Solutions

Upper-Intermediate Teacher’s Book

Caroline Krantz, Anita Omelańczuk
Tim Falla, Paul A Davies
| CONTENTS |
|------------------------|-------|
| Introduction           | 4     |
| Unit 1 Against the odds| 10    |
| Get ready for your exam 1 | 20    |
| Unit 2 For what it's worth | 21    |
| Get ready for your exam 2 | 31    |
| Unit 3 From cradle to grave | 32    |
| Get ready for your exam 3 | 42    |
| Unit 4 Man and beast    | 43    |
| Get ready for your exam 4 | 52    |
| Unit 5 In the news      | 54    |
| Get ready for your exam 5 | 64    |
| Unit 6 Points of view   | 65    |
| Get ready for your exam 6 | 74    |
| Unit 7 Putting the world to rights | 76    |
| Get ready for your exam 7 | 86    |
| Unit 8 Caught in the net | 87    |
| Get ready for your exam 8 | 96    |
| Unit 9 A step on the ladder | 97    |
| Get ready for your exam 9 | 107   |
| Unit 10 Out of this world | 108   |
| Get ready for your exam 10 | 118   |
| Language Review and Skills Round-Up 1-10 | 119 |
| Dyslexia and ICT        | 123   |
| Photocopiable resource bank | 125   |
A note from the authors

Our work on Solutions began in the spring of 2005 with a research trip. We travelled from city to city with colleagues from Oxford University Press, visiting schools, watching lessons and talking to teachers and students. The information we gathered on that trip, and many subsequent trips across Central and Eastern Europe, gave us valuable insights into what secondary students and teachers want from a new book. These became our guiding principles while writing Solutions. Most people we spoke to asked for:

- a clear focus on exam topics and tasks
- easy-to-follow lessons which always have a clear outcome
- plenty of support for speaking and writing
- plenty of extra practice material

In response, we designed a book which has a crystal-clear structure: one lesson in the book = one lesson in the classroom. We included thirty pages of extra vocabulary and grammar practice within the Student’s Book itself to provide more flexibility. We included at least ten specific lessons to prepare students for the school-leaving exam, as well as ensuring that the book as a whole corresponds to the syllabus topics required in the exam. And we recognised the difficulties that students naturally have with speaking and writing, and therefore ensured that these activities are always well prepared and well supported. Achievable activities are essential for motivation!

Our research trips also taught us that no two schools or classes are identical. That is why Solutions is designed to be flexible. There are five levels (Elementary, Pre-intermediate, Intermediate, Upper-intermediate, Advanced) so that your students can begin and end the course with whichever is most appropriate for them.

Solutions has benefited from collaboration with teachers with extensive experience of teaching 14–19 year olds and of preparing students for their school-leaving exams. We would like to thank Anita Omelańczuk for sharing her expertise in writing the procedural notes in the Teacher’s Book. The main lesson notes, cultural and language notes as well as the photocopiable supplements in the Teacher’s Book were provided by Caroline Krantz. The culture notes and photocopiable resources are by Sue Hobbs.

We are confident that Solutions will be easy to use, both for students and for teachers. We hope it will also be interesting, engaging and stimulating!

Tim Falla and Paul A Davies

The components of the course

The Student’s Book with MultiROM

The Student’s Book contains:

- 10 topic-based units, each covering 8 lessons
- 5 Language Review/Skills Round-up sections, providing a language test of the previous two units and a cumulative skills-based review
- 10 Get ready for your exam lessons providing typical tasks and preparation for the final exam
- 27 pages of extra language material: 12 pages of Vocabulary Builders plus 15 pages of Grammar Builders with grammar reference and further exercises
- tip boxes throughout giving advice on specific skills and how best to approach different task types in all four main skills

You will find more details on pages 5–7 in the section ‘A tour of the Student’s Book’.

Two class audio CDs

The two audio CDs contain all the listening material from the Student’s Book.

The Workbook

The Workbook mirrors and reinforces the content of the Student’s Book. It offers:

- further practice, lesson-by-lesson of the material taught in class
- additional exam tasks with support for students and teachers
- Challenge exercises to stretch stronger students
- writing guides to provide a clear structural framework for writing tasks
- regular Self-checks with Can do statements to promote conscious learner development
- cumulative reviews to develop students’ awareness of their progress with Exam Challenge sections to practice exam-type tasks
- a Functions Bank and Writing Bank for quick reference
- an irregular verbs list
- a Wordlist which contains the vocabulary activated in the Student’s Book units

The MultiROM

The MultiROM is an interactive self-study tool that has been designed to give guidance, practice, support and consolidation of the language and skills taught in the Student’s Book. The MultiROM is divided into units and lessons corresponding with those of the Student’s Book.

- every grammar lesson in the book is extensively practised and is accompanied by a simple explanation
- all target vocabulary is consolidated with crossword, word search, and gap-fill activities
- one exam-type listening activity per unit is included so that students are able to practise listening at their own pace
- speaking and writing sections help students improve these skills outside of the classroom
- an audio CD element is included, with all the exam listening tasks from the Workbook, which can be played on a CD player

The Teacher’s Book

The Teacher’s Book gives full procedural notes for the Student’s Book. In addition, it offers:

- optional activities throughout for greater flexibility
- structured speaking tasks to get students talking confidently
- useful tips and strategies to improve students’ exam technique
- a teacher’s guide to dyslexia and ICT
- 20 photocopiable pages to recycle and activate the language of each unit in a fun, communicative context

Test Bank MultiROM

A separate resource MultiROM contains:

- A Placement test
- Short tests: two for each unit
- Progress tests: an A and a B version for each unit
- Cumulative tests: one for units 1–5 and one for units 6–10
- Answer keys
- Results table
- Audio and tapescripts

The Short tests, Progress tests and Cumulative tests can be adapted. You can add, remove and edit tests depending upon what you have taught. You can even personalise the tests if you want.

Website

The Solutions website with procedural notes and keys for the Workbook is at www.oup.com/elt/teacher/solutions
Solutions and the exam

Solutions Upper-Intermediate is intended to bring stronger students up to the level required by B2 exams. Students develop and extend their language capabilities and fine-tune their exam technique to allow them to approach the exam with confidence.

Typical exam requirements are reflected throughout the course in the choice of topics, task types, texts and grammar structures. In addition to this, Solutions offers:

Student’s Book

The Student’s Book includes ten exam-specific lessons designed to familiarise students not only with the task-types and requirements of the exam. The lessons provide strategies and exam techniques to give students the skills they need to tackle exam tasks with successfully.

A tour of the Student’s Book

There are ten main units in the Student’s Book. Each unit has eight lessons. Each lesson provides material for one classroom lesson of approximately 45 minutes.

Lesson A – Vocabulary and listening

• The unit menu states the main language and skills to be taught.
• Every lesson has an explicit learning objective, beginning “I can ...”.
• Lesson A introduces the topic of the unit, presents the main vocabulary set, and practises it through listening and other activities.
• This lesson links to the Vocabulary Builder at the back of the book, which provides extra practice and extension.

Lesson B – Grammar

• Lesson B presents and practises the first main grammar point of the unit.
• The new language is presented in a short text or other meaningful context.
• There are clear grammar tables.
• Look out! boxes appear wherever necessary and help students to avoid common errors.
• This lesson links to the Grammar Builder at the back of the book which provides extra practice and grammar reference.

Workbook

The Workbook provides further practice for both the oral and the written exam. Work in class can be followed up with Workbook tasks done as homework.

Exam Challenge sections practise exam-type tasks.

The Listening material for the Workbook listening tasks is available on the MultiROM.

Teacher’s Book

The exam lessons in the Student’s Book are accompanied by full procedural notes with advice and tips for exam preparation.
Lesson C – Culture
- Lesson C has a reading text which provides cultural information about Britain, the USA or other English-speaking countries.
- Students are encouraged to make cultural comparisons.
- New vocabulary is clearly presented with links to the Vocabulary Builder as necessary.

Lesson D – Reading
- Lesson D contains the main reading text of the unit.
- It occupies two pages though it is still designed for one lesson in class.
- The text is always interesting and relevant to the students, and links with the topic of the unit.
- The text recycles the main grammar points from the unit.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.
- The lesson features exam-style reading tasks.

Lesson E – Grammar
- Lesson E presents and practises the second main grammar point of the unit.
- The grammar presentation is interactive: students often have to complete tables and rules, helping them focus on the structures.
- Learn this! boxes present key information in a clear and concise form.
- This lesson links to the Grammar Builder at the back of the book which provides extra practice and grammar reference notes.
- A final speaking activity allows students to personalise the new language.

Lesson F – Speaking
- Lesson F presents an exam-style speaking task.
- The lesson always includes listening practice.
- Extra vocabulary and structures are presented, if necessary.
- Students follow a clear progression to a successful exam-task outcome.
- Useful functional phrases are taught and practised.
- The step-by-step approach of "presentation, practice and production" is suitable for mixed-ability classes and offers achievable goals.
Lesson G – Writing: Analysis & Exam task

• Lesson G focuses on writing and always involves one of the typical text types required for exams.
• The analysis lesson always begins by looking at a model text or texts and studying the structure and format.
• Students learn and practise useful phrases.
• There is a clear writing guide for the students to produce their own text.
• This supported approach to writing increases students’ linguistic confidence.

Get ready for your exam

• There are Get ready for your exam lessons after each unit which focus on exam skills and preparation.
• The lessons include exam tasks for reading, speaking, listening and use of English (with writing exam tasks in the Workbook).
• Each lesson includes activities to prepare students for the exam tasks and provide them with the language and skills they need to do them successfully.
• These lessons also recycle the language from the previous units and link with the topics.

Language Review/Skills Round-up

• There are five two-page reviews (after units 2, 4, 6, 8 and 10).
• The first lesson of each review is a Language Review of the preceding two units.
• There are exercises focusing on vocabulary, grammar and functions.
• The marks always total 40, so it is easy to monitor progress through the book.
• The second lesson of each review is a Skills Round-up which covers all the preceding units of the book.
• The lesson includes practice of all four skills: listening, reading, writing and speaking.
• The material is centred around a Slovak girl called Kristina, who is studying in Britain.
Tips and ideas

Teaching vocabulary

Vocabulary notebooks
Encourage your students to record new words in a notebook. They can group words according to the topic or by part of speech. Tell them to write a translation and an example sentence that shows the word in context. Vocabulary doesn’t just appear on Vocabulary pages. You can ask students to make a list of all the verbs that appear in a Grammar section, or to choose five useful words from a reading text and learn them.

Learning phrases
We often learn words in isolation, but a vocabulary item can be more than one word, e.g. surf the internet, have a shower. Make students aware of this and encourage them to record phrases as well as individual words.

Revision
Regularly revise previously learned sets of vocabulary. Here are two games you could try in class:
- Odd one out. Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. kind, confident, rude, friendly, where rude is the odd one out as it’s the only word with negative connotations.
- Word tennis. This game can be played to revise word sets. Call out words in the set, and nominate a student to answer. The student must respond with another word in the set. Continue round the class.
Students must not repeat any previous words. For example, with clothes:
T: T-shirt
S1: jeans
T: sweatshirt
S2: top

Teaching grammar

Concept checking
The concept is important. Do not rush from the presentation to the practice before the students have fully absorbed the meaning of the new language. You can check that they truly understand a new structure by:
- asking them to translate examples into their own language.
- talking about the practice activities as you do them, asking students to explain their answers.
- looking beyond incorrect answers: they may be careless errors or they may be the result of a misunderstanding.
- contrasting new structures with language that they already know and with their own language.

Practice
Practice makes perfect. Learning a new structure is not easy, and students need plenty of practice. Use the extra activities in the Grammar Builders and on the Multi-ROM.

Progression
Mechanical practice should come before personalised practice. This allows students to master the basic form and use first, without having to think about what they are trying to express at the same time.

Teaching reading

Predicting content
Before reading the text, ask students to look at the picture and tell you what they can see or what is happening. You can also discuss the title and topic with them.

Dealing with difficult vocabulary
Here are some ideas:
- Pre-teach vocabulary. Anticipate which words they will have difficulty with. Put them on the board before you read the text with the class and pre-teach them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text. Ask students to look at the pictures and tell you which words from the list they are not going to find in the text. At the same time, check that they understand the other words.
- Having read through the text once, tell students to write down three or four words from the text that they didn’t understand. Then ask them to call out the words. You can then explain or translate them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they don’t know. Knowing the part of speech sometimes helps them to guess the meaning.
- After working on a text, have students write four or five new words from the text that they would like to learn in their vocabulary notebooks.

Teaching listening

Pre-listening
This is an important stage. Listening to something ‘cold’ is not easy, so prepare the students well. Focus on teaching rather than on testing. Here are some things you can do:
- Tell the students in broad terms what they are going to hear (e.g. a boy and girl making arrangements to go out).
- Predict the content. If there’s a picture, ask students to look at the picture and tell you what they can see or what is happening.
- Pre-teach vocabulary. Put new vocabulary on the board and pre-teach it. Translating the words is perfectly acceptable.
- Read through the exercise carefully and slowly before the students listen. Ensure that the students understand both the task and all the vocabulary in the exercise. (You can check that they understand the task by asking a student to explain it in their own language.)

Familiar procedure
It isn’t easy to listen, read the exercise and write the answers all at the same time. Take some pressure off the students by telling them you’ll play the recording a number of times, and that they shouldn’t worry if they don’t get the answers immediately. Tell students not to write anything the first time they listen.

Monitor
While the students are listening, stand at the back of the class and check that they can all hear.

Teaching writing

Use a model
Ensure that the students understand that the text in Lesson G Analysis serves as a model for their own writing.

Preparation
Encourage your students to brainstorm ideas and make notes, either alone or in pairs, before they attempt to write a composition.

Draft
Tell them to prepare a rough draft of the composition before they write out the final version.
Checking
Encourage them to read through their composition carefully and check it for spelling mistakes and grammatical errors.

Correction
Establish a set of marks that you use to correct students’ written work. For example:
- sp indicates a spelling mistake.
- w indicates a missing word.
- gr indicates a grammatical error.
- v indicates a lexical error.
- wo indicates incorrect word order.

Self correction
Consider indicating but not correcting mistakes, and asking students to try to correct them.

Teaching speaking

Confidence building
Be aware that speaking is a challenge for most students. Build their confidence and they will speak more; underline it and they will be silent. This means:
- encourage and praise your students when they speak.
- do not over-correct or interrupt.
- ask other students to be quiet and attentive while a classmate speaks.
- listen and react when a student speaks, with phrases like ‘Really?’ or ‘That’s interesting’. Show that you are interested.

Preparation
Allow students time to prepare their ideas before asking them to speak. This means they will not have to search for ideas at the same time as trying to express them.

Support
Help students to prepare their ideas: make suggestions and provide useful words. Allow them to work in pairs, if appropriate.

Choral drilling
Listen and repeat activities, which the class does together, can help to build confidence because the students feel less exposed. They are also a good chance to practise word stress and intonation.

Teaching mixed ability classes
Teaching mixed ability classes is demanding and can be very frustrating. There are no easy solutions, but here are some ideas that may help.

Preparation
Try to anticipate problems and prepare in advance. Draw up a list of the five strongest students in the class and the five weakest. Think about how they will cope in the next lesson. Which group is likely to pose more of a problem – the stronger students because they’ll finish quickly and get bored, or the slower students because they won’t be able to keep up? Think how you will attempt to deal with this. The Teacher’s Book includes ideas and suggestions for activities and fillers for different abilities.

Independent learning
There is the temptation in class to give most of your attention to the higher-level students as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It’s often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast finishers occupied while the others catch up.

Peer support
If you are doing pairwork, consider pairing stronger students with weaker students.

Project work
Provide on-going work for stronger students. You can give your stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project. They can turn to these whenever they are waiting for the rest of the class to finish an activity.

Correcting mistakes
How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

Accuracy
With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it’s best to correct all mistakes, and to do so immediately you hear them. You want your students to master the forms now and not repeat the mistake in later work.

Fluency
With activities such as role-play or freer grammar exercises it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We shouldn’t show interest only in the language; we should also be asking ourselves, ‘How well did the students communicate?’ During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

Self correction
Give students a chance to correct themselves before you supply the correct version.

Modelling
When you correct an individual student always have him or her repeat the answer after you correctly.

Peer correction
You can involve the rest of the class in the process of correction. Ask: Is that answer correct? You can do this when the student has given a correct answer as well as when the answer is incorrect.
Against the odds

LESSON SUMMARY

Vocabulary: personality adjectives
Listening: short monologues; listening for gist and specific information
Speaking: describing people and their behaviour
Topic: people

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief; skip items 7 and 8 of exercise 6, ask students to describe 2 instead of 3 people in exercise 7 and set the Vocabulary Builder exercises for homework.

Lead-in 3–4 minutes
- Ask the students to write down three adjectives to describe their own personality. They should think of two positive traits and one negative.
- In a weaker class, let students use the adjectives on the Student’s Book page. In a stronger class, students work with books closed.
- After one minute, put students in pairs or groups of three and ask them to share their ideas, giving examples of behaviour to support their choice of words where necessary.

LANGUAGE NOTE – AGAINST THE ODDS
Against the odds is an idiom which means ‘despite difficult conditions’. The odds are the chances of something happening. It is often used to talk about survival or achievement in the face of great difficulty. E.g. He survived for six weeks in the desert, against all (the) odds.

Exercise 1 page 5
- Focus on the first photo and ask students to describe what’s happening and what personal qualities are needed to do the activity. Ask students to discuss the second photo in pairs. Conduct a class feedback.

OPTIONAL SPEAKING TASK
Ask weaker students to take it in turns to ask and answer the following questions about one of the pictures.
1 Why do you think this person has undertaken such a challenging physical/mental activity?
2 Would you be able to do it? Why? Why not?

Exercise 2 page 5
- Students work in pairs to match the adjectives and their opposites. Set a time limit of 5 minutes. Before checking in a dictionary, they should try to guess the meaning of the words, especially the compound adjectives which are often quite graphic, by thinking about the meaning of the component words. For example, do a gesture of a tight fist and elicit ideas of what tight-fisted might mean.
- Go through the answers as a class then check some of the less common words by giving a word in the students’ own language and eliciting its translation.

- Model and drill words which are frequently mispronounced, especially: courteous /kraʊtʃəs/ which has an unusual sound-spelling relationship and considerate /kənˈsɪdərət/ where the last syllable is pronounced as schwa /ə/. You could point out that ‘ate’ at the end of an adjective or noun (other examples include obstinate, passionate, chocolate, candidate) are pronounced with a weak schwa, whereas ‘ate’ at the end of a verb is pronounced with a long /ə/ (e.g. to graduate, to estimate, to tolerate).

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

PRONUNCIATION – COMPOUND ADJECTIVES
Write up the words hot-headed, narrow-minded, tight-fisted, self-important, self-confident, level-headed and ill-mannered. Ask how the words are connected. (They are all compound adjectives i.e. adjectives made from two smaller words.) Read out the words and ask students to tell you where the stress falls. (Both words receive equal stress.)

Exercise 3 page 5
- Ask students to write + next to the words which are positive/neutral and – next to those which have negative connotations. Let them compare notes with a partner before checking answers as a class. Students may not always agree, e.g. some people see reserved as positive and others as negative.
- Other adjectives which may provoke differing opinions:
naïve is usually negative, when it means lacking experience, knowledge and good judgment, but can also have a positive meaning of innocent and simple; complacent may seem to have a positive meaning of well-behaved but is often used to describe people who are too willing to agree and obey rules without questioning them.

KEY
a tolerant, generous, considerate, self-confident, outgoing, level-headed, courteous, dependable, cheerful, modest, sophisticated
b big-headed, grumpy, argumentative, hot-headed, insecure, narrow-minded, tight-fisted, thoughtless, unreliable, ill-mannered

For practice of Talking about people, go to:
Vocabulary Builder 1.1: Student’s Book page 130

KEY
1 1 generous 4 argumentative 7 unreliable
2 modest 5 ill-mannered 8 naïve
3 insecure 6 considerate 9 narrow-minded
2 1 inhibited 4 stubborn 7 unsystematic
2 pretentious 5 thoughtful 8 inconsistent
3 narrow-minded 6 jovial
Exercise 4 page 5  1.01

- Explain that students are going to listen to five speakers describing a person they know. Pause after each speaker to allow them to choose an appropriate adjective and compare their choice with a partner before checking as a class.

**KEY**

1 level-headed  
2 cheerful  
3 big-headed  
4 reserved  
5 dependable

**Transcript 1.01**

1 Amy My brother is very different from me. I mean, I often do things without thinking about the consequences. I'll decide I'm going to do something on the spur of the moment and I'll go ahead and do it. But my brother's the opposite really. He doesn't rush into things. He'll think carefully and weigh up his options before he acts. And he's the same with his opinions. He's very balanced and doesn't jump to conclusions, whereas I always form opinions really quickly - mind you, I'm always happy to change them.

2 Carl My friend Sam is such a good person to have around. I have rarely seen him in a bad mood. He really enjoys life and he's always laughing and joking. People automatically gravitate to him when we are out - he's always the life and soul of any party we go to. He's a great friend for me because I'm naturally more reserved and gloomy, but he can always cheer me up and make me laugh. He always sees the funny side of things and tells a lot of amusing stories. Actually, I'm sure he makes half of them up, but who cares when they are so entertaining!

3 Mary I wish I liked my cousin Cilla more, but I find it really difficult to get on with her, which is a shame because our mothers are sisters and our two families see quite a lot of each other. She's a couple of years older than me and her family has more money than us, which doesn't help, but I always feel that she thinks she's better than me. Anything she does or has is always the best, according to her, and she's always showing off something new that she has or telling me how good she is at something. She often criticises or laughs at me, and pays no attention to my opinions. I've tried telling her how I feel but she just doesn't listen.

4 Neil My dad is a good, kind man and I know he loves me, but he finds it very difficult to show his feelings. He's just the opposite to Mum, who is very affectionate and is always throwing her arms around me and telling me how proud she is of me. She can be a bit embarrassing sometimes in front of my friends, but I don't care. I wish my dad would do the same once in a while. For example, he came to watch me play in a football match and I scored a goal. I assume he must have been pleased and proud of me - he patted me on the back. But he didn't say anything at all, so I am never sure. His father, my grandfather, was just the same, so it's obviously just the way he is.

5 Vicky My sister is a really good person to have around when things aren't going well, or when you need help. If you ask her to do something, she'll more often than not do it. And if she can't do it, she'll tell you straight out. You can always rely on her to do what she says - you know, she doesn't make empty promises. I often go to her for advice too, because I know she'll be honest with me. She doesn't just tell me what I want to hear. You can rely on her to have your best interests at heart.

Exercise 5 page 5  1.01

- Play the recording again, stopping after each speaker for students to note down their answers. Explain that they need to write down examples of what the people don't do as well as what they do do. They only need to write in note form.

- With a weaker class stop after each speaker and ask comprehension questions to guide them to the right answer. For example, after the first speaker ask: Does Amy make decisions quickly? (Yes) Is her brother similar to her? (No)

**Exercise 6 page 5**

- Focus on the instructions and do the first one together. Elicit three or four examples of narrow-minded behaviour from the class. E.g. this kind of person isn't interested in knowing about other cultures, isn't open to new ideas, etc.

- Students continue the task in pairs noting down one or two examples for each. Encourage students to think of people they know who sometimes display these qualities to help them think of concrete examples. Share ideas.

**LANGUAGE NOTE – BEING + ADJECTIVE**

Draw students' attention to the use of being in the continuous form in the instruction for exercise 6. Explain that there is a difference between, for example, 'he is naive' and 'he's being naive'. By using being we can suggest that in this instance the person is showing a certain trait, rather than saying somebody is e.g. naive, which suggests they are always that way.

**Exercise 7 page 5**

- Demonstrate the activity with your own example. Give students a minute to think of three people who they know well and make notes on their personality and behaviour.

- When they give their descriptions encourage students to show interest, asking follow-up questions if there is time. Circulate as they are speaking and make note of any important mistakes to be used in feedback at the end.

**For practice of Comparisons with as ... as, go to:**

**Vocabulary Builder 1.2: Student's Book page 130**

**KEY**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>bee</td>
<td>bird</td>
<td>bee</td>
<td>fox</td>
<td>el</td>
<td>fox</td>
<td>ox</td>
<td>mule</td>
<td>lamb</td>
</tr>
</tbody>
</table>

1 as old as the hills  
2 as light as a feather  
3 as thin as a rake

For practice of Comparisons with as ... as, go to:
Lesson outcome
Ask students: What have you learned today? Elicit: I can describe someone’s personality. Ask: What useful words and phrases have you learned?

GRAMMAR
Past and perfect tenses

LESSON SUMMARY
Grammar: Past and perfect tenses
Speaking: talking about events in the past and in time until now

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief, do exercise 2 as a class and set the Grammar Builder as homework.

Lead-in 4–5 minutes
- Ask the students to think of a clear memory from childhood.
- In a weaker class, give students time to think, plan and make notes if necessary. In a stronger class, allow students a few moments thinking time only.
- Put students in pairs and ask them to tell their stories.
- Ask the students to think about the tenses they used: Did you mainly use past simple or present perfect? Why? Did you use any other tenses? What about past continuous or past perfect?

Exercise 1 page 6
- Explain that these are revision exercises to check what students can remember about past and perfect tenses. Give students five minutes to read the sentences and answer the questions in pairs. Check answers as a class before asking students to complete the rules.
- During these two stages circulate and give remedial help to any students who need it.

KEY
1 Yes, she did. No, he got the job after leaving school.
2 Penny
3 We know when Jenny went, but not Woody.
4 No, he hasn’t. Yes, she has.
Learn this!
1 past continuous, past simple
2 past perfect, past simple
3 present perfect, past simple
4 present perfect, present perfect continuous

Exercise 2 page 6
- Students do the exercise alone or in pairs. As you go through the answers ask students to name the tense and justify their answers with reference to the rules in exercise 1.

KEY
a I’ve been doing (4) c I had (3) e I saw (3)
b hadn’t arrived (2) d found (1)

Exercise 3 page 6
- Read through the rules as a class. Ask for examples of other state verbs. Students complete the exercise individually or in pairs before class feedback.

KEY
a I’ve never believed c arrived
b I’ve asked him d have you been studying

For practice of past and perfect tenses, go to:
Grammar Builder 1.1: Student’s Book page 115

Exercise 4 page 6
- Give students three minutes to complete the text in pairs. Remind them to use contractions rather than full forms.

KEY
1 ‘s had 7 had hit
2 was climbing 8 had broken
3 fell 9 rushed
4 happened 10 took
5 were spending 11 has been recovering
6 went 12 hasn’t been

Exercise 5 page 6
- If possible, ask students to work with a new partner for this exercise. Get students to ask one or two follow-up questions for each answer their partner gives. Circulate and monitor as they are speaking and note down any errors the students make with the grammatical forms practised in the lesson. At the end of the activity write the sentences on the board and ask students to correct them in pairs.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can understand when to use the past and perfect tenses.

Notes for Photocopiable activity 1.1
All about you...

Board game
Language: past tenses, personal experiences
Materials: one copy of the game board per group of 3–4 students (Teacher’s Book page 125)
- Divide students into groups of three or four. Give out a game board to each group. Ask the students to look at the topics on the board and brainstorm in their group 2–3 questions they could ask on each topic. If necessary, write some suitable structures on the board: How long have you ...? Do you (still) ...? Why didn’t you ...? Have you ever ...? Why haven’t you ...? With a stronger group, this brainstorming stage could be omitted.
- Now give each group a set of dice and counters.
- Students take it in turns to throw the dice to move forward. When they land on a square, they must talk for thirty seconds about the topic. (With a stronger group, students could speak for one minute.) The other students ask as many questions as possible about the topic to naturally extend the conversation.
Exercise 3 page 7
• Students reread the text and answer the questions. Encourage them to highlight the key words in the question and read quickly through the text to find the same or similar words without being distracted by sentences which are not relevant to the task.
• With a weaker class students should refer to the wordlist as they read.

KEY
1 two
2 John Lennon
3 half a million
4 celebrities like David Beckham and Robbie Williams
5 all of them
6 not famous due to their talent but because they are always in the media

Exercise 4 page 7
• Focus on the Instructions. Ask individual students to explain who the people in the list are. It's likely that nobody will know who Tim Berners-Lee is. (He invented the Internet but his name isn't well-known.) Tell students they'll find out who he is when they listen.
• Tell the class that the first time they listen they only need to understand the general gist in order to be able to complete the task.

KEY Tim Berners-Lee, Emmeline Pankhurst, J K Rowling

Transcript 1.02
Sarah Well, who do you think is the greatest Briton then, out of this list?
Lucy Who's Tim Berners-Lee?
Ben He only invented the Internet, the World Wide Web, didn't he? I think he has to be in our top three.
Sarah Yes, I agree. Lucy, what about you?
Lucy I'm not sure. What about Emmeline Pankhurst? I think that getting votes for women was just as important as the Internet.
Ben In my opinion, the two don't compare. The Internet has revolutionised our lives.
Sarah Well, to my mind, what Emmeline Pankhurst did was far more important and far braver. She was a woman ahead of her time.
Lucy I agree with that. I think Emmeline Pankhurst should be in our top three.
Ben But what about J K Rowling? She is now one of the most successful authors of all time, and she started with nothing. Isn't she a modern heroine?
Sarah That's true, but the other two on the list are also modern success stories, aren't they?
Ben Yes, Lewis Hamilton is only in his early twenties, yet he won four Grand Prix and came second in the World Championship in his first season in Formula 1 racing.
Lucy OK, but he's only famous in Formula 1, whereas Robbie Williams is the most successful British singer of all time, and he's world famous. Shouldn't he be in our top three?
Sarah I disagree. Robbie Williams is only famous for singing. Has he done anything useful like Tim Berners-Lee?
Ben OK, we need to agree on the top three. I vote for Tim Berners-Lee. Lucy?
Lucy Oh, OK, then. But then we must have Emmeline Pankhurst.
Sarah I agree. Ben?
Ben Fine, but who's our third? Lewis Hamilton?
Sarah No, he hasn't done enough yet. J K Rowling?
Ben OK, I agree that J K Rowling is more important than Robbie Williams, actually. So that's our top three.

Exercise 5 page 7
• Give students time to read through the sentences before playing the recording again and pause after each answer is given to give students time to write their answer.
Alternatively, you could ask them to complete the sentences and then listen to check.

KEY
1 think  3 opinion  5 true  7 need
2 has to  4 agree  6 disagree

Exercise 6 page 7
- Brainstorm the names of the greatest people of your nation with the class and write them on the board. Divide students into pairs or small groups.
- Draw attention to the language for expressing opinions and ask the students to repeat the phrases and then think about how to use one or two of them with reference to one of the names on the board.
- Students discuss the people and what they have contributed until they agree on the same top three.
- At the end ask a spokesperson from each group to present their top three to the rest of the class, giving reasons for their choices.

OPTIONAL SPEAKING TASK
Ask students to prepare a 2–3 minute talk on a chosen great personality of your nation. Suggest including some biographical data, a brief description of their achievements, student's evaluation of the person and justification of the choice. Write on the board: The achievements of a few great men and women make us proud of the nation to which we belong. Which famous personality of your nation inspires you? Why?

Lesson outcome
Ask students: What have you learned today? What can you do now? Elicit: I can give opinions on what makes a national hero.

1D
Survival at sea

LESSON SUMMARY

Reading: an article; sentence insertion, true/false task
Vocabulary: time sequencers
Speaking: a roleplay
Topic: travel

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text for the first time at home and set the Vocabulary Builder exercises as homework.

Exercise 1 page 8
- Focus on the photographs and the title and ask students what they think the text is going to be about. Suggest that they skim the text quickly before answering the questions.
- Ask students to read through the statements and underline key words. They then search for the key words or their synonyms in the text and underline the relevant chunks.
- In a mixed ability class, you can ask weaker students to do exercise 1, while stronger students do exercise 2 so that everyone has a chance to finish their tasks within the time limit. When the time is up, put students in mixed groups to compare their answers so that the weaker students can learn from the stronger ones. Check both tasks as a class.

KEY 1 F 2 F 3 F 4 T 5 F 6 T 7 F

Exercise 2 page 8
- Focus on the reading tip and the instructions for the task. Do the first gap (sentence C) together as an example, showing how the idea of the Baileys not having much time links topically to the previous sentence 'water was pouring in...' and the following sentence 'Maurice started inflating ... and Marilyn started grabbing things ...'
- Encourage students to cross out the sentences as they use them. If they get stuck, they should move on and fill in any gaps later by process of elimination.
- Make sure students are aware that there is one extra sentence.

KEY 1 C 2 G 3 E 4 A 5 F 6 B

Exercise 3 page 8
- Students individually find and underline the words and phrases. Elicit translations for some of them, especially the more idiomatic ones, e.g. all of a sudden, the weeks turned into months, at one point.
- Encourage students to make a note of the expressions and learn some of them by heart in order to use them in narrative writing.

KEY
The words are time linkers and are used to make the sequence of events clear to the reader.

Exercise 4 page 8
- Elicit quick translations to check students understand the words and then ask them to do the task alone or in pairs.

KEY
1 horror  3 resignation  5 determination
2 misery  4 obstinacy  6 relief

Exercise 5 page 8
- Students complete the exercise alone and then compare answers with a partner before open class feedback.
- Although the vocabulary is useful, the aim of this activity is to provide practice in guessing meaning from context.

KEY
1 rot  4 pour  7 inflate  10 grab
2 deteriorate  5 clamber  8 flag  11 drift
3 slump  6 sob  9 haul

Exercise 6 page 8
- Set the scene clearly. Perhaps draw a little picture of a desert island on the board. Ask students: How did you get
there? What are you wearing? Who are you with? What can you see around you? What can you hear?
• Focus on the instructions then put students into small groups.
• As you monitor the groups, make sure they are thinking in detail about exactly how they would deal with each situation. For example, instead of saying ‘we would eat fish from the ocean’, they should describe exactly what they would use as a fishing rod. Note down any examples of good language use and errors to highlight later.
• Give students 5 minutes to make notes of their ideas and another 3–5 minutes to recap on what they’ve decided using phrases from the box before they present their ideas.

Exercise 7  page 8
• Ask each pair or group to present their ideas to the rest of the class. The class votes on who they think would survive the longest.
• Conduct a brief language feedback, remembering to focus on good use of language as well as bad.

For practice of Success and achievement, go to:
Vocabulary Builder 1.3: Student’s Book page 131

KEY
1  manage  3 achieves  5 worked out
2 succeeded  4 reach
2 manage, didn’t succeed
3 Possible answers:
1 They have succeed in winning a race.
2 They have managed to raise one million pounds.
4 Students’ own answers

OPTIONAL SPEAKING ACTIVITY
Ask the students to read the text one more time and write a list of all the things the Bailey’s had in the dinghy with them. Check their lists and make sure they have included items from paragraph three.
Now ask them to put themselves in the Bailey’s position. They have to decide which items to take with them in their life raft. Tell them that they already have some packets of biscuits, tins of food and containers of water. They can take 10 more items. Put them in pairs to discuss and decide.
Once they have 10 items, allow them to work with another pair and share ideas. At this point they can change their choices but they are still only allowed 10 items.
Elicit the word deteriorate (highlighted in paragraph four). Tell them that their dinghy, like the Bailey’s, has begun to deteriorate and they need to throw three things over the side in order to lighten the load and prolong the life of their boat. Ask them to discuss which three they can get rid of and then tell them to throw them overboard and delete them from their list.
Having reached dry land again, the students will need to attend a press conference. At this conference the pairs of students should present their original choice of 10 items and explain which 7 items remain with their reasons. Remind the students of the simple past, past perfect and present perfect tenses studied in 1B and advise them that they might need them in explaining which items they no longer have in the dinghy. Allow preparation time for the presentations.
To give the class a reason for listening to similar presentations, they could be asked to judge categories such as the most original choices, the best reasons for throwing things away and the best use of the grammar structures in 1B. (A quick show of hands and rounds of applause for the winners.)

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I can understand an article about survival at sea.

LESSON SUMMARY ● ● ● ● ●
Grammar: past perfect simple and continuous
Reading: a short article about extraordinary climbers
Speaking: talking about past experiences

SHORTCUT | To do the lesson in 30 minutes, do exercises 2 and 4 as a class and set the Grammar Builder as homework.

Lead-in  2–3 minutes
• Ask the students: What is the highest mountain in the world?
• Ask the students to share, in pairs, what they know about Mount Everest.
• Elicit information about Everest from the students and give them further details if necessary.

Exercise 1  page 10
• Focus on the photos and ask: Who do you think the people are? What do they have in common?
• Students read the text and underline examples of the two tenses. Suggest that they underline each tense in a different colour.
• After checking the answers elicit the rules for the formation of the tenses.

KEY
Past perfect simple: Mark had been climbing, he’d lost both his legs, he’d been totally blind, she’d just turned 15
Past perfect continuous: he had been training, he’d been working on her family’s farm

Exercise 2  page 10
• Ask students to do the exercise alone and then compare answers with a partner before class feedback.

KEY
1 simple  2 continuous  3 simple  4 continuous

LANGUAGE NOTE – PAST PERFECT SIMPLE AND CONTINUOUS
The past perfect continuous is probably new to your students and it can be confusing especially because there may not be a comparable form in their own language. You could show the difference between the two tenses with the timelines below. Timelines are especially helpful for students with a predominantly visual learning style.

<table>
<thead>
<tr>
<th>1982</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>had lost his legs</td>
<td>climbed Everest</td>
</tr>
<tr>
<td>past perfect simple</td>
<td>past simple</td>
</tr>
<tr>
<td>(most of his life)</td>
<td>2006</td>
</tr>
<tr>
<td>had been climbing</td>
<td>climbed Everest</td>
</tr>
<tr>
<td>past perfect continuous</td>
<td>past simple</td>
</tr>
</tbody>
</table>

Unit 1 • Against the odds 15
Exercise 3 page 10
- Do the first sentence together and ask students to continue individually or in pairs.

**KEY**
1 he hadn’t been sleeping very well
2 had been cooking dinner
3 had been travelling for six hours
4 he hadn’t been paying attention
5 had been wearing new shoes
6 had been using her make-up
7 had been playing on the beach

Exercise 4 page 10
- Again, students can work individually or in pairs. As you check answers ask students to say which rule each sentence exemplifies.

**KEY**
1 had been raining, rule 2
2 had been waiting, rule 4
3 had changed, rule 2
4 had been mending, rule 2
5 had known, rule 3, had ... been going, rule 4
6 had been making, rule 2
7 had been playing, rule 4

*For practice of Past perfect simple and continuous, go to:
Grammar Builder 1.2: Student’s Book page 115*

Exercise 5 page 10
- Do the first question together. Write the different options on the board and analyse the differences as a class then ask students to continue the exercise in pairs.

**KEY**
1 It was snowing / it had been snowing (in the first it was still snowing, in the second it had stopped)
2 hadn’t been talking / wasn’t talking (in the first Jack is upset because the speaker hasn’t spoken to him over a longer period, in the second the two events happen at the same time)
3 had been following / was following / had followed (the first suggests that this has happened several times, in the second it is happening at the same time as the person was worried, in the third it is a single incident)
4 had taken / had been taking / were taking / took (in the first two instances, the surprise is after the event, in the second two, the surprise and the photos could happen at the same time.)
5 had cooked / had been cooking / was cooking (in the first he had finished cooking, in the second he had been cooking lunch right up until the moment I got home then stopped, in the third he was in the middle of cooking)

Exercise 6 page 10
- Check students understand the meaning of, and can pronounce, the words in the box. Give them a minute or two to remember times when they last felt these emotions.
- Students take it in turns to find out why their partner felt these emotions.

- With a weaker class get students to ask and answer the questions in open pairs across the class so that you can monitor their use of tenses, before they ask the questions in closed pairs.

**Lesson outcome**
Ask students: *What have you learned? What can you do now? and elicit: I can identify and use past perfect simple and past perfect continuous.*

Notes for Photocopiable activity 1.2
The order of events

**Pairwork**
Language: past tenses, heroes
Materials: equal numbers of story A and B - one copy per pair cut up, one copy of main facts for each pair. (Teacher’s Book page 126)
- Teach the expression *a have-a-go hero* (a member of the public who acts bravely to stop a crime). Divide the class into pairs and give them one cut up story, either A or B. Tell them to work together to reorder the story. As they do so, they should choose the correct tenses from those given. This should encourage discussion about the grammar.
- When they have put the stories in order, ask two pairs with the same story to compare their answers. You will also need to monitor and check that the students have the correct grammar and order of the stories before they tell them to their peers.
- Now, pair A read their story to pair B (taking it in turns to read). Tell Pair B that they cannot read the story, only listen and make notes if they wish. They will need to remember the story. After this, Pair B read their story to Pair A.
- Give out to each pair the relevant main facts sheet for the story they listened to. Each pair then work together to number the main events of the story they heard in the order that they happened. With a weaker group, two pairs of students can work together to number the events.
- Finally, the students can check with the original story. At this stage, help students to notice the order of the events and how the tenses help the organisation of the story.
- Extension/discussion: Ask: *Were these people really heroes? How should they be rewarded for their actions? What would you have done in their position?*

**KEY**

<table>
<thead>
<tr>
<th>STORY A</th>
<th>1 a 2 h 3 g 4 b 5 e 6 d 7 j 8 e 9 c 10 i</th>
</tr>
</thead>
<tbody>
<tr>
<td>STORY B</td>
<td>1 b 2 c 3 h 4 i 5 f 6 j 7 a 8 d 9 e 10 g</td>
</tr>
</tbody>
</table>

**LESSON SUMMARY**

**Speaking:** talking about photos (description, comparing and contrasting images)

**Listening:** students talking about photos

**Topic:** school

**SHORTCUT** To do the lesson in 30 minutes, keep the lead-in brief, do the categorising part of exercise 5 together as a class, and complete the task in exercise 7 in another lesson or as homework.
Lead-in 2–3 minutes
- As a class, brainstorm all the words for school and college subjects, e.g. maths, music, R.E., sociology, etc. and write these on the board.
- Put students in pairs and ask them to discuss whether any of the subjects are considered easier than others and whether they agree it is true.
- Share views as a class.

Exercise 1 page 11
- Ask someone to read out the quotation. Decide by a show of hands how many students agree and disagree with the statement.
- Give students a minute or two to answer the question.
- Conduct a class feedback.

Exercise 2 page 11
- Focus on the first photo and ask students to describe what they can see. Ask students to discuss the second photo in pairs.
- Conduct a class feedback.

Exercise 3 page 11
- Explain that you are going to hear a student, Mónika, describing the photos in her essay. Read the questions together so students understand what information to listen for.
- Play the recording once. Ask students to compare their answers with a partner.
- Play the recording again so they can check their answers. Check as a class.

Key
She thinks it's probably a national exam like A levels. The students in the pictures all look very serious, which suggests that it's an important exam.

Transcript 1.03
Mónika There are two photos showing students – secondary students. I would guess that they're around 18 years old. The photos show different aspects of the topic of exams. In the first photo, the students are in the middle of sitting an exam. From their expressions, I would say that the exam is not particularly easy. They certainly seem quite stressed ... or perhaps they're just concentrating. It's hard to say whether it's a national exam or an internal school exam. The fact that they all look so serious would suggest that it's an important exam, so probably a national exam, like A levels. The second photo shows two girls who have just received their exam results, I assume. It's clear from their expressions that they've passed with flying colours! If these are A level results, then good grades will mean that they can go to a good university, so they have reason to celebrate.

Exercise 4 page 11
- Read the phrases in the three categories and check students' comprehension.
- Play the recording again. Check answers as a class.

Key
A ... show different aspects of the topic of exams
B I would guess that they're around 18 years old
C From their expressions, I'd say that the exam is not particularly easy.
   It's clear from the expressions that they've passed with flying colours!
   The fact that they all look so serious would suggest that it's an important exam.

Exercise 5 page 11
- Explain that you are going to hear another student, Josef, completing the same speaking exam task.
- Ask students to read the gap-filled sentences quickly before you play the recording.
- Students listen and complete the gaps with the missing phrases.
- Check the gap fill quickly, then ask students to match each of the phrases with one of the groups in exercise 4.

Key
1 common (A)  2 would (C)  3 imagine (B)
4 could (B)   5 must (C)   6 tell (B)

Transcript 1.04
Josef What these two photos have in common is the theme of exams. The first shows a large group of students actually sitting an exam. The second shows two girls opening their exam results. Looking at the students in the first photo ... hmm ... I reckon they're about 16 years old, so these would be GCSEs. I imagine they're in the school hall. They're probably feeling quite nervous and stressed, and nobody's looking up – they've all got their eyes glued to their exam papers! The second photo shows a much more relaxed scene. They could be in a park, or somebody's garden. The girl on the right has obviously just opened a letter containing her results. She's grinning, so she must have done well. The other girl is grinning too. Maybe she's happy about her friend's results – or about her own. I can't tell whether her smile is genuine or not.

Exercise 6 page 11
- Students rewrite the underlined parts of the questions. Check as a class. There is often more than one possible answer – you may want to ask students to justify their choices.
- Students work in pairs to answer the questions. Ask some students to feed back on what their partner said.

Key
Possible answers:
1 How many exams will you have to take at the end of this academic year?
2 Will you have to re-sit any papers that you fail?
3 Will it matter, in years to come, whether you pass these exams with flying colours or only just scrape through them?
4 How important is it to get good grades in your school-leaving exams?
5 Do you personally perform well under exam conditions?

Exercise 7 page 140
- If you want to use this activity for further practice, put students in pairs to complete the task. Walk around and monitor their use of the expressions from exercises 4 and 5. Ask pairs to discuss each other's performance - highlighting the aspects of the task they have done well in, and those that would need further practice. Conduct a brief class feedback to brainstorm potential difficulties with the task type and possible solutions to them.
• Alternatively, you can use the task as a quick test of the skills you learnt in the lesson. Give each student 2 or 3 minutes to collect their ideas and make notes if they want. Then ask a few students to talk about the photos independently, without reading their notes. Ask the rest of the class to listen and feed back on how well they think their peers have performed.
• You can set the task as homework — either just the preparation stage or, if your students are used to working together as study pairs or groups outside class, the task itself too. Follow up in class in a later lesson (for example, when you reach the end of Unit 1).

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I can talk about photos. I can talk about a given topic illustrated by photos.

Exercise 2 page 12
• Focus on the rubric. Ask individual students to read out a sentence each. Ask students which is the best and why.

KEY
2 is the best because it builds suspense and draws us in, making us want to know more.

Exercise 3 page 12
• Students complete the writing plan individually.

KEY
A introduction
B and C the main events
D the conclusion

Exercise 4 page 12
• Students find the sentences and then discuss with a partner what is unusual about them. During feedback explain that this is known as stylistic inversion. (See Language note.)

KEY
1 did realise 2 was I 3 have I
They are unusual because the subject and auxiliary verb are inverted.

For practice of Stylistic inversion, go to:
Grammar Builder 1.3: Student’s Book page 116

KEY
1 Rarely have I felt so happy.
2 Well do I remember the day my first child was born.
3 Never had Harry been so embarrassed.
4 Had he looked both ways before crossing the road, he wouldn’t have been knocked down.
5 Not only can Fred dance well, but he has also got a wonderful voice.
6 So terrified was I that I couldn’t move a muscle.
7 Not since 2003 has a team won twenty matches on the trot.
8 Hardly had we started our meal when there was a knock on the door.
9 Were she less self-centred, she might have more friends.
10 Only when Kate had got married, did she leave home.

Exercise 5 page 12
• Students can do the task individually or in pairs.

KEY
Last month, the day before the play, only then, the following day, when it started, after a while, at the end of the play

Exercise 6 page 12
• Read the writing tip as a class then ask students to find examples of 3, 4 and 5. Let them compare their answers with a partner before checking as a class.
• Highlight the function of the features: exclamation marks are used to present something surprising, direct speech makes the events more real or immediate and extreme adjectives help to create an exact or dramatic mental picture.
The day before the play disaster struck! Only then ... Merlin wears a long hat and beard! I'll definitely be in the play again! "Can you play Merlin .... We think you can do it!"

horrified

For practice of Extreme adjectives, go to:
Vocabulary Builder 1.4: Student's Book page 131

KEY ⚠️ 1.05
1 a 2 c 3 f 4 j 5 e 6 g 7 i 8 b 9 d 10 h
2 1 enormous, huge 2 fantastic, wonderful 3 terrible, awful
3 2 Good? It was amazing! 6 Angry? They were furious!
4 Beautiful? She's gorgeous! 7 Hungry? I'm starving!
5 Funny? It was hilarious! 8 Surprising? It's astonishing!

Lesson outcome
Ask students: What have you studied today? What can you do now? and elicit answers. I know how to structure a magazine article giving an account of an event.

Writing task
Magazine article

LESSON SUMMARY ● ● ● ● ●
Writing: a magazine article giving an account of an event
Topic: people; culture

shortcut To do the lesson in 30 minutes, keep the lead-in brief and set exercises 8 to 10 as homework.

Lead-in 2–3 minutes
- Put the students in pairs. Tell them: During the last lesson, you read an article called 'An Unexpected Success'. You have half a minute to remember as much as you can about what you read.
- After 30 seconds put two pairs together to compare how much they could remember. With a weaker group, allow them to quickly reread the account to check the details.

Exercise 1 page 13
- Students look at the pictures in pairs and brainstorm ideas for what happens in the story. Encourage students to embellish their stories with extra details.

Exercise 2 page 13
- Ask two or three pairs to tell their stories to the class.

Exercise 3 page 13 ⚠️ 1.06
- Play the recording and ask students to think about how it is different from their own. Get feedback from one or two pairs.

Transcript 1.06
Natasha A couple of weeks ago I was due to play in the final of a volleyball tournament. I'm captain of our team – St Edward's School – and we were playing against Longbridge School. They had beaten us in the final two years running, so we were determined to win this time.

But two days before the match, something terrible happened. I fell off my bike and broke my leg. So, obviously, I couldn't take part in the match. The girl who took my place is called Sally. The problem was that she hasn't been playing volleyball for very long, and so she isn't really very good, though she tries really hard and she's getting better.

