to guess the action. In order to practise reflexive pronouns as well, also ask pairs of students to mime one of the actions to the class and elicit what they are doing. With larger classes, put students in groups of four to do the activity.

EXTRA IDEA If appropriate, your students could use mobile phones or tablets to video each other miming a range of the actions from the list on SB p112. Put students in pairs to work on a short film either in class or for homework. Then, get them to show their film to another pair of students who must give a running commentary saying what they think is happening, practising reflexive pronouns and *each other*.

Additional material

For teachers

Photocopiable activity – Grammar: *Substitution*

For students

Online Practice – *Look again*

Workbook pp70–3, exercises 1–14

Listening and speaking SB p113

How would you like your newspaper, sir?

About the text

The theme of the digital world in contrast to the physical world is developed further with a section on people describing a wide range of activities in their lives and whether they enjoy them digitally or physically.

The listening text consists of six people of different ages talking about activities which include driving, dating, landscape gardening, giving gifts, doing jigsaw puzzles, reading the news, and listening to music. Students listen for gist whilst doing a matching task and then listen more intensively in a note-taking exercise. The listening text is fairly long, but it can be divided up into sections with less confident classes, e.g. during the note-taking exercise.

Students should be able to do the listening tasks without much vocabulary help, however some key words are pre-taught in exercise 2. If you feel your students need additional support with some of the topic-related vocabulary, do a brief review of the following items:

Jacob – a newsstand (a place on a street where newspapers are sold), a tablet (a handheld computer, e.g. an iPad), to moan about sth

Karen – to drag and drop sth (to move sth from one place to another on a computer screen), to draw

Luke – a bore (a boring person or thing), to wrap up a gift

Emily – a lonely hearts column (the section of a newspaper or magazine with advertisements from people who want to meet someone that they can have a romantic relationship with), a love letter

Charlie – to do sth for fun

Holly – to disapprove, a gadget, a lifesaver, a petrol station, to stare at sth

The listening text also includes references to the popular author *Roald Dahl* (1916–1990), the *Guardian* newspaper (one of the main British broadsheet newspapers), and *satnav* (a satellite navigation system).

- 1 This is the lead-in to the main topic of the lesson. Focus attention on the picture and elicit information about it. Discuss the pros and cons of getting news in different ways (online on a tablet or phone, or in print). Check pronunciation of *digitally* /'dɪdʒɪtəli/ and *physically* /'fɪzɪkli/ as these words will be used throughout this section.
- 2 Put students in pairs and ask them to do the matching task. Most of the vocabulary items are compound nouns, which you could highlight as a language point that students will come across later in this unit. Check answers with the class. Check pronunciation of *landscape* /'lændskeɪp/, *satnav* /'sætneɪv/, *jigsaw* /'dʒɪɡzɔː/ and *puzzle* /'pʌzl/.
Personalize the topics by asking students questions about some of the items or activities in the pictures. Possible questions could include: *Do you use satnav in your car?* *Do you comment on news website comment threads?* *Do you enjoy jigsaw puzzles?* and *Do you know anyone who has met someone special on an online dating website?*
See *About the text* for notes on checking/pre-teaching other items of vocabulary if necessary.

Answers

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

- 3 11.4 Explain to students that they are going to listen to six speakers of different ages speaking about the ideas in exercise 2. Focus attention on their names. Play the recording of Jacob, pause and elicit any information from the listening relevant to picture E. Play the rest of the recording and get students to complete the task. Students compare their answers in pairs before checking with the class.

Answers

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

11.4 How would you like your newspaper, sir?

1 Jacob

One thing I'd never dream of reading a print version of nowadays is newspapers. They look so old-fashioned to me, when I see them on the newsstand at the rail station every morning. These great big piles of paper you have to fold up and carry around with you, ... and then you have to find somewhere to throw them away when you've finished with them. Madness! I love reading my news online on a

tablet – I read it on the train on the way to work, and in my lunch break. I read the *Guardian*, and it's beautifully designed digitally. I also love reading the comment threads after the articles – you sometimes learn more from them than you do from the articles! Mmm, they're not always a great read, though. Some people write such miserable things on them! Always moaning about everything!

2 Karen

I did a landscape design course at college, and computers were already the big thing then, ... so we did most of our projects using the software you can get for it – you can drag and drop different plants and trees and ... garden features onto your design, and then move them round, and ... change their size as well. It is cool, but we had to draw some designs by hand, just to show we could do it, and I realized that ... mmm, even though I'm not the world's greatest drawer ... I enjoyed doing it that way. So now, I always start off drawing my projects by hand. It just feels more real, and if you're a gardener, which I was for a long time, you kind of like things being real, you know, down to Earth. Trouble is, I usually do have to transfer what I've done on paper onto a software program to send to my clients – I don't think they'd be impressed with my drawings!

3 Luke

I like having my music digital, and streaming it – it's brilliant that you can log on wherever you are and play your music. I like streaming films, too – it was a bore having to rent DVDs, or buy them and have them sitting around when you're never going to watch them again. But, the time it really bothers me when things are digital is when it comes to giving gifts. It's a bit rubbish at Christmas or on birthdays when you just give someone a piece of paper telling them you've bought them something they can download. You want to give them something solid, a gift they can hold and see the shape of and wonder what it is. I like wrapping them up really nicely, too. And it's nice to see them looking at the gift when they open it. Unless they don't like it of course! And it is harder to change something when it's real.

4 Emily

I was pretty nervous about trying online dating at my age, but, it's so much easier than those old-fashioned lonely hearts columns in newspapers. I used those a bit when I was young, but you never really knew who you were dealing with. Now you can find out so much about someone, before you decide whether you want to meet them, and also chat online for a while before you make the decision. And the site I belong to offers great activities that you can do with people who share your interests – it's not just about meeting in bars, which I hate. It's such an easy way to meet new people, even if it doesn't end in romance. The thing I would like to bring back from the old days is old-fashioned love letters though – texts and emails can't match those!


5 Charlie

I like playing games on my tablet, and chatting with friends online, and I like reading stuff on the Internet – we sometimes have to do that for homework. But when I'm reading for fun, I prefer proper books. It feels more special reading a book, especially when they have pictures in – the pictures aren't as big on a tablet. I like Roald Dahl stories best. I love reading them in bed at night – it's not so easy with a tablet. My other favourite thing is doing jigsaws – I've just done a 500-piece one I got for my birthday! You can do them online as well, and it's fun, but it's better with a real jigsaw – I like sorting all the pieces out into different shapes. But I don't like it when there's a piece missing!

6 Holly

I can seem a bit old-fashioned when it comes to technology. Of course, I use a computer all the time at work, but I am one of those people who disapproves of everyone always being on their phones. But there's one gadget I absolutely adore – the satnav! It's a lifesaver for me! I'm hopeless at finding my way around when I'm driving, and it used to be a nightmare using a map, trying to work out where you are when other drivers are beeping and shouting at you for going so slow. You still see those books of maps at petrol stations – I can't believe that people still use them. I mean, who on earth buys them?! Now I have Derek (that's what I call my satnav man) telling me when to turn. I like the calm way it gives directions – Derek never gets

angry with me! But it can sometimes feel a bit dangerous if I stare at the satnav too long, though. I forget that that's not the real road – it's the one out of the window!

- 4  **11.4** This stage involves intensive listening. Students focus on listening for details in order to build a better understanding of the whole text.

Tell students to write the name of each speaker on a piece of paper. Under each speaker's name, they should have two columns with the headings *likes* and *dislikes*. Set the task and play the recording again. Students listen and take notes under each name, organising the information into the appropriate column. If your students are not confident listeners, pause between each speaker and play the audio again as necessary. Allow students to check their answers in pairs before checking with the class.

Answers

Jacob

He thinks that a disadvantage of physical (print) news is that you have to carry it around with you and then throw it away, whereas he likes that with digital news you don't have to do that. He thinks some of the online sites are beautifully designed and he likes reading the comments. He doesn't like the miserable comments, though.

Karen

She likes the fact that you can drag and drop features into your digital landscape designs, but she really likes doing drawings by hand. She thinks that the disadvantage of doing the drawings by hand is that she then has to transfer them to digital anyway and this takes time.

Luke

He likes being able to access his digital music wherever he goes, but he doesn't like giving digital gifts (i.e. downloads) – he prefers to give a physical gift. He likes wrapping physical gifts up and seeing people open them. He also likes streaming films and not having to rent DVDs.

Emily

She thinks it's a lot easier to do online dating than to reply to the old lonely hearts column ads. She likes the fact that you can chat with someone online before you meet them and share your interests. She does miss old-fashioned love letters, though.

Charlie

He likes playing games and chatting with his friends, but he prefers real books for reading. He likes reading in bed and thinks books are better for that than tablets. He also likes jigsaw puzzles and prefers doing the real thing as he enjoys sorting all the pieces, but it's not so good when there's a piece missing.

Holly

She doesn't like people being on their phones all the time, but she loves her satnav because she's not very good at finding her way when driving. She thinks maps are much harder to use when you're driving. She likes the calm instructions that she gets from her satnav, but she has to be careful not to stare at her satnav for too long and concentrate on the road.

Talking about you

Give students time to read through the task and think about their preferences. Check pronunciation of *recipe* /'resəpi/ and elicit/clarify the meaning of *Scrabble* /'skræbl/ (this is a branded board game in which players win points by creating words from letters on small square tiles and connecting them with ones already on the board). Elicit a range of responses in a whole class discussion. In larger classes, students can work in groups and then report back.

SPOKEN ENGLISH *also, as well, and too*

This section helps students work out the word order with these common words in spoken English.

- 1 Read the examples as a class. Ask students to note the position of the highlighted words in each sentence. Elicit information about the position of these words as shown in the three examples. When checking the answers, remind students that, when there is a modal verb in the sentence, *also* comes between the modal and the main verb, e.g. *You can also move things around ...*

Answer

In these examples, *also* goes after the subject and before the verb; *as well* and *too* go at the end of the sentence. See note (above) about the position of *also* when there is a modal verb in the sentence.

- 2 Read the first sentence with the class and elicit the same sentence three times, with the different expressions added. Point out the use of the comma before *too*. Students complete the task individually. Check the answers.

Answers

You can **also** chat online.

You can chat online, **too**.

You can chat online **as well**.

You can **also** do jigsaws online.

You can do jigsaws online, **too**.

You can do jigsaws online **as well**.

I **also** like streaming films.

I like streaming films, **too**.

I like streaming films **as well**.

