NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning

SECOND EDITION

OUTCOMES



A1	A2	B1	B2	C1	C2

CEFR correlation:
Outcomes Intermediate is for students who are around level B1 and want to progress towards B2.

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OUTCOMES INTERMEDIATE TEACHER'S BOOK SAYER DELLAR WALKLEY



INTERMEDIATE
TEACHER'S BOOK

MIKE SAYER
HUGH DELLAR ANDREW WALKLEY

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OUTCOMES

Real situations, real language, real outcomes

The second edition of *Outcomes* has been fully revised and updated to provide contemporary, global content and stunning National Geographic photos and videos. Its trademark lexically-rich approach shows students how vocabulary works, and the evenly-paced grammar syllabus provides examples and tasks based on what people actually say and write. With a huge variety of talking points and practice, *Outcomes* teaches students the English they need to communicate *outside* the classroom.

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Password: outcomes!C4#

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Outdoor food stalls in Djemaa el-Fnasquare, a UNESCO World Heritage Site in Marrakech, Morocco.

TEACHER'S BOOK

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HUGH DELLAR ANDREW WALKLEY

INTERMEDIATE

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INTRODUCTION TO *OUTCOMES* INTERMEDIATE

In this introduction we try to answer these questions:
- What are the goals of language students?
- How did we choose language for students at this level?
- What makes *Outcomes* better for teachers?
- How can we help students learn?

Goals and Outcomes

The Common European Framework of Reference for Languages (CEFR) states that language learning and teaching overall goals should be:
1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
(Council of Europe, 2001, *Common European Framework of Reference for Languages,* p3)

These ideas underpin everything we do in the *Outcomes* series. At Intermediate, we look at some can-do statements at B1 and many at B2 as a guide to what students might want to achieve. On the **opening double-page** of each unit you will see a list of outcomes. The vocabulary, grammar and skills practice that is provided in each unit aim to help students to do these things better.

Business of everyday life
Outcomes has a strong practical thread. For example, students at Intermediate learn the grammar and vocabulary to:
- give and respond to suggestions, pages 26–27
- explain what's on a menu, pages 70–71
- talk about injuries and illness with a doctor, pages 134–135

For many students passing **exams** is also the business of everyday life, which is why *Outcomes* has a **Grammar reference** with exercises on all the grammar you'd expect. The **Review pages** after every two units also make use of exercise types found in common exams such as **Cambridge First**, such as cloze tests, wordbuilding and transformation exercises.
Writing lessons deal with both practical types of writing task (formal emails, pages 158–159) and exam-type writing (opinion-led essays, pages 162–163).

Communicating thoughts and feelings
Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. That's why most of the **Developing conversations** and **Conversation practice** sections work towards practising typical conversations we have to establish and maintain friendships. For example:
- talk about how you feel and why, page 17
- talk about courses, page 63
- talk about journeys, page 117

This is also why we constantly give students the chance to exchange their ideas, through **Speaking**, practice activities in **Vocabulary** and **Grammar**, the lead-ins to **Reading** and **Listening** and discussions about the texts.

Understanding other cultures
Students will best understand other cultures by talking with other students and by having the language to express themselves, which the language input and **Speaking** activities in *Outcomes* always encourage. However, many classrooms may not have people from a large mix of backgrounds, which is why we use texts and **National Geographic videos** with international contexts to reflect cultures throughout the world, both English-speaking and non-English speaking. Students may well realise they share many of the same desires and concerns as others from very different cultures.
You'll watch videos about:
- athletes from Kenya meeting people in Central Park, New York, page 22
- a quiz about some World Heritage sites, page 40
- two men selling things in a flea market to raise some money, page 58
- life on the biggest and oldest family cranberry-growing business in Wisconsin, USA, page 76
- the life of a woman in rural Tanzania, and an important choice she has to make, page 94
- the National Geographic geneographic project to use DNA sampling to track the routes taken by early man to populate the world, page 112
- an experiment to measure air pollution and produce a detailed map of pollution levels across a community, page 130
- how bee stings are being used to treat various chronic health problems, page 148.

Choosing specific outcomes
We want to work towards specific conversations and outcomes. We consulted documents such as the ALTE can-do statements which identify situation and levels for the purposes of writing exams. For example, they take the social and tourist situation of sightseeing and give different levels students may be able to achieve. For example, B1 and B2 levels suggest:
- Can understand the general outline of a guided tour where the type of place visited (cathedral, art gallery, etc.) is familiar. Can answer questions of a routine nature and provide simple explanations. (B1)
- Can understand most of what is said on most guided tours. Can ask for clarification and further explanation, and is likely to understand the answer. (B2)

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- Can explain what is wrong in straightforward terms at a chemist's, doctor's, hospital or dentist's, especially if symptoms are visible. Can ask for advice and understand the answer, provided this is given in everyday language. (B1/B2)

We also make judgements based on the kinds of things we ourselves talk about (as people rather than authors!) and the kinds of conversations we've had with students over the the years.

Language and *Outcomes* Intermediate

In *Outcomes* it is generally the topic and conversation that comes first. We sometimes write dialogues or texts and work backwards to consider what vocabulary and grammar will help students have those conversations, talk about those topics, or read / listen to those texts. We grade the texts and choose language input in the following ways:

- to reflect CEFR level descriptors
- to meet expectations of grammar input at this level
- to include frequent words students are likely to use and see / hear outside the class.

CEFR level

Intermediate students are at around B1 level and working towards B2, where students are, for example, expected to 'understand most TV news and current affairs programmes ... read articles and reports concerned with contemporary problems ... interact with a degree of fluency that makes regular interaction with native speakers possible ... present clear detailed descriptions ... have a sufficient range of language [to do this].' (*Common European Framework of Reference for Languages,* pages 27–28)

Grammar

You will see the same grammar syllabus as you would expect in other books at this level. We know because we've checked! In fact there are not only the 32 **Grammar** sections, but a different kind of grammar is often seen in **Developing conversations**. Where you might find the grammar presentation slightly different to other books, is that texts may only have one or two examples of the key grammar, and the text may not always have an example of all forms (e.g. question, statement, negative). That's because we write the texts for the outcome and to sound natural, and often negatives or questions are much less common. We want to show the grammar as it is really used. However, the Grammar reference and other exercises will normally give examples of how these other forms are used. We sometimes suggest that your students translate the target grammar pattern into their own language in order to identify where the differences and similarities lie; this is an optional activity presented in the Teacher's Book and can be very effective with classes who all have the same L1.

Frequent words

We refer to frequency guides in the British National Corpus (phrasesinenglish.org) and published dictionaries such as Cobuild and Macmillan which provide information on frequency. We try to choose those words with a higher frequency (top 5,000 most common words). This is especially true when we focus on words with **reading** and **listening** texts. In some cases, the word you really need is not frequent within the whole of the language but might be within a topic (e.g. *asthma*). In this case, we may teach it. All these important words are found in the **Vocabulary Builder,** with phonetics, definitions, collocations (often very frequent words) and examples where relevant.

Other words will appear that are part of a story but aren't otherwise worth teaching and remembering. These words are glossed or ignored and don't appear in the Vocabulary Builder.

Better for teachers

Most teachers need or want material that:

- is quick and easy to prepare
- motivates students.

Quick and easy to prepare

A Student's Book is easy to use when the relation between input and outcomes is clear, and we hope you already see that this the case with *Outcomes*. However, other aspects of the Student's Book and components should help you just pick up the book and teach:

- **Grammar** and **Vocabulary** have clear links to texts and/or topics.
- **Clear structured grammar presentations** get students to do the work:
  - short explanation boxes allow you to introduce grammar points
  - examples from the texts with questions or tasks get students to think about the rules
  - grammar reference provides short clear explanations for students to check their ideas
  - simple to more difficult tasks allow students to check and practise their understanding.
- **Fully integrated pronunciation**. Regular pronunciation work is integrated as part of language input and listening tasks based on simple drills and dictation exercises. The video pages include Understanding fast speech activities, which show how words in spoken English are grouped in chunks, and help students to understand and imitate fast speech.
- **Simple instructions** in the Student's Book fully explain tasks.
- **Straightforward numbering** of exercises and audio on each page helps teachers orient students and manage the class.
- **New design** makes navigation around the pages easy.
- **Regular unit structure** allows you to teach as discrete lessons.
- Every spread has its own identity and **lesson title**, which is usually a fixed expression or collocation, using every opportunity to teach students real English.
- **There is thorough recycling and revision of language** throughout the course.
- **The Teacher's Book** provides background information, additional activities and language support. Audio scripts and full answer keys with additional explanations accompany the activity notes.

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- **Tests** in the Teacher's Book allow you to assess students' progress after every unit, and to review and assess what they have learnt so far on the course at regular intervals through the year.
- **Quickly-prepared photocopiables** provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student's Book.
- **The Vocabulary Builder** follows the spreads of the book so you and your students can easily look up words in class. All of the target vocabulary is contained in a database on the website. Students can search for specific words, create their own word lists, add translations and examples, as well as print out pdfs organised by spread.
- **ExamView tests** allow you to make your own revision tests in a matter of minutes.
- **The course website** gives access to all of the additional materials, videos and audio.
- **MyOutcomes online resource.** Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor's account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.
  1 Go to MyELT.heinle.com
  2 Click Create an Account!
  3 Click Instructor and then click Next.
  4 Complete the online form and click Submit Request. New accounts will be processed within 72 business hours. You will receive a verification email after submitting your account request. A second email will include instructions for logging in to MyELT once your account has been approved. Please print and/or save these emails for your records.

Motivating students

As a teacher, motivating students will be a major part of your job. However, we know a Student's Book can often work against student motivation by having irrelevant or boring content, unclear, unrealistic or unfulfilled outcomes or simply by a dull design. *Outcomes* helps you motivate students by having:

- **outcomes** that reflect many students' wants and needs
- **vocabulary** and **grammar** input and tasks that really help to fulfil those outcomes
- beautiful design which makes the material clear and easy to navigate
- **National Geographic photos** that inspire, including a full double-page spread photo as the starting point for each unit, intended to raise questions and provoke debate
- **National Geographic videos** that bring in real-world content and speech
- fun and funny **Conversation practice videos** on the DVD-ROM, which incorporate role plays into the lesson, and include a Karaoke feature!
- **reading** and **listening** texts based on authentic sources that we think you'll find by turns informative, funny, even moving
- a range of **speaking** tasks that allow for play, humour and gossip, as well as serious discussion.

Key to learning

There are many ways to learn but it seems there are a few essentials:

- Students need to notice.
- Students need to understand.
- Students need to remember language.
- Students need to practise – spoken, written, receptive.
- Students need to make mistakes.
- Students need to repeat these steps a lot.

Noticing and understanding

Obviously, **Grammar** and **Vocabulary** encourage students to notice and understand language. **Grammar** has simple explanation boxes, lots of examples and questions and tasks that guide students to notice form and understand meaning. Words in bold help students to notice key words. **Pronunciation** tasks and drills also help students pay attention to form. Explanations in the **Vocabulary Builder** and many additional collocates and examples allow students to see and understand useful vocabulary. Finally, **reading** and **listening** tasks often ask students to notice words and how they are used.

Remember

Students do have to remember the language they have studied if they are going to use it. That's why you will see exercises in the Student's Book which encourage students to study, cover and remember language. Students often will avoid this work! In class they may say things like 'it's impossible'. Don't give in. Give students time to study in class, and encourage them. They won't remember everything – which is why you need to repeat over time (see below) – but they will remember more than they (and perhaps you) think! Regular **Review** units get students to recall language, and additional tests in the Teacher's Book review and assess what students have learnt so far on the course at regular intervals throughout the year. Additionally, **ExamView** allows you to create your own tests. Further practice that helps students remember the language they have studied includes photocopiable **communicative activities** in the Teacher's Book, and some of the **reading** and **listening** tasks that provide key words and encourage students to try to remember how they were used.

Practice

There are controlled, written practice tasks for all the **Vocabulary** and **Grammar** sections, in the **Grammar reference, Workbook** and **Vocabulary Builder**. However, students also need to try and make language their own and there is also always an opportunity to experiment with the language that's presented and practise real communication. You might model some of these activities to show students how they can make use of the language taught. Encourage students to incorporate some of the new language – but don't expect them to use it all or get it right (see Making mistakes below). **Photocopiable activities** in this Teacher's Book also provide more of this kind of practice.

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Making mistakes
Students will make mistakes with new language as part of the process of learning how to use it. See this as a positive thing and use these moments to extend their knowledge. Not all teaching and input can or should be provided by the Student's Book. We all know from experience and research that people learn new language when they are struggling to express something and the 'correct' or better word is given. This is also why we have lots of **Speaking** activities and speaking after **Listening** and **Reading** texts. They are not just opportunities for students to practise what they know; they are chances for them to try to say something new, stretch themselves and make mistakes, which you can then correct.

Repetition
Seeing a word once is not enough! Some say you need to see and understand vocabulary ten times before you have learnt to use it! Maybe grammar takes even longer. Recycling and revision is therefore a key part of the design of *Outcomes*. We try to repeatedly re-use language from **Vocabulary** in **Listening** and **Reading**; in **Grammar** and **Grammar reference**; in **Developing conversations**; in Workbook texts; in exercises and texts in other units of the Student's Book and even in other levels of the series. We also re-use grammar structures in vocabulary exercises. And as we have seen, the **Speaking** and **Conversation practice** exercises also allow students to re-use language they've learnt, because we work backwards from the outcome to the language.
You as a teacher can help recycle vocabulary and grammar by correcting students after they speak and asking questions about language as you go through exercises. The **Teacher's Book** gives tips and advice on this.

Grammar and vocabulary is also specifically revised and tested in the **Workbook, MyOutcomes** online resource, **Reviews** after every two units, **Grammar reference**, and grammar-focused exercises in the **Vocabulary Builder**. You can help students by using these elements over time rather than in one go. For example, you could:

- tell students to study the relevant Vocabulary Builder pages before you teach pages in the Student's Book
- set grammar homework from the reference or MyOutcomes the night after they do it in the Student's Book
- ask students to use the Vocabulary Builder material to create their own word lists, adding their own translations and examples
- ask students to start working through the Workbook exercises after they finish the whole unit
- get students to prepare for the review unit by doing the Vocabulary Builder exercises
- do the review unit in class
- set an ExamView test every four or five units.

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1 FIRST CLASS

Speaking

Aim

to set the scene and introduce the theme with a photo; to get students talking about previous experiences of language classes

1 Start by telling the class that in this unit they're going to be learning how to introduce themselves and others, ask questions to maintain conversations, and tell better stories.

- Ask students to look at the photo on pages 6–7. Ask: *What can you see? What do you think is happening?* Elicit a brief description of the picture, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

The photo shows a group of people learning how to construct a sort of tent – a tipi, in fact. It must have been taken somewhere in the Americas, probably North America, where Native American peoples once commonly used this form of housing. As well as learning how to build a tipi, they are also learning how to work as a team and co-operate. They may also be learning about aspects of the history and culture of the peoples who first built tipis of this kind.

Culture notes

This photo actually shows a Lakota language class setting up a tipi at Red Cloud Indian School, Pine Ridge Indian Reservation, South Dakota. The Lakota are indigenous people who once hunted buffalo on the Great Plains of North America. They are one of three Siouan language groups, occupying lands in North and South Dakota in the upper Midwestern region of the USA. Over 50,000 people consider themselves to be of Lakota descent.

2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to take turns to ask and answer the questions. Monitor and note good examples as well as incorrect examples of language use.

- In feedback, ask different students to report to the class what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Optional extra activity 1 Before doing Exercise 2, you could brainstorm reasons for learning English on the board. Possible answers include: to pass exams, to travel abroad, to live and work in an English-speaking country, to improve job prospects, to use it in your current job, to go to university, to use it to talk to English-speaking people you know, to enjoy English language culture such as books and films.

Optional extra activity 2 It is a good idea to incorporate a mingle in this lead-in stage of the first lesson. That way everybody gets a chance to meet other class members and to find out about them. You could do this by getting students to prepare a short class survey questionnaire in pairs after they have interviewed their partners. Elicit three or four questions students could ask (e.g. *When did you start learning English? What exams have you taken? What do you like most about learning English?*), then tell them to think of three more in their pairs. Once students have a set of questions, ask them to walk round and interview as many class members as they can in five minutes.

Teacher development: organising pairs

Outcomes aims to encourage lots of spoken interaction between students by means of pairwork and groupwork. However, this can become frustrating for students if they always end up with the same partner. That's why the Student's Book always mixes pairs during the unit opener.

Here are two tips for varying pairwork:

- Mix pairs during the initial warmer or lead-in parts of the lesson. Use instructions like *find a partner you didn't speak to in the last lesson* to empower students to seek out new speaking partners. This builds relationships and class dynamics.
- When preparing to do any creative or productive speaking or writing activity, ask students to prepare with one partner, then do the activity with another partner.

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NICE TO MEET YOU
Student's Book pages 8–9

Communicative outcomes

In this two-page spread, students will practise introducing themselves and friends and family members; they will practise asking follow-up questions to find out about people they meet.

Listening

Aim

to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

1 1 Lead in briefly by asking students: *What do you say when you meet someone for the first time?* Elicit any phrases students already know, such as *Nice to meet you* and *How do you do?*

- Give students a moment to read through the questions. Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, ask students to say what clues helped them work out the answers (see teacher's notes below).

Answers

1 Conversation 1: in their first French class together – perhaps at a college or in a language school
Conversation 2: at an academic conference

2 Conversation 1: Alfie wants to practise speaking French more – Holly wants to be a translator.
Conversation 2: Giuliana is just going to the talks, but Noah is presenting a talk at the conference.

1

1

A = Alfie, H = Holly

A: Hi. Nice to meet you. I'm Alfie.
H: Hey. Holly. How's it going?
A: Yeah, OK, thanks. I'm a bit nervous though, to be honest.
H: Yeah? Why?
A: I don't know. You know ... first class. New people.
H: Yeah, I remember that feeling. Don't worry. You'll be fine. It'll be fun.
A: So have you studied here before?
H: Yeah, last term.
A: Oh really? OK. And did you enjoy it?
H: Yeah, it was amazing. Our teacher was brilliant. Really great. So patient and helpful, you know. So, what about you? How long've you been learning French?
A: For about three years now, I guess, but just on my own at home, using the Internet.
H: Yeah? Have you learned much?
A: Well, my reading has improved and I've learned quite a lot of vocabulary, but I really need to practise my speaking more, you know. That's why I'm here. What about you? Why are you learning?
H: Well, I'd like to be a translator and French is an official EU language and UN language, so ... you know.
A: Wow! OK.

2

N = Noah, G = Giuliana

N: So what did you make of that session?
G: Oh, um. Well, it was ... um ... different, wasn't it?
N: I'm glad I'm not the only person that didn't really enjoy it.
G: So, what's your name, then? Where are you based?
N: Oh, I'm Noah.
G: Giuliana. Hi.
N: Hey. And I'm originally from Canada, from Halifax, but I'm working in Santiago now.
G: Oh really? Nice. How long have you been there?
N: A couple of years now. Do you know it? Have you been there?
G: Yeah, loads of times. I'm from Mendoza, just the other side of the mountains. We can drive there in five or six hours. Great city.
N: I like it, yes.
G: What are you doing there? Are you working?
N: Yeah. I'm a researcher – attached to the university there. I'm doing work on climate change.
G: Wow, interesting. And are you presenting at the conference?
N: Yeah. I was on yesterday, actually. What about you?
G: No, goodness! The whole idea really scares me. I don't think I could do it. I'm happy just attending and going to the talks.