We started well and took an early lead. But Longbridge fought back and soon the match was tied at 22–22. Then Sally missed a really easy ball, so that made it 23–22. Then she missed another one and Longbridge were within one point of winning the match! We somehow managed to win the next three points, so it was 25–24 to us. The winner is the first team to 25, but you have to have a clear two point lead. Anyway, it was Longbridge to serve, and over came the ball. Anita, a really tall girl in our team knocked the ball high into the air, and Sally jumped up and hit the winning point.

We cheered like mad and rushed onto the court. The team carried Sally off on their shoulders.

Exercises 4 and 5 page 13
- Focus on the task and make sure students are clear that they are writing from the point of view of Sally this time. Students copy out the plan then brainstorm ideas for an introduction.
- With a weaker class read through the expressions, giving or eliciting possible ways to complete the sentences. Ask which two sentences are examples of stylistic inversion.
- Go round and monitor as students brainstorm ideas.

Exercises 6 and 7 page 13
- Allow a further 5–10 minutes for students to make notes for the remaining paragraphs in pairs.

Exercise 8 page 13
- The students write their first draft on their own. Encourage them to try to introduce the features listed in the writing tip on page 12. Walk around helping and correcting.

Exercise 9 page 13
- Draw students' attention to what steps they need to take to get the length right.

Exercise 10 page 13
- Students write a second draft and finally go through the checklist. Ask fast finishers to swap compositions with each other and check for good use language and for mistakes.

Lesson outcome
Ask students: What have you studied today? What can you do now? and elicit answers. I have learned how to brainstorm, plan, write and check a magazine article.

Unit 1 • Against the odds
TOPIC ● ● ● ●
People and society; history and English-speaking culture

Lead-in 5 minutes
- Stand in front of the class, and lead a discussion on what disabilities students think are the most common, and how healthy people can help the disabled in practical ways, in everyday life. As an optional extension, you could ask them the following questions: Have you ever considered doing some kind of social work helping people in need? If yes, how would you like to help? Do you think we as members of society are personally responsible for taking care of disabled people?

Exercise 1 page 14 5–10 minutes
- Focus students on the words in the box. Ask if they are all familiar with their meanings. If not, ask volunteers to give an English definition of the unknown words. You may want stronger students to illustrate the meanings with an example sentence.
- Focus students on the first photo on page 14. Students prepare some questions they could ask about the photo individually.
- They do the task in pairs, asking and answering questions about the picture. Ask the three questions around the class to follow up.

Exercise 2 page 14 10–15 minutes
E Speaking: Picture-based discussion
- Read the questions as a class.
- Explain that in this type of task the focus is on finding similarities or differences between the two situations shown in the photos, not on describing the details of each image. They can mention specific details to illustrate any points they want to make.
- Allow a minute or two for students to collect their thoughts about each of the questions.
- Model the task with a stronger student.
- Students in pairs take it in turns to do the task. Encourage them to note any difficulties, good or bad points, and give feedback to each other after they both finished.
- Conduct a class feedback by asking about the difficulties or issues they discussed.

Exercise 3 page 14 5 minutes
- In a strong class, ask students in pairs to think of personalities in different categories: e.g. national / British / American / European / ancient history.
- If you have little time for feedback, ask each student or one in a pair to justify one of the choices.

Exercise 4 page 14 15 minutes
E Reading: True / False and finding evidence
- Tell students to read the instructions carefully to make sure they know what the task involves.
- Students scan the whole text before they start answering questions. Encourage them to underline the relevant fragments of the text and compare them with the questions before writing their answers.
- Ask fast finishers to find these words in the text and write short definitions: front line, military hospital, supply store, medical unit, war zone, boarding house, herbal remedies.
- Allow 10 minutes for individual work, then check answers as a class.

KEY
1 True, B 3 False, A 5 True, E
2 True, C 4 False, C 6 False, B

CULTURE NOTE – THE CRIMEAN WAR
The Crimean War (1853–56) was between Russia and the allied powers of England, France, Turkey, and Sardinia. It began with an allied Anglo-French expedition to the Crimea /kramjə/ to attack the Russian Black Sea city of Sevastopol and was ended by the Treaty of Paris in 1856. The scandal surrounding French and British losses through disease led to the organisation of proper medical nursing services by Florence Nightingale.

Florence Nightingale /'naitŋgəl/ (1820–1910) became a nurse following what she described as a 'calling from God' despite the fact that in the mid-nineteenth century it was not considered a suitable profession for a well-educated woman. Soon after the outbreak of the Crimean War, Florence Nightingale was appointed to oversee the introduction of female nurses into the military hospitals in Turkey. The 'Lady-in-Chief', as Florence was called, wrote home on behalf of the soldiers, acted as a banker, sending the men's wages home to their families, and introduced reading rooms to the hospital. In return she gained the undying respect of the British soldiers. The introduction of female nurses to the military hospitals was an outstanding success, and Nightingale's greatest achievement was to raise nursing to the level of a respectable profession for women.

Lesson outcome
Ask students: What have you learned/practised today? Elicit: I have learned how to compare and contrast photos. I have completed a True/False reading task and learned how to locate relevant information in a text.
LESSON SUMMARY

Vocabulary: money and finance
Listening: short monologues; listening for gist and specific information
Speaking: talking about the value of things
Topic: shopping and services

SHORTCUT: To do the lesson in 30 minutes, keep the lead-in brief, skip exercise 6 and set the Vocabulary Builder exercises as homework.

Lead-in 4–5 minutes
- Ask the students: If your house were on fire and you could save just three things from the burning building, what would they be? Make sure the students understand this does not include people or pets, who are all already safe.
- Give them a moment to think and then put them in pairs and ask them to tell their partner.
- Encourage them to explain why they would choose these things over others.
- If necessary, elicit the words value, price and worth and check the meanings with the class.
- Ask a few students to feed back to the class.

LANGUAGE NOTE—FOR WHAT IT'S WORTH
For what it's worth is an informal expression which is used to say (modestly) that what you have said or are about to say is only your own opinion or suggestion and may not be very helpful. E.g. For what it's worth, I prefer the red one.
The acronym FWIW is sometimes used in emails.

Exercise 1 page 15
- Focus on the photos and ask students to decide which items are worth a lot of money. Encourage them to use language of speculation, such as: I reckon ..., I'd say ..., if you ask me ...
- It would be useful to teach the phrase sentimental value, which describes something that doesn't have a high financial value but is worth a lot to its owner.

Exercise 2 page 15 1.07
- Read through the listening tip together. To reinforce the point you could read through the opinions A–F and try to elicit some synonyms that the speakers might use before you play the recording. (For example, the word gift is mentioned instead of present by speaker 1.)
- Remind students that there is one extra opinion.

KEY 1 A 2 F 3 D 4 C 5 E

Transcript 1.07
Speaker 1 I'm not particularly into jewellery. But this particular piece means a lot to me because it used to belong to my grandmother. She gave it to me last year, as a gift. I wear it all the time, and I'd be devastated if I lost it. It didn't cost a fortune — it doesn't contain a precious stone, like a diamond or emerald — but it's worth a lot to me, personally. Things are always worth more if they were given to you by somebody special. Of course, I'd like a diamond ring too one day!

Speaker 2 Can you believe, I slept with it under my pillow last night? That's how much I love my new gadget. Some people say that Apple products are overpriced, but my opinion is, you get what you pay for. I've wanted one ever since I read about it a year ago, but I've only just been able to afford it. I don't like using credit cards, because I hate the idea of being in debt. So I decided to save up for it — and I finally had enough money to buy it this weekend. I think people always value things more if they've had to wait for them.

Speaker 3 People who come to my apartment often comment on it. It's hanging in the living room, above the sofa. To be honest, I think a lot of people dislike it — probably because it's modern. People are like that. They prefer safe, old-fashioned styles. Personally, I think it's wonderful — really powerful. I bought it in New York at an exhibition in 2004, for $20,000. It was a real bargain, to be honest. It's probably doubled in value since then. If I sold it now, I'd make a big profit. But I'd never sell it. It's part of my identity — things are always more valuable when they reflect your personality.

Speaker 4 I've had it since I was four years old, so it's no surprise that it means a lot to me. Things that you've had for a long time are always precious. My parents weren't well-off, so I didn't have a lot of other toys. Of course, I don't play with it now — it just sits on a table in my bedroom. But it makes me feel secure, and it brings back happy memories from when I was much younger. If there was a fire at my home, it's the first thing that I'd save!

Speaker 5 In financial terms, they're worthless, of course, but I could never replace them. That's why they're so valuable to me personally. Isn't that true for everyone? I think it is — I mean, how could you get really attached to something that you could buy in a shop? These are my memories, and they go back about ten years. All my friends are here, my holidays, special occasions ... Memories are priceless. I don't look at them very often, but I definitely say they're worth more to me than anything else I own.

Exercise 3 page 15 1.07
- Students work individually to fill in the gaps. Then play the recording for students to check their answers.
- Once you have gone through the answers as a class, check comprehension of some of the words and phrases by asking questions. Ask: Which word or phrase means ... rich? (well-off); owing money? (in debt); so valuable that they have no price? (priceless) (See language note); worth a lot of money? (precious); not worth anything? (worthless) (See language note); cost more than they are worth? (overpriced).
- Keep the students on their toes by asking the questions at a snappy pace!
- Finally, model and drill the words with tricky pronunciation, namely, debt /det/ which has a silent 'b' and bargain /bæɡən/.

KEY
1 fortune 5 debt 9 financial, worthless
2 precious 6 bargain 10 priceless
3 overpriced 7 profit
4 credit 8 well-off
Exercise 4 page 15
- Students can work alone or in pairs. Check as a class. During feedback highlight the difference between economical (related to the economy) and economical (cheap).

**KEY**
1 economical 4 valuable 7 economic
2 earnings 5 worthy 8 profitable
3 costly 6 pricey

Exercise 5 page 15
- Students discuss the opinions in exercise 2 backing up their own opinions with examples and reasons.
- Encourage students to use vocabulary from the lesson to paraphrase the opinions while discussing them. During the exam it is important not to repeat the phrases from the topic and be able to use other words instead. When students are working, go round the class noting down examples of good paraphrasing. Demonstrate them to the class.

Exercise 6 page 15
- Demonstrate by giving your own example of 1 and 2. Students discuss the two questions in pairs. Ask two or three students to report back to the class.

For practice of Expressions connected with money, go to: 
**Vocabulary Builder 2.1: Student's Book page 132**

**KEY**
1 a 2  c 1  e 3  g 4  i 8
b 7  d 6  f 2  h 5  j 9
2 1 splashed out, tighten our belts
  2 paid through the nose
  3 putting aside
  4 are (very) well off
  5 will be hard up
  6 ripped (me) off
  7 made a killing
  8 dirt cheap

Optional Activity
Write the following jumbled proverbs and sayings related to the subject of money on the board. Students rearrange them – you could do this as a race – and then discuss their meaning.
1 is / Money / the / all / evil / root / of
2 love / Money / can't / you / buy
3 makes / world / the / go / Money / round
4 money / are / A / fool / and / his / soon / parted

Ask: Which do you agree with? Can you think of any similar sayings in your language?
Key: 1 Money is the root of all evil. 2 Money can't buy love. 3 Money makes the world go round. 4 A fool and his money are soon parted.

Lesson outcome
Ask students: What have you learned today? What can you do now? Elicit: I can understand and talk about things related to the topic of money and about value in its wider sense.

Grammar: determiners: articles and quantifiers
Reading: a short article about the value of friends and family
Speaking: interview questions practising expressions of quantity

Shortcut. To do the lesson in 30 minutes set the Grammar Builder exercises as homework.

Lead-in 3 minutes
- Say: Let's imagine you have just won a cash prize in a competition. How much money would you like to win and what would you do with it? Are you sure it would change your life in a positive way?
- Ask students to tell each other their answers to these questions.
- Try to find the highest and lowest amounts in the class and ask them to feed back to the class about their choices.

Exercise 1 page 16
- Ask the students discuss the saying in pairs, giving reasons and examples to justify their opinions. Ask two or three pairs to feed back their ideas to the class.

Exercise 2 page 16 1.08
- Students do the exercise with a partner. With a stronger class encourage students to discuss their choice with reference to the rules that they can remember from previous lessons. With a weaker class suggest that at this stage they choose their answers based on what 'sounds right'.
- Students listen and check their answers.

**KEY**
1 – 3 The 5 – 7 a
2 a 4 the 6 a 8 the
Exercise 3 page 16
- Students do the task individually or in pairs. Ask them to write the number of the answer in the text which exemplifies each rule. For example, the rule in a is exemplified by answers 2 and 3.
- Refer them to the Grammar Reference to check their answers then check answers as a class.

**KEY**

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, the (answers 2 and 3)</td>
<td>e</td>
<td>a (6)</td>
<td>f</td>
</tr>
<tr>
<td>the (4)</td>
<td>g</td>
<td>the (8)</td>
<td></td>
</tr>
<tr>
<td>- (5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE NOTE – ARTICLES**
Articles are a source of great difficulty to many students, even when they reach a high level. Try not to let students feel overwhelmed by all the rules. Reassure them that if they do plenty of reading and listening in English they will develop a natural instinct for which article is required and then the rules can be used just as a back up when they do these types of exercise.

For notes on and practice of Articles, go to:

**Grammar Builder 2.1: Student’s Book page 116**

**Exercise 4 page 16**
- Read the information about determiners as a class then students complete the sentences as appropriate.

**KEY**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>an</td>
<td>a</td>
<td>the</td>
<td>of</td>
<td>of</td>
<td>of</td>
<td>of</td>
<td>of</td>
</tr>
<tr>
<td>- , the, the</td>
<td>- , the, the</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a, the, -</td>
<td>- , the</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 5 page 16**
- Read the Look out! box as a class then students complete the exercise in pairs, referring back to the grammar rules. During feedback get students to explain why the wrong answers are wrong.

**KEY**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>both, neither, much</td>
<td>all, any</td>
<td>4</td>
<td>all, a few</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For further practice of Quantifiers, go to:

**Grammar Builder 2.2: Student’s Book page 118**

**Exercise 6 page 16**
- In pairs students complete the exercise. Set a time limit, e.g. four minutes, then check answers. Write the answers or get a volunteer to write the answers on the board along a spectrum from left to right so that students can see visually how the expressions of quantity relate to each other.

**Exercise 7 page 16**
- Ask the first question to one or two students as a demonstration then students continue asking the questions in pairs. Go round and monitor for accurate use of the quantity expressions. At the end, go through each question asking individuals to report back their partner’s answer.

**OPTIONAL ACTIVITY**
Ask the following questions to the class one by one and ask for a show of hands. After each one ask a student to make a statement. E.g. *most of us ... none of us ... hardly any of us .... Who lives in a flat? Who has a twin brother or sister? Who has a pet? Who rides a bike? Who likes pierogi?*

**Lesson outcome**
Ask students: What did you learn today? What can you do now? and elicit answers: I can use determiners to describe quantities.

**LESSON SUMMARY**
- Reading: estate agents’ description of properties
- Vocabulary: properties, abbreviations found in property details
- Listening: descriptions of properties; listening for detail
- Speaking: a role play between an agent and possible tenant

**TOPIC:** home

**SHORTCUT** To do the lesson in 30 minutes, keep the lead-in brief, don’t spend long dealing with unknown vocabulary in exercise 1–4 and limit the preparation and performance time of the role-play.

**Lead-in** 3–4 minutes
- Put the students in pairs. Ask them to tell each other as much as possible about the house or flat they live in. They should aim to find three things about their house which are very similar to their partner’s and three which are very different. In a weaker class, make this two things which are similar and two which are different.
- Ask some students to feed back to the class.

**Exercise 1 page 17**
- In pairs, students match the photos with the headings. Ask them to check their answers in a dictionary. Check understanding of the words by asking: *What do we call: a property that used to be used for something else? (conversion) a place where farm animals eat and sleep? (barn) a property that doesn’t have furniture? (unfurnished) What’s the opposite of modern? (period)*
- Explain that flat and apartment are essentially synonymous but flat is used in British English and apartment in American English. Apartment also has slightly upmarket connotations.
CULTURE NOTE – PROPERTY AND FINANCIAL MATTERS

In the UK approximately two-thirds of properties are owner-occupied and one third rented. In April 2007 the average house price in Britain reached around £195,000, while the average earnings were £23,600 a year. People usually borrow money from a bank to buy a house and this loan is called a mortgage. Traditionally you may borrow up to 3.5 times your annual salary. People also save as much money as possible to put down as a deposit.

OPTIONAL SPEAKING TASK

Put the following on the board in different styles mirroring newspaper headlines:

Why not get away from the city?
Conversions still in fashion
Show me your home and I’ll tell you what you’re worth ...
Ask students to copy the pieces of text onto the Student’s Book page around the photos. Elicit what topic is suggested by the photos and the headlines (types of accommodation and reasons why people choose one over the others). Put students in pairs and allow 2–3 minutes to practise presentations of the stimulus. Ask 1–2 students to talk about the topic in front of the class.

Exercise 2 page 17
- Students do the exercise in pairs, again with the help of a dictionary if possible. Set a time limit of 5 minutes.
- With a weaker class go through the first few gaps together, eliciting what sort of words go in the gaps (adjective, noun, etc.) and asking students to look at what comes before or after the gap to see if there are any obvious associations.

Exercise 3 page 17 1.09
- Play the recording for students to check their answers. Go through the answers, dealing with any other vocabulary questions that arise. Unfamiliar vocabulary is likely to be:
  mains (the shared system of providing gas, electricity and water to and from a building); amenities (shops, park, pool, etc.); council tax (tax we pay for local services e.g. schools and libraries); quaint (old-fashioned and full of character); stunning (extremely beautiful); contemporary (modern).

Exercise 4 page 17
- Ask students to find and highlight the abbreviations in the text and work out what they mean from the context.

Exercise 5 page 17 1.10
- Focus on the photos and the questions then play the recording.

Exercise 6 page 17 1.10
- Give students time to read the sentences through then play the recording a second time.

Exercise 7 page 17
- Give students time to make notes, not full sentences. Go around feeding in ideas if necessary:
  Suggestions for A – I can’t eat dinner at a table, have visitors, have a bath, put my books away, etc.
  Suggestions for B – it’s cozy, you won’t lose anything, it doesn’t cost much to heat, etc.

Exercise 8 page 17
- The students do the role-play. Remind them to speak clearly, maintain eye contact and show interest in what their partner is saying. If there is time, invite two or three pairs to perform their role-play in front of the class.

Lesson outcome
Ask students: What have you learned today? What can you do now? Elicit: I can talk about different types of accommodation. I can understand how to read advertisements for properties.
Notes for Photocopiable activity 2.1
Describe and draw

Pairwork
Language: describing pictures, property vocabulary, prepositions
Materials: one copy of the worksheet per pair of students, cut in half (Teacher's Book page 127)
- Divide students into pairs and give out the worksheets. Tell students that they must not look at their partner's picture. Explain that they both have a picture relating to the topic 'property' but their pictures are not the same.
- In pairs, students describe their pictures and their partner draws a picture from their description. With a weaker group, pair students with the same picture so that they can brainstorm the vocabulary they need (or look at 2C 'property boom' for useful vocabulary) and plan some of their description. With a stronger class, give them a few moments thinking time, then invite student A to begin their description and student B to draw it.
- Stop the activity when around two thirds of the pairs have finished drawing and let them compare the pictures to check.
- If you have enough time, elicit some of the key vocabulary about the buildings (such as thatched roof, balcony, unfurnished), and lead a discussion on whether these are good things or not.

CULTURE NOTE - GEORGE ORWELL
George Orwell is the pen name for an English writer called Eric Blair (25 June 1903–21 January 1950). His most famous books are Animal Farm and 1984 which have been translated into many languages and made into films. These books have a strong political message and are often included in the British school curriculum. Down and Out in Paris and London was published in 1933. It was written when Orwell was living a poor life, working as a dishwasher in a hotel and a shop assistant in a bookshop, while trying to become a writer.

Exercise 3 page 18
- Go through the reading tip then do the first question together. Ask students to reread the first paragraph carefully, stop at the gap and try to predict what kind of information might follow. Then refer them to the ideas a–f and see if the idea they predicted is there (b – explains how something is different). Students continue alone.

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

Exercise 4 page 18
- Students match the sentences with the gaps. Remind them that if they are stuck on an item to move on and come back to it later.

KEY 1 D 2 B 3 F 4 G 5 A 6 E

Exercise 5 page 19
- Students work alone or in pairs.

KEY
1 laundress 3 barber 5 greengrocer
2 tobacconist 4 baker

Exercise 6 page 19
- Elicit which word best sums up the overall feeling caused by poverty (ashamed). The students should be able to do this without referring to the text. Then ask them to underline sentences in the text which illustrate this.

KEY
The secrecy ..., you dare not admit it ..., to keep up appearances ..., you sink out of the shop and can never go there again.

OPTIONAL ACTIVITY
For fast finishers, put the following words on the board in two columns and ask them to complete the table with adjectives and nouns from the text.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td>1</td>
</tr>
<tr>
<td>secretive</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>precarious</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

KEY: 1 poverty 2 secrecy 3 filthy 4 precariousness 5 wasteful 6 expensive
Exercise 7 page 19
- Students discuss the questions in pairs or small groups. Ask them to make notes for questions 1 and 2. Get feedback from some of the pairs/groups.

KEY
Possible answers:
1 Perhaps he thought it would make him a better, more ‘noble’ person, or that it’s important to understand what it’s like to be poor in order to appreciate being wealthy. Or he might have thought it’s important to prepare himself for poverty because as he says in the first paragraph he knew it would happen sooner or later, or perhaps he wanted to ‘confront his fear of poverty’.
2 He probably learned that it can make you feel ashamed and you have to invent lies to disguise the poverty, you have to make unexpected sacrifices e.g. soap, you discover what it’s like to be really hungry, etc.

Exercise 8 page 19
- Divide the class into two groups. You could divide them according to their views on the subject. Students work with a partner to make a list of arguments in support of their position. Then ask them to compare their list with a neighbouring pair.
- Go through the language in the box. Take two or three of the expressions and write sentences on the board to show how they can be used.
- You may want to explain to students that in speaking exams they are often expected to defend their views against the arguments of the examiner. The debate is a valuable exercise in listening and responding to opposing arguments.

CULTURE NOTE – SOCIAL SECURITY
The social security system in the UK provides state benefits for those unable to work due to illness or industrial injury and those unable to find employment. Disabled people are eligible for benefits and people who care for the elderly or disabled also receive financial assistance. Most families with dependent children receive child benefit payments. All benefits are means-tested, which means that each person or family is assessed by the government to check how much income they have. There are still around 100,000 homeless people in the UK and around 20% of households are ‘bread-line poor’ which means they have an income which is less than 60% of the national average.

Exercise 9 page 19
- Students debate the statement. Monitor to check that as many people as possible are contributing and nobody is dominating. Remind students to try and use the language in the box. At the end hold a vote and find out if anybody has changed their mind.

For practice of Non-metric measures, go to:
Vocabulary Builder 2.2: Student’s Book page 132

KEY
1 1 yards 4 feet, inches 7 miles, gallon
2 miles 5 pints 8 pounds, stone
3 ounces 6 tons

Exercise 4 page 20
- Students work alone or in pairs, referring to the information in the box.

KEY
1 going, talking 4 borrow, to give
2 to work, change 5 repaired, to get
3 to visit, looking

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can understand a literary extract by George Orwell about poverty.
LANGUAGE NOTE – VERBS + -ING OR INFINITIVE

The verbs remember, forgot, stop and go on can be followed by -ing or infinitive. The difference in meaning is related to time. The -ing form refers to something which happened earlier than the remembering, stopping, etc., and the infinitive refers to things that happen after these verbs. E.g. I remember seeing him. I remembered to call him.

The verb try + infinitive means ‘make an effort (to do something difficult).’ Try + -ing means to make an experiment to try to solve a problem. E.g. I tried to lift the table but it was too heavy. I tried turning the computer on and off but it still didn’t work.

Exercise 5 page 20
- Read through the Look out! box together. Students complete the exercise alone or in pairs. As you check the answers ask students to explain their choices.

KEY
1 a visiting 2 a to open 3 a to study 4 a saying
b to visit b opening b studying b to say

Exercise 6 page 20
- Students complete the text alone then check in pairs.

KEY
1 to have 3 make 5 had 7 have
2 allow 4 let 6 allowed

Exercise 7 page 20
- If students are short of ideas write up the following topics as prompts: food/drink, TV, bedtimes, homework, games/toys, jobs around the house.
- Ask a few students to report back on what their partner said.

For practice of Verb patterns, go to:

Grammar Builder 2.2: Student’s Book page 118

Exercise 1 page 21
- Focus on the graph, the newspaper article and the photo. Elicit basic information about each but don’t ask for any analytical detail at this stage. For example, ask: What can you see in the photo? (a beggar in a crowded street) Look at the headline – what do you imagine stampede means? (a situation where a large group of people or animals suddenly run in the same direction because they are excited or scared) What does the graph show? (the amount of personal debt in the UK)
• Focus on the instructions and ask students to tell you what they understand by consumerism. (A consumerist society is one where people frequently buy new things, especially non-essential things, and place a high value on owning many things.)
• Ask students, in pairs, to discuss each item in relation to the question. Conduct a class feedback.

**KEY**
The article tells us that people’s desire to consume things can get out of control that it becomes dangerous and destructive and can even, as in this case, lead to death.
The photo shows someone with disability begging in the street.
All around him people are continuing with their business. It might suggest that we give shopping a higher importance than human suffering.
The graph shows that people in the UK are borrowing more and more money to pay for things that they can’t afford and are falling further and further into debt.

**Exercise 2 page 21**
- Focus on the question and play the recording. Remind students to focus on the general gist and not to worry about any unknown words. Let students compare their ideas with a partner before getting their feedback.

**Transcript 1.11**
**Girl** I suppose the main advantage of living in a consumerist society is the fact that there are shops full of things to buy. Personally, I love shopping – it’s one of my hobbies. So I’d hate to live somewhere that doesn’t have a good range of products.
**Boy** But wouldn’t you agree that there’s far more than we really need? I mean, if you go into a sports shop, there are hundreds of different styles of running shoes. Nobody needs that much choice!
**Girl** But surely, there’s nothing wrong with having more choice. It gives people a chance to be individual, to express their own personality. Without any choice, everyone would have to dress the same.
**Boy** I just think people spend too much time worrying about material things – like having the latest trainers, or the latest mobile phone. It’s like an addiction: they need these things, but at the same time, they don’t really bring happiness. You have to admit that there’s a lot of unhappiness in society, despite all the material wealth.
**Girl** Of course there’s unhappiness – but there are lots of reasons for that.
**Boy** Well, look at this way: people who live in primitive societies, where there’s no consumerism, are a lot happier.
**Girl** How do you know? You’re just making assumptions ... I would hate to live in a primitive society. What about all the advances we’ve made in medicine and science? You can’t deny that consumerism encourages innovation and progress.
**Boy** I suppose there has been a lot of scientific progress, you’re right. And some of it has been of benefit. But you have to admit that progress has harmed our planet. Just think about all the pollution caused by factories – factories making hundreds of different kinds of trainers ...

**Exercise 3 page 21**
- Play the recording for students to complete the phrases. With a stronger class see if they can complete the phrases without listening again, then play the recording again for them to check their answers.

**Exercise 4 page 21**
- Read the statements together and check students’ comprehension.
- Give students some time to collect their thoughts, then ask a few students round the class to say the statements in a more persuasive way. Encourage them to use varied forms.
- Explain that in a discussion, they can use these phrases to highlight the most important points they make to convince their partner.

**Exercise 5 page 21**
- First read through expressions for pros and cons that are given. Write one or two examples on the board to show how they are used. Highlight that we use the phrases, On the other hand, and, As for the disadvantages, only after we’ve stated the opposite case.
- Students categorise the phrases in the box.
- Point out to students that it is a very good idea to learn some of these phrases by heart and to try to introduce a variety into the discussion part of the oral exam (and the written essay) because the examiners are interested not just in correct language but in hearing (and seeing) a range of expressions.

**KEY**
Pros: One positive aspect of ... is (that) ...
Cons: One disadvantage of ... is (that) ...
Another drawback is (that) ...
... is not a good idea because ...

**Exercise 6 page 21**
- Let students work in pairs to develop some arguments using the ideas in the box. They should write notes not full sentences.

**KEY**
Possible answers:
Pros: it encourages an enterprising spirit which leads to higher living standards as people work harder to get what they want; there’s a wider range of products available; shopping can provide an enjoyable recreational activity for a family
Cons: Crime rates may rise because some people will steal in order to get what they want; people may get further and further into debt; the rich will get richer and the poor will get poorer; advertising makes people want things they don’t need; people become greedy; consumption creates extra waste and pollution; workers in developing countries are exploited in order that companies can keep up with demand

**Exercise 7 page 21**
- Ask students to work with a new partner to discuss the question. Walk around as they are speaking, encouraging, helping and noting down examples of language (both good and bad) that you would like to highlight later.

**OPTIONAL SPEAKING TASK**
Does advertising bring more benefits or harm to society? Do you think it should be banned or more restricted than it is now? Discuss the pros and cons of commercial advertising and express your own opinions.
Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit: I can talk about the advantages and disadvantages of a topic. I can use filler expressions to "buy time".

Exercise 3 page 22
- Students can work individually then check in pairs.

KEY
B 3 and 8
C 2 and 6 (6 is followed by the example: For example, if you are feeling...)

Exercise 4 page 22
- Students consider the other points in exercise 1 and add them to the chart.

KEY
1 and 5 could belong to B
4 and 7 could belong to C

Exercise 5 page 22
- Ask students to complete the useful phrases. Explain that these expressions are commonly used in a for and against essay and should be learned by heart.

KEY
1 deny 3 clear 5 more
2 extent 4 hand 6 sum, would

For practice of Expressing contrast, go to:
Vocabulary Builder 2.3: Student's Book page 133

Exercise 6 page 22
- Students work alone or in pairs. Point out that there are various possible answers.

KEY
Possible answer:
It is hard to deny that society often judges people according to how much money they have, so money equals status.
On the other hand, rich people often find it harder to make genuine friends.

Exercise 7 page 22
- Invite students, in open class, to give their opinions on the conclusion of the essay, giving reasons for their views.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I know how to structure a for and against essay.

KEY 1 D 2 C 3 B 4 A
2G WRITING TASK

Essay: for and against

LESSON SUMMARY
- **Writing:** an essay (for and against)
- **Vocabulary:** phrases for presenting arguments
- **Topic:** people and society

**SHORTCUT** To do the lesson in 30 minutes, keep the lead-in brief and ask students to brainstorm and plan in class but to finish exercises 5, 7, 8 and 9 for homework.

**Lead-in** 3-4 minutes
- Ask the students to write down five things that would make their lives better than they are now, i.e. five things they want. Monitor and when all have written at least four, ask them to share these things in groups and discuss in particular which things require money and which do not. If you have time, invite students to share their ideas with the class.

**Exercise 1** page 23
- Give students 5 minutes to brainstorm ideas for and against the essay title. Point out that the ideas for the essay will be very similar to those in the essay *Money can buy happiness* but approached from a different angle. Go round monitoring and helping with ideas if necessary.
- The important point to highlight is that during the brainstorming stage of the writing process students should try to think of as many points as possible to create a pool of ideas from which they can select at the next stage.

**Exercise 2** page 23
- Students select the best two or three points from either side of the argument and then complete the chart. From this stage students can either continue working collaboratively or they can work individually.

**Exercise 3 and 4** page 23
- Students answer the questions in pairs and write an introduction based on their ideas. Walk around monitoring. Ask the students with the best introductions to read them out to the class.
- The students can interpret the question that they need to answer in different ways. E.g. "are the best things in life free?" or "is anything really free?" The important thing to establish is that whichever question they choose, their essay should follow that argument.
- In a weaker class answer this question together.

**Exercise 5** page 23
- Give students about 15 minutes to write the main body of their essay, using the language in the box. Go round helping and answering questions. Check that students are coming up with arguments in relation to the question they have decided upon. Don't correct their work at this stage. They should be encouraged to self-correct at the end.

**Exercise 6 and 7** page 23
- At this point, if your students have been working individually, bring them back together to discuss their opinions about the title. After 2 minutes stop the discussions and ask them to write the conclusions to their essays, using the language given.

**Exercise 8** page 23
- Explain that what students have written is their first draft. Before they write their final draft they need to check that their essay is the correct length. Read through the steps that they should take to lengthen or shorten their essays.

**Exercise 9 and 10** page 23
- The students check their writing against the checklist. Tell them that this is a vital part of the process and that they must make sure that in the exam they leave plenty of time to read their essays through.
- Ask fast finishers to swap compositions with each other and check for good use of language and for mistakes.
- Students rewrite their essays focusing on accuracy and presentation.

**Lesson outcome**
Ask students: What have you learned today? What can you do now? and elicit: I can write a for and against essay, I can write an introduction, a balanced argument and a conclusion.

Key for Language Review and Skills Round-up 1–2 is on page 119.
The coins were crammed into a ceramic pot which broke up as it was dug out of the ground at Thornbury, South Gloucestershire. Now a coroner must decide if Ken Allen, who made the discovery, can keep the treasure. In an interview Mr Allen said, ‘It was a great surprise and at first I didn’t realise what we had found. I can’t believe that this discovery was only twenty feet from our house.’

5. Thirteen years before he died, Luis Carlos da Camara plucked 70 names at random from the Lisbon telephone directory. When he died, the lawyer who had drawn up his will contacted those 70 people and informed them that they were the beneficiaries of Luis Carlos’ will. It came as a big shock to them to be contacted out of the blue and informed that a Portuguese had left them all his worldly goods. Some of them feared that it was a practical joke. ‘Every day you hear of pranks people play on old people,’ 76-year-old heiress Helena told the newspapers. It was, however, completely within the law, the will having been drawn up in front of two witnesses at a registry office. Under Portuguese law, close relatives are entitled to inherit the majority of a dead person’s wealth, but Luis Carlos was a childless bachelor when he died at the age of 42, so he was free to dispose of his estate as he saw fit.

Exercise 3  page 26  12 minutes

E Use of English: Banked gap fill

- Explain that in a Use of English task the missing words tend to be grammar words (e.g. prepositions, auxiliaries), verb forms or parts of phrasal verbs, collocations or phrases. If they get into the habit of learning new vocabulary with words that they usually go with, it will help them in this kind of task.
- Advise students to read the text carefully and try to eliminate answers that are definitely wrong when they first go through. They should then re-read the text and make their choices. Remind them to check their completed answers.
- Check as a class.

Exercise 4 page 26  5 minutes

Students make a list in pairs. Allow a minute. With a stronger class, you may like students to brainstorm not only legitimate but also illegitimate ways of getting money. In this case you may also ask: What types of risks are involved in any of these activities?

- Put students in small groups to compare and discuss their answers. Get feedback.

Exercise 5 page 26  10 minutes

E Speaking: Picture-based discussion

- Read the questions as a class.
- Explain that in this type of task the focus is on finding similarities or differences between the two situations shown in the photos, not on describing the details of each image.
- Allow a minute or two for students to collect their thoughts.
- Model the task with a stronger student.
- Students in pairs take it in turns to do the task.
- Conduct a class feedback by asking about any difficulties or issues they experienced.

Lesson outcome

Ask students: What have you learned/practised today? Elicit: I have practised a matching listening task. I have learned about multiple-choice gap fill. I have practised comparing photos.
LESSON SUMMARY

Vocabulary: stages of life
Listening: dialogue; listening for specific information
Speaking: giving a talk about the life of a relative
Topic: family life

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set the Vocabulary Builder exercises as homework.

Lead-in 4 minutes
- Write on the board: Childhood – the best years of our lives.
- Ask the students to discuss in pairs or small groups their reactions to this statement. Encourage them to support their ideas with examples.
- After 1–2 minutes change the pairings/groupings so that they can discuss further with other students.
- Finally, elicit ideas and examples to share as a class.

Exercise 1 page 27
- Students order the stages of life. As you check the answers, you could ask them to tell you what ages they think each stage corresponds to. (The answers to this are subjective!)

KEY
1 infancy 3 adolescence 5 middle age
2 childhood 4 adulthood 6 old age

Exercise 2 page 27
- Students work in pairs to match the people with the stages, with the aid of a dictionary if necessary. When you go over the answers clear up any confusion about meaning, and focus on the pronunciation of any words you anticipate will be problematic, e.g., adolescent /ædəˈlesnt/, OAP /əʊə/ or ‘pi’, and youth /jʌθ/.
- Words which might need explaining are: toddler (a very young child who has just learned to walk) and OAP (old-age pensioner i.e. somebody who is receiving a pension from the government) and the difference between an adolescent and a teenager – An adolescent is a boy or a girl who is changing into an adult. An adolescent between the ages of 13–19 is a teenager.
- Elicit or explain that kid is different from the other words because it's informal.

KEY
Infancy – baby  
Adulthood – young man/woman
Childhood – toddler, child, kid  
Old age – OAP, the elderly
Adolescence – adolescent, teenager, youth

Exercise 3 page 27
- Students can work individually. Let them compare answers in pairs before checking with the rest of the class. Check understanding of the vocabulary by asking questions such as: Which word means... to start living a quieter life in one place (settle down); to be looked after by someone as a child until you're an adult (be brought up); to get (gain); to stop working because of your age (retire).

- You could ask students to continue asking these definition questions with a partner.

KEY
1 was born 6 left 11 thirties
2 toddler 7 gaining 12 changed
3 was brought up 8 got married 13 retired
4 moved 9 settled down 14 passed away
5 grew up 10 started 15 was buried

LANGUAGE NOTE – PASS AWAY
English, like other languages, has words that people often avoid because they refer to something sensitive or embarrassing. We often substitute these words with euphemisms or softer words. Pass away, for example is a euphemism for die. Other examples include to be between jobs (unemployed), low-income (poor) mature, (old) and plump (fat).

Exercise 4 page 27 1.14
- Explain that students are going to listen to a woman called Gwen talking about her life. Give students a few moments to read through the questions and deal with any vocabulary questions e.g. great uncle, tough, lose touch, lease, Woolworths (the name of a slightly old-fashioned department store) before playing the recording.
- With a weaker class let the students listen to the recording a second time.

KEY
1 b 2 c 3 a 4 d 5 a

Transcript 1.14
Gareth Gran, I realise that I don't know when you were born – or where.
Gwen Well, I was born in Swansea, actually, in 1935, and grew up there. I was the youngest in the family. You remember your great-aunt Sian, don't you? She was the next youngest, and then I had three brothers, who you never met. The two eldest died in the war and Sian emigrated to Australia a long time ago. He lost touch with us.
Gareth I remember Auntie Sian, but I never knew you had brothers. So what were your parents like, then? I've never heard much about them. I've only heard you mention your Auntie Lynn.
Gwen Well, that's because it was Auntie Lynn who brought us up. Our mum passed away when I was three, and I don't remember her very much at all. Lynn was my dad's sister, and she never married or had children of her own. Dad asked her to help him when our mum died, so she did. And then my dad ended up getting a job in another town that paid better, so we only saw him at weekends. And poor Auntie Lynn had to bring up five children on her own! I know she found it hard, especially with the boys. They were a right handful at times.
Gareth Gosh, I never knew any of this. Poor Lynn! So what was your childhood like, then?
Gwen Well, it wasn't easy, because there was never much money. Dad sent back as much as he could, but we were
often teased at school, because our clothes were too short or old and worn out. Everything had to be mended – not thrown away like nowadays. We were lucky if we got a new dress or cardigan once a year.

Gareth
That's not very nice!

Gwen
Oh, kids will be kids. We got used to it. I liked school, though. I was always top of my class. But I had to leave school early at 14 to start earning some money. I always wish I had finished my education and gained some qualifications. That's why it's important for you to study, you know. Education is so important.

Gareth
I know, Gran. Don't worry. So where did you first work?

Gwen
I got a job in the baby clothes department in a Woolworth's store.

Gareth
There were Woolworth's shops back then, were there?

Gwen
Of course. But they were very different. So dark and old-fashioned. I didn't like working there much. But that was where I met your grandfather. He was the brother of one of the girls I worked with. He had a job at the butcher's opposite. He used to come in a lot, and I knew it was to see me!

Gareth
How long did it take him to ask you out, then?

Gwen
Oh, quite a long time! But it took us even longer to get married, because we had to save up enough money to get married. We were engaged almost seven years and only got married in our twenties.

Gareth
That is a long time to wait. What happened after you got married?

Gwen
After a year, we moved here, to Cardiff. Your grandfather changed jobs and came to work in the steel works. We settled down and started a family. Your mum was born a year later. And we've been here ever since.

Gareth
How interesting, Gran. I had no idea.

Gwen
Well, my love, you've never asked until now!

Exercise 5 page 27
- Briefly revise vocabulary related to family members by asking: Have you any brothers or sisters? If so, how many? Do you have any aunts or uncles? Do you have any cousins?
- Give students a few minutes to make notes.

Exercise 6 page 27
- Students give their talks in pairs. Give them a signal when they have thirty and fifteen seconds to go. To ensure that the listening partner listens attentively, set them the task of asking two follow-up questions at the end of their partner's talk. Walk around monitoring and helping. At the end ask one or two students to repeat their talk to the class.

For practice of Phrasal verbs with up and down, go to:
Vocabulary Builder 3.1: Student's Book page 133

KEY
1 a 1 c 4 e 2 g 10 i 7
2 b 3 d 5 f 6 h 8 j 9
3 put up with 6 set up
2 gets (me) down 7 cut down
3 put (his success) down to 8 own up
4 held up 9 look down on
5 putting (me) down 10 doing up

Lesson outcome
Ask students: What have you learned today? What can you do now? Elicit: I can talk about different ages and stages of life. I can describe the life of someone I know.

Notes for Photocopiable activity 3.1
The best days of your life...

Group discussion activity
Language: words related to the stages of life, challenging/difficult/sadning a point of view
Materials: one copy of the worksheet cut up per group of 3 students. (Teacher's Book page 129)
- Encourage the students to brainstorm the stages of life.
- Divide the class into pairs and hand out the worksheets. Tell students they are going to decide when things commonly happen in people's lives and write them onto the grid.
- Demonstrate the activity with one group. Place a pile of discussion cards on the table. Explain that Student A should pick up one card and decide which stage of life it best applies to. Student B should then challenge this view and put forward reasons why it applies to another stage of life. Student C judges which is the most convincing argument and writes it on the grid. Eg: The card says 'sleeping during the day' and Student A expresses the view that this is related to infancy. Student B challenges this, saying that old people sleep all the time. They can discuss this further between them, each trying to convince Student C that theirs is the best argument. Finally, Student C makes a judgement and writes it in the grid.
- Next, Student B takes a card, student C agrees or challenges and student A judges and writes.
- In whole class feedback, groups can compare their grids and discuss their views.

LESSON SUMMARY • • • •
Grammar: talking about the future with will, going to, present continuous and present simple
Listening: people talking about the future

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do exercises 1 and 4 together and set the Grammar Builder exercises as homework.

Lead-in 3–4 minutes
- Put the students in pairs. Ask them to write down three things they think their partner is going to do during the next week.
- Give them 30 seconds or one minute.
- Tell them to share their ideas with their partner and see if they were right.
- As a whole class ask if anyone got all their ideas right.

Exercise 1 page 28
- Ask students to choose the answers quickly, going on intuition at this stage. Check answers to this part before going on to the rule-matching exercise.

KEY
1 I'll b
2 I'm going to e
3 does Ben's flight g
4 I'm going to d
5 are you doing f
6 I won't tell c
7 I'll pass a

Unit 3 • From cradle to grave 33
Exercise 2 page 28 1.15

- Give students time to read through the sentences and then play the recording. Pause after each speaker for students to write their answers.

**KEY**

1. is going to go to a (Coldplay) concert, starts at 8
2. is going to study medicine at Manchester, course lasts
3. is seeing / going to see a friend / going away, 'll go to the cinema with
4. are going to have a baby, 're going to call him, 'll probably call her

**Transcript 1.15**

1. **Jamie**
   - **Elin** Hi, Jamie. How are you? Any plans for the weekend?
   - **Jamie** Well, yes, as a matter of fact. I'm really looking forward to it!
   - **Elin** Why? What have you got planned?
   - **Jamie** Mike and I've got tickets for the Coldplay concert at Wembley Stadium!
   - **Elin** Wow! Lucky you! When is it?
   - **Jamie** This Friday. We're going to drive up there early, because there'll be lots of traffic round the stadium. We're going to set off at five, even though the concert doesn't start until eight.
   - **Elin** Good idea. Hopefully you'll get a parking space!

2. **Marion**
   - **Beth** Hey, Marion. You look pleased.
   - **Marion** I am! I've just had some brilliant news.
   - **Beth** What's that? Tell me.
   - **Marion** I've just heard that I've got a place at Manchester University to study medicine. I'm so relieved and delighted!
   - **Beth** Congratulations! Your mum and dad must be proud.
   - **Marion** They're very happy.
   - **Beth** When does the course start?
   - **Marion** Next September. And it lasts four years.
   - **Beth** Well, you'll have to study hard!

3. **Jane**
   - **Keith** Hiya, Jane.
   - **Jane** Hello, Keith.
   - **Keith** Listen. Do you want to go to the cinema this weekend?
   - **Pirates of the Caribbean 4** is on at the moment. And I know you liked the other three!
   - **Jane** Oh, Keith. I'd love to, but you know, I'm going away this weekend. I'm off to see an old school friend of mine in Birmingham.
   - **Keith** That's a pity. But, hey, when are you back?
   - **Jane** I'm coming back on Sunday afternoon.
   - **Keith** Well, why don't we see it on Sunday evening, then?
   - **Jane** Yes, we could. If I get back in time, of course. I don't know which train I'll be on. Why don't I phone you from the train on Sunday?
   - **Keith** Good idea.

4. **Steve and Andrea**
   - **Steve** Hello, Lauren.
   - **Lauren** Hi, Steve. Hi, Andrea. How're things?
   - **Andrea** I'm OK, thanks, but I find it difficult to sleep at night. I just can't get comfortable.
   - **Lauren** So, how many weeks is it now?
   - **Steve** 34.
   - **Andrea** It's due on the 15th October.
   - **Lauren** Have you decided on a name, or don't you want to say?

- Steve Yes, we have decided.
- Lauren So, tell me ... what are you going to call it, if it's a boy?
- Steve Max, after my granddad.
- Lauren Oh, that's nice. And if it's a girl?
- Andrea Not sure. Probably Sarah. Just because we like the name!

For more practice of Future forms, go to:

**Grammar Builder 3.1: Student's Book page 119**

**KEY**

1. 'm going, does (the film) start
2. will win
3. 'm going, 'll post
4. I'll try
5. is taking, is (he) going to do
6. 'm going to be sick
7. won't forget

Exercise 3 page 28

- Refer students to the Learn this! box then ask them to do the exercise individually or in pairs. Make sure students are clear that unless means 'except if' e.g. Unless you work harder you won't pass the exam and in case means 'to avoid a potential problem.' E.g. Fill up with petrol now in case we run out on the motorway.' (Many students mistakenly think that in case means the same as if.)

**KEY**

1. apologises 5. see
2. finishes/has finished 6. 've packed
3. blows/has blown 7. rains
4. finish/ve finished 8. read/ve read

Exercise 4 page 28

- Do the first and second sentence in open class then students continue the exercise alone or in pairs.

**KEY**

1. We won't play tennis unless it's sunny tomorrow.
2. I won't let you stay out until you are sixteen.
3. I'll give you your camera back as soon as I've taken the photo.
4. I'll cook dinner after John's got/John gets home.
5. I won't hang the washing out in case it rains.
6. You must eat everything before you leave the table.
7. I won't buy you a cake unless you behave yourself.
8. Don't decide what to do until you've thought hard about it.

Exercise 5 page 28

- While students talk in pairs, circulate and monitor the use of future forms. Make a note of any recurring mistakes for a feedback session at the end.

For more notes on Time clauses, go to:

**Grammar Builder 3.2: Student's Book page 119**

Lesson outcome

Ask students: What did you learn today? What can you do now? and elicit: I understand how to use will, going to, present simple and present continuous to talk about the future.
**CULTURE**

**Young and old**

**LESSON SUMMARY**
- **Reading:** a text about The Zimmers
- **Listening:** 3 monologues; listening for specific information
- **Vocabulary:** colloquial phrases
- **Speaking:** talking about how elderly people's lives can be improved
- **Topic:** people and society

**SHORTCUT**
To do the lesson in 30 minutes, keep the lead-in brief and ask students to read the text for the first time at home.

**Exercise 1**
- **Lead-in**
  - Focus the students' attention on the photograph of The Zimmers. Put students in pairs. Ask them to choose one of the people and describe them. Their partner should be able to see who they are describing.
  - Ask the class: *Why do you think they are all in this photo together?*

**Exercise 2**
- **CULTURE NOTES**
  - A zimmer frame is a walking frame used by the elderly or by anyone who has difficulty walking unaided.
  - My Generation was one of the biggest early hits for British rock band The Who in 1965. It is number 11 in Rolling Stone Magazine’s 500 Greatest Songs of All Time.
  - YouTube is a website, launched in 2005, where you can watch videos and upload your own videos for people to see.

**Exercise 3**
- **Exercise 3**
  - Elicit or explain the meaning of colloquial (informal, usually spoken language).
  - Students read the text again, this time focussing on the highlighted words, using the context to help them decide what they mean.

**Exercise 4**
- Tell students they are going to listen to three teenagers talking about how elderly people's lives could be improved. Ask them to predict what problems old people might face.
- Remind students that the words they hear in the listening will not be the same as those in the question. Can they think of synonyms for family, state and community that might be in the listening script? (relatives, the government, the people around them)
- Play the recording. With a stronger class ask students tell you what the teenagers say that family, state and community should do. (See Transcript)

**KEY**
- 1 Tina
- 2 Molly
- 3 Roger

**Transcript**

1 **Molly**
In my opinion, one of the most serious problems old people face is poverty. The majority of them in fact are quite poor. They haven’t managed to save much money during their working lives, and the pension that they receive from the government is very small. Their families often haven’t got enough money to support them – and some elderly people haven’t even got a family. I think the only option is for the government to do something about it. It should increase the pension and make sure that all old people have enough to live on. It’s also fairer, because everyone would receive the same amount no matter what their circumstances.