- 3 This question looks at the short phrase which a speaker can use to show agreement and claim something in common with the other person. Focus students on the question and elicit the answer. Explain that *Me too* is a universal form and a common response to an affirmative statement. It tends to be more popular than the forms *So do I*, *So am I*, *So can I*, etc.

Answer

too

Additional material

For students

Online Practice – *Practice*

Reading and speaking SB pp114–5

Digital animation

About the text

The theme of digital media is covered here in an information-rich text about digital animation and the filming technique known as 'Performance Capture'. The focus is on a London-based digital animation company which worked with the famous British rock band Coldplay on a music video in 2015. Performance Capture, clearly explained in the reading text, 'captures' the performance of a real actor on a specialized stage set and translates it into a digital character. Well-known 21st-century films mentioned in the text which have successfully incorporated Performance Capture include

The Lord of the Rings, The Incredible Hulk, Avatar, Star Wars, King Kong, and Rise of the Planet of the Apes.

Students practise reading for gist and intensive reading skills in a series of three tasks. The text is in the style of a magazine feature and it is divided into two parts. Part A is an introduction to Tim Doubleday, who works in the field of Performance Capture in London. Part B is about the story of the making of the Coldplay music video, as told by Tim Doubleday. The music video described in the article accompanied the song *Adventure Of A Lifetime* and it was released in 2015.

Following on from the final reading comprehension task, there is a language-focused task to revise and consolidate the use of definite, indefinite and no articles.

Students can be encouraged to work out the meaning of tricky vocabulary using the surrounding language in the text, but with less confident classes, some of the following items of vocabulary could be checked/pre-taught (in class or as homework before the lesson):

Nouns – *a supervisor, a performer, a stage set, an animation design studio, a head-mounted camera, an infrared camera, a film remake* /'ri:meɪk/ (a new film that has a story and title similar to an old one), *special effects, a dot, a monkey, a harness* /'hɑ:nɪs/ (a set of belts used to hold someone in a place or to stop them from falling)

Verbs – *to really get into sth* (to really start enjoying sth), *to hand sth over* (to give sth to sb), *to do the lighting* (e.g. for a photoshoot/film/play)

Adjectives – *thin, subtle* /'sʌtl/ (e.g. a subtle movement), *skin-tight* (e.g. skin-tight clothes), *dull* (boring), *natural-looking/life-like* (similar in meaning), *lifeless* (appearing to have no life), *half-human, blue-skinned*

- 1 This lead-in will set the scene and enable you to evaluate how much students already know about the field of digital animation.

Focus attention on the photo and elicit information about the character, the film and film animation. Other films mentioned in the reading text which students might know include *The Incredible Hulk, Avatar, Star Wars, King Kong, and Rise of the Planet of the Apes* (if teaching a monolingual class, get students to translate English film titles to make sure everyone recognizes which film is being talked about). Also, use this opportunity to check/pre-teach vocabulary (see *About the text*) if students need support.

- 2 This is a reading comprehension exercise about the main topic and Tim Doubleday. Give students time to read through the questions and set a time limit of about 3 minutes for reading Part A. Allow students to check their answers in pairs before checking with the class.

Answers

- Performance Capture is a way of translating a real actor's performance into a digital character.
- The advantage of using real actors is that the digital characters are then more lifelike.
- Tim is a facial supervisor. His job involves capturing movements in actors' faces.

- 3 This stage is the first of two reading tasks which accompany Part B. This initial task takes a bottom-up

approach by getting students to read intensively in order to make sense of the whole text.

Focus attention on the photo of Coldplay and elicit what students know about the band. Highlight the title of the video *Adventure Of A Lifetime* and get students to predict what happens in the video using the photos surrounding Part B to help them. If you are planning to show students this music video after exercise 5 (see *Suggestion* below), you could mention this fact now.

Ask students to read section 1 of Part B. Elicit the answer to sentence 1 with reasons for choosing true or false. Give students time to read through the rest of the statements and deal with any vocabulary queries.

Ask students to read the rest of the recording, focusing on the true/false statements. Then, put students in pairs to discuss their ideas. Remind them to underline the key information in the text. Check answers with the class, eliciting corrections to the false statements.

With less confident groups, get students to read one section at a time and then, as a class, discuss any key vocabulary and ideas before moving on to the true/false exercise.

Answers

- 1 False. When they met on a plane they knew they wanted to do something together, but they weren't sure what.
- 2 False. The markers have reflectors on them.
- 3 True.
- 4 True.
- 5 False. It could be used to create any kind of digital character.
- 6 False. The animation design studio built the forest in the background and did the lighting for the video.

- 4 In this task, students need to decide which section of text each line belongs to. To work out the answer they will need to understand either the gist or specific words in each section.

Give students time to read the lines and deal with any vocabulary queries which arise. Elicit the answer for line **a** (section 4). Set a time limit of 3–5 minutes for students to complete the task. Students work individually and then check their answers in pairs. Check answers with the class.

Answers

a 4 b 5 c 1 d 2 e 3

- 5 This exercise integrates the work on noun phrases earlier on in the unit into the reading context. Ask students to do the exercise on SB p158. Suggest that fast finishers compare answers with a partner. Then refer students back to the main reading text to check their own work.

Answers

Andy Serkis is **an** expert on the way (–) monkeys move – he was in **the** remake of **the** film *King Kong*, and starred in *Rise of the Planet of the Apes*. Andy suggested Coldplay try moving like (–) monkeys. **The** band started to really enjoy **themselves**, and **the** story for **the** video grew out of that. It was **a** long session – we were there until midnight – but it was (–) great fun!

SUGGESTION If your classroom has access to the Internet, play the music video to round off the reading exercises and to see the results of Performance Capture in action.

What do you think?

Give students time to read through the questions and think about their answers. Put them in small groups and ask them to discuss their answers. Nominate one student in each group to lead the discussion and ask the questions. Monitor and prompt ideas when necessary. Finally, elicit a range of responses in a whole class feedback session.

If you have time in class, students can watch the Unit 11 video to learn more about how performance capture is used to bring digital characters to life in films and computer games.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Performance capture*

For students

Online Practice – *Practice*

Vocabulary and speaking SB p116

Compound nouns

Students will be familiar with compound nouns from earlier learning and they briefly focused on compound adjectives back in Unit 1. They will need to have access to a dictionary to do exercise 8 in this section.

- 1 11.5 Read the notes with the class and focus on the examples in the box from the reading texts on the previous two pages. This section focuses on compound nouns which are either spelled as one word or two words. Point out that, nowadays, compound nouns tend not to use hyphens whereas hyphens are still common in compound adjectives. Ask students to say the words out loud and to suggest where the stress falls. Play the recording for students to check the stress. Pause after each word to allow students to repeat it.

Answer

The stress is on or within the first word of the compound noun.

11.5 Compound nouns

music collection computer games lifetime band members

- 2 11.6 This exercise highlights the importance of word stress in a fun way. Focus attention on the questions and on the cartoon. Write *a sleeping pill* and *a sleeping pill* on the board. Elicit the difference between the two examples. Play the recording and ask students to repeat both examples to feel the difference.

Answer

The stress is on *pill* and with this stress it means that there is a pill that is sleeping, rather than a pill that can help you to sleep. The correct stress would be on *sleeping* – *A sleeping pill*.

11.6

a sleeping pill a sleeping pill

- 3 Focus attention on the dictionary extracts. Elicit which base word is used (*head*). Briefly review the different types of information given in the extracts (pronunciation, word type, definition, example(s), cross references to

other words, help with usage). Remind students that this information is very helpful and it can be found in all monolingual learner dictionaries, both digital and physical. Refer students to the phonetics for each word and elicit the pronunciation. Model and drill any words which students have problems pronouncing.

- 4 This activity gives students the opportunity to practise the words in exercise 3. Ask a pair of students to ask and answer question 1. Check that students know what RIP /,aɪr aɪ 'piː/ stands for (*rest in peace*). Point out that for question 4 students should use one of the words from exercise 3 and then try to think of other types of lights on a car, too. Students continue the activity in pairs. Monitor and check students' pronunciation and drill the words again as necessary. If students are reluctant to stress compounds on the first part of the word, it's worth some repetition work until they feel more comfortable with it.

Answers

- To cure a headache.
- On a headstone.
- Use/Wear headphones.
- Headlights, sidelights, brake lights, fog lights, reversing lights.
- The headlines.
- In New York City.
- Students' own answers.

- 5 Elicit the first false compound noun with *sun* (*sun costume*). Ask students to work in pairs to complete the task. Elicit the answers for the rest.

Answers

sun costume, driving card, tea table, money case

- 6 Elicit the base word for set 1 (*room*). Ask students to work in pairs to complete the task. Remind them to decide on the spelling of the words (one word or two words). When monitoring, note down any pronunciation problems to deal with at the end of the exercise. If you are short of time, you could write the base words on the board in jumbled order for students to match. Elicit the answers for each set from the class. Model and drill, chorally and individually, any compound nouns which students find difficult to pronounce during the pairwork exercise.

Answers

- | | |
|------------------|------------------|
| 1 dining room | 5 hairbrush |
| waiting room | hairdresser |
| changing room | haircut |
| 2 traffic lights | 6 newsagent |
| traffic warden | travel agent |
| traffic jam | estate agent |
| 3 toothache | 7 motorway |
| toothbrush | motorbike |
| toothpaste | motor racing |
| 4 door key | 8 wrapping paper |
| answer key | toilet paper |
| car key | wallpaper |

- 7 This is a speaking activity which encourages students to practise the compound nouns from exercise 6. Focus attention on the instructions and on the example. Model the activity with a confident speaker, e.g. *Say I've eaten too many sweets and too much sugar. Elicit Toothache!* Put

students in pairs to continue the task. Finish the exercise by doing a few more examples around the class in open pairs.

- 8 Focus attention on the example in the Student's Book. Put students in pairs to do the dictionary work. With larger classes, or if you are short of time, allocate one or two base word(s) to each pair and then get students to pool their research. Then put students in groups of four to describe the compound nouns to each other. Monitor and check for accuracy of the definitions and for pronunciation of the compound nouns. Feed back on any common errors after the activity or in a later lesson.

Possible answers

hand: handbag, handbrake, handcuffs, handful, hand luggage

foot: football, footbridge, footpath, footprint, footstep

finger: fingermark, fingernail, fingerprint, fingertip

fire: fire alarm, fire brigade, fire door, fire engine, fire escape, fireman, firefighter

air: airbag, airbed, air force, airport, airmail

water: watercress, waterfall, water level, watermelon, waterski

Additional material

For teachers

Photocopiable activity – Vocabulary: *Go!*

For students

Online Practice – *Look again*

Workbook p74, exercises 1–7

Everyday English SB p117

I need one of those things ...