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Teacher development: justifying answers

Outcomes aims to get students to expand on and discuss answers to reading and listening texts, rather than just saying *yes* or *no*, or *true* or *false*. This creates interaction between students and generates oral production in class. It's a good idea, therefore, to get students to justify their answers after listening or reading.

- After Exercise 1 of this listening task, ask students to say which words revealed answers to the two questions. For example, *nervous, first class* and *a lot of vocabulary* are clues to where the first speakers are, and *session, presenting* and *attending* are clues to where the second pair of speakers are.
- After Exercise 2, encourage students to share as much information as they can with their partner, and, in class feedback, encourage students to say what words or phrases they heard which helped them reach their answers.

2 1 Give students time to read through the questions and note any answers they can remember from the first listening. Ask them to discuss answers in pairs. Tell students to decide which answers they don't know or aren't sure of, so that they can concentrate on listening out for them.

- Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, ask students to justify their answers.

Answers
1 nervous – it's his first class and he's meeting new people
2 No – she was there last term.
3 three years ago
4 reading and vocab (strong) / speaking (weak)
5 EU (European Union) and UN (United Nations)
6 He didn't like it.
7 He is from Halifax in Canada, but he lives in Santiago now.
8 two years ago (*a couple of years*)
9 yes (loads of times)
10 He's a university researcher working on climate change.

Culture notes

- Santiago is the capital of Chile.
- Mendoza is an Argentinian city in the west of the country, over the Andes mountains from Santiago.
- Halifax is in Nova Scotia, on Canada's east coast.

3 Give students one or two minutes to think of how to describe the last new person they met. When they are ready, ask them to tell their partner as much as they can about that person.

Optional extra activity It is a good idea to model the activity in Exercise 3 first, or to support students in their preparation. You could tell students briefly about the last new person you met – talk about where and why you met, how you felt, and what you said. Alternatively, write the following prompt questions on the board to help students prepare: *Where did you meet? Why were you there? What did you say? What were your first impressions of this person?*

VOCABULARY Talking about people

Aim
to introduce and practise words and expressions to describe the status, jobs and interests of friends and family members

4 Ask students to read the sentences briefly, and explain any unknown words (*I'm really into* = I'm very interested in). Elicit words from the box that could replace *Poland* and ask students to explain why (*Germany* and *Japan* could both replace *Poland* as they are also the names of countries).
- Organise the class into pairs to discuss which words can be used. Monitor and note how well students perform the task. In feedback, check the answers, and ask students to say why.

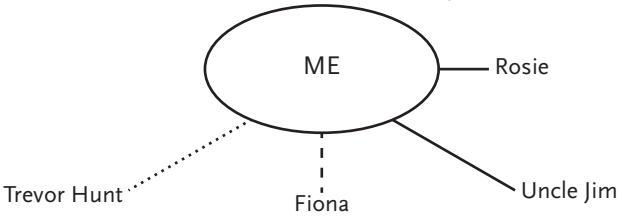
Answers
1 Germany and Japan (names of countries)
2 a civil servant / a translator (jobs)
3 an office / a warehouse (places of work)
4 Portuguese / Arabic (languages)
5 Medicine / Economics (degree subjects)
6 sport / reading (hobbies / interests)
7 a twin / an only child (number of brothers and sisters)
8 married / separated (marital status)

5 Give students two minutes in their pairs to think of alternative endings. In feedback, elicit answers, and, if necessary, provide example answers (see possible answers below).

Possible answers
1 names of countries (the US, the UK, France, etc.) (make sure students use the country not language!)
2 teacher, doctor, etc. (any job – this will be looked at in Unit 5)
3 hospital / school / shop, etc.
4 German / Japanese, etc. (make sure it's the language not the country)
5 languages / History, etc. (see also Unit 7)
6 dancing / football / gardening … (other free-time activities – see Unit 4)
7 one of two boys / the eldest of three kids / the middle one, etc.
8 engaged / divorced (see also Unit 12)

6 Ask students to work individually first to prepare things to say. You could show them what to say by providing a description of one or two people you know in a live listening.
- Organise the class into groups of four or five to talk about people they know. Monitor and note how well students use the vocabulary. In feedback, you could retell one or two stories you heard, asking students to remind you of details, or you could give feedback on errors or on good uses of language by students.

Extra activity Draw this simple 'relationship chart' on the board, (adapt it to describe people you know), and explain that it shows your relationship to a family member with a straight line (——), a friend with a broken line (- - - -), and another person such as a colleague, a teacher, etc. with a dotted line (….). Tell them that the shorter the line, the closer the person is to you:



Tell students to ask you questions about the people in the chart, and answer giving information about them. Then ask students to write their name in the middle of a piece of paper, draw a circle round it, and think of six to ten people to add to make their own 'relationship chart'. When students have prepared their charts, ask them to discuss them with a partner.

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Teacher development: providing preparation time and/or a model

Outcomes aims to encourage students to use new language to relate their own individual stories or experiences. This can often be daunting if students are expected to speak without adequate preparation.

- It is a good idea to provide a short, usable model of what you want students to say from your own experience. By doing this, you provide a live listening, a model of good pronunciation and accuracy, and avoid lengthy instructing.
- It is also a good idea to give students three or four minutes to think of things to say, and to note down words or phrases to use. It is a chance for nervous students to ask for some support. The more time students spend preparing, the better the result.

GRAMMAR Auxiliary verbs

Aim
to check students' understanding of how to use auxiliary verbs to form negatives and questions

7 Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can identify forms and understand rules. Tell students to concentrate on the rules they weren't sure about when checking their answers using the Grammar reference on page 166. Have a brief class feedback session and discussion and deal with queries.

Answers
1 do (did)
2 have (has) (have studied / have been) / be (are / am / is) (are based)
3 be (are / am / is) (are you doing / been learning)
Note that in sentence f, an example of the present perfect continuous, both the auxiliary verb *have* and the past participle form of the auxiliary verb *be* are used, but it is the *be* form that 'goes with' the continuous form of the verb.

G Students complete Exercise 1 in the Grammar reference on page 166.

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the answer to number 1. When eliciting answers, ask why, and reiterate the basic grammar rules as you work through the exercise.

Answers to Exercise 1, Grammar reference

1 Are	4 Have	7 have you been
2 Do	5 Have	8 has
3 were you	6 did	

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 7 on the board. Use the examples to highlight form and use.

Background language notes for teachers

English uses auxiliary verbs when other languages don't. They carry no meaning in themselves, but act as 'helping' verbs to enable main verbs to form different tenses, or to form negatives or questions. Manipulating them can be difficult if the learners' L1 avoids them or uses them differently. Watch out for the following common form errors:

- Omission:

~~You like~~ tennis? > ***Do you*** *like tennis?*
~~I no / not~~ speak English well. > *I* ***don't / do not*** *speak English well.*
We ~~flying~~ to Spain tomorrow. > *We* ***are flying*** *to Spain tomorrow.*

- Failure to invert in questions:

~~You have~~ seen the film? > ***Have you*** *seen the film?*
Where ~~you are~~ living? > *Where* ***are you*** *living?*

- Confusing forms:

Have you ~~live~~ abroad? > *Have you* ***lived*** *abroad?*
I am ~~write~~ an essay. > *I am* ***writing*** *an essay.*

PRONUNCIATION

Aim
to practise the pronunciation of auxiliary verbs in continuous speech

8 2 Play the recording. Ask students to say what they notice about the pronunciation of the auxiliary verbs in the faster version, and point out how they are reduced to barely audible sounds.

2, 3
1 Do you know it?
2 Did you enjoy it?
3 Have you studied here before?
4 Where are you based?
5 What are you doing there? Are you working?
6 How long have you been learning French?

9 3 Play the second, faster recording. Students listen and repeat. Make sure that students are attempting to pronounce the weak sounds correctly.

Background pronunciation notes

Do is reduced to /də/, and *Do you* may, in this case, be reduced to /djə/. *Have* is reduced to /əv/, and *are* to /ə/. Note that *been*, when unstressed, is reduced to a short /bɪn/ sound.

Because auxiliary verbs carry no meaning, they are generally unstressed and reduced in sentences. Note that the strong stress in all the above sentences is on the main verb. Note, however, that it is not essential to be accurate or native-like here. The aim is for some fun verbal gymnastics and for raising awareness of how word sounds change in fast speech.

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10 Elicit the auxiliary verb for the first question to get students started, then give students four or five minutes to complete the questions. Let students compare their answers in pairs before discussing as a class.

Answers
1 do
2 do
3 been
4 were
5 does
6 did
7 are
8 Have
9 Does
10 Has

Optional extra activity Practise pronunciation by reading out the full questions in feedback and asking students to repeat. Get them to focus on producing the weak form of the auxiliary verbs and the strong stress on the main verbs.

11 Organise the class into pairs to take turns asking questions and giving responses. Monitor closely and note down any errors. In feedback, comment on good examples of language use and write up errors on the board, which you could discuss as a class.

Optional extra activity Ask fast finishers to think of three further questions they could ask, using *do*, *be* or *have*. Relevant examples include: *What other languages do you speak? Have you ever taken an exam in English? When did you start studying English?*

G For further practice, see Exercise 2 in the Grammar reference on page 165.

Answers to Exercise 2, Grammar reference
1 isn't
2 don't
3 doesn't
4 'm not
5 didn't
6 aren't / 're not
7 hasn't
8 wasn't
9 haven't
10 hasn't

Developing conversations

Asking follow-up questions

Aim
to introduce and practise using follow-up questions to maintain a conversation

12 Read through the information in the box as a class. Ask students to identify the follow-up question (*And did you enjoy it?*) and the form of the two questions (present perfect simple; past simple).
• Organise the class into pairs. Elicit the first follow-up question as an example. After students have completed the exercise, check the answers with the class.

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

13 Ask students to work individually to think of other follow-up questions to use after asking the questions in Exercise 12. Let students compare their answers in pairs before playing the recording.

Possible answers
1 When do you finish? / How's it going? / Do you enjoy it?
2 Is it any good? / What are the classes like?
3 Do you enjoy it? Where do you do that?
4 How old is he / she? Does he / she still live at home? What's he / she studying?
5 Why? / Where did you go? / Did you enjoy it?
6 How long have you been doing that? / What does that involve?

14 4 Play the recording. Students listen and note the questions they hear. It is a good idea to play and pause after each short dialogue to give students time to note what they heard. Let students compare their answers in pairs before writing up the answers on the board.

Answers
1 What does that involve?
2 How long've you been studying English?
3 What kind of music are you into?
4 Do you get on with her OK?
5 Did you get anything nice?
6 Who do you work for?

4
1
A: What are you studying?
B: Media studies.
A: Oh right. What does that involve? I've never heard of that subject.
B: Really? It's quite popular here. You study everything about TV, newspapers and advertising. Some of it's practical and some of it is more theoretical, almost like philosophy. It's really interesting.

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2
C: Have you studied here before?
D: No, never.
C: How long have you been studying English?
D: For about five years now, but only for two hours a week.
3
E: What do you do when you're not studying?
F: I love movies and reading and I'm really into music. I play the guitar in a band.
E: Oh really? What kind of music are you into?
F: Garage, punk and rock'n'roll.
4
G: Do you have any brothers or sisters?
H: Yeah, I've got one older sister.
G: Do you get on with her OK?
H: Yeah, really well. We're very close.
5
I: What did you do at the weekend?
J: Nothing much. I went shopping on Saturday, but that's all.
I: Oh right. Did you get anything nice?
J: Yeah, I did actually. I got this really nice jacket in the market.
6
K: What do you do?
L: I'm a computer programmer.
K: Oh yeah? Who do you work for?
L: A small educational technology company in the centre of town.

Optional extra activity Ask students to write their dialogue before practising it. Tell them to take turns reading it out, then cover it up and see how much of the dialogue they can remember.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

15 This is an opportunity to bring together different parts of the lesson and for students to practise introducing themselves and maintaining conversations in a roleplay.
- Ask students to work individually to choose six questions from Student's Book pages 8 to 9. Go round the class and prompt students to make good selections.

16 Set the scene and ask students to choose a role to play from the photos on page 187 of the Student's Book.
- When students are ready, tell them to stand up and come to a part of the classroom where they can easily mill around. Set a time limit (five minutes) and tell students to speak to at least three different people. Join in briefly to model and prompt the activity, but see your main role here as that of an assessor, listening for good or incorrect uses of language. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Rather than doing a roleplay, you could ask students to play themselves in this activity, especially if your class is new and they don't know each other.

Teacher development: mingles

It is a good idea to encourage students to get out of their seat, walk round, and speak to a number of students in mingles or milling activities when practising new language. It creates a more realistic task than just talking in pairs or open class. It encourages interaction between students who don't often speak to each other. It creates variety and a change of focus in class.
Here are some management tips:
- Provide lots of preparation time so students are clear about their role and what they need to say.
- Participate in the mingle to provide a good model of what you want students to say.
- Set clear time limits and goals. So, tell students how long they have, how many people they must speak to, and what they must find out, before they do the mingle.
- Ensure there is a good space for students to use. This could involve moving desks, or moving students to a clear space in the room. Make sure you plan this before doing the mingle.
- At the end, ask students to sit down, and feed back on both content and errors.

1 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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TALKING MY LANGUAGE
Student's Book pages 10–11

Communicative outcomes
In this two-page spread, students discuss language learning; they read and discuss a text about hyperglots (people who learn many languages).

Vocabulary

Talking about languages

Aim
to introduce expressions used to talk about language

1 Start by eliciting two or three of the languages used in the picture. Then put students in pairs to discuss how many languages and phrases they know. In feedback, find out which pair recognised the most languages.

Answers
(from left to right, then top to bottom)
Italian (grazie); Korean
French (merci); Turkish
Portugese (obrigado); Arabic
English (thank you); Czech (dekuji)
Mandarin; German (danke); Russian; Spanish (gracias)

2 Give students a moment to read through the words, and complete the first sentence as an example with the class. Ask students to work individually then compare their answers in pairs. Monitor and note how well students already understand these phrases.
- In feedback, elicit answers, check any unknown words, and drill words that are difficult to say for pronunciation.

Answers
1 accurate
2 get by (have just enough to be successful)
3 struggled (had a difficult time)
4 express (say what I want to say)
5 picked it up (if you *pick up* a language, you learn it in an informal way, just by talking to people)
6 accent (a *strong French accent* means you sound very French when you speak English)
7 fluently (very confidently, like a native speaker)
8 mastering (if you master something, you become very good at it)

Background language notes for teachers

- Note the strong stress: *accurate, struggled, express, accent, fluently*.
- Note that *get by* and *give up* are intransitive phrasal verbs (they take no object). *Pick up*, however, is transitive. So we can say: *pick up French*, or separate the verb and particle, and say: *pick French up* or *pick it up*.

Teacher development: using context and other clues to work out meaning

Encourage students to work out the meaning of a new word from the context of the sentence, from the part of speech, and from similarities to L1, rather than using dictionaries or translating.
Here are some suggestions to use with Exercise 2 above:
- Ask students to look at the words in isolation first, and to say which ones they know, which ones look like words in L1, and which part of speech they are (e.g. *get by* is clearly a phrasal verb, *fluently* is an adverb, *struggled* is in the past).
- Ask students to say what part of speech is required in the gap in the first sentence (an adjective). This narrows down what the missing word is.
- Ask students to say what any new words mean from the clues in the context of the sentence.

Optional extra activity Ask students to say which statements apply to them. Encourage a discussion on what constitutes a positive attitude to language learning. (Sentences 1, 2, 5, 7 and 8 in Exercise 2 are generally positive: focusing on being able to hold a conversation and make yourself understood is better than being too worried about accuracy which can lead to you getting frustrated, or giving up.)

3 Organise the class into groups of four or five. Ask students to discuss the questions. Go round and listen carefully, noting how they use the new language from Exercise 2.

Optional extra activity Introduce the speaking activity in Exercise 3 by briefly describing your own language learning experiences. This provides a motivating live listening, and models good use of some of the language students could use.

Reading

Aim
to give students practice in reading to confirm predictions, in inferring from a text, and responding to information in a text

4 Start by asking students if they know any 'hyperglots'. Ask: *How many languages is it possible to master? Which languages would be the easiest for you to learn, and which would be the hardest?*
- Organise the class into pairs to discuss how the words and numbers in the box might be connected to a text about hyperglots. In feedback, elicit any interesting suggestions, but don't confirm or reject any until after students have read the text.

5 Ask students to read the article and find out how the words and numbers are connected to the topic. Let students compare their answers in pairs before going through them as a whole class.

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Answers
72: it was said that the Italian priest Cardinal Giuseppe Mezzofanti studied 72 languages.
two weeks: one story suggested he picked up Ukrainian in just two weeks after meeting a visitor from Ukraine.
a parrot: some people said that even though the Cardinal had a good accent and accurate grammar, he was basically just a parrot, who never said anything interesting.
globalisation: globalisation will lead to a growing number of hyperglots, according to the writer Michael Erard.
translator: Hungarian translator Kato Lomb worked with 16 languages.
genes: super-talented people often have natural advantages that they are born with, so for instance, top athletes may have genes that allow them to get the most from training.
10,000: it has been argued that the difference between a top performer and someone who's just 'very good' is that the performer has practised for 10,000 hours instead of 6,000.
mistakes: hyperglots are never afraid to make mistakes or appear stupid and so never give up.

Teacher development: reading to confirm predictions

Asking students to predict the content of a text and then read it to check whether they predicted correctly is an engaging and motivating way of getting students interested in the text, and of creating a meaningful and focused task. In Exercise 4 above, students have to predict content from a picture, a title, and from key words and numbers. Other ideas include encouraging students to predict from a summarising sentence or the opening sentence, or by asking them to predict from what they already know about a story or topic.

Culture notes: hyperglots

Although there is no agreed definition, hyperglots are often defined as people who speak five or more languages fluently, as opposed to polyglots, who speak three or more.

- Cardinal Giuseppe Mezzofanti (1774–1849) lived most of his life in Bologna, and was professor of Arabic, and later professor of Oriental languages and Greek. As well as most major European languages, he was said to be fluent in Hebrew, Arabic, Chinese, Aramaic, Persian and ancient Armenian.
- Michael Erard writes about language, languages, and the people who use and study them. His second book, *Babel No More: The Search for the World's Most Extraordinary Language Learners* (Free Press, 2012), is a search for the upper limits of the ability to learn, speak, and use languages. It was published in the UK as *Mezzofanti's Gift*. It won the 2013 Maine Literary Award for Nonfiction.

6 Ask students to read the article again and decide if the sentences are true or false. Let them compare their answers with a partner. In feedback, ask students to say what information in the text helped them decide on their answer.