2 **Roger**
Old people are often lonely because their children have grown up and moved away. And some of them live alone because their husband or wife has died. I think it’s the duty of the people around them to look after elderly people. In my view, everyone should pay more attention to the old people living nearby. Neighbours should go and visit them every now and then. See if they’re OK. Ask if there’s anything they need from the shops. Things like that. And they should try to involve them in local events. It’s important that old people aren’t marginalised. Just because they are old doesn’t mean that they have lost interest in life or can’t make new friends and take up new hobbies.

3 **Tina**
I think the relatives should take more responsibility for elderly people. Many old people often live alone even though their sons and daughters have got big enough houses to accommodate them. I don’t think it’s the government’s problem, I think the relatives should do more. Younger people have usually got more money than old people so they can afford it. And another thing: when elderly people get ill, they often end up in hospital. But they wouldn’t have to go to hospital if their families looked after them at home. It would also have the benefit of saving the state a lot of money. It costs a lot of money to keep people in hospital. That’s my opinion, anyway.

**Exercise 5**
- Students complete the sentences and then check with a partner before listening.

**Exercise 6**
- Students, in pairs, make notes under the headings using the ideas in the box to help them.

**Exercise 7**
- Read through the phrases in the box. Ask students to focus on one of the problems discussed in exercise 6. Give the pairs time to structure their presentation and practise
making sentences with the phrases. Invite several pairs to present their ideas to the class.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I can talk about issues relating to elderly people.

LESSON SUMMARY

Reading: an article; multiple-choice questions
Vocabulary: adjectives, phrasal verbs
Speaking: discussing the generation gap
Topic: family life

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief, set the Vocabulary Builder exercises as homework and ask students to read the text before the lesson.

Lead-in 2–3 minutes
- Divide students into small groups and ask them to brainstorm typical sentences that teenagers are likely to hear when their parents are criticising their attitude or behaviour.
- Allow them a minute or so. Have a quick class feedback. Write the most often quoted sentences on the board and, as an open class, discuss whether they think they have an element of truth in them.
- Encourage students to share their experience with the class.

Exercise 1 page 30
- Circulate and monitor as students discuss the questions. Encourage them to use language for expressing opinions that they’ve learned in previous lessons. When the conversations have dried up, ask some of the groups or pairs to summarise what they have discussed.

Exercise 2 page 30
- Give students 4 or 5 minutes to read the text and elicit their response to it. Can they identify with Ellie and the problems she faces?
- Focus on the summary statements and ask students to choose the best one.

Exercise 3 page 30
- In a weaker class, do the vocabulary exercises 4 and 5 as a class before asking students to do the multiple-choice task in exercise 3.
- Focus on the first multiple-choice questions. Suggest that students try to answer the questions without looking at the options. Next they go through the options to see if their answer or something close to it is there. They should then look at the text to double check their answer.

Exercise 4 page 31
- Students match the phrasal verbs with their definitions, using the context to help them. Elicit that these phrasal verbs are typical of the informal style in which the text is written (probably because it is written by a young person).

Exercise 5 page 31
- In pairs students explain the phrases in their own words.

Exercise 6 page 31
- Students do the exercise alone or with a partner and check their answers with the text.

Exercise 7 page 31
- Students discuss the questions in pairs, then compare notes with another pair. Have a brief class feedback and find out what the most common source of disagreement is between the students and their parents.
OPTIONAL SPEAKING ACTIVITY

Draw a line down the centre of the board and write Ellie at the top on one side and Ellie's mum on the other. Ask the students to copy this chart. Ask the students to read the text 'How to be a good parent' one more time and find examples of Ellie's or her mum's behaviour and write it down. Monitor their answers. Put them into four groups. Explain they are going to have roles to play. Two of the groups are 'parents' and two of the groups are 'teenagers'. Using the chart as a starting point, ask each group to brainstorm together more things the other group does which are not good for a healthy parent-teenager relationship, i.e. 'parents' brainstorm about teenagers' unacceptable behaviour and vice versa. Join the two 'parents' groups together and the two 'teenagers' groups and give them a few more minutes to share and write down their ideas.

As a whole class, the two sides are now going to meet and explain their grievances. Ask one or two students from each group to take notes of the points of view of the other side. You may need to act as a chairman for this meeting. At this stage, they should be encouraged to express themselves and argue if necessary but they are not expected to try to resolve any problems. When both sides have made their points known, separate the class into two groups again and tell them that they need to work out what they will do to change their behaviour or somehow improve the situation. (To maximise speaking opportunities, the four original smaller groups may be best.) Their decisions must be written down in the form of a charter, i.e. 'We the teenagers...'

Remind students of the future forms practised in lesson 3B. Swap the charters and once the groups have read them, conduct a feedback session with the whole class.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit: I can understand an article about the generation gap.

GRAMMAR

Future continuous and future perfect

LESSON SUMMARY ● ● ● ●

Grammar: future continuous and future perfect

Listening: a mobile phone conversation

Speaking: talking about actions in progress in the future and completed actions in the future

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builder exercises as homework.

Lead-in 2 minutes

• Ask the students to close or cover their eyes and picture themselves at the weekend. Tell them: Imagine what you will be doing at this time on Saturday. Is it something fun?
• Give them a minute to tell each other what they pictured themselves doing.
• Elicit some of their answers.

Exercise 1 page 32

• Tell students they are going to listen to Dan who is on a train, speaking on a mobile phone to his girlfriend. Give them time to read through the questions.
• With a weaker class let students listen to the recording once just to get the general meaning. Write two gist questions on the board: Why is Dan still on the train? What are he and Trisha doing tomorrow?

KEY

1 be arriving
2 have been travelling
3 be wanting
4 have eaten
5 be sitting

Transcript 1.17

Dan Hi Trisha.
Trisha Hi Dan. Where are you?
Dan I'm still on the train.
Trisha Really?
Dan Yes, the train was 40 minutes late, and then we were delayed for two hours outside Oxford.
Trisha Oh, dear. Poor you.
Dan Anyway, we'll be arriving in Birmingham soon.
Trisha Birmingham? But you must have been on the train for hours!
Dan Yes, about five hours. By the time I get home I'll have been travelling for eight hours!
Trisha Will you be wanting something to eat when you arrive?
Dan No, I won't be hungry. I'll have eaten.
Trisha Where can you get something to eat?
Dan I'll go to the buffet car on the train.
Trisha OK... I'm really looking forward to going on holiday tomorrow.
Dan Me, too. This time tomorrow we'll be sitting by the pool at the hotel. Can't wait.
Trisha I'm going to finish packing our suitcases now.
Dan OK. See you soon.
Trisha Bye. Hope the rest of the journey goes OK.

Exercise 2 page 32

• Ask students to name the tenses used in exercise 1. With a weaker class write out the rules for the formation of the tenses on the board. (Future continuous = will + be + verb -ing; Future perfect, will + have + past participle; Future perfect continuous = will + have + been + verb -ing)

• Students work alone or in pairs. Ask them to write down the number of the sentence in exercise 1 which exemplifies the rule.

KEY 1 b, d and e 2 c 3 a

Exercise 3 page 32

• Students can work alone or in pairs. Ask one or two students to share their sentences with the class.
For practice of the future continuous and future perfect, go to:

**Grammar Builder 3.3: Student’s Book page 119**

**KEY**
1. She’ll be having a shower.
2. She’ll be having/eating breakfast.
3. She’ll be going to work.
4. She’ll be meeting her manager.
5. She’ll be having/eating lunch.

**Exercise 4 page 32**
- Students do the exercise individually. Let them check in pairs before class feedback.

**KEY**
1. will have started
2. will have been living
3. will have scored
4. will have been working
5. will have been playing
6. will (she) have taken
7. will have tidied
8. will have known

**Exercise 5 page 32**
- Read the instructions and do the first sentence as a class. Students continue alone or in pairs. Check answers.

**KEY**
1. will, be doing
2. will, be playing
3. will, have finished
4. will have been studying
5. will, be leaving
6. I won’t have got back
7. will, be wearing

**Exercise 6 page 32**
- Make sure students give full answers using the future continuous.
- It's often a good idea to do personalised grammar activities such as this in open pairs across the class before the students repeat the exercise with their partner.

**Lesson outcome**
Ask students: What did you learn today? What can you do now? and elicit answers. I can talk about actions at different times in the future.

**Notes for Photocopiable activity 3.2**
**Foretelling the future**

**Board game**
Language: future forms
Materials: one copy of the board (Teachers Book page 130) per group (3–4 students) plus dice and counters
- Hand out a copy of the game board to each group. Explain that they are going to talk about the future.
- Demonstrate the activity with one group. One student rolls the dice, moves his counter and reads the topic on square where he lands.
- Then he makes a sentence about the topic, within the future time which corresponds to that number on the dice as shown at the top of the board. E.g. a student rolls '1' and lands on 'weather': Next week, I think it will be sunny most of the time. or a student rolls '5' and lands on 'cosmetic surgery': I think by the year 2200 most people will be having operations to change how they look.
- The other students in the group judge whether the grammar is correct (with help from the teacher if necessary), if the sentence is correct, the student can stay on that square. If they make a mistake or cannot come up with a sentence, they must go back to where they were.
- The categories are very wide and students should be encouraged to be imaginative and make amusing or contentious predictions if they wish. They can also give their opinions about each other's predictions.

**Presenting arguments**

**LESSON SUMMARY ● ● ● ● ●**
Functional English: giving opinions and examples
Listening: two British teenagers discussing a statement
Speaking: debate
Topic: people and society

**SHORTCUT** To do the lesson in 30 minutes, keep the lead-in and the preparation phase (exercise 7) brief and ask students to do their presentations to another pair, limiting the number of open class presentations to 2 or 3.

**Lead-in 3–4 minutes**
- Put the students in groups of 3. Focus their attention on the photograph. Ask: How old do you think these people are? What are they doing? What were they doing before this photo was taken? And what are they going to do next?
- Group the students 1–2 minutes to share their ideas in their groups, then elicit some ideas as a class.
- Encourage a brief class discussion on what other groups in society (e.g. older teens, adults, old people) feel and think when they see groups of teenagers like this.

**Exercise 1 page 33**
- Ask a student to read out the presentation task. Let students discuss their reactions with a partner briefly before asking the students in open class.

**Exercise 2 page 33**
- Refer students to the tip. Individually, they brainstorm as many ideas as possible in support of their opinion and note them down.

**Exercise 3 page 33 1.18**
- In a weaker class pre-teach: disrespectful, well behaved, misinterpret their behaviour, make an effort, cause trouble.
- Play the recording once and let students compare their opinions with a partner before open class feedback.
- Highlight the fact that if the task doesn’t ask for pros and cons it is not necessary to present a balanced argument. It is only necessary, as these students do, to present one point of view. However, presenting both sides of the argument may be used as a strategy if students lack ideas and find it difficult to develop justification of their own view.
Exercise 5 page 33
- Ideally, students should be paired so they work with somebody who shares their view. If this is not possible, try and pair up stronger students with weaker ones.
- Read through the task together. Ask the pairs to pool their ideas on the subject and prepare convincing arguments for both sides of the debate.

Exercise 6 page 33
- First read the phrases in the word pool and check the students’ comprehension. Ask students to complete each sentence to illustrate their use.
- Students add the phrases to the table.

Exercise 7 page 33
- Form new pairs (i.e. students should work with a different partner from exercise 5). Students first agree on which side each of them will take, then use their notes from the previous exercises to prepare their arguments.

Exercise 8 page 33
- Read the speaking tip together.
- The pairs discuss the statement. Walk around and monitor the activity, recording typical mistakes for later discussion if necessary.
- Ask a stronger pair to discuss the statement in open class. Ask the rest of the class to make a note of the best argument for and against the statement. Conduct a brief class feedback.
- Discuss any of the typical mistakes (e.g. repetition, not enough arguments to support a view, not remembering to use polite ways of disagreement) you recorded during the pairwork stage – without naming the students who made them.

OPTIONAL SPEAKING TASK
For stronger students:
1. Do you think adults deal with everyday problems more effectively than teenagers? Support your opinion with real life examples.
2. Parents overrate the importance of school and forget that school subjects are not enough to learn how to live. Express your point of view, drawing on your own experiences.

For weaker students:
1. Teenagers are only interested in music, clothes and parties. Do you share this view?
2. Young people are often thought to be irresponsible. Do you agree with this opinion?

OPTIONAL SPEAKING TASK
Ask students to describe the picture on page 33 and answer the following questions:
1. Why would many adults think that these young people are wasting their time?
2. What do you do when you meet a group of friends?
Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit: I can present arguments supporting my views in a debate.

3G Writing Analysis
Description of a person

Lesson Summary
- Writing: description of a person; structure
- Reading: a description
- Vocabulary: describing appearance and personality
- Topic: people

Shortcut
To do the lesson in 30 minutes, keep the lead-in brief and set exercise 7 for homework.

45-Minute Shortcut
To do the writing analysis and writing task in one 45-minute lesson, do the preparation work in exercises 1–5 on page 34 as a class, ask students to choose a or b for exercise 7. Skip the lead-in for the writing task. Ask students to brainstorm and plan in class but to do exercises 5, 6, 7 and 8 on page 35 for homework.

Lead-in 3–4 minutes
- Ask students to get ready for some speed writing. Make sure they have pen and paper ready.
- Ask the students to choose one person they know well; a friend or member of their family. Tell them they are going to have just one minute to write a very short description of that person.
- Start it as a race. Time them and give them 30 second and 15 second warnings to the end of the exercise.
- Ask them to swap their writing with a partner. They should read the piece of writing they have been given and analyse what has been described. Is it a purely physical description or does it include personality, job, behaviour and other aspects?

Exercise 1 page 34
- Focus on the questions and give students two or three minutes to read the text and find the answers. Ask some more comprehension questions e.g. When is she especially pretty? What aspect of her character are people sometimes shocked by? Does Rosalind get to see Jenny frequently?

Exercise 2 page 34
- Ask students to do the exercise in pairs. Check the answers with the class.

Exercise 3 page 34
- Students complete the chart with the help of a dictionary or the wordlist if necessary.

Exercise 4 page 34
- In pairs students describe the people on page 35 in as much detail as possible. Refer them to the table headings in exercise 3 in order to prompt them. Ask one or two students to repeat their descriptions.

Exercise 5 page 34
- Students categorise the words again with the help of the dictionary. You could tell the students to divide the words so that one student is responsible for looking up the first eight words and the other student is responsible for the second eight. They then peer teach the words giving an explanation and example of behaviour that is characteristic of the adjective.
- For the adjectives that are sometimes good and sometimes bad, elicit some examples of when they are good and when they are bad. (See Language Note)

Exercise 6 page 34
- Students list the qualities they like and dislike. Ask them to write the qualities down before they tell a partner, as this will give them valuable practice in spelling the words.

Exercise 7 page 34
- Students write a paragraph to describe themselves and their best friend. So that they don't simply write a list of qualities, refer them to the sentences in paragraph C of the text. (He/She always seems to be ... I also find her/him quite, He/She has a ... side) Remind students that if they want to use a negative adjective they should 'soften' it with quite, a bit, etc.
- You could ask students to compare this paragraph with what they wrote at the beginning of the lesson in the speed writing warmer. Hopefully, they will see a marked difference.

KEY
- Good qualities: artistic, conscientious, decisive, diligent, frank, imaginative, shrewd, tolerant, witty
- Bad qualities: argumentative, bossy, quick-tempered, stubborn
- Sometimes good, sometimes bad: emotional, perfectionist, shrewd, sensitive, stubborn

Language Note - Words with Positive and Negative Meaning
Emotional has negative connotations when it describes a tendency to show emotions, in a way that other people think is unnecessary. It is not negative, of course, if a person has good reason to be emotional. Sensitive is a good quality if a person is sensitive towards other people but negative if they are sensitive towards themselves. It suggests that they are too easily offended.

KEY
- 1 am very fond of
- 2 get on really well
- 3 skinny
- 4 in a good mood
- 5 is good company
- 6 has the knack of
- 7 put people at their ease
- 8 have a gentle side
- 9 see more of her
Optional Activity

Give the class 3 minutes to try to memorise as much as possible of the vocabulary in exercises 2, 3 and 5. Divide the class into teams. Call out a definition of one of the words or phrases. If a student knows the word they slam the desk. Invite him or her to give the answer. If they are correct they win a point for their team. If not, they lose a point. (This will discourage students from slamming the desk when they don’t know the answer.) Keep a tally of the scores on the board. They do not get a point for calling out an answer without slamming the desk first. The game finishes after you’ve called out definitions for all the words you want to revise.

Getting students to slam the desk is fun and dynamic. However, if you are concerned it will be too boisterous, you could ask them to raise their hands instead.

Lesson outcome

Ask students: What have you learned today? and elicit answers:
I know how to write a description of a person. I have learned vocabulary to describe character and physical appearance.

Lesson Summary

Writing: a description of a person
Vocabulary: phrases for summing up
Topic: people

Shortcut: To do the lesson in 30 minutes, keep the lead-in brief and ask students to brainstorm and plan in class but to do exercises 5, 6, 7 and 8 for homework.

Lead-in 3–4 minutes

- Ask the students to choose one person in the room and write a brief description of that person, including aspects of his or her personality. Monitor and, when they have finished, invite three or four students to read their descriptions to the class so that they can identify the students. If you have time and you feel it is appropriate, comment on the good points in these descriptions and correct any errors as a class.

Exercise 1 page 35

- Ask students to look carefully at the exam task and underline all the key parts to it (appearance, personality and say why you like them). Remind them that in the Matura exam they will be assessed on whether they have answered all parts of the question.

Exercise 2 page 35

- Students complete the task individually. Make sure they refer to the model text on page 34 to help them.

Exercise 3 page 35

- Tell students to include as many of the words from exercise 3 on page 34 as they can.

Exercise 4 page 35

- Focus students on the instructions and the phrases in the box (that they will use later) and give them time to prepare notes for this paragraph.

Exercise 5 page 35

- Allow about 15 minutes for this stage. Walk around monitoring, helping and encouraging students to refer to the model as much as possible.

Exercise 6 page 35

- Give students about 5 minutes to complete the conclusion. Tell them to include at least two of the phrases from the box.

Exercise 7 page 35

- Students count their words and add or subtract words, if necessary, according to the suggestions given.

Exercise 8 page 35

- Students check their work and write a final draft. They could swap and peer review each other’s work.
- If time is short they can do this for homework.

Lesson outcome

Ask students: What have you learned today? and elicit answers: I can write a description of a person, including information about their character and appearance.
TOPIC
Family life; culture; people and society

Lead-in 4 minutes
- Discuss briefly with the class the reasons why people make family trees (to remember family history, to remember the names of their ancestors, to understand the connections between their family and other families, to claim nobility or inheritance, to strengthen family ties, etc.)
- Students sketch their family trees in the copybooks including all family members they can remember. Allow a minute. Get feedback by asking how many people are in the family trees and to how many generations they belong.

Exercise 1 page 36 6 minutes
- Encourage students to ask each other questions to stimulate their memories and elicit more details.
- Ask some students to tell the stories to the class.

Exercise 2 page 36 15 minutes
E Reading: Multiple matching
- Explain that in this type of task locating the relevant fragment of the text is crucial. Students should understand that the text includes a lot of information and unknown vocabulary which is irrelevant and the best strategy is to ignore it and focus on finding the phrases in the text which are synonymous to the questions.
- In a weaker class, go over the questions as a class explaining outlaws, tracing and royal descent.
- Fast finishers underline the following words in the first text and write down synonyms that would fit in the text: attempting (trying), chronicled (wrote down), resolve (determination), swapping (exchanging), to take shape (to develop, come together), ultimately (eventually), reunion (meeting).
- Allow 10 minutes. Check as a class.

KEY
1 Miles
2 Miles
3 Charles
4 Jerry
5 Jerry
6 Charles

Exercise 3 page 36 10 minutes
E Use of English: Verb form gap fill
- Remind students to read through the whole text quickly before they start filling in any gaps. The key to completing a task like this is to understand the gist of the text, to establish the context.
- Students complete the task individually.
- They compare their answers in pairs.
- Check the answers in class.

KEY
1 took up
2 has been learning
3 feels
4 is going to perform
5 have always wanted
6 will be dancing
7 had told
8 has been coaching
9 practises
10 had been

Exercise 4 page 36 10 minutes
E Speaking: Debate
- Explain that at the B2 level, students are expected to be able to discuss an issue, looking at various points of view, illustrating the points they make with examples quoted from their experience or from general knowledge. They are also expected to respond appropriately to any counter-arguments their partner makes.
- Refer students to the Functions Bank in the Workbook for useful phrases for presenting an argument, agreeing/disagreeing, etc.
- Explain that in this task there is no correct answer they are expected to give. In the exam, it is the examiner’s job to disagree with any point they make – to encourage debate. They should not take this personally. They should also be prepared to take either side in the argument, irrespective of their true opinion. (You may like to point out that in the exam they could do better if they simply argued for whichever side they have more arguments or examples for.) Encourage them to think of the debate task as a performance, where they should show off how well they can use their speaking skills in English.
- Put the students in pairs, as A and B. Each A student should argue for, each B student against the statement. Allow a minute for them to prepare arguments or examples they can use for their side.
- Students discuss the statement in pairs. Walk around and monitor the activity, focusing especially on the functional phrases.

OPTIONAL SPEAKING TASK
You may like to ask students to switch sides and partners to repeat the activity from the opposing point of view. This will help students practise forming counter-arguments against their own views, which means they will be able to anticipate these better in the exam.

Lesson outcome
Ask students: What have you learned/practised today? Elicit: I have practised a matching reading task. I have practised the verb tenses. I have discussed a statement using arguments and counter-arguments.
LESSON SUMMARY

Vocabulary: animal parts of the body; animal idioms
Listening: monologues illustrating animal idioms
Speaking: describing an animal
Topic: nature

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, limit the number of animals that students describe in exercise 6, and set the Vocabulary Builder as homework.

Lead-in 4–5 minutes
- Ask the students each to pick an animal which represents them as they are now. To understand what this means, you may have to demonstrate by choosing an animal yourself and explaining why. For example, ‘I see myself as an adult lion, one of a pack of friends and relatives who I enjoy being with and feel lonely without. I feel healthy and strong at the moment and my life has a good balance of work and play. I'm also always looking for opportunities and like to plan the next stages of my life, like a lion stalks and prepares to catch its prey.’
- Put the students in pairs. They should tell each other which animal they have chosen and why. Give them 1–2 minutes.
- Then ask them to choose an animal which represents them in the future or how they would like to be. Again, give them 1–2 minutes to talk to their partner about it.
- Elicit some of the animals from the class, together with the reasons for the choices.

Exercise 1 page 37
- Ask students to discuss the questions in pairs. Elicit some useful language for saying how sure you are, write it on the board and encourage students to use it in their discussions.
  I'm pretty/fairly sure ... I've got a feeling ... I'm not too sure but I think ... I'm absolutely definite ... I haven't got the faintest idea ...
Exercise 5  page 37  1.19
• Refer students to the listening tip then play the recording.
With a weaker class pause after each speaker to allow
students to confer with a partner before writing the answer.

KEY
Speaker 1 4  Speaker 3 6  Speaker 5 3
Speaker 2 1  Speaker 4 5  Speaker 6 2

Transcript 2.19
Speaker 1  I'm not really interested in it myself, but my brother
is completely fanatical. He doesn't just watch the matches - he
reads the newspaper reports and books and magazines. And
if he starts talking about his favourite players, then he goes on
and on and on... It's amazing that he's got so much to say!

Speaker 2  Oh, hi. Yes, I am. I'm in the living room. Yes, I can
see the washing on the line outside. You want me to bring it in?
Really? There's no point now. It's soaking wet! Let's just leave
it. I can't go outside in this weather - it's pouring! I'll get the
washing in when it stops.

Speaker 3  I've said sorry a hundred times, but they're both still
angry with me. I'm not sure why - it wasn't really my fault. How
could I have known that that big Mercedes was going to stop
so suddenly? It all happened so quickly - I just couldn't avoid
hitting it! I hope I'm forgiven soon. I hate the atmosphere round
here at the moment.

Speaker 4  I love it here - it's so peaceful in the countryside, and
so relaxing. When I lived in the capital, I was stressed every day.
I didn't realise just how stressed I'd become, going to work on
the tube every day, sitting at my desk, trying to get a promotion...
Now the only thing I worry about is my garden. Will it get
enough rain? Will snails eat my lettuces? My life is so much
better now.

Speaker 5  The whole evening was ruined. The whole point was
that it was supposed to be a surprise. But somebody - I don't
know who - must have said something to Ellie, because she
definitely knew about it in advance - she wasn't surprised
at all. She didn't even pretend to be surprised. It was a real
disappointment after all the hard work that we'd put into
arranging it.

Speaker 6  Ibiza is just great. Every night I go to night clubs
till four or five in the morning. Then I get back to my hotel
and sleep. I don't get up for breakfast - I get up around midday
and have some lunch. Then I go to the beach for a few hours. I can't
imagine a better place to relax and have fun. It's just perfect! I
want to come here again next year.

Exercise 6  page 37
• Walk around and monitor as students describe animals in pairs.
• Alternatively, ask individual students to think of an animal,
come to the front of the class and the other students have to
ask yes/no questions to work out what it is. E.g. Has it got
white feathers?

For practice of Collective nouns, go to:
Vocabulary Builder 4.1: Student's Book page 133

KEY
1 flock 3 bunch 5 school 7 pile
2 herd 4 pack 6 swarm 8 colony

Lesson outcome
Ask students: What have you learned today? What can you do
now? and elicit: I can talk about different parts of animals. I can
understand and use some animal idioms.

Notes for Photocopiable activity 4.1 What does it really mean?

Game
Language: animal idioms
Materials: one copy, cut up, per group of 12–18 students
(Teacher's Book page 131)
• Divide students into pairs or groups of three.
• Demonstrate the activity, by writing an idiom on the board,
together with an example sentence: Flag a dead horse. Trying
to change the boss's mind is just like flogging a dead horse.
• Say that you are going to give three possible meanings
for this idiom and students have to guess which is correct.
• Read out the following, two or three times if necessary.
This idiom means...
1 spend a lot of time and make a lot of effort to achieve
something
2 do something that might make another person angry
3 waste your time on something that can't be changed
• Students vote on the true meaning. Tell them it's number
3. (A dead horse cannot move however much we might try
- there is just no chance of success.)
• Hand out the cards to the pairs/groups. Explain that there
are two idioms on their cards. For each idiom there is the
correct meaning and two empty spaces where they have
to invent more false meanings for each idiom to try to trick
their classmates.
• When they have finished, teams take it in turns to read out
their idiom, example sentence and suggested meanings. (With
a weaker class write the idiom and sentence on the board.) The
other teams choose the meaning which they believe is correct.
Ask for a show of hands for each. If a team gets the answer
correct, they win a point. Keep score on the board. If a team reads
out their meanings and nobody guesses correctly, they win two
points (for convincing meanings!).

4B GRAMMAR
Talking about ability

LESSON SUMMARY
Grammar: talking about ability with can, could, be able to, manage
to and succeed in
Reading: a short news article
Speaking: talking about ability

SHORTCUT  To do the lesson in 30 minutes, keep the lead-in
brief and set exercise 6 and the Grammar Builder as homework.

Lead-in  3–4 minutes
• Tell students they need to think about superheroes. What
superheroes do they know and what can they do that is
different from the average human? Ask them to brainstorm
in pairs or small groups.
• Say: Let's imagine you could have a superpower. What would
you choose? Why? How would you use it? With a weaker
group, give them some thinking and planning time.
• As a class, try to find the most original and interesting ideas.

Exercise 1  page 38
• Students work individually. Check answers. With a weaker
class you could ask a concept or form question about each
sentence as you check answers. This will facilitate the rule
building in exercise 2. E.g. a and b Which time period are we
talking about? c What do we need after a modal? (infinitive)
Can we use 'can' as an infinitive i.e. I might can...
... etc.
Exercise 2 page 38
- Students work individually and then compare answers with a partner. Check answers as a class.

Exercise 3 page 38
- Students work alone or in pairs.

Exercise 4 page 38
- Do the first sentence together then asks students to continue alone or in pairs.

Exercise 5 page 38
- Focus on the headline. Ask students how they think a cat could save its owners from a fire. Ask them to read the text quickly and elicit answers.

Exercise 6 page 38
- Focus on the instructions. Students work individually to change the words then compare answers with a partner.
- Check answers. You could then ask students in pairs to read out the article replacing the incorrect instances of *could* without referring to the answers they’ve written. Ask them to vary the structures they use.

Exercise 7 page 38
- Give students time to make notes before they start talking. If there is time, encourage students to ask follow-up questions to extend the conversation. Walk around monitoring to ensure that they are using the verbs of ability correctly.
- Alternative procedure: Ask students to note their answers in random order on a piece of paper. They swap their papers with a partner. The partner selects an answer and says e.g. *Speak Chinese?* and the first student says: That’s something I can’t do now but might be able to do in the future.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit: I can talk about ability in the present, past and future.
Exercise 3 page 39  1.20
• Focus students on the task. Pre-teach to stuff an animal, grooming, fees, kitten and animal welfare then play the recording once. Ask students to compare their ideas with a partner before class feedback. Ask them to talk about their own opinions with a partner. Find out through a show of hands how many students agree with the speaker’s view.

Exercise 4 page 39  1.20
• Give students plenty of time to read through the multiple choice questions and options.
• Play the recording again for students to choose the answers. Ask them to check their answers in pairs.
• With a stronger class ask students to guess the answers first and then play the recording for them to check.

Exercise 5 page 39
• Students answer the questions in pairs.

Exercise 6 page 39
• Quickly elicit some language for expressing opinions, agreeing and disagreeing onto the board. E.g. The truth of the matter is … in my view … The way I look at it … when it comes down to it … I couldn’t agree more … etc.
• Students discuss the questions in pairs or small groups then share their ideas with the class.

Vocabulary Builder 4.2: Student’s Book page 133

Optional Activity
Ask fast finishers to give their views on: vegetarianism, animal experimentation, bull-fighting, animals in circuses, horse racing.

Lesson outcome
Ask students: What have you learned today? What can you do now? and try to elicit: I have learned about British people’s attitudes to animals. I can discuss attitudes to animals.
Exercise 4  page 41
- Suggest that students find and match the words that are mentioned in the text first. Encourage them to say the words out loud to try and guess which animals they refer to as some of them are onomatopoeic (e.g. meow, buzz, hiss).

KEY
1 lion  4 snake, cat  7 monkey
2 cat  5 dolphin  8 mouse
3 dog  6 parrot  9 bee
whistle, bark and squawk are mentioned in the text

Exercise 5  page 41
- Students discuss the photo and headlines in pairs then share their ideas with the class.

KEY
The picture and the headlines show new discoveries in animal intelligence.

Exercise 6  page 41
- Let students think on their own for a few moments then talk to a partner before the discussion is opened up to the whole class.

OPTIONAL SPEAKING ACTIVITY
Say: It's nice to imagine communication with animals but until that happens we can only observe animals and learn from them by watching. Where can we observe animals? Elicit: zoo, safari park, nature reserve, aquarium, farm or farm park, animal sanctuary, vet's, pet shop, at home with our pets.
Tell students they need to focus on zoos. Give them a minute or two to share their experiences of visiting zoos and then conduct feedback to find out whether their feelings about zoos are generally positive or negative and why. Explain that they are now going to be asked to run a zoo. Put them in small groups of 'zoo managers' and tell them that their zoo is a successful and expanding business, so they have plenty of money to invest in a new visitor attraction. They need to have a meeting to discuss which animal(s) they would like to buy and then discuss that animal's requirements and plan the perfect enclosure. (If necessary, remind students of the vocabulary they have done on describing animals.) They should also talk about how the public could observe, study and learn about this animal. With a weaker group, you could help by giving ideas such as having keepers give talks to the public, producing leaflets with illustrations for children to colour in, creating a special viewing gallery or chamber, and so on. Give the students 10-15 minutes to discuss these points. Encourage them to draw the visitor attraction, to add interest to the activity. They will need to present their visitor attraction to the class and, at this point you could refocus their attention on the grammar in 4B so that they can talk about what the animal can/ will be able to do in its enclosure and what the public can/will be able to see and learn.
If there is sufficient time, allow all groups to present their ideas. Their classmates should judge which they think will be the most successful attraction (but may not vote for their own!). If time is short, ask two groups to present to each other and compare their decisions.
Lesson outcome
Ask students: What have you learned today? What can you do now? and solicit I can understand texts about animal communication. I have learned the words for animal noises.

Grammer: Nominal clauses

LESSON SUMMARY
Grammar: nominal clauses with that, what and all
Reading: a text about the declining tiger population
Speaking: personalised emphatic sentences

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder exercises for homework and in exercise 7 limit the number of students who read out their sentences.

Lead-in 2–3 minutes
• Ask the students to look at the photograph. Say: I'd like you to write down everything you know about this animal.
• Give them 1 minute.
• Ask them to swap papers with their neighbour and find out who has the most facts.
• As a class, ask whether any students have learned something new about tigers and/or elicit a range of facts about tigers.

Exercise 1 page 42
• Ask students to read the text and answer the question in pairs.

KEY
5,000 is the maximum number of tigers that scientists estimate are left in the wild.
50,000 is the former population of tigers in India alone.

Exercise 2 page 42
• Students complete the task individually. Check answers.

KEY
It is beyond doubt that tigers are close to extinction.
Nobody denies that tiger populations have fallen dramatically in recent years.
The fact that there were once more than 50,000 tigers in India alone indicates how dramatically their numbers have fallen.
One of the biggest problems is that the tiger's natural habitat is being destroyed.

Exercise 3 page 42
• Read the information box together. Highlight the following points:
• When a nominal (noun) clause is the object of a verb you don't have to use that e.g. I forgot you were coming to dinner.
  If the nominal clause is the subject, then you do need that.
  That tigers are close to extinction is beyond doubt.
• You can tell that a clause is a nominal clause if you can substitute it in the sentence with a simple noun or pronoun.
  E.g. In I forgot that you were coming... you were coming could be replaced by it / my bag etc.
• That in nominal clauses can be changed to The fact that. This structure is suitable for both formal and informal written and spoken English.

Exercise 4 page 42
• When we say a sentence which begins with a nominal clause we make a very slight pause after the nominal clause, but in writing a comma is not needed. (You would not expect a comma between a subject and verb.)
• Ask students to rephrase the first sentence.

KEY
The fact that tigers are close to extinction is beyond doubt.

Exercise 5 page 42
• Read the information box together and ask students to complete the task individually. You could point out that you can say all that instead of all but never all which or all what.

KEY
All you need to do is (type 2)
What these places really need is (type 1)

Exercise 6 page 42
• Students can work alone or in pairs.

KEY
1 You shouldn't believe all you hear.
2 Can you show me what you've bought?
3 What you said doesn't make sense.
4 She gives her parents all she earns.
5 You can't always get what you want.

Exercise 7 page 42
• Students complete the sentences and compare with a partner. Elicit some sentences from students about their partners e.g. What Eva would really like to do this weekend is ...

For more practice of Nominal clauses with what and all, go to:
Grammar Builder 4.3: Student’s Book page 121
for extra exercise in their free time. Today, on the other hand, millions of people spend their working day behind a desk ...

Speaker 2  Scientists know that the world’s climate has changed several times in the past. For millions of years, temperatures have been rising and falling as the Earth passes through ice ages. However, most scientists agree that the current changes in temperature are something different ...

Speaker 3  The earliest extreme sports were things like snowboarding and barefoot water-skiing. They were originally invented by a few individuals who wanted to test themselves and experience more danger and excitement. Today, these sports are common.

Speaker 4  In most ancient societies, men had all of the power. Women were considered to be second-class citizens – or even possessions. Before the modern era, people did not really think about whether men and women had equal rights.

Speaker 5  When my grandparents were young, they didn’t have much money. At that time, most people could only afford to buy food, clothing and other necessities. They didn’t have extra money to spend, so ‘shopping’ didn’t really exist as a hobby, like it does today.

Speaker 6  A few decades ago, there were no computers. Although the world was different then, people managed to live their lives. They didn’t really miss computers because, of course, they didn’t know what they were or what they would be able to do. Nowadays, computers are everywhere.

Exercise 2 page 43  1.21
- Give students time to read quickly through the sentences. If there is time, you could go through each sentence and ask students to predict what kind of word could go in the gap.
- Play the recording a second time and check answers.
- If necessary, practise the pronunciation of era /ˈeɪrə/ and societies /ˌsoʊsəˈsaiətiz/.

Exercise 3 page 43
Students match the photos with the issues in pairs.

Exercise 4 page 43
- Students read the task and make notes in pairs. Encourage them to support their ideas with examples and order them in a logical way. Make sure they aren’t writing full sentences. Circulate and feed in ideas and vocabulary as required.

Exercise 5 page 43
- Students prepare notes to sum up their ideas. Refer them to the Functions Bank in the Workbook for phrases for summing up.
Exercise 6 page 43
- Brainstorm the historical background to the topic as a class then ask students to prepare an introduction. Circulate as they do this, checking that they are including phrases from exercise 2.

Exercise 7 page 43
- With a weaker class give students time to rehearse their presentation. Choose several pairs to give their presentations. If you have a large class or are short of time, divide the class into two or more groups. In this case the pairs can be separated and give the presentation individually.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit: I can give a presentation on a set topic with confidence. I can begin a presentation by describing a historical context.

G WRITING ANALYSIS

Descriptive essay

LESSON SUMMARY ● ● ● ●
Writing: organising a description, selecting interesting details
Reading: a description of a mountain gorilla
Grammar: expressing purpose
Topic: nature

KEY
2, 5, 3, 1, 4
the text contains all the phrases except at night, nature reserves and weight

Exercise 3 page 44
- Focus students on the writing tip. Remind them that they need to be selective otherwise they are likely to go over the word limit.
- Students do the task individually. Check answers. Ask students why they think these details have been omitted. (Because, in most but not all cases, the information is obvious)
- Draw attention to the way that in paragraph 2 the writer goes beyond a simple statement of appearance. Instead of saying ‘it’s silver-grey, has thick fur and is 1.8 metres tall’ he/she explains the purpose of the fur, the origin of the gorilla’s name and draws a comparison between the size of the gorilla and an average man.
- Highlight also that in paragraph 3 the writer adds interest to the description by including a light-hearted detail about the gorillas’ behaviour (that they, like humans, stay in bed if it’s cold).

KEY
large flat noses, arms are longer than legs, feet are very similar to human feet, silverbacks from different groups sometimes fight, rest at midday and clean each other’s fur

Exercise 4 page 44
- Elicit that the text is 37 words too long. Ask students how they can reduce the text. First, they need to eliminate parts that are redundant i.e. add no extra meaning or are obvious. Then, they will need to remove parts that do add meaning but whose removal won’t affect the flow of the text.
- Let students study the text very carefully by themselves before comparing with a partner. Explain that there is more than one possibility. Elicit some ideas from the class.

KEY
Possible answer
The following can be removed on the basis that they are obvious or redundant: Females are much smaller (4 words); now and in the future (5 words); except for baby gorillas who sleep with their mothers (9 words)
Various other sentences, which do add meaning, can be removed without affecting the flow of the text. E.g. An adult male is called ... A few companies organise ... and poachers are prepared to kill and adult female ...

Exercise 5 page 44
- Focus on the Learn this! box. Students complete the exercise

Exercise 2 page 44
- Students do the task individually and check with a partner before class feedback.
Individually, reiterate that expressing the purpose is a useful way of adding interesting detail to a description.

**KEY**
- So that they can withstand
- So that people can see
- In order that conservation workers
- So that they can steal its baby

For practice of Connectors, go to:
Vocabulary Builder 4.3: Student's Book page 134

**Exercise 6** page 44
- Circulate and monitor as students do the task.
- You could ask one student to look at the text and provide one word prompts if their partner gets stuck. They then swap roles half way through.

**Lesson outcome**
Ask students: What have you learned today? Elicit: I can understand how to write a description of an animal. I can reduce a text. I can express purpose.

**Descriptive essay**

**LESSON SUMMARY**
- Writing: editing a text, reducing a text, writing a description about an endangered species
- Reading: a description of a snow leopard
- Topic: nature

**SHORTCUT**
To do the lesson in 30 minutes, keep the lead-in brief, ask students to research the information in exercise 5 prior to the lesson and ask students to finish their essays for homework.

**Lead-in** 2–3 minutes
- Make sure all the students have paper and a pen and are ready to write. Tell them to choose an animal. Now they have just one minute to write a description of this animal. They should not write a physical description but rather concentrate on the animal’s habitat, feeding habits, communication and other behaviour, especially anything specific to that animal. They cannot use the name of the animal. Others then try to guess which animal it is.
- Ask for feedback in the class about which animals they guessed most easily and any animals they have not guessed.

**Exercise 1** page 45
- Focus on the photo and ask students to identify the animal. Check pronunciation of *leopard* /ˈlepərd/.
- Students do the task alone or in pairs.

**Exercise 2** page 45
- Focus on the instructions. Elicit/Remind students that words can be cut on the basis that they don’t add new information.
- Students work individually, then compare answers in pairs.
- Check answers, asking students to explain their decisions.

**Exercise 3** page 45
- Students can do this alone or work with a partner.

**Exercise 4** page 45
- Students write their first paragraph, with the help of the Internet or of books, if necessary. Circulate and monitor. Ask one or two stronger students to read out their descriptions.

**Exercise 5** page 45
- Students either research their answers during the lesson, if facilities are available, or use information they have researched prior to the lesson. Monitor as they organise their notes.
- NB You could suggest that students download a photo or photos of their chosen animal. This could be incorporated into the final draft and the illustrated de

**Exercise 6** page 45
- Monitor as students write the remaining paragraphs. Make sure that students rewrite any research information in their own words.

**Exercise 7** page 45
- Students follow the suggested steps for reducing the number of words if necessary.

**Exercise 8** page 45
- Students write a final draft and check their writing against the checklist.
- Ask *fast finishers* to swap compositions with someone who has written about a different endangered animal.

**Lesson outcome**
Ask students: What have you learned today? What can you do now? and elicit: I can write a detailed description. I can reduce a text and edit it for grammar, vocabulary and punctuation mistakes.

Key for Language Review and Skills Round-up 3–4 is on page 119–120.
Lead-in 5 minutes
Put students in small groups to talk about their attitudes to domesticated and wild animals. Ask these questions to stimulate discussion: Do we need animals? Do animals need us? Conduct a class feedback.

Exercise 1 page 48  5–10 minutes
- Explain that in a listening comprehension task, it is always important to read the task carefully to find out what the recording is about before starting to complete the task.
- Students read through the items in exercise 2 to find the answer to the question. Check answer.

KEY C

Exercise 2 page 48 10–15 minutes  1.23
E Listening: Multiple-choice questions
- Read the instructions together with the class.
- Elicit techniques for completing a multiple-choice listening task. Allow up to 5 minutes for this discussion. Ask: What should you do before the recording starts? Elicit: Study the task questions. Ask: Why is it important to study the questions before listening? Elicit: It helps focusing on the key information you need to choose the correct answer. Ask: What should you do the first time you listen? Elicit: Listen and make notes about the main ideas, or underline the key words in the answers. Mark any answers you are sure about, and eliminate options that are definitely wrong. Ask: What should you do on the second listening? Elicit: Check the items you have already answered, and listen for any missing information to complete the rest of the task. Ask: What should you do at the end? Elicit: Check quickly that you have answered every question. You should never leave a question unanswered in a multiple-choice task.
- Allow a minute for students to study the task and prepare.
- Play the recording twice with a 30-second pause in between.
- Students work individually. Check answers together

Transcript 1.23
Host ... found a camel in their room. Well, I wouldn’t want that happening on my holiday. Ha, ha! Okay, it’s 6.15 and it’s time for our daily ‘What’s up, world?’ interview. In the studio today we have Amanda Hodges, a leading American vet and animal behaviorist, and Jeremy Kingston, a New York City lawyer. We’re going to talk about how our attitude towards our pets is changing, and the increasingly popular idea of ‘non-human’ rights. First of all, let me welcome both of you.

AH Hello.
JK Good afternoon, everyone.
Host Now, Jeremy, is it true that animals can now be represented in court in the USA? How is that possible? I was under the impression only people could be tried.
JK Well, actually, animals are no strangers to courtrooms. In medieval Europe, animals were often held criminally accountable for their actions and regularly tried for murder, assault or even witchcraft. Pigs were commonly criminalised, and often publicly hanged. It went on until the 17th century, when we started introducing anti-cruelty laws protecting animals. And now we are rethinking our approach to animal laws altogether. We lawyers see more and more cases involving pets such as custody disputes or even pets inheriting real estate. And, believe it or not, animals are being discussed in legal terms that were previously only reserved for children.

Host Fascinating! You mean like allowing the pets to decide who they prefer to live with?
AH Exactly. I specialise in animal behaviour and I’m often brought in to decide which human ‘parent’ a pet prefers. Such pet custody disputes have become increasingly common in divorce cases.

Host So Amanda, how do you make that decision?
AH Well, I’ll visit the clients in their home and usually spend an hour or so with them and their pet. Part of my job is to find out which of the owners spends more time with the animal, who plays with it more, who feeds it. But I’ll also try to find out about the pet’s temperament, and perhaps most importantly I’ll look at how the pet interacts with its owners, and who it sits closer to.

Host So once you’ve spent all this time with them, what happens next?
AH I make my recommendation. It is based on who, in my opinion, will look after the pet better. But it’s also important to consider who the pet has a stronger bond with, the same as with child-custody battles. Sometimes I suggest joint custody, but not all animals are suited to this. You see, like children, some animals think it’s terrific to live in two homes. Others suffer from something called ‘separation anxiety’ and living in two homes would only make it worse.

Host Who would have thought it? Jeremy, is this part of the US legal system now?
JK Oh, absolutely. Like you, a lot of people are surprised by this, since only a decade ago, the idea that a divorce would involve ‘custody’ of a pet would have been dismissed, even by most lawyers, as absurd. Pets were always viewed just like a car, a washer machine or a piece of furniture, and would be divided up accordingly. But not anymore. Animals are now becoming legal beings with their own interests and preferences. It’s gone so far that many American states now allow owners to set up trusts for their pets. For example, there was a case that our firm worked on where a billionaire left $12 million of her estate to her dog. And believe it or not, in some states, and I’m sure Amanda will back me up on this, vets are now required to report suspicions of animal abuse to the authorities in the same way pediatricians have to report child abuse.

AH Oh yes, definitely.

Host So, presumably some new laws have been introduced?
JK Precisely. Many law schools in the United States now offer animal law courses and an ever increasing number of lawyers are specialising in the practice. Essentially, it’s just a case of the legal system reflecting the change in how humans view and interact with animals. And it’s not just happening in the USA. You Europeans are starting to recognise this change too! In 2002 Germany gave constitutional rights to animals, and more recently the European Parliament categorised great apes as ‘beings’ and moved towards ending the use of primates in scientific research.

Host I see. So, the future is looking a lot brighter, but perhaps a lot more complicated for our beloved pets.

JK Absolutely. Even the term ‘pet’ has changed. These days, most lawyers prefer the term ‘non-human animal companion’.

Host Non-human animal companion! Well I never...

KEY 1 A 2 C 3 C 4 A 5 D 6 B
Exercise 3  page 48  10 minutes

**E Use of English: Open close**
- Remind students to read through the text quickly before filling in any gaps to get an idea about the context.
- Students do the task individually. Remind them to check their answers when they have finished: they should not write more than one word in each gap, even if a longer phrase would fit the context.
- Students check their answers in pairs first, then check the answers with the class.

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 from</td>
</tr>
<tr>
<td>6 been</td>
</tr>
</tbody>
</table>

Exercise 4  page 48  10 minutes

**E Speaking: Picture-based discussion**
- Read the questions as a class.
- Explain that in this type of task the focus is on finding similarities or differences between the two situations shown in the photos, not on describing the details of each image. They can mention specific details to illustrate any points they want to make.
- Allow a minute or two for students to collect their thoughts about each of the questions.
- Model the task with a stronger student.
- Students in pairs take it in turns to do the task. Encourage them to note any difficulties, good or bad points, and give feedback to each other after they both finished.
- Conduct a class feedback by asking about the difficulties or issues they discussed.

**Lesson outcome**
Ask students: *What have you learned/practised today?*
Ellicit: *I have completed a multiple-choice listening task. I have practised an open close Use of English task. I have practised how to compare and contrast photos.*
LESSON SUMMARY

Vocabulary: newspaper headline language
Grammar: grammatical features of headline language
Listening: news reports; listening for gist
Topic: the media

SHORTCUT  To do the lesson in 30 minutes, keep the lead-in brief, do exercise 5 together as a class and set the Vocabulary Builder exercises for homework.

Lead-in  3–4 minutes
- Write on the board: I read an interesting news in the paper yesterday. I got lots of information from the website.
- Put the students in pairs and ask them to decide if the grammar in these sentences is correct or not, correcting any errors.
- Elicit answers from the class (I read some interesting news/an interesting piece of news yesterday. I got lots of information from the website) and discuss the grammar of these lexical items (plural/uncountable).
- Write on the board 'the media' and 'the press'.
- Ask the students to discuss in pairs the meanings of these words and what the difference is between them. Elicit answers and clarify if necessary.
- Elicit the word journalist/djʊˈʒɪnlɪst/ and drill the pronunciation.

OPTIONAL SPEAKING TASK

'For most folks, no news is good news; for the press, good news is not news.' Gloria Borger
Why do the media tend to report dramatic stories and omit the more optimistic ones? What is the influence of the public on the media?

Exercise 1  page 49
- Focus first on the headlines. Ask students to look at headline d 15 die in hotel fire. Ask: Is it a full grammatical sentence? (No) Why not? (because space is short and there isn’t room for a whole sentence and also short headlines grab attention more effectively). Ask if anybody can expand the sentence.
- Next refer students to headline features 1–6 and ask them to find examples in the headlines.