This section gives students the language they need to describe or define an object they don't know the name of. Remind students the target language is useful both inside and outside the classroom when asking to use/borrow something, or when they need to ask the name of something.

As a lead-in, focus students on the short text about Internet shopping and ask students to read the information. Elicit examples of the types of objects students might 'click on' if they are shopping online, e.g. tools, household objects, kitchen equipment, sports equipment, stationery, etc. Give a personal example of when you have needed to do this. You could bring in a picture of an obscure object which you didn't know the name of in order to illustrate your example.

- 1 **11.7** Focus attention on the objects in the photos but don't name them at this stage. Read the instructions with the class and then play the first extract. Students identify the correct object (g *corkscrew*). Play the rest of the recording. Students identify the other four objects and then check in pairs.

Answers

- | | |
|--------------------|-------------------|
| 1 G (corkscrew) | 4 F (fly swatter) |
| 2 H (dental floss) | 5 A (oven gloves) |
| 3 I (chopsticks) | |

- 2 **11.7** This exercise highlights the key language students are going to use. Play the first extract again and elicit the missing words. Play the rest of the recording. Students complete the sentences individually, then

check their answers in pairs. When checking the answers, highlight the use of the uncountable noun *stuff* /stʌf/ in 2 to mean 'a substance or material'. Point out that we use this word in speaking when we don't know the exact word for something.

Answers and audioscript

11.7 I need one of those things ...

- I need **one of those** things you use when you want to open a bottle of wine. You know, you pull it and it goes 'pop'.
- I'm looking for some of **that stuff** you use when you want to clean between your teeth ... It's **like** string. It's white. You use it like this.
- They're **long and thin**, and the Chinese **use them** to pick up food.
- It's **made of** plastic, and it's used **for killing** zzzzzzzz flies. SHPLAT! SHPLOUFF!
- They're things **you use** when you're cooking and you want to pick up something that's hot.

- 3 Elicit a description of another of the things/objects on SB p117. Students work in groups to continue the activity – one student describes and the others guess, and then they change roles. Encourage students to use expressions from exercise 2 in their answers. When monitoring, check how accurately and fluently students are using the key phrases to describe an object, but don't correct them at this stage as the language focus comes in exercise 5.
- 4 **11.8** Tell students they are going to hear nine descriptions and they should try to guess what is being described. Play the first description as an example and get students to guess the item being described. Play the rest of the recording. Students note down their ideas and then compare their answers in pairs. Refer students to SB p158. Play the recording again. Students look at the pictures and identify the objects. Elicit the names of the items and check the pronunciation.

Answers

- | | |
|-------------------------|--------------------|
| 1 B (washing-up sponge) | 6 G (paper clip) |
| 2 I (needle and thread) | 7 H (tape measure) |
| 3 N (colander) | 8 O (padlock) |
| 4 C (washing powder) | 9 J (light bulb) |
| 5 F (safety pin) | |

11.8 What is it?

- It's one of those things you use in the kitchen. You use it to do the washing up.
- It's long and thin and sharp at one end. The other end has a hole in it, and you use it with some very thin stuff that goes through the hole. You can use them together for putting buttons on clothes.
- It looks like a metal bowl, but it has holes in it. You use it to drain the water from things like pasta.
- It's the stuff you wash clothes with. You put it in the washing machine. It's a powder and it smells like soap.
- It's used for fastening your clothes together if a button has fallen off. It's a kind of metal pin, but it has a top on it that covers the sharp end, and stops it hurting you.
- They're made of metal. You use them to hold sheets of paper together. You can get small ones, or really big, thick ones if you have a lot of sheets of paper that need to be kept together.
- It's a kind of ruler. You use it to measure things that are very long, like a room. It's made of metal, usually.
- It's something you use when you're travelling. You put it on your suitcase so no one can get into it. You have a key to open it, to take it off.

9 You know! It's got a round, metal bit at one end, and the other end is made of glass. You put it in a lamp to make a light.

- 5 11.9 Focus attention on the sentence stems. Play the recording and get students to complete the sentences. When checking the answers, make sure students are getting the main stresses right in the sentences. Elicit/Remind students that the stress falls on the key verbs or nouns in these sentences rather than the 'grammar' words which 'glue' the sentence together. Play them again and get students to repeat.

Answers and audioscript

11.9

- 1 It's one of those things you use in the kitchen.
- 2 It's the stuff you wash clothes with.
- 3 It's used for fastening your clothes together.
- 4 They're made of metal.
- 5 It's a kind of ruler.

- 6 Put students in new pairs for this activity. Refer them back to the pictures on SB p158. Elicit a description of one of the objects from a strong student, and get the rest of the class to identify it. Students continue the activity in their pairs. Remind them to change roles each time. Monitor and check for accurate use of the target language and for the main stresses in the pronunciation. If students have problems, drill the target language in exercise 5 again and then get them to continue.
- 7 11.10 Tell students they are going to hear two longer conversations in a shop, and they must identify what each customer is asking for. Remind students it doesn't matter if they don't know the names of the objects because they can describe them to you!

Answers

- 1 a dustpan and brush
- 2 a cheese grater

11.10 In the shop

Conversation 1

- A Yes, madam. How can I help you?
B I'm looking for a thing you use in the house ...
A Yes, now what do you want to do with it exactly?
B Well, it's not one thing. It's two things. And they're usually made of plastic.
A Uh huh.
B You know, if you make a mess, like you drop bread or smash a glass, and there are bits all over the floor ... ?
A And you need to pick them up?
B Yes! You go like this ... SHUP! SHUP! SHUP! SHUP!
A What you're talking about is ...

Conversation 2

- A Can I help you, sir?
B Yes. I don't know how you say this in English. I'm looking for a thing you use in the kitchen ...
A OK.
B It's like a thing with, you know, holes ...
A Uh huh. What's it for?
B Well, it's for cheese or vegetables like carrots.
A And what do you do with it?
B If you don't want a big piece of cheese, or a whole carrot, but you want little pieces, you can push ... you can move ... I don't know how to say it. Like this!
A Ah! OK! What you mean is ...

- 8 Refer students to audioscript 11.10 on SB p139 as a model for their conversation. Remind them to choose an object that they don't know the name of. Students work in their pairs to write their conversation. Monitor and help as necessary. Students act out their conversations to the class and get them to guess the objects. This can be done in a later lesson, or across a series of lessons, if you are short of time.

EXTRA IDEA Students will have learned a lot of new vocabulary in this lesson. Play a vocabulary revision game at the beginning of the next lesson to test how many words they can remember.

Additional material

For teachers

Photocopiable activity – Communication: *Good neighbours*

For students

Online Practice – *Look again*

Workbook p75, exercises 1–4

Online Practice – *Practice*

Writing SB p118

Informal language – a message on social media

This unit ends with a focus on informal language and writing a message on social media. The lesson highlights frequently used informal words/phrases and it focuses on how an informal style of writing typically misses out words, such as personal pronouns, subject pronouns, auxiliaries, articles, and sometimes main verbs like *be* and *have*. The stages that lead up to the writing task include reading through a model text to answer some comprehension questions as well as recognizing and practising features of informal writing.

Lead in by personalizing the topic of social media messaging and asking students some questions about it, for example:

Do you use social media to keep in touch with old friends?

How often do you go on social media?

Do you ever post messages in English?

- 1 Students read to understand the gist of Matt's reply to Andy. Focus attention on the pictures of Matt and Andy and explain that this conversation began earlier with a message from Andy. Ask students to read Matt's reply and to answer the question. Elicit the answer in feedback.

Answer

Andy messaged Matt to tell him that he couldn't come to Matt's barbecue because he's going to Amsterdam.

- 2 The aim of this stage is to focus on understanding the details in Matt's message. Give students time to read the comprehension questions and elicit/check the meaning of the question *What does ... do for a living?* (= *What's his job?*). If students need extra support, check/pre-teach to *restructure a business* (to reorganize a business so that it operates more effectively and/or saves money), *to bother sb*, *a skyscraper*, *a triathlon*.

Set a time limit of 2–4 minutes. Allow students time to compare their answers in pairs, then check with the class.

Answers

- 1 He's going to go to a concert and visit some galleries.
- 2 Matt works in advertising. Andy is an architect.
- 3 Because he doesn't want work bothering him at home.
- 4 He does triathlons.
- 5 Because they're restructuring at his workplace. He isn't too worried because Sally (his wife or girlfriend) has a new, well-paid job.

- 3 Set the task and give students time to read through Matt's message again. Elicit the answers. Keep the discussion general and avoid asking for examples at this stage.

Answers

It uses informal vocabulary and some words are missing.

- 4 The aim of this stage is to recognize which words are regularly missed out in informal writing by working through an exercise. Remind students that this informal style is typical in messages, texts (text messages), and social media. Focus attention on the first two examples (personal pronouns). Students complete the task individually. Suggest that fast finishers check their answers with a partner. Check answers with the class. Point out that this feature is typical at the start of a sentence, not mid-sentence.

Answers

- 1 I just saw your message. (pronoun)
- 2 It sounds brilliant! (pronoun)
- 3 I hope you enjoy the concert. (pronoun)
- 4 It's a shame you won't make it to our barbecue. (pronoun, verb + article)
- 5 I'm sorry not to have been in touch for ages./Sorry that I haven't been in touch for ages. (pronoun + verb)
- 6 I've/It's been incredibly busy at work. (pronoun + auxiliary)
- 7 Are you doing OK generally? (auxiliary)
- 8 Do you want to come and stay, the weekend after Amsterdam? (auxiliary + pronoun)
- 9 I've got loads of other stuff to tell you about. (pronoun + auxiliary)
- 10 I'm really enjoying the weather. (pronoun + auxiliary)

- 5 Students work on informal ways to express the words and phrases from Matt and Andy's messages. Focus attention on the example and elicit the answer to 2 (*come*). Students complete the task, working individually. Allow them time to compare ideas with a partner before discussing answers as a class. Mention that *fab* is common in informal English, but *fabulous* is used less often.