Answers
1 F (He studied 72 but only mastered or spoke fluently 30.)
2 T (*reports come from visitors who were probably struggling to express themselves in Italian*)
3 F (*there's sufficient evidence to suggest*)
4 T (*there will be a growing number*)
5 T (*These people generally have advantages they are born with: … hyperglots seem to possess excellent memories and have* ***brains*** *that are more efficient …*)
6 F (*they're happy to get by*)

7 Organise the class into pairs to discuss the questions (you may wish to mix the pairs again). Go round the room and check students are doing the task, and prompt them if necessary. Encourage students to refer back to the text during their discussion to find or confirm answers.

- In feedback, ask different pairs to give their opinions or provide answers. Use the opportunity in feedback to look at good pieces of language that students used and pieces of language students didn't quite use correctly during the discussion.

Optional extra activity Pass a piece of paper round the class. Ask students to write their 'top tip' for learning a language. At the end of the lesson, pin the list of tips on the class noticeboard. Alternatively, ask students to write their own comment to add to the comments about the article.

8 Start students off by eliciting where *far* is in the text (start of second paragraph) and asking what words and grammar they notice (e.g. it is used with *How* to make a question).
Ask students to work individually first to find the words and look at how they are used. Then ask them to compare their answers with a partner. There is no need to give feedback on this stage as it will be tested by the next activity.

9 Encourage students to try to complete the sentences from memory. This is a demanding task, but the fact that it is hard is the point. It challenges students to really notice and remember chunks, and to use their knowledge of lexis and grammar to fill in the gaps of phrases they can't quite remember.

- Monitor and notice how well students have remembered these chunks. Be ready to prompt if necessary. Give students time to read the article and compare the words used with their answers.

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Answers
1 But how far is this true?
2 There is sufficient evidence to believe he could use many languages.
3 There will be a growing number in the future.
4 Top athletes may have genes that allow them to get the most from their training.
5 They often have limited ambitions in terms of individual languages.
6 They look for opportunities to use the language closer to home.

Teacher development: remembering words that go together

A key part of language learning is being able to recall useful chunks of language which may include verb and noun collocations, adjective and noun collocations, or dependent prepositions with verbs or adjectives. The aim of the exercises on this spread is to practise and reinforce your students' ability to learn and use chunks in this way. Think about the following techniques (all used on this spread with reference to the text):
1 finding key words and noticing the words around them
2 recalling or guessing words that can go with a key word from a text, and trying to reformulate a chunk
3 gapping chunks and trying to remember or guess the missing word

10 Organise the class into pairs. Ask them to work together to prepare ideas. Set a time limit of five minutes.
• Monitor and prompt students with ideas and vocabulary.

Optional extra activity Note down all the errors you heard during the discussions on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

Web research activity Ask students to find out more about famous polyglots and hyperglots. Ask them to research one of the following people: Alex Rawlings, Kato Lomb, Alexander Arguelles, Ray Gillon, Tim Doner.
Tell them to find out about:
• their biographical details
• the languages they can speak
• why they want to learn so many languages
• why they are good at learning languages.

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PUTTING YOUR WORDS TO WORK
Student's Book pages 12–13

Communicative outcomes
In this two-page spread, students will listen to people telling stories about using a foreign language and produce their own stories using narrative tenses.

Speaking

Aim
to lead in to the topic of the listening text; to discuss experiences of using English beyond the classroom

1 Organise the class into pairs. Ask them to discuss the questions. Set a time limit of three or four minutes.
• Monitor and note students' opinions, ideas and interest.
• In feedback, ask different pairs to share any interesting experiences that you heard them talk about. Look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Brainstorm a list of suggestions for using English beyond the classroom. This might include:
• following English-language websites or blogs
• contributing to a website for language learners
• using graded readers
• listening to pop songs
• finding speaking partners (if you have an adult class, suggest that students meet up with a friend from their class once a week to practise speaking English together).

Listening

Aim
to give students practice in listening for specific information and inferring; to practise listening intensively for chunks of language

2 5 Give students time to read the sentences a to h carefully. Play the recording. Students listen and note the speaker for each sentence. Tell them to write 1, 2 or 3 next to each sentence. Explain that two of the sentences do not match any speakers. After playing the recording, ask students to work in pairs to compare their answers.
• In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers.

Answers
a 1 (He gave directions in Chinese.)
b no match (Students may say conversation 2, but the parents fell in love on the cruise ship and settled in Rio later.)
c 2 (She's Brazilian, but speaks German at home and has Russian and Turkish parents!)

d 3 (He wanted to ask about the people of the inner forest but asked about people with tasty insides; his colleague wanted to say the food was delicious, but ended up saying he liked eating children!)
e 2 (The mum lived in Germany for a while and had picked up some German; the dad knew German from school. It became their lingua franca.)
f no match (Students may say conversation 3, because of the comments about eating children, but this would be incorrect.)
g 1 (The experience of speaking Chinese with a native speaker made them seek out language exchange partners.)
h 3 (They need local people to act as guides or cooks for the film crew.)

5

1

I was in town and I was walking down the main street and two Chinese guys came up to me and stopped me. They showed me a business card and pointed at a map on their phone. They just said, 'Donde, donde? Where, where?' So I said in Chinese, 'I don't know.' They first looked really surprised and then they started talking really fast, you know, and I didn't catch anything at all! I asked them to slow down, and then, with a mixture of my bad Chinese and gesture, I explained they had put the wrong postcode in the phone and they needed to go to another part of the city. I was quite proud of myself. After three years of study, it was actually the first time I'd spoken to anyone Chinese outside of my class and it really motivated me. Since then I've found someone to practise with.

2

I'm Brazilian so I speak Portuguese, but I speak German at home. People are interested when they find out, but they're amazed when I say my parents are from Russia and Turkey! They say, 'Wow! How's that?' Well, they first met when they were both working on a cruise ship. He worked in the engine room and she was a cabin cleaner. The ship's crew had a kind of party each week and they met there. My mum said Dad was a really good dancer, which I find very difficult to believe. Anyway, neither spoke each other's language, but my mum had worked in Germany before and Dad knew German from school, so that's how they communicated. They chose to settle in Rio because the cruises usually stopped here and when they were married they often had a short holiday here. They also said it saved them arguing about whose country to live in.

3

I'm a sound engineer on a National Geographic show called *Beast Hunter*. We go all over the place in search of unusual wild animals and we often need the support of local people to act as guides or cooks for the film crew. I always try to learn a bit of their language to, you know, just connect somehow. Anyway, last year we were filming in Sumatra in the middle of a forest, looking for orangutans. And one time, at dinner, I was talking to the guide and I tried to ask about 'the people of the inner forest', but apparently I asked about 'people with tasty insides'. I thought the guide looked a bit worried and then later I found out that the presenter of the programme had previously tried to thank him for the meal and instead of saying the food's really delicious, had said 'I'm eating a child!' Who knows what they thought of us!

3 **5** Give students time to read the sentences and try to recall what the missing words might be. Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

- In feedback, elicit answers from the class, and drill them, asking students to pay attention to pronunciation features such as the weak stress and linking between the words.

Answers

1 a came up to (= a phrasal verb meaning *approached*)
b didn't catch anything (*I didn't catch a word* means *I didn't hear and/or understand what people were saying*)
c with a mixture (note the linking and weak stress of the word *of* here, and in the phrases in 3 a, b and c)
2 a a cabin cleaner
b which I find
c saved them arguing (an idiomatic way of saying *stopped them from arguing*)
3 a in search of
b the support of
c the middle of

Teacher development: listening intensively for chunks of language

In Exercise 3, students are asked to listen to a text very intensively. It develops their intensive listening as it tests students' abilities to hear particular chunks of sound. It also introduces students to a set of useful and common chunks of language, which they can learn and use.
In order to develop your students' ability to listen for chunks, do the following:

- Give them time to predict what words might be missing, or what parts of speech the words might be before they listen.
- Allow them to listen two or three times to extracts from the listening so that they can really work at hearing chunks of language.
- Introduce your students to the way words link together when spoken naturally, and the way words such as *to* or *a* are reduced to weak forms.
- Drill the missing chunks, and get students to manipulate them by making their own sentences, in order to consolidate their understanding of what the chunks mean and how to say them.

4 Give students time to read the questions and think of how they would answer them. Then organise the class into groups of four or five and ask them to take turns to ask and answer the questions. Tell students to concentrate on the questions they find most interesting.

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- In feedback, ask students with interesting stories to share them with the class.
- Use the opportunity in feedback to look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write the following sentence starters on the board and ask students to improvise short personalised stories with them in groups.
A few days ago this guy came up to me and ...
I found myself in the middle of ___ when suddenly ...

GRAMMAR Narrative tenses

Aim
to check students' understanding of how to use narrative tenses to tell stories

5 Ask students to read through the example sentences and tell you the names of the tenses in bold. Then organise the class into pairs to complete and check the rules of form.

Answers
add *-ed*; irregular verbs include *came*, *spoke* and *tried*
was / were (also *wasn't* and *weren't*)
had; irregular verbs such as *spoken*

6 Discuss the first question as a class to get students started. Then organise the class into the same pairs to discuss the rest of the questions.
- Monitor and note how well students understand the use and meaning of the different tenses. Tell students to concentrate on the areas they weren't sure about when checking their answers using the Grammar reference on page 166. Have a brief class feedback session and discussion and find out what students think. Deal with queries and ask for further examples (see answers below).

Answers
1 past simple
2 past continuous
3 past simple
4 past perfect
5 past continuous

G Students complete Exercise 1 in the Grammar reference on page 167.

- Guide students in feedback or during the exercise by asking *How do you know it's unfinished?* or *What action did it happen before?*

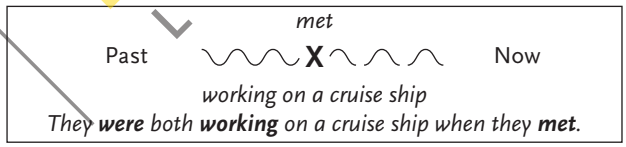
Answers to Exercise 1, Grammar reference

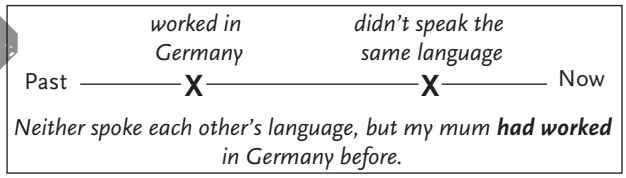
1 b	5 a	9 Not needed
2 Not needed	6 Not needed	10 d
3 Not needed	7 Not needed	11 Not needed
4 e	8 f	12 c

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 5 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers

When telling stories, we use the past continuous to set the scene and provide background information:
They were both working on a cruise ship when ...
- We use the past simple to narrate events:
They looked surprised, then they started talking really fast.
- We use the past perfect to refer back to earlier events:
My mum had worked in Germany before ...
- The past continuous is formed with the auxiliary verb *be* in the past form + the present participle form of the main verb (*was(n't) / were(n't)* + verb *-ing*).
The past perfect is formed with the auxiliary verb *have* in the past form + the past participle form of the main verb (*had(n't)* + verb *-ed*).
- Timelines are often used to check the meaning and use of narrative tenses. Note the examples below, which you could incorporate into a board stage check when doing Exercise 6:





7 This checks past simple forms. Elicit comments on the first verb form in open class to get them started. Let students check their answers in pairs before going through the answers quickly in feedback.

Answers

1 took	5 saw	9 (correct)
2 (correct)	6 didn't have	10 (correct)
3 woke	7 (correct)	11 gave
4 were	8 (correct)	12 (correct)

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Pronunciation

Aim
to practise the pronunciation of weak forms in narrative tenses

8 6 Play the recording twice. Let students compare what they wrote down in pairs before discussing as a class. Ask students which words or sounds they didn't hear and point out that auxiliary verbs are often reduced to barely audible sounds (see notes below).

9 7 Play the faster recording. Students listen and repeat. Make sure that students are attempting to pronounce the weak sounds correctly.

6, 7 and answers
1 He was travelling around Europe by train.
2 people were getting off the train.
3 when he was leaving the station
4 because he'd left his bag on the train
5 but it had gone
6 and was sitting there crying
7 what had happened
8 he was still living with his family, you see

Background pronunciation notes

Was and *were* are pronounced /wəz/ and /wə/. *Had* is reduced to /əd/.
Because auxiliary verbs carry no meaning, they are generally unstressed and reduced in sentences, so they can be very difficult for students to hear. Note that the strong stress in all the above sentences is on the main verb.

10 Ask students to look back at the story in Exercise 7 and add the phrases from the dictation in Exercise 8. Elicit the first to get students started.

Answers
I love the story of how my parents met. My dad was 20. **He was travelling around Europe by train**. One day my dad took an overnight train to Prague in Czech Republic and during the night he fell asleep. When he woke up he realised they were in Prague. **People were getting off the train**, so he rushed to get off the train. **When he was leaving the station**, he saw a policeman looking at someone's papers and he suddenly realised he didn't have his passport or money or phone **because he'd left his bag on the train**. He ran back to the train, **but it had gone**. He sat down **and was sitting there crying**, but then this guy came up to him and asked him something in Czech. He then said in English 'What's the matter?' and so my dad explained **what had happened**. So basically, this guy, who was called Anton, helped him. He took my dad home, gave him something to eat, let him phone his parents to get some money – everything. **He was still living with his family, you see,** and later that evening my dad met Anton's parents ... and his sister. And that's how he met my mother!

11 Ask students to work on their own to complete the sentences. They can use a dictionary or ask you if they need help with vocabulary. Remind them that it's an opportunity to practise narrative tenses, and encourage them to be creative.
- As students prepare, monitor by going round the room and checking students are doing the task, and helping if necessary.

12 Organise the class into pairs to discuss and compare ideas. Once students have decided which sentences they like best, give them five minutes to expand on and write a short paragraph telling the story.
- As students write their stories, monitor and help with ideas. Notice examples of narrative sentences, and note some good and some incorrect uses which you can write on the board for students to discuss in feedback.

G For further practice, see Exercise 2 in the Grammar reference on page 167.

Answers to Exercise 2, Grammar reference
1 was teaching
2 had learnt
3 weren't saying
4 looked
5 hadn't used
6 became
7 made
8 started

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

13 This is an opportunity to bring together different parts of the lesson and for students to tell their own stories.
- Ask students to decide on two stories to tell. Give students up to five minutes' planning time, and tell them to write notes rather than the whole story.

14 Organise the class into small groups of four or five to tell stories. Listen for errors, new language or interesting stories to use in feedback. Ask students to change partners two or three times if you want.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity This works well as a milling activity. Ask students to stand up, walk round, and tell one of their stories to as many people as they can in five minutes.

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2 FEELINGS

Speaking

Aim

to set the scene and introduce the theme with a photo; to get students talking about their feelings; to preview adjectives to describe feelings

1 Start by telling the class that in this unit they're going to be learning how to talk about feelings, respond to news, and talk about their lives now.

- Ask students to look at the photo on pages 14–15. Ask: *What can you see? What do you think is happening?* Elicit a brief description of the picture, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Encourage different reasons why the people feel and act as they do in the picture.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

The photo shows two adults and two children. They are probably in the same family – parents and children, or possibly grandparents and grandchildren. The adults are middle-aged and the children very young – toddlers.

The man at the far end of the table has his head in his hands. He seems upset or frustrated. However, perhaps he just has a bad headache. The woman has her back turned to the man, and is far from him. She is holding the children, perhaps comforting them. The little girl is expressionless – she may be sad, or perhaps just bored or preoccupied. The little boy seems happy, and is looking at the camera. There is a contrast between the happy, loving group to the right, and the man who seems isolated and ignored. The man may have heard bad news. The adult couple may have had an argument. The woman may be comforting the children because the man has been shouting or crying.

2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to take turns to tell each other about situations in which they had these feelings. Monitor and note good examples as well as incorrect examples of language use.

- In feedback, ask different students to report to the class what they found out about their partner. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Optional extra activity Model the activity by telling the class about the last time you felt happy or annoyed before they do the speaking task.

3 Ask pairs to think of other words to describe feelings and write them on the board. Check the meaning of any interesting or new words, and point out stress and pronunciation features.

Optional extra activity Give students in groups of four two minutes to think of as many adjectives as they can to describe feelings and write them down. Ask one person from each group to come to the board and write their four most interesting words on the board. Once you have a set of words on the board, ask students in groups to work with the words. Tell them to decide which ones are positive or negative, which are synonyms or antonyms, which ones are new, which they would like to learn. Then ask students to describe a time when they felt the feelings on the board.

Teacher development: handling feedback

After a speaking activity, give feedback on both content and language use. It is important that you give the class an opportunity to say what they found out, to show that they found the answers or achieved the task. Do this first before commenting on the students' language use. It is also important for you to comment on how well students did the task, so write up any interesting chunks of language students used when speaking in pairs, and check the meaning and pronunciation. You could also write up phrases they didn't use, but might have used, or phrases they used incorrectly, which you could correct and improve. Responding to what students say, and confirming, correcting or improving it, is a way of giving your class immediate and specific input. It means you are helping them say what they want to say.

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ARE YOU OK?
Student's Book pages 16–17

Communicative outcomes
In this two-page spread, students will talk about feelings, and will practise responding to news.

VOCABULARY Feelings

Aim
to introduce and practise adjectives to describe feelings

1 Ask students to read the sentences and match the words in bold to the basic meanings. Do the first as an example (*exhausted* = *tired*) and elicit how the two words differ in meaning (*exhausted* is stronger – it means *very, very tired*). Point out, however, that students only need to understand 'basic meanings' at this point.
• Organise the class into pairs to compare answers. In feedback, elicit answers, and ask students to say how the words in the sentences differ from the words in bold at the top of the exercise.

Answers
1 tired
2 happy
3 angry
4 worried (though students may also try to argue *angry* – because when you are stressed, you're more likely to then get angry more easily ... or *sad*, because stress often results in depression. The dictionary definition, though, is worried / nervous to the point that you can't relax)
5 sad (sometimes *upset* may also mean the person was angry, but here clearly 'sad')
6 bad
7 happy
8 sad
9 happy
10 annoyed (dictionary definition is annoyed or bored with something you feel you have accepted for too long)

Background language notes

Note that although the 'basic meanings' in Exercise 1 are not exactly synonymous with the words or phrases in the sentences, by matching them students are led to a basic understanding of what the new language means. In Exercise 2, students go on to consider usage and context and when and how exactly to use the new language.

2 Ask students to discuss the questions in pairs. In feedback, elicit answers, and, if necessary, provide example answers (see possible answers below).

Possible answers
1 *pleased with* the results, *stressed about* everything, *guilty about* leaving you, *surprised by* the film, *fed up with* the weather
2 *Exhausted* means very tired. Possible reasons: because you've been working for a long time or doing lots of sports or exercise, because you've been up since the early morning
3 *Pleased* means you are happy and satisfied. You know if someone is pleased when they are smiling, maybe whistling or singing, and when they say things like *Oh, that's great,* or *I love that,* or *Thank you so much* (when they receive a present).
4 *Furious* means *very, very angry*. You know someone is furious when they scream and shout, refuse to talk to you, slam the door, slam down a phone, look angrily at you, or look at you as if they want to kill you!
5 *Upset* means sad because something bad has happened. Often people feel upset because somebody has been rude to them or they have had an argument. Possible answers: someone they love dies or is ill, they lose something important, they have an argument with someone, they break up with a partner, somebody calls them a name
6 If you feel guilty, you feel sorry because you have done something wrong. Possible answers: lying to someone, losing your temper with someone, breaking promises, forgetting birthdays
7 Being in a good mood means feeling positive and happy. Possible answers: someone smiling at you, getting good news of some kind, good weather, going on holiday, getting good marks, getting a pay rise
8 If you are pleasantly surprised, you feel pleased or happy that something has happened which you didn't expect, so the opposite is (a bit) disappointed (though some students may also suggest shocked). The answer is definitely not UNpleasantly surprised!