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

Exercise 2  page 49
- Do an example together then students continue alone or in pairs before class feedback.

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Exercise 3  page 49
- Read through the glossary together. Clear up any other unknown vocabulary e.g. arson (the crime of deliberately setting fire to something, e.g., a building). Students work individually to rewrite the headlines.

KEY
1 The Prime Minister promises has promised to cut taxes.
2 There has been action towards making cars in the town centre illegal.
3 The bank manager is going to resign.
4 The police are still looking for a criminal suspected of arson.
5 Economists warn that there is about to be a price war between supermarkets.
6 A race has been taken place to raise money for homeless people.
7 The government is taking has taken action to increase gross domestic product.

Exercise 4  page 49
- Ask students to read the headlines and check any unknown words in the glossary. Deal with any other vocabulary questions which arise, e.g. GP (General Practitioner, family doctor) and plant (there: factory).
- Remind students that they won’t hear exactly the same words. Instead they will hear synonyms or other words connected to the topic. With a weaker class you could go through the headlines and predict what these words might be.
- Play the recording and let students compare with a partner before class feedback.
- In a weaker class let students listen a second time and pre-teach some of the unfamiliar vocabulary - al- lusion, bribe, lucrative, irreversible, trade unions - from the listening script. Don’t teach them in order as this will pre-empt the listening exercise.

<table>
<thead>
<tr>
<th>Transcript 1.24</th>
</tr>
</thead>
</table>
| 1 The Transport Secretary has resigned following allegations that he took bribes from train companies bidding for lucrative contracts to run services between London and Edinburgh. Although he denied the allegations, he is said to have lost the confidence of the Prime Minister, who told him he had to go.
| 2 Property prices have risen by 20% in the last six months. Banks report that borrowing has reached record levels and sent the annual inflation rate up to 6%, the highest in four years.
| 3 The European Parliament has called on member states to cut the amount of CO2, they produce by 20% by 2015. The move was welcomed by environmental groups who warn that climate change will become irreversible if immediate action is not taken.
| 4 Trade unions fear that up to 3,000 workers may lose their jobs at a factory in Coventry. The factory, which makes a range of 4X4...
vehicles, mainly for the domestic market, is due close in July. Production is due to move to China.
5 Doctors are pushing for a total ban on smoking in public places following new research that blames passive smoking for a significant number of deaths from lung cancer.

Exercise 5 page 49
• Students, in pairs, explain the headlines orally. Ask them which tense they will need to use to talk about recent news (present perfect simple). Refer them to the glossary. They don’t need to write anything down. Walk around, listening and helping as they do the task. Go through the answers as a class.

KEY
1 A ninety-year-old old-age pensioner has died in a fire.
2 Police are investigating a death at a hotel.
3 Football fans have supported the manager of Chelsea after an argument between him and the club’s owner.
4 The royal couple are going to ask to be left alone by the media.
5 There has been a sudden increase in the number of women who get married after the age of 30.
6 Explosions have damaged UN attempts at making peace.
7 Some of the most famous actors from a soap opera have been fired.
8 A policeman has solved the mystery of a missing painting.

OPTIONAL ACTIVITY
Give the students a few minutes to memorise the new vocabulary. Divide the class into teams. Call out a ‘headline word’ and the first student to give you a synonym wins a point for his/her team. For example, cash (money), probe (investigation), cop (police), quit (resign), blast (explosion), etc. Words with direct one-word synonyms will work best. Keep the score on the board. Alternatively, ask students to test each other in pairs.

For practice of Abbreviations, go to:
Vocabulary Builder 5.1: Student’s Book page 134

KEY
1 2.25
2 1 EU 3 AIDS 5 UN 7 LAN 9 PIN
2 MEP 4 WHO 6 UNICEF 8 DVD 10 VIP

Exercise 1 page 50
• Students complete the sentences. Tell them to go by instinct for this exercise and they will analyse the rules later.

KEY
2 he enjoyed; past simple 3 was going; present continuous 4 hadn’t been; past perfect 5 would be; will would

Exercise 2 page 50
• Read the Learn this! box together. The students find examples in exercise 1.

KEY
Sentence 2 is an example of rule 1
Sentence 4 is an example of rule 2

Exercise 3 page 50
• Students answer the questions individually then check in pairs.

KEY
1 They change to reflect the new subject of the sentence.
2 Tomorrow becomes the next day, yesterday becomes the day before, etc.
3 This and those become the.
4 That after say can be omitted e.g. He said (that) he was coming.

Exercise 4 page 50
• Do the first sentence together as a demonstration, then students continue the exercise individually or in pairs.

Unit 5 • In the news 55
Ben said he could start a campaign. Pat said it was a great idea and he would e-mail the local newspaper right away.

For more practice of Reported speech, go to:
Grammar Builder 5.1: Student’s Book page 121

KEY
1 I visited China last summer.
2 I’d like to study maths at university.
3 I don’t want to go swimming because I haven’t been feeling very well.
4 I’m not coming to the theatre with you this evening.
5 I’ve been waiting for two hours.
6 I’ll bring my new boyfriend to the party.
7 I hadn’t lost a single match until last Saturday.

Exercise 5 page 50
- Ask a student to read the report aloud. Deal with any vocabulary questions then ask students to match the questions with the sentences.

KEY
1 I enquired when she would be appointing his successor. She said she didn’t know.
2 I asked her why she had sacked the Finance Minister. She said he had been disloyal.
3 I asked the Prime Minister if I could put a few questions to her. She said I could.
4 I asked whether she had decided who she was going to appoint. She said she hadn’t.

Exercise 6 page 50
- Students answer the questions by analysing the report and the sentences in exercise 5.

KEY
1 Yes
2 Yes
3 if and whether
4 Yes and no are omitted, the tense changes

Exercise 7 page 50
- Students work alone or in pairs. Check answers by asking individual students to write sentences on the board.

KEY
Ben asked Pat if he had heard about the new shopping centre. Pat said he hadn’t and asked what was happening.
Ben said that the council had decided to build it in Southfield Parks. Pat asked if he was sure.
Ben said yes. He said that a sign had been put up outside the park the previous week / the week before. Pat said that his house is next to Southfield Parks.
Ben said it would soon be next to a shopping centre. Pat said that it was terrible and he didn’t want to live next to a shopping centre.
Ben asked him what he was going to do about it and Pat said he didn’t know.
Exercise 2  page 51
- Focus on the Use of English tip, then look at the first word together. Elicit the word class that is required. In this case the missing word describes a verb so an adverb will be required. Then elicit the word that’s needed (weekly). Students continue alone then compare answers with a partner.

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1702</td>
</tr>
<tr>
<td>2  the government</td>
</tr>
<tr>
<td>3 the government taxed newspapers</td>
</tr>
</tbody>
</table>

Optional Activity
Ask fast finishers to find the following words in the text: sprang up, era, devoted to, in decline, due to, immensely, die out
Ask them to think of words or phrases that could replace them in the text.
Key: sprang up (suddenly appeared), era (period, age), are ... devoted to (cover), in decline (falling), due to (because of), immensely (extremely), die out (disappear completely)

For practice of Word families, go to:
Vocabulary Builder 5.2: Student’s Book page 135

Exercise 3  page 51
- These questions can be discussed in open class or in pairs, followed by a class feedback.
- In a weaker class, ask students to think about the front pages of broadsheets and tabloids and analyse the following aspects: the headline size, the use of photos and colours, the proportions between photos and text, the length of articles, the range of topics covered, etc.

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Verb</td>
</tr>
<tr>
<td>compete</td>
</tr>
<tr>
<td>entertain</td>
</tr>
<tr>
<td>organise</td>
</tr>
<tr>
<td>photograph</td>
</tr>
<tr>
<td>advise</td>
</tr>
<tr>
<td>offend</td>
</tr>
<tr>
<td>reside</td>
</tr>
</tbody>
</table>

Exercise 4  page 51
- Tell students they are going to listen to four people talking about the news. The first time they listen they only need to say who is most interested and who is least interested. Ask them to compare with a partner, giving reasons for their answers.

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tony</td>
</tr>
</tbody>
</table>

Exercise 5  page 51
- Give students time to read the statements carefully. You could ask them to highlight just one or two key words in every sentence.
- After you’ve checked the answers, you could ask students to tell you what they understand by news junkie and all the goings-on in parliament.

<table>
<thead>
<tr>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 B 3 A 5 T 7 T 9 C</td>
</tr>
<tr>
<td>2 T 4 B 6 C 8 C 10 A</td>
</tr>
</tbody>
</table>

Exercise 6  page 51
- Ask students to go through the statements in exercise 5 and tick the ones that best describe them or which they agree with. They use this as a basis for discussion in pairs or small groups. Ask a few students to report back on what their partners said.

Exercise 7  page 51
- Give students a few minutes to brainstorm ideas and organise them into a mini presentation. Encourage them to include information about which newspapers, radio channels, TV news programmes and websites they like and why. Suggest that they also talk about what they don’t like and why.
- Invite as many students as time allows to give their presentations to the class. If time is short, ask students to give their presentations in groups of three and then ask one or two to repeat their presentations to the class.
Lesson outcome
Ask students: What have you learned today? What can you do now? Elicit: I can talk about newspapers and other ways of finding out about the news.

5D READING
The price of fame

LESSON SUMMARY
Reading: an article about the paparazzi; true/false questions
Functional English: disagreeing and partially disagreeing
Speaking: a role-play and discussion about celebrities' right to privacy
Topic: people and society

SHORTCUT
To do the lesson in 30 minutes, ask students to read the text for the first time at home and keep the role-play brief.

Lead-in 2-3 minutes
- Focus the students' attention on the title of the lesson 'The price of fame'. Put the students in pairs and ask: What is the price of fame? Try to think of five reasons why it may not be enjoyable to be famous.
- Elicit ideas and put them on the board. Ask students whether they would like to be famous or not and encourage them to support their answer with reasons and examples.

Exercise 1 page 52
- Focus on the photographs. Students, in pairs, describe the photos in as much detail as possible. Then ask individual students to describe the photos to the class.

Exercise 2 page 52
Students discuss the questions in pairs or open class.

KEY
Possible answers:
Many people aspire to beauty, wealth and fame and so enjoy reading about it. It provides some light relief from the more depressing or serious news items about war, terrorism, natural disasters, etc.
Stories about celebrities are everywhere and for many people the more they know about a story the more they want to know. Some people like to read negative things about celebrities because it makes them feel better about themselves.

Exercise 3 page 52
- Students discuss the questions in pairs. Elicit feedback but don't confirm the answers yet. (See answers to exercise 4)

Exercise 4 page 53
- Ask students to read the text to check the answers to the questions in exercise 3 and find out which other three famous women are mentioned.

KEY
1 paparazzi is the plural of paparazzo which means mosquito. It is Italian dialect. In English it means a tabloid photographer or journalist.
2 Princess Diana was the first wife of Prince Charles. She died in a car crash as a result of being pursued by paparazzi on motorbikes.

The other three women mentioned are Sienna Miller, Scarlett Johansson and Reese Witherspoon.

Exercise 5 page 53
- Read the instructions. Allow eight minutes for students to read the text and answer the questions. Remind them to underline the relevant sentences in the text that will help them decide on which paragraph contains the evidence for or against the statement.

KEY
1 True A 3 True E 5 False F
2 False D 4 False A 6 True D

Exercise 6 page 53
- Remind students that they should look for words that are of the same word class as those in the definitions. For example number 1 must be a noun, numbers 2 and 3 must be adverbs, 4, 5 and 6 must be verbs in the -ing form etc. Then they decide if the meaning fits the context. Students work individually then compare answers with a partner before class feedback.

KEY
1 obsession 4 ruthless 7 colluding
2 solely 5 counterparts 8 governing
3 relentlessly 6 breaching

OPTIONAL ACTIVITY
Ask fast finishers to complete the following phrases with the correct preposition and then check their answers in the text.
1 our obsession _______ celebrity
2 keep your private life _______ the public eye
3 competition _______ the paparazzi
4 a change _______ privacy lays
5 _______ some reason,
6 followed _______ high speed
7 work a situation _______ your own advantage
8 who's responsible _______ this

KEY
1 with 2 out 3 between 4 in 5 for 6 at 7 to 8 for

Exercise 7 page 53
- Divide the class into groups of four. Let the students pair themselves within the groups. Allow 3-4 minutes for the preparation stage. Monitor and help, feeding in ideas as necessary. After this time the pairs present their arguments. Make sure both students in a pair get a chance to speak. They must not be interrupted by the other pair. Ask the listening pair to take note of their partners' arguments.
- Alternatively, divide the class into two groups, those who believe celebrities should have privacy and those who think it's acceptable for newspapers to publish photos and stories. The students work in pairs to find reasons to support their argument. Then they compare their list with another pair and add any new arguments to their own. Then ask each pair to go and work with a pair from another group. This method will produce more arguments since pairs will pool their ideas and will be giving arguments that they genuinely agree with.

Exercise 8 page 53
- Read through the language in the box together and ask students to discuss the issues that have been raised. Ask spokespersons from one or two groups to summarise some of their discussions, using reported speech. He said that .... I admit that .... However, ....
Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I can understand an article about the paparazzi. I can take part in a debate about personal privacy.

Exercise 3 page 54
- With a weaker class pre-teach hold up and till. Students read the article then complete the first gap in the Learn this! box together. Students continue individually or in pairs.

KEY
1 promise
2 order, tell, encourage
3 deny
4 apologise, confess
5 accuse, warn
6 demand

Exercise 4 page 54
- Look at the first sentence together and elicit the reasons why the incorrect option is wrong. Ask students to complete the exercise individually and check answers in pairs.
- Exercises 4 and 5 illustrate the difference between recognising and using the structures.

KEY
1 b agreed
2 c agreed
3 c told
4 a added
5 b refused
6 a added

Exercise 5 page 54
- Play the first conversation and look at the example in the book. Continue with the rest of the conversations. With a weaker class ask students to write the sentences down. With a stronger class ask students to report the speech orally.

KEY
2 She advised him to take an umbrella.
3 She accused him of breaking her iPod.
4 He denied taking her iPod.
5 He offered to carry her case.
6 She promised not to tell anybody his secret.
7 She invited him round to her house.
8 He agreed that cooking was very relaxing.

Transcript 1.28
1 Dad There’s an awful lot of washing up to do, Laura. Can you help me with it?
2 Daughter No, sorry Dad. I’m going out now. I’m meeting Charlotte in 15 minutes.
3 Man I think it’s going to rain.
4 Woman I’d take an umbrella if I were you.
5 Sister Simon. Come here!
6 Brother What’s the problem?
7 Sister You broke my iPod, didn’t you? I told you not to borrow it!
8 Brother I didn’t take your iPod! It wasn’t me!
9 Sister I don’t believe you!
10 Brother Really, I didn’t! It must have been one of your friends!
11 Woman Oh, dear. This suitcase is really heavy.
12 Man Let me help. I’ll carry it for you.
13 Boy You must never tell anyone what I’m going to tell you. It’s a secret.
14 Girl Oh, I won’t. You can trust me. Honestly, I’ll never tell another person.
15 Boy I’m bored. I don’t know what to do this evening.
16 Girl Well, why don’t you come round to my house?
17 Boy I think that cooking is really relaxing.
18 Woman I do, too.

Exercise 6 page 54
- Do the first item in open pairs then ask students to complete the task in closed pairs. Students should ask, for example: Can you tell me something your parents ask you to do?
In a weaker class ask about the items in open pairs first. Ask a student to ask about an item and then nominate somebody in the class to answer. The second student repeats the procedure.

If there is time you could encourage students to ask a follow-up question for each situation.

Ask fast finishers to think of two more questions to ask and answer.

For more practice of Reporting verbs, go to:
Grammar Builder 5.3: Student’s Book page 122

KEY
1 Simon begged Sue not to leave him.
2 Alex offered to do the washing up.
3 The witness reported seeing the car go through a red light.
4 Susannah apologised for being rude.
5 Brenda accused Zoe of borrowing her jacket without asking.
6 The teacher requested that we should all leave quietly.
7 Tom urged Pat to apply for the job.
8 The terrorists threatened to plant bombs in all major cities.
9 Fred warned Denise not to walk home alone late at night.
10 The doctor recommends that Sam eat less.
11 The manager proposed that smoking be banned in the restaurant.

Lesson outcome
Ask students: What have you learned? What can you do now? and elicit: I can report conversations using a variety of reporting verbs.

Notes for Photocopiable activity 5.1

Grammar challenge

Game
Language: reporting verb structures
Materials: one copy of the worksheet cut up per group of 4–6 students (Teacher's Book page 132)

1. Explain that the students are going to play a team game to check their knowledge of reporting verb patterns.
2. Organise each small group into two teams. Give each team one half of the worksheet. Team A reads out the first sentence to Team B. Team B discuss and decide whether the sentence is grammatically correct or not. If it is not correct, they need to change it. They can ask Team A to read it again if they need to. They give their answer to Team A, who check it with the answer on their worksheet.
3. Team B get one point for spotting a correct answer or correcting a 'bad' sentence. They can get a further point for saying the direct speech which led to the reported sentence. E.g. She refused to give the book back. ‘I won’t give the book back.’ (There are suggestions on the worksheet for this direct speech but of course there may be a number of other possibilities and the teacher’s help may be needed.)
4. Then Team B read their first sentence to Team A.
5. At the end of the game, the winning team is the one with most points.

LESSON SUMMARY

Functional English: talking about statistics
Vocabulary: numbers, fractions, percentages and vocabulary for describing graphs and charts
Listening: news headlines containing statistics
Speaking: describing trends
Topic: the media

SHORTCUT
To do the lesson in 30 minutes, omit the listening in exercise 1 get students instead to say the numbers around the class. Do exercises 2, 5 and 6 as a class.

Lead-in
2–3 minutes

1. Draw a pizza on the board. Ask whether anyone is hungry. Draw a quarter slice on the pizza on the board, and say it is for one student. Elicit how much of the pizza it is, shading the quarter on the board if necessary. Elicit how much is left (three quarters). Ask if anyone else is hungry and whether they are hungrier than, or not as hungry as, the first student. Draw a corresponding slice on the pizza (1/3 or 1/8 for example). Elicit the quantity and shade it on the board.
2. Teach or elicit the term fractions.
3. Draw a % sign on the board and ask what it is. Teach or elicit percentage and percent, checking the usage and students' pronunciation. Elicit or give an example sentence if necessary.
4. Tell them the lesson is about statistics.

Exercise 1 page 55 🎧 1.29

1. Explain or elicit what decimal numbers are. Ask a student to read out numbers 1 and 2. Highlight the fact that any numbers after the decimal point are said as individual figures, so two point seven five, not two point seventy-five.
2. Students take it in turns to say the numbers. Play the recording for students to check and then go through them together as a final check.
3. Write nought on the board so students can see how it's spelled.

Transcript 1.29
1 one point five 7 a half
2 two point seven five 8 a quarter
3 nought point two 9 two thirds
4 nought point nine 10 four fifths
5 two point three three three 11 one tenth
6 ten point two five 12 two and a half

Exercise 2 page 55

Nominate students around the class to say the decimal numbers (items 1–6) as fractions. Make sure that they are using the indefinite article where necessary.

KEY
1 one and a half 4 nine tenths
2 two and three quarters 5 two and a third
3 a fifth/one fifth 6 ten and a quarter

Exercise 3 page 55

Do the same with the fractions (items 7–12), this time asking for percentages.
KEY
7 fifty percent
8 twenty-five percent
9 sixty-six point six percent
10 eighty percent
11 ten percent
12 two hundred and fifty percent

Exercise 4 page 55
Students listen and write down in figures, not words, the statistics they hear. Check the answers by asking students to come forward (one student per news item) and write the figure on the board.

KEY
1 8.3 50% 2/3
2 0.5% 7.3% 1 in 12
3 75% 14% 2x 1/3 1 in 4
4 2/5 15% 9 out of 10 8 out of 10

Transcript 1.30
1 An earthquake measuring 8.3 on the Richter scale hit central China yesterday. 50% of the houses in Pizhou were destroyed and two thirds of the population are without water or shelter.
2 Inflation rose in April by 0.5%. It now stands at 7.3%, a five year high. Unemployment also rose, with one in 12 of the working population now out of work.
3 75% of Americans are overweight according to a recent survey. Only 14% of adults eat the recommended five portions of fruit and vegetables a day, and they consume twice the recommended amount of salt. Only a third of men and one in four women take 30 minutes of moderate exercise a day.
4 More than two fifths of all households own a computer. This represents a substantial rise from the 1980s when only 15% of the population owned a computer. Nine out of ten men and eight out of ten women between the ages of 16 and 24 use the Internet regularly.

Exercise 5 page 55
Focus on the instructions and the examples. Tell students to speak, not write. Remind them that they not only need to express the statistics in different ways but they also need to 'translate' the headline language into normal spoken language (e.g. back becomes support).

KEY
2 50% of the UK population / One in two people in the UK will live in cities by 2012.
3 A quarter of / One in four houses have been affected by floods.
4 Twenty percent / a fifth of children in the UK use chatrooms.
5 Eighty percent / four out of five couples get married in their twenties.
6 The UK is going to cut carbon dioxide emissions by a tenth.

Exercise 6 page 55
Students match the phrases with the graphs. Check answers and draw attention to the pronunciation of steadily / stedɪli/. Elicit the past tense of rise (rose) and fall (fell).

KEY
1 rise steadily
2 rise sharply
3 fall steadily
4 fall sharply
5 fluctuate
6 stay the same

Exercise 7 page 55
Students describe the trends in the graph. Remind them that because they are describing a period of time that has finished they will need to use the past simple.

KEY
1 In May the figures stayed the same.
2 In June and July the figures fluctuated.
3 Between August and October the figures rose steadily.
4 In November and December the figures rose sharply.

Exercise 8 page 55
Students do the task alone then compare answers with a partner.

KEY
1 According, increased
2 majority
3 fewer
4 went down

Exercise 9 page 141
Encourage students to practise using the language for statistics when analysing the material, and ask the student playing the part of the examiner to listen out for different ways of rephrasing the figures and comment on the analysis of the facts after their partner has done the task.
If there is time, ask one or two students to perform the task in front of the class. Discuss the performances, focusing on good technique and use of language, as well as correcting a few errors.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I can say decimals and fractions and percentages. I can describe trends.

Notes for Photocopiable activity 5.2
A day in the life of ...
Pairwork
Languages: talking about statistics
Materials: one copy of the worksheet per student (Teacher's Book page 133)
Elicit pie chart and check students understand the meaning. Hand out a copy of the worksheet to each student and go through the example in exercise 1. Now explain that they need to think about one average day in their lives and complete the pie chart at the bottom of the page with how they spend their time. Point out that suggestions for things to include are written in the border, but of course they can add other things too, such as specific hobbies. Give them around 10 minutes to do this.
When all the students have completed their pie charts, put them into pairs – preferably students who have not been sitting together in case they have seen each other’s charts – and sit them back to back if possible. Instruct student A to describe his chart to student B. Student B fills in the details on the second pie chart. You may need focus the students’ attention on percentages and fractions so they use these as well as giving the number of hours spent.

Unit 5 • In the news 61
• Once this is finished, they swap roles and Student B describes the pie chart of his life, while Student A draws.
• Finally they look and compare the charts. They can also discuss similarities and differences between their lives.

5G WRITING ANALYSIS

LESSON SUMMARY
Writing: planning a book review
Vocabulary: adjectives to describe a story
Speaking: a presentation about a book
Topic: culture, free time

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and do exercises 1 to 3 quickly as a whole class.

45-MINUTE SHORTCUT To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in brief and do exercises 1–3 on page 56 quickly as a whole class. In the writing task lesson skip the lead-in, keep exercises 3 and 5 brief and set the writing as homework.

• Lead-in 4–5 minutes
  • Divide the class in two and tell them they are going to take part in a mini debate. The subject is: Which is better: the big screen or the original printed version? Check the vocabulary together if necessary.
  • Put the students into pairs or small groups. Assign each group either film or book. They need to think of 3 positive and 2 negative aspects of their art form. (They will only use the positives in discussion but it is good to have thought about negative aspects too). They may need the phrases in lesson 4F.
  • When ready, regroup the students so that there is one film and one book lover in each group. In a weaker group, put two film and two book lovers in each group. Encourage brief debates on the subject.

Exercise 1 page 56
• Students answer the questions with a partner. Conduct a brief feedback.

Exercise 2 page 56
• Give students a few moments to think about their favourite book. They ask and answer the questions in pairs. Ask one or two students to tell the class about their partner's favourite book.

Exercise 3 page 56
• Ask the question to the whole class and write their ideas on the board. (They should roughly correspond to the headings in exercise 4).

Exercise 4 page 56
• Students categorise the phrases individually then compare their answers with a partner before class feedback.

KEY
1 Another fascinating character is, The most important character is
2 It's one of the most famous books in English literature, It was written in, One of the best books I've ever read is,
3 I would recommend this book, to sum up
4 I enjoyed this story because, I was also very impressed by the characterisation, the best bit was, It really makes you think
5 By the end of the story, In the course of the story, The plot revolves around, The story is set

Exercise 5 page 56
• Students match the review with the headings in exercise 4.

KEY A 2 B 5 C 1 D 4 E 3

Exercise 6 page 56
• Students can work alone or in pairs. Ask them to write the number of the gap next to each phrase.

KEY
1 It was written in
2 It's one of the most famous books in English literature
3 The story is set
4 The plot revolves around
5 In the course of the story
6 By the end of the story
7 The most important character is
8 Another fascinating character is
9 I enjoyed this story because
10 It really makes you think
11 I was also very impressed by the characterisation,
12 The best bit was
13 To sum up
14 I would recommend this book

Exercise 7 page 56
• Elicit that the writer uses the present tense. Explain that this is a typical feature of book reviews. Ask: Is it the same in book reviews in your own language? Why do you think the present tense is used? (This is open to interpretation but a possible answer is that a fictional story was read in the past, is read now and will be read in the future so the present tense covers all of these.)

Exercise 8 page 56
• Ask students to find two of the adjectives in the text. Elicit their meanings. moving — makes you feel sad or sympathetic; thought-provoking — makes you think.
• Check understanding of the other words in the box by asking Which of these adjectives means: frightening (scary); having a lot of different parts and details that fit together (intricate); involving / you don't want to put it down (gripping); attractive or interesting / the sort of thing that a lot of people like (appealing); extremely exciting and enjoyable (exciting).

Exercise 9 page 56
• In pairs students think of stories that could be described using the adjectives. Conduct a class feedback.

Exercise 10 page 56
• Students, in pairs, give an outline of one of the stories mentioned in exercise 9.
Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit answers: I know how to structure a book review.

Exercise 6 page 57

- In pairs students explain to their partners what they like about their chosen book using their notes in exercise 4 to help them.

Exercise 7 page 57

- Students prepare notes for the final paragraph.

Exercise 8 page 57

- Give students 15–20 minutes to write their review. Tell them to include as many of the useful phrases as possible, as this will help them to write a good accurate essay and also provide them with ideas for the content. Walk around monitoring and helping. When they have finished, ask them to check their compositions against the check list. After you have marked their work, display the reviews around the classroom for other students to read.

Optional Writing Task

Write a review of a book that was a compulsory set book in your literature class. Discuss with students the possible ways of tackling this topic and elicit the following:

- a) Write a review of a set book you liked and want to recommend
- b) Write a review of a set book you did not like, explaining why you do not recommend it
- c) Write a review of a set book pointing to the things you liked and did not like about it and decide whether to recommend it or not.

Let students choose how they want to write their reviews or allocate a, b and c to different students.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit: I can write a review of a book.
TOPIC

The media

» Lead-in 3 minutes
- Ask students to think of and make notes about a journalist they are familiar with. Read out the following question pausing for students to note their answers: Who does he/she work for? (the press, radio, TV, the internet) What kind of journalism does he/she specialise in? (politics and current affairs, society, culture, sport) Why have you chosen him/her?
- Conduct a brief class feedback. Are there any journalists that seem more popular with the class than others? Why?

Exercise 1 page 58 5–7 minutes
- Students work in pairs. Encourage them to express their opinions and support them with at least two different arguments and examples.
- Ask a few pairs to report back to the class.

Exercise 2 page 58 20–25 minutes
E Reading: Multiple matching
- Ask students to read the whole text and the six headings carefully before they start completing the matching task. Remind them that one of the headings will not be needed.
- Explain to students that each paragraph in a text is organised around one key idea. The first sentence of a paragraph (the topic sentence) usually sets up this key idea, which the paragraph then explores in more depth, and the last sentence usually summarises the topic of the paragraph. If students understand this, it will be easier for them to complete the task. They can underline those parts of the text (key words, etc.) that identify the key topic of each paragraph.
- Students complete the task individually. Tell them to check their answers when they have finished, and to make sure the remaining heading cannot be matched to any of the paragraphs.
- Check as a class. Ask students to justify their choices by supporting them with examples from the text (for example, using the fragments they underlined).

KEY 1 D 2 A 3 G 4 F 5 C 6 E

Exercise 3 page 58 10–15 minutes
E Speaking: Statistics-based discussion
- Elicit what you learned about discussing statistics in 5F.
- Read through the questions together and ask students to rephrase each question to check that they understand them properly.
- Students work in pairs to interpret the information in the chart and make notes about what they would like to say. Remind them to find evidence for their views on the first two questions.
- Ask students to work with a new partner and discuss their interpretation of the statistics as well as their views on question 3.
- Ask one or two stronger students to talk about the topic in open class. Ask the rest of the class to say if they agree or disagree and why.

OPTIONAL SPEAKING TASK
Ask students to look at the table in exercise 3 again. Ask: Which languages are most often used by people whose first languages are different? What language do people in your country prefer to use when communicating with people from other countries? Why do you think this is so? Do you think the situation is going to change? Why? Why not?
LESSON SUMMARY • • • •

Vocabulary: verbs to express opinion and belief
Reading: a text about mistaken identity
Listening: four people expressing opinions; listening for gist and specific information
Speaking: giving opinions about statements and photos
Topic: people and society

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set the Vocabulary Builder exercises as homework.

Lead-in 2–3 minutes

• Put the students in pairs. Tell them: You are going to read a short news article with the title 'The Wrong Guy'. With your partner discuss what you think the story could be about.
• Elicit some story ideas from various pairs. Ask which they think is most amusing/most likely/least likely.

Exercise 1 page 59

Students complete the text using a dictionary if necessary. Check answers.

• Ask students to explain the play on words in the title (the wrong guy usually refers to 'the wrong man', in this case it refers specifically to 'the wrong person called Guy').
• Check comprehension of the vocabulary by asking students to find a word in the box that means: thought something but didn't have proof (assumed); sure (convinced); asked questions to (quizzed); expressed an opinion (commented); refuse (reject); be unsure about something (doubt); make somebody do something by giving them good reasons for doing it (persuade).

KEY
1 assumed 5 realised 9 reject
2 quizzed 6 admitted 10 insist
3 doubt 7 commented
4 convinced 8 persuade

Exercise 2 page 59

• Ask students, in pairs, to explain the sentences, orally, in their own words.

KEY
1 He assumed that he was going to have an interview for an IT job.
2 He assumed that Guy Goma was Guy Kewney.
3 He realised that he wasn’t being interviewed for a job so doubted whether he was in the right place.
4 He realised that the TV presenter had interviewed Guy Goma thinking he was Guy Kewney.

Exercise 3 page 59 1.31

• Tell students they are going to listen to four people expressing their opinions about different issues. Focus the students on the sentences before listening.

KEY 1 shop 2 film 3 Italian 4 a motorbike

Transcript 1.31

Speaker 1 I’ve been working here for about four years now. I like the other staff – we all get on really well – and I like dealing with the customers, helping them to choose their clothes, giving them advice, that kind of thing. The money isn’t great. In fact, I could probably earn more if I left a job in an office. But I wouldn’t like that, because I’d miss the contact with the public. I can put up with the money, provided I enjoy what I’m doing from day to day. My sister can’t understand that – she’s always been obsessed with earning the highest salary possible! She’s ambitious, I guess.

Speaker 2 I’ve heard lots of people say it before – that women are much more sensitive than men. They imply that men can’t express their feelings, that they never cry, that they don’t understand other people’s emotions – but it’s just not true. I talk to my male friends about my feelings all the time. And I know how to cry too. Last time I went to the cinema with my girlfriend, we were both in tears by the end! That was quite embarrassing, actually. I couldn’t stop...

Speaker 3 I’d really like to learn another foreign language. I already speak French, but I’d like to know Italian. I thought about going to evening classes at a local school, but I decided that it’s not the best way. It’s almost impossible to learn a language in a classroom. It’s such an unnatural situation. So I’m moving to Rome for six months. By the time I get back, I’ll have spent six months speaking the language every day, so I’ll be quite fluent. Maybe I’ll learn to cook pasta, too.

Speaker 4 Of course I’m worried about the environment and global warming – everybody is. And I try to do what I can. For example, I always recycle paper, glass, things like that. And I try not to waste electricity. For example, I always switch off lights when I leave a room. But I know that there are lots of other ways I could – and should – change my lifestyle to make it greener. That’s true for everybody, isn’t it? For example, there’s good public transport where I live, but I prefer to travel by motorbike because I just love it!

Exercise 4 page 59 1.31

• Focus on the sentences. Ask students to explain the difference between imply (suggest without saying directly) and insist (state strongly), and between doubt (be unsure whether something is true) and deny (to say that something is not true). Play the recording again pausing after each speaker to allow students to consult with a partner before choosing their answer.

KEY 1 insists 2 rejects 3 assumes 4 admits

Exercise 5 page 59

• In pairs students discuss the opinions, giving examples to support their views. Have a class feedback, asking students to report back their partner’s opinions on the statement using the verbs in bold if possible. E.g. Marek doubts that women are more sensitive than men.
Exercise 6 page 59
- Read through the phrases in the box together. Highlight that *presume* is the same as *assume* and *infer* is to understand something which is said indirectly; i.e. if you *imply* something, your listener will *infer* it.
- Point out also that *I'm not convinced, I wondered whether, I must admit* are of a neutral register whereas *infer, imply, reject, accept* would be used in more formal debate.
- Focus on the photos and ask students to respond to them using the language from the box.

OPTIONAL SPEAKING TASK
Ask students to describe the photos on page 59 using expressions from exercise 6.

For practice of Expressing opinions, go to:
Vocabulary Builder 6.1: Student’s Book page 135

Exercise 1 page 60
- Students choose the correct answers alone or in pairs. Play the recording for them to check their answers.

**KEY**
1 if 3 you 5 did you have 7 bought
2 you're 4 you have 6 prepared 8 she uses

Exercise 2 page 60
- Read the Learn this! box together then ask students to answer the question and add another example of each type.

**KEY**
The subject question uses the affirmative verb form.
1 What did you have?
2 Who prepared your breakfast?

For more practice of Question forms, go to:
Grammar Builder 6.1: Student’s Book page 123

**KEY**
1 2 Who does Katy sit next to?
  3 Who sang the song *Ruby*?
  4 What did Joshua have for lunch?
  5 Who beat Federer in the Wimbledon final?
  6 Who did Tony go to the beach with?
  7 Which race did the French runner win?
2 1 What's the time?
  2 Where is the ticket office?
  3 Are you ready to leave?
  4 How much does the room cost?
  5 Is this seat free?
  6 Why did he leave town?

Exercise 3 page 60
- Before students do the exercise, ask why we use indirect questions (to be polite). N.B. Sometimes students think indirect questions sound unnecessarily long-winded and 'over polite'. It might be useful to remind them that English doesn't have a formal you form as many other languages do. It is therefore necessary to use this kind of language when we want to use a polite register.
- Students complete the exercise alone.
- During feedback highlight the fact that, *Do you know ... and Have you any idea ... are used instead of Can / Could you tell me ... when we think the other person will not definitely be able to answer to the question. For example, we would ask a shopkeeper Can / Could you tell me what time the bookshop closes? whereas we would say to a friend Do you know / Have you any idea what time the bookshop closes?*

**KEY**
1 I wonder if you could spare a moment to answer some questions?
2 I'd like to know how often you have breakfast.
3 Do you know if she bought the food at the supermarket?
4 Have you any idea which website she uses?
Exercise 4 page 60
- Students analyse the sentences in exercise 3 to answer the questions.
- As you check through the answers highlight the similarity between indirect questions and reported questions. Can students tell you one important difference? (The tenses don't shift back in indirect questions as they do in reported questions.)

KEY 1 don't use 2 not the same 3 if or whether

Exercise 5 page 60
- Students do the exercise individually then check with a partner before class feedback.

KEY
1 Can you tell me if/whether you have ever ridden a motorbike?
2 I'd like to know what your earliest memory is.
3 I wonder (if you could tell me) if/whether you are an optimist or a pessimist.
4 Could you tell me if/whether you like computer games?
5 Have you any idea how well you will do in your next exams?
6 I wonder (if you could tell me) what kind of music you like listening to.
7 I'd like to know what you did last weekend.
8 Do you know who the current president of France is?

Optional Activity
Write the following on the board. Students complete the answers and say how sure the person is in each case.

Have you any idea what the capital of Malaysia is?

1 Sorry, I haven't a _____ clue.
2 I'm ninety-nine sure it's Kuala Lumpur.
3 I'm afraid I've _____ idea.
4 Sorry, _____ offhand.
5 I'm not sure, but I've got a _____ idea.

Students write 3 more indirect questions of a factual nature, similar to numbers 1 and 8 of exercise 5. If there is space in the classroom ask them to mingle, asking and answering the questions. Otherwise do the activity in pairs. This part of the activity can be combined with exercise 7.

Exercise 6 page 60
- Remind students that in indirect questions using the correct intonation is as important as forming a grammatically correct sentence. To make questions sound polite it's important to use a wide range of pitch (highs and lows) otherwise they will sound flat and uninterested.
- Students ask and answer the questions in exercise 5. Go round and monitor for correct grammar and pronunciation.

Exercise 7 page 60
- Give students a minute or two to write their questions then ask their partners. If you did the extra activity above, encourage the students to use suitable responses.

- Lesson outcome
  Ask students: What did you learn today? What can you do now? and elicit: I can ask indirect questions. I can form subject and object questions.

Notes for Photocopyable activity 6.1
I'd like to know ...

Group work
Language: polite questions, opinions
Materials: one copy of the worksheet cut up per 8 students (Teacher's Book page 134)
- Say: Imagine going to live in another country. Elicit useful information such as the location of shops and markets, what time banks shut, how to use the transport system, the best place to buy clothes and so on.
- Explain to the students that they are going to play the role of foreign visitors to their country and specifically to their town.
- Elicit structures for asking polite/indirect questions (write them on the board if necessary.) Put the students in groups of 8. Each group has a set of 8 cards and each student is given one card. (It does not really matter if you have more than 8 students in a group and some have the same card.) Tell them to think of three ways to ask for the information on the card in a polite/indirect way. When they are ready, the students can mingle and ask the others in their group for the information they need. When asking a question, the students are acting the role of foreign visitor but when answering they are just themselves and can give their real opinions. They should try to make it as real as possible.
- The students need to try to ask all the people in their group and make brief notes of the answers they receive. Aim to regain the students' attention after around 10–15 minutes.
- With a weaker group, allow each student a minute to analyse the data they have collected. Then encourage them to talk within their group about the answers they received; which were the most common, whether there were many different opinions, whether they found any of the answers surprising etc. They can also check that they remember the information correctly by using question tags. E.g. Renata, you said going to the cinema's the best rainy day activity, didn't you?
- If there is enough time, they should then compare the answers they received with those of another group.

C C C

Culture

Religion

LESSON SUMMARY • • • • •
Reading: a text about the Jedi 'religion'
Vocabulary: religions and places of worship
Listening: a report about Mahatma Gandhi
Speaking: describing a religious leader
Topic: people and society

Shortcut: To do the lesson in 30 minutes, set exercise 7 and 8 as a research and writing task for homework.

Lead-in 2–3 minutes
- Write the following anagrams on the board and ask the students to unscramble them to find 6 followers of different world religions. (The answers are in the same order in the box in 6C): hsdhbbu rchthtla dunih lmmmswi wje khsl
• Check the answers as a class. Briefly encourage the students to discuss what they know about these religions.

Exercise 1 page 61
• Ask students to complete the table and check the answers before asking them to discuss where they can find these places of worship.
• Model and drill the pronunciation of the words especially mosque /ˈmɔske/, synagogue /ˈsɪnəɡəʊ/ and gurdwara /ˈgaːrdwərə/.

KEY
1 church 3 mosque 5 gurdwara
2 temple 4 synagogue

CULTURE NOTE – CENSUS
A census is an occasion when government officials count the number of people living in a country and record information about them. It is held every 10 years and includes information about age, health, housing, employment and transport. In 2001 the census included a question about religion for the first time. The information helps the government to plan public services such as schools, transport and healthcare.

Exercise 2 page 61
• Write the word census on the board and elicit or explain its meaning. (See culture note.) Ask if anyone knows when the last census was held in their country and what kinds of questions are asked.
• Encourage students to skim read the text and not allow themselves to be distracted by unfamiliar words.

KEY
The word is in inverted commas because Jedi is not a recognised religion.

Exercise 3 page 61
• Students do the exercise individually and compare answers with a partner. Ask them to justify their answers.

KEY
1 False 2 False 3 True 4 True 5 True

OPTIONAL ACTIVITY
Ask students to underline the following words in the text.
First paragraph: hoax, assert, forthcoming, affiliation
Third paragraph: give weight to, legitimate
With a stronger class ask students to simply discuss what they think the words mean by considering the context. With a weaker class ask students to think about the context and choose from definitions on the board: happening soon (forthcoming); a trick played on several people, often in the media (hoax); a person’s connection with a religion or political party (affiliation); support (give weight to); say that sth is definitely true (assert); officially accepted (legitimate)

Exercise 4 page 61
• Focus students on the photo and ask students to answer the question. Monitor to get a sense of how sure they are of the answers but don’t give the answer away at this point.

Exercise 5 page 61
• If students seem unsure of the answers, play the recording for them to check. You may want to ask students what is the first thing that come to their minds when they hear Mahatma Gandhi’s name.
• Check the answers to exercise 4.

Transcript 1.33
Mahatma Gandhi was a spiritual and political leader who was involved in India’s struggle for independence from British rule in the first half of the twentieth century. Gandhi was born in India in 1869 and at the age of 18 went to England to study Law. On returning to India in 1890 he struggled to find work as a lawyer and so emigrated to South Africa. Soon after his arrival in South Africa, Gandhi was thrown out of a first-class railway carriage because of the colour of his skin. His experience on the train was a turning point. Realising that coloured people in South Africa suffered much worse humiliations, Gandhi decided to stay on and help them, defending their rights and representing them in court.
During his 20 years in South Africa, Gandhi developed his strategy of non-violent opposition to oppression. The idea was to oppose unjust laws by non-violent protest. He knew that he would be sent to prison, but by imposing hardship on himself and also by showing no sign of anger or hatred, Gandhi believed that he could persuade his opponents that his cause was just. Among his many famous quotes is the saying, ‘An eye for an eye will make the whole world blind.’ Gandhi was arrested and imprisoned on three occasions.
He returned to India in 1914. At the time, India was part of the British Empire, and again urged non-violence and civil disobedience as a means to make India an independent country. His public acts of defiance landed him in prison many times. During the 1920s and 1930s Gandhi campaigned to improve the status of the ‘untouchables’, the lowest group in the Hindu social order. He also believed that people should live life simply and be self-sufficient, by growing their own food and making their own clothes. In his view, western capitalism led to greed, exploitation and poverty.
In the years following the Second World War, Gandhi struggled in vain to overcome the growing gap between the Hindu and Muslim populations which led in 1947 to the creation of the separate Muslim state of Pakistan. When both India and Pakistan became independent in that same year, there was an explosion of violence between the two communities. Gandhi appealed for peace and refused to eat in protest at the religious killing that was taking place. His defence of the rights of the Muslims who remained in India angered many Hindus, and in January 1948 he was assassinated by a Hindu extremist.
Gandhi’s belief in peace and non-violence has had a great influence on many other religious and civil rights leaders in the 60 years since his death.

KEY
1 Mahatma Gandhi.
2 Indian.
3 He was assassinated.

Exercise 6 page 61
• Give students time to read through the sentences and then play the recording. Pause after each speaker for students to write their answers.
• Students check their answers with a partner. Then check the answers in class.

KEY
1 lawyer 4 three 7 state
2 train 5 independent 8 violence
3 non-violent 6 capitalism 9 eating
Exercise 2 page 62
- Students find the names of the game shows. Give them one minute to scan all three texts.

**KEY**
1. Twenty-One
2. Press your luck
3. Who wants to be a millionaire?

Exercise 3 page 62
- Before students read the texts teach the meaning and pronunciation of infamous (*infamous* (famous for doing something bad.) Allow 5 minutes for students to read the texts. Let them discuss their answers in pairs before feedback.

**KEY**
a. is true.
b. is not true because Michael Larson believed that there was nothing wrong with what he had done. He eventually won the argument and was given the money.
c. is not true because Major Charles Ingram maintains that he is innocent.

Exercise 4 page 63
- Remind students that an effective approach to this type of task is to identify the key words in the sentences and look for phrases in the text that express the same ideas.

**KEY**
1 B 3 B 5 A 7 C 9 B
2 A 4 C 6 A 8 A 10 C

Exercise 5 page 63
- Students work on their own or in pairs to do the exercise.

**KEY**
1. producers
2. contestants
3. episodes
4. TV crew
5. sponsors
6. studio audience
7. lawyers
8. ratings

Exercise 6 page 63
- Ask students to locate the verbs in the text. Mention that decline and appear are used more than once. Explain that each verb has more than one meaning. They need to match a verb with a number and then decide which of the two meanings given is correct within the context.

**KEY**
1. decline – both: in the first text it means to reduce in number; in the second it means to refuse
2. appear – both: in the first three it means to become visible; in second half of the third text, it means to seem
3. find – to decide the outcome of a court case
4. admit – to acknowledge that something is true
5. maintain – to insist that something is true
6. argue – to give reasons for an opinion

Exercise 7 page 63
- Students discuss the questions in pairs. Monitor, correct and make notes of any mistakes you want to highlight with the class when they’ve finished speaking. If there is time, have a short open class discussion about question 3.
ADDITIONAL SPEAKING ACTIVITY
Tell students they are going to play a game similar to the popular TV show Family Fortunes. (Before the show, a survey has been carried out with the general public. For each question the team must guess the top 5 most popular answers in the survey. They get points for each item they get right.)

Put the students into small groups. Ensure there is an even number of groups. First of all they need to think of some ideas for the survey. You may need to give them some suggestions to get them thinking: something that makes people feel tired, a place people go to charge their appearance, something with a hole in it, someone you talk to when you have a problem, the most popular brand of trainers, one way to keep cool on a hot day, etc. Each pair or group needs to think of 5–10 ideas. With a weaker group, give them topics to focus on, such as transport, daily routine, people and jobs, special occasions and so on.

Once they have their ideas, they need to transform them into questions. Some will be subject questions and some object questions. Focus the students’ attention back to 6B Grammar.

Give them 5–6 minutes to conduct their survey. They need to ask each of their classmates and note the answers. After they have all the answers, they may take a minute to analyse their information and decide on the top 3 answers. Now they can play the game. Demonstrate with 2 teams. Team A reads their question to Team B. Team B have 3 guesses and get a point for every correct answer. Highlight the fact that each guess must be a team decision so they need to discuss what they are going to say. They can also get a bonus point for correctly guessing which the top answer was. Give them a time limit for the game: 5–10 minutes.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I can understand an article about quiz show scandals. I can talk about different types of quiz show.

GRAMMAR

Question tags

LESSON SUMMARY
Grammar: question tags and tag questions
Reading/Listening: a conversation
Speaking: a game; spot the invented fact

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builders as homework.

Lead-in 2–3 minutes
• Put the students in pairs.
• Ask the students whether they know any interesting facts about other students in the group, for example, perhaps one student is good at a particular sport or has lots of brothers and sisters. Elicit some ideas and write them on the board, e.g. Is she a brilliant cook? Now wipe off the names. Ask the students if they can remember which students the facts relate to.
• Elicit that question tags can be used to confirm this kind of information. Elicit anything about question tags that the students can remember.
• Come back to these facts after exercise 6 and help the class to check them using question tags to round off the lesson.

Exercise 1 page 64
Students complete the exercise alone or with a partner.

KEY
1 wasn’t you 2 would you 3 shall we

Exercise 2 page 64 2.01
• Play the recording once for students to check their answers. Play it a second time for them to note the rise and fall. Do the first couple with the whole class.
• You could play the recording another time, pausing after each sentence for students to repeat.

KEY
1 rising 2 falling 3 falling

Exercise 3 page 64
• Focus on the instructions. Students work individually and check in pairs. Make it clear to students that question tags are extremely common in spoken English and are used as a way of keeping a conversation going.

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

For more practice of Question tags, go to:
Grammar Builder 6.2: Student’s Book page 124

Exercise 4 page 64
Students work individually to complete the sentences, then check in pairs.

KEY
1 hadn’t he? 2 won’t you? 3 will you?
4 mustn’t it? 5 is it? 6 were there?

Exercise 5 page 64
Ask students to read the instructions, then ask them to complete the Learn this! box. (1 is, 2 Didn’t)
• Focus their attention on the Look out box after exercise 6 where they can find the information to help them decide on the two types of intonation.
• Students practise reading the sentences in pairs.

Exercise 6 page 64 2.02
Students read and complete the information about tag questions. Check answers before they complete the dialogue.
- Play the recording so that students can check their answers. Explain that tag questions, like question tags, are used extremely frequently in spoken English. Their function is to express interest. They have the same meaning (and the same intonation pattern) as Really? Ask students to try to notice the intonation pattern as they check their answers.
- Ask students to read it together in pairs. Monitor for animated intonation.

**Exercise 7 page 64**
- Focus on the instructions and the examples. Give students a few minutes to think of interesting facts. Encourage them to choose true facts that might surprise people and to choose the false one carefully so that there is a chance it might be true. Point out that they will have to answer questions about the false statement too, so they should prepare some background so they can answer convincingly.