Answers

- | | |
|---------------|-----------------|
| 2 come | 7 doing |
| 3 don't worry | 8 spending time |
| 4 think | 9 A lot/Plenty |
| 5 a long time | 10 fabulous |
| 6 things | |

- 6 Explain to students that they need to write a reply to Matt's message. Elicit what information can be included, e.g. replying to Matt's suggestions about meeting and Skyping soon, responding to the information about Sally's new job, Matt's trip to Slovenia, and the barbecue. If there is time, do the writing stage in class so that you can monitor it. Note down any common errors and prompt students to use informal language whenever possible. Ask fast finishers to exchange messages and

to read each other's letters, giving feedback on content. When everyone has finished, ask a few students with clear pronunciation to read out their messages. Feed back on any common errors noted when monitoring.

A message from you

- 7 Set the writing task for homework. If your students aren't regular users of social media, suggest instead that they write a text message to a friend. Remind students that the message will be in English so they need to choose an English-speaking friend or a classmate. If possible, you could ask them to show you the message in the next lesson.

Additional material

For students

Workbook p75, *Review*, exercise 1

Online Practice – *Practice*

Online Practice – *Check your progress*

12 Living the dream

Introduction to the unit

The final unit of the course – ‘Living the dream’ – covers a variety of topics including dream jobs, impressive personal achievements, and people whose lives have made a difference in this world.

The language focus is on reported speech and indirect questions. Reported speech is presented and practised via reading/listening texts about an employee whose absence from work went unnoticed for many years. Reported speech provides a way of revising aspects of the tense system, offering a useful overview at the end of the course. Indirect questions are highlighted in a *Spoken English* section which focuses on polite ways to ask questions.

The *Listening and speaking* section is based on the theme of dream jobs featuring a radio interview with a Venetian gondolier. The *Reading and speaking* section follows on with a focus on an astronaut and a charity worker, and how both of their lives have made a difference to society. *Vocabulary and listening* practises verbs that relate to different ways of speaking. *Everyday English* looks at the common clichés we use in conversations.

The *Writing* section focuses on writing the biography of a famous person, practising combining sentences into paragraphs to form a coherent piece of writing.

Language aims

Grammar

Reported speech

The language presentation covers reported statements and questions, and also commands and requests within a context related to one man’s unusual job situation. Although most students won’t have studied this language point in depth, they usually find the tense changes in reported speech (the ‘one tense back’ rule) quite straightforward and logical, and there may be similar patterns in their own language. The concept is easy to grasp, so any initial mistakes are likely to be based on form, rather than meaning.

Possible problems

Common mistakes

*He asked where was I working.

*He asked me where did I work.

*She asked do you like Indian food.

*They asked that I call them back.

*She said me that she was happy.

*He told that he’d got the job.

Corrections

He asked where I was working.

He asked me where I worked.

She asked if I liked Indian food.

They asked me to call them back.

She said that she was happy.

He said that he’d got the job./He told me that he’d got the job.

Indirect questions

Indirect question forms are practised in a series of controlled, and then freer, question and answer activities. The rules for asking

questions politely are highlighted in the *Spoken English* box on SB p122. It is helpful to compare the formation of indirect questions with reported questions and to highlight the following parallels:

- 1 There is no *do/does/did* in indirect questions and there is no change in word order (no inversion), e.g.:
Who does he work for? (direct question)
Can you tell me who he works for? (indirect question)
She asked who he works for. (reported question)
- 2 If there is no question word, use *if* or *whether*, e.g.:
Do they have children? (direct question)
Could you tell me if they have children? (indirect question)
She asked if they had children. (reported question)

Possible problems

Students might form a direct question when an indirect form is needed. This can happen when:

- an indirect question begins with an expression which ‘feels like’ a question, e.g. *Can/Could you tell me ... ?*
- a ‘question word’ (e.g. *what/where/who*, etc.) is used to link ideas in one sentence, e.g. *Can you tell me where the bank is?*

As a result, students may use *do/does/did* in indirect questions and they might use the word order of direct questions. This problem seems particularly common when forming indirect questions using the verb *be*.

Common mistakes

*Can you tell me where is the station?

*Do you know who are her parents?

Corrections

Can you tell me where the station is?

Do you know who her parents are?

Vocabulary

The vocabulary focus links to the language work with a variety of exercises practising verbs that describe ways of speaking, e.g. *grumble, chat, whisper, yell*, etc. Attention is given to meaning, form, and pronunciation.

Everyday English

The final section focuses on clichés that are often used in everyday speech, and on how they are often used to punctuate the end of our conversations.

Additional material

Workbook

Reported speech is reviewed, practised, and consolidated, with a focus on *ask* and *tell*. Indirect questions are also practised, and the work on reported speech continues in the Vocabulary section with extension work on *speak, talk, say*, and *tell*. Vocabulary is further extended through work on phrasal verbs in particular situations.

Photocopiable activities

There are photocopiable activities to review grammar (*Here is the Headway news*), vocabulary *ABC* (*Ask, beg, chat*), and communication (*You can say that again!*) on Oxford Premium. There is also a worksheet to accompany the video on Oxford Premium.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Living the dream'. Elicit the meaning of this expression. (It is used to describe someone who is happy with their life because they are doing what they've always dreamed of.) Explain that this is a common expression in English.

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, reading, listening, Everyday English, writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, try to watch the video together. The audio and images together make the different goals of the lesson very clear. Make sure students do the activity.

Notes for the activity:

- 1 Elicit a description of the photo. Put students in pairs and ask them to discuss their answers to the questions. Pool ideas in feedback and elicit alternative dream situations.
- 2 Ask a student to read out the quote by Paulo Coelho (Brazilian novelist). Tell students to ask their partner the question and ask them to give examples when answering. If your students need more support, write a list of the areas in life in which people might have a dream (work, education, family, relationships, sport, and travel). Ask them to tell their partner about their dreams and to say if they are afraid of failing in any of these areas.

Grammar

Reported speech

STARTER SB p120

This activity focuses students on the use of reported speech and reported questions in a meaningful and engaging way. Students read and listen to the joke about a tramp, which is written using examples of direct speech. They hear different voices for different characters in the story. Students then listen to a second recording, which is a reported version of the joke with one voice reporting the whole story. The language of reported speech is contrasted with the direct speech heard in the first recording.

- 1 **12.1** Elicit/Check *a tramp* and *a park bench* using the picture in the *Starter* section on SB p120. Focus attention on the fact that the story is a joke, then set the task and play the recording. Elicit why it is funny.

Answers

It's funny because the policeman misunderstood the sign. He thought it meant that the tramp wanted to know what the time was, when in reality the tramp wanted people to leave him alone and stop asking him the time.

12.1 See SB p120.

- 2 **12.2** The aim of this sentence completion task is to highlight the features of reported speech and reported questions in contrast with direct speech. Focus attention on the gap-filling task. Explain that this time, the events and the conversations in the story are all reported speech. Play the recording and ask students to complete the sentences.

If your students need a challenge, ask them to predict and write down the words needed to complete sentences 1–5. Monitor carefully and note down any problems connected to reported speech. Then, play the recording and ask students to check their sentences.

Elicit the answers in feedback. Explain that sentences 1–5 are examples of reported speech. Highlight the difference from direct speech by writing on the board:

The lady asked, 'What time is it?' (direct speech)

The lady asked him what time it was. (reported speech)

Elicit what happens to the verb in this example of reported speech (the verb moves one tense back).

Answers

- 1 The lady asked him what time it **was**.
- 2 He told her that he **didn't have** a watch, so he **didn't know** the time.
- 3 The tramp replied angrily that he **had** no idea what the time **was**.
- 4 He added that he **was trying** to sleep.
- 5 The policeman told him that it **was** nine o'clock.

12.2 Just leave him alone!

A tramp was sleeping on a park bench, when a lady stopped and asked him what time it was. The tramp was annoyed at being woken up. He told her that he didn't have a watch so he didn't know the time, and he went back to sleep. A bit later, a boy stopped. He also woke the tramp and asked if he knew the time. The tramp replied angrily that he had no idea what the time was and he added that he was trying to sleep. By now he was really fed up so he wrote a sign:

I DON'T KNOW WHAT THE TIME IS!

He put it next to him on the bench and went back to sleep. Half an hour later, a policeman was passing. He read the sign, woke the tramp up, and told him that it was nine o'clock.

The empty desk SB p120

About the text

The title of the text is *The long lunch* and it is written in the style of a news article. It tells the true story of a Spanish civil servant whose absence at work went unnoticed for a number of years. He worked for the Cadiz water board (the state-run water authority) and they decided to award him a medal for 20 years of loyal service, but when people started to look for him no one could find him.

Students read the text, complete a comprehension checking exercise, and then focus on the grammar of reported speech in exercise 2.

Students should be able to understand most of the vocabulary from context, but you may need to check: *a civil servant*, *to show up for work* (to arrive at work), *to be due to do sth* (to be expected to do sth at a particular time), *a medal*, *loyal service*, *to be on the payroll* (a list of all the company employees who are paid), *a court case*, *to be bullied*.

1 This is a reading comprehension stage before the language focus stage. This text contains many examples of reported speech. Focus attention on the photos and elicit what students can see (an empty office chair).

Ask students to read the headline and introduction, in blue. Get them to predict why the civil servant didn't show up for work and why nobody noticed.

You could write the following words/phrases on the board and ask students to predict what happened in the story before they read. Then ask them to read, check their predictions and do exercise 1.

<i>a Spanish civil servant</i>	<i>absent</i>
<i>the water board</i>	<i>bullied at work</i>
<i>a medal</i>	<i>loyal service</i>
<i>missing</i>	<i>several years</i>

Set the reading task and give students 3–4 minutes to read and answer the questions. Monitor and respond to any vocabulary queries during the reading exercise. Give students time to discuss their answers in pairs before checking with the class. Elicit students' reactions to the story and whether they believe it.

Answers

- 1 Because he was going to give García a medal for 20 years of loyal service, but he couldn't find him.
- 2 He had been bullied at work and had become depressed.
- 3 He'd been studying philosophy, especially the works of Spinoza.
- 4 They fined him (€27,000).
- 5 Because García took a very long break from work! Perhaps he went for lunch and never came back.

2 **12.3** The aim of this stage is to demonstrate what happens to statements and questions when they are reported. Focus attention on questions 1–8. Check understanding of *to be on the payroll* in 3, *despite* in 5 and *be bullied* in 6. Explain to students that they are going to read and listen to different people in the story asking questions and giving answers. Ask them to decide who is speaking in each case. Play the recording. Put students in pairs and ask them to compare ideas and to complete the task. Check answers with the class and elicit the rule about the tenses in reported speech.

Answers

- 2 The manager told him that he didn't know where García was and he added that he hadn't seen him for years.
- 3 He (= the mayor) wondered if he was still on the payroll, or whether he had retired or died.
- 4 He (= the mayor) asked him what he had been doing for so many years.
- 5 They (= the court) wanted to know why he had taken his pay despite doing no work.