Background pronunciation notes

Point out the strong stress in *exhausted*, *upset* and *surprised*, and the pronunciation of *pleased* /pli:zd/ and *furious* /'fjʊərɪəs/.

Optional extra activity Ask students to talk about a time they experienced some of the emotions in Exercise 1. Tell them to choose three or four words to talk about and set a time limit of five minutes.

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Listening

Aim

to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

3 8 Give students a moment to read through the situations. You could briefly revise the language in the vocabulary section above to make sure students are clear what words to use to describe how the people feel.

- Play the recording. Students listen and note answers.

After playing the recording, ask students to work in pairs to compare their answers.

Answers

1 Karim has been a bit *down* lately. He's *worried* about his mum. He's been quite *upset* about it all.
2 Belinda is really *fed up* and *stressed*.
3 Alisha is *in a good mood*. She's really *pleased* (with how well her exam results went).

8

1

R = Ryan, C = Clara

R: Hey, Clara!
C: What is it, Ryan?
R: Have you seen Karim this week?
C: Yeah, I saw him yesterday. Why?
R: Is he OK? I haven't spoken to him for a while, but the last time I saw him he seemed a bit down.
C: Hmm, I know. I think it's his mum. Apparently, she's quite ill and he's just very worried about her.
R: Oh no! That sounds like a nightmare. What's wrong with her? Is it very serious?
C: I think it must be. He was quite upset when I spoke to him and he didn't want to say much.
R: Oh dear. That's awful. I feel a bit guilty now that I haven't rung him – I had a feeling something was wrong.
C: Why?
R: Well, I met him outside the university with Chris. Chris and I were chatting, but Karim didn't say much. In fact, he hardly said anything at all.
C: Really?
R: And Karim is normally really chatty.
C: I know. Well, he probably isn't in the mood to talk to anyone at the moment.
R: Oh dear. Well, if you see him, tell him I'm thinking of him. Say 'hello' to him from me.
C: Sure.

2

B = Belinda, A = Alisha

B: Hello Alisha! How's it going?
A: Great actually, Belinda. I've just finished all my exams!
B: That must be a relief. How did they go?
A: Quite well, I think. I was really pleased with how I did.
B: That's great.
A: Are you all right? You look as if you need cheering up.
B: Yeah, sorry. I'm just a bit fed up with the situation with my accommodation.
A: Oh dear. What's the problem?
B: Oh, I've just found out I can't continue to stay where I am at the moment.
A: What a pain! How come?
B: Basically, I need to find something else and, to be honest, I just don't need the stress.
A: I can imagine. Can I do anything to help?
B: No, it's OK. I'm sure it'll sort itself out, but thanks.
A: Well, at least let me buy you a drink.
B: OK. That'd be nice.
A: What would you like?
B: A cappuccino would be good.
A: Anything else? A bit of cake? Go on. It'll cheer you up.
B: Well, I have to say that chocolate cake looks nice.
A: I think I'll join you – to celebrate finishing my exams.

4 8 Ask students in pairs to share any reasons they heard during the first listening. Then play the recording again. Students listen and note or check answers. After playing the recording, ask students to work in pairs again to compare answers.

- In feedback, ask different pairs to provide and justify reasons.

Answers

Karim feels like that because his mum is ill. Not sure exactly how ill, but it must be something serious, given how upset he is.
Belinda is having problems with her accommodation and needs to find a new place to live as soon as possible.
Alisha has just finished all her exams and thinks she did well.

5 Give students time to read through the questions and think about what to say. Ask them to discuss the questions in pairs or small groups of three or four. It is a good idea to mix pairs at this stage.

- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write the following on the board: *a close friend, a colleague, a stranger in the street*. Ask students to say what they would say or do if they were faced with each of these people in the following situations: in tears, angry and shouting, shaking with nerves.

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Teacher development: personalising

Outcomes aims to personalise topics by asking students to reflect on and discuss their own personal experiences, views or feelings. Encourage students to discuss personal questions in pairs or small groups, but tell them that they don't have to talk about all the questions provided, and they don't have to share personal thoughts or feelings if they don't want to.

- It is a good idea to expand on the discussion questions by writing other questions on the board for students to use, especially ones that are informed by your knowledge of what your students are happy to talk about.

GRAMMAR Linking verbs

Aim

to check students' understanding of how to use linking verbs with *like* and *as if* to describe feelings

6 Read through the information in the box as a class. Then organise the class into pairs to look at the sentences and discuss the questions.

- Monitor and note how well students understand the language and identify patterns. Tell students to concentrate on the areas they weren't sure about when checking their answers using the Grammar reference on page 167. Have a brief class feedback session and discussion and deal with queries.

Answers
1 linking verb + adjective
2 linking verb + *like* + verb clause; linking verb + *as if* + verb clause
3 linking verb + *like* + noun

G Students complete Exercise 1 in the Grammar reference on page 167.

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the answer to number 1. When eliciting answers, ask why, and reiterate the basic grammar rules as you work through the exercise.

Answers to Exercise 1, Grammar reference
1 Do you understand? You still look ~~like~~ a bit confused.
3 I had to tell him the bad news. I felt ~~as if~~ terrible afterwards.
4 Don't eat that. It tastes ~~like~~ really disgusting.
6 She sounded ~~like~~ quite upset the last time I spoke to her.
8 Do you think this dress makes me look ~~like~~ fat?
(Sentences 2, 5 and 7 are correct.)

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 6 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: linking verbs

- Students make errors here by confusing forms (*He looks a ghost*; *It sounds as if crazy*), so it is important to make sure they are clear about the three different forms before providing plenty of speaking practice to consolidate the students' use.
- Notice that the verb *be* and other sense verbs such as *taste* and *smell* can be used in similar ways to the verbs provided in the examples here. (*He is like my dad. It smells like the sea. It tastes as if you've added a lot of sugar.*)
- Notice, too, that *as though* is an alternative to *as if*. (*It sounds as though you had a tiring day.*)

7 Elicit the first sentence from the class to get students started. Then ask students to work individually to complete the sentences before checking their answers with a partner.

- Have a brief class feedback session and discussion and deal with queries.

Answers
1 look
2 look as if (or *look like*)
3 sounded
4 seems
5 sound as if (or *sound like*)
6 look
7 looked (or *was looking*, if you want to emphasise that she looked great over the extended period you saw her!)
8 look as if (or look like)

8 Elicit the first matching pair of sentences from the class to get students started. Then ask students to work individually to match the sentences before checking answers with a partner.

- Have a brief class feedback session and discussion and deal with queries.

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

Optional extra activity Consolidate answers and practise pronunciation by doing a chain drill round the class with these mini conversations. Start by reading out 1 to 8 in Exercise 7, and asking the class and individuals to repeat. Make sure they are pronouncing the linking words correctly, paying attention, in particular, to the linking in phrases such as *You look_as_if*. Then ask one student to say a sentence from Exercise 7, and another student to respond with an accurate sentence from Exercise 8. Nominate different individuals to say a sentence from 7, and others to respond with a sentence from 8. Correct errors of use and pronunciation.

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Teacher development: repetition drilling

- When introducing new language it is important to focus on pronunciation as well as meaning and form. If answers are on a recording, you could ask students to listen and repeat answers. If not recorded, be prepared to model new language and ask students to repeat chorally and individually, paying attention to any difficult pronunciation features in the structures.

9 Ask students to work individually to write responses before comparing with a partner. Monitor and help with ideas and accuracy. Once students are happy with their responses, tell them to practise their new conversations. Go round and prompt accurate use and pronunciation.
- In feedback, comment on any good uses of language in the activity, and correct any general or recurring errors, particularly with the use of the linking verbs.

Developing conversations

Response expressions

Aim
to introduce and practise using response expressions to respond to news

10 Read through the information in the box as a class. Ask students to say why we use response expressions (to show sympathy, to show interest or surprise, to show support).
- Organise the class into pairs to complete the exchanges. Elicit the answer to the first gap as an example.
- Once students have completed the exercise, move on to Exercise 11 to check. There is no need to give answers before playing the recording.

Answers
1 Congratulations!
2 Wow!
3 a shame
4 Oh no
5 a pain
6 a relief

Pronunciation

Aim
to practise the pronunciation and intonation of response expressions

11 9 Play the recording. Students listen and check their answers. In feedback, ask how the intonation changes.
- Organise the class into pairs to practise the dialogues. You could set this task up by playing and pausing the dialogues first, and asking students to repeat them, copying the pronunciation and intonation of the speakers.

9
1 A: I can't drink at the moment. I'm pregnant.
B: Really? Congratulations! When's the baby due?
2 A: I'm going to Canada to study English.
B: Wow! That's great! How long are you going for?
3 A: I'm afraid I can't meet you tonight.
B: Oh, what a shame! Are you sure?
4 A: My brother's not very well.
B: Oh no! I'm really sorry. I hope it's not too serious.
5 A: I've lost my wallet.
B: Oh no! What a pain! Did it have much in it?
6 A: I've found my wallet!
B: Phew, that's a relief! Where was it?

Optional extra activity Ask students to work in pairs. Student A reads out the first line of each dialogue, and Student B must remember or improvise the response.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together different parts of the lesson and for students to practise responding to news in a roleplay.
- Ask students to think of good and bad news first. You may wish to elicit a few examples from the class to get them started, or to suggest a few (e.g. *I've just won a prize, I've passed a test, I've lost something,* etc.).
- Once students have good ideas, ask them to work together to write the conversation. Tell them to refer back to conversations earlier in the lesson for ideas, and go round the class and prompt students to make good selections.

13 Once students have written their conversation, explain to them that they will have to act it out for another pair or students, or the class if they are happy to do that. Give each pair five minutes' preparation time in which they must practise their conversations and try to memorise as much as they can.
- Select different pairs to come up to the front of the class and act out their conversations. You could set gist tasks on the board for the rest of the class to encourage them to listen carefully: *What was the piece of news? How did the friend respond?* Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

2 Refer students to the video and activities on the DVD-ROM.

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Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

Teacher development: correction feedback

When students act out at the front of the class, it is a great opportunity to really listen to individual students' output and to give them individual feedback as well as class feedback.

Here are two ideas:

- As one pair speaks, note down any errors of form, use or pronunciation that you hear on a blank piece of paper. At the end of the lesson, give the piece of paper to the pair and tell them to correct the errors they see for homework. Use a different piece of paper for each pair.
- Leave time at the end of these pairwork roleplay presentations to take class feedback. Write six to eight sentences on the board which contain an error that you heard. Select errors that are relevant to the language being taught in the lesson, or errors that you want to focus on from recent teaching. Ask the class in pairs to look at the sentences, and rewrite them correctly. At the end, elicit correct sentences and ask students to explain the error. Make sure that you deal with the errors anonymously. For variety, you could write a couple of correct sentences on the board too – students have to say which sentences are wrong, and which right, before they correct them.

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HUGS AND KISSES
Student's Book pages 18–19

Communicative outcomes

In this two-page spread, students describe feelings; they read and discuss a text about the Free Hugs movement.

Speaking

Aim

to introduce words and expressions used to describe what people do when they meet and greet

1 Ask students to look at the words in bold. Check their meaning using mime – so, mime hugging yourself, air kissing someone on the cheeks, etc. Once students are clear about meanings, divide the class into small groups of three or four to discuss the questions. If you have a multinational class, try to mix the students so that they have different things to say.

- In feedback, elicit ideas and comments from the class briefly.

Optional extra activity Ask students to say what people tend to do in their country when meeting the following people: male friends, female friends, male colleagues, female colleagues, strangers. Ask what people in other countries do: Japan, UK, Italy, etc.

Reading

Aim

to give students practice in reading for specific information, and responding to information in a text

2 Start by asking students to look at the photo in pairs. The photo shows Juan Mann giving a woman a hug outside a shopping centre in Sydney, Australia. Tell them to discuss the questions. In feedback, briefly elicit students' personal reactions to the photo. The article will tell them more about the Free Hugs movement.

3 Ask students to read through the questions carefully. Then tell them to read the article and find the answers. Let students compare their answers in pairs before discussing as a class.

Possible answers

1 He went through a depressing time and felt isolated, so he basically did it to cheer himself up and make contact with new people (*meaningful connections*).
2 Nervous, worried, not optimistic (He took someone with him to protect him and didn't think it would last long.)
3 A middle-aged woman. Her daughter had died a year before and her dog had died that day.
4 A video was made about him and went viral on YouTube; he was interviewed by Oprah Winfrey on a TV chat show.

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5 Mann's theory: people are too embarrassed to call helplines or seek counselling but need someone to listen to their problems. Day's theory: it's a response to the economic crisis and the aggressive self-interest which caused it; people want more than commercial products; people appreciate the small things in life and acts of kindness are more socially acceptable.

Optional extra activity Ask students in pairs to predict possible answers to the questions before they read. This way, when they read, they will be doing a reading to check predictions task.

4 Ask students to work in pairs to try and remember the adjective-noun combinations used in the text. Elicit or give the answer to the first one to get students started. Make sure students have had a good go at trying to remember the words before looking back at the text to find them (see notes below).

Answers
1 meaningful
2 desperate
3 international
4 true
5 miserable
6 main
7 social
8 shared

Teacher development: noticing

Asking students to recall language combinations from a text is a way of developing their ability to notice and remember new language. Don't expect students to remember all the words used in Exercise 4 above, but make sure you give them a chance to try to remember. That way you develop their ability to notice features of language such as collocations, compounds, and prepositions or adverbs that go with certain words.

Background language notes for teachers

You may wish to focus students on the interesting set of adjectives to describe negative feelings here: *depressed, isolated, desperate, lonely, miserable, depressing*. Ask students to find them in the text and contrast them with words from earlier in the unit (*down, good mood, cheer up*).

Optional extra activity Ask students (especially fast finishers) to find other interesting adjective-noun or noun-noun combinations in the article (*a depressing time, a cardboard sign, first anniversary, chat show host, economic competition*). Ask them to think of other questions they could ask about information in the article (*When did Juan Mann start giving free hugs? What did Juan find funny about his experience?*).

Listening

Aim
to practise listening to confirm predictions and for specific information

5 10 Ask students to make predictions in pairs. Elicit a few ideas in feedback, but don't reject or confirm anything at this stage.
- Play the recording. Students listen and check their ideas. As well as checking their own predictions, they should note the actual impact of success on Juan, and what actually happened to the campaign. In feedback, elicit answers to the questions. Don't worry if students didn't catch all the information necessary to answer these questions – just find out what they heard on first listening.

Answers
Impact on Juan: he wrote a book, became a public speaker, but fell out with Moore over money. Juan is no longer involved in the Free Hugs campaign.
The campaign: now promoted by Moore, it has become very big, with an international Free Hugs Day and involvement in campaigns to raise awareness for various issues.

10
Having seen his Free Hugs campaign attract the attention of the world's media, Juan Mann wrote a book called *The Illustrated Guide to Free Hugs*, became a well-known public speaker and published his mobile number online, offering to go out for dinner with anyone who contacted him. In the meantime, however, his then-friend Shimon Moore, who had initially posted the video on YouTube, found his band was getting offered record deals. They moved to Los Angeles and started selling Free Hugs goods at concerts. And that's where it all went wrong.
By 2010, the pair had fallen out, with Mann claiming that he hadn't earned any money at all from the sales. He now leads a quiet life well away from the public eye, while Moore is still promoting the Free Hugs 'brand', and what a brand it's become: there's now an annual international Free Hugs Day; Free Hugs have been used to raise awareness of HIV and AIDS in some countries, while in others the movement is viewed with suspicion and huggers have been arrested.
Even though its founder is no longer actively involved, it seems that, in the end, free hugs are about more than Juan Mann!

6 Organise the class into new pairs to discuss the questions. In feedback, encourage ideas from different pairs, and open out any interesting points for class discussion.

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Possible answers
Maybe Juan Mann felt that the movement, which started as a way to make contact with people, had become too commercialised and a way for people to make money.
It has been controversial in countries where close personal contact in public, especially between different sexes, is not common, or frowned upon for religious or cultural reasons.

Optional extra activity Ask students in pairs or groups to come up with an alternative to free hugs which they think would be successful in their society (e.g. smiling, wearing a funny hat, offering high fives). Elicit ideas and decide on the best as a class.

Understanding vocabulary

-ed / -ing adjectives

Aim
to introduce and practise *-ed / -ing* adjectives to describe feelings

7 Read through the information in the box as a class. To check students' understanding in feedback, write: *She's boring* and *She's bored* on the board. Ask: *Which sentence says how she feels? Which sentence says what she is like?*

- Ask students to complete each sentence in the exercise individually. Elicit the answer to the first one to get students started. Let students compare their answers in pairs before discussing as a class.

Answers

1	a confused	b confusing
2	a annoying	b annoyed
3	a depressed	b depressing
4	a shocking	b shocked
5	a bored	b boring
6	a disappointed	b disappointing

8 Elicit possible personalised endings to sentence 1 from the class to get them started (see ideas below). Then give students four or five minutes to prepare and write their own sentences individually.

Possible answers
1 I find it really annoying when people *talk loudly on a mobile phone / push in when I'm in a queue.*
2 The last time I got really bored was when *I saw Titanic at the cinema / my grandmother came to visit for the weekend.*
3 I always get really depressed when *I see news stories about war zones.*
4 One thing I found really disappointing was *the weather this summer.*
5 The most shocking thing I've ever seen was *a YouTube clip about the fur trade.*
6 I still get quite confused about *the present perfect tense.*

Background language notes for teachers

Before moving on to Exercise 9 point out typical structures used with *-ed / -ing* adjectives:
I find (it) -ing when ...
One of the most -ing things about (it) is ...
I often get / I still get / The last time I got -ed was ...

9 Organise the class into groups of four or five and tell them to take turns telling each other their sentences. Encourage them to expand on sentences by giving reasons or examples. You may wish to model the activity first by talking briefly about what you find annoying and why.

- Monitor and prompt students with ideas and vocabulary.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Note down all the errors you heard during the discussions on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

Web research activity Ask students to find out more about the Free Hugs campaign. Tell them to find out which countries it is most popular in, what special Free Hugs events are coming up, and whether the campaign is raising awareness for any other cause currently.

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IT'S SO GOOD TO SEE YOU
Student's Book pages 20–21

Communicative outcomes
In this two-page spread, students will listen to people who bump into each other unexpectedly, and practise exchanging news using the present simple and present continuous.

Speaking

Aim
to lead in to the topic of the listening text; to discuss experiences of bumping into people you know

1 Start by reading the definition of the phrasal verb *bump into*. You could illustrate it by acting it out (walk up to a student in class, look surprised to see him or her, and say, *Wow! Hi! Fancy seeing you here. I haven't seen you for ages!*).