For more practice of Tag questions, go to: Grammar Builder 6.3: Student's Book page 124

**Exercise 8 page 64**
- Students take it in turns to read out their facts and respond to their partner's facts. At the end ask students to share with the class something surprising about their partner.

**Lesson outcome**
Ask students: What did you learn today? What can you do now? and elicit: I can use question tags to keep a conversation going. I can use tag questions to show interest.

**Notes for Photocopiable activity 6.2**
**Missing information**
**Pairwork**
Language: question tags, religion
Materials: one copy of the worksheet cut up per pair of students (Teacher's Book page 135)
- Explain to the students that they are going to listen to a biography of an influential English Catholic from history, called Sir Thomas More.

A weaker group may need you to pre-teach the following vocabulary: a monk, to ban, to knight someone, treason and to behead someone.
- Show students that they each have the same text about Sir Thomas More but some of their details are missing. In order to get the correct details they have to ask and answer questions with question tags. E.g. 'He studied Law; didn't he?' or 'He was born in London, wasn't he?'
- With a weaker group, pair two A students and pair two B students so that they can prepare questions together. With a stronger group, demonstrate one yourself, then allow them to do the activity. You might like to highlight that if they don't know the information, their intonation should rise and if they are merely checking something they are quite sure of, their intonation should fall.
Speaker 4  Some people maintain that we shouldn't interfere with nature by genetically modifying food. They call them 'Frankenstein foods' because they're strange and unnatural creation, which they believe can become dangerous and out of control. I think that's a bit extreme. Nobody really knows about the dangers of GM food because they're still so new. They might offer a chance to produce more food, and solve some of the world's problems with starvation. We shouldn't ban them, but I believe very strongly that scientists should do a lot more research.

Speaker 5  My younger brother plays computer games all the time. I was really shocked when I saw how much violence the games contain. They're all about war and fighting. And when I see my brother playing with his friends, I notice that they're copying the games. It's horrible hearing a ten-year-old boy talking about killing people. I know it's just a game, but I'm sure it puts ideas into his head. I'm absolutely convinced that it encourages more violent behaviour. I've seen the evidence with my own eyes!

Exercise 2  page 65  2.03
- Play the recording again. Students tick the phrases they hear.

KEY  a (1)  c (2)  e (3)  f (4)  g (5)

Exercise 3  page 65
- Students write the questions the speakers were asked. Check answers quickly then ask students to think about their own opinion on the issues.

KEY
1 What's your opinion of global warming?
2 What's your view of endangered species?
3 Are men or women more intelligent?
4 How do you feel about GM food?
5 What do you think about violent computer games?

Exercise 4  page 65
- Students, in pairs, select two topics each (four in total) and ask and answer the questions. Insist that they use a variety of phrases from exercise 2.

Exercise 5  page 65
- Ask a student to read out the speaking tip then ask students to match the opinions with the examples.

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

Exercise 6  page 65
- Students work individually to work out their opinions then note down supporting examples.
- Ask fast finishers to think of one more example for each answer.

Exercise 7  page 65
- Students do the task in pairs. Ask a strong pair of students to demonstrate the first question. Walk around and listen as they do the task. Check that they are using the language from exercise 2 and backing up their opinions with examples.
- Ask students to report their partner's opinions to the class using the language they have studied in the unit (is convinced, maintains, doubts, etc.)

LESSON SUMMARY  ●  ●  ●  ●
Writing: analysing the structure and language of an opinion essay; paragraphing
Functional language: introducing additional and contrasting points
Topic: people and society

SHORTCUT To do the lesson in 30 minutes keep the lead-in brief and set exercise 6 for homework.
45-MINUTE SHORTCUT To do the writing analysis and writing task in one 45-minute lesson, follow the shortcut above for the analysis. In the task lesson students make notes for exercises 5–8 but write the paragraphs for homework.

Lead-in  3–4 minutes
- Put the students into groups of 3–4. Write the following on the board: Everyone has the right to their own opinion, even if it is extreme. Everyone should be able to present their opinion to others. You shouldn't force your opinion on others. You should always be able to give clear reasons for your opinions.
- Ask the students to think individually about which of these statements they agree or disagree with. When they are ready, they should discuss them as a group and find out whether they all feel the same. Monitor and encourage these discussions – playing devil's advocate if necessary to keep the conversation going.
- If there is time, you could conduct a class feedback session on one or all of the statements.

Exercise 1  page 66
- Ask individual students to read out each task then ask the class to read the essay and underline the sections which help them decide which question it is answering. Let them check in pairs before giving the answer. (c)

Exercise 2  page 66
- Do the first example as a class the ask students to work alone before comparing answers with a partner.

KEY
Paragraph 1 ends with ... the past. (My view: initial opinion)
Paragraph 2 begins with Firstly
Paragraph 3 begins with Secondly
Paragraph 4 begins with On the other hand
Paragraph 5 begins with All things considered
Exercise 3  page 66
- Read through the expressions and highlight the fact that some need commas and some don’t. Students find examples in the essay. Check answers as a class.

**KEY**
We should also remember ... On the other hand, what is more,

Exercise 4  page 66
- Focus on the writing tip then do the first sentence together eliciting whether the second sentence makes an additional or contrasting point to the first

**KEY**
1 In the past slavery was considered unacceptable. Furthermore / Moreover / What is more, people from more primitive societies were not treated as humans.
2 Modern forms of communication have made us more aware of injustices all around the world. However / Having said that / And yet, people can often do nothing about these injustices.
3 Laws change over the years as people’s views of morality change. On the other hand / However / Having said that / And yet, some laws, such as the law against murder, are found in all cultures and eras.
4 Most religions provide their followers with a code of behaviour. On the other hand / However / Having said that / And yet, not all religious people follow that code.

Exercise 5  page 66
- Students can work alone or with a partner. Elicit some answers from the class.

Exercise 6  page 66
- Again, students work alone or with a partner. Elicit some answers from the class.

**KEY**
Possible answer
All things considered, I think standards of morality were higher in the past. While there were undoubtedly some problems in the past, behaviour has generally deteriorated as a result of a lack of respect for authority.

- **Lead-in**  2–3 minutes
- Put the students in pairs. Ask them to remember as many phrases as possible for giving additional information and for giving contrasting information. Give them 30 seconds, then elicit the phrases and write them on the board.
- Ask each student to decide which their favourite season is. They write one or two sentences explaining why. Then they pass the paper to their partner who writes more, either agreeing and giving additional information or disagreeing by giving contrasting information. The paper goes back and forth for around 1 minute.
- When some pairs have stopped writing, encourage them to read out what they have written. If you have time and space, you could allow all the students to move around and read each other’s writing.

Exercise 1  page 67
- Circulate during discussions, listening and helping. Ask two or three pairs to summarise their discussions.

Exercise 2  page 67
- Give the students 2–3 minutes to do the task then ask four pairs (two for each essay title) to read out their questions.

Exercise 3  page 67
- Remind students that in this brainstorming stage they should write down as many ideas as possible in note form (they will select the best ones later) and that they needn’t worry about language. Monitor and help as they do this.

Exercise 4  page 67
- Students select the strongest arguments.

Exercise 5  page 67
- Give students a few minutes to write their introductions. It should consist of three sentences: a background statement, a reformulated question and an opinion. Ask two strong pairs (one for each essay) to read out their introductions.

Exercise 6  page 67
- Read quickly through the phrases, explaining that bearing in mind means ‘remembering’. Walk around helping and encouraging students to self-correct as they write the main body of the essay.

Exercise 7  page 67
- Students refer to the phrases given or to the final paragraph of the model essay on page 66.

Exercise 8  page 67
- Either read through the steps for adjusting the length of the final essay as a class or ask students to read them on their own and then make any necessary amendments.

Exercise 9  page 67
- Students check their work. If there is time ask students to swap their essays. They should assess the essay in terms of its arguments as well as the language.

- **Lesson outcome**
Ask students: What have you learned today? What can you do now? and elicit: I can write an opinion-based essay.

**Key for Language Review and Skills Round-up 5–6 is on page 121.**
Exercise 6 page 70  8–10 minutes

ESpeaking: Picture-based discussion

- Read the questions as a class.
- Elicit from the students that in this type of task the focus is on finding similarities or differences between the two situations shown in the photos, not on describing the details of each image.
- Allow a minute or two for students to collect their thoughts about each of the questions.
- Students in pairs take it in turns to do the task. Encourage them to note any difficulties, good or bad points, and give feedback to each other after they both finished.
- Conduct a class feedback by asking about the difficulties or issues they discussed.

Exercise 7 page 70   2 minutes

- Check that students are familiar with the meaning of the words reliability and accuracy. Students work in pairs to prioritise the different forms of media in terms of reliability and accuracy.

Exercise 8 page 70   5–7 minutes

- Pre-teach the word credibility (what makes people believe or trust something).
- Working in pairs or in small groups students discuss the question. Circulate and monitor, providing any vocabulary needed. Encourage students to discuss both the positive and negative aspects of the Internet.

Lesson outcome

Ask students: What have you learned/practised today?
Elicit: I have practised completing a true/false/not stated listening task. I have practised a multiple-choice cloze task. I can compare and contrast photos and discuss the issues involved.
TOPIC
Science and technology, people and society

Lead-in

Exercise 1 page 70 3 minutes
- Ask students to note down:
  - three reasons why they use the Internet;
  - three reasons why they should use it.
- And ask whether the two lists overlap. If not, why not? Do we use the Internet intelligently?
- Students work individually to find personal examples of different uses of the Internet.
- Ask different students to feed back to the class how they use the Internet.
- Dividing the class into small groups you can also make it a competition to find as many uses of the Internet as students can think of in a minute or two. Write on the board the uses that are mentioned most often.

Exercise 2 page 70 10 minutes
E Listening: True / False / Not stated
- Allow 1 minute for students to read through the instructions and the task items.
- Remind students that a piece of information is only correct if it agrees with the recording text, and is only false if the recording makes it clear that it is untrue. If there is no information in the text about a statement, they should mark Not stated rather than use their own judgement.
- Some students, when they lose track during the first time they listen, give up following the task until the second time the CD is played. Explain that the order of questions should help them figure out where they are and catch up. The fewer questions are left unanswered after the first listening, the easier the task will be on the second listening.
- Ask students to check their completed answers after the second listening.
- Play the recording twice with a 30-second pause in between.
- Check answers. Discuss students’ experience of the task.

Transcript 2.05
What’s the connection between a lower crime rate, the price of shampoo at your local shop and the cure for cancer? The answer is data mining. How do you know where the next crime is most likely to be committed, which products to offer your customers or where to search for new cures? All the answers are there at our fingertips, in the mountains of text and data which have become accessible to all computer users. The problem now is how to extract those precious bits of knowledge from the wealth of available information. That’s where data mining comes in. Data mining is digging deep on the Internet for information and statistics and trying to establish a link between them. It isn’t a new thing, but with faster and cheaper hardware and flexible software, it is now possible to get the answers almost instantaneously.
People often think that data mining is just an easy way to find information on the web. They think of using keywords to search the web for relevant pages. That’s a mistake. That process is called Information Retrieval, which is like surfing the net to pull out the documents you are interested in and push away the others.

In contrast, data mining is a way to examine a collection of documents and discover information not contained in any individual document. Rather, the researcher seeks relationships between the content of multiple texts and then sets about linking this information together to form a new hypothesis. One field which benefits greatly from data mining is medical research. A large and growing database of medical journal articles exists in digital format. Because there are so many of them, it’s unlikely that any researcher could read, and remember, their contents. Data mining is there to enable researchers to find possible links in published research findings, even across disciplines. Data mining is also an increasingly popular strategy for traders. For example, one large department store has analysed its consumer data to ask what type of consumer is in which part of their store and when. Finding out that professionals hit the grocery stores at lunchtime for ready-made foods can be crucial. It helps to determine the number of staff or the best times to replenish certain aisles.

Policing is another excellent example of how data mining can be useful. In one American town the police department was being criticized for crime even though they had a mass of data from 911 calls and crime reports. They couldn’t connect the dots and see a pattern of behaviour. Using sophisticated software they started overlaying crime reports with other data, such as weather, traffic, sports events and paydays. The data was analysed and something interesting emerged. Robberies went up on paydays near cheque cashing points in specific neighbourhoods. Pretty soon police were on top of things and predicting where crime was most likely to occur. Major crime rates dropped 40 per cent in just two years. These tools are not yet perfect, but they are being developed by the major universities. And the researchers are promising that very soon we will be able to ask questions and quickly receive answers which have, so far, been out of our reach.

KEY
1 F  2 F  3 NS  4 NS  5 F  6 F  7 T  8 T

Exercise 3 page 70 2 minutes
- Ask students to work in pairs or small groups to look through the gaps in exercise 4. They use contextual clues to decide what parts of speech are missing from the text. The aim of this exercise is to focus the students’ attention on these clues, so there is no need to check the answers to this step.

Exercise 4 page 70 10 minutes
- Advise students to read the text carefully and to try to eliminate answers that are definitely wrong when they first go through. They should then re-read the text and make their choices. Remind them to check their completed answers at the end, and make sure they do not leave any questions unanswered. In the exam, there is no penalty for marking the wrong answer.
- Check as a class.

KEY
1 b  3 a  5 a  7 c  9 b
2 a  4 b  6 d  8 b  10 a

Exercise 5 page 70 3 minutes
- Students work in pairs to brainstorm popular charities or causes (e.g. helping victims of environmental disasters) that people donate money to. Conduct a brief class feedback.
LESSON SUMMARY

Vocabulary: compound nouns related to global warming
Listening: teenagers talking about global warming; listening for gist and for specific words
Speaking: a presentation about how to prevent global warming
Topic: nature

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, omit the listening stage of exercise 4, limit the time spent on exercise 5, and set the Vocabulary Builder exercises as homework.

Lead-in 3 minutes

• Put the students in groups of 3.
• Ask them to create a mind map around the words global warming. Write this in the centre of the board and give the students additional headings such as causes and effects. With a weaker class, brainstorm a few ideas together before you ask the groups to work independently, e.g. you could elicit cars, cutting down rainforest (causes) and flooding, hotter summers (effects) and so on.
• Conduct feedback to ensure correct pronunciation and spelling as well as students' understanding of the meaning.

Exercise 1 page 71

• Students match the words to form compound nouns with the help of a dictionary. Point out that each word is matched with another word within the same colour band.
• Go through answers as a class. To check comprehension, ask for examples of endangered species, fossil fuels, renewable energy, developing countries and sources of carbon emissions.

Exercise 2 page 71

• Students can work individually or in pairs to complete the text. Check answers together.

Exercise 3 page 71

Tell students they are going to listen to three teenagers talking about how they can help prevent global warming. Elicit some ideas about what might be mentioned.

Focus on the questions and play the recording. Check answers as a class.

Exercise 4 page 71

Focus on the questions and ask students to listen to the recording again and note down what they refer to. Pause after each speaker to give them time to make their notes. Then ask students to explain the sentences in pairs.
During feedback point out if necessary that while in many countries a saucepan is used to boil water, the British tend to use an electric kettle.

You could provide further practice of the expressions by asking students to make more example sentences using the phrases in a different context e.g. If people made an effort to get to know their neighbours, it would make a real difference to the local community.

Exercise 5 page 71

- In pairs students make a list of things they do that are environmentally damaging and for each one they think of an action that they can do to help prevent global warming.
- Write the following useful phrases on the board for students to refer to: At the moment, I... Currently, I tend to... I have a habit of... From now on, I will... First of all, I'm going to try to... I'm going to make sure that I... I will make every effort to... I will make a point of ...

For practice of Environmental protection vocabulary, go to:
Vocabulary Builder 7.1: Student's Book page 135

Exercise 6 page 71

- Pairs present their ideas to the class. Make note of any important or recurrent mistakes to be dealt with in a general feedback at the end.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit: I have learned about global warming. I can talk about ways of preventing global warming.

Notes for Photocopiable activity 7.1

Eco Quiz

Pairwork
Language: environment vocabulary
Materials: one copy of the worksheet per student (Teacher’s Book page 136)
- Divide students into pairs and hand out the worksheets. Focus on the table in part 1. Students discuss the questions and write their answer in the Our answer column. Give a time limit of 5-10 minutes for this.
- Explain that students are going to read an environmentalist’s answers to the questions. Focus on the text. Ask Student A to read the first part and Student B the second part. Monitor and explain any unknown vocabulary.
- In pairs students pool the information they’ve read and complete the Expert’s answer column.
- Check answers and ask students to compare their answers with the Expert’s answers. Ask: What did you find surprising?

Advice, obligation and prohibition

LESSON SUMMARY

Grammar: advice, obligation and prohibition
Listening: a fire officer giving advice
Speaking: personalised sentences must, have to, ought to and needn’t

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do exercise 4 as a class set the Grammar Builder as homework.

Lead-in 3-4 minutes

- Talk to the whole class. Tell them you have a problem and wondered if they have any good advice for you. Briefly explain your problem. It could be anything but one suggestion is that your daughter’s home-group teacher told you her mark for the month and she only got 1, whereas usually she is near the top of the class with a mark of 4 or 5. The teacher couldn’t understand it and you’ve tried to talk to her about it but she won’t answer you. It’s very out of character as she has always been a good student and you have had a really good relationship up to now.
- Put the students into pairs or groups to think about the problem.
- Elicit ideas, suggestions and advice from the students. Acknowledge and praise any particularly good ones. Make a note of any modal verbs used and write these up at the end.

Exercise 1 page 72

Focus on the photo. Ask students: What can you see? What is happening? Where do you think this is?
- Tell students they are going to listen to a fire officer giving advice. They listen and complete the sentences.

Key

1 should 4 must 7 do, need to
2 ought to 5 have to 8 don’t have to
3 needn’t 6 mustn’t

Transcript 2.07

Dj News just in, The Met office has issued a severe weather warning for this part of the country. We can expect heavy rain at the weekend which is likely to cause flooding in low-lying areas. I'm joined in the studio by chief fire officer Sam Betteridge. Welcome, Sam.

Sam Thank you.

Dj Now what advice would you give to people in the areas that are likely to be affected by the flooding?

Sam I think the first thing to do is get in touch with your insurance company.

Dj So people should contact their insurance company.

Sam Yes, and check that they have adequate flood cover.

Dj What else?
Sam: Well, floods can happen very quickly, so people ought to listen to local radio and TV for announcements.

DJ: What else should they do now? Should they turn off the electricity for example?

Sam: They needn't turn off the electricity before the flood, but, yes, if water starts to come into the house, they must turn off the electricity and gas supplies.

DJ: Should people stay in their homes?

Sam: Yes, but they'll have to leave if the flooding is very severe.

DJ: Is it OK to use their cars?

Sam: No, you mustn't drive through deep flood water. It's extremely dangerous. Your car could be swept away.

DJ: What else do people need to do right now?

Sam: It would be wise to get some sandbags, to block the doors. You don't have to build a huge wall, but seven or eight bags in front of each door will keep a lot of water out.

DJ: OK, Sam, thanks very much. That's Sam Betteridge with advice about what to do if you experience floods. And remember to keep listening to ...

Exercise 2 page 72
Ask students to complete the rules using the sentences in exercise 1 as a reference.

**KEY**
- a should, ought to
- b have to
- c mustn't
- d must
- e need
- f don't have to, needn't

Exercise 3 page 72
- Do the first sentence as a whole class and then ask students to continue individually or in pairs. Check answers.

**KEY**
1. You should eat healthier food.
2. You mustn't forget to turn off the lights when you leave.
3. We have to wear a school uniform.
4. You must take your passport with you when you go abroad.
5. If you're tired, you ought to go to bed.
6. We needn't get up early.
7. You didn't have to come with me
8. I can lend you some money so you needn't go/don't need to go.

Exercise 4 page 72
- Go through the *Learn this!* box together as a class or ask students to read the information silently before they do the exercise.
- During feedback ask students to explain their choices.

**KEY**
1. have to
2. must
3. has to
4. has to
5. must
6. has to
7. Must you

**LANGUAGE NOTE – NEED**
The negative forms of need to are *don't* / *doesn't* need *to* or *needn't* (+ infinitive without *to*). Both forms have the same meaning. In the past tense, however, the two negative forms have slightly different meanings:
- *I didn't need to go* means 'it wasn't necessary for me to go'. It is not clear whether I went or not.
- *I needn't have gone* means 'I did go but it wasn't necessary.'
For practice of vocabulary for Trees and plants, go to:

**Vocabulary Builder 7.2: Student’s Book page 135**

**KEY**

1 a sunflower d palm g ivy
b cactus e pine h oak
c poppy f orchid i rose

2 trees: oak, palm, pine
plants: ivy, orchid, poppy, rose, sunflower, cactus

**Lesson outcome**

Ask students: *What have you learned today? What can you do now? and elicit: I have learned about two places whose future is under threat and two endangered animals.*

**READING**

**Waste not, want not**

**LESSON SUMMARY**

*Reading:* an article about wasted food; sentence insertion, true/false
*Vocabulary:* verbs with prepositions
*Speaking:* discussing food wastage
*Topic:* lifestyle

**SHORTCUT**

To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text at home before the class, and do exercises 5 and 6 together as a class.

**Lead-in** 3–4 minutes
- Tell the students to prepare themselves for some dictation. Dictate the following sentences:
  1. I don’t care much about food. I’ll eat more or less anything.
  2. I really love fast food.
  3. I’m quite fussy about food and I’m careful about what I eat.
  4. I love home-cooked traditional food.
  5. If I feel hungry, I get something to eat as soon as I can.
- Put the students into small groups and ask them to check together what they have written. Encourage them to ask you to clarify any differences they find. Then ask them to talk together about whether these sentences are true for them, giving reasons or examples wherever possible.
- Share some of their views as a class.

**Exercise 1** page 74
- Ask the students to discuss the questions in pairs. Ask a few students to report their conversations back to the class.

**Exercise 2** page 74
- Students describe what they can see. Ask how each photo makes them feel.

**Exercise 3** page 74
- Ask students to read the text and choose the best summary. Encourage them to highlight the sections which back up their answer.
- Check the answer and elicit the reason why wasted food damages the environment. (It decomposes into methane gas which is 20 times more destructive than CO2.)

**Exercise 4** page 74
- Students work individually then compare their answers in pairs. Remind them to look for topic and language links and to move on to the next question if they get stuck as the answer might become clearer later.
- As you go through the answers, ask students to explain the links which led them to their answer. For example, in the sentence before gap 1 and sentence C (which fills the gap) the topic is the writer’s journey to the meeting. In the sentence after the gap the word this refers to the bulging bag of things mentioned in the inserted sentence C.

**KEY**

C B A 3 H 4 G 5 B 6 F 7 D

**Exercise 5** page 74
- Students work individually then compare answers with a partner, correcting the sentences which are false. Point out that they need to look at the sentences in exercise 4 as well as the main body of text.

**KEY**

F T 3 F 4 T 5 T 6 F

**Exercise 6** page 75
- Students answer the question in pairs. Can they think of a similar saying in their own language?

**KEY**

The saying means that we are greedy and think we want or need more than we can physically manage.

**Exercise 7** page 75
- Point out that this exercise continues the focus on prepositions. In this exercise the focus is on verbs and prepositions.
- With a stronger class ask students to try to fill in the prepositions, then look back at the text to check.
- Again, remind students to look at the sentences in exercise 4 as well as the main text.
- Check students understand the meaning of *beckon*.

**KEY**

1 to 3 to 5 with 7 for
2 to 4 in 6 with 8 to

**Exercise 8** page 75
- Students discuss the questions in pairs. After a few minutes ask them to share their ideas with the class.

For practice of words for Diets, go to:

**Vocabulary Builder 7.3: Student’s Book page 136**

**KEY**

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

2 Students’ own answers
Exercise 2 page 73

- Students work individually then compare with a partner. Ask them to write out their answers in full sentences.

Exercise 3 page 73

- Students match the words to make compound nouns.
- Ask students to explain in their own words what they understand by interest groups (a group of people who work together to achieve a particular aim, especially by putting pressure on the government), primeval forests (a forest which grew when the Earth first existed), heavy-goods vehicles (large lorries, also known as HGVs) and public outcry (an angry expression of protest by a lot of people).

Exercise 4 page 73  

- Explain that students are going to listen to a radio programme about to endangered species. Focus on the gist questions and play the recording.

Exercise 5 page 73  

- With a stronger class see if students are able to recall what the numbers refer to.
- Play the recording again. Pause after each number so that student can write down what each refers to.

Exercise 6 page 73

- Focus students on the instructions. Divide students into groups of four and ask groups to agree on an animal or a natural habitat that is threatened.
- Ask groups to decide which side they want to take in the debate (that is, if they want to be environmentalists or industrialists).
- Divide each group into pairs and allow them three minutes to brainstorm arguments for their case. Remind them to make notes. When doing so, it is always a good idea to expect counter-arguments and prepare to respond to those in advance.

Exercise 7 page 73

- Student A & B start to present their views, briefly summing up their main ideas.
- When it is their turn, student C & D use their notes to respond to what they have heard, presenting their views and challenging those of their opponents. You can let the discussion turn into a passionate debate but never allow the pairs to interrupt while the others are speaking.

Another species facing extinction is the whale shark. The first time I saw a whale shark, it was all I could do not to swallow my snorkel. Monstrously large — 9 tons and 10 metres is an awful lot of fish — they are a staggering sight as you float there in the clear, blue water, telling yourself they're one of the gentlest creatures in the sea. Sadly, 9 tons and 10 metres is an awful lot of fish to Asia's fishermen, too, especially when it swims so invitingly slowly and close to the surface of the sea. Fetching about £5 per kilogram, 'tofu shark', as it is known in the Far East, usually ends up on restaurant tables in Taiwan and Malaysia, although a whale-shark fin hit the headlines in 1999 when it was sold in a Beijing fish market for a staggering £11,000.

It's hard to say how many of them survive — monitoring their numbers is virtually impossible as they trawl the oceans hoovering plankton — but according to the UN's World Conservation Monitoring Centre, illegal targeting and accidental capture of whale sharks puts them severely under threat. If ever a species could act as an icon of marine conservation, it's the whale shark: heart-stopping yet harmless, rare yet dependably present in certain lucky spots, such as the Seychelles.

Exercise 6 page 73

- Focus students on the instructions. Divide students into groups of four and ask groups to agree on an animal or a natural habitat that is threatened.
- Ask groups to decide which side they want to take in the debate (that is, if they want to be environmentalists or industrialists).
- Divide each group into pairs and allow them three minutes to brainstorm arguments for their case. Remind them to make notes. When doing so, it is always a good idea to expect counter-arguments and prepare to respond to those in advance.

Exercise 7 page 73

- Student A & B start to present their views, briefly summing up their main ideas.
- When it is their turn, student C & D use their notes to respond to what they have heard, presenting their views and challenging those of their opponents. You can let the discussion turn into a passionate debate but never allow the pairs to interrupt while the others are speaking.
OPTIONAL SPEAKING ACTIVITY

Ask the students to look through the text, ‘Food for free’, one more time to find all the things Andy Wallace does to avoid being wasteful. Then check together as a class: he never buys food but finds it outside supermarkets or restaurants, he grows food in his garden, he recycles and mends everything, he never buys anything new.

Put the students into small groups. Ensure there is an even number of groups. Appoint a secretary in each group. Ask them to brainstorm together as many ways as possible in which we, as individuals, can avoid being wasteful. They may remember some points from the listening in 7A. Encourage them to use modal of advice, obligation and prohibition.

With a weaker group, some categories may help the brainstorming process, e.g. heating, light, water, fuel, food. After 10–15 minutes, ask each group to decide on seven favourites from all the ideas they have brainstormed, talking about how important each one is and how it reduces waste.

When all groups have their list of seven ideas, put two groups together and ask them to work together to decide on a final list of the seven ideas which will make most difference. This will mean joining together the two lists, some of which may be the same, and discussing which ideas rank most highly and why.

Finally, depending on how much time you have, the students could

a) come together for a debate on the top three ideas as a class. In this case, each group needs to present their top three, be challenged and defend their choices.

Or b) prepare a brief presentation within each group on their top three ideas and appoint a spokesperson to give their presentation to the rest of the class. Other groups can compare their ideas.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit: I can understand an article and discuss my views about food waste.

SPECULATING: PRESENT, PAST AND FUTURE

LESSON SUMMARY

Grammar: must, may, might, could, may, can’t for speculating
Listening: ‘mystery’ sound effects and dialogues
Speaking: speculating about photos

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builder exercises for homework.

Lead-in 3–4 minutes

Tell the students that they are going to have to solve a puzzle. Put them in small groups.

Tell them the following puzzle story. Some men had been working on the road and had left a large pipe lying on the ground. A cat came and peered in at one end. Another cat saw the pipe and peered in at the other end. The two cats didn’t see each other. Why not?

Encourage the students to speculate about the reason in their groups.

Possible answers could be that it was dark inside the pipe, the pipe was too long, the pipe had a bend in the middle, the cats were blind ... The actual answer is that they didn’t look in at the same time.

This exercise should naturally draw language for speculating from the students including maybe, it’s possible, perhaps, could be and possibly more advanced structures. Note down and write this language on the board and praise the students.

Exercise 1 page 76

Students match the modal verbs with their meanings. Check answers and establish that might, may and could are all used to express that something is possible and that they are synonymous. Explain that we use stress and intonation to express different degrees of certainty. The more stress we put on the modal the less certain we are.

KEY
1 b 3 b 5 c 7 b 9 c
2 b 4 a 6 a 8 c

Exercise 2 page 76

Students do the exercise alone or in pairs. In feedback highlight that may, might and could can be used to talk about present or future when speculating.

KEY
Present: 2, 3, 4, 5 Future: 1 Past: 6, 7, 8, 9

Exercise 3 page 76

Focus on the information in the Look out! box then ask students to match the sentences and responses.

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

Exercise 4 page 76

Focus on the example and do one more together as a class before students continue the exercise in pairs. Walk around and monitor whilst students do the task. Have a class feedback eliciting two or three suggestions for each answer.

KEY Possible answers
2 He must be very keen on Kylie Minogue. He might have bought them online.
3 He must be very fit. He might be training for a marathon. He can’t have time to do much else.
4 She must fancy him. He can’t be very happy about it.
5 He must be feeling fed up. He might need an operation.
6 She can’t have put it in a safe. The burglar might sell it.
7 He must be feeling ill. He might have received some bad news.

Exercise 5 page 76

Students can work individually or in pairs. Check answers with the class.

KEY
1 might have left
2 can’t have paid
3 might have lost, it might have been stolen
4 must have cost
5 can’t have gone
6 might have been playing

Unit 7 • Putting the world to rights
Exercise 6 page 76
- Play the first dialogue and elicit the answer from the class. Continue the recording, pausing after each sound/dialogue and ask students to speculate with a partner about what's happening, before eliciting possible answers. Encourage them to think of more than one possibility. There is no need for them to write anything down.

KEY
Possible answers
1. He might be putting up a shelf/mirror/picture, etc.
2. Some animals might be being fed at a zoo/wildlife park.
3. Somebody might be gardening/cutting down a tree.
4. They must be cooking something. They might be making a cake or an omelette.
5. Somebody might be cleaning the car.

Transcript 2.09
1
Man You hold the end, while I - no, not that end.
Woman Is that OK?
Man Yes. No. Up a bit... down a bit... up a bit. That's it.
Woman Sound of hole being drilled in wall.
Man There.
Woman It's not level.
Man Yes, it is.
Woman No, it isn't. It goes down at one end.
2
Man Sound effects of animals being fed at the zoo.
Woman There you are! Come and get it! There you go!
3
Man Sound effects of a chainsaw.
Girl How many?
Woman Two.
Woman Gently, not so fast.
4
Man Sound effects of man humming, bucket being filled with water, and something being cleaned.

Exercise 7 page 76
- Students look at the photos and speculate about them. Encourage them to think of what happened before the photo was taken and what may happen next as well as what they can see now.

Exercise 8 page 76
- Ask several pairs to feedback their ideas to the class about the photos. Monitor for correct use of modals.

For more practice of Speculating, go to: Grammar Builder 7.2: Student's Book page 125

KEY
1. might 5. can't have
2. must have 6. could/might/may have
3. can't be 7. must
4. might 8. can't have

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit: I can speculate about the present, past and future.

Notes for Photocopiable activity 7.2
Who's guilty?
Game
Language: speculating
Materials: one copy of the worksheet (Teacher's Book page 137+) cut up per group of 3–4
- Introduce the game with this information: There has been a murder! You, the detectives, are going to work together to discover who committed this crime.
- Give students the outline: Sir George Pink was a very wealthy businessman who owned car factories, coffee plantations and an airline. He was found dead in his study on Saturday and the estimated time of death is 11pm. There were a number of people in his house on the night in question.
- Now hand them the strip which shows pictures of the different characters involved.
- Tell them: It is now up to you to decide who the murderer is. Beware! Three people are lying!
- Explain that they need to turn over one card at a time, in number order keeping them visible, read it and discuss how the information helps them decide who murdered George Pink. Draw their attention back to the grammatical structures for specifying if necessary.
- Place the cards in a pile face down on the tables in order with number one on the top but do not give them numbers 11 and 12. All students may start. You may need to encourage discussion, especially at the beginning of the activity.
- When they have reached number 10, give each group 11 and 12 and tell them that these are true. Encourage them to decide which 3 people are lying and why. (Samantha Black about the time she went to bed, Sally Pink about being in the bath and Bob Black about going to bed when in reality he was with Jennifer White.) This should lead them to the conclusion that Samantha Black is the murderer. (Mrs Black killed Sir George because she could see her husband would lose his position, money and reputation.)
- When all the students have had time to discuss, let them share their ideas in a feedback session. Encourage them to give reasons for their decisions. Tell them the true murderer.

LESSON SUMMARY
Functional English: paraphrasing
Listening: two students discussing environmental issues
Speaking: making your school 'green'
Topic: environment

Shortcut: To do the lesson in 30 minutes, keep the lead-in brief, do exercises 5 and 6 together in class and limit the discussion time in exercise 7.

Lead-in 2–3 minutes
- Write the letters metirnmvon on the board as an anagram for students to rearrange (environment). Ask students to discuss the following question in pairs: How worried are you about the future of our planet? What practical everyday things do you do to help the environment? How 'green' do you consider yourself to be?
**Exercise 2 page 78**
- Explain that you are going to hear two students discussing environmental solutions at their school. Read the questions together so students are aware of what they will need to listen for.
- Play the recording once. Ask students to compare their answers in pairs, then check the answers in class.

**Transcript 2.10**

Boy: I think they should ban cars from the school premises. In my opinion, far too many people have lifts to school - even when they don't live very far away. All those car journeys must add up to a lot of pollution. Most of those students could probably walk, or cycle.

Girl: True. But I think if they did ban cars, we'd need to provide a lot more ... what are they called? Those things that you park your bike in ...

Boy: Cycle racks.

Girl: That's it. We'd need more of those. Then I think more students would cycle to school - which would be good for the environment and good for their health.

Boy: That's right. Although some students just live too far away.

Girl: True.

Boy: Another thing I've noticed is the number of plastic bottles around the school. It takes a lot of natural resources to make those - and when the drink is finished, the bottle gets thrown away. And plastic takes of hundreds of years to bio-degrade. So all in all, plastic bottles do a lot of damage ...

Girl: And why do people need to buy them in the first place? They could drink water.

Boy: I know. And if the school installed some of those water taps - not taps exactly, but similar ...

Girl: Do you mean drinking fountains?

Boy: Yes, drinking fountains ... if there were more of those around the school, I don't think students would buy as many bottles.

Girl: Maybe not. But a lot of people prefer other drinks - they don't really like water. So I'm not sure how effective it would be.

Boy: Well, at least the school could encourage students to recycle empty bottles.

Girl: Do you mean glass bottles?

Boy: Glass and plastic. They should have ... er ... those things for putting your recycling in... all over the school.

Girl: Recycling bins.

Boy: Yes.

Girl: You're right. That would be simple to do - and cheap. And I think students would really use them.

Boy: Of course, if we're really serious about protecting the environment, we should try to use alternative sources of energy. How about installing one of those big wind generators in the playground? You know, the ones that look a bit like giant windmills.

Girl: Wind turbines.

Boy: Yes, we need a wind turbine!

Girl: Too expensive. It'll never happen.

Boy: You're right.

**Exercise 3 page 78)**
- Explain that we use paraphrasing if we don't know the exact word for something, or if we want to make an ambiguous point clearer by putting it in different words.
- Read the phrases together.
- Play the recording again for the students to listen and identify which phrase they hear.

**KEY**  
1 a b 2 a 3 a 4 b

**Exercise 4 page 78**
- Refer students to the photos. Students work on their own to make descriptions of objects using the expressions from exercise 3. Encourage them to make notes and to use more than one structure to describe the items.
- Check the answers in pairs. Pairs report back to the class.

**Exercise 5 page 78**
- Students work alone to complete the task. Check answers together.

**KEY**  
1 waste (compost bin)  
2 consumption (double glazing)  
3 power (solar panels)  
4 bulbs (low energy lights)  
5 source (wood burning stove)

**Exercise 6 page 78**
- Ask students in pairs to go through the environmentally friendly measures in exercise 4 and look at them from the different points of view given in the list. Optionally, they can choose one point and apply it to all the measures.
- When making their notes, encourage students to put a tick (✓), a cross (✗) or a question mark (?) next to each green measure.
- Ask one or two pairs to report back to the class.

**Exercise 7 page 78**
- First of all, highlight the fact to students that choosing one from the different measures means choosing from different points of view, based on different value systems. So when students make their choice (and reject the other options) they should first prioritise these values, as expressed in the four viewpoints in exercise 6.
- Check the answers with the class.

**Lesson outcome**
Ask students: What have you learned/practised today? Elicit: I have learned about how to describe and decide on various options. I have practised using paraphrasing.
WRITING ANALYSIS

Essay: for and against

LESSON SUMMARY • • • •

Writing: introducing a topic, presenting both sides of an argument, summing up
Reading: a model essay on nuclear weapons
Topic: people and society

Shortcut: To do the lesson in 30 minutes, keep the lead-in brief and do exercises 1 and 2 together as a class.

45-minute Shortcut: To do the writing analysis and the writing task in one 45-minute lesson, keep the lead-in to the analysis brief, do exercises 3 and 4 of the analysis together as a class. Skip the lead-in for the writing task lesson, ask students to prepare notes for exercises 5–7 and write the essay in full for homework.

Lead-in 2–3 minutes
- Put the students into small groups.
- Ask them to divide a sheet of paper into three columns. They should give each column a title: AND, BUT, and SO. Elicit that and is used to add extra information, but for contrasting information and so is used when talking about results or consequences.
- Now give them a time limit of 2 minutes to brainstorm words they might use in written English which have a similar meaning. They should come up with vocabulary such as: in addition, moreover, nevertheless, however, despite, therefore, thus.
- Stick their sheets of paper around the room and encourage them to get up and look at the work of other groups and to notice any extra words they did not think of. If you are short of time, just elicit vocabulary from the class and write it up in 3 columns.

Exercise 1 page 78
- Focus on the essay title and the three opening sentences. Students discuss with a partner which is best and why.

Key
The second is best because it doesn’t give away the writer’s opinion. This should be saved until the final paragraph. It also leads in with some background and shows an awareness of the topic.

Exercise 2 page 78
- Read through the writing tip about the two possible ways of starting a for and against essay. Students look at the introduction to the sample essay to see how it starts.

Key
It gives a brief introduction to both sides of the argument.

Exercise 3 page 78
- Students can work individually or in pairs. Check answers.

Key

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>She agrees with the statement.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>B</td>
</tr>
</tbody>
</table>

Exercise 4 page 78
- Students complete the exercise individually.

Key
1 It is argued, Another argument in favour
2 However, On the other hand
3 In my view, I believe
4 Furthermore
5 On balance
6 For instance

Exercise 5 page 78
- Students complete the sentences with their own arguments. They can use the model essay for inspiration but should write the arguments in their own words.

Exercise 6 page 78
- Show students how in this conclusion the opposing argument is acknowledged before the writer’s opinion is given. Students complete the conclusion.

Lesson outcome
Ask students: What did you learn today? What can you do now and elicit answers: I understand how to introduce a topic, present both sides of an argument and summarise my opinion in a ‘for and against’ essay.

WRITING TASK

Essay: for and against

LESSON SUMMARY • • • •

Writing: a for and against essay on global warming
Topic: people and society

Shortcut: To do the lesson in 30 minutes, keep the lead-in brief and ask students to prepare notes for exercises 5–7 and write the essay in full for homework.

Lead-in 2–3 minutes
- Write on the board: rich industrialised nations. Put the students into pairs and ask them to brainstorm nations of the world that they think fit into this category.
- Bring the class back together and elicit the names of countries, writing them on the board. Put them back into pairs and ask them to discuss what level of influence they have on the rest of the world and to pick the top three most influential if possible. Again, encourage discussion as a class.

Exercise 1 page 79
- First focus on the phrases that are already in the chart and then ask students to complete the chart with phrases from the box.

Key

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I’d like to start by</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>One argument in favour of</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>On the one hand</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>On the other hand</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I firmly believe that</td>
</tr>
</tbody>
</table>
Exercise 2  page 79
• Students find further examples of useful phrases for presenting arguments in the model essay on page 78.

KEY Some people believe First I'd like to present

Exercise 3  page 79
• Read the task together. Students brainstorm arguments in pairs. Encourage them to look back at 7A when considering the arguments.

KEY Possible arguments

For Rich industrialised countries have a duty to developing countries, who will suffer most from the effects of climate change. (e.g. droughts and floods); if they tackle the problem now it will be cheaper than trying to tackle it later

Against Combating climate change will be very expensive and may have limited effect; developing countries like China produce nearly as many carbon emissions as the US; we don't know for sure who's responsible; the Earth's temperature has fluctuated since pre-industrial times

Exercise 4  page 79
• Students write their arguments using phrases in the box. Elicit a few sentences onto the board.

Exercise 5  page 79
• Give students 5 minutes to write an introduction. Monitor and help as they do this. Choose two or three students with strong introductions to read them out to the class.

Exercise 6 and 7  page 79
• Give students about 15 minutes to write the main body of their essay, using the language in the box. Go round helping and answering questions but don't correct their work as they should be encouraged to do this at the end.

Exercise 8  page 79
• Students count their words and take the suggested steps to achieve the correct length.

Exercise 9  page 79
• The students write a final draft and check their writing against the checklist.
• Ask fast finishers to swap compositions with each other and decide if they agree with the opinions stated.

⇒ Lesson outcome
Ask students: What have you learned today? What can you do now? Elicit: I can write a for and against essay.
TOPIC Lifestyle, health, diet

Lead-in 5 minutes
- Put students in pairs and ask pairs to interview each other about what they had for breakfast (or lunch – depending on the time of day) and whether that was a typical meal for them.
- Ask students to report back to the class about their partner and also to rate how healthy their partner’s breakfast was by giving a score from 1 to 5 (1 being the least healthy and 5 the most healthy). Write the scores on the board and ask if the class consider their own eating habits as healthy.
- Exercise 1 will further explore this topic, so don’t let the discussion go into too much detail at this point.

Exercise 1 page 80 5 minutes
- Students work in pairs to discuss their general eating habits. Ask them to make a list of healthy foods. Applying the scoring system used in the Lead-in, they can rate their own healthy diets.
- Conduct a class discussion.

Exercise 2 page 80 20 minutes
E Reading: Multiple-choice questions
- Remind students of the best strategies to complete a multiple-choice task by eliciting the various stages: skimming the text first to get a general understanding, reading the options and identifying the key information, then reading the text to find which paragraphs contain the relevant information, finally checking the information in the options against information in the text.
- Point out that it is usually a good idea to eliminate options that are certainly wrong to reduce the number of alternatives to choose from.
- Students do the task individually.
- In a stronger class, check the answers by asking students to read their answer together with the information from the text that supports it, and briefly to say why the other options are incorrect.
- In a weaker class, check the answers, then ask the class to find the supporting information, and to discuss why the other options are incorrect together.

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

Exercise 3 page 80 5 minutes
- Focus students on the instructions and the Speaking exam task.
- Ask students to work in pairs and allow them a minute or two to collect their thoughts and brainstorm arguments in favour and against the statement in exercise 4.
- Students compare their arguments with those of another pair.

Exercise 4 page 80 10 minutes
E Speaking: Debate
- Refer students to the Functions Bank in the Workbook for useful phrases for presenting an argument, agreeing/disagreeing, etc.
- Explain that in this task there is no correct answer they are expected to give. In the exam, it is the examiner’s job to disagree with any point they make – to encourage debate. They should not take this personally. They should also be prepared to take either side in the argument, irrespective of their true opinion. (You may like to remind them that in the exam they could do better if they simply argued for whichever side they have more arguments or examples for.) Encourage them to think of the debate task as a performance, where they should show off how well they can use their speaking skills in English.
- Put the students in pairs, as A and B. Each A student should argue for, each B student against the statement. Allow a minute for them to prepare arguments or examples they can use for their side.
- Students discuss the statement in pairs. Walk around and monitor the activity, focusing especially on the functional phrases.
- Encourage students to support their views by trying to cite real-life examples that point to a future like the one suggested by the statement (and counter-examples that project a different future with more traditional foods and eating habits).

OPTIONAL SPEAKING TASK
You may like to ask students to switch sides and partners to repeat the activity from the opposing point of view. This will help students practice forming counter-arguments against their own views, which means they will be able to anticipate these better in the exam.

Lesson outcome
Ask: What have you learned/practised today? Elicit: I have practised a multiple-choice reading comprehension task. I have discussed a healthy diet. I have discussed the future of nutrition.
Exercise 3 page 81
- Students name the other features they can see. You could do this as a competition to see how many of the features they can write down in a minute.

**KEY**
menu, files, folders, tabs, search function, wallpaper, window, shortcut, etc.

Exercise 4 page 81
- Tell students that they are going to hear a conversation between Zena and her grandfather. Ask them to read the questions and possible answers and check any unknown words in a dictionary.
- Play the recording and let students compare their answers with a partner before class feedback.
- With a weaker class play the recording a second time.

**KEY** 1 c 2 d 3 a 4 b 5 c

**Transcript 2.11**
Grandpa  Oh, hello, Zena. Could you give me a hand?
Zena  Sure, what’s the problem?
Grandpa  Well, I’m having trouble getting Internet access. It was all right yesterday, but today... I keep getting this error message.
Zena  Let me see... what does the message say?
Grandpa  Look.
Zena  Hmm. This page does not support the web browser you are currently using. I see.
Grandpa  Do you?
Zena  It’s a problem with your software, Granddad. You must be using an old version of this web browser.
Grandpa  Well, what can I do about it?
Zena  You need to search for a software update. Then you can download the latest version.
Grandpa  Oh, I see. Where do I search for updates?
Zena  On the internet... ah. You can’t get online.
Grandpa  No, that’s the problem...
Zena  There must be another way.
Grandpa  What happens if I click on this icon?
Zena  Nothing. Try again.
Grandpa  Something happened then. Look at the address bar – it says ‘support&downloads’.
Zena  You’re right! You’re better at this than I am...
Grandpa  Do I have to pay for the latest version?
Zena  No, I don’t think so. It’s usually free.
Grandpa  Here we are. To download the latest version of your web browser FREE, highlight the correct operating system and click “download”.

Zena  What operating system have you got?
Grandpa  Windows.
Zena  Windows Vista?
Grandpa  Yes, that’s it! But I can’t see Vista on the list.
Zena  Maybe if you scroll down...
Grandpa  Ah yes. Here it is. Download.
Zena  Great. Look. The icon on the desktop has changed. Does it work now?
Grandpa  It should be OK, but first we need to restart the computer.
Zena
Grandpa
Zena
Grandpa
Zena
Grandpa
Zena

Oh, OK.
Thanks for your help, Zena.
Well, I didn't really do anything...
At my age, it isn't easy to understand this new technology. Great! It works now. Look! By the way, have you seen my new profile on Facebook?
No, show me.
Here it is.
Wow, that's amazing. You've added video...

Exercise 5 page 81
- Give the students a few minutes to discuss the questions and then ask a few pairs to share their ideas with the rest of the class.

Optional Speaking Task
"The Internet is said to be a Trojan horse. In what ways is it dangerous to children, adolescents and adults? What can be done to cope with these problems?"

For practice of Phrasal verbs with off and on, go to:
Vocabulary Builder 8.1: Student's Book page 136

KEY
1 a 2 c 3 e 1 g 6 i 9
b 5 d 4 f 10 h 8 j 7
2 1 pass (it) on 5 put (him) off 9 log on
2 carry on 6 called off 10 set off
3 log off 7 takes on
4 having (you) on 8 showing off

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I have learned vocabulary related to the Internet and using a computer, and I can discuss the influence of the Internet on our lives.

Notes for Photocopiable activity 8.1
Don't say the word!

Game
Language: technology vocabulary
Materials: one copy of the worksheet cut up per group (Teacher's Book page 138)
- Divide the students into groups of 3 or 4. Explain that they are going to play a vocabulary game.
- Give each group a set of cards which they place face down on the desk.
- Demonstrate the activity by taking a card and describing the word on the top of the card until someone says the word on the card. Don't include the words underneath in your definition/description.
- Explain to students that they are not allowed to say any part of the word they are trying to define. Nor are they allowed to say either of the words underneath it.
- Students take it in turns to take a card and describe the word(s). They mustn't let their partners see the word on the cards.
- Students can do the activity in groups as a competitive game. One person takes a card and describes the word. The first player to guess the word correctly keeps the card. The person with the most cards is the winner.
- An alternative with a stronger group is for pairs or teams to work in competition. In this case, one team describes a word, another team monitors them and checks that they do not say the forbidden words and the other teams compete to guess the word and win the point. Penalties could be given if forbidden words are used.
- If you don't have the time to cut up the cards, cut the worksheet in half and give half each to students working in pairs. They take it in turns to describe a word for their partner to guess.
- NB some of these words are not in the student's book.

LESSON SUMMARY
Grammar: modals in the past
Reading: a newspaper report about a house party advertised on the Internet
Speaking: a dialogue using modals in the past

Shortcut To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder as homework and limit the number of performances of the dialogue in exercise 6.