- 6 García admitted that he had not kept regular business hours, but said that was because he had been bullied at work and had become depressed.
- 7 He (= García) added that he had been making good use of his time at home – he had been studying philosophy.
- 8 The mayor told him that he would definitely not receive a medal.

The verbs in the reporting clauses all move 'one tense back'. For example, from the Present Simple to the Past Simple or from the Past Simple to the Past Perfect.

12.3 Direct speech

- 1 'Where is he?'
- 2 'I don't know where he is. I haven't seen him for years.'
- 3 'Is he still on the payroll? Has he retired or died?'
- 4 'What have you been doing for so many years?'
- 5 'Why did you take your pay despite doing no work?'
- 6 'I didn't keep regular hours because I was bullied and I became depressed.'
- 7 'I'm making good use of my time. I've been studying philosophy.'
- 8 'You will not receive a medal.'

3 This time, the focus is on identifying three reporting verbs in the reading text. Give students a few minutes to do this task before checking answers with the class.

Answers

- 1 García **refused** to answer.
- 2 The court **asked** García to explain his absence.
- 3 The court **ordered** García to pay a fine of €27,000.

GRAMMAR SPOT SB p121

- 1 Read the notes and the example sentences as a class. Point out that *that* is optional in reported sentences.
- 2 Read the notes and example sentences as a class. Write the reported questions on the board and underline *if*. Elicit the rule about *if* in questions: in reported questions we repeat the question word if there is one; if there isn't a question word, we use *if* or *whether*. Also highlight the following rules:
 - *do/does/did* are not used.
 - There is no inversion of the subject and auxiliary verb (unlike direct questions).

Answer

If is used in *yes/no* questions.

- 3 Focus attention on the two examples and elicit the answer.

Answers

They told him to pay a fine. = a command

The court asked him to explain. = a request

Refer students to Grammar reference 12.1–12.3 on SB p154.

Practice SB p121

The job interview

This exercise gives controlled practice of reported statements and questions. The context for language practice is reporting a conversation about a job interview, which continues the theme of work and job situations.

- 1 Tell students to read through the sentences and elicit what we know about the woman's job situation, e.g. she wants a new job, she had an interview last week, etc.

Focus on sentence 1 and elicit the answer to model what students need to do. Students complete the task, working individually. Check answers as a class. Refer students to audioscript 12.4 on SB p140 if necessary.

Answers

- 1 She said she was looking for a new job.
- 2 She told me that she'd applied for six already.
- 3 I asked if she'd had any interviews.
- 4 She said that she'd been for an interview last week.
- 5 I wondered when she would hear about the job.
- 6 She replied that she wasn't sure.
- 7 I told her to call them and ask.
- 8 I asked her to show me the job description.

'd = had or 'd = would

- 2 **12.4** This stage focuses on the auxiliary verb 'd in reported speech and how 'd can stand for *had* or *would* depending on the context. Students discuss three pairs of sentences.

Put students in pairs to complete the task. Monitor and assess how confident they feel about this language point.

Discuss answers with the class. Highlight that when 'd = *had*, the main verb must be a past participle and that when 'd = *would* the main verb must be an infinitive.

Ask students to continue working with their partner and to write down what the people actually said. Play the recording to allow students to compare their answers. Check answers with the class.

Answers

- 1 She asked if she'd accepted the job. = *had* (in the past)
He asked if she'd accept the job. = *would* (in the future)
- 2 He wanted to know where she worked. (now)
She wanted to know where she'd worked. = *had* (up until now)
- 3 She said they'd travelled by train. = *had* (in the past)
He said they'd travel by train. = *would* (in the future)

12.4 had or would

- 1 Did you accept the job?
Will you accept the job?
- 2 Where do you work?
Where have you worked?
- 3 We travelled by train.
We'll travel by train.

Reporting verbs

This section introduces and practises a range of reporting verbs with the following patterns:

verb + infinitive

verb + *sb* + infinitive

verb + *that* + clause

- 3 Students should be familiar with the meaning of the verbs in the box and should be able to match them to the direct speech fairly easily. Focus attention on the two examples, then let students continue the task in pairs. Check answers.

Answers

3 d 4 g 5 h 6 a 7 i 8 b 9 e

- 4 Focus attention on the two examples. Students report the sentences in exercise 3, using the appropriate verbs. Give students time to check in pairs. If there are any

areas of disagreement, write the numbers of the relevant sentences on the board. Check answers as a class. Highlight the verb pattern of any sentences that students got wrong on the board.

Answers

- 3 She promised to work hard for her exams.
- 4 They announced that any unattended luggage would be removed.
- 5 She encouraged me to go travelling.
- 6 He offered to give me a lift to the airport.
- 7 John invited his boss to their wedding.
- 8 He persuaded me to apply for the job.
- 9 He complained that the only post he received was junk mail.

Indirect questions SB p122

Please, can you tell me ... ?

About the text

This section consolidates the form and use of both indirect and direct questions.

The text is about American actress Angelina Jolie. Student B is given the reading text to scan through to find the answers to Student A's questions about the Hollywood actress. This stage follows the initial discussion about what students know and don't know about the actress.

The text covers most of the key facts about Angelina Jolie's personal and professional life as well as focusing on her humanitarian and philanthropic work. Be prepared to research her personal life to check/confirm that the information in the reading text is still correct. Students might also be able to update each other on her latest news. Students should be familiar with most of the vocabulary, but you might need to pre-teach/check *humanitarian* /ˌhjuːmənɪˈteəriən/ (both a noun and an adjective, relating to a person who is involved in/connected with improving people's lives and reducing suffering) and *a refugee camp* /ˌrefjuːdʒiːˌkæmp/ (a place where people who have escaped their own country can live, usually in bad conditions and only expecting to stay for a limited time).

This section moves on to indirect questions – 'softer' or more polite questions. The context briefly moves away from jobs/work and students practise general, everyday questions. Formation of indirect questions is covered in exercise 1 and the pronunciation of this type of question is highlighted and practised in the *Spoken English* box. Fluency practice is provided within the context of discussing what is known and not known about Angelina Jolie.

In this section, some expressions which introduce indirect questions include:

<i>Can/Could you (possibly) tell me ... ?</i>	<i>I wonder if ...</i>
<i>Do you know ... ?</i>	<i>I want to know ...</i>
<i>I don't know ...</i>	<i>I'm not sure ...</i>
<i>I can't remember ...</i>	<i>I have no idea ...</i>


- 1 This section prioritises looking at the structure of indirect questions immediately, so that students can move on to practising the target language as quickly as possible. Focus attention on the sentences. Set the task and ask students to work through questions 1–4. Elicit the rules about forming indirect questions.

Answers

- 1 A are direct questions. B are indirect questions.
- 2 The differences are that there are expressions used to start the indirect questions, and the word order that follows in the indirect question is different. We also don't have the auxiliaries *does, did, do* in the indirect questions.
- 3 Because the word order is not inverted.
- 4 *If* is used when it's a *yes/no* question.

SPOKEN ENGLISH Asking questions politely

The focus in this part of the lesson is on practising forming indirect questions whilst paying attention to the correct stress and intonation.

- 1  **12.5** Focus attention on the instruction. Tell students that correct intonation also helps an indirect question sound more polite. Ask different students to read out the five examples of direct questions on the left. Elicit which question is the most personal (most students will probably suggest *What do you earn?*). Play the recording and tell students to listen to the complete version of each indirect question. Elicit complete questions after listening to the whole track. Highlight the form *Would you mind + verb + -ing*. As you elicit the questions, model the correct stress and intonation. Drill each question chorally and individually. Point out that the intonation in these questions starts high and then falls. Demonstrate the pattern with your hand or with an arrow on the board.

e.g. *Could you tell me where the station is?*

Remind students that this feature of intonation is important because if questions sound flat, they sound unfriendly and less polite.

The focus of this exercise should be on listening and speaking. With less confident classes, you could allow students time to write down the indirect questions from the recording before the final listen and repeat stage.

Answers and audioscript

12.5 Asking questions politely


- 1 Could you tell me where the station is?
- 2 Could you possibly tell me how much you earn?
- 3 Would you mind telling me how much you paid for that shirt?
- 4 Do you know when the banks close?
- 5 I wonder if Kate's coming?

- 2 Play the recording again and as the students form the questions, check for accuracy and pronunciation. Be prepared to drill the pronunciation of the questions again if necessary.

- 2 Focus attention on the lines in the three columns, A, B, and C. Elicit a question by matching a word/phrase from each column, e.g. *What time do you normally get up?*, and write it on the board. Put students in pairs and ask them to complete the task. Tell them to write their answers. Check answers with the class.

Answers

What time do you normally get up?
What is your dream job?
What kind of music do you like?
Who is your favourite sportsperson?
Which football team do you support?
How much time do you spend in front of a screen each day?
How many times a day do you check your phone?
How long have you been learning English?
Why did you leave your last job?
Why don't you reply to my texts?

- 3  **12.6** The focus of the final speaking task is on both accuracy and fluency. When students give their answers, there is the opportunity for some personalization. Elicit 3–4 indirect questions from the sentences in exercise 2 and give your answers. Point out that the need for indirect questions will seem greater the more personal the questions are.

Ask students to take turns asking and answering the questions in new pairs. Monitor and note any language problems with the form or pronunciation of indirect questions. Tell students to ask and answer the questions around the class. Feed back on any language problems noted while monitoring.

Play the recording so that students can listen and compare their questions and answers. After listening, put students in pairs to recall the answers to each question.

12.6 Asking more politely

- A Can you tell me what time you normally get up?**
B About seven on weekdays. Ten at weekends.
A I don't know what kind of music you like.
B Oh, I like anything that helps me to relax.
A Have you any idea what your dream job is?
B Well, I'd like to be my own boss. Failing that – an astronaut!
A I'd like to know who your favourite sportsperson is.
B I don't have one. I like so many.
A I wonder which football team you support.
B Isn't it obvious from the scarf I'm wearing! Arsenal!!!
A Have you ever wondered how much time you spend in front of a screen each day?
B It's a lot – too much. I don't like to think about it.
A Have you any idea how many times a day you check your phone?
B Oh loads! About ten times an hour. I feel lost without it.
A Can you tell us why you left your last job?
B I was made redundant.
A Could you tell me how long you have been learning English?
B What do you mean? I am English. Can't you tell?
A I want to know why you don't reply to my texts?
B Well ... my phone wasn't working for a while.