- Organise the class into pairs. Ask them to discuss the questions. Set a time limit of three or four minutes.
- Monitor and note students' opinions, ideas and interest.
- In feedback, ask different pairs to share any interesting experiences that you heard them talk about. Look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask students to say which of the people below they would like / not like to bump into, and ask students to relate any stories they know about meeting any of these people: *your first school teacher*; *your first boss*; *your first boyfriend or girlfriend*; *your best friend at primary school*; *the star you idolised when you were a child*.

Listening

Aim
to give students practice in listening for specific information; to practise listening intensively for chunks of language

2 11 Give students time to read the sentences carefully. Ask what students can predict about the listening from the sentences (e.g. the speakers are Carla and Robin; they will probably talk about jobs, hobbies, relationships and families).

- Play the recording. Students listen and write T (true) or F (false) next to each sentence. Tell them to write N (not mentioned) if the speakers don't reveal the answer.
- In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers.

Answers
1 T
2 N
3 F (She's on her lunch break.)
4 F (She does sales and marketing.)
5 T (She's working really long hours.)
6 N (She is still with her boyfriend and engaged, but doesn't mention living together.)
7 F (*I'm not really working or anything*)
8 N
9 T (She loves running.)
10 F (It's Robin's idea of hell.)

11
R = Robin, C = Carla
R: Carla! Hey! Fancy seeing you here.
C: Um … sorry, but do I know you?
R: It's me, Robin. From school?
C: Robin! Wow! WOW! Sorry, I just didn't recognise you. You look so … different.
R: Oh, um, yeah, I guess. Anyway, how are you? You're looking really well.
C: Thanks. I'm fine, yeah. I'm good.
R: What are you doing here?
C: Oh, I work quite near here. I'm just on my lunch break, actually.
R: Oh really? Where do you work?
C: Just round the corner actually. I do sales and marketing for a film company.
R: That's amazing. I'm really pleased for you. You sound like you're doing really well.
C: Thanks. I'm enjoying it. It's hard work, though. I mean, we're setting up a new website at the moment, so I'm working really long hours. I'm not finishing till nine most days.
R: Really? You must be exhausted.
C: Yeah. But it's fun and I'm learning a lot and the money's not bad either, so I can't complain.
R: And are you still with your boyfriend? What was his name?
C: Cass? Yeah, we're engaged now, actually. We're getting married in the summer.
R: Really? Wow! Congratulations! That's great.
C: Thanks. Anyway, enough about me. How are you? What are you doing these days?
R: Me? Oh, you know … nothing much, actually. I mean, I'm not really working or anything. I'm just kind of taking my time, thinking about what I want to do, you know.
C: OK. And are you still living at home?
R: Yeah. Yeah, I am. I can't really afford a place of my own at the moment.
C: Right. How's your mum? Is she OK?
R: She's fine, yeah. She's away at the moment, actually. She's staying with her brother on the coast.
C: Oh, nice.
R: She remembers you, you know. She still talks about you from time to time.
C: That's nice to know. Say 'hello' to her from me.
R: I will, yeah. Anyway, it's good to see you again.
C: Yeah, you too. We must meet again sometime.

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R: Yeah, let's. Listen, what are you doing this Saturday? Do you want to meet for lunch or something?
C: Oh, I'd love to, but I train on Saturdays. I'm doing the marathon next month.
R: Rather you than me!
C: Oh, I love running – I'm really looking forward to it.
R: I have to say, that's my idea of hell! But still, good luck with it.
C: Thanks.

3 11 Give students time to read the sentences and try to recall what the missing words might be. Play the recording. Students listen and complete the sentences. After playing the recording, ask students to work in pairs to compare their answers.

- In feedback, elicit answers from the class, and drill them, asking students to pay attention to pronunciation features such as the weak stress and linking between the words.

Answers

1 didn't recognise	5 can't complain
2 and marketing	6 at home
3 pleased for	7 to time
4 long hours	8 of hell

Background language notes for teachers

Notice the typical conversational language used in these sentences, and check that students understand what the phrases mean and how to use them.
I can't complain – used to say that things in life are OK
from time to time = occasionally
that's my idea of hell = that's something I would not enjoy doing at all

4 Give students time to read the questions and think of how they would answer them. Then organise the class into pairs or small groups of three or four and ask them to take turns to ask and answer the questions. Tell students to concentrate on the questions they find most interesting.

- In feedback, ask students with interesting stories to share them with the class.
- Use the opportunity in feedback to look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write the following on the board and ask students whether they are their idea of hell or heaven, and why: *an afternoon in the shopping centre*; *a live international football match on TV*; *a wedding in the family*; *a walking holiday*; *a reality TV show*; *a romcom*.

Optional extra activity Point out the use of the phrase *Rather you than me!* in the audio extract below. It means 'I'm happy you're doing it – and not me.'

C: I'm doing the marathon next month.
R: Rather you than me!

Say some more statements (e.g. *I'm coming to school on Sunday*; *I'm cleaning the cooker at the weekend*; *I'm sleeping in a tent tonight*) and elicit *Rather you than me* in responses from individual students. Point out and insist on accurate pronunciation, with strong stress on *you* and *me*. The intonation pattern should be exaggerated, starting high and falling over the word *you* and the word *me*.

Grammar

Present simple and present continuous

Aim
to check students' understanding of how to use narrative tenses to tell stories

5 Ask students to read through the rules of form and the example sentences and give you examples of how we form the present simple after *he* or *she*, and the present continuous after *I* or *he*.

- Organise the class into pairs to discuss the questions. Monitor and note how well they understand the meaning and use of the different forms.
- Tell students to concentrate on the areas they weren't sure about when checking their answers using the Grammar reference on page 167. Have a brief class feedback and discussion session and find out what students think. Deal with queries and ask for further examples.

Answers
1 c
2 b
3 a
4 They're not generally used in the continuous form (sometimes called *stative verbs*).

G Students complete Exercise 1 on page 168 of the Grammar reference.

Answers to Exercise 1, Grammar reference
1 I usually just work, I'm doing, I start, finish
2 I normally work, I'm working, are decorating
3 I answer, make, we're holding, I'm sorting out

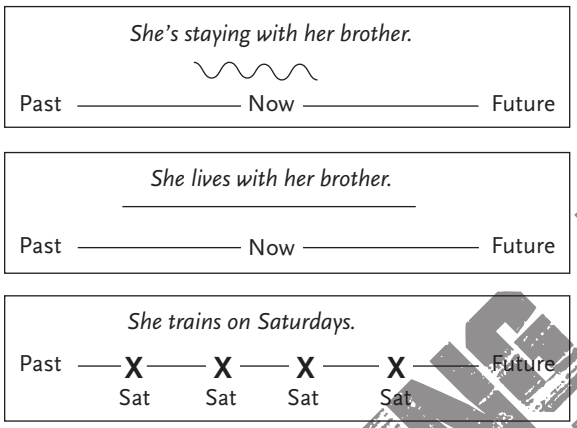
Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 5 on the board. Use the examples to highlight form and use on the board.

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Background language notes for teachers: present tenses

Students often have problems deciding when to use the present simple or continuous. This is because, in their L1, the uses are different. Spanish speakers, for example, may be familiar with the idea of using continuous forms to describe things happening now, but will naturally feel that they should use simple forms to talk about something that is happening these days, temporarily, or to talk about future arrangements. Russian has no continuous form, so Russian speakers will find it really hard to recognise when to use which form. It is a good idea, if you have a monolingual class, to familiarise yourself with problems your students may face.

- Timelines can be used to check the difference between the present simple and continuous. Here, a straight line is used to show permanency, a wavy line is used to show temporariness, and a row of crosses is used to show habits or repeated actions. Note the examples below, which you could incorporate into a board stage check when doing Exercise 7.



6 This checks the form and meaning of these two tenses. Encourage students to write contractions (*I'm, He's*, etc.) when completing the sentences, as this is what they will have to listen for on the recording. Elicit the first verb in open class to get students started. Let them check their answers in pairs before going through the answers as a class.

- In feedback, make sure students give you the reason why they chose to use each tense.

Answers

1 How's your course going?
I'm finding it (temporary, unfinished activities)
2 Do you want to go out somewhere? (a stative verb)
I work Saturday mornings (regular, repeated activity)
3 Is she still studying?
She's doing a Master's (temporary, unfinished activities)
4 Do I need a coat? (a stative verb)
It's pouring down (temporary, unfinished activity)
5 Do you have
I'm meeting (future arrangement)
6 Why's he shouting (temporary, unfinished activity)
He gets (habit)

Pronunciation

Aim

to practise the pronunciation of weak forms in present tenses

7 12 Play the recording twice. Ask students in feedback after the first listening to say which words or sounds are difficult to hear. Point out that auxiliary verbs are often contracted in continuous speech (see notes below).

12
1 How's your course going?
2 I'm finding it a lot harder than before.
3 Is she still studying?
4 She's doing a Master's.
5 Is it still raining outside?
6 It's pouring down.
7 I'm meeting an old friend of mine for dinner.
8 Why's he shouting at everyone like that?

Background pronunciation notes

Notice that *I'm, She's* and *How's* are contracted and produced as one sound: /aɪm/, /ʃiːz/, /haʊz/. In the question, there is linking, so the first *s* is silent in *Is she,* and the *s* sound runs into the next phoneme in *Is_it.* Because auxiliary verbs carry no meaning, they are generally unstressed and reduced in sentences. Note that the strong stress in all the above sentences is on the main verb.

8 Ask students to work in pairs. Tell them to practise the dialogues in Exercise 6, paying attention to the contractions. Again, encourage students to try out the dialogues two or three times – practice makes perfect.

9 Ask students to look at the excuses in the example. Point out that the present simple is used in *I train on Saturdays* because it's a regular, repeated activity, and the present continuous is used in *I'm doing the marathon next month* because it's an arrangement. Give students three or four minutes to write their own excuses to complete the other conversations.

- As students prepare, monitor by going round the room and checking students are doing the task, and helping if necessary. Let students compare ideas in pairs.

10 Organise the class into new pairs to improvise dialogues based on the questions in Exercise 9. Monitor and notice how well your students manipulate and vary present forms. Note some good and some incorrect uses which you can write on the board for students to discuss in feedback.

G For further practice, see Exercise 2 in the Grammar reference on page 168.

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Answers to Exercise 2, Grammar reference
1 I'm having
2 (correct)
3 (correct)
4 He still owes
5 I'm just looking
6 I'm going to
7 I prefer
8 (correct)

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity to bring together different parts of the lesson and for students to prepare and enact their own roleplays.
• Organise the class into pairs. Give students three or four minutes to read their roles and prepare things to say.

12 When students are ready, ask them to act out their roleplay. Listen for errors, new language or interesting phrases to use in feedback. Ask students to change partners two or three times if you want.
• In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity The roleplay in Exercise 12 works well as a milling activity. Ask students to stand up, walk round, and pretend to bump into as many people as they can in five minutes.

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VIDEO 1: KENYA COMES TO CENTRAL PARK
Student's Book page 22

Aim
to provide insight into different attitudes to life; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the picture and asking what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

2 3 As students watch the first part of the video, they should take notes about the three questions. Play the video up to 1.28. Let them compare their notes in pairs.

Answers
1 They are training to run in a marathon.
2 Kenya
3 They both have tattoos.

3 Organise the class into pairs to discuss and check the words. In feedback, be ready to deal with the words that students want to ask you about. You could ask students to predict the second half of the video from these words.

4 3 Play the second part of the video, from 1.29. As students watch the video, they should take notes about the words and phrases in Exercise 3. Let them compare their notes in pairs before discussing as a class.

Answers
1 East Africa is the easterly region of Africa stretching from Sudan to Mozambique. East African countries include Kenya, Uganda and Tanzania.
2 The Bronx is an area of New York City, just to the north of the island of Manhattan.
3 issues = social problems (in this context)
4 sheets = thin cotton material that you sleep under; blankets = thick, woollen material that you sleep under
5 leopard = a big African cat with black spots on yellow fur
6 sticks = long pieces of wood that you carry (e.g. a walking stick)
7 dung = what elephants produce from behind after a large meal!
8 the rest of my life = the years I still have left to live

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
• Give students time to read the questions, then put them in groups of four or five and give them seven or eight minutes to discuss them.

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- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class, or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Understanding fast speech

6 4 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students will hear the extract at normal speed, then at a slower speed and finally at normal speed again. They should listen and compare what they said.

7 Encourage students to practise saying the extract several times.

Teacher development: understanding fast speech

Students often find it easier to understand listenings they hear in class than they do natural speech used in authentic contexts. This is because coursebook listenings are often written in language students mostly understand, and are also delivered at speeds they can deal with. In the world away from the classroom, spoken English can be heard in an incredibly wide range of accents and is often delivered at far faster speeds.
The *Understanding fast speech* feature in the video sections of *Outcomes* aims to provide strategies to help students with this.
In this section, students hear how, in spoken English, words are grouped in chunks, rather than in sentences. Fluent speakers tend to run all the words in chunks together, which often means unstressed syllables almost disappear. They also include pauses or 'rests' between the phrases.
First, students are shown the transcript of a short extract from the video. They see where the stresses and pauses are and practise saying the extract using this visual information as a guide. They then watch the video and hear the extract at normal speed, then at a slower speed and finally at normal speed again. The slowed-down version allows them to notice how the words run together, how unstressed syllables sound and so on. Finally, they practise again, this time trying to say the extract as quickly as they can, whilst still following the pausing and stresses.
No explicit correction or focus on any specific aspect of connected speech is required from the teacher during these exercises.

3

Lemarti: Every day I'm training for the marathon. And one day, we run all the way to Central Park. It's beautiful, the colours of the trees, it's changing.
Lemarti: Wow, it's a beautiful smell. Smell.
Local man: Where you guys from?
Lemarti: From East Africa.
Local man: Yeah.
Lemarti: Kenya, yeah.
Local man: What're you guys doing? You guys just taking a jog this morning?
Lemarti: No, we're training for the marathon.
Local man: Oh, the marathon – that's great! I love your artwork. What's, what's that?
Lemarti: Um, this?
Local man: Yeah.
Lemarti: It's er ... warrior beads. They're called warrior beads.
Local man: You know, and I love your tattoos cos I have a couple myself – take a look. I have a couple of stuff myself. I have portraits and everything.
Boni: Cool. Is that you?
Local man: No, no, no. That's my grandfather. That's my brother. That's his daughter. You know, I have my grandmother right here and I have my father right here.
Lemarti: So you have the whole family?
Local man: I have the whole family here.
Lemarti: This a memory of my father. When he passed away.
Local man: Wow, I respect that.
Lemarti: Ah, thanks man.
Local man: I respect that. I respect that.
Boni: That's good, man.
Local man: I respect that. You know, yeah, we gotta hang out sometime. You know. You know, you visit here, any time you here, you visit us. And any time we're over there, we come visit you.
Lemarti and Boni: Definitely!
Local man: Alright!
Lemarti and Boni: Thanks for sharing, thanks for sharing!

Part 2
Jimmy: How y'all doing?
Lemarti and Boni: Good, good. How are you? How are you, man?
Jimmy: You're not from New York, are you?
Lemarti: No, we're not.
Jimmy: Ah. Where y'all from?
Boni: Um, East Africa, Kenya.
Jimmy: Kenya?
Boni: Yeah.
Jimmy: I've never been there.
Boni: You've never been there?
Jimmy: Jimmy. Nah, I've never been there.
Boni: Jimmy?
Jimmy: Jimmy.
Boni: Boniface. So, where do you come from?
Jimmy: Originally, I'm from the city. I'm from the Bronx. But I stay in the park. You know, I have, you know, some problems, some issues, but I stay in the park.
Lemarti: When you say you live in the park, do you have like a tent or ...?
Jimmy: No, I have some blankets. You know, some sheets, some blankets.
Boni: You're lucky. You're very lucky because it's ... you are the only person living here at night.
Jimmy: I'm not the only person. At night, there's more people.
Boni: Oh, people comes?

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Jimmy: Yeah, people come. But you always ...
Lemarti: We walked for less than a minute and he said 'OK, this is where I sleep, under this tree'. I said 'What?'
Lemarti: In Africa, if you spend a night outside like here, there's lions, there's elephants and leopards, hyenas.
Jimmy: I would have a hard time. Every time I see an animal, I'd be running! So when would I relax?
Lemarti: Jimmy told us it gets really, really cold in the winter. And we said, 'We'll show you how to make fire.'
Jimmy: You reckon you know how to make fire?
Lemarti: Yeah. Oh, yeah. We don't need a matchbox.
Jimmy: How you, how you make fire?
Lemarti: We have two sticks, which we've got there. There, Boni's got it.
Jimmy: That's a match book?
Lemarti: It's a matchbox and this is a ... a stick. But there's one more thing missing. Elephant dung, dry elephant dung. Yeah?
Jimmy: You pick up elephant poop?
Lemarti: Yeah!
Lemarti: There was no elephant dung. But there was a lot of horses'. It was very useful.
Boni: Keep hold of that. Just hold here.
Jimmy: I see, I see smoke.
Boni: Just hold here.
Jimmy: I see smoke. It looks like there's fire coming out.
Boni: Sometimes go on.
Jimmy: I never actually knew nobody that knew how to make fire.
Lemarti: Yeah, we've got fire.
Jimmy: You do fire all the time?
Lemarti: Every day we want to start a fire, we use this.
Jimmy: Maybe I need to learn that.
Boni: Yeah, yeah. You should try it all the time. Your friends will be coming and saying 'Hey, Jim! How you start your fire?' It's a real fire, see?
Jimmy: This is how y'all stay warm?
Lemarti: Yeah, this is how we stay warm.
Jimmy: This is gonna stay with me for the rest of my life. That's a, that's a great experience.
Lemarti: That's good. We're so glad.
Jimmy: So maybe when I come to your country I can visit.
Lemarti: Oh yeah, big time. When you come, you're coming to your brothers' home.
Jimmy: Any time you feel free, drop round here. I'm always here. Thank you very much.
Boni: Thank you.
Lemarti: Thanks a lot.
Jimmy: Goodbye.
Lemarti: Bye.
Jimmy: I still can't believe they made fire.

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REVIEW 1
Student's Book page 23

Aim
to consolidate vocabulary and grammar from Units 1 and 2

1

1 have	7 learned / studied
2 was	8 when
3 getting	9 as
4 was	10 wasn't
5 didn't / couldn't	11 are
6 had	12 hasn't

2
1 Where are you based? What does that involve?
2 Have you been here before? Are you working at the moment?
3 Where does she live? When was she born?
4 Did you go out last night? Has she seen it?
5 What kind of music are you into? How often do you do that?
6 How many brothers and sisters do you have? How long have you been doing that?