Lead-in 2–3 minutes
- Put the students in pairs. Ask them: Have you ever done something you regretted? After about a minute say: Tell a partner about it.
- Elicit stories from the students. Note any instances of shouldn't have or needn't have/didn't need to.

Exercise 1 page 82
- Focus on the cartoons and ask students what they think has happened in each case. Elicit a few ideas and then ask them to complete the captions.

KEY
1 should 2 might

Exercise 2 page 82
- Read through the sentences together. After each sentence ask concept questions. For example, after sentence 1 ask Was she enthusiastic? (No) How does the speaker feel about that? (annoyed). After sentence 5 ask: Did she tidy the house? Why not? After sentence 6: Did the person bring their laptop? Was it necessary? How do you think the person (who brought the laptop) feels about it? (frustrated because it wasn't necessary).
- Ask students to complete the information in the box.

KEY
1 should have, ought to have 3 needn't have
2 might have, could have 4 didn't need

Exercise 3 page 82
- Read the Look! box together then students do the exercise alone or in pairs. Check answers and then ask students to practise saying the sentences. See pronunciation note.

KEY
1 needn't have 4 might have
2 shouldn't have 5 should have known
3 didn't need to
Exercise 6 page 82
- Students write out a dialogue, using full sentences, between Rachel Bell and her parents, including some of the ideas in exercise 5. Ask them to read it aloud a few times to help them memorise it, then ask some pairs to act out their dialogue to the class.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit: I can make sentences with past modals.

Exercise 4 page 82
- Ask students to read the report and decide on the meaning of cooling off period.
- To make sure that students are familiar with the report and prepare them for exercise 6, you could ask them to close their books then ask further comprehension questions, e.g. How many people came to the party? (200) Why did so many people turn up? (It was advertised on MySpace). How badly was the house affected? (Very badly, £20,000 worth of damage) Did the girl admit to advertising on MySpace? (No, she says her profile was hacked) Have she and her parents made up now? (No, they haven’t forgiven her. She’s staying with friends.)

Exercise 5 page 82
- Students work alone then compare their answers with a partner. Check answers together.
- NB might have is not really appropriate in this context because it tends to be used as a spontaneous reaction to something irritating that somebody has done. E.g. You might have told me you weren’t coming home for dinner tonight (and I wouldn’t have cooked for you). You might have called the police … for example, sounds too tentative and polite for such a serious situation.

Exercise 1 page 83
- Students answer the questions in pairs. Find out which of the networking sites are the most popular and why.

Exercise 2 page 83
- Give students about 3 minutes to read the text and answer the question. Don’t let them get distracted by unknown vocabulary. You could suggest that they underline any vocabulary that they would like to know about and you’ll answer questions about it later.

Exercise 3 page 83
- Ask students to underline the key words in the sentences and then search for the answers in the text. Let them compare answers in pairs, correcting the false sentences and then check as a class.
CULTURE NOTE — POST-EXAM CELEBRATIONS AT OXFORD UNIVERSITY

It has been a tradition for many years at Oxford University for students as they come out of their final exam wearing traditional black and white exam uniform, to be met by a group of friends, who spray them with champagne or throw flour and eggs at them. In recent years, however, some students have started to throw more and more messy and unpleasant food at their friends, including tins of beans and, as mentioned in the listening, raw meat and octopus.

Exercise 5 page 83

- Give students time to read through the multiple choice questions and possible answers. Play the recording again. Let them compare answers with a partner before feedback.

Exercise 6 page 83

- Students can work in pairs to respond to the statements and think of arguments to support them.

KEY

Suggested answers

A It’s like spying. It’s no different from reading someone’s private e-mails or diary, All she was doing was having fun and celebrating a tradition. There are worse crimes than what she did.

B If she puts them on the Internet, she’s showing them to the world. She should know that even if she used privacy settings it’s still easy for them to be seen. The public needs to be protected from this kind of behaviour and the proctors should be able to do what they can to prevent it.

Exercise 7 page 83

- Read through the useful phrases. Explain that When it comes down to it ... and Like it or not ... are very similar, meaning that ‘The real truth of the matter is ...’

- Go round monitoring as students argue their case.

Lesson outcome

Ask students: What have you learned today? What can you do now? and try to elicit: I have read and listened to texts about privacy and social networking sites.

LESSON SUMMARY

Reading: a text about second life; multiple choice

Speaking: discussing virtual worlds

Topics: science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text at home before the class, and set exercise 4 for homework.

Lead-in 3–4 minutes

- Put the students in pairs. Ask: If you could travel anywhere in the world where would it be? Tell them to find out where their partner would like to go. Elicit the most interesting or furthest place.
Exercise 1 page 84
- Refer students to the pictures and elicit answers to the questions open class.

Exercise 2 page 84
- Focus on the instructions and give students two minutes to complete the task.

Exercise 3 page 84
- Remind students that a useful approach to answering multiple-choice questions is to underline the key words in the questions, try to predict the answer before looking at the options and decide which fits the prediction and finally to go back to the text to check.

Exercise 4 page 85
- Focus students on the instructions and give students five minutes to complete the task.
- Remind students of the fact that in open clozes it is very important to have a working knowledge of such word collocations.
- Check the answers with the class.

Exercise 5 page 85
- Students brainstorm in pairs. Elicit ideas from the class.

Exercise 6 page 84
- Monitor as the students discuss the questions and make notes for feedback at the end.

Optional speaking activity
Put the students into pairs. Tell them they are going to invent two people for a virtual world like Second Life. They need to decide a gender, nationality, job, family details, free time interests, likes and dislikes. They write each profile on a piece of paper. Give them a time limit of 10 minutes for the two profiles. Once all the profiles are ready, explain that each of them is going to be given a profile or ‘avatar’ and they need to ask questions to others in the class to find out as much information as possible about themselves. In a weaker group, allow time for pairs or small groups to brainstorm questions they could ask. Attach a profile to the shoulder of each student in the class with a safety pin or sticky tape. Encourage the students to mingle.
After 10 minutes or so, bring the class back together. Allow students to read their profile and give themselves a name. They should try to remember as much information about themselves as possible as this is the role they are going to play. In a weaker group, the students could keep their written profiles handy to refer to.
Finally, the students are to meet in a virtual world. They find themselves in the same building at a social event. Their task is to find out at least one person they feel they could happily meet again or even get into business or become friends with. Remind them that they are each playing a role. Tell them to speak to as many other avatars as possible within the time limit of 10–15 minutes. After the mingle activity, elicit findings from the class, encouraging students to give reasons for any connections they have made.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I can understand an article about a virtual world.

Grammar
Mixed conditionals

Lesson summary
Grammar: mixed conditionals
Speaking: discussing hypothetical questions

Shortcut
To do the lesson in 30 minutes, keep the lead-in brief, set exercise 5 and the Grammar Builder for homework.

Lead-in
3–4 minutes
- Write the following on the board: If I had 5 million Euros, ...
- Ask students to finish the sentence two ways: firstly without thinking too much, and then trying to write something they think nobody else in the class will write. Give them about a minute to write. Ask them to compare their sentences in pairs or small groups.
- Elicit sentences and write the most original on the board.
- Elicit the grammatical structure.
Exercise 1 page 86
Do this as a whole class activity.

KEY
1 No, she isn't.
2 No, she isn't.
3 No, he didn't.
4 No, he didn't.
5 Jo's sentence.
6 Ed's sentence.

Exercise 2 page 86
- Read out the two sentences and elicit answers to the questions open class.

KEY
a present  b past  c past  d present

Exercise 3 page 86
- Ask one or two students to read out the information in the Learn this! box. Do the first sentence together as an example then ask students to continue the task alone or in pairs.

KEY
1 c mixed  3 a mixed  5 b third
2 f second  4 d mixed  6 e mixed

For more practice of Mixed conditionals, go to:
Grammar Builder 8.2: Student's Book page 126

Exercise 4 page 86
- Refer students to the Look out! box. Explain that were is used after if in a formal style, and is always used after if in the phrase if I were you. If students want an explanation for this, you could tell them that were is an example of the subjunctive which is rare in modern English.
- Students work individually or in pairs. During feedback elicit an explanation for each answer.

KEY
1 wouldn't be, hadn't forgotten
2 were, you wouldn't have felt
3 wasn't/weren't, would have got up
4 'd know, 'd listened
5 'd have laughed, had
6 didn't like, wouldn't have ordered

Exercise 5 page 86
- Students can work individually or in pairs. Write the answers on the board for feedback, or ask individual students to come forward and write up the answers.

Exercise 6 page 86
- Give students time to think about their answers. Go round listening, helping and making a note of persistent errors for students to correct at the end.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit: I can form mixed conditional sentences.

Notes for Photocopiable activity 8.2
Mixed conditionals game
Game
Language: 2nd, 3rd and mixed conditionals
Materials: one copy of the worksheet cut up per group (Teacher's Book page 139)
- Divide the students into groups of 3 or 4. Explain that they are going to play a grammar game using conditional forms.
- Demonstrate the activity with one group while the other students watch. Place the pile of cards face down on the table. The first student turns over the top card and reads it out. All students in the group then have 30 seconds to think of an ending for the sentence. This could be done in written form or orally as the teacher wishes.
- If a student makes a 2nd conditional or 3rd conditional, then they score one point. If the structure produced is a mixed conditional, then they score 3 points. The only rule is that the structure produced must be grammatically correct and must make sense. (Students should be able to give further explanation of the sense of their sentences, if necessary.)
- With a stronger group, the students should be encouraged to decide on the accuracy of their classmates sentences and only ask for help if the group is unsure. With a weaker group, you may need to monitor carefully and assist with this.
- When all of the cards have been used, the winner is the student with the highest total.
LESSON SUMMARY

Functional English: giving opinions, agreeing and disagreeing
Listening: six short conversations about computers
Reading: two short newspaper articles about Internet auction sites
Speaking: discussing a newspaper story
Topic: people and society, shopping and services

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief, skip the second listening (but focus on the language) and limit the preparation time in exercise 7.

Lead-in 4–5 minutes
- In groups of 3–4 ask students to brainstorm phrases for agreeing and disagreeing with one student in each group writing them down on a page in two columns. With a weaker group, give them one or two phrases to start them off: I think you're right, That's true, I don't think so, I really can't agree with you.
- Monitor and correct any ungrammatical or unnatural phrases.
- Finally, circulate the lists, asking the students to note any phrases that they didn't think of.

Exercise 1 page 87 2.13
- Tell students they are going to listen to six conversations about computers. Give them a few moments to read the opinions.
- Play the recording and elicit answers. With a weaker class, pause after each conversation and let students discuss their answers with a partner before a whole class check.

Exercise 2 page 87 2.13
- Ask students to read the opinion expressions. Ask which ones are different from those they came up with in the lead-in. Reinforce the fact that both are correct and have the same meaning but that they will only hear one of each pair in the listening.
- Play the recording a second time. Check answers.

Exercise 3 page 87
- Tell students that the point of the exercise is to practise the expressions so they must use as many of them as possible. If you feel that fluency practice is also a priority, let them develop the discussions further.

Exercise 4 page 87
- Ask students to read the article and say how they think the boy felt. Encourage them to come up with interesting words and phrases like stunned, staggered, over the moon, ecstatic, furious, infuriated (with his parents) rather than elementary words like surprised, happy or angry.

Exercise 5 page 87
- Again, encourage students to respond to the comments with a range of expressions from exercise 2.
Exercise 6 page 87
- Give students a strict time limit of 10 seconds to find out what the article is about. They don’t need to read further than the first few lines.

Exercise 7 page 87
- Give students one or two minutes to formulate their opinions and take notes.

Exercise 8 page 87
- Students take it in turns to give opinions about the article and say whether they agree or disagree with their partner’s comments. Monitor and check students are using the target language. Ask some students to share their ideas with the class.

For practice of Variable stress, go to:
Vocabulary Builder 8.2: Student’s Book page 136

KEY
1 2.14 Answer for all words: As a verb the second syllable is stressed and as a noun the first syllable is stressed.
2 1 decrease 4 conflict 7 exports
2 record 5 protesting 8 suspect
3 refund 6 permit 9 transport

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit: I can give my opinion on newspaper stories. I can agree and disagree with other people’s opinions.

Writing Task
Biography

LESSON SUMMARY
Reading: a biography of a famous person
Vocabulary: time references
Writing: sequencing events
Topic: science and technology

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do the matching task in exercise 4 together in class and set exercise 6 as homework.

45-MINUTE SHORTCUT To do the writing analysis and writing task in one 45-minute lesson, do the matching task in exercise 4 together in class, omit exercise 6 and, do the planning stages together and ask students to finish writing their biography at home.

Lead-in 2–3 minutes
- Ask students what sources of information they use most often on the Internet (e.g. search engines, knowledge databases, community websites) and what kind of information these contain. Ask what website they would use to find information for a history or science essay.

Exercise 1 page 88
- Look at the Wikipedia logo together. Do students recognise it? How much do they know about Wikipedia?

If they are stuck for ideas, ask a few helping questions: Do you have to pay to use Wikipedia? (No, it’s free.) Who writes the articles on Wikipedia? (The users.) Is the website available in your own language? (Depends on the students’ first language. NB. It is available in most languages.)

Exercise 2 page 88
- Ask students to read through the biography quickly, then discuss the question in pairs.
- Ask a few pairs to report back to class.

KEY
Possible answer: He founded Wikipedia, a free online encyclopaedia with ‘free access to the sum of all human knowledge’.

Exercise 3 page 88
- Students work in pairs or individually to match the events with the biography and decide on their correct order.
- Check the answers together.

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

Exercise 4 page 88
- Look through the list of descriptions. Explain that these are usually the key sections of a biography. Ask students to decide on a logical order for these sections (there may be more than one correct answer).
- Ask students to read the biography again, and match each description with a paragraph.

KEY
A 3 B 2 C 4 D 1 E 6

Exercise 5 page 88
- Read the writing tip together.
- Ask students to read the short paragraph. Ask them if they think the passage sounds natural. (No.)
- Students work individually to re-write the paragraph using the time references in the box. Give them 5 minutes to complete this task.
- Ask students to compare their rewritten paragraphs in pairs, then ask a student to read out their solution.

KEY
Possible answer:
He was born in 1970. At the age of 18, he went to university in his home town. He studied Chemistry until 1991. After leaving university he got his first job that summer. In the autumn he met Lucy who became his wife in 1994. They had their first child a year later.

Exercise 6 page 88
- Ask students to read through the sentence stems quickly and spend a minute thinking about their own lives.
- Students write true sentences about themselves.

OPTIONAL COMMUNICATION TASK
In exercise 6, ask students to write 3 true sentences and 2 sentences that they made up about their own lives. Then ask them to read out their sentences in groups. The rest of the group should decide whether they think the statement is true or false. Who can guess the most facts correctly?
Exercise 7 page 88
- Ask students what they think about Jimmy Wales? Do they think his contribution was valuable to the world? Why? Why not? Ask students to justify their opinions.

Lesson outcome
Ask students: What have you learned today? Elicit: I have learned the structure of a biography. I have found out about the origins of Wikipedia.

Writing Task
Biography

Lesson Summary ● ● ● ●
Reading: a biography of a famous person
Grammar: adverbial participle clauses
Writing: a biography

Shortcut
To do the lesson in 30 minutes, keep the lead-in brief, do the planning stages 4 together in class and set the writing task as homework.

Lead-in 2–3 minutes
- Ask students to look at the photos. Ask: Can you recognise these people? Do you know what they are famous for? Do you admire them? Who do you admire most?

Exercise 1 page 89
- Read the exam task together and check the students’ comprehension. Remind them that they don’t have to choose one of the four people shown in the pictures.

Exercise 2 page 89
- Read the writing tip together. Then look at the two examples and ask students to explain what changes when a statement is rephrased using an adverbial participle clause (the subject is moved to the main clause and not repeated, the verb form is changed to a present-ing participle or a past-ed participle).
- Students work individually to find the participle clauses in the text.
- Check the answers together.

KEY
Born in London, ...
Interested in animals from an early age, ...
On returning to Britain, ...
Having left university, ...

Exercise 3 page 89
- Using the text in exercise 2 as a model, students rewrite the sentences with adverbial participle clauses.

KEY
Possible answers:
1 All things considered, his contribution to human knowledge was enormous.
2 On leaving school, she went abroad.
3 Not wishing to work in industry, he found a job in academia.
4 Being a woman, she had to fight hard for recognition.
5 Undeterred by his lack of success, he found a new job.

Exercise 4 page 89
- Read through the list of paragraph topics together. Explain that this is an extended version of the list on page 88, which gives them further ideas.
- Ask students to work in pairs to decide which three paragraphs they think are the most important to include in a biography. There is no one correct answer, but normally, these would include: an introduction, to explain why the person was chosen for writing about; the person’s main achievement; and usually either their other work since their main achievement (where the person is still active) or their reputation or legacy (where the person has passed away).

Exercise 5 page 89
- Explain to students that their choice of the person to write about will determine what other information will be essential for their biographies. Encourage them to make notes of the key points they would like to mention, then match them to the best two or three extra paragraphs as headings.
- Ask them to complete their notes for the 5–6 paragraphs they selected. Remind them that the chosen paragraph headings in order show the best structure for the biography.

Exercise 6 page 89
- Students write their biographies. If this is done in class, walk around and monitor the writing process, and offer help with any vocabulary they might need. Alternatively, encourage them to use dictionaries independently to find the words they need.

Exercise 7 page 89
- Ask students to check their biographies for the required extent. Follow the suggestions to adjust the length of the text.

Exercise 8 page 89
- Ask students to check their writing carefully against the checklist. They should then write out a fair copy of the biography.

Lesson outcome
Ask students: What have you learned today? What can you do now? Elicit: I have learned to use adverbial participle clauses. I can organise the information about a person effectively to write a biography of a person.

Key for Language Review and Skills Round-up 7–8 is on page 122.
**TOPIC**

People and society

**Lead-in** 4 minutes
- Ask students what they could not do if the Internet had not been invented. Encourage them to think about school, free time activities, shopping, etc. Brainstorm ideas as a class.

**Exercise 1** page 92  5 minutes
- If students lack ideas, go round and encourage them to think of the articles in the press or on the news and films they have seen.
- Get feedback. Choose the three most unusual uses of the Internet by a show of hands.

**Exercise 2** page 92  2.16  8–10 minutes

**Listening: Multiple matching**
- Remind students to read the task very carefully focusing on the key words. In this type of task the questions and answers are not in the same order. Students must understand the questions very well, remember and compare them to all the recording. The more questions are answered, the easier the task gets. For this reason it is advisable that students answer at least a few questions while listening for the first time. They should not give up at any stage of each of the four parts of the recording provides a fresh chance. It is also important to concentrate on the remaining questions during the pause and the second listening. Warn students that even though there are 4 speakers and 8 questions, it does not mean there are two answers for each speaker.
- Play the recording straight through twice. Check as a class.

**KEY**

1  D  2  A  3  C  4  B  5  A  6  C  7  A  8  B

**Transcript 2.16**

**Speaker A** The original divorce settlement said I was to have custody of our daughter Ashton. But then I met someone I wanted to the knot with and move to another state and my ex took me to court again. His victory was a blow – I was to leave Ashton with him and have most of my parental visitations with her ... via the Internet! I just couldn't believe I was to leave my daughter and couldn't imagine not seeing her on a daily basis. How could an Internet visit ever be enough? Yet I learned to appreciate it. Flying to another state is way too expensive so I can't do it that often and though the net meeting is not the same as a face to face one it is way better than a regular phone call! We can show each other our new hairstyles and chat about stuff. Last week we even helped her decorate her new room. And the best thing is – I can pop in any day any time I want even if it's just for five minutes. And I do!

**Speaker B** It was the shock of her life. I mean I really blew her mind with this one! We were chatting about surfing the net and I suggested my girlfriend type her name into the browser to see what would happen. She thought it was silly but finally she conceded. And guess what? I had the browser people help me out and create a site with her name and my proposal! The big question was there typed in red and when she turned around I was on my knees with a huge bouquet of roses and a diamond ring. If someone pops the question like that – how can you say no? Needless to say she said yes, and we are now the happiest people on Earth.

**Speaker C** None of us had to be physically present for this. I was actually in Australia, while my husband was in the other hemisphere. I mean someone had to be there, so we gave the power of attorney to our fathers. And my dad brought his laptop and webcam to court. At the assigned time we all just logged in and the judge asked us all the questions and I was a free woman. The whole thing took 15 minutes and I believe it saved everyone the grief of having to meet and see it all fall apart.

**Speaker D** We were going to say our I dos next summer. We are both in the army and I was supposed to be home by then. But the other day we got the word that Richard was also being mobilized. So we changed our minds and wanted to get it done as soon as possible. But since they wouldn't let me go home for the ceremony, we decided to say our vows via the Internet. I was at my base, wearing a white T-shirt and my fiancé was in Chicago with the judge. We had a video link set up and the judge performed the ceremony. Maybe it's not what you dream of as a girl and some people asked me if I felt married at all. Well, I do, but the truth is I would still like to do it again one day with a white gown and all.

**Exercise 3** page 92  15 minutes

**E Use of English: Word formation gap fill**
- Ask students to read the text quickly to get an idea about the gist. Then ask them to look at the gaps and decide what part of speech they think is missing in each sentence.
- This information will help them decide what type of word they need to form using the prompts.
- When they have completed the text, ask them to check that the words they formed fit grammatically as well as logically.
- Check the answers in class.

**KEY**

1  increasingly  6  opt
2  comparison  7  honesty
3  eagerness  8  intended
4  thoughts  9  unpredictable
5  frustration  10  exposing

**Exercise 4** page 92  5 minutes

- Students work in pairs to draw up a list of dangers connected with the Internet. Elicit a few ideas from the pairs and write these on the board for reference. Ask some other students to explain or give an example for each idea on the board, to check their comprehension.

**Exercise 5** page 92  10 minutes
- Read the task instructions and prompts together.
- Elicit that in this type of task the focus is on finding similarities or differences between the two situations shown in the photos, not on describing the details of each image.
- Allow a minute or two for students to collect their thoughts about each of the questions.
- Students in pairs take it in turns to do the task. Encourage them to note any difficulties, good or bad points, and give feedback to each other after they both finished.
- Conduct a class feedback by asking about the difficulties or issues they discussed.

**Lesson outcome**

Ask students: What have you learned/practised today?
Elicit: I have practised listening comprehension through a multiple matching task, a word formation use of English task, and discussed dangers connected with the Internet.
A step on the ladder

LESSON SUMMARY

Vocabulary: working life jobs
Listening: monologues about work
Speaking: discussing different jobs
Topic: work

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief, ask students to choose 4 out of the 8 jobs to discuss in exercise 6 and set the Vocabulary Builder exercises as homework.

→ Lead-in 2–3 minutes
- Put the students in pairs. Tell the students that the topic is ‘jobs’. Ask them to tell their partner as much as they can about their parents’ jobs and also their grandparents’ jobs if possible.
- After 2 minutes, elicit information from the class to find out the most common jobs, whether there are any family employment traditions and also the most interesting and/or exciting jobs.
- Ask whether they would like to do the jobs their parents and grandparents have or had.

 LANGUAGE NOTE – A STEP ON THE LADDER
In English we talk about the ladder as a metaphor for the stages in a particular type of work or career. Your first job might be ‘a step on the ladder’ and then you can ‘move up the ladder’.

Exercise 1 page 93
- Students describe the photo in pairs. Ask them to describe what the person is doing now and what they think the job involves on a day-to-day basis.
- Have a class feedback.

Exercise 2 page 93
- Students work alone or in pairs to complete the text. With a weaker class refer students to the wordlist at the back of the book. Check answers.

KEY
1 unemployed
2 apply for
3 offered
4 long hours
5 be promoted
6 attend meetings
7 do paperwork
8 be in charge of
9 earn a salary

Exercise 4 page 93
- Focus on the instructions. Play the recording. With a weaker class pause after each speaker and let students decide with a partner and then make a note of their answers.

KEY
1 Sally hasn’t got a job. She was made redundant. She was a receptionist at an estate agent’s.
2 Victor hasn’t got a job. He retired last year. He was a miner.
3 Emily works in an office for the local water company.
4 Marcus works as an apprentice electrician.
5 Matilda has a job as a physiotherapist. She used to work for a publishing company.

Transcript 2.17
1 Sally I was made redundant from my last job, which was quite a shock to me. I worked as a receptionist in an estate agent’s for six years and really enjoyed it. It was usually busy, and there were always interesting new people to meet. But the business was bought by another company, and many of us lost our jobs. I’ve been unemployed for months now, and I really hate it. I’ve been looking for another office job, preferably part-time as I have children to look after, but it’s not easy for a woman of my age. However, I must remain positive. I have applied for a few jobs already, with no luck so far, but I have got an interview next week which I’m really pleased about. So, fingers crossed that it goes well for me.

2 Victor I worked in the mining industry for many more years than I care to remember. I started down the pits as a young lad of fourteen, straight out of school. In those days, working conditions were really hard – it was dirty, dangerous work, physically exhausting, and we worked long hours – sometimes 12 hours a day underground. That was really difficult at first, especially as we never saw daylight in the winter, but you sort of get used to it, I suppose. When I was older, I joined the miner’s trade union, and we went on strike quite a few times for better pay or to improve the working conditions. But things never really got much better. It was still a dark and dangerous job when I retired last year. Although the equipment and safety measures had improved, they expected more from you. I was glad to get out.

3 Emily I work in an office for the local water company in the centre of town. I’ve been working there for seven years now. My main responsibility is to deal with complaints from customers of which there can be many, especially when there is a broken pipe somewhere! My job involves a lot of paperwork, which fortunately I don’t mind too much. I also have to attend meetings, sometimes in other parts of the country, which is quite good fun, but I sometimes have to work overtime. My job isn’t very well paid but I enjoy it, and I like the people I work with. Actually, I’ve just been promoted and given more responsibility, which I’m thrilled about, especially as I’m six months pregnant with my first baby. So, they obviously want...
to keep me. I'm going to take maternity leave soon and they'll hold my job open for me for a year.

4 Marcus: I'm an apprentice electrician and it's my first job. I left school last year without many qualifications, so I feel lucky to have this job. I wasn't sure what I wanted to do, or actually what I could do, but my uncle's an electrician and he took me to work with him for a week, so I could see what the job was like. After that, I knew I wanted to try it, so I looked for jobs with my uncle's help. I joined this company a few months ago. It's a small family company and the people are very nice. I go to college one day a week and work the other four. I work far harder than I ever worked at school! The work is very challenging - you have to be really accurate and take a great deal of care because the consequences are awful if things go wrong ...

5 Matilda: I worked for a publisher for 20 years, where I was in charge of the accounts department. It was a well-paid job and I had a good team of people working for me, but it was also very stressful and I worked long hours. I got tired of doing the same thing year in, year out and having no time to myself and so I resigned two years ago. I retrained as a physiotherapist. Now I work freelance, which has many advantages for me. I work from home and I like being my own boss. My work, in fact my whole life, is less pressured. I can choose when I work and I now have time for other things, which is great. I don't earn as much, but the work is interesting. The main thing is that my work is no longer the focus of my life. I have time for other things.

Exercise 5 page 93  
- Focus students on the questions before playing the recording a second time. Students write brief notes for each answer. Let them check answers in pairs before a class feedback.
- With a weaker class pause after each speaker for students to make notes.

KEY
1 The business was bought by another company.
2 She wants a part-time office job.
3 It was dirty, dangerous, and exhausting and he worked long hours underground.
4 They went on strike for better pay and working conditions.
(Things didn't get much better, although equipment and safety measures had improved.)
5 Her main job involves dealing with customer complaints. She also has to do lots of paperwork and attend meetings.
6 She's going to have a baby.
7 His uncle's an electrician.
8 He has to work harder than he ever worked at school.
   He must be accurate because if he makes a mistake the consequences will be serious.
9 She got tired of doing the same thing all the time, the job was stressful and she worked long hours.
10 Her work is less pressured. She can choose when she works. It's less well paid.

PRONUNCIATION - SILENT CONSONANTS
Write up the following words from the lesson and explain that they all contain silent consonants. Students identify the silent consonants. Check answers (the silent letters are shown in bold) then ask them to practise saying the words.
lawyer exhausting resign bought

Exercise 6 page 93
- Check students understand the jobs. You may need to explain that a civil servant is someone who works for a government department.

Exercise 7 page 93
- Students discuss the questions in pairs then have a brief whole-class feedback.

For practice of vocabulary for The job market, go to:
Vocabulary Builder 9.1: Student's Book page 137

KEY
1 1 bricklayer, joiner
2 nurse, surgeon
3 director of studies, lecturer
4 software developer, web designer
5 sales assistant, store manager
6 barrister, solicitor
2 1 candidate 4 organisational 7 covering
2 qualification 5 skills 8 bonus
3 track 6 pressure

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I can talk about working life and different jobs.

B Habitual behaviour (present and past)

LESSON SUMMARY
Grammar: habitual behaviour (present and past) with will; present continuous; would and used to
Reading: an article about Cambridge University
Speaking: talking about habitual behaviour

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builder as homework.

Lead-in 4—5 minutes
- Ask students to quickly list as many well-established, internationally renowned universities as they can. Ask: In which country are they? Would you like to study in any of them? Why? Why not?
- Alternatively, with a weaker class, write the names of some world-famous universities on the board yourself, then ask the follow-up questions.

Exercise 1 page 94
- Focus on the photo and ask students if they know where the place is (King's College, Cambridge University) and if they know anything about it. Elicit predictions as to what the numbers refer to then ask students to read the text and check their ideas.
- Ask students if they would like to study in a place like Cambridge and why/why not.

KEY
a the age of the university
b the number of colleges
c the number of weeks in a term
Exercise 2 page 94

- Students do the exercise individually or in pairs. Check answers. Highlight the fact that will can refer to present time and would to past time.
- In order to raise awareness of the fact that the past simple can be used to describe either a past event or a past habit, ask students to underline examples of past simple in two different ways: a single line when the verb refers to a past event and a double line when it is used for past habit.

**KEY**

1. will usually live present
2. would come, would study past
3. didn't use to admit, used to be able past
4. are always complaining present
5. often fought past
6. nowadays accepts present

Exercise 3 page 94

- Ask students to read through the Learn this! box silently on their own, then check they've understood by asking: Which words can we use to express past habits? (used to and would); When can't we use 'would'? (a situation that lasted a long time); When is it not possible to use 'used to'? (when we say how long something lasted); If we stress 'will' or 'would' what emotion does this suggest? (Irritation); What tense do we use with always, forever, etc. to talk about annoying habits? (present continuous)
- Students complete the sentences alone or in pairs. Check answers asking students to explain their answers.

**KEY**

1. used to be, worked, used to / would leave, (used to / would) walk, didn't (use to) have
2. was, used to work, earned, used / would to ride

Exercise 4 page 94

- Students work individually and then compare answers with a partner before class feedback.

**KEY**

1. would, play
2. will get
3. will keep
4. will leave
5. would take
6. will, overcharge

**LANGUAGE NOTE - WILL AND WOULD, WON'T AND WOULDN'T**

Point out that we often contract would to 'd and will to 'll after pronouns in speech. In sentences 3 and 4 of exercise 4, however, it is important not to use a contraction since the speaker wants to express irritation and the modals therefore need to be stressed.
Won't and wouldn't are often used to express refusal: He can do it but he won't. He wouldn't move his bag. This can extend to inanimate objects: The car won't start. The door wouldn't open.
Stress that these uses of will and would have nothing to do with future or conditionals.

For more practice of Habitual behaviour, go to:
Grammar Builder 9.1: Student's Book page 127

**KEY**

1 a 2 b 3 both 4 a 5 a

Exercise 5 page 94

- Do a sentence together on the board then ask students to complete the exercise alone or in pairs.

**KEY**

1. James would always arrive late for work.
2. He's tired because he's constantly going to bed late.
3. Nurses will often work very long hours.
4. We never used to walk to school when we were young.
5. He used to be very quiet and shy but he'll to talk to anybody now.
6. My brother will keep borrowing my clothes without asking.
7. Zoe won't work as part of a team.
8. My dad used to work on a farm but he's retired now.

Exercise 6 page 94

- Ask fast finishers to think of two or three things for each topic.
- Alternatively, you could ask students to think of two things that are true and one that is not (but is believable). Their partner decides which is true and which is false.
- Ask several students to report to the class what they've found out about their partner.

**Lesson outcome**

Ask students: What did you learn today? What can you do now? and elicit: I can talk about habits in the present and past.

**LESSON SUMMARY**

Reading: an article about migration to America
Listening: two immigrants to Britain talking about their experience
Speaking: discussing migration
Topic: English-speaking countries

**SHORTCUT** To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text before the lesson and limit the number of class presentations in exercise 7 or divide the class into two groups for the presentations.

- **Lead-in** 3-4 minutes
  - Put the students in small groups. Ask them: Do you know anyone from another country who has moved to your country? Ask them to share information about the people that they know - where they come from, what they do, why they moved, etc.
  - If there is little response to the first question, ask them to discuss in their group what they think foreigners coming to their country might find difficult and what might be the best thing about their country in their opinion.
  - Invite some students to feed back on their discussion.

Exercise 1 page 95

- Ask students to look at the photo, describe what they can see and discuss the significance of the statue.
KEY

The photo shows a group of immigrants queuing on Ellis Island to get into the United States. Ellis Island is the place where immigrants used to be assessed before entering the country. The Statue of Liberty represents freedom and opportunity, which is clearly what these people are seeking.

Exercise 2 page 95
• Ask students if they can guess what the numbers refer to. Elicit some suggestions then ask them to scan the article quickly to find the answers.

KEY
1. The number of Swedes and Norwegians who entered the country in 1919–1920.
2. The period during which two million Eastern Europeans entered the country.
3. The number of people who passed through Ellis Island between 1892 and 1954.
4. The period during which twelve million people passed through Ellis Island.
5. The number of people who were checked and questioned in a day at Ellis Island.

Exercise 3 page 95
• Ask students to reread the text and answer the questions. Let them discuss their answers in pairs before checking with the whole class.
• Ask fast finishers to find the words predominantly, fleeing, influx and arduous in the text and guess their meaning.

KEY
1. They came from Ireland, Britain, French Canada and Germany.
2. They wanted to escape poverty, start again in the land of opportunity and escape from difficult political situations (e.g. the Mexican Revolution).
3. The average Italian immigrant worked for five years.
4. It became a melting pot because there were people with many different cultures, religions and customs.
5. Their papers were checked and they had to prove they were in reasonably good health.
6. They had to repeat the difficult journey back to where they came from.

Exercise 4 page 95 2.18
• Tell students they are going to listen to two people, from the Czech Republic and from Slovenia, living in Britain. Play the recording and let them discuss their answer together, giving examples, before checking the answers as a class. Briefly elicit reasons for their opinions but don’t pre-empt exercise 5 by going into too much detail.
• Pre-teach indefinitely.

KEY
1. Ivana’s experience is generally positive. Her English has improved. She finds her job enjoyable and interesting. She has an English boyfriend.
2. Andrej’s experience is generally positive. He wasn’t too homesick, his English has improved dramatically, he eventually found an interesting job.

Transcript 2.18
Ivana
My name’s Ivana Novak and I’m from Tanvald, a small town near the mountains in the Czech Republic. However, at the moment I’m living beside the sea in the market town of Kingsbridge, Devon, in the South-West of England. I moved to Britain two years ago because I wanted to work abroad to save some money and improve my English at the same time. I have been saving up for a deposit on a flat back home.
Actually, in the Czech Republic I was a teacher in primary school, something which I can’t do here in Britain, of course. Instead, when I first arrived, I worked as a cleaner in a restaurant for a while until I noticed my English had improved and I felt more confident in speaking it. Then I looked around for a job that involved children, because I love working with children. It’s a real pleasure for me. So I found a job with a family who wanted a nanny for their three young daughters, and I have been working for them ever since. My English is so much better now, because you have to work hard to understand what children are saying in a foreign language! I really enjoy my job, especially because I help them with their homework every day. It’s really interesting to me what they are learning and how they are taught, and to compare it with what I used to teach in the Czech Republic.
So I’ve been here two years now and it’s been an interesting experience. I found it quite difficult first because I was worried about my English, and I really didn’t know anybody. I missed my family and my mother’s cooking. But I enjoy living here now. I go back to visit my family in the Czech Republic twice a year, but I’m planning on staying here indefinitely because I have an English boyfriend who I’m very keen on!

Andrej
Hi, I’m Andrej Bokal and I’ve been living in London for three years now. I come from Ljubljana and most of my family are still here, but I have an uncle and two cousins here in London, which is good, so I wasn’t too homesick in the beginning. I was studying Law in Ljubljana, but I decided to take a break for a couple of years to come here and earn some money – I want to buy a flat in Ljubljana, you see, so I’m saving up for a deposit. Flats in Ljubljana are getting quite expensive. After a year I’ll go back and continue my Law studies. When I first arrived, I started working in the building trade with my uncle and cousins. In fact, I helped my uncle build his house in the country in Slovenia, so I know a bit about building. The money was good and the other workers were quite friendly, once they realised I could speak English, so it was a great start. But after a while I wanted to do something closer to what I had been doing in Slovenia, so I looked around for an office job. In fact, I started working as a clerical assistant in the offices of the building company I was already with. The money wasn’t any better, and I had to work really hard in the beginning, but the work was quite interesting, and my written and spoken English improved dramatically. That gave me the confidence to look for a clerical job in a law firm, and I’ve been with this firm for just over a year now. I find my job very interesting, especially the legal aspects, and I pay a lot of attention to what is going on with all the lawyers and all the cases they are dealing with. I think it’s very good experience for my studies when I go back home. I’m going to go back next year, I think. I have quite a lot of money saved now, and I miss my family.

Exercise 5 page 95 2.18
• Ask students to read through the sentences. Elicit or explain the meaning (and pronunciation) of mental /'men(t)l/ (boring and considered low status).
• Play the recording again and then check answers.
Exercise 6 page 95
- Read through the discussion questions and make sure students understand that they need to choose only one set of questions. Tell them they should make notes during their discussion as they will be presenting the results to the class.
- Students discuss their opinions. Monitor the pairs, listening carefully and noting any serious or recurrent errors.

Lesson outcome
Ask students: What have you learned today? What can you do now? and try to elicit: I can understand an article and talk about migration.

Making a name for yourself

LESSON SUMMARY
Reading: an article; inserting sentences; matching sentences
Listening: a song
Speaking: talking about careers in music
Topic: school; free time and entertainment

Shortcut
To do the lesson in 30 minutes, keep the lead-in and the discussion in exercise 5 brief; ask students to read the text at home before the class.

Lead-in 3–4 minutes
- Put the students into small groups. Say: I'd like you to think about school. What is the minimum that you expect school to teach you? Write a list of things you think you should know about or be able to do by the time you finish school.
- Give the students a minute or two to do this. With a stronger group, also encourage them to think about some of the less academic things they might learn such as working in a team, building a sense of self-esteem, dealing with failure and so on.
- Elicit ideas and encourage discussion.

Exercise 1 page 96
- Ask students to look at the photos in pairs and discuss what they can see and what kind of school they think The Brit School is.

KEY
It's a school of performing arts and technology in London called the Brit School.

Exercise 2 page 96
- Ask students to skim the text quickly in order to find the answer to the question.

KEY
1 and 3 are false. The school is free and individuality is accepted.

Exercise 3 page 96
- As students are very familiar with this kind of exercise now, elicit from them a strategy for approaching the task. (Read the text before and after the gap to predict the missing information and then look for a sentence in Exercise 3 which fits the topic. Next check by looking for language links, such as pronouns or linkers)
- Remind students that there is an extra sentence.
- As you go through the answers ask students to tell you the links.

Exercise 4 page 96
- Students do the exercise individually or in pairs.

Exercise 5 page 96
- Ask students to discuss the questions in pairs. Go round monitoring and helping. Ask a few students to tell the class about what their partner said.

Exercise 6 page 97
- Explain that the words come from the song that students are going to listen to by Brit school student, Katie Melua. Students match the words and phrases with the help of a dictionary if necessary.

Exercise 7 page 97
- Students read the lyrics as they listen to the song. Ask them to sum up its message in pairs. If you think the students will enjoy it, play the recording again so that they can sing along with it.

KEY
The song is about a girl's search for love. She was beginning to lose hope that she’d ever find the right person but has now found the partner she is looking for.

Vocabulary Builder 9.2: Student’s Book page 137

KEY
1 Curriculum 8 class 15 further
2 core 9 form 16 higher
3 language 10 academic 17 university
4 compulsory 11 repeat 18 degree
5 Primary 12 exams 19 undergraduates
6 full-time 13 vocational 20 graduates
7 Reception 14 college

Unit 9 • A step on the ladder
OPTIONAL SPEAKING ACTIVITY

Ask the students to read the text one more time and write down all the reasons why students go to The Brit School rather than any other state-funded secondary school. Answers include: It is Britain's only Performing Arts and Technology School. Other schools lack the resources to help creative students. For parents, it is reassuring that the students receive a good education as well as encouragement to follow their dreams. The students don't have to fit in but are free to be themselves and be different. Many former students of the school have become successful musicians.

The students are going to take part in a role-playing activity. Divide the class in half. One half are going to be students at the Brit School and the other half are going to be teachers at the Brit School.

Tell the 'teachers': You have been working at the Brit School for 2 years and love it. A journalist would like to interview you about your current job and your previous teaching experience. Brainstorm what you might say about your old school(s) and how the Brit School compares.

Tell the 'students': You have been at the Brit School for 2 terms and love it. A journalist would like to interview you about this school and the one you went to before. Brainstorm what you might say about the Brit School and your old school.

Before they begin, focus their attention on the grammar in 9B: structures for habitual behaviour past and present. Give them 5–10 minutes to brainstorm their ideas. With a weaker group, you may need to guide them to think about the timetable, the noise level, the kinds of people, the teaching, their emotions and so on.

When all groups have a number of ideas, bring the class back together and elicit possible questions that the journalist might ask the teacher and questions that the journalist might ask the student. Write these on the board if necessary and with a weaker group, ask the students to copy them into their notebooks.

Now pair one 'teacher' with one 'student'. Explain that one of them is going to take the journalists role and interview the other. Then they will swap roles and conduct a second interview.

Monitor and note any very good examples of the grammatical structures in 9B. Give feedback when all interviews have been completed.

Lead-in 2–3 minutes

- Ask the students to think about the last time they spent time planning to do something, e.g. a night out or a holiday or a party. Ask them to tell their partner about it and also explain whether everything went according to plan or whether they had to change any of their plans.
- Put them in pairs and encourage them to tell each other about their experiences. With a weaker group, give them some thinking time before they start the pair work.
- After around 2 minutes, find out which students, if any, had to change their plans and ask them to explain to the class.

Exercise 1 page 98

- Read through the Learn this! box together. Highlight the fact that the structures are similar to those that we use to talk about the future, but that we move the verb forms one step into the past. E.g. the original thought: "I'm going to phone my friend Jim becomes I was going to phone Jim.
- For this reason the structures are not interchangeable. When choosing which structure to use we need to think back to the past and imagine which form of future we would have used.
- Clarify that about to means 'just going to'.
- Students work individually to find the 5 examples in the text. Check answers.

KEY
I was about to leave work.
I thought he was going to give me...
He asked if I was doing...
I was going out...
What he said next would change...

Exercise 2 page 98

- Students do the exercise alone or in pairs. Check answers.

KEY 1 c 2 b 3 d 4 e 5 a

Exercise 3 page 98

- Students do the exercise individually, then check in pairs before class feedback. Check that students understand why the structures have been used. For instance in number 1 ask: Is it possible to say 'I would go to the cinema'? (No, because it wasn't a prediction, it was a plan), etc.
- Explain/elicit that the phrasal verb go on + infinitive means 'change, go on to something new'.

KEY
1 was going to go 5 were catching
2 would go on 6 would keep
3 was meeting 7 was going to apply
4 was about to leave

Exercise 4 page 98

- Ask students to read the information in the Learn this! box silently or to read it to each other in pairs.
- Students complete the sentences alone or in pairs.

KEY
1 was to have left 4 was to have lasted
2 were to have found out 5 were to have got married
3 were to have had 6 was to have been

Exercise 5 page 98

- Elicit some suggestions from the class for the first sentence (e.g. but I realised I had left my book at school) then
students continue individually or in pairs. Explain that was supposed to means the same as was to but is more colloquial.

• Encourage students to use a range of structures for 5–8.

Exercise 6 page 98
• Divide the class into pairs and ask students to decide who is A and who is B. Refer them to page 150–151 and ask them to read their instructions carefully. Do an example with a pair of students. Monitor as they do the exercise checking for correct use of the future in past forms and use of past tenses in the continuation of the sentences.

For more practice of Future in the past, go to:
Grammar Builder 9.2: Student's Book page 127

KEY
1 was never to understand
2 was going to start
3 was about to start
4 was seeing
5 was to have led
6 would change
7 would become Pope Benedict XVI
8 was to have started

Lesson outcome
Ask students: What did you learn today? What can you do now?
and elicit: I can talk about actions that were still in the future at a time in the past.

Notes for Photocopiable activity 9.1
Find somebody who...
Survey
Language: habitual behaviour and future in the past structures
Materials: one copy of the worksheet per student (Teacher's Book page 140)
• Tell the students that they are going to conduct a class survey.
• Hand out a copy of the worksheet to each student and deal with any new vocabulary. Elicit the fact that some statements relate to habits in the present and some to the past.
• Explain that they need to decide what question to ask for each sentence, then go round the class asking the questions.
• Give them time to think of questions and make sure they know that they do not have to use the same grammatical structures in their questions (as this might make some of the questions very unnatural). In a weaker class, put the students into pairs or groups to make the questions. In a stronger class, you could show the students how various questions can be made from the same prompt and to get the same information. For example: Did you use to tidy up without being told to? Did you ever tidy up without being told to? Did your parents always have to tell you to tidy up? Did you always leave your room in a mess unless your parents told you to tidy up?
• Once they have had enough preparation time, give them instructions for the mingle. When they find a student who answers 'yes' to a question they should write that student's name in the name column. They should then ask 2–3 follow-up questions and note the most interesting response in the last column. For example: Do you worry a lot about exams? Yes, I do. Oh, which exams do you worry about most?
• They are allowed to write another student's name twice. After that they must move on and talk to other students.

A job interview

LESSON SUMMARY

Listening: a job interview for a hotel receptionist
Speaking: a job interview role play
Topic: work

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief, do exercise 2 as a class and limit the preparation time and number of performances in exercise 6.

• Lead-in 3–4 minutes
• Tell the students you are going to play a game. Tell them you are thinking of a job or profession and they need to ask questions to find out which job it is. You may only give yes or no answers so they must make sure they ask the right questions.
• Once you have demonstrated the game as a whole class with your choice of job, pair or group the students and ask them each to choose a job and play the game together.

Exercise 1 page 99
• Students discuss the question in pairs. If they haven't had an interview themselves, encourage them to talk about the experiences of family or friends that have. Ask some students to share their experiences with the class.

OPTIONAL SPEAKING TASK
Use this task after exercise 1. Put students in pairs. Ask pairs to describe the photo and answer the questions.
Student A: 1 What kind of job is this person applying for? What makes you think this?
2 How do you think candidates should prepare themselves for this interview?
Student B: 1 How do you think the candidate is feeling? What makes you think this?
2 Do you think you can do well in interviews? Why? / Why not?

Exercise 2 page 99
• Ask a student to read out the job advertisement. Deal with any vocabulary queries, e.g. well-presented and overseas. Read through the questions and check students understand the difference between essential and desirable.
• Students discuss the questions in pairs. Ask them to make notes in answer to each question.
• Have a class feedback and write up lists of experience, skills and qualities on the board.

KEY
1 Experience in dealing with the public, especially in the field of hospitality.
2 Essential skills: computer skills, communication skills, organisational skills, literacy skills (to write e-mails, etc.)
Desirable skills: a knowledge of languages
3 Qualities: welcoming, cheerful, helpful, smart, professional, organised, reliable, enthusiastic, patient, an ability to work calmly under pressure, good telephone manner

Unit 9 • A step on the ladder 103
Exercise 3 page 99  2.20
- Ask students to read through the questions. Get them to predict which questions are likely to come up in the early part of the interview and which towards the end.
- Pre-teach chambermaid then play the recording.
- As you go through the answers ask which questions have question tags and why? (f and i because they’re not genuine questions, the interviewer already knows the answer). Which other question is not a normal question and why? (d is also a checking question)
- Check students understand that c How did you find it working there? means ‘What was your opinion of it?’ (Not ‘How did you find a job there?’).

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

Transcript 2.20
Int. Good morning. Thank you for coming. Please sit down.
Sarah Thank you.
Int. And you are Sarah Green, aren’t you?
Sarah Yes, that’s right.
Int. Now, you’re interested in working for us as a hotel receptionist, aren’t you?
Sarah Yes, that’s right.
Int. And you realise that it’s only a six month contract to cover someone’s maternity leave.
Sarah Yes, I do. That would be fine for me, as I am taking a year out of my studies to gain some work experience and to save some money for when I go to university.
Int. I see. What do you hope to study at University?
Sarah Languages. I already speak French and German, and a little Spanish, and I hope to learn Chinese, too.
Int. Interesting. Languages are always useful in the hotel trade, of course. So you have left school?
Sarah Yes, that’s right.
Int. Can I just check your qualifications? You have nine GCSEs and three A-levels in English, French and German, is that correct?
Sarah Yes, I have. And I’m also doing a part-time computer course in the evenings at the moment.
Int. I see. It says on your application form that you already have some work experience in the hotel trade. Can you tell me a little bit about the hotel you worked at?
Sarah Yes, certainly. Until a year ago, we used to live in Oxford, and I worked on and off for quite a long time in the Bank Hotel in the High Street. I used to work on Saturdays when I was a student, and in the summer holidays as well for two years.
Int. I see. And what sort of work did you do at the hotel?
Sarah Well, I really enjoyed it. It was busy all the time, of course, but I liked that. I liked meeting the guests and helping them and I enjoyed working with the other staff. Because of my languages, I was often asked to help translate something or explain something, or speak on the phone, so that was good experience for me, too. I know quite a lot of hotel vocabulary in three languages now!
Int. That’s excellent. And what makes you interested in the job of receptionist here?
Sarah I think I could do it quite well. It would be more responsibility, but I’m familiar with the hotel environment, I learn fast, and I’m used to dealing with all sorts of guests already. And I assume I would be able to use my languages as well.
Int. Of course. We have many guests from overseas. Now, is there anything you would like to ask about the job?
Sarah Yes. Would I be able to continue my computer course on Tuesday evenings at all? I would understand perfectly if it wasn’t possible, of course.
Int. If you were the successful applicant, I’m sure we would be able to accommodate you. But you may have to be flexible on occasion, of course.
Sarah I understand. Thank you very much.
Int. Well, thank you very much Ms Green. You will hear from us by the end of tomorrow if we decide to offer you the job.
Sarah I see. Thank you very much for your time. I look forward to hearing from you.
Int. Thank you. Let me show you out ...