EXTRA IDEA Play 'Ask the right question' bingo. Draw a grid on the board and write some single words/phrases in each square on the grid. (You could elicit words or phrases from students so that they play a greater part in setting up this activity). Ask students to copy this grid into their notebooks, e.g.

at 3.30 p.m.	No, I don't.	39
cheese	blue	sunny
by bus	Paris	one cat
I'm afraid I can't.	tomorrow	football

Demonstrate the game by eliciting a few questions which can be answered using one of the words/phrases on the board. Tell students that all questions must be indirect. Cross out the words/phrases on the grid when they are given as answers.

Possible questions

Do you know what time this lesson finishes? (at 3.30 p.m.)

Could you tell me how you came to school? (by bus)

Would you mind telling me how old you are? (39)

Do you know what the weather will be like tomorrow? (sunny)

Can you possibly tell me where you went last weekend? (Paris)

Put students in groups of three and ask them to take turns asking and answering questions. Each time a word/phrase from the board is used as an answer, it should be crossed out on the grid. The activity finishes when all the language on the grid has been crossed out. The first group to finish shouts *Bingo!*

- 4 Lead in to this activity by focusing attention on the photo and writing *Angelina Jolie: 'the world's most admired woman'* on the board. Elicit reactions to the statement and reasons why people might say this. If your students don't know much about her, reassure them that it doesn't matter and that they'll find out more during the lesson. Give students time to read the task. Focus on question prompts 1–9 in the box in the photo. Highlight the phrases to use when forming the indirect questions in this task. Elicit a possible question which could be asked for number 1. Put students in pairs to complete the task. This should be done as a speaking exercise. Elicit possible questions in feedback focusing on the correct form and making sure intonation does not sound too flat. Drill questions chorally and individually as necessary.

Possible answers

- I wonder where and when she was born?
- I have no idea who her parents are.
- I want to know what her first film role was.
- I'm not sure what her most famous film was.
- I wonder if she has ever won any awards?
- I don't know how many times she has been married.
- I have no idea how many children she has.
- I want to know if she does other kinds of work.
- I don't know why she is so admired.

- 5 Divide the class into two groups, A and B. In mixed-ability classes, Student A's role would suit less confident students as it provides further consolidation and practice of questions. Student B needs to be a more confident reader who will be able to scan a text for information without too many problems.

Focus Student As on their task. Tell them that they are going to continue practising the questions about Angelina Jolie. Focus attention on the example questions. They demonstrate how students should use questions 1–9 from exercise 4 as their main questions but that

they can ask additional questions too. Tell students that questions can be both direct and indirect. This reflects the nature of a normal question-and-answer conversation, e.g.:

Do you know how many children she has? (indirect)

What are her children called? (direct)

Refer Student Bs to the reading text about Angelina Jolie on SB p156. Give them a few minutes to read through the text. While they are waiting, Student As should prepare some additional questions to ask.

Put students in A+B pairs and give them time to exchange their information and answer the questions. Monitor and help as necessary. Make sure students are exchanging the information and answering the questions rather than simply reading from the text.

Finish off by eliciting some interesting or surprising facts about Angelina Jolie which students found out.

EXTRA IDEA For further practice at the end of this lesson or at the start of the next lesson, get students to do a 'recap and remember' task. Give them a list of people from earlier units, e.g. comedian **Eddie Izzard** in Unit 2 (pp24–5), **William Shakespeare** in Unit 4 (pp40–41), **Leonardo DiCaprio** in Unit 6 (pp60–1), **Victoria Pendleton** in Unit 6 (on p62), the **Forest man** in Unit 6 (pp64–5), **Ann Daniels** the polar explorer, in Unit 6 (p66), **Taylor Wilson**, the boy who built a fusion reactor, in Unit 8 (pp84–5), etc. Put students in pairs and ask each student to select one person on the list whom they'd like to answer questions about. Tell students not to choose the same person as their partner.

Ask students to find the information about the person their partner has chosen. Write the following question prompts on the board:

Do you remember ... ? Do you know ... ?

Explain to students that they are going to 'test' their partner's memory. They must take turns to ask their partner questions about the person using the question prompts on the board.

Additional material

For teachers

Photocopiable activity – Grammar: *Here is the Headway news*

For students

Online Practice – *Look again*

Workbook pp76–9, exercises 1–12

Listening and speaking SB p123

Having the time of his life!

About the text

'Living the dream' is the title of the unit, and being a gondolier in Venice might be a dream job for some people. In this section, students listen to an authentic interview between an Italian gondolier and a journalist. The interview first appeared on a BBC Radio 4 programme, *A wonderful way to make a living*. This is a series in which an American journalist presents people with highly unusual occupations. In this interview, Giovanni Giudice, the gondolier, describes all the benefits of his job and contrasts it with his previous job as a lawyer.

The overall tone of the interview is conversational and light-hearted, and students should be able to complete the question-and-answer/sentence completion comprehension task without too much difficulty. Students should be able to deduce the meaning of vocabulary from the surrounding language in the text. Giovanni's English is good. Major errors are highlighted and students work on them in an error correction exercise after the listening.

- 1 Give students an example of your dream job and give reasons why, using the questions in exercise 1 to prompt ideas. Ask students to close their eyes and imagine their dream job. Allow them a few moments to visualize themselves doing this job.
Refer students to the questions and ask them to note down their answers. Put students in pairs to exchange information. Elicit ideas about different jobs in feedback.
- 2 Focus attention on the photo. Elicit where the men are and what their job is. Check the pronunciation of a *gondolier* /ˌɡɒndə'liə/ and a *canal* /kə'næl/. Ask students what they know about Venice, if they have been there, etc. Elicit ideas about the gondolier's likely answers to the questions in exercise 1. Alternatively, you could set up a mini role-play. Ask students to work in pairs to role-play an imaginary interview between an interviewer and a gondolier using the questions in exercise 1.

Answers

They're in Venice. They're gondoliers.

- 3 Tell students that they are going to read what Giovanni Giudice says about being a gondolier. Read out the task and give students one minute to read the short text. Elicit possible answers. Students will listen to check their ideas in the next exercise.
- 4 **12.7** The aim of this exercise is to practise listening for both the gist and detail of what Giovanni says. Students also listen to check their ideas about his previous job. You may want to play the recording once or twice, depending on your students.
Tell students that they are going to hear a radio interview with Giovanni and that his English is good although he makes a few mistakes, which are corrected in the next exercise. If necessary, remind them that many conversations that they have in English will be with non-native speakers and so it is good to practise hearing different accents. If your students are Italian, you could ask them to judge how well they think he speaks English.
Give students time to read through the listening comprehension questions. Deal with any vocabulary queries. Play the recording and set the task. Students compare their answers in pairs/small groups. If necessary, play the recording again. Finally, check answers with the class and elicit whether students' ideas about Giovanni's previous job were correct (he was a lawyer).

Answers

- 1 36
- 2 The United States. He says that everyone in his country hates lawyers, but wants their kids to become lawyers because they make a lot of money.
- 3 No, they didn't. His father wanted to kick him out.
- 4 lawyers, gondoliers
- 5 There are not many positions available and it's expensive to buy the boat. He calls the man who helped him his 'godfather'.
- 6 The myth is that they sing.
- 7 He wants to go during the winter. He wants to go because he wants to surf.
- 8 He thinks they don't realize how good their job is.

12.7 A wonderful way to make a living

I = Interviewer G = Giovanni

- I Today, I am in Venice, not far from the Piazza San Marco. The sun is out, it's a beautiful, beautiful day, the place is literally crawling with tourists. It seems like a wonderful place to visit, but would it be a wonderful place to make a living?
Now here is a promising place, we are going to see if we can interview a professional gondolier.
- G My name is Giovanni Giudice and I am a gondolier, and I, I would never lose this for anything. **speaks Italian and laughs**
- I There is a reason why this man sounds so cheerful, because apart from the obvious delights of working in Venice, Giovanni was initially going to become a lawyer. A career he wisely gave up at aged 26.
- G Now it's ten years I don't touch a book of law anymore, because it is a style of life that I do prefer, you meet people with no problems and ... you don't make money on problems of people and ... you make money on the happiness of people on their holidays, you meet families when they are together, not when they are getting divorced and ... all these things.
- I Back where I come from in the United States everyone hates lawyers, but everyone wants their kid to be a lawyer because they make a lot of money. But there's very few opportunities to be a gondolier. You had parents who were professionals, how did they react when you said, 'I'm going to give up law to become a gondolier'?
- G They didn't react well, but I was sure it was the good choice.
- I When you say that they didn't react well, could you be a bit more specific?
- G These are the words of my father: 'Giovanni, if you want to do the bloody gondolier, you find yourself (ha ha ha), kicked out (ha ha ha)'.
- I As far as I'm aware, the only other place in the world you can be a gondolier is in the desert, at Las Vegas, at the Venetian Hotel, where a singing gondolier will sweep you down their grand canal for a ride like no other. There are more than a thousand lawyers in Venice and only 425 gondoliers, except that becoming a gondolier is more difficult than becoming a lawyer; for a start there's the €30,000 price tag on the boat. So, how did you learn to be a gondolier?
- G I found myself with a godfather, now don't laugh, it's not the godfather of mafia. Godfather is somebody who introduces you to life, his name is David DeScarper and for me he's most important person in my adult life, because gave me the job. So I spent two years more or less, always with him. Actually, every single boy had his own godfather, every single boy had his own santolo, that is the Venetian word.
- I Most of the gondoliers that I've seen look to be in pretty good physical shape.
- G Because you don't see them naked. (ha ha ha)
- I OK, I've seen a few overweight gondoliers, do they reach a point where they can't be gondoliers anymore? They sink the boat?
- G (Ha ha ha ha ha) you don't see them anymore because they just sink. Actually there is a gondolier we call the Maestro, he is next to be retired actually, and he is really, really, really overweight.
- I When we just went past the boat where the accordion player was playing and the men were singing, the gondolier wasn't singing, do gondoliers still sing?