3

1 you're not	6 sounded like
2 look	7 was trying
3 I'm doing	8 was studying
4 are having	9 has
5 had left	10 were meeting, heard

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

7
feelings: down, furious, mood, upset
language: accent, accurate, fluent, get by
relationships: single, only child, separated, twin

8

1 pleasantly	5 connection
2 confusing	6 fluently
3 disappointed	7 mixture
4 shocking	8 exhausted

9

1 bumped	7 middle
2 embarrassing	8 servant
3 recognise	9 Medicine
4 up to	10 research
5 relief	11 fed up
6 hug	12 opportunity

13 and answers to Exercise 4
1 You look as if you need to go to bed.
2 What are you doing after the class? Do you fancy a coffee?
3 We're going out for dinner later. Do you want to join us?
4 We met when we were working at the same law firm.
5 Sorry, what did you say? I didn't hear.
6 I'd forgotten to put it in my diary.

NATIONAL GEOGRAPHIC LEARNING

3 TIME OFF

Speaking

Aim

to set the scene and introduce the theme with a photo; to get students talking about places they have been to or would like to go to

1 Start by telling the class that in this unit they're going to be learning how to describe interesting places, explain where places are, and talk about future plans and holiday experiences.

- Ask students to look at the photo on pages 24–25. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Culture notes

The photo shows the skyline of Hong Kong as viewed from Victoria Peak. Hong Kong is a special administrative region on the south coast of China. It is known for its high, expansive skyline of skyscrapers and its deep natural harbour. It has a population of seven million and is one of the most densely populated cities on the planet. The top four highest buildings in the world are: Burj Khalifa tower (Dubai), Shanghai Tower (China), Makkah Royal Clock Tower Hotel (Saudi Arabia), and One World Trade Center (New York, USA). Hong Kong's highest tower is the International Commerce Centre. At 484 metres high, it is currently the world's eighth highest tower.

Optional extra activity Before the lesson prepare images of other views from high up, showing a variety of different views (a city, a tropical forest, a desert, a seascape, etc.). Show the images in turn (using an interactive whiteboard, powerpoint, etc.), pausing for a few seconds on each image. Ask students to quickly write any words or thoughts that come to mind when looking at each view. These could be descriptive words or phrases, or merely reactions or impressions. At the end, ask students to share their words and phrases with a partner. Ask different pairs to describe one of the images using the words they first thought of.

Teacher development: using visuals

Outcomes uses a stimulating opening image in each unit to introduce the topic and create interest and get students talking. It is also a good idea to prepare your own images before teaching the unit, which you can use to introduce vocabulary and create interaction. If your classroom has the technology to be able to show pictures easily, prepare images that your class are more likely to recognise and relate to (e.g. photos of amazing places in their own country), and prepare images that will allow you to teach vocabulary from the lesson (e.g. *mosque, palace, ruins, stalls* – these are words from the second spread).

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NATIONAL GEOGRAPHIC LEARNING

CAN YOU RECOMMEND ANYWHERE?
Student's Book pages 26–27

Communicative outcomes
In this two-page spread, students will practise describing places; they will practise giving and responding to suggestions about where to go.

VOCABULARY Places of interest

Aim
to introduce and practise words and expressions to describe places of interest

1 Ask students to look at the words in the box, and decide which words they already know, and which words they aren't sure about.
• Organise the class into pairs to discuss which words best complete each sentence. Monitor and note how well students know the words. In feedback, check answers, and ask students to repeat any words that present pronunciation problems.
• Check students understand all the words in bold (see language notes below).

Answers

1 lake	5 theme park	9 gallery
2 walls	6 nightlife	10 old town
3 stalls	7 ruins	
4 palace	8 mosque	

Background language notes for teachers

1 If you *hire a boat*, you pay someone money so that you can use the boat for a short period of time. Ask what else you can hire (bikes, a car, skis, etc.).
If you *go fishing*, you go somewhere and try to catch fish, using *a rod*. Point out it's the same pattern as *go shopping, go jogging, go swimming*, etc.
2 *castle*: maybe easiest to just draw one! It's a big, old, strong building with thick walls that was built to defend the people inside it. It was often home to an army.
tower: again, easiest just to draw. It's a tall, narrow structure that can stand on its own or be the tallest part of a church, or other building. Ask for famous towers (Eiffel, Pisa, etc.).
3 *street market* = an open-air market held outside on particular days of the week
antiques = old objects like furniture that are valuable because they're well-made or rare or beautiful
4 *royal* = connected to the king and queen and members of their family, e.g. *royal family, royal palaces, royal weddings,* etc.
after being restored: if you *restore* an old building, you clean and repair it until it looks like it used to look. Note here that with a preposition like *after*, we use the *-ing* form, e.g. *after being restored* = *after it was restored*.
5 *great rides*: at theme parks and fun fairs, the machines that you pay money to go on are called *rides*.
6 *district* = an area of a town or country
lively: if an area is *lively*, it's full of people who are busy and who are enjoying themselves. It usually means there are lots of bars, clubs, restaurants as well. The opposite is *dead*.
7 *discovered*: if you discover something, you find something that had not been known before.
8 *call to prayer* = the noise that is broadcast from mosques five times a day to call Muslims to the mosque to pray
9 *modern art* = art made between about 1870 and 1980. Modern art rejected traditional forms and focused on individual experiments and ways of seeing. Ask students for examples of famous modern art.
designed: if a building is designed by someone, they decide what it will look like, how it will work, how it will be made.
architect = someone whose job is designing buildings. Ask for famous architects.
10 *the 17th century* = the 100 years from 1600 to 1699
medieval = from the period in European history between about 1000 to 1500 AD

Background pronunciation notes

It is a good idea to drill some of the words in this exercise that are hard to say. Drill some or all of the following (which have tricky vowel sounds): *ruins* /ˈruːɪnz/, *stalls* /stɔːlz/, *tower* /ˈtaʊə/, *medieval* /mɛdɪˈiːvəl/.

2 Give students two or three minutes to think of phrases to use. You could start them off by eliciting other phrases to use with *gallery* (*paintings, walk round, high ceilings*) or *lake* (*sail across, deep, an island in the middle*). Let students compare answers in pairs. In feedback, elicit answers, and write any really interesting phrases on the board.
• Students can use dictionaries to check any words they still are unsure of. Translations may also help if you are in a monolingual classroom. Otherwise, provide your own examples to clarify. (Note that if you have prepared images to show these words, use them.)

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Possible answers
gallery: have an exhibition, go round, pay to get in,
ruins: ancient, excavate, take photos of
walls: protect, falling down, unsafe to walk on
old town: visit, go round, go out for dinner
lake: go windsurfing, go sailing, go swimming
nightlife: go clubbing, great bars, great clubs, have to pay to get in, dress code
palace: open to the public, guide, go on a guided tour, only part of it is open
mosque: an ancient mosque, one of the holiest mosques in Islam
stalls: negotiate / haggle a price, find a bargain, get ripped off, second-hand
theme park: too scary, throw up, feel sick, go on a date / day trip

3 Ask students to work individually first to complete the sentences. Let them compare their answers before you elicit suggestions from the class. You don't need to confirm answers at this stage as students will listen to the phrases in the Pronunciation section that follows.

Answers

1 out	4 down
2 along	5 along
3 in	6 over

Pronunciation

Aim
to get students to notice how consonant sounds link to vowel sounds across word boundaries in connected speech

4 14 Play the recording. Ask students in feedback to tell you what they notice about how the phrases are said (see the answer key below).

14 and answers
1 it's about ten miles out of town
2 you can walk along the walls
3 it's in the financial district
4 it's down by the beach
(no direct consonant-vowel linking)
5 it's further along the coast
6 you find them all over this area

5 14 Play the recording again so that students can listen and repeat. Then ask them to practise saying the phrases faster while making sure that they retain the linking between consonants and vowels.

Background pronunciation notes

Consonant sounds link to vowel sounds across word boundaries in connected speech. You could show this by writing the first phrase as it is spoken rather than written. Use phonemic script if you are comfortable with phonemes.

It's about a mile out of town
It / sa / bou / ta / mi / l(e)ou / tof / town
It sə baʊ tə maɪ laʊ təv taʊn

6 Ask students to think of a tourist destination. You could get them started by asking: *Where did you go for your last holiday? Where do you usually go for your holidays? What's the best resort in your country?*

- When students are ready, ask them to prepare their presentations. Encourage them to use expressions from Exercises 1 to 3. Monitor and help with ideas and vocabulary.
- Organise the class into small groups of four or five to make presentations. Monitor and note how well students use the vocabulary. In feedback, you could retell one or two stories you heard, asking students to remind you of details, or you could feedback on errors or on good uses of language by students.

Optional extra activity Write the following famous cities on the board: *New York, Istanbul, Paris, Athens, Beijing, Rio de Janeiro, Sydney, Cape Town, Saint Petersburg, Dubai, Tokyo*. Ask students in pairs to take it in turns to describe one of the cities. Their partner must guess which city they are talking about.

Listening

Aim
to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

7 Ask students to read the information and discuss the different places to visit in pairs. In feedback, find out which places your class would most like to visit.

Culture notes: Krakow

Kraków (written as *Krakow, Krakov* or *Cracov* in English) is pronounced /'krakuf/ in Polish. In US English, it is pronounced /'krækaʊ/. In UK English, it is pronounced /'krækɒv/). It is the second largest city in Poland and its beautiful old town is on the UNESCO world heritage list. Kazimierz (pronounced /ka'ʑimjɛʂ/ in Polish) is south of Krakow's old town, and was where Jews lived before they were removed to the Krakow ghetto in 1941.
Nowa Huta (pronounced /'nɔva 'xuta/, and meaning 'The New Steel Mill') is full of Socialist Realist architecture from the 1950s, and postmodern architecture from the 1970s and 1980s.

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8 15 Give students a moment to read through the situation and questions. Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare their answers.

Answers
They discuss: St Mary's Church (the most famous church in the city); Auschwitz; Kazimierz (the old Jewish district); Nowa Huta (the old Communist district)
She decides to go on the guided tour of Nowa Huta.

15
C = Claire, R = Receptionist
C: Hello there. I wonder if you can help me. I'm thinking of going sightseeing today. Can you recommend anywhere good to go?
R: Well, it depends on what you like. There are lots of places to choose from. What kinds of things are you interested in?
C: I don't know. Um, something cultural?
R: Oh, right. OK. Well, quite close to here is St Mary's Church. It's Kraków's most famous church – and very beautifully decorated. You can walk there in five or ten minutes.
C: OK. I'm not really a big fan of churches, to be honest.
R: That's OK, I understand. Of course, the most visited place near here is Auschwitz. There's a day tour leaving soon.
C: Actually, we're planning on going there later in the week.
R: Well, in that case, you could try Kazimierz, the old Jewish Quarter, where Steven Spielberg filmed some of *Schindler's List*. It's actually quite a lively area now. There are lots of good bars and restaurants round there.
C: Oh, so that might be nice for this evening, then.
R: Yes, maybe. Let me know if you want more information about places to eat or drink there. Erm, then if you'd prefer something a bit different, how about a guided tour of Nowa Huta, the old communist district? They'll show you what life was like in the old days there.
C: Oh, that sounds interesting. How much is that?
R: About €40. I can call and book a place for you if you want.
C: What times does that leave?
R: Every two hours from outside the hotel and the tours last around 90 minutes. They leave at 10 o'clock, 12 o'clock, 2 o'clock and 4 o'clock.
C: OK, that's great. Can you book me onto the 2 o'clock tour? Then I can do some shopping in the main square in town beforehand.
R: Sure.

9 15 Ask students to complete the sentences individually. Elicit the word for the first space to get them started. Play the recording. Students listen and complete the sentences. After playing the recording, ask students to work in pairs to compare answers.

Answers

1 wonder	5 fan
2 thinking	6 could
3 recommend	7 about
4 what	8 book, place

Developing conversations

Giving and responding to suggestions

Aim
to introduce and practise giving and responding to suggestions

10 Ask students to read through the two conversations quickly and say who is speaking and where they are. (A stranger to the city is asking someone who knows the city for advice about where to go for shopping – in Conversation 1 – and where to go sightseeing – in Conversation 2. They may be friends, or tourist and hotel receptionist or tour guide, or perhaps lodger and landlady. In the first conversation, they are in London – Oxford Street is London's main shopping street for chain stores, and Portobello Road market is a street market for antiques.)
• Ask students to put the parts of the conversations in order. Let them check their answers in pairs.

11 16 Play the recording. Students listen and check that they have put the sentences in the correct order. Let them check their answers in pairs. Organise the class into pairs to practise reading the conversations. Remember that practice makes perfect. Ask students to read the conversations three or four times, taking turns to read each part. Tell them to try to remember the conversation and act it out without looking at the text. Finally, tell them to improvise the text, substituting other bits of information as they practise.

Answers
Conversation 1
1 e 2 a 3 c 4 b 5 d 6 f
Conversation 2
1 j 2 h 3 g 4 l 5 k 6 i

16
1
A: I'm thinking of doing some shopping today. Can you recommend anywhere?
B: Well, you could try Oxford Street. There are lots of big department stores there.
A: To be honest, I'm not really a big fan of department stores.
B: Oh, OK. Well, in that case, how about Portobello Road? It's a big street market. You can find lots of bargains there.
A: Oh, that sounds great. I love that kind of thing. Is it easy to get to?
B: Yes, very. I'll show you on the map.

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2
C: I'm thinking of doing some sightseeing today. Can you recommend anywhere?
D: Well, you could try the local museum. That's quite close to here. They've got lots of interesting things in there.
C: Right. I'm not really into museums, to be honest.
D: That's OK. In that case, how about going to the Roman ruins down by the lake? There are also some nice cafés and you can swim there.
C: Oh, that sounds better. Are they expensive to get into?
D: No, it's quite cheap. It should only be about $10.

Optional extra activity After students have practised Conversation 1 a few times, write up the phrases in bold on the board, and ask students to close their books. Ask students to try to remember and produce the whole of the conversation from the prompts.

Teacher development: drilling before practice activities

If you expect students to pronounce new pieces of language accurately during a practice activity, particularly when reading a dialogue, or acting out a dialogue from prompts, it is a good idea to drill key phrases first.
Here are two suggestions:
1 Play the track 16 recording of the conversation from Exercise 10 and pause after each line. Ask students to repeat what they hear.
2 Pick out key chunks of language and say them clearly, asking students to repeat. You could point out any weak sounds or linking in the phrases. Here, for example, you could drill the following from Conversation 1:
I'm thinking of doing some shopping today.
Can you recommend anywhere?
you could try Oxford Street
how about Portobello Road?
I love that kind of thing.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson and for students to practise giving and responding to suggestions in a roleplay.
• Ask students to work individually to make a list of places to visit. If your students are from the same place, you could do this first as a whole-class activity. You could elicit different places and write a list on the board, then ask students to work individually to choose four or five. If your students are from different cities or countries, elicit types of places first (museums, shopping districts, monuments, squares, etc.). Then ask them to work individually to think of particular places. Go round the class and prompt students.

13 Organise the class into pairs to prepare their roleplay. Tell them to choose their role and prepare things to say first. If necessary, tell them to find useful phrases to use from earlier in the lesson.

14 When students are ready, ask them to improvise a conversation. Listen for errors, new language or interesting conversations to use in feedback.
• To make sure pairs are all working at the same speed, stop the roleplay after three or four minutes, and tell students to change roles. You could then mix pairs and ask students to replay the roleplays with new partners.
• In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

5 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

Teacher development: roleplays

Here are some management tips to help prepare and act out roleplays in the classroom:
• Provide lots of preparation time so students are clear about their role and what they need to say. This could be individual (i.e. students note down three or four things to say on their own before getting together with their partner to speak) or in pairs (i.e. students work together to prepare or even write out what they are going to say).
• Provide language for students to use. As well as having things to say, you want students to try to use new language from the lesson. Make sure you either tell students to look back and remind themselves of language to use while preparing, or write prompts on the board for students to refer to and use when doing the roleplay.
• Set clear time limits and goals. So, tell students how long they have, how many people they must speak to, and what they must find out, before they do the roleplay.
• Ensure that students are sitting in a positive space to act out their roleplay. So, make sure students aren't too close to other pairs. Tell them to turn desks to face each other, or tell them to stand up and find clear floor space to act out their roleplay.
• At the end, feedback on both content and errors.

Web research activity Ask students to find out more about places in Krakow. Tell them to find out about:
• places to go to in Kazimierz and Nowa Huta
• the story behind Wielicska Salt Mine or Auschwitz
• things to buy in Krakow.

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MY KIND OF HOLIDAY
Student's Book pages 28–29

Communicative outcomes
In this two-page spread, students discuss holiday plans and life plans, and talk about the weather.

Listening

Aim
to give students practice in listening for general and specific understanding

1 Start by asking students to look at the photos of the places and their captions. Ask: *What do you know about these places? What can you see there? What is the weather like in the months mentioned?*

- Organise the class into pairs. Ask them to read about the people and match them to the places. In feedback, elicit reasons why they have made their choices.

Possible questions
This depends on the students' views. However, here are some thoughts:
Disneyland in Florida tends to attracts families, so perhaps Wendy and her kids, or Waleed, especially if his sisters are younger than him, may choose that destination.
Oman is geographically and culturally 'closer' for Waleed, as is Vietnam for Lian, and London for Wendy or Alain. Vietnam is a popular 'backpacker' destination, so that might suit a young person travelling alone, like Alain. Vietnam also has historical links to France, and French is spoken there.

Culture notes

Vietnam is a country in South East Asia with a population of 90 million inhabitants. Since the 1990s, it has become a popular tourist destination, and is firmly on the European backpacker route. Key attractions include the coastal resorts and the former capital of Hué.

- Disneyland Florida is properly known as Walt Disney World Resort. It opened in 1971, and is the world's most visited holiday resort, attracting over fifty million visitors a year.
- The Sultanate of Oman is an Arab state on the south-east coast of the Arabian peninsula, to the west of Saudi Arabia. Salalah is the capital of the southern Omani province of Dhofar, and a popular holiday destination during the Khareef season. The Khareef is the annual monsoon which begins at some time between July and September, and makes the region green and verdant. A festival is held to celebrate the coming of the monsoon.

2 17 Give students a moment to read through the situation and questions, and check that they are clear about the task. Play the recording. Students listen and note answers. Let students compare their answers in pairs.

- In feedback, elicit answers, and ask students how they reached their answers (see suggestions below). However, don't worry if students haven't heard all the information included in the answers below at this stage.

Answers
Speaker 1: This is the Saudi student, Waleed.
He's going to Salalah in Oman this year.
He also mentions Malaysia (they went there last year).
You may want to ask why / how they know who the speaker is: he mentions the very high temperatures in his country (Saudi Arabia), and that he plans to do off-road driving with his father (Waleed is travelling with his parents and sisters). He also mentions his mother and sisters.
Speaker 2: This is the young Frenchman, Alain.
He's going to Vietnam.
He also mentions Lyon (he might go to visit a friend) and Morocco (he went there last year).
You may want to ask why / how they know who the speaker is: he mentions seasonal work (Alain is a waiter), and that he plans to visit friends in Lyon (Alain is French).
Speaker 3: This is the English woman, Wendy.
She's going to London.
She mentions places they might visit in London (the British Museum and the Tower), and that they went on holiday near a beach in Cornwall last year.
You may want to ask why / how they know who the speaker is: she mentions 'the kids' a few times and talks about them complaining (Wendy has teenage kids).