Exercise 4 page 99  2.20
- Ask students to work in pairs and write down what they can remember of these answers. Circulate and listen, then play the recording again for them to check.
- Afterwards you could write up the expressions take a year out and work there on and off and ask students to explain what they mean.

KEY
a She worked at the Bank Hotel in Oxford. She worked there on Saturdays when she was a student and in the summer holidays for two years.
b She thinks she could do it well because she’s familiar with the hotel environment. She would like more responsibility and she would like to be able to use her languages.
c She enjoyed because it was busy. She liked helping the guests and working with the other stuff. She found it useful because she learned a lot of hotel vocabulary in the languages she knew.
d She wanted to know if she could continue attending her computer course on Tuesday evenings.
e She hopes to study languages including Chinese.
f She worked as a chambermaid then at a waitress.

Exercise 5 page 99
- Discuss the question with the whole class.

KEY
She seemed like a very good candidate; she had useful experience at a hotel; she had language and computer skills, good academic qualifications and a very polite manner.

Exercise 6 pages 99 and 142
- Divide the class into two groups, A and B. Ask each group to read their instructions carefully and find a partner within their group to work with. Monitor and help as students prepare for the task. Allow about five minutes for this stage.
- When students seem ready ask them to find a partner from the other group and role play the interview. Alternatively, you could ask the interviewees to leave the room and bring them in one by one and allocate them a restaurant owner who they go and sit next to, or ideally, opposite. Monitor and listen as they perform the task, noting any important errors to highlight later.
- If there is sufficient time students could have/give two or three interviews. At the end of the interview session you could ask a few of the restaurant owners who they would like to appoint and why. Then ask the interviewees which restaurateur they would like to work for and why.
**Lesson outcome**
Ask students: What did you learn today? What can you do now? and elicit answers: I can ask and answer questions in a job interview. I can talk about skills, experience and personal qualities.

**Notes for Photocopiable activity 9.2**

**The best candidate for the job?**

**Group work**
Language: work and jobs, discussion language
Materials: one copy, cut up, per group of 3 students (Teacher's Book page 141)

- Divide students into groups of three.
- Explain that they are a recruitment agency, specialising in finding staff for high-profile clients. Brad Pitt has contacted them recently to find a new Personal Assistant. They need to decide who to choose from the list of candidates.
- Hand out the job description and ask them to read it carefully.
- Give each student in the group one of the candidates' CVs to read. Tell them they need to have a meeting to discuss the positive and negative points on these CVs and rank the candidates in order of suitability for the job.
- When they have done this, explain to them that a colleague at the agency has just found some notes she made when she interviewed these candidates. Hand these out to each group. Ask them to discuss again who should be Brad Pitt's new PA.
- When all students have come to a decision, ask them to write the name on a piece of paper and give it to you. If the groups have different choices, put two groups together and ask them to come to a decision amongst themselves. If all the students have chosen the same candidate, hold a feedback session to encourage them to support their answer with explanation. NB There is no right or wrong answer to this activity.

**Exercise 1 page 100**
- Ask students to skim the letter to find out who it is to and from, and what its purpose is. (To apply for a place on a course and request information.)
- Elicit how the beginning and ending would be different. Remind students that both endings require a capital Y a small f or s and a comma.

**KEY**
It would begin Dear Mr / Mrs / Ms and the surname e.g. Smith
It would end: Yours sincerely,

**Exercise 2 page 100**
- Students work individually then check in pairs.

**KEY**
Paragraph 1 reason for writing, where she saw the advert
Paragraph 2 age, education, her level of English
Paragraph 3 reasons for wanting to study in Britain
Paragraph 4 questions about the course
Paragraph 5 what she's sending with the letter, a request for a reply

**Exercise 3 page 100**
- Students do the exercise alone, then check in pairs before whole class feedback.
- During the feedback highlight the following: The words really and get are very informal and shouldn't be used in formal writing. Words with Latin roots like convenience, enclose, query, reasonable are common in formal writing. The use of present simple instead of present continuous e.g. I enclose ..., I look forward to ... is a typical feature of formal writing.

**KEY**
1 the title and address of the person you are writing to is included on the left, above the greeting, a signature and a printed name is required at the bottom
2 ... if you could let me know what teaching materials you use, could you please tell me if the school ...
3 I am writing, I am eighteen years old, I have not yet received, I have passed, etc.
4 a examination, b while, c on two occasions, d I have a reasonable command of spoken English, e I am very keen to / am eager to, f deepen my knowledge g queries, h I enclose, i at your earliest convenience

**Exercise 4 page 100**
- Students rewrite the sentences alone or in pairs. Check the answers and explain that many of the phrases are standard phrases for letters of application. Encourage students to make a note of some of the phrases and learn them by heart.
ENGLISH-SPEAKING COUNTRIES

*(Lead-in)* 5 minutes

- Write *society* on the board. Ask students why it is beneficial to live within a society and what is the cost we pay for these benefits. Brainstorm ideas as a class.

**Exercise 1** page 102 5 minutes

- In a *stronger* class, encourage students to think about societies in Europe as well as in Asia, Africa and South America. Possible answers include: being born in a family/caste/tribe, (hereditary) title, skin colour, gender, religion, wealth, education, profession.
- Get some feedback.

**Exercise 2** page 102 15 minutes

### Reading: Missing sentences

- Ask students to read the instructions, the whole text and the sentences carefully before completing the task. They should familiarise themselves with the structure of the text and identify the topic of each paragraph.
- Remind them that the missing sentence can have three positions: at the beginning of a paragraph (a topic sentence), at the end of a paragraph (a closing sentence) or in the middle of a paragraph (a link between the previous and following sentences). Noticing the position will help them understand the function of the missing sentence and choose the appropriate answer.
- In a *stronger* class, allow 10 minutes for students to do the task individually. Check as a class.
- In a *weaker* class, explain that you will be working as a class looking for clues in the text which will help students deal with the task. After each step allow a minute for students to choose their answers.
- Ask a student to read out the sentences before and after the first gap. Point to *they* in the latter sentence. Ask students to look for the answer speaking of *them* and their attitude to classes.
- Ask another student to read out the sentences before and after the second gap. Point out that the former sentence mentions working class whereas the latter speaks of top and bottom classes. Elicit which class must be mentioned in the missing sentence (the top/upper class).
- Point to the third and fourth gaps. Elicit which sentences, before or after the gaps, contain the clues (the sentences after, as the missing sentences open the paragraphs). Elicit or explain that the first sentence in a paragraph is often a *topic sentence* which introduces in general words the theme of the paragraph. The next sentence usually develops what a topic sentence stated. Ask students to work on gaps 3 and 4 individually.
- Finally, look at the sentences before and after gap 5. Focus on the word *meritocracy* and elicit its meaning (a system of rewards based on ability or achievement). Now look at *accomplish* and ask students to find the sentence that refers to abilities and accomplishments.
- Check as a class.
- Ask *fast finishers* to store in mind-map form all the phrases from the text including the word *class*. Their list should include compound nouns and adjectives: *social classes, class-conscious, class-consciousness, working class, working-class English people, top/bottom/middle classes, class-radar, middle/upper class, upper-class accent, class indicators, class scale.*
- You could also ask them to look for synonyms of: *class* (rank, group), *working class* (low-income groups, less privileged, ordinary people, the plebs), *upper class* (the posh). Elicit which of these expressions is rude (the plebs) and which can be pejorative (the posh).

**KEY** 1 A 2 F 3 E 4 B 5 D

**Exercise 3** page 102 5 minutes

- Students work in pairs or in small groups. Allow them time to collect their thoughts and put down the different things that are desirable for the job(s).
- Ask students if they would choose the same summer holiday jobs if they had to do them in their own country. What exactly makes these jobs attractive to them?
- Ask several pairs to report to the others, making it an open class discussion.

**Exercise 4** page 102 15 minutes

- Focus students on the instructions and on the roles. Students work in pairs to prepare for the job interview. Allow them a few minutes' time. When ready, ask several pairs to act out their dialogue in front of the class. Ask the class for a show of hands to decide if they think **Student A (the applicant)** suitable for the job, and consider **Student B (the interviewer)** a reliable employer.

**Lesson outcome**

Ask students: *What have you learned/practised today?* Elicit:

* I have completed a matching reading comprehension task.
* I have role-played a job interview.
LESSON SUMMARY

Vocabulary: space

Functional language: phrases for introducing opinions

Listening: monologues about space tourism; matching

Speaking: talking about holidays in space

Topic: science and technology

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in and exercises 2 and 3 brief.

Lead-in 3–4 minutes

- Put the students into groups of 2–3. Ask them to brainstorm vocabulary around the theme of space and write it down.
- Ask them to swap their pieces of paper with another group. If there are any words which they do not know, they can ask the other group to explain.
- Finally, they can compare their vocabulary lists with the words in Exercise 1.

LANGUAGE NOTE – OUT OF THIS WORLD

The title of the unit is a play on words. It is usually used in its idiomatic sense of 'absolutely amazing'. Here it is used in its literal sense.

Exercise 1 page 103

- Students work individually, using a dictionary to check words they don't know. Reinforce the fact that they may need to change the forms of the verbs. Let them check answers in pairs before class feedback.
- In a weaker class, write the words from the box on the board in four groups corresponding with gaps 1–5, 6–10, 11–15 and 16–20. Make sure the words on the board are not in the same order as the gaps. To save time, put students in four groups and ask each to complete a quarter of the gaps. Allow students to compare answers before checking with the whole class.

Exercise 2 page 103

- Divide students into an even number of groups. Focus on the instructions and then give students two or three minutes to write their questions. Monitor as they do this, making sure that they are coming up with a variety of questions.

Exercise 3 page 103

- Divide the class into 2 teams, A and B. Allocate a number to each group within Team A, and the same numbers to the groups in Team B. For example, Team A has Group 1, 2 and 3. Team B also has Group 1, 2 and 3.
- Randomly call out numbers. For example 'Group 2' and a student from Group 2 reads out one of their questions for Group 2 on the opposing team.
- If your class is small enough you could allocate numbers to individual students, call out a number and one student asks a question to one student from the opposing team. Keep a note of the score on the board.

Exercise 4 page 103

- Tell students that they are going to listen to five people talking about space tourism. Give them time to read through the opinions and remind them, if necessary, that there is an extra one.

KEY

1 E 2 B 3 F 4 C 5 A

Transcript 2.21

Speaker 1 Most people only know about space travel from watching science fiction films, which don't give a very realistic view. Let's be honest, travelling in a spacecraft is not as comfortable as in a car. For a start, you don't have much space to move around, and also, the ride itself is very bumpy. And hot too, when the spacecraft re-enters the Earth's atmosphere. Basically, I'd rather stick to cycling.

Speaker 2 I'd be really nervous about going on any kind of spacecraft. I just don't think it would be very safe. If you look at the history of space exploration, there have been quite a few accidents. Two space shuttles have exploded, for example. When you think about it, the number of accidents is quite high compared to the total number of flights. It's always going to be dangerous, because the spacecraft has to travel so fast to get into orbit.

Speaker 3 I'm sure that, when aeroplanes were first invented, people never believed that they would become an everyday form of transport. Now, there are millions of flights every year, and it's impossible to imagine tourism without air travel. If you ask me, the same thing will happen with space travel. At the moment it seems a really strange idea, but I'm sure that in the future, it will become totally normal - spending a few days on a space station would be like spending a few days by the sea.

Speaker 4 I wouldn't really be interested in space tourism, even if I could afford it. I suppose my feeling is that a holiday in space would be much less interesting than a holiday on Earth. I mean, on Earth there are lots of amazing places to visit, different landscapes, amazing wildlife, interesting people - why go up into space and spend a week looking out of the window of a space station? Space travel sounds exciting, but I don't think there's really much to do up there.

Speaker 5 Holiday-makers are always looking for something new - something that gives them a real rush of excitement. That's why adventure holidays are so popular: it's the mixture of amazing scenery and a bit of danger. I bet that thousands of people - maybe millions - would just love to go into space. The way I look at it, you can't get any more exciting than a holiday that's totally out of this world!
Exercise 5 page 103
• Play the recording again, then check the answers as a class.

KEY
a speaker 5  c speaker 1  e speaker 3
b speaker 2  d speaker 4

Exercise 6 page 103
• Point out that the fixed expressions in exercise 5 are very useful in everyday English and if students learn them and use them it will help to give an impression of fluency. Students are more likely to use the expressions in this task if they have already practised saying them. Therefore it would be useful to model and drill them, but keep up a brisk pace.
• Put the students in pairs to discuss the questions. Conduct a brief feedback.
• If there is time, ask a few students to give 2-3 minute presentations using question 2 as a topic. Focus them on controlling the structure of their mini-speech as well as keeping within the time limit.

For practice of Space vocabulary, go to:
Vocabulary Builder 10.1: Student’s Book page 138

KEY
1 a asteroid  c comet  e supernova  g solar system
b constellation  d galaxy  f meteor  h crater
2 a 7  b 1  c 5  d 3  e 2  f 6  g 4

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit: I can talk about the topic of space. I can use phrases to introduce my opinion.

Notes for Photocopiable activity 10.1
Space Crossword
Pairwork
Language: words related to the topic of space
Materials: one copy of the worksheet cut up per pair of students (Teacher’s Book page 142)
• Divide the class into pairs and hand out the worksheets. Tell students not to show their worksheets to their partner. Explain that they both have the same crossword but with different words filled in.
• Pre-teach across and down. Students take it in turns to ask each other for clues, e.g. What’s 4 down? Their partner must define the word so that the first student can write in the answer.
• With a weaker group, students with the same crossword could work together on the definitions before this pairwork activity.
• When students have completed the crossword, they look at their partner’s crossword to check spelling.

Exercise 1 page 104
• Focus students on the photo and the title and ask them what they think the text is going to be about. Ask them to read the text and decide what the writer’s attitude is to UFOs.
• In a weaker class, put the following expressions on the board before they read and explain/elicit the meaning:
- to find evidence, to test claims, to prove claims false, prehistoric ancestors, flying saucers, ancient pottery.
• Check answers together asking students to give evidence from the text to justify their answer.

KEY
The writer is sceptical about UFOs. In the first two paragraphs he/she refers to the lack of evidence and to false claims regarding aliens and UFOs. In the final paragraph he/she suggests that if aliens existed they would have been photographed more often.

Exercise 2 page 104
• Ask students to underline examples of the different constructions and write the number next to each verb. Explain that there is more than one example of some of the constructions.

KEY
1 are we visited
2 Is the Earth being watched
3 will be treated
4 were visited by
5 has been found, have been proved
6 had been decorated, had been made, had been asked
7 can be found, can never be tested, may be taken
8 expect UFOs to be photographed
9 avoid being filmed
10 are we visited ... by aliens, will be treated with scepticism by most scientists

Exercise 3 page 104
• Students complete the information alone or in pairs.
Exercise 6  page 104
- Discuss the question as an open class.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit: I understand when passive structures need to be used. I can use the passive in different tenses and forms.

Notes for Photocopiable activity 10.2
Picture passives

Pairwork
Language: describing pictures, passive structures
Materials: one copy of the worksheet per pair of students
(Teacher's Book page 143)
- Divide students into pairs and tell them each student will receive a picture. Tell them that they must not look at their partner's picture. Explain that some things in their pictures are the same and some are different.
- Give out the pictures and the game cards. Tell them that they turn over a game card and then it is a race to make a passive sentence containing that word about their own picture.
- Demonstrate with one group. E.g. The word is rocket, possible sentences are The rocket has been damaged or The rocket is being mended/repaired. Or if it is a verb: E.g. photograph – An alien family is being photographed or Two astronauts are being photographed.
- The first student to make a correct sentence gets two points. If the other student can then make a correct sentence about their picture, they get one point. The winner has the most points when all the cards have been used.
- Before they begin the game, give them one minute to familiarise themselves with their pictures and to refresh their space vocabulary knowledge.
- When the game is over, students can look at the pictures together and try to find similarities and differences.

KEY
Possible answers include:
The rocket has been damaged. The rocket is being repaired.
A flag is being put up. A flag has been put up.
An alien is being chased. An astronaut is being chased.
Rock samples are being/have been collected. Litter is being/have been collected.
Dinner is being eaten. Dinner is being served.
An astronaut is being photographed. An alien family is being photographed.
The lunar module has been crashed.
A rocket has been launched.
An astronaut is being pulled out of a crater.

Exercise 4  page 104
- Focus on the example sentence. Students continue the exercise working individually or with a partner.

KEY
be sent  4 being chosen
have been translated  5 are being made
will be seen  6 are launched, are used

Exercise 5  page 104
- First ask students to underline the sentences or clauses which would be better in the passive and check them before asking students to rewrite them. Check the first one together and elicit the reason why the sentence would be better in the passive. (We don't know, or aren't interested in, who performed the action). (Also, see Language note)
- NB In the sentence Scientists are currently using the ISS for experiments, the active sounds acceptable but can easily be changed to passive (and thereby made more formal) because it's obvious that experiments are conducted by scientists.
- Rewrite the first sentence together as an example. Students continue individually. Let them compare answers with a partner before checking the answers as a class.

KEY
people first announced ... – it was first announced
They launched the ... – the first section was launched
they will need ... – more than 40 flights will be needed
People originally intended – the ISS was originally intended to be ready by 2005
a major accident ... – the timetable was delayed by a major accident
they will probably complete ... – the Space Station will probably be completed
you can see it with ... – it can be seen with
Scientists are currently using ... – the ISS is currently being used
people will also use it ... – it will also be used

LANGUAGE NOTE – USING THE PASSIVE
Highlight to students that the passive is very often used to help the flow of a text. When the subject of one sentence or clause is the object of the following one, it is better to make the second a passive structure. For example, in the sentence: The project involves sixteen different nations and people first announced it in 1993, the sudden introduction of a new subject people sounds clumsy and unnatural. Passive structures are often used in formal writing.

CULTURE
Science fiction

LESSON SUMMARY
Reading: a text about H.G. Wells and War of the Worlds
Listening: an extract from War of the Worlds; multiple choice
Speaking: talking about extraterrestrials
Topic: culture, literature

SHORTCUT To do the lesson in 30 minutes, keep the lead-in and exercise 5 brief.
**Lead-in** 3–4 minutes

- Ask the students to think of any films they know which are about UFOs or extraterrestrials. (E.g. *Close Encounters of the Third Kind*, *ET*, *Men in Black*, *Alien*, *The War of the Worlds*, etc.)
- Encourage the students to recount the story of any of these films they have seen to another student or in small groups. Ask them if they enjoyed the films.
- Elicit the words *science fiction*. Have they any ideas of other films which can be classified as science fiction? (*Star Trek*, *Star Wars*, *The Matrix*, *Terminator...*)

**Exercise 1 page 105**

- Focus on the photos and see if students can name the stories. Can they tell you any more about them (e.g. basic storyline, actors, etc.)?

**CULTURE NOTE – H.G. WELLS AND ORSON WELLES**

H.G. Wells English author Herbert George Wells (21 September 1866–13 August 1946) wrote in many different styles but is most famous for science fiction. His popularity continues today with major films of his works still being made, such as *The Island of Dr Moreau* (1996), starring Marlon Brando and Val Kilmer and *War of the Worlds* (2006) starring Tom Cruise.

Orson Welles (6 May 1915–10 October 1985) was a famous American film actor, producer and director. His most famous film, often said to be the greatest film ever, is *Citizen Kane*, which he wrote, directed, starred in and produced.

**Exercise 2 page 105**

- Students read the text quickly to find out the connection between H.G. Wells and Orson Welles.

**KEY**

Orson Welles directed the radio adaptation of *War of the Worlds*, which was written by H.G. Wells.

**Exercise 3 page 105**

- Give students 5 minutes to reread the text, decide if the sentences are true or false and correct the false ones. They check their answers in pairs before a class feedback.

**KEY**

- true
- true
- false (it caused panic in the USA)
- false (they didn't listen to the warnings)
- false (it made him famous)

**Exercise 4 page 105**

- Tell students that they are going to listen to an extract from the novel *War of the Worlds*. Explain that some of the vocabulary will be unfamiliar but they should not let this distract them from the task.
- Let them compare and explain their answers before checking the answers together.

**KEY**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>c</td>
<td>b</td>
<td>c</td>
<td>c</td>
<td>a</td>
</tr>
</tbody>
</table>

**Transcript 2.22**

**Chapter Four – The cylinder opens**

When I returned to the common the sun was setting. Scattered groups were hurrying from the direction of Woking, and one or two persons were returning. [...] As I drew nearer I heard Stent's voice: "Keep back! Keep back!"

A boy came running towards me.

"It's a-movin'", he said to me as he passed; "I don't like it. I'm a-goin' 'ome, I am."

I went on to the crowd. [...] "He's fallen in the pit!" cried someone.

"Keep back!" said several.

The crowd swayed a little, and I elbowed my way through. Everyone seemed greatly excited. I heard a peculiar humming sound from the pit.

"I say!" said Ogilvy; "help keep these idiots back. We don't know what's in the confused thing, you know!"

I saw a young man, a shop assistant in Woking I believe he was, standing on the cylinder and trying to scramble out of the hole again. The crowd had pushed him in.

The end of the cylinder was being screwed out from within. [...] Somebody blundered against me, and I narrowly missed being pitched onto the top of the screw. I turned, and as I did so the screw must have come out, for the lid of the cylinder fell upon the gravel with a ringing concussion. [...] I think everyone expected to see a man emerge – possibly something a little unlike our terrestrial men, but in all essentials a man. I know I did. But, looking, I presently saw something stirring within the shadow: greyish billowy movements, one above another, and then two luminous disks – like eyes. Then something resembling a little grey snake, about the thickness of a walking stick, coiled up out of the withering middle, and wriggled in the air towards me – and then another. A sudden chill came over me. There was a loud shriek from a woman behind me. I half turned, keeping my eyes fixed upon the cylinder still, from which other tentacles were now projecting, and began pushing my way back from the edge of the pit. I saw astonishment giving place to horror on the faces of the people about me. [...] I stood petrified and staring.

A big greyish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder. As it bulged up and caught the light, it glintened like wet leather. Two large dark-coloured eyes were regarding me steadfastly. The mass that framed them, the head of the thing, was rounded, and had, one might say, a face. There was a mouth under the eyes, the lipless brim of which quivered and panted, and dropped saliva. The whole creature heaved and pulsed convulsively. A lank tentacular appendage gripped the edge of the cylinder, another swayed in the air. [...] Even at this first encounter, this first glimpse, I was overcome with disgust and dread. Suddenly the monster vanished. It had toppled over the brim of the cylinder and fallen into the pit, with a thud like the fall of a great mass of leather. I heard it give a peculiar thick cry, and forthwith another of these creatures appeared darkly in the deep shadow of the aperture.

I turned and, running madly, made for the first group of trees, perhaps a hundred yards away, but I ran slantingly and stumbling, for I could not aver my face from these things. There, among some young pine trees and furze bushes, I stopped, panting, and waited further developments. [...] And then, with a renewed horror, I saw a round, black object bobbing up and down on the edge of the pit. It was the head of the shopman who had fallen in, but showing as a little black object against the hot western sun. Now he got his shoulder and knee up, and again he seemed to slip back until only his head was visible. Suddenly he vanished, and I could have fancied a faint shriek had reached me. I had a momentary impulse to go back and help him that my fears overruled. Everything was then quite invisible, hidden by the deep pit and the heap of sand that the fall of the cylinder had made. [...]
Exercise 4 page 107
- Students do the task alone or in pairs. Remind students to look out for such reference words (e.g., pronouns, definite articles) in this kind of task and use them as clues.

KEY
A: worry about the many things that could go wrong  
B: seat belts  
C: the noise and vibration  
D: whether I really wanted to do this  
E: the two solid-fuel booster rockets  
F: the technicians  

Exercise 5 page 107
- Students work individually or in pairs. Encourage students to look for clues to the meaning in the verb or particle of the phrasal verb and then check that the definition they’ve chosen fits logically into the sentence.

KEY
1: slow down  
2: creep up  
3: check over  
4: start up  
5: head out  
6: take in  
7: go through  
8: put on  
9: keep out

Exercise 6 page 107
- Do the first example as a class. Monitor and help as the students do the task. Conduct a brief feedback at the end.

KEY
1: the astronauts probably feel a little anxious, as everything is different from the rehearsal, the structure is creaking and feels alive, etc.  
2: they feel as though they are on their own  
3: they are pushed forwards then upright  
4: they feel a massive push from behind, and experience extraordinary levels of vibration and deafening sound, they are anxious that the shuttle will fall apart  
5: they feel relieved that the shuttle didn’t fall apart and excited by the amazing view and the feeling of zero gravity

Exercise 7 page 107
- Ask students to make a list of qualities in pairs. Elicit the ideas on the board then ask them to discuss questions 2 and 3. Monitor as they speak then have a class feedback.

For practice of Phrasal verbs with get, go to:
Vocabulary Builder 10.2: Student’s Book page 138

KEY
2: get back to me  
3: getting behind  
4: got away  
5: to get back  
6: get away  
7: are always getting at  
8: get by

Exercise 3 page 107
- Focus on the reading tip then ask students to work alone to match the gaps with the sentences. Let them check in pairs before class feedback.

KEY
1 G  
2 E  
3 A  
4 F  
5 C  
6 B
OPTIMAL SPEAKING ACTIVITY
Put the students in pairs and ask them to try to remember how they thought the astronauts would be feeling and what the text said about the astronauts' emotions. After half a minute, elicit some of their ideas. If possible, try to elicit or teach the word 'exhilaration' and 'to feel exhilarated'.
Ask: Why would anyone want to be an astronaut? Key answers might be to experience something very few people will experience, to push themselves to their physical and emotional limit, to widen human knowledge about our universe, to become famous, etc.
Ask them now to brainstorm in their pairs any experiences that you can have here on Earth which might bring some of the same feelings as space travel. Possible answers could be extreme sports, F1 driving, rollercoaster rides, skiing and snowboarding, flying in a plane or helicopter, scuba diving and swimming with dolphins. With a weaker group, give them one or two ideas to help them get started. After 2–3 minutes, elicit ideas and write them on the board. Tell them that they work for a business called 'The Adventure Company'. They are going to try to sell one of these experiences to as many people as possible. Allocate an experience to each pair, or let them choose (but make sure each pair has a different one.) Give them 10–15 minutes to decide on the key features of this experience and discuss what language they will use to persuade their potential buyers.
After 15 minutes, ask them to mingle in pairs and try to sell their experiences to other pairs. They can each buy two experiences and should make a note of both the people they sell to and experiences they buy. Give them 15 minutes.
Monitor and assist where necessary. When the 15 minute time limit is up or when they have asked most of the other pairs, bring the class back together and conduct feedback.
Extension: Each person chooses one experience they have bought and then in pairs they tell each other what they have chosen. Then each person in the pair prepares 5 questions to interview their partner about their experience and how they felt, before during and afterwards. Allow 2–3 minutes for the interviews. If time allows, invite one of the stronger pairs to act out their interview for the other students.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can understand an article about a space shuttle launch. I have learned some phrasal verbs.

GRAMMAR Advanced structures

Lesson summary
Grammar: passive with know, believe, etc. passive with verbs with two objects.
Readings: short article about Copernicus' De revolutionibus

Shortcut To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder exercises as homework and do exercises 4 and 5 as a class.

Lead-in 4–5 minutes
- Focus the students' attention on the picture of Nicolas Copernicus.
- Say that Copernicus is one of a number of very famous thinkers who have had a great impact on the way we see the world.
- Write on the board, Sir Isaac Newton, Albert Einstein, Charles Darwin, Gregor Mendel, Sigmund Freud, Thomas Edison. Put the students in pairs and ask them to brainstorm whatever they know about these men and the reasons why they are famous. Give them 1–2 minutes.
- Conduct a feedback session with the whole class.

Exercise 1 page 108
- Focus on the task and elicit answers to the question. Don't confirm or deny the answers but ask them to read the text to find out.

Exercise 2 page 108
- Students read the text to confirm their answers.
- With a weaker class pre-teach stationary and heresy.

Key
Copernicus' most important theory was that the sun, not Earth, is at the centre of the universe and other planets revolve around it. He was nervous about publishing it because he knew it would be seen as heresy.

Exercise 3 page 108
- Read the Learn this! box together or ask students to read it silently on their own. Refer them back to the text to note the differences between the sentences there and those in the box.
- Explain that the two structures have an identical meaning and can be used interchangeably. Highlight the fact that they are particularly common in formal texts.

Key
1. It is known that several ancient astronomers ... – Several ancient astronomers are known to have expressed the same theory ...
2. It was known that the Church regarded ... – The Church was known to regard ...
3. The Earth was believed to remain ... – It was believed that the Earth remained stationary ...
4. Copernicus is thought to have delayed ... – It is thought that Copernicus delayed ...

Exercise 4 page 108
- Read through the Look out! box together. Ask students to find one example of this sequence in the text in exercise 2 (Copernicus is believed to have read about ...) and one example in the information box in exercise 3 (Copernicus is thought to have delayed ...).
- Do the first sentence together before students continue the exercise individually or in pairs.

Key
1. were thought to affect 3. are known to be
2. is known to be 4. are believed to have been formed
KEY
1 1 a It is said that he is very wealthy.
    b He is said to be very wealthy.
2 2 a It is thought that the robbers escaped in a car.
    b The robbers are thought to have escaped in a car.
3 3 a It was believed that the Earth was flat.
    b The Earth was believed to be flat.
4 4 a It is now known that the driver was drunk.
    b The driver is now known to have been drunk.
5 5 a It was reported that two terrorists died in the attack.
    b Two terrorists were reported to have died in the attack.
6 6 a It is expected that the government will raise taxes.
    b The government is expected to raise taxes.

2 1 Harry was paid a lot of money in his first job.
2 2 My dad was offered early retirement.
3 3 I was not told that you were here.
4 4 Music isn’t taught at our school.
5 5 Mary shouldn’t be given a prize.

Exercise 5 page 108
• Ask a student to read out the two sentences. Elicit the difference in meaning.

KEY
In a the focus is on Einstein, in b it is on the Nobel Prize.

Exercise 6 page 108
• Read through the Learn this! box together. Explain that the thing is a direct object and the person is the indirect object. Refer students to the text in exercise 2 to find examples.

KEY
The printers were not given the manuscript ...
He was handed the first copy ...
Both are examples of type a

Exercise 7 page 108
• Focus on the instructions and write the following sentences on the board to guide students through the transformation process.

A new job has been offered to me.

subject indirect object

I have been offered a new job.

subject direct object

KEY
1 I’ve been offered a new job.
2 His parents weren’t told the whole story.
3 All the female guests were given flowers.
4 I would be read a story every night before bed.
5 We are taught English very well.

Exercise 8 page 108
• Focus on the instructions. Give students a minute or two to think of suitable ways to complete the sentences. Choose two individuals to demonstrate the first sentence.
• With a weaker class ask students to do the exercise in open pairs across the class before they do it in closed pairs.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit: I can use advanced passive structures.
comprehension of the questions by asking them around the class and eliciting brief answers.
- Play the recording and ask students to compare answers with a partner before feedback.

**Exercise 3** page 109
- Students read through the statements and listen again to match the statements to the speakers.
- With a weaker class, let the students listen one more time.

**Exercise 4** page 109
- Students read the speaking tip. Check they understand and can pronounce acknowledge /əkˈnɔːldʒ/ (Its meaning is similar to ‘admit something is true’) and re-state ‘to say again’.
- Students do the task individually or in pairs. During feedback point out that nevertheless means ‘despite this’.

**Exercise 5** page 109
- Ask students to read out the phrases before you get students to add the phrases in red.

**Exercise 6** page 109
- Students can work with a partner during this preparation stage. Circulate and monitor as they do this. Encourage them to use arguments from the listening.

**Exercise 7** page 109
- Invite as many students as possible to give their presentation to the class. Give feedback based on how well they have structured their presentation and used the language from exercises 5 and 7.

**OPTIONAL SPEAKING TASK**
After students give presentations you act as an examiner and discuss the opinions expressed in the presentations with the students who hold them.

**Procedure:** Ask students listening to the presentations in exercise 8 to note down the opinions they hear. After each presentation elicit the opinions from the class. Discuss one of the opinions with the student who originally expressed it. Formulate a question undermining the opinion and ask the student to defend their point of view; e.g. You have said that space exploration is worth the money we spend on it because it will help us solve global problems, e.g. we will find new sources of energy. You are right up to a point, but spacecraft need so much energy that they seem to contribute to the problem rather than solve it, don’t you think?
Remind students that starting their reply with ‘I don’t know’ is not a good idea. To have some time to think, it is much better to start with reformulating teacher’s words, e.g. what you are saying is that there are high costs and risks. It is true but it seems we don’t have a choice. We must look for energy elsewhere ...

**Lesson outcome**
Ask students: What did you learn today? What can you do now? and elicit answers: I can give my opinion on issues related to space exploration. I can make a point, acknowledge an opposing point and re-state a point.
Analysis. Ask the students to find two ways to join the following pieces of information: They turned out the light. They went to sleep. Then ask them to find two ways to join actions which happen at the same time: She looked down. She noticed she was wearing odd socks.

Exercise 1 page 111
- Read the writing tip together, then students rewrite the text. Remind students that when they use clause types 1, 2 and 3 from exercise 5, the subject of the second clause must be the same as the subject of the first.
- You could check the answers by building up the text on the board, asking students to come up one by one and add a sentence.
- Point out that it’s possible to turn the sentences round to prevent the structures sounding repetitive. For example, As the spacecraft burst into flames, we ran, could be written: We ran as the spacecraft burst into flames.
- You could ask the students to improve the text further by adding some adjectives and adverbs.

KEY
Possible answer:
As our spacecraft crash-landed, we fell to the floor. Standing up slowly, I could smell burning. Knowing that we had to leave the spacecraft, and after finding my spacesuit, I helped Nikita find hers. A red light started flashing. It was a warning. Looking out of the window, I saw that we were on a strange planet. Having only a few minutes to get out of the spacecraft, I pulled the lever. As the hatch opened, we jumped down. As the spacecraft burst into flames, we ran.

Exercise 2 page 111
- Ask students to brainstorm adjectives in pairs. Encourage them to be imaginative.

KEY
Some possible answers:
desert – parched, vast, arid
moon(s) – full, pale
mountains – misty, majestic, formidable
river – narrow, muddy, fast-flowing
rocks – rugged, spiky, crumbling, windblown
sky – starry, moonlit
sun – bright, glaring, rising
vegetation – dense, lush, sparse, decaying
volcano – towering, smouldering

For practice of intensifying adverbs, go to:
Vocabulary Builder 10.3: Student’s Book page 139

Exercise 3 page 111
- Students read the writing tip and task instructions then write the second paragraph of their narrative, working alone. Circulate and monitor as they write.

Exercises 4 and 5 page 111
- Students use the questions to make notes for the final paragraph. Refer them to the pictures for ideas. Allow about 10 minutes for writing the final paragraph.

Exercises 6 and 7 page 111
- Students follow the steps for expanding or cutting down their story, if necessary. Finally, they check their work and write a final draft. If time is short, they can do this for homework.

For practice of Homonyms, go to:
Vocabulary Builder 10.4: Student’s Book page 139

KEY
1 1 type 3 fair 5 lies 7 fair
2 chest 4 type 6 chest 8 lies
1 1 a building where people deal with money and financial matters; the edge of a river
2 ability; tin container
3 wooden stick used to light a fire; sports competition, e.g. football match
4 gift; not absent
5 type; category; pleasant, sympathetic
6 not bumpy; apartment
7 month; walk like a soldier
8 OK, no problems; penalty, e.g. a parking fine

Lesson outcome
Ask students: What have you learned today? Elicit: I can write a descriptive story.

Notes for Photocopiable activity 10.3
Review game
Game
Language: vocabulary from all units
Materials: one copy, counters and a coin for each group of 3–4 students (Teacher’s Book page 144)
- Divide students into groups of 3–4. Tell them they are going to play a game to review vocabulary from their course book.
- Give each member of the group one vocabulary strip. In a weaker group, allow students with the same vocabulary strips to spend time together checking that they remember the words or looking through their course book to refresh their memory. (The game could also be played in groups of 6 or 8, in teams with 2 students working on the same vocabulary strip.)
- They can choose any word from their vocabulary strip on any particular square but can use each word only once (so they should draw a line through words as they use them.)
- Players move around the board by tossing a coin; Heads = 1 space, Tails = 2 spaces. When they land on a square, they follow the instructions.
- On an answer questions square, the other students in the group ask yes/no questions which the player answers until one player guesses the word.
- On a draw it/mime it square, the player draws a picture or acts out the word for the others to guess.
- On a fill the blanks square, the player thinks of a sentence with the word in it, and says it to the other players but says ‘blank’ rather than the word itself. This can happen as many times as necessary with different example sentences until one of the other players guesses the word. So for example, astronaut: ‘The ‘blank’ put on his space suit and left the space ship.
- Provided another student guesses the word, the player can remain on that square. If nobody can guess the word, then the player must go back to their previous square.
- The game ends when a student reaches the ‘finish’ square.

Key for Language Review and Skills Round-up 9–10 is on page 123.
LESSON SUMMARY

Writing: a narrative; expressions for describing where places are using complex sentences
Reading: a model narrative
Grammar: sequencing clauses
Topic: science and technology

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and skip exercise 3.

45-MINUTE SHORTCUT To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in brief for the writing analysis, skip exercises 3 and 7. In the writing task lesson omit the lead-in, do exercises 1, 2, the planning part of 3 and exercise 4 in class and set the remaining exercises as homework.

→ Lead-in 3–4 minutes
- Ask students to guess the film from your clues: a spaceship, a vicious alien life-form with lots of teeth, the small crew of a spaceship, a female hero, big guns (Alien), lots of aliens, the USA, two cool heroes in suits, a secret organisation, big guns (Men in Black).
- Tell the students there is a competition for ideas for the next science fiction movie to be made in Hollywood. The winning ideas will be made into a film starring two major film stars of their choice.
- Put the students into pairs or groups of three. Ask them to brainstorm 5 elements they think should be in this new film, just like the elements you told them in ‘guess the film’.
- Elicit the answers and when all of them have been heard, conduct a class vote to find out which film they would most like to see.

Exercise 1 page 110
- If necessary, pre-teach hatch, tombstone and ridge. Ask students to read the story and discuss with a partner what they think happens next.

Exercise 2 page 110
- Students work alone or with a partner to match a paragraph with its function.
- Go over the answers and explain that all of these are features of a good story.

KEY
A 2 B 4 C 5

Exercise 3 page 110
- Students can work individually then discuss their answers in pairs. Check answers.

KEY
1 False. It’s her first good view of the new planet.
2 True. The phrase, one of the planet’s pink moons shows there is more than one.
3 True. The gravity is stronger.
4 True. She looked round to see if the capsule had really vanished.
5 False. She climbed through because she had no choice.

Exercise 4 page 110
- Go through the writing tip. Explain/elicit that the phrasal verb make out means distinguish, see (or hear) with difficulty. Point out that the first two structures are very typical of narrative writing and rarely used in speech.
- Students can do the task individually then check in pairs. Go over answers with the whole class.

KEY
1 Near the capsule stood a large, grey rock
2 Maya could just make out a ridge of mountains
3 One of the planet’s pale pink moons was visible in the purple sky

Exercise 5 page 110
- Refer students to the Learn this box. Read it together or ask students to read it to themselves silently. Next they match the sentences with the type of clauses.
- Check answers and highlight the fact that in sentences 3 and 4 the subject isn’t introduced until much later in the sentence. This is a common feature of written English and is more awkward to do in spoken English.
- Draw attention to the use of commas after the clauses.

KEY
Clause 1 After checking her spacesuit ...
Clause 2 Having looked all around her ...
Clause 3 Well, we’ve arrived said Karl, looking up from his computer.
Clause 4 As the hatch of the space capsule opened, Maya had her first ...

Exercise 6 page 110
- Ask students to find the examples in the text and write the number of the clause next to each one.

KEY
1 After studying it for a while, she realised ...
2 Having decided that she had no choice, Maya ....
3 Taking a few steps, she noticed ...
4 As she got nearer, she could hear ...

Exercise 7 page 110
- Discuss the question with the class. Can they think of examples of stories with a mysterious ending? How do they make them feel?

→ Lesson outcome
Ask students: What have you learned today? Elicit: I can understand the structure of a narrative. I can use a variety of expressions to describe where things are. I can use sequencing clauses.

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do exercises 1, 2, the planning part of 3 and exercise 4 in class and set the remaining exercises as homework.

→ Lead-in 2–3 minutes
- Put the students in pairs. Write on the board the four grammatical structures for sequencing clauses from 4G
TOPIC Science and technology

⇒ Lead-in page 114 2–3 minutes
- Start a class discussion on the topic of space tourism. Ask: "If you had the money and got an opportunity, would you like to be a space tourist?" Why? Why not?

Exercise 1 page 114 10–15 minutes
E Use of English: Editing (word search)
- Read the instructions together. Check that students understand what they have to do by asking: "Do you have to add missing words to the lines? (No, you have to delete words that you don't need and copy the deleted word in the space after the line.) Is there an extra word that you don't need in every line? (No.) Are any of the lines correct? If so, what do you have to do? (Yes. You have to tick the correct lines.)" Remind students that in this type of task you lose points for not marking a correct line and writing a word instead. Look at the two examples together.
- In a weaker class, you can tell them that there are 7 correct lines including the example before they start.
- Students work on their own. Ask them to check their answers in pairs. Then check the answers with the class.

KEY
1 top 4 has 7 ten 10 for 13 yes
2 yes 5 yes 8 in 11 life 14 all
3 yes 6 there 9 yes 12 it 15 there

Exercise 2 page 114 2–3 minutes
- Divide students into pairs or small groups and focus them on the instructions. Students brainstorm difficulties that astronauts may face in space and make a list of them. Allow them time to collect their thoughts.
- Circulate, listen and monitor, providing any vocabulary needed.
- Pairs present their list of difficulties to the class. Ask them if anybody knows how astronauts solve the problems mentioned.

Exercise 3 page 114 2.25 10 minutes
E Listening: Multiple-choice questions
- Allow a minute to read the instructions and the task.
- Explain that on the first listening it is sometimes easier to eliminate some wrong answers than to choose the right one. Narrowing the options will help them choose the correct one while listening for the second time.
- Explain that they should use the structure of the task (the order of questions) to locate the answer.
- Play the recording straight through twice pausing for 10 seconds before the second listening. Check answers as a class.

KEY 1 C 2 B 3 D 4 A 5 B

Transcript 2.25
Presenter Hello, good morning and welcome to the show. In our programme today, especially for young space lovers we’re going to repeat an interview astronaut Dan Barry gave our correspondent, Mindy Flagstaff, back in 1996, a few weeks after his first space flight.
Mindy Good morning Dan. To begin with, can you introduce yourself to our listeners back in the UK?
Barry Yeah sure, no problem. Good morning, my name’s Dan Barry and I’m an astronaut, from Austin, Texas, in the USA. Since 1992, I’ve been here at NASA and I’ve just got back from a space mission STS 72, which orbited the Earth in January for 9 days.
Mindy So Dan, how much training do you have to go through to become an astronaut?
Barry Well, every two years or so there’s a class of about 20 prospective astronauts that come down to the Johnson Space Center. You go through about one year of basic training all together. It’s an opportunity to learn how to fly in a high performance jet and also to learn all you can imagine about the space shuttle. After that, when you get an assignment to fly in space, you spend another year just training for your particular space flight mission.
Mindy What’s the best thing about being weightless?
Barry It’s a very interesting sensation, being upside-down. When it first happens, you start to do all your tasks with your feet pointed to the floor. As days go by you are just as happy to work on the ceiling as you are on the floor. Sleeping is a very interesting experience. We have a sort of sleeping bag that we pin to the wall. You float up to your sleeping bag and unzip it, crawl in, and then zip it up. The only reason to be in a sleeping bag is so that you don’t go floating off and bumping into other people. There are no pressure points; so when you get up there are no lines on your arms or face or anything like that. One of the things I did not like about coming back to Earth was having to go back to sleeping in a bed and having that bed pushing up on you all the time.
Mindy Is it hard to digest food in space?
Barry In fact, the food that we eat is pretty good. We get a chance before we go up in space to sample about 100 different types of food and choose the ones that we like to be prepared for us for the flight. My favourites were M&Ms and I also liked the macadamia nuts. But the dietitian said I had to have the right amount of fat and nutrition. So they made me bring along my broccolo and other vegetables as well. If you ever had a frozen dinner that is reheated, that’s kind of what it tastes like. It’s dried vacuum-packed food. We put water into it to get it back to a normal consistency. Then we can also heat it up to make it taste a little better. I asked one of my friends before I flew, "Can you really swallow without the help of gravity?" And the answer is yes, you swallow your food and digest it just fine.
Mindy What does it feel like when you get back from space?
Barry I can answer that pretty easily because my daughter did a science project on me. She had me close my eyes and try to balance on one foot and I could only stand straight for about 4 seconds on the first day back from space. But after 3 days, I was able to stand on one foot for as long as I liked. She also had me close my eyes and walk in a straight line. I tended to drift to the right and I would walk into the wall. But after about three days, that was back too. The other thing that happened is, I usually go running a few times a week and when I first got back home, I’d go quite a bit slower and I think it took me about 3 weeks before my running times came back to normal.

Exercise 4 page 114 5 minutes
- Students work on their own to discuss the questions. You may want to direct the discussion towards science fiction films so they set up exercise 5 more closely.
- Circulate, monitor and help where necessary.

Exercise 5 page 114 10 minutes
E Speaking: Picture-based discussion
- Read the questions as a class. Elicit that in this type of task the focus is on finding similarities or differences between the two situations shown in the photos, not on describing the details of each image.
- Allow a minute or two for students to collect their thoughts.
- Students in pairs take it in turns to do the task.
- Conduct a class feedback by asking about any difficulties or issues they discussed.

⇒ Lesson outcome
Ask students: What have you learnt/practised today? Elicit: I have practised a multiple choice task, error correction and comparing and contrasting photos.
**LANGUAGE REVIEW 1–2** Page 24

1. tight-fisted  5. outgoing  
2. level-headed  6. argumentative  
3. cheerful  7. modest  
4. dependable  8. courteous  

2. priceless  4. worthless  7. economical  
2. economic  5. costly  8. financial  
3. profitable  6. earnings  
3. lease  3. location  5. calendar  
2. central  4. furnished  

4. line 6: borrowed  
line 8: had attended  
line 12: was realising / had lost  
line 13: had been wearing  
line 15: gave  

5. all / some  3. both  5. little / a little  
2. each / all  4. either  

6. 1. to turn off  
2. painted  4. to save  

**SKILLS ROUND-UP 1–2** Page 25

1. C  2. A  
3. Students' own answers  
4. b  

**TRANSCRIPT 1.12**

Kristina: Hi, excuse me. I'm looking for the Student Union.
Paddy: It's on the next floor. This is the ground floor. Go up the stairs at the end of this corridor — you can't miss it.
Kristina: Thanks! Oh, are these timetables?
Paddy: Yes, they are. What are you studying?

**TRANSCRIPT 1.12 (continued)**

Kristina: Economics.
Paddy: Economics ... here you are. These are all the lectures — they're optional, in theory, but you're expected to go to most of them. And these are the classes. Have you chosen your options yet?
Kristina: No, I haven't. Are you studying Economics too?
Paddy: No. Politics. But I think we may have some of the same classes and lectures. Anyway, I'm sure your tutor will help you sort it all out. Where are you from, by the way?
Kristina: I'm from Slovakia. My name's Kristina.
Paddy: Pleased to meet you. I'm Patrick — but most people call me Paddy. Are you an exchange student?

**TRANSCRIPT 1.12 (continued)**

Kristina: Yes, I am — the Erasmus programme.
Paddy: Oh yes, I've heard of that. You get funding, don't you?
Kristina: That's right — they pay my tuition fees and give me a grant for living expenses.
Paddy: Pff. You're lucky. I had to take out a loan to pay my tuition fees! My parents aren't very well-off, so they couldn't really give me any financial help.
Kristina: That's too bad.
Paddy: Yeah, well — I'll pay off the loan ... one day!
Kristina: Well, I'd better get to the Student Union. I want to find out about clubs, societies, that kind of thing.
Paddy: Oh, right. What are your hobbies, then?
Kristina: Well, in Slovakia, I played basketball. Maybe they have a women's basketball team here!

**LANGUAGE REVIEW 3–4** Page 46

1. well-dressed  3. rosy-cheeked  5. medium-height  
2. fair-skinned  4. good-looking  

1. palms  3. horn  5. shell  
2. antlers  4. shell  6. fangs  

1. roar  2. miao  3. hiss  

1. was  4. got  7. grew  
2. passed  5. settled  8. retired  
3. brought  6. started  

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

1. I managed to finish the washing up before bedtime.  
2. He didn't succeed in finding a job in IT.  
3. They speak slightly different dialects, but they are able to understand each other.  
4. Did you manage to find the house easily?  
5. I tried really hard to forget her, but I was not able to.
7 1 It seems very unlucky that you’ve had your bike stolen twice.
   2 It’s amazing that he hasn’t guessed the truth.
   3 It’s a miracle that he hasn’t been fired from his job.