- G Well actually this is a myth, we don't sing, we never sang actually. Never, never, never, never. It doesn't happen.
- I Do you decide in the beginning of the year how much money you want to make a year?
- G No, no, no, you don't – to a fisherman ask this question, you don't know how many people will come. You can decide how many days of holiday you want to do. So my target for this year is to give up the 1st of December and come back the 1st of April, because I want to see a bit of winter in Australia, they say the surf is excellent over there you know, spend all March on the east coast of Australia.
- I Are there unhappy gondoliers?
- G Oh there's plenty of them, yeah, yeah, yeah, all those who were not lawyers once upon (ha ha), they don't realize what a mine of gold and happiness they have in their hands. This is a job in which actually you can get upset every five minutes, and you can laugh every two, and I decided to laugh. I'm healthy, finally wealthy, and so, I mean, why not to laugh. The only thing is that you don't have that much time to follow your sentimental life, so you have to find a very patient girl, who, who will know what does it mean to be the wife of a gondolier. Can you hear this bell?
- I Yes.
- G This my favourite bell. It is the bell of San Marco square; it rings at noon and midnight wherever you will be in the city – at midnight tonight in the full silence – you will hear this bell again and it is a beauty, isn't it?

- 5 This task is an error correction task. Focus attention on the underlined word in the first sentence and elicit what the problem is and ask students to correct it. Put students in pairs to complete the task. Monitor and prompt areas to think about if students have problems identifying the error, e.g. say *Think about the tense/direct questions/articles, etc.*

Go through the corrections with the class and highlight any key language points connected to these errors.

Answers

- 1 I would never **give this up** for anything.
- 2 It's ten years **since I touched** a book of law.
- 3 If you want to **be a** 'bloody' gondolier, you'll find yourself kicked out.
- 4 **He's the most** important person in my adult life, **because he gave** me the job.
- 5 You have to find a very patient girl, **who knows** what it **means** to be the wife of a gondolier.
- 6 It rings at noon and midnight wherever **you are** in the city.

What do you think?

Give students time to read the questions. Put students in groups to discuss the questions. Elicit a range of answers from the class in a feedback session.

Additional material

For students

Online Practice – *Practice*

Reading and speaking SB pp124–5

Lives that make a difference

About the text

In this section, students read about two people in a jigsaw reading exercise – both of whom were able to 'live their dream'. One text is about Eugene Cernan, the last astronaut to have walked on the moon, and the other text follows the

story of Christina Noble, a charity worker, who has dedicated much of her life to helping the street children in Vietnam.

Both reading texts are written in the style of a news article and overall the tone is positive, suggesting reasons why these people are much-admired. However, both texts also explore how these two people have experienced significant emotional pain during their lives. In the case of the charity worker, this has helped her achieve her dream, but the astronaut's emotional suffering was as a result of him relentlessly pursuing his ambition.

Students will need dictionaries in exercise 3 in the pre-reading vocabulary task. Some key words are dealt with in this exercise, but there are still some challenging lexical items in both texts, which it is assumed students will not know. The meaning of some of these items will need to be inferred using the surrounding text, but students also get the opportunity to develop their confidence in reading a challenging text and recognizing that they can grasp the meaning of the whole text without needing to understand every word. These are important everyday skills which students will need as they progress to the next level in their learning.

As well as being lexically challenging, these texts are structurally quite complex. Students practise identifying who/what certain words refer to in exercise 5 and learn to approach a more complex text with increased confidence as they reach the end of their intermediate language course.

With a mixed-ability class, group students according to ability and offer support to less confident learners by giving them some of the more difficult items of vocabulary (see below) to research for homework before the lesson. Also, during the lesson, **only** move on to exercise 4 when students have completed exercise 3 (if pairs of students are going to work at their own pace, you'll need to plan how to check answers to exercise 3). Alternatively, if students are in mixed-ability pairs, give the text about Eugene Cernan to stronger students as it is more complex, with more challenging vocabulary, and more abstract references.

Possible vocabulary to check/pre-teach with less confident students: *a lunar module, to capsize, reclusive, reticence, a sense of wonder, dazzling, to board* (a ship/a lunar module), *to launch sth, to relish sth, an alpha male, to come to grips with sth, an aid agency, appalling, slums, to smuggle*.

- 1 This exercise is a lead-in to the main reading tasks. Focus attention on the photographs and the headlines. Ask students to describe what they can see. Check/Pre-teach vocabulary such as *an astronaut* /'æstrənɔ:t/, and *a charity worker*. Explain to students that they are going to read articles about two people who have had films made about their lives and their achievements.

Students read both introductions and discuss their answers with a partner. Check answers with the class.

Answers

Eugene Cernan is an American astronaut who has been on the moon. A film was made about Cernan because he was the last man to set foot on the moon.

Christina Noble is a charity worker who has helped 700,000 children. A film was made about Christina because she has helped so many children in Vietnam.

- 2 Focus attention on the quotes. Check understanding of *a gutter* (the edge of a road where rain flows away) and check students know that Ho Chi Minh City is in Southern Vietnam. Give students time to read and think about each quote. Elicit ideas in feedback.

Answers

The first quote is from Christina. She is talking about living in poverty, and that it's awful wherever you are.
The second quote is from Eugene. He is talking about looking at his footprints on the moon.

- 3 Divide the class into two groups, A and B. Explain to students that **before** they read the texts, they need to check the vocabulary in the box (taken from both texts) and match it to one of the articles. This is a vocabulary pre-teaching stage and a prediction task. Model the task by focusing attention on *lunar module* and *slums* as a class. Elicit which words might go with which article. Tell students they can use dictionaries for this stage. Students can do this task individually or in pairs. Discuss ideas about the vocabulary in feedback.

You might have asked less confident students to check additional items of vocabulary for homework (see *About the text*). You could refer to this homework task at this point. Students will check their ideas in the next exercise.

- 4 Tell Student As to read the article about the astronaut and Student Bs to read about the charity worker. Set the task and give students a 3–4 minute time limit for reading. Monitor and be prepared to deal with vocabulary queries. Encourage students to have a guess about meaning before giving an explanation.

Put students in A+B pairs to exchange information about the different texts. Discuss answers with the class. Ask students if they were correct about the vocabulary that they expected to go with the article they read.

If your students need more support, put students in A+A and B+B pairs to compare notes before putting them into A+B pairs.

Answers

Eugene Cernan

Vocabulary: lunar module, crewmates, matter-of-factness, landing, public appearances, tunnel vision, Earth-rise

Three important events: being selected by NASA for astronaut training, landing on the moon in 1972, his marriage ending

Christina Noble

Vocabulary: slums, siblings, alcoholic, appalling suffering, cuddles

Three important events: her mother dying, being taken away from her dad and being split up from her siblings, having a dream about helping poor children in Vietnam and making that dream a reality

- 5 Exercise 5 gives students the chance to 'unlock' the meaning of several complex, more abstract sentences by working out metaphors, practising inferring meaning and focusing on what typical reference words such as *he*, *we*, and *it* are referring to in the text.

Write an example sentence on the board, e.g. *We were all screaming ... please don't let them take us*. Ask the questions *Who do **We** and **them** refer to?* (*We* = Christina and her siblings, *them* = the authorities) and *Why were they screaming?* (Because they didn't want the authorities to take them away from their father and the family home.).

Tell students to first read the other article, and then to complete the task in pairs. Monitor and offer support when necessary. Encourage students to deduce the meaning of items such as *to capsize* (when a boat turns upside down by accident while on water – here it is a metaphor to describe how some people's lives went wrong in a dramatic way) and *tunnel vision* (here the noun is used as an adjective and as a metaphor to describe how they were uniquely focused on pursuing their dream and didn't notice anything else around them). Discuss the answers with the class.

Answers

- 1 Space travel is 'the great adventure'. Eugene Cernan survived, Buzz Aldrin was capsized as he used alcohol to cope, Neil Armstrong retreated as he became reclusive.
- 2 'We' are the Apollo astronauts – an elite group of alpha males. Their tunnel vision was that they were focused only on going to the moon. Their families suffered because of it.
- 3 Bringing up the family was hopeless and impossible. The result was that the children were split up and put into different institutions.
- 4 The pain was caused by her awful childhood and being told that her brothers and sisters were dead. She does not want it to go because she learned a lot and it has helped her to do what she did in Vietnam.

What do you think?

Give students time to read the questions. Put them in pairs to discuss their answers. Then join pairs together to form groups of four. Students exchange opinions and develop their discussion. Elicit answers and ideas in feedback.

If you have time in class, students can watch the Unit 12 video about Pam Llewelyn, a nurse who works in Uganda to fight disease and poverty.

Additional material

For teachers

Photocopiable activity – Video worksheet: *Making a difference*

For students

Online Practice – *Practice*

Vocabulary and listening SB p126

Ways of speaking

This section revisits the language work from earlier in the unit on reported speech with a range of verbs used to describe ways of speaking. Many of these verbs can be used as reporting verbs, e.g. *persuade*, *promise*. Students categorize verbs according to their meaning, practise preposition use after verbs, do a sentence-building task, and finally practise listening to and reporting conversations.

- 1 Focus attention on the boxes and on their different headings. Explain that they illustrate a good way of categorizing the verbs and recording them in a visual way. Categorize a few words as a class to model the task and then ask students to continue, working in pairs. Allow them to use dictionaries as necessary. Check the answers with the class, dealing with any pronunciation problems as you go.

Answers

good idea: suggest, recommend, advise
disagreeing: quarrel, argue, protest
social: chat, gossip, discuss
volume: whisper, scream, yell
a court of law: accuse, deny, admit
disliking: grumble, criticize, complain
liking: praise, compliment, approve
asking and ordering: beg, command, insist

SUGGESTION Encourage students to use diagrams to record sets of related words, e.g. topic-based lexical sets, verbs with different patterns, or vocabulary from reading/listening tasks that they want to remember.

- 2 Emphasize that this task practises common verb + noun phrase collocations. Elicit possible verbs for number 1. Students complete the task, working in pairs. Remind them to look carefully at the words that follow the gaps, especially prepositions, to help them choose possible verbs. Discuss answers as a class.

Answers

- 1 **Whisper** sweet words of love in your ear.
- 2 **Scream** at the sight of a huge spider in the bath.
- 3 **Admit** that you made a mistake.
- 4 **Grumble/Complain** about the awful weather.
- 5 **Quarrel/Argue** sometimes even with your best friend.
- 6 **Chat** to a mate in the pub about football.
- 7 **Recommend/Discuss** the latest James Bond film.
- 8 **Gossip** about the love lives of celebrities.

Verbs + prepositions

- 3 This task practises common verb + preposition collocations. Elicit possible prepositions for number 1. Students complete the task, working in pairs. Remind them to look carefully at the words around the gaps, to help them choose possible prepositions. Check answers with the class.