17
1
In July and August it's boiling hot here. The temperature regularly rises to above 40 degrees and sometimes even reaches 50, so we often try to get away. We went to Malaysia last year. This year we're going to Salalah. The weather is wonderful then – light rain most days, cloud from the sea and cool, it's never much more than 25 degrees. At night we can even say it's chilly. Wonderful. Such a relief to escape the heat. We're staying in a five-star hotel, of course. This is important for my family because my mother and sisters spend a lot of time in and around the hotel. But my father and I, we love driving off-road – four by four. At home, we drive in the desert, but the countryside in south Oman is mountainous and so green. It offers something different. So we'll probably hire a car to do off-road.
2
The summer's a busy time of year. I work from May through to September and this year I have to work long hours in July and August. When the season ends, I might take a short holiday, but if I do, I'll probably just go and visit a friend in Lyon. Basically, I'm saving money because I'm going to travel round Vietnam later in the year. I've heard it's best to visit after October because it's still warm but not so humid. Not that the weather is so important. What's important to me is the experience of travel. I went to Morocco last

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year and I was in the desert near these ancient ruins. I was in a small hostel and it was freezing at night, but the people and place, the experience – it was fantastic.

3

We've decided we're not going to go on holiday this year. We're just going to stay at home. Last year's holiday was such a nightmare. We rented a small cottage near the beach in Cornwall, but it poured with rain most of the time and the kids complained so much. 'Ooh, there's nothing to do.' 'Aargh! My phone's got no signal!' Constant. And it wasn't cheap. So, this year, instead of spending the money on travel and accommodation, we're going to spend it on doing nice things here. So, we're thinking of going to a show or two, we might visit Buckingham Palace and the British Museum, which, believe it or not, I've never been to! Maybe a boat trip down the river, and also just relax at home in the garden for a change as well. And the kids want to go paintballing with some friends. And then there are all the great restaurants here. We're going to eat out every night. I don't know why we haven't done it before.

3 17 Give students time to read through the things that are important for holidays. Ask them in pairs to discuss which things are important for each speaker. Monitor quietly, and note how well students can remember what was said on the recording.

- Play the recording again. Students listen and check or note their answers. Let students compare their answers in pairs.
- In feedback, elicit answers, and ask students what they heard that helped them reach their answers.

Answers

Speaker 1:
a (A five-star hotel is important.)
c (They go away to escape the heat, and like the cooler, damper weather.)
f (He likes the mountains and beautiful countryside, though this is not the main reason for going.)
i (They'll probably do some off-road driving.)

Speaker 2:
d (He talks about visiting ancient ruins in Morocco.)
e (*the people and place, the experience*).

Speaker 3:
b (She wants to go and see some shows.)
d (They might visit the Tower and the British Museum.)
g (There are lots of great restaurants and they plan to eat out every night.)
i (boat trips, paintballing for the kids)

No-one mentions h, peace and quiet

Speaking

Aim

to talk about what is important when choosing a holiday; to provide fluency speaking practice

4 Start by reminding students of the list of choices in Exercise 3. Then give them two to three minutes to put them in order, and to make notes explaining their reasons. Monitor and help with ideas and vocabulary.

5 Organise the class into groups of four or five. Ask students to discuss their choices, and decide who in their group would make the best travel partner. They can then work together with this person to decide where they would go and what they would do. In feedback, find out what sort of travel students would like to do.

Optional extra activity You could simplify this task by asking students to limit their choice of options to five, rather than nine, before doing the ordering task.

Grammar Future plans

Aim

to check students' understanding of how to use future forms to express plans for the future

6 Read through the information in the Grammar box as a class. Ask students to read through the example sentences a–f and label the forms in bold. Then organise the class into pairs to answer the questions. You could choose to let students discuss the examples and descriptions, then read the information at the back of the book, or you could elicit answers from the class instead.

Answers

1 a, c, e
2 b, d, f
3 c
4 What are you doing this afternoon / at the weekend? Do you have any plans for today / this afternoon / the summer?
Are you going away in the summer?
5 a We're not staying in a five-star hotel.
b We probably won't hire a car to do off-road.
c I don't have to work long hours in July and August.
d I might not take a short holiday.
e I'm not going to travel round Vietnam later in the year.
f We're not thinking of going to a show.

G Students complete Exercise 1 in the Grammar reference on page 168.

Answers to Exercise 1, Grammar reference

1 I'm going to (*I have to* is wrong because it says *I can't wait*)
2 Both are correct and basically mean the same thing here.

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3 Both are correct and basically mean the same thing here.
4 of going (*Thinking to go* is grammatically wrong.)
5 what are you doing (We don't use *what will you do* like this, to ask about plans in near future.)
I might (*I'm going to* is wrong because it says *I haven't decided yet*.)
6 for (we use *for* after *plans*)
I'm not doing and *I'm not going to do* are both correct and basically mean the same thing here.
7 Both are correct and basically mean the same thing here.

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 6 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: future plans

The choice of future form is dependent on what the speaker wishes to get across. So, when asked: *Where are you planning to stay?* a speaker might choose to say: *We're staying at the Grand Hotel* (if it is already arranged and booked), *We're going to stay at the Grand* (if it's already planned and decided but not yet arranged), *We'll probably stay at the Grand* (if it isn't planned yet and the speaker is not completely certain), or *We might stay at the Grand* (if it's neither arranged, planned nor at all certain). In this section and these exercises, *Outcomes* aims to explore the way that there is overlap in the choice of future forms, and that the choice is dependent on what the speaker wants to say rather than on any fixed rules of use.

- Notice that modal verbs like *might* and *have to* are used to talk about both the present and the future, using the same form.
- Negative forms involve adding *not* to the auxiliary or modal auxiliary form (e.g. *we aren't, we won't, we don't have to*, etc.).

7 Ask students to work individually to complete the sentences. To get them started, elicit possible words from the class to complete the first sentence. Let students compare their answers in pairs before discussing as a class.

Answers
1 Are
2 going
3 will / 'll (followed by *probably ... go*)
4 may / might (usually used when followed by *possibly*)
5 plans
6 have (followed by *to do*)
7 meeting
8 may / might (not certain – *it depends*)
9 thinking (followed by *of*)
10 will / 'll (*will* is most common after *maybe*)
11 won't (*will / won't* is most common with *probably*)
12 thinking (followed by *of*)

Optional extra activity Ask students to act out the conversations in pairs. You might choose to drill some of the key phrases using future forms first so that students can practise their pronunciation.

8 Organise the class into pairs. You could introduce the activity by briefly describing your own plans for the weekend and for the summer. Ask the students to discuss the questions in their pairs. Go round and listen carefully, noting how they use the new language in this section. In feedback, discuss which future forms students chose to use and why.

For further practice, see Exercise 2 in the Grammar reference on page 168.

Answers to Exercise 2, Grammar reference
1 I'm going to be, I'll get
2 I'll come
3 I'm going to visit, I'll text
4 I'm going to go, I'll see
5 are you going to do, I'll call

VOCABULARY Weather

Aim
to introduce and practise words and expressions to talk about the weather

9 Read through the explanations in the grammar box as a class. Ask students to work individually to match the sentence halves. Elicit the first match from the class to get them started. Let students compare their answers in pairs before discussing as a class.

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

Background language notes for teachers

It is a good idea to drill some of the sentences that students match here, particularly to practise the pronunciation in the contracted future forms. So, focus on *It'll (/ɪt(ə)l/) be hot*, *I'll (/aɪl/) probably stay at home*, and *It's going to (/'gəʊɪŋtə/) be windy* when you ask students to listen and repeat.

10 Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask a few pairs to tell the class what they discussed. Look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask students to prepare and present a weather forecast for their region, saying what the weather will be like tomorrow and at the weekend.

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A COMPLETE DISASTER
Student's Book pages 30–31

Communicative outcomes
In this two-page spread, students will talk about their experiences of visiting places, and express their opinions based on an article about disaster tourism.

Reading

Aim
to give students practice in reading for specific information in a text

1 Organise the class into groups of four or five. Check the meaning of *disaster* and *spoil* (here, *spoil* means *to make an experience bad*). Elicit one or two examples to get students started, then ask them to make two lists. Briefly give feedback on their lists, and comment on any really interesting ideas or language they produce.

- Ask students to discuss the questions. Set a time limit of four or five minutes. Monitor and note students' opinions, ideas and interest.
- In feedback, ask different pairs to share any interesting experiences that you heard them talk about. Look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers
disasters: an earthquake, a hurricane, a storm, a tsunami, flooding, war or a bombing, a terrorist act, an accident (plane crash / train crash, etc.)
things that spoil a holiday: losing luggage; getting robbed (or some other crime); getting ill (food poisoning, etc.); long delays travelling or cancelled flights; terrible accommodation (e.g. half built, noisy, dirty, etc.); bad weather (recycle vocab from the last section)

Optional extra activity Brainstorm the topic of disaster before doing Exercise 1. Write *natural disasters* and *man-made disasters* on the board, and elicit some of the following words: *typhoon, storm, hurricane, flood, drought, fire, disease, epidemic, war, nuclear explosion, volcano, volcanic eruption, earthquake*. Use mime or examples to check the words and drill and point out stress and pronunciation problems in the words you elicit.

2 Give students time to read the questions carefully. Then ask them to read the first paragraph of the article and note answers. Let students work in pairs to compare answers.

- In feedback, elicit answers from the class, and find out how they feel about the topic.

Answers
1 You can travel to look for a storm (or hurricane); visit a war zone; visit the site of a nuclear power plant accident (Chernobyl); experience a simulation of a plane crash.
2 She seems to think it's stupid / mad (*Are they serious? Haven't we got enough stress …?*).

3 Ask students to look at the photos and discuss where they are, and how they are connected to the topic. Encourage knowledgeable students to share what they know with the class. Ask students to read through the text, and, in feedback, ask what they found out. Don't expect students to say a lot or be 'correct'. The task aims to introduce the places which they will read about in the next part of the article (on page 187).

Answers
Chernobyl: the site of a nuclear power plant disaster that took place in 1986, killing 31 people and causing long-term health issues due to the radioactive contamination.
Pompeii: the ancient ruins of a city which was completely destroyed by a volcano in the first century. The remains include plaster casts of the victims, like those shown in the photo.
Hiroshima: the site of the first nuclear bomb explosion. There's now a memorial peace park, which commemorates the people who died and attracts many tourists.
Tower of London: many people were imprisoned and executed there. It is a major tourist attraction in London.

Culture notes

The Chernobyl disaster was a catastrophic nuclear accident that occurred on 26 April 1986 at the Chernobyl Nuclear Power Plant in Ukraine, then a part of the Soviet Union. An explosion and fire released large quantities of radioactive particles into the atmosphere, which spread over much of the western USSR and Europe. Thirty-one people died at the time. However, many more were later to develop cancers. The site, and the nearby city of Pripyat, are still deserted, and tourists can visit on organised excursions.

- Hiroshima is the largest city in the Chūgoku region of western Honshu, the largest island of Japan. It is known worldwide as the first city in history to be targeted by a nuclear weapon when the United States Army Air Forces dropped an atomic bomb on it at 8.15 a.m. on August 6, 1945, near the end of World War II. Approximately 70% of the city's buildings were destroyed in the attack and over 100,000 people died. The Hiroshima Memorial Peace Park is located in the heart of the city, and includes the remains of buildings damaged in the explosion.
- Pompeii was an ancient Roman city near modern Naples in Italy. It was mostly destroyed and buried under six metres of ash and pumice by the eruption of Mount Vesuvius in 79 AD. Objects, works of art and the shapes of human bodies have been perfectly preserved there. The site attracts 2.5 million visitors every year.

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- The Tower of London is on the banks of the River Thames in central London. It was founded in the eleventh century, and, for hundreds of years, has been used as a prison, largely for traitors or important political prisoners.

4 Give students time to read the questions and think of any answers they can remember from earlier readings. Ask them to look back at the text and scan relevant parts to find the information they need.
- Let students compare their answers in pairs before discussing as a class.

Answers
1 On this website, some people take and upload selfies (pictures of themselves taken with mobile phones) in serious or inappropriate places: the author realises she did something similar when she took photos of a dead person in Pompeii.
2 She's interested in history; visiting these places reminds her of the power of nature and the value of her own life.
3 It organises meetings with journalists (experts); it takes tourists to see real situations. (Students may also refer back to the first part of the text – they organise visas and security.)
4 Disaster tourism provides money and restores pride to the community.
5 She thinks that maybe it's quite a good thing. It can help tourists to have *a deeper understanding of the world* and also helps communities who are suffering.

Teacher development: scanning a text for specific information

In Exercise 4, students are asked to find very specific pieces of information in different parts of the text. In order to do this task well, students need a little training. Here are some suggestions about how to train your students to do this task:
1 Don't ask students to read the whole text again. Instead, ask them to look at the first question and ask them what information is needed. Then tell them to scan the text quickly to find out where the text discusses 'selfies at serious places'. Once students have found this section, tell them to read it closely to find the answer required.
2 Encourage students to look at each question in turn, and scan, then read closely to find each answer.
3 Rather than asking students to write out answers, or have to remember answers, encourage them to underline or highlight parts of the text which reveal answers, so they can easily refer to them in feedback or when comparing answers.

5 Give students time to read the questions and think of their own answers. Then organise them in pairs to discuss the questions. Encourage students to concentrate on questions they find most interesting. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask students to say which of the following places they would (or would not) visit and why:
a museum dedicated to the victims of genocide
the site of a mass murder
the hotel where a celebrity died.

Understanding vocabulary

Useful chunks in texts

Aim
to introduce useful chunks in a reading text and get students to manipulate and use them

6 Read through the information in the box as a class. Elicit other sentences students can make using the chunk *You might be surprised to learn that there are …*
- Ask students to work in pairs to discuss what they remember about the other chunks in Exercise 6. Tell students to find the chunks in the text and check their answers. Avoid getting into complex explanations of grammar here. Let students learn and manipulate the piece of language as a whole chunk without having to worry about its grammar.

Answers
1 My initial reaction when I first read about the phenomenon of disaster tourism was to think these people are mad.
2 I told myself that there's no way I would be interested in anything like that.
3 I've been to the Hiroshima Peace Memorial Park, which commemorates the people who died as a result of the first nuclear bomb.
4 Last year I went to Pompeii, the ancient ruins of a city which was completely destroyed by a volcano in the first century.
5 I didn't take a smiling photo of myself in front of it, like the people on the website 'Selfies at serious places', but still, looking at it now, I am wondering why I took it.
6 It's as if they've almost forgotten they have a lot to offer.
7 They might be struggling, but other people are willing to take the risk and travel halfway around the world to visit.

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Teacher development: useful chunks in texts

Much of the language that we use every day – particularly spoken language – is based on chunks that we have used before. Often, these chunks are a combination of words and grammar, and being able to use them well helps make communication faster, easier and less stressful for both the user and the listener. The ability to notice, record, remember and re-use chunks is one of the key ways Intermediate students will progress to Advanced.
Exercise 6 is designed to encourage students to pay more attention to groups of words that are often used together, and to become aware of the fact that certain parts of sentences often stay the same while other parts can be changed. In essence, it's a task to develop noticing and language awareness. It forces students to focus on the kind of language they often read over and fail to pay sufficient attention to.
Exercise 7 encourages students to experiment and try to express their own ideas and meanings using the chunks already looked at. In terms of checking student output, the first thing to say is you won't be able to see / hear all the sentences that all students produce. While they're writing their ideas in Exercise 7, go round, check what they're writing and if you can see any sentences that could be said better or that sound odd to you, give students better ways of saying things. In the same way, when they're comparing ideas during Exercise 8, listen in to different groups and comment on particularly nice or interesting examples, and maybe correct / rephrase any weird-sounding sentences.
The measure of whether these are correct or not has to be: do they sound OK to YOU or not? If they do, then fine. If not, maybe just say 'I know what you mean, but a better way of saying that is ...' and give the rephrased sentence.

7 Elicit possible personalised sentences using *My initial reaction when I first ...* from the class to get them started (see ideas below). Then give students four or five minutes to prepare and write their own sentences individually.

8 Organise the class into groups of four or five. Tell them to read out the sentences they produced using the first chunk, and to comment on and correct each other's sentences. Then tell them to expand on what they have written, explaining the situation or what happened next. Go round and help when students are checking and correcting sentences. Monitor and note down any really interesting uses of the chunks or any errors you may wish to focus on at the feedback stage.

Optional extra activity Ask students to pick out other useful chunks in the text. Tell them to write their own personalised sentences using these chunks. For example, they might choose *Don't we have enough ... without ...* or *I slowly came to realise that maybe ...*

GRAMMAR Present perfect simple

Aim
to check students' understanding of how to use the present perfect simple to describe experiences

9 Ask students to read the extract from the article and notice the forms highlighted in bold. Ask whether the first form in bold is present perfect. Elicit *yes*, and establish that the present perfect is formed with *have* or *has* and the past participle form of the verb.
• Organise the class into pairs. Ask them to discuss the questions. Monitor and check how well students understand the form and use of this tense. In feedback, elicit answers and deal with any queries, or ask students to check their understanding.

Answers
1 I have been, I've visited
2 I haven't been ..., Have you been ...?
I haven't visited ..., Have you visited ...?
3 a True (*I've been to the peace park in Hiroshima; I've visited many castles*)
b False (When we state the time clearly, we use the past simple, e.g. *Last year I went to Pompeii.*)
c True (*which commemorates the people who died; where people were executed.*)

G Students complete Exercise 1 in the Grammar reference on page 169.

Answers to Exercise 1, Grammar reference
1 1 have (ever) visited
2 was
3 moved
2 1 have been
2 went
3 have been
4 weren't
3 1 have been
2 have never been
3 was
4 planned
5 didn't have
4 1 have you (ever) been
2 have only been
3 was
4 did you think
5 Did you like
6 didn't see
7 was
8 have spent

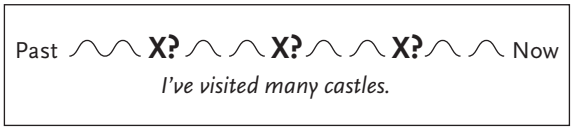
Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 9 on the board. Use the examples to highlight form and use on the board.

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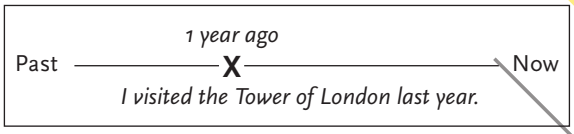
Background language notes for teachers: present perfect simple

Students often confuse the use of the present perfect form in English with the use of the past simple. In the L1 of speakers of romance languages like French or Portuguese, for example, students may use something similar to the present perfect form with a past time marker. So, when a French speaker says, *I have seen the film yesterday*, this is probably a word for word translation from L1.

- The present perfect simple is formed with the auxiliary verb *have* in the present form + the past participle form of the main verb (*been, done, written*, etc.).
- Timelines and concept check questions are often used to check the meaning and use of the present perfect simple in contrast to the past simple. Note the examples below, which you could incorporate into a board stage check when doing Exercise 9.



Check questions: *Did it happen in the past?* (Yes.) *Do we know when or do we say when?* (No.) *Is the experience important?* (Yes.)