8 1 the only thing 2 everything which 3 the only thing

SKILLS ROUND-UP 1–4 Page 47

1 d
2 1 a 2 b 3 d 4 b
3–5 Students’ own answers
6 c
7 1 King John, Ireland 4 Africa, America
   2 London 5 ships, cotton
   3 Liverpool, fire 6 Europe, China

TRANSCRIPT 1.22
Lecturer Good morning. And nice to see so many new faces here – so many happy, alert faces. Hmm. My name’s Professor Jonathan Wilkie. I’ll be giving a series of ten lectures this term on the Economic History of Northern England. If you miss any of them, I’ll be repeating all ten lectures in the summer term, the final term of the year. But I’m sure after this first lecture, you won’t want to miss any of the others! So, here we are in Liverpool. What do you know about this splendid and important city? What do you know about its history? There’s a lot more to Liverpool than football and the Beatles.

The city began its existence almost exactly 800 years ago, when King John chose it as a suitable port for his expeditions to Ireland. At that time, England was trying to gain power over Ireland, and Liverpool was only a short sea voyages away from the centre of political and military power in Ireland – Dublin. But for a few hundred years, the city of Liverpool did not grow much. It was a fairly minor port – nothing compared to the busy capital city of London.

But then, towards the end of the 12th Century, Liverpool was having serious problems. In 1665, there was an outbreak of bubonic plague – the same disease which had spread throughout the world in the middle ages, killing one third of the population of Europe. The outbreak in 1665 was smaller, but at its peak, it still killed 7000 people every week in London alone. And in 1666, London was hit by a huge fire – the Great Fire of London – which destroyed thousands of buildings. In fact, of the city’s 80,000 inhabitants at that time, about 70,000 lost their homes. But life – and in particular, economic life – trade, commerce, importing, exporting – had to continue. So while London was suffering, Liverpool became the most important port in England. And as a result, the city grew very quickly.

Throughout the 18th century, Liverpool was an important centre for trade with North America, Africa and Europe. And although Liverpool today would probably rather forget it, a lot of the wealth of the city was created by the slave trade. Liverpool was a key port of this trade. From Liverpool, goods from the factories of Northern England were exported to Africa. In Africa, these goods were sold and slaves were bought. This human cargo was then taken to the southern states of North America and sold at a profit. The ships then brought raw materials – especially cotton – from America back to England. The cotton was used in the factories of Northern England... and so the trade continued.

Because of the success of Liverpool as a commercial centre, the population increased rapidly. Immigrants came to live here – many from Ireland, but also from Germany, Holland, Poland, and even China. In fact, Liverpool was the first city in Europe to have a permanent Chinese community, thanks to a direct shipping service between Liverpool and China which began in 1868.

SKILLS ROUND-UP 1–6 Page 69

1 d 2 c 3 a
2 1 a 2 d 3 a 4 b

TRANSCRIPT 2.04
Part one
Kristina Hi, Paddy. Sorry I’m late! Have you been here long? Paddy Only about five minutes. I was a bit late myself.

Kristina I had to go to a shop to get a new battery for my mobile phone.

Paddy That’s OK. The film hasn’t started yet. But we need to get our tickets.

Kristina Do you know how much they are? Paddy About five pounds each, I think.

Kristina Here, let me pay.

Paddy Don’t be silly. We’ll split it.

Kristina No, I insist on paying. Just a minute. Where’s my bag?

Paddy You were carrying a bag when you came in. You put it down there, on the chair, didn’t you?

Kristina Did I? Then somebody’s stolen it!

Paddy Oh, no! What was in it?

Kristina Everything! My phone, my wallet...

Paddy That’s terrible! We should tell somebody...

Kristina The manager?

Paddy Wait here. I’ll find somebody...

Kristina What did they say?

Paddy I spoke to the manager. He suggested that we phone the police.

Kristina Well, I’ll have to use your phone. Mine’s been stolen!

Paddy Sure, no problem. Here you are...

Part two
Mary Hi, you’re home early. Was it a short film?

Kristina We didn’t see the film. I had my bag stolen.

Paddy We had to phone the police and report the theft. By the time we’d done that, the film had started.

Kristina So we didn’t bother. We just came home.

Mary That’s terrible! What was in your bag?

Kristina Everything! My phone, my wallet...

Mary You need to notify everybody – the phone company, the bank. Did you have a credit card?

Kristina No, just cash. But I’m really upset about losing my phone.

Mary Was it expensive?

Kristina No, but it had all my numbers on it. Friends, family... I don’t know any of them by heart!

Paddy That’s bad news!

Mary Perhaps the phone company can let you have some of the numbers – you know, the numbers you’ve called recently.

Kristina That’s a good idea.

Paddy You need to contact them straight away – to stop anyone else using your phone.

LANGUAGE REVIEW 5–6 Page 68

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

3 1 quizzed 2 assumed 4 realised 6 doubted

4 1 Christian 2 Judaism 3 Islam

5 1 to contact 3 drinking 4 to see

6 1 was 4 had never tried

2 I had 5 would have loved, had had

3 was leaving 6 don’t have

8 1 can you? 3 will they? 5 shouldn’t we?

2 has it? 4 will you?
6 False. Paddy and Suzie have met a couple of times face-to-face.
7 False. Suzie is with a group of workmates.
8 False. Suzie keeps looking at Paddy.

TRANSCRIPT 2.15
Mickey Hi, Paddy!
Paddy Mickey! Good to see you. We haven't been out for ages!
Mickey I know. It's been too long. I'm glad you suggested it. Of course, you had a reason for suggesting it ...
Paddy What do you mean?
Mickey Don't say you've forgotten your email! You wanted me to go out with you so that I could find out ...
Paddy Ahem!
Paddy Oh, hi. I'm Mickey.
Paddy And this is Kristina.
Paddy Pleased to meet you!
Kristina Hi, Mickey. Paddy's told me all about you!
Paddy Has he? Oh dear. Well, you mustn't believe everything he tells you!
Paddy Anyway, I thought we could go to O'Leary's in the city centre. It's an Irish bar...
Paddy Of course!
Kristina Great! Shall we go?
Paddy Yes. We need to take the bus, it's too far to walk.

Paddy Here we are. Look, there's a table by the window. Let's grab it!
Paddy I'll go to the bar. Kristina, what can I get you?
Kristina Do they serve coffee here?
Paddy Yes, I'm sure they do.
Paddy Do you need a hand, or shall I go and sit with Paddy?
Paddy Er ... yes, maybe I need a hand. Carrying the drinks, you know.
Kristina OK.
Paddy So ... you're from Slovakia.
Kristina That's right. I'm just here for a year - to study.
Paddy And you ended up sharing a house with Paddy. Poor you! It must be terrible!
Kristina It's fine. He's nice!
Paddy Nice, eh? Well yes, he's a good mate, I suppose. But he's hardly Brad Pitt, is he? Not with a face like that anyway!
Kristina I don't know about that. In fact, I think he's cute.
Paddy Oh, really? He isn't my type.

Paddy Here are the drinks.
Paddy You took your time!
Paddy There were a lot of people.
Paddy Anyway, thanks. Cheers!
Paddy Cheers!
Paddy And here's to an exciting year in Liverpool - for you both.

Suzie Paddy!
Paddy Oh, hi, Suzie. I didn't expect to see you here! I thought you lived in Manchester.
Suzie I did, but I've just moved to Liverpool!
Paddy How come?
Paddy I got a job here.
Paddy Oh, right. Well, nice to see you.
Suzie In fact, I'm here with some friends from work. But give me a call - we can go out just the two of us.
Paddy Sure.
Suzie Catch you later!
Paddy OK!
Paddy Who was that?
Paddy Suzie. I met her in a chat room about a year ago. We've met a couple of times and email each other sometimes. That's all. In fact, I hardly know her.
Kristina She seems very keen on you!
Paddy She isn't really a friend - just somebody I met online.
Kristina She can't take her eyes off you!
Paddy Kristina's right. Suzie keeps looking over at you.
Paddy Shall we go somewhere else? It's a bit hot in here, isn't it? Too many people.
5  a feature that allows a private conversation  
   b a virtual space away from the main discussion  
   c a name for use in the chat room  
   d hanging around a chat room without communicating  
   e a verbal argument/fight  
6  1 D  2 F  3 B  4 E  5 A  
7  Students' own answers  

**LANGUAGE REVIEW 9-10** Page 112  

1  1 d  2 h  3 f  4 b  5 j  6 c  7 a  8 g  
9  i  10 e  
2  1 people  3 universe  5 planet  7 unmanned  
   2 studies  4 lands  6 spacecraft  
3  1 b  2 b  3 both  4 both  5 a  
4  1 would  2 were  3 going  4 were  5 have  
5  1 The International Space Station will be manned by scientists from several different countries.  
   2 The planet Pluto was discovered by the astronomer Clyde Tombaugh in 1930.  
   3 Hundreds of tickets for trips into space have already been sold by Virgin Galactic.  
   4 The galaxy is being searched for signs of intelligent life by astronomers.  
   5 A mission to Mars is being planned by the Americans.  
   6 Samples of moon rocks were collected by American astronauts in 1969.  
6  1 to be given  2 being touched  3 to be made  
7  1 Kim Philby is now known to have been a spy.  
   2 Epilepsy was once believed to have been caused by black magic.  
   3 We were offered a better room by the hotel manager.  
   4 We were given these glasses as a wedding present.  

**SKILLS ROUND-UP 1-10** Page 113  

1  Mary leaves to give Paddy and Kristina privacy.  
2  1 True  4 False  7 False  
   2 False  5 True  8 True  
   3 True  6 False  

**TRANSCRIPT 2.24**  

Kristina: Oh, hi, Paddy. How are you?  

Paddy: OK.  

Kristina: You don't sound very happy.  

Mary: Paddy had an interview today.  

Kristina: A job interview? I didn't know you were looking for a job.  

Paddy: Well, I need a bit of extra cash. Anyway, it wasn't really an interview.  

Mary: It was a friend, wasn't it?  

Paddy: That's right. A friend phoned me and suggested I have a chat with her boss. They're looking for somebody to work part-time in the office. So I went in.  

Kristina: And didn't it go very well?  

Paddy: It wasn't really ... what I was looking for.  

Mary: Aren't you going to tell her what happened?  

Paddy: Well, OK. I was just telling Mary ... I arrived at the office at about nine o'clock, as I'd arranged ...  

Suzie: Hi, Paddy! Glad you could make it.  

Paddy: Oh, hi, Suzie. Are you going to be at the meeting too? I thought it was with your boss.  

Mary: Yes, please. Anyway, I thought she was your friend!  

Paddy: I keep telling you, we were never friends – we just chatted online a few times. To tell the truth, I can't stand her! I've told her I don't want to stay in touch.  

Kristina: Yes! He said you were his girlfriend and didn't want him to see any other girls!  

Paddy: That's funny!  

Kristina: Why is it funny?  

Paddy: Because I wouldn't be like that ... if I was your girlfriend.  

Kristina: No, I don't think so. I'm not the jealous type. I wouldn't mind you having other friends. Provided you were loyal to me.  

Paddy: That goes without saying! Everybody knows I'm a very loyal person.  

Mary: I think I'll go in the other room. There's a film starting on BBC 2.  

Kristina: What were you saying?  

Paddy: I'm a very loyal person. A good person to have a relationship with. Don't you agree?  

Kristina: I'm not sure. But I'd like to find out.  

Paddy: Kristina!  

Kristina: Paddy!
Dyslexia & ICT

ICT opens up opportunities for students with dyslexia. As technology develops it allows them to communicate with the world more and more easily. There is a wide range of different programmes and applications which can be used to help dyslexic learners. However, there isn't simply one way of supporting a dyslexic student. It is advisable to choose the type of support, or combination of tools that best suits the individual needs of each of your students. Below there are some examples of various learning tasks that can be supported by ICT: spelling, reading, writing, practising study skills, and memory tasks. Although your students may not have access to all of the technology mentioned, it is worth bearing in mind the possibilities that ICT presents, and the strategies for making technology a tool, rather than a crutch, for students with learning difficulties.

SPELL-CHECKS

Most modern word-processing and desktop publishing software includes a tool to find and correct spelling mistakes, which in the case of dyslexic students can be very useful. However, students can have difficulties in choosing the right word from those suggested to replace the misspelled one. Also, depending on the sophistication of the spell-checker, or the severity of the mistake, it is possible that the computer will not suggest an appropriate replacement. Students should be made aware that spell-checkers will identify words which are actually misspelled, as long as the spelling is not correct for another (although inappropriate) word. A spell-checker will not eliminate mistakes such as though where the intended word is thought, or form for from, because the computer cannot identify the correctly spelled word as an error. Students must therefore be encouraged to use the spell-checker as a help in proofreading their text for errors, but they must not learn to rely on it too heavily. Reading through their work themselves, or asking a friend or parent to read through a draft, before they create a final version of their text, is often a more satisfactory way of checking for errors. When proofreading, students should check the word they are looking for in a dictionary, the Student's Book wordlist, or in context in the Student's Book itself. Another strategy for a dyslexic learner is to prepare a personal list of words that they use the most, organised in a way that is logical for them. The advantage of this method is that it meets individual students' needs. However, each student should be encouraged to add to and expand their list regularly, so as to keep developing their core vocabulary.

SPEAK AND SPELL

Some spell-checkers or electronic dictionaries have more sophisticated functionality than those that are usually standard in a word-processing package. It is possible to buy small electronic translation dictionaries that pronounce the word a student enters, thereby helping them to decide whether it sounds like the word that they intended to use or not. This can be particularly useful for learners whose aural sense is the dominant one. Some electronic dictionaries also have the 'predictive text' function that is available on mobile phones, so that a student can start a word that they are unsure how to finish, and then choose from a list of possibilities. As with any other tool, however, the final decision is not provided by the computer, and the student must be aware of other strategies to help him or her decide whether the word they have chosen is the correct one. Working on language at word level, and breaking words down so that students can analyse their component parts can help dyslexic learners to get into the habit of deciphering the meaning of a word from its building blocks, and can help them decide e.g. what part of speech a word belongs to, and which option might therefore be the most appropriate. There are small and relatively inexpensive spelling dictionaries which are useful if you need to check spelling quickly. However, dyslexic students do need to know how to begin to spell a word to enter it into the machine, so they may not suit all learners. Some of them also give definitions or homonyms and can provide part of the word (for example, the middle or the end) if the user knows the rest of it.

STRUCTURING A TEXT

Using a computer and a word-processing programme can help dyslexic students who have problems with the layout and organisation of written text. This sort of difficulty can be corrected quickly on the computer screen, without the need for laboriously rewriting text. The word-processing software provides a regular format and has margin control. Some dyslexic students have difficulties in ordering their ideas in a logical manner, so that their writing has a clear beginning, a middle and an end. The advantage of a word-processing programme is that paragraphs and sentences can easily be moved around, using the cut and paste functions, in order to create a logically structured text. Dyslexics can therefore focus on one thing at a time, deciding how they are going to express their ideas first, and then reworking them to form a coherent, flowing text.

GRAMMAR CHECK

Some word processors include a function which enables the user to correct grammar mistakes. However, as with the spell-check function, the computer does not always correctly anticipate the writer's intentions. It is therefore advisable to use this function with caution. It can be useful in that it highlights areas where mistakes may be present, but the decision of how to change a sentence should be made with reference to the grammar pages in the Students Book, rather than simply by following the computer's suggestions.

SPECIALISED SOFTWARE

There are now several types of software which can help to develop ideas and to organise students' thinking. Students learn to understand concepts and information through the use of diagrams and charts. Those who have problems with essay-writing learn to prioritise and rearrange their ideas. These programmes can be used for brainstorming, organising, pre-writing tasks and planning and outlining essays for a range of subjects in English. Dyslexic people often think in pictures or diagrams rather than words. The software provides techniques for visual learners which can be used for note-taking, for remembering information and organising ideas for written work. The programme can convert images and diagrams into an outline for a text. Other software packages have been developed to specifically assist dyslexic students with essay-writing. As well as including a read-back facility and a spell-checker, they may include a dyslexic spell-check option that corrects common dyslexic mistakes. Some packages have a word prediction feature that predicts a word from the context of the sentence. This is very useful for dyslexic pupils who often have problems with finding the right word. Moreover, this kind of software can provide a learner with word definitions, suggested homophones, and talking help files to help them navigate the software.

If your students are computer literate, enjoy using computers, and have access to this kind of software, they may respond very well to the computer as a teaching medium. However, it is worth remembering that the software is based upon
established teaching techniques, and the same concepts can be used to help students, even if you don't have the resources to do it electronically. Visual learners can be helped to use mind maps and spider-grids to plan their work; students can be encouraged to write a draft on separate pieces of paper, so that they can rearrange paragraphs physically and create a logically structured text.

**Helping dyslexic learners with reading**
If you are creating materials yourself for work with dyslexic students, or getting the students themselves to prepare posters and reference material for self-study, the range of colours and fonts available in most word-processing packages will be extremely useful. You can establish consistent colour coding to help your students identify the different components and building blocks that make up the structures they are learning.

**Multi-media**
_Solutions_ includes a multi-ROM to accompany each level of the course, offering extra vocabulary, listening and grammar exercises as well as quizzes and games to allow students to work with language in an interactive medium. Students can use the multi-ROM for self-study as an engaging means of practising the language learned in class, but you can also make use of this resource as a way of targeting specific skills. If a student can see and hear a word at the same time, they can create stronger associations which will help them to remember the word when they next come across it. Each multi-ROM features glossary sections that provide students with standard reference such as phonetic transcriptions, but also with an audio-clip modelling the pronunciation of each word. These can be used for reference or as the basis for exercises and activities to work on aural recognition and association of spoken and written words. The vocabulary sections allow students to work with the new vocabulary on several levels helping them to think about spelling, classification of words into categories and families, and the meaning of the new words in appropriate contexts.

The grammar sections use a variety of exercise types to help student manipulate the new language they are learning. There are exercises to work on sentence structure, for example, in which students drag and drop words into the correct order to make sentences, and others to focus on smaller chunks of language within a sentence to help students work on the detail. Students are able to check their work, have immediate confirmation of correct and incorrect answers, and try again as many times as they need to, to really absorb the structures. The multi-ROM also features quizzes and games to make language practise fun. In River Quest students can progress through the game and be encouraged to compete against their own personal best to get a higher score.

**Helping with study skills**
Several interactive computer programmes are available which can be successfully used by dyslexic students to discover their strengths and improve their ability to learn. Each student can take a simple test in order to find out his/her individual intelligence profile as well as their learning style. Based on this information a student can discover the learning techniques appropriate for him/her. They are introduced to a variety of methods for memorising and storing information (e.g. mind maps, kinaesthetic techniques, mnemonic techniques). If you have access to this kind of software, it can be very useful for both students and teachers. Students find out how to exploit their talents for successful learning. Teachers can use it as a source of practical tips on how to make lessons more interesting for their students. As a result it can help in everyday teaching.

**Helping with memory and personal organisation**
Cassette, digital or memo recorders are quite widely available and inexpensive. Dyslexic students may benefit from recording their own ideas in audio format as preparation for more structured speaking or writing tasks, or from using a recording device to support written notes from class. It is useful for students to get into the habit of writing things in a personal organiser: whether practical details such as lesson and homework deadlines, or in a structured learning diary where progress and successes can be recorded. Of course, this can simply be a traditional paper diary or notebook, but electronic diaries do have the additional option of setting alarms and reminders, which may be useful to students who have a lot of trouble organising their time.

**Other resources**
_The Internet._ Everybody knows that the Internet is a rich source of knowledge. Therefore most students use it to search for information instead of looking things up in encyclopaedias, visiting libraries or reading newspapers. Using the Internet in English has an additional benefit: it motivates students to practice their English without them realising that they are doing reading comprehension. It is especially important in the case of low-motivated students with dyslexia who dislike reading. The Internet can be used to search for information needed to prepare a poster, write an essay, find song lyrics or read about the latest film.

Just like looking things up in a library however, research on the Internet requires skills and the ability to decide which information is relevant to the topic being researched. It is a good idea to help students use the Internet effectively and safely by teaching them research skills. If your school has computer facilities for a whole class, it might be fun to co-ordinate a lesson with the I.C.T. teacher, and adopt a cross-curricular approach to Internet research in English. Dyslexic students who are technically minded, or have an interest in computers will have a chance to use their skills and strengths.

The Internet is a source of Information, but increasingly it is also a source of 'ready-made' school work. It is normally quite easy to recognise if a student has copied passages of text from another source, as the language level and register will be different from their normal style. Make clear to your students that you will not tolerate plagiarism in any form. Remind them that although it seems like the easy option, they are really cheating themselves of the opportunity to learn, and in exam coursework and at higher levels of education, it is taken very seriously.

**Electronic mail and chat**
E-mail, chat programmes and social networking sites allow people all over the world to send each other written messages almost instantly. Students should be encouraged to find and write to an English-speaking e-friend, which would be very good for writing practice and cultural development. However, make sure that students are aware of the potential dangers of making friends on line, and teach them how to be safe when communicating with people over the Internet.

**Video games and DVDs**
Some video game consoles can be used to do karaoke (or even for a karaoke contest) with students, which is a very good and enjoyable way to practice reading and singing regular English song lyrics with them. Although you may not be able to use the facilities in the classroom, you could also encourage your students to play games and watch films in English, or with English subtitles. Many games and DVDs now have a choice of language, and students could be encouraged to learn through this medium while doing something that is otherwise purely recreational.
1.1 ALL ABOUT YOU ...

Start

A memorable place you've visited

The first CD or DVD you bought

Go forward one space

How you celebrated Christmas last year

The best gig or film you've seen

Someone inspirational in your life

The last time you lost something

What you did last night

Throw again

Your favourite TV show when you were a kid

The first time you stayed up after midnight

Your first English lesson

Go back two spaces

Pets you've owned

A time when you felt afraid or nervous

Your very first clear memory

Go back three spaces

The last time you saw your grandmother/grandfather

Throw again

A favourite piece of clothing

A recent favour you've done for someone

A recent success

The last exam you took

Something you've always wanted to do

Go forward two spaces

Meeting your oldest or newest friend

Finish

Meeting your oldest or newest friend

Solutions Teacher's Book • Upper-Intermediate
**STUDENT A**

**Have-a-go hero locked up**

It was instinct which drove / was driving 41-year-old taxi driver Alison Johnstone to help catch a bicycle thief. She had just decided / just decided to finish work for the day and was driving / drove her taxi along Trafalgar Road in Brighton when she noticed / was noticing a man running after a youth on a bike.

She realised / was realising the teenager had stolen / stole it so she was jumping / jumped out of her vehicle and grabbed him, with no concern for her own safety. This was characteristic of this former lieutenant who was winning / had won two medals for bravery during her career in the armed forces.

But moments later when police arrived / were arriving on the scene, they arrested / were arresting not only the youth, but also Mrs Johnstone! The youth claimed that she had assaulted / was assaulting him by pulling him off the bike.

As a result of this, the stunned motorist was locked up. ‘I couldn’t believe it. I spent / had spent ten hours in a filthy police cell like a criminal. It was / had been so humiliating’

Mrs Johnstone was eventually released without charge. Inspector John Savage of Sussex police had recently issued / has recently issued a full apology to her.

**STORY A**

- a Alison Johnstone was an army lieutenant.
- b Alison stopped her car and jumped out.
- c Alison was released.
- d The youth said Alison assaulted him.
- e Alison was kept in a police cell for 10 hours.
- f Alison pulled the youth off the bike.
- g Alison saw a teenager riding a stolen bicycle.
- h Alison won two medals for bravery.
- i The police apologised.
- j Alison was arrested by the police.

**STUDENT B**

**‘Iron Fists’ saves the day**

When sixty-two-year-old security guard Mike Watson spotted / was spotting a man breaking into a house a little way down his road, he was rushing / rushed to confront the thief, 27-year-old Brian Harper.

Although Harper already saw / had already seen him coming and started running, Watson managed / was managing to catch him. Despite the fact that the would-be burglar was having / had a knife, Watson didn’t let go / hadn’t let go.

What the knife-wielding younger man wasn’t knowing / didn’t know was that Mike ‘Iron Fists’ Watson was being / had been a champion boxer in his youth who was fighting / had fought all over the country before hanging up his gloves in his early twenties. When the police finally were arriving / arrived, ‘Iron Fists’ Watson had been holding / was holding onto the burglar for 14 minutes. Harper, who had been convicted / was convicted of burglary on two previous occasions, was pleading / pleaded guilty and received a two year jail sentence.

Have-a-go hero Mike Watson is delighted that he has just received / just received £100 for his public-spirited behaviour. ‘That’s not bad at all for just standing my ground! I’d do it all again tomorrow,’ he said.

**STORY B**

- a Mike chased and caught the burglar.
- b Mike Watson became a boxer.
- c Mike Watson, or ‘Iron Fists’, was a boxing champion.
- d Mike held the burglar until the police arrived.
- e Brian Harper went to prison for 2 years.
- f Mike saw a burglar.
- g Mike received a cash reward.
- h Mike retired from boxing.
- i Mike got a job as a security guard.
- j Brian Harper saw Mike coming and ran.
2.1 DESCRIBE AND DRAW

STUDENT A  Describe your picture to Student B. Then draw what Student B describes.

STUDENT B  Draw what Student A describes. Then describe your picture to Student A.
1. Hardly any of us have let someone _______ (copy) our work.

2. Most of us don’t feel like _______ (get up) early on Saturdays.

3. Very few of us expect _______ (be) rich in 20 years time.

4. One of us has made someone _______ (laugh) until they cried.

5. Nearly all of us will go on _______ (study) English after this course.

6. All of us can imagine _______ (live) in another country.

7. None of us would consider _______ (get) a tattoo.

8. Some of us have tried _______ (diet).

9. Hardly any of us have had our hair _______ (cut) by a friend.

10. Many of us avoid _______ (sit) by strangers on a bus by putting our bags on the seat next to us.
### 3.1 The Best Days of Your Life...

<table>
<thead>
<tr>
<th></th>
<th>Infancy</th>
<th>Childhood</th>
<th>Adolescence</th>
<th>Young Adulthood</th>
<th>Middle Age</th>
<th>Old Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving fast cars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being independent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing household chores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wearing fashionable clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing team games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having plenty of free time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Falling in love</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having few teeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making big decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spending lots of money on your appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spending time on the Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling lonely and misunderstood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleeping during the day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working hard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoying birthdays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.2 FORETELLING THE FUTURE

- = in the next week or so  
- = in the next few years  
- = by the year 2200  
- = in my lifetime  
- = one day

START → school → weather → family

transport → holidays → homes → space → mobile phones

exams → television → health → money → fatal diseases

cities → food → drink → computer games → war

language → senses → passport / visa → renewable energy → age limits

music → smoking → natural disasters → cosmetic surgery → gadgets

marriage → the Third World → drugs → Internet → shopping

equality → communications → religion → FINISH

130 Solutions Teacher's Book • Upper-Intermediate

© Oxford University Press Photocopyable
4.1 WHAT DOES IT REALLY MEAN?

Team A
A wild goose chase
'The drugs smugglers sent the police on a wild goose chase.'
1
2
3 a hopeless search for something or someone that isn't there

Let sleeping dogs lie
'I know you're angry about it but let sleeping dogs lie this time.'
1
don't try to change a situation which could become a problem if you do

Team B
Go the whole hog
'Let's go the whole hog and buy starters and dessert too.'
1
do something completely or thoroughly
2
3

Take the bull by the horns
'Don't just let him steal your idea – take the bull by the horns.'
1
2
3 face a difficult or dangerous situation directly and bravely

Team C
Put the cat among the pigeons
'So his ex-girlfriend came to the party too, and that really put the cat among the pigeons.'
1
2 introduce someone or something that will probably cause trouble into a situation
3

Make a pig's ear of something.
'We ordered a pizza because she made a pig's ear of dinner.'
1
2
3 to do something badly

Team D
A dark horse
'Well, you're a dark horse! I never knew you could play the trumpet.'
1
2 a person who hides facts about himself, especially abilities
3

Barking up the wrong tree
'If you think she's going to agree to that, you're barking up the wrong tree.'
1 be wrong about something you believe or about a course of action
2
3

Team E
Chicken out
'He was going to ask her to come to the party but he chickened out.'
1 decide not to do something because you are afraid
2
3

Put the cart before the horse
'Buying a car before you've got your driving test result? Isn't that putting the cart before the horse?'
1
2
3 do things in the wrong order

Team F
Go to the dogs
'This school has gone to the dogs since our head teacher left.'
1 fall into a very bad condition
2
3

For donkey's years
'How is Uncle John? I haven't seen him for donkey's years.'
1
2 a very long time
3
Team A

1. He admitted to go to Jonathan's house despite being grounded.
   
   Answer
   He admitted to going to Jonathan's house despite being grounded.  
   "I went to Jonathan's house even though I was / had been grounded."

2. I couldn't believe it when she suggested to have the party at my house.
   
   Answer
   I couldn't believe it when she suggested having the party at my house.  
   'Why don't we / Let's have the party at your house!'

3. The old woman asked to the boys to stop playing football so near to her kitchen window.
   
   Answer
   The old woman asked the boys to stop playing football so near to her kitchen window.  
   'Could you stop playing football so near to my kitchen window, please?'

4. I was reminded by my mum to renew my passport in plenty of time.
   
   Answer
   Correct ✓ (This is passive. An active sentence would be: My mum reminded me to renew my passport in plenty of time.)  
   'Don't forget to renew your passport in plenty of time.'

5. You promised helping Mike fix his bike this weekend, didn't you?
   
   Answer
   You promised to help Mike fix his bike this weekend, didn't you?  
   'I'll help you fix your bike this weekend, Mike.'

6. The teacher insisted on giving us extra homework to prepare us for the exam.
   
   Answer
   Correct ✓ (An alternative is: The teacher insisted that we should do extra homework.)  
   'You really must do this extra homework so you're ready for the exam.'

7. Jemma apologised profusely to breaking the vase.
   
   Answer
   Jemma apologised profusely for breaking the vase.  
   'I am really very sorry for breaking the vase.'

Team B

1. Every summer my dad forbids me that I go swimming in the lake.
   
   Answer
   Every summer my dad forbids me to go swimming in the lake.  
   'You are absolutely not allowed to go swimming in the lake.'

2. He suggested us to meet at about 10 o'clock because 9 o'clock was too early.
   
   Answer
   He suggested meeting / that we should meet at 10 o'clock because 9 o'clock was too early.  
   'I think 9 o'clock is too early. Shall we meet at 10 o'clock?'

3. I've just been to Sarah's house to congratulate her on the birth of her twins.
   
   Answer
   Correct ✓  
   'Congratulations, Sarah. They're gorgeous!'

4. Alex and Julie have invited us that we go to their house for dinner.
   
   Answer
   Alex and Julie have invited us to go to their house for dinner.  
   'Would you like to come to dinner at our house?'

5. Annie agreed us to meet in the hotel bar at 8 but she didn't show up.
   
   Answer
   Annie agreed to meet us in the hotel bar at 8 but she didn't show up.  
   'OK, I'll meet you in the hotel bar at 8.'

6. You just stepped off the pavement, even though I've warned you not to cross the road without looking.
   
   Answer
   Correct ✓  
   'If you cross without looking, you might get run over.'

7. Sophie confessed to lie about not seeing Gareth on Saturday.
   
   Answer
   Sophie confessed to lying about not seeing Gareth on Saturday.  
   'Alright, I admit I lied about not seeing Gareth on Saturday. I did see him.'
5.2 A DAY IN THE LIFE OF ...

1 Look carefully at the chart, then fill in the missing information, using the figures given.

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Percentage</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3</td>
<td>12.5%</td>
<td>1 hour</td>
<td>the majority</td>
</tr>
</tbody>
</table>

Sally spends _________ of her time sleeping.
Sally’s hobby, playing netball, takes up _________ of her time.
She watches TV for _________ per day.
_________ of her free time is given over to studying.

2 Draw your own chart for 24 hours. Describe and draw with a partner.

---

Solutions Teacher’s Book • Upper-Intermediate
6.1 I' D REALLY LIKE TO KNOW ...

<table>
<thead>
<tr>
<th>The best café in town</th>
<th>What to take as a gift if I get invited to someone's house in your country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A good place to go to hear live music</td>
<td>Something which is considered really bad manners in your country.</td>
</tr>
<tr>
<td>The best rainy day activity in this area</td>
<td>Where to buy a present for my parents</td>
</tr>
<tr>
<td>The best place to go to experience what life is really like in your country</td>
<td>The best way to make friends with people in your country</td>
</tr>
</tbody>
</table>
6.2 Missing Information

STUDENT A

Sir Thomas More

Thomas More was born on 7 February 1468/1478 in London, the son of a successful lawyer. He was extremely intelligent and studied Law at Oxford/Cambridge University. Before becoming a lawyer, however, he considered becoming a monk. While working as a lawyer he also wrote articles supporting/against Martin Luther and the protestant reformation and later used his power to ban unorthodox books.

In 1517 he entered the King’s service, becoming one of Henry VIII’s most effective and trusted civil servants and acting as his secretary, speech-writer, chief diplomat, advisor and confidant. In 1521 the King knighted him and he became Sir Thomas More.

By this time he had already published his most famous book ‘Utopia’/‘Paradise’, which was a description of an ideal, imaginary island republic ruled by reason and intended to contrast with the many wars and problems of that time.

In 1529, More was appointed King Henry VIII’s special adviser in the post of Lord Chancellor/Prime Minister. However, he could not support the king’s plan to divorce Catherine of Aragon. When the Pope refused the divorce, Henry declared himself ‘Supreme Head of the Church in England’ which allowed him to end his marriage and was why the protestant Church of England began. At this point in 1532 More resigned the chancellorship. He would not attend the wedding/coronation of Anne Boleyn, Henry VIII’s new wife and he also refused to swear an oath denying the Pope’s authority.

More was tried for treason at Westminster and on 6 July 1535 was executed by beheading/hanging on Tower Hill. His final words before he died were, ‘The King’s good servant, but God’s first.’

STUDENT B

Sir Thomas More

Thomas More was born on 7 February 1478 in London, the son of a successful lawyer. He was extremely intelligent and studied Medicine/Law at Oxford University. Before becoming a lawyer, however, he considered becoming a priest/monk. While working as a lawyer he also wrote articles against Martin Luther and the protestant reformation and later used his power to ban unorthodox books.

In 1517 he entered the King’s service, becoming one of Henry VIII’s most effective and trusted civil servants and acting as his secretary, speech-writer, chief diplomat, advisor and confidant. In 1521 the King knighted/titled him and he became Sir Thomas More.

By this time he had already published his most famous book ‘Utopia’, which was a description of an ideal, imaginary island republic ruled by reason and intended to contrast with the with the many wars and problems of that time.

In 1529, More was appointed King Henry VIII’s special adviser in the post of Lord Chancellor. However, he could not support the king’s plan to divorce Katherine Parr/Catherine of Aragon. When the Pope refused the divorce, Henry declared himself ‘Supreme Head of the Church in England’ which allowed him to end his marriage and was why the protestant Church of England began/ended. At this point in 1532 More resigned the chancellorship. He would not attend the coronation of Anne Boleyn, Henry VIII’s new wife and he also refused to swear an oath denying the Pope’s authority.

More was tried for witchcraft/treason at Westminster and on 6 July 1535 was executed by beheading on Tower Hill. His final words before he died were, ‘The King’s good servant, but God’s first.’
7.1 Eco Quiz

1 Answer the questions in pairs. Write your answers in the Our answer column.

What shade of green are you?

<table>
<thead>
<tr>
<th>Question</th>
<th>Our answer</th>
<th>Expert answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The developed world makes up 20% of the world’s population. How much of its resources does it consume?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The population of the world is expected to have nearly _______ by the year 2100.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Every day ______ species of plants and animals become extinct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many mobile phones will be thrown away in the next year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The energy used by all the electrical appliances on standby in the UK amounts to _______ tonnes of greenhouse gases per year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Recycling just one aluminium can saves enough energy to run a television for how long?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. ______ square kilometres of rainforest are destroyed each year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Since 1960 there has been a ______ increase in the consumption of fish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Every year, the average person in the west creates how much household waste?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Student A read the left part of the article and Student B read the right part. Complete the Expert answer column in 1 together.

A

1. Consumption by the developed world far outstrips 20%, though we are only 1/5 of the world population. In fact, we use up a shocking 85% of the world’s resources. Turn that figure around and we see how many people in the world suffer from western over-consumption.

2. Planet Earth is currently home to around 6.6 billion human beings. Projections show that with growing populations by 2100 this figure will be nearer to 14 billion which is almost 3 times as many as now. Does that sound overcrowded to you?!

3. Extinction can be a natural process but these days a great deal is due to exploitation of land causing habitat loss, the use of chemicals which causes environmental contamination and the introduction of non-native species. As a result between 50 and 100 species of fauna and flora are estimated to die out each day.

4. According the David Adam in the Guardian Newspaper (8 January 2005), the average mobile phone user in the UK gets a new handset every 18 months. Although there is a huge market for old mobiles in developing countries, 125 million are just thrown in the bin each year. What a shocking waste when there are companies, such as mazumamobile.com, who will recycle your old handset and even pay you for it.

B

5. All those little red lights on TVs, stereos and computer monitors add up to a severe drain on our power stations. In one year, one million tonnes of greenhouse gases are pumped into the atmosphere from just leaving appliances on standby rather than switching them off at the wall.

6. The energy taken to make one aluminium can in a factory is considerable so whenever you recycle a can, you save enough to power a TV for 3 hours.

7. Many poor farmers in rainforest areas in countries such as Brazil, Congo, Indonesia and Peru are being offered large sums of money to sell their land which results in deforestation at a rate of 100,000 square kilometres every year. That is one third of the size of Poland.

8. Fish can provide many essential nutrients for the human body and far more people now are making the most of this. However, though it may be good for our health as individuals, it’s no good for the balance of nature. The increase in consumption is over 200% and is simply not sustainable, with many fish stocks at risk due to over-fishing to meet this demand.

9. How much do you think you weigh – somewhere around 60kg? If so, you may be stunned to learn that the average amount of waste produced in a year by just one person in the developed world is over eight times your body weight (513kg)!

136 Solutions Teacher’s Book • Upper-Intermediate © Oxford University Press photocopyable
### 7.2 Who's Guilty?

<table>
<thead>
<tr>
<th><strong>SIR GEORGE PINK</strong>, multi-millionaire businessman (deceased)</th>
<th><strong>JENNIFER WHITE</strong>, personal assistant</th>
<th><strong>SALLY PINK</strong>, 18 year old daughter</th>
<th><strong>BOB BLACK</strong>, managing director of Pink Industries</th>
<th><strong>Samantha Black</strong>, wife of Bob Black</th>
<th><strong>John Green</strong>, environmentalist and leader of the Eco Protesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Jennifer White</strong> overheard an argument between Sir George and Sally on Saturday morning: Sally: 'You can't do that, Father. I'm with the Eco Protesters now. We won't let you destroy any more rainforest!'</td>
<td>2. Jennifer White: 'It's only chopping down a few trees. It's business. Sir George has done worse than this before. I could tell you plenty of stories.'</td>
<td>3. Sally Pink: 'I was in the bath from 10.40–11.10pm.'</td>
<td>4. In an e-mail from Bob Black: The Eco Protesters are threatening to tell the newspapers. When the press print stories about the new plantation and the dying wildlife, Pink Industries will be no more. We will be ruined. We will lose everything. I'm telling you, George. Stop this. Now!</td>
<td>5. Phone message: 'This is John Green. I'm coming over tonight. We need to talk, Sir George. There's more at stake than money here – you need to start thinking about the planet you're leaving to Sally. She doesn't care about your money anyway.'</td>
<td>6. Samantha Black: 'I was with my husband at dinner and went to my room early because I had a terrible headache from all the arguments about this new Brazilian coffee project. Bob joined me at about 11pm.'</td>
</tr>
<tr>
<td>7. A letter to Jennifer White: 'I regret that I will no longer be needing your services. I simply do not trust your loyalty.'</td>
<td>8. Bob Black: 'If my wife says she had a headache, I'm not surprised. It was a nightmare dinner and, yes, she went to bed early. I joined her at about 10.45pm.'</td>
<td>9. Jennifer White: 'Yes, he sent me a letter. I worked for that horrible man for 15 years and he was just throwing me out like a piece of rubbish. Of course I was angry but I didn't kill him!'</td>
<td>10. George Pink was dictating a letter when the murderer entered the room. There is recorded evidence that the murderer acted alone and was a woman.</td>
<td>11. John Green (environmentalist): 'Miss Pink was with me from 10pm on Saturday night. We are in love!'</td>
<td>12. Jennifer White: 'Bob is a wonderful man, handsome and intelligent. I don't know what he sees in Samantha. Anyway, he stayed downstairs drinking with me. He didn't go to bed until at least midnight.'</td>
</tr>
</tbody>
</table>
# 8.1 Don't Say the Word!

<table>
<thead>
<tr>
<th>icon</th>
<th>desktop</th>
<th>minimise</th>
<th>scroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>picture</td>
<td>icons</td>
<td>small</td>
<td>move</td>
</tr>
<tr>
<td>programme</td>
<td>files</td>
<td>corner</td>
<td>up</td>
</tr>
<tr>
<td>save</td>
<td>menu</td>
<td>wireless network</td>
<td>mouse</td>
</tr>
<tr>
<td>finish</td>
<td>click</td>
<td>cable</td>
<td>click</td>
</tr>
<tr>
<td>file</td>
<td>find</td>
<td>connection</td>
<td>move</td>
</tr>
<tr>
<td>password</td>
<td>folder</td>
<td>modem</td>
<td>e-mail</td>
</tr>
<tr>
<td>secret</td>
<td>files</td>
<td>dial</td>
<td>send</td>
</tr>
<tr>
<td>log-in</td>
<td>put</td>
<td>connect</td>
<td>message</td>
</tr>
<tr>
<td>scanner</td>
<td>printer</td>
<td>monitor</td>
<td>log off</td>
</tr>
<tr>
<td>copy</td>
<td>paper</td>
<td>picture</td>
<td>switch-off</td>
</tr>
<tr>
<td>photos</td>
<td>copy</td>
<td>screen</td>
<td>exit</td>
</tr>
<tr>
<td>search engine</td>
<td>download</td>
<td>firewall</td>
<td>home page</td>
</tr>
<tr>
<td>find</td>
<td>copy</td>
<td>protect</td>
<td>first</td>
</tr>
<tr>
<td>Internet</td>
<td>hard-drive</td>
<td>security</td>
<td>online</td>
</tr>
<tr>
<td>spam</td>
<td>backup</td>
<td>crash</td>
<td>attach</td>
</tr>
<tr>
<td>e-mail</td>
<td>copy</td>
<td>break-down</td>
<td>file</td>
</tr>
<tr>
<td>want</td>
<td>keep</td>
<td>stop</td>
<td>join</td>
</tr>
<tr>
<td>If I had been born one of triplets,</td>
<td>If I were a genius,</td>
<td>If this country were as hot as Barbados,</td>
<td>If this was the weekend,</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------</td>
<td>--------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>If we had studied mixed conditionals before,</td>
<td>We would all be much happier</td>
<td>I wouldn't have asked for his phone number</td>
<td>The weather would be much better</td>
</tr>
<tr>
<td>If my parents were millionaires,</td>
<td>If I hadn't met you,</td>
<td>If I didn't want to come to class,</td>
<td>I would not be here today</td>
</tr>
<tr>
<td>Life would be a lot easier</td>
<td>If Tom Cruise had never been born,</td>
<td>If I had forgotten my mobile,</td>
<td>We would have had a better chance of winning</td>
</tr>
<tr>
<td>If it made any difference,</td>
<td>If it were my birthday today,</td>
<td>I would watch more TV</td>
<td>If I had taken better care of your bike,</td>
</tr>
</tbody>
</table>
### Find someone who ...

<table>
<thead>
<tr>
<th>Name</th>
<th>Interesting information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- is continually worrying about not doing well in their exams.
- never used to tidy up unless they were told to.
- had a childhood best friend they would often play with.
- is always forgetting things.
- used to live in a different town or city.
- will usually text their friends if they are going to be late.
- would never go to sleep without the light on when they were a child.
- was going to study last night but ended up doing something else.
- can remember being about to say something they shouldn’t but stopping themselves in time!
- didn’t use to have as many friends as they do now.

---

### Find someone who ...

<table>
<thead>
<tr>
<th>Name</th>
<th>Interesting information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- is continually worrying about not doing well in their exams.
- never used to tidy up unless they were told to.
- had a childhood best friend they would often play with.
- is always forgetting things.
- used to live in a different town or city.
- will usually text their friends if they are going to be late.
- would never go to sleep without the light on when they were a child.
- was going to study last night but ended up doing something else.
- can remember being about to say something they shouldn’t but stopping themselves in time!
- didn’t use to have as many friends as they do now.
9.2 The Best Candidate for the Job?

Job Description
BRAD PITT needs a new PA. This person must be very fashionable and well-presented, punctual and organised. An English speaker is required and knowledge of other languages would be a significant advantage. Ideally, he or she should have travelled a lot and understand other cultures. The ability to use the latest computer packages is important and good people skills are essential. He or she should have experience in this kind of high-profile job. It is a rewarding but stressful position and the successful candidate must be able to stay cool under pressure.

ADAM ATKINSON
Date of Birth: 20/02/80
Nationality: American
Other languages: fluent in Spanish and Russian
Qualifications: School leaving certificate + secretarial qualifications
Work experience:
1998-2000 PR Assistant, Microsoft Inc
2000-2002 PA to Head of Microsoft Research and Development
2002-2004 Travelling around the world
2004-2006 PA to Director of Finance, Paramount Studios
2006-present PA to Head of Paramount Studios

ADAM ATKINSON
Looks good - clean and tidy, designer jacket, fashionable shoes
Seems to show initiative and be able to find solutions to problems.
No family ties, so he can travel at short notice and has experience of living out of a suitcase.
His reference from Microsoft indicates he had a mental breakdown due to stress in his work and on medical advice, took time away from work, which he spent travelling.

ANNA MAXWELL
Date of Birth: 11/11/84
Nationality: British
Other languages: fluent in Spanish, German, Chinese
Qualifications: University Degree in French and Spanish
Gap Year: 2003 Travelled around Asia teaching English and doing voluntary work
Work experience:
2004-present PA to Director of Red Cross, Asia

ANNA MAXWELL
Comes across as keen, attractive and very intelligent. But she's so young!
Despite this, she has already got good press contacts and is used to dealing with quite difficult situations.
Her references from her current employer are excellent in terms of the quality of her work but they do mention that recently she's taken a surprising number of sick days.

SUZIE WEBSTER
Date of Birth: 2/06/77
Nationality: Australian
Other languages: working knowledge of Spanish
Qualifications: School leaving certificate + Secretarial College Diploma
Work Experience:
1997-1999 Secretary to Deputy-Editor of OK Magazine
1999-2002 PA to Editor of OK Magazine
2002-present PA to Nicole Kidman

SUZIE WEBSTER
Excellent secretarial skills and very organised. Her references are fantastic. She is confident and has experience of working for a celebrity.
One negative point - she doesn't seem to care how she looks at all. I don't think she'd even brushed her hair for this interview! But even so she's Kidman's PA so she must make an effort sometimes.
Got the feeling she'd be happiest working most of her time in Australia but she said she doesn't have a problem with travelling.
### 10.2 Picture Passives

#### Student A

![Image of astronauts and space activities]

#### Student B

![Image of astronauts and space activities with a spaceship crashing]

<table>
<thead>
<tr>
<th>(n)</th>
<th>(n)</th>
<th>(v)</th>
</tr>
</thead>
<tbody>
<tr>
<td>flag</td>
<td>rocket</td>
<td>launch</td>
</tr>
<tr>
<td>photograph</td>
<td>lunch</td>
<td>crash</td>
</tr>
<tr>
<td>chase</td>
<td>collect</td>
<td>pull</td>
</tr>
</tbody>
</table>
generous
raft
price
worthless
detached house
laundry
persuade
childhood
jet off
good-looking
freckles
witty
orbit
blast
encourage
rise steadily
novel
renewable energy
carbon dioxide
desktop
virus
overtime
redundant
claws

hot-headed
deteriorate
cost
well-off
open-plan
barber's
agree
adolescence
stuck in a rut
a crew-cut
bald
sensitive
planet
blaze
suggest
fall sharply
fantasy
nuclear power
fossil fuels
icons
password
maternity leave
retire
hooves

mood
drift
sell
bargain
tenant
greengrocer's
promise
infancy
get my own way
moustache
scruffy
stubborn
gravity
ban
remind
stay the same
romance
global warming
sea levels
menus
hard drive
resign
shift work
paws

cheerful
inflate
fortune
profit
unfurnished
baker's
suggest
adulthood
a big deal
wrinkles
skinny
bossy
satellite
wed
recommend
fluctuate
biography
endangered species
solar power
mouse
online
uniform
go on strike
whiskers
Solutions is a 5-level course written for secondary-school students who need everyday English and exam preparation.

From Elementary to Advanced, Solutions supplies the language, teaches the skills and provides the support to get students using English confidently.

Easy to prepare, easy to use: one lesson in the book = one lesson in the classroom

The Teacher's Book includes:

• full methodological notes for the whole course
• ideas for tackling mixed-level teaching
• optional activities throughout for greater flexibility
• additional structured speaking tasks to get students talking confidently

PLUS

20 photocopiable pages to recycle and activate the language of each unit in a fun, communicative context

A full Workbook answer key including transcripts and teaching notes for the exam sections is available on the Solutions teacher's website: www.oup.com/elt/teacher/solutions

Student's Book with MultiROM ■ Workbook ■ Audio CDs ■ Teacher's Book ■ Test Bank MultiROM ■ Website (www.oup.com/elt/solutions)

Solutions Test Bank MultiROM includes:

Placement test
Progress tests
Short tests
Cumulative tests

OXFORD UNIVERSITY PRESS

www.oup.com/elt