Answers

- 1 of
- 2 at, for
- 3 of, about
- 4 with, about/on
- 5 (–), with
- 6 on
- 7 against/about
- 8 (–), on

- 4 **12.8** Focus attention on the cartoon and check understanding of *a daffodil* (a yellow flower with a long green stem which is commonly seen in the spring). Elicit a sentence to describe what the lady is doing using the sentence prompts above the cartoon with verbs from exercise 1, e.g. *She's criticizing what he is wearing. She's accusing him of looking like a daffodil.* Point out that we use present tenses to report something that is being said right now.

Put students in pairs. Play the recording and pause after each conversation to give pairs time to discuss how the people are talking to each other. Monitor and note any common errors connected with the target language, to deal with after the activity. Discuss answers with the class.

Suggested answers

- 1 They're arguing about what he's wearing. She's criticizing his choice of bright colours. He protests that he likes bright colours. She's accusing him of looking like a daffodil. He denies looking like a daffodil. He insists on wearing the outfit.
- 2 They're arguing about her online shopping. He's accusing her of spending too much money. She protests that he also spends too much money on his motorbike. He protests that he doesn't buy stuff for his motorbike every day.
- 3 They're whispering about their neighbours. They're gossiping about Bob and saying that he's been having an affair.
- 4 She's suggesting a weekend away in a spa hotel. He's complaining about the idea of being massaged and told to relax. She's recommending an Italian restaurant. He approves.

12.8 Ways of speaking

Conversation 1

- A Mmm – I'm not sure about that shirt. I don't think yellow suits you. Why do you always go for such bright colours?
B Hey! I can wear what I want – I like bright colours.
A OK, but you can't wear it with those green trousers – you look like a daffodil!
B I do not! I don't care what you say – I'm going to wear it!

Conversation 2

- A This online shopping is getting out of hand!
B What do you mean? It's a great way to shop.
A But that's the fourth parcel in as many days. It's costing us a fortune!
B How dare you! And all the money you spend on your wretched motorbike! That's all right I suppose!
A Don't lose your temper with me. I don't get stuff for my bike every day.

Conversation 3

- A Have you heard about Bob and Maggie?
B Is that the couple at number 43?
A Yeah, apparently he's been having an affair with someone at work.
B Really? Who told you that?
A Maureen from number 41.

Conversation 4

- A We want to do something special for our anniversary.
B What about a weekend away in a spa hotel?
A Not my kind of thing. I really hate being massaged and told to relax. It makes me more stressed.
B Well, there's always the new Italian on the High Street. It's pricey, but ...
A That's fine – I don't mind the expense, it's a special occasion.

Additional material

For teachers

Photocopiable activity – Vocabulary: *ABC (Ask, beg, chat)*

For students

Online Practice – *Look again*

Workbook pp79–80, exercises 1–4

Everyday English SB p127

Talking in clichés

This final Everyday English section of the course focuses on the use of clichés to bring a conversation to an end. Students look at a pair of examples and then match common clichés to lines from conversations.

A cliché /'kli:ʃeɪ/ is a comment or saying that is used very often, and can be seen as overused. Clichés are very common in spoken English because they allow the speaker to sum up a situation without having to think too hard.

Students should enjoy working with these expressions, which are intended mainly for recognition. Correct stress and intonation on the expressions is crucial to the listener interpreting the meaning in the correct way. 'Flat' intonation or the wrong stress can make the speaker sound insincere or even sarcastic. It's worth pointing out that clichés should be avoided in writing, especially in a more formal style.

- 1 Read the introduction as a class. Focus attention on the examples and the responses to the two statements. Ask students to identify the cliché in each response and if they have ever heard these expressions in everyday conversation.

Answers

You win some, you lose some.

You learn something new every day!

- 2 Give students time to read the lines in column A. Check comprehension of *to reverse*, *a headlight*, and *right-wing*. Explain that the matching lines in B sit directly opposite A, but sometimes in a jumbled order. Elicit the matching lines for the first pair of sentences. Put students in pairs to continue the task. Remind them to use the context to help them. Students will check their answers in the next exercise.
- 3 **12.9** Play the recording so that students can check their answers. Suggest that they use the context to explain the following expressions:
Come on! (= Cheer up, don't be sad!)
It's not the end of the world. (= It's not that bad!)
It's like banging your head against a brick wall. (= It's so frustrating!)
Great minds think alike. (used to emphasize two people reaching the same conclusion at the same time)
She certainly has both feet on the ground. (= She's very practical and doesn't over-complicate things.)
It takes all sorts to make a world. (= People vary a lot in their character and abilities.)
It's all right for some. (often said when grumbling)
I just bust a gut to get it done. (= I just worked really hard to achieve that.)
You can say that again. (= I know!)
Never mind. (= Don't worry.)
Only time will tell. (= We'll be able to see what happens in a while.)
He's a man after my own heart (= Just like me!)
Live and let live. (= People should accept the way other people live and behave even if they do things differently.)

Answers and audioscript

12.9 Talking in clichés

- 1 A I left my phone on the bus. I'm lost without it.
 B Come on! It's not the end of the world.
 A So many meetings and no decisions made!
 B I know. It's all talk and no action.
- 2 A I can't make him see that there's a problem.
 B Yes, it's like banging your head against a brick wall.
 A I was about to text you, and you texted me.
 B Great minds think alike.

- 3 A I don't know why you like Kim. She's strange.
 B Well, it takes all sorts to make a world.
 A Pat is full of good, practical ideas.
 B Yes, she certainly has both feet on the ground.
- 4 A I've got ten exams in the next two weeks.
 B Rather you than me.
 A I've got three months' holiday!
 B It's all right for some.
- 5 A The report doesn't have to be sent in today.
 B What! And I just bust a gut to get it done.
 A I'm amazed. The garden looks great now.
 B Thanks – but it's all in a day's work.
- 6 A That lecture was awful. I was bored to death.
 B You can say that again. I fell asleep.
 A I reversed into a wall and broke a headlight.
 B Never mind. It could have been worse.
- 7 A I wonder if their marriage will last.
 B Only time will tell.
 A He loves nothing more than evenings at home.
 B Ah, he's a man after my own heart.
- 8 A Our neighbours are extreme right-wing.
 B Oh, well. Live and let live. That's what I say.
 A I lent Peter £100, and he never paid me back.
 B That's awful, but you live and learn.

- 4 Point out that *Famous last words ...* is considered a cliché. It is said when someone makes an overly confident statement that is shown very soon to be wrong (often causing this person some embarrassment), e.g.:

A *Don't worry, everything will be fine.* (Then the speaker walks away and falls down a big hole ...)

B *Famous last words!*

Give students time to read the quotes from Abraham Lincoln and Mohammed Ali. Rather than being clichés, these expressions are funny and intelligent sayings. Put students in pairs to discuss the meaning of these quotes. Elicit ideas in feedback.

Possible answer

Both quotes mean more or less the same. They mean that it doesn't matter how many years you have in your life, it's what you do in those years that matters.

Ask students if they can think of any common expressions which would be suitable to say at the end of a school term or at the end of a course. Say that they don't need to be clichés, just expressions students think are fitting, e.g. *It's been great working with you. I really hope to see you again next term. Don't forget to keep in touch*, etc.

Additional material

For teachers

Photocopiable activity – Communication: *You can say that again!*

For students

Online Practice – *Look again*

Workbook p81, exercise 1

Online Practice – *Practice*

A biography – combining sentences

Mother Teresa of Calcutta (1910–1997)

This section helps students understand how to combine sentences into paragraphs. The tasks are based on a biography of the missionary Mother Teresa (1910–1997). Students go on to research and write a short biography of a person that they admire.

The section starts with an information-sharing exercise about Mother Teresa. The texts contain fairly detailed biographical details about her, so you might want to read them before the lesson.

- 1 Focus attention on the photos of Mother Teresa and her work. Give students 1–2 minutes to note down ideas and information. Elicit a range of answers and collate the information on the board under headings, e.g. *Early life*, *Work with the poor*, etc. Feed in key vocabulary at this stage: *a missionary*, *a convent*, *slums*, *to be awarded the Nobel Peace Prize* (a prize named after Alfred Nobel, the Swedish inventor of dynamite), *a funeral*.
- 2 Focus attention on the first two facts in A and how they are combined in B (a relative clause with *who*). Students work in pairs to continue the task. Remind them to note all the ways in which the sentences combine.

Answers

The sentences combine in the following ways: relative clauses; linking birth name, birthplace, and date of birth to avoid repetition of *she was born*; a present participle clause *leaving her mother*.

- 3 Give students 1–2 minutes to read through the notes in the section *Working as a teacher*. Elicit the missing information for the first gap in the paragraph in B. Students complete the paragraph, working in their pairs. Give students time to compare their version with another pair and discuss any differences or make corrections. Check the answers with the class.

Answers

From a very young age, Agnes had wanted **to become a missionary**, so in September 1928, she **left home** to join **a convent** in Ireland, where she was given **the name Teresa**. A few months later, in **January 1929**, she was sent to **India** to teach in **St Mary's High School Convent** in Calcutta. Here she worked for **over 20 years**, first as Sister **Teresa** and finally, in 1937, as Mother Teresa.

- 4 Follow the same procedure as in exercise 3 for the section *Working with the poor*. When students have completed the text, get them to read their paragraph aloud to their partner and to the class. Encourage students to discuss any differences or make corrections as each pair reads their version. Elicit an agreed version of the wording. Then get students to underline the ways ideas and facts have been combined.

Answers

Mother Teresa finally left **St Mary's convent** on August 17, 1948. Two years earlier, in **1946**, she had felt called by **God** to help **the poorest of the poor**, so she started visiting **families in the slums of Calcutta**, looking after sick and dying children. In 1950, she started **a religious community** called the Missionaries of Charity, which by the 1960s and 70s had spread **all over the world**. In 1979, Mother Teresa **was awarded the Nobel Peace Prize**. She continued to work **amongst the poor** despite developing **severe health problems**. When she finally died on September 5, 1997, thousands of people **from all over the world came to her funeral**.

- 5 Set the planning and research for the biography writing task as homework. When preparing students for writing, elicit the names of people that your students admire and write them on the board. You could also offer students the choice of writing about one of the people mentioned in this unit (the Spanish civil servant, the Italian gondolier, Angelina Jolie, Eugene Cernan the astronaut, or Christina Noble the charity worker). Ask students if they need any help with their notes and then get them to write their biography. If appropriate, ask students to exchange their first drafts and make suggestions as to how to improve them. Students' final drafts can be displayed on the classroom walls and you can organize a class vote for the most interesting biography.

Additional material

For students

Online Practice – *Practice*

Workbook p81, *Review*, exercises 1–2; *Stop and check* Units 9–12, pp82–3

Online Practice – *Check your progress*