Check questions: *Did it happen in the past?* (Yes.) *Do we know when or do we say when?* (Yes.) *Is the time when the event happened important?* (Yes.)

Teacher development: using timelines and concept check questions

Using timelines and concept check questions is a way of checking grammar rules in a way that is visual, minimises classroom language and the need for long-winded explanations, and involves the students as they have to answer your concept check questions.

- Timelines are particularly useful when explaining the difference between tenses when that difference is about time. However, you can also get across aspect too.
- To form concept check questions, take a simply-stated grammar rule, e.g. *We use the present perfect to talk about an experience, but we don't state the time of the experience*. Turn the statement into a question that is simple to answer with a *yes / no* or *either / or* response, e.g. *Are we talking about an experience?* (Yes.) *Is it in the past?* (Yes.) *Is the experience important?* (Yes.) *Do we know when or do we say when?* (No.)

10 Read through the Grammar box with the class. Make sure students are clear about how the present perfect is used here – it is used to ask about or talk about an experience.

- Organise the class into pairs to discuss the questions. Elicit answers in feedback.

Answers

1 Perhaps they are thinking of going there themselves and want to hear what another person thought of it, or perhaps they went there and want to compare experiences.
2 Answers b, c and e are good answers: b and e give the questioner useful information and encourage further questions; c encourages the questioner to say more about the theme park.
Answers a and d don't give enough feedback or extra information to keep the conversation moving.

11 This exercise introduces useful responses for students to use when talking about experiences. Ask them to complete the answers individually, and compare with a partner.

Answers

1 No (never).
2 No (never).
3 Yes.
4 No (never).
5 No.
6 No (never).
7 Yes.
8 Yes.
9 No (never).
10 No (never).

Optional extra activity Drill the class to practise pronunciation here. Use open pairs in which students ask and answer across the class, focusing on the stress and intonation of the question and responses (see below).

Teacher development: open pair drills

Open pair drilling is a good way of practising pronunciation, and assimilating correct form, before moving on to practising in closed pairs or groups.

- To do this with the language in Exercise 11, first replace *X* with a place your students are familiar with. We could use *Paris*. Say the sentence: *Have you ever been to Paris?* with the correct intonation pattern, starting high, rising at the end, stressing *Paris*, and ask students to repeat chorally and individually. Once students have had a go at saying this, ask individuals to ask you the question. Respond with different examples from the responses in Exercise 11. Again, emphasise any pronunciation features, such as the rising intonation of *What's it like?* and *Have you?* and the exaggerated stress and intonation of very positive comments such as *I'd love to* and *It's great*.
- Move then to an open pairs drill. Nominate one student in the class to ask the *Have you ever ...?* question across the class to another student, who chooses a response and says it. Then nominate other pairs to ask and answer across the class. Be strict about stress and pronunciation, correcting students, and making them say the sentence again. Once all or most of your student have had a go, move on to the next activity.

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G **For further grammar practice, see Exercise 2 in the Grammar reference on page 169.**

Answers to Exercise 2, Grammar reference

1 No, I haven't, but it's supposed to **be** good. Is it?
2 Yeah, ~~he's actually rung~~ **he actually rang** me about ten minutes ago to talk about it.
3 Yes, I have, actually. ~~I've been~~ **I went** shopping there yesterday – and guess what? I bumped into Rick while I was there.
4 No, but ~~I like to~~ **I'd like to**. I've heard it's really good.
5 No. ~~What it's~~ **What's it** like?
6 No never, but ~~I always want~~ **I've always wanted** to ever since I was a kid.
7 Yeah! I ~~went~~ **have been** there loads of times. It's one of my favourite restaurants.
8 No, but ~~I'll go~~ **I'm going** there next week.

12 This is an opportunity to bring together different parts of the lesson and for students to ask and answer questions about experiences.

- Ask students to prepare their questions individually. Give them up to five minutes' planning time, and tell them to write down their questions.

13 Organise the class into small groups of four or five to take turns asking and responding to questions. Listen for errors, new language or interesting stories to use in feedback. Ask students to change partners two or three times if you want.

- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity This works well as a milling activity. Ask students to stand up, walk round, and talk to as many people as they can in five minutes.

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4 INTERESTS

Speaking

Aim

to set the scene and introduce the theme with a photo; to get students talking about sports activities and routines

1 Start by telling the class that in this unit they're going to be learning how to talk about free-time activities, sports and music.

- Ask students to look at the photo on pages 32–33. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Encourage students to share information about their own keep-fit routines.
- Once you have fed back on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers
The photo shows early morning exercisers in a park on Lake Hoan Kiem, in Hanoi, Vietnam.

Culture notes

It is traditional in both China and Vietnam for middle-aged and elderly people to perform early morning exercises in public places. These may include performing tai chi, a traditional martial art that involves slow-moving stretching exercises, or doing handstands, walking on cobbles, or using exercise machines in a park.

- Hoan Kiem Lake is in the historic centre of Hanoi, the capital of Vietnam.

Teacher development: physical movement in the classroom

If your students have been in classes all day, or if your lessons have long hours, your students may be feeling as if they have been sitting down for far too long. Think about ways of getting your students out of their chairs, and moving around. Here are three suggestions that could be used in Exercise 1.

1 Use mingles instead of pairwork. So, here, instead of asking students to talk about their keep-fit routines in pairs, ask them to stand up, walk round, and chat briefly to three different people. Set a short time limit.
2 Instead of eliciting words and writing them up on the board yourself, ask students to do it for you. Here, for example, ask students to look at the two photos in pairs, and to come up to the board and write up any words or phrases they would like to use to talk about them.
3 Get students stretching and moving in the class. Here, for example, you could start your lesson by instructing some simple yoga or tai chi movements (find them on the internet) and asking students to stand up, listen, and do what you say. It introduces the topic and freshens up the class.

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MAKING THE MOST OF YOUR TIME
Student's Book pages 34–35

Communicative outcomes
In this two-page spread, students will practise talking about free-time activities; they will practise asking about how often they do activities, and what they are good at.

VOCABULARY Free-time activities

Aim
to introduce and practise phrases to talk about free-time activities

1 Ask students to match the sentence halves to make phrases. Do the first as an example.
• Organise the class into pairs to compare answers.
In feedback, elicit answers, and check any words that students are unsure of (*run round the block* = run round the streets around an apartment block, or, on a housing estate, run in a square following streets until you get back home).

Answers

1 c, d	4 b, j
2 e, g	5 h, k
3 a, f (h is also possible)	6 i, l

Background language notes for teachers

Note: *go* + *-ing* (an activity: *swimming, climbing*, etc.); *go to* + place; *go for a walk / a run / a swim / a drive* or *go for a meal / dinner / a coffee*
take it easy = relax

2 Organise the class into pairs and ask students to think of other ways of completing the sentence starters in Exercise 1 to talk about free-time activities. Elicit a few suggestions.

Possible answers
1 swimming / running / clubbing
2 the gym / a bar / that new Mexican restaurant / my French class
3 a walk / a drive / a swim / a ride on my bike
4 watched TV / did my homework
5 a meeting / a night out / a quiet night in
6 some cooking / my homework / some shopping

3 Ask students to discuss the questions in small groups of four or five. Monitor and check that students are using the present perfect and past simple correctly in answering these questions, e.g. they are likely to use the present perfect to say what they have never done in 4, but to answer the present perfect question in 1 they are more likely to use the past simple with a time expression.
• In feedback, elicit answers, and, if necessary, correct any grammatical errors, or errors students make with the use of the vocabulary from Exercise 1.

Background pronunciation notes

In the feedback to Exercise 1, and in the practice activities in Exercises 2 and 3, make sure that students are using the correct stress and pronunciation. In particular, point out the strong stress on the main verbs and nouns (*I went for a drive*), and the weak stress on *to* and *for* in *I went to* and *I went for*.

Optional extra activity Ask students to write down four free-time activities they did last Sunday – three must be true and one not true. Tell students, in groups of four, to take turns to read out their four sentences. Other students in the group must guess which sentence is not true.

LISTENING

Aim
to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

4 18 Give students a moment to read through the questions. You could briefly revise the language from Exercise 1 to make sure students are clear what activities they are listening for.
• Play the recording. Students listen and note their answers to the questions. After playing the recording, ask students to work in pairs to compare answers.

Answers
Conversation 1
1 went to the theatre
2 two or three times a month
Conversation 2
1 went sailing
2 not as often as she used to
Conversation 3
1 played cards
2 whenever he meets his dad

18
1
A = Alan, B = Brenda
A: So what did you do last night Brenda? Anything interesting?
B: Yeah, I went to the theatre, actually, and saw this amazing play.
A: Oh really? Which one?
B: It's called *Routes*. Have you seen it?
A: I don't think so. What was it like?
B: Oh, it was great. A bit depressing, but really interesting. I enjoyed it.
A: So, do you go to the theatre a lot, then?
B: Yeah, quite a lot, I guess. Maybe two or three times a month.
A: Wow! That's impressive. I hardly ever go. I can't even remember the last time I went!

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2
C = Charlotte, D = Domi
C: Did you have a good weekend Domi?
D: Yeah, it was great. I went sailing with some friends. We went along the coast as far as Guernsey and then came back. And it was boiling as well, so I got a bit of a suntan.
C: Wow! I didn't know you sailed. How often do you do that?
D: Not as much as I used to, to be honest. When I was living in Brittany, I went all the time, but I don't often get the chance now. That's kind of what made it really special, you know.
C: Yeah.
D: Have you ever been?
C: No, never, but I'd love to. It looks amazing.
D: Well, next time we go, I'll let you know.

3
E = Evan, F = Frank
E: Are you OK, Frank? You look a bit tired.
F: I know. I didn't go to bed until two thirty.
E: Really? Why?
F: Oh, some friends of mine came over and we sat up late playing cards and talking and stuff.
E: Oh really? I play cards sometimes too. Are you any good?
F: Yeah, I'm OK. I mean, I'm not a professional or anything, but I enjoy it.
E: Do you ever play poker?
F: Yeah, quite often, actually. It's my dad's favourite game, so we play together when we meet.
E: OK. That's nice. Well, maybe we could play together sometime.

Culture notes

Guernsey is one of the Channel Islands (along with Jersey, Alderney, Sark, and other, smaller islands). They are a group of islands in the English Channel, the waterway between southern England and northern France. Although closer to the coast of France than England, they are part of the British Isles, and a possession of the British crown.

- Brittany is a region of north-west France. It is bordered by the English Channel to the north, the Atlantic Ocean to the west, and the Bay of Biscay to the south.

5 18 Ask students to read through the sentences and note any answers they remember from the first listening. Then play the recording again. Students listen and note or check answers. After playing the recording, ask students to work in pairs again to compare answers.

- In feedback, ask different pairs to give reasons for their answers.

Answers
Conversation 1
1 F 2 T
Conversation 2
1 F 2 T
Conversation 3
1 T 2 F

Optional extra activity Revise *-ing/-ed* adjectives (from Unit 2) by either asking students which *-ing/-ed* adjectives they heard on the recording, or by writing up the list that follows, and asking students why, on the recording, speakers mentioned them: *interesting, amazing, depressing, tired*.

GRAMMAR Habit and frequency

Aim
to check students' understanding of how to express present and past habits

6 19 Read through the information in the box as a class. Then organise the class into pairs to complete the sentences with the missing words. Make sure they understand that they should write a single word or a contraction (e.g. *aren't, can't*) in each space. Monitor and note how well students complete the sentences. As only one word is missing in each space, students should be able to work out which words are missing from the context and their own knowledge, even if they can't remember from the listening.

- Be prepared to explain the rationale behind 'remembering' activities of this sort. Asking students to recall what they have just listened to is important because it helps develop their ability to 'notice' language. If they say it's hard, encourage them to have a go, and explain that remembering is a way of helping them to pay more attention to the language they come across. By noticing and remembering they make progress as a language learner.
- Play the recording again. Students listen and check their answers. Play and pause the recording if necessary to help students hear the words.

Answers

1 do	5 often	9 ever
2 lot	6 used	10 often
3 quite	7 went	
4 a	8 don't	

19
1 A: So do you go to the theatre a lot, then?
B: Yeah, quite a lot, I guess. Maybe two or three times a month.
2 C: I didn't know you sailed. How often do you do that?
D: Not as much as I used to, to be honest. When I was living in Brittany, I went all the time, but I don't often get the chance now.
3 E: Do you ever play poker?
F: Yeah, quite often, actually.

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Teacher development: playing and pausing

Playing and pausing a recording can help to train your students to be able to hear how continuous speech involves running the sounds of words together, to the extent that some words are contracted or weakly stressed and hard to hear. In Exercise 6, students have to listen very intensively to hear particular sounds and recognise the words and the meaning. Support your students by playing and pausing key parts of the recording a number of times until students train their ears to hear and recognise words or chunks, notice aspects of stress, linking or intonation, or pick up the exact meaning of phrases.

7 Ask students to underline the frequency phrases in Exercise 6. Elicit the first one from the class to get students started. Then organise the class into pairs to discuss the questions. Monitor and note how well students understand the use of the phrases.

- In feedback, elicit the students' ideas. Then ask them to check in the Grammar reference on page 169.

Answers
Frequency phrases are:
quite a lot; maybe two or three times a month; not as much as I used to; all the time; (not) often
1 not as much as I used to
2 quite a lot / quite often
3 once a week, every day, every Saturday, quite often, very regularly, now and then, sometimes, rarely, never, occasionally

G Students complete Exercise 1 in the Grammar reference on page 170.

Answers to Exercise 1, Grammar reference
1 hardly **ever**
2 not ~~much~~ **that / very** often
3 once ~~a~~ **every** two weeks (*once* ***a*** *week*, but *every* ***three*** *months* / ***five*** *minutes*, etc.)
4 ~~twice or once~~ once or twice
5 ~~Always I go~~ I always go
6 Whenever I ~~will~~ get the chance.
7 Not as much ~~how~~ **as** I should.
8 Not as much as I used **to**.

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 6 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers

One of the most difficult problems with expressing habit and frequency is word order. Provide plenty of controlled practice for students, to make sure that they get the hang of this. Areas to point out are that frequency adverbs generally go between the subject and main verb (*I hardly ever go out*) but separate the auxiliary verb from the main verb (*We've always lived here*); some frequency adverbs are often used at the front of a sentence (*Sometimes we go away for the weekend*) or the end (*We used to play tennis quite often*); we use *a* with singular nouns (*once a month*) but *every* with plural ones (*once every two months*); and longer frequency phrases tend to go at the end of sentences.

8 Elicit the frequency phrase for the first sentence from the class to get students started. Then ask students to work individually to complete the sentences before checking answers with a partner.

- Have a brief class feedback and discussion session and deal with queries.

Answers

1 every	4 quite	7 whenever
2 used	5 that	8 would
3 all	6 hardly	

Pronunciation

Aim
to practise saying questions at a natural speed

9 20 Play the recording. Ask students to listen and notice how *do you* is run together and reduced to /djə/. Ask students to practise this sound in isolation. Then play the recording again and ask them to listen and repeat.

- Ask students in pairs to practise saying the questions.

20
1 Do you go swimming a lot?
2 Do you eat out a lot?
3 So do you read much?
4 Do you go to the cinema much?
5 How often do you play games on the computer?
6 So how often do you go to the gym?
7 Do you ever try to read in English?
8 Do you ever watch your favourite team play?

10 Once students have got the hang of pronouncing the questions competently, ask them to take turns to ask and answer the questions.

G For further practice, see Exercise 2 in the Grammar reference on page 170.

Answers to Exercise 2, Grammar reference
1 never used to let me / never let me
2 goes
3 don't see
4 used to study, don't need
5 used to spend, go

Optional extra activity Ask students in pairs to think of four or five more *Do you ...?* questions they could ask about habits and frequency. Then ask students to stand up, walk round and ask three or four people their questions. At the end, ask students to compare answers with their original partner, then tell the class what they found out.

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Developing conversations

Are you any good?

Aim
to introduce and practise expressions for talking about how well you can do something

11 Read through the information in the box as a class. Ask students to give you other examples of extra detail that they could give in response to the question in the example.
- Organise the class into pairs to choose the options in Exercise 11. Elicit the first one as an example. In feedback, elicit the answers from students.

Answers
1 a useless
b quite good
2 a No, not really
b No, I'm useless
3 a Yeah, quite good
b No, I'm useless
4 a No, I'm useless
b I'm OK

12 Ask students to match the questions with the responses, then check their answers in pairs. In feedback, elicit the answers from students.

Answers
a 4 b 1 c 2 d 3

13 Once students have prepared their own questions, organise the class into groups of four. Ask them to take turns to ask and answer questions. Monitor and note errors and/or interesting uses of language.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Organise Exercise 13 as a mingle. Ask students to walk round the class and interview three or four other students.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity to bring together different parts of the lesson and for students to practise talking about free-time activities.
- First, ask students to think of activities they regularly do. You may wish to elicit a few examples from the class to get them started, or to suggest a few (e.g. swimming, playing football, etc.).
- Once students have some ideas, ask them to prepare things to say, using the guide. Tell them to refer back to conversations earlier in the lesson for ideas, and go round the class and prompt students.
- Then, give students some time to practise the conversation with a partner three or four times – practice makes perfect, and once students have followed the conversation guide a few times, they should be able to act out the conversation with minimal prompting.
- Students can continue practising this as a mingle – ask them to stand up and find new partners to talk to. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

6 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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HIDDEN TALENT
Student's Book pages 36–37

Communicative outcomes
In this two-page spread, students discuss their hidden talents, and how long they have had them, and talk about injuries and other problems in sport.

Listening

Aim
to practise listening for specific information

1 Ask students to look at the photos of the different martial arts, and elicit what they are called. Then ask students to discuss the questions in pairs. Elicit ideas in feedback, and check that students understand key words in the text (*balance, size, technique*).

Culture notes

Sanda is a Chinese martial art also known as Chinese kickboxing. It was originally developed by the Chinese military, based on the practices of kung fu.
Karate is a well-known Japanese martial art involving punching and kicking. It became popular world-wide in the 60's and 70's, largely due to martial arts films.
Judo means 'gentle way', and is a modern martial art, created in Japan in 1882 by Jigoru Kanu. Fighters wear loose-fitting white clothes and aim to throw or take down an opponent, and then pin or lock them to the ground. It is an Olympic sport.
Kalaripayattu is a very old Indian martial art involving kicking, grappling and weapons as well as healing and treatment of injuries.

2 21 Ask students to read the situation and the questions.
- Play the recording. Students listen and note their answers to the questions. In feedback, elicit answers from the class. Don't worry if students didn't catch all the information necessary to answer these questions – just find out what they heard on first listening.

Answers
1 That Rika is famous among judo fans. She was in the women's national finals last week, which was televised. She got through to the semi-finals. She's won it before.
2 Partly because he's known her a long time and she's never mentioned it before, partly because she's so small.
3 She's annoyed that she didn't win!

21
I = Ian, R = Rika
I: What happened there, Rika? Did you just sign that guy's book?
R: You saw that?
I: Yeah! It was like you were famous or something.
R: That's because, er ... I don't know. I guess I am, kind of – if you're a judo fan.
I: What?
R: Well, in my other life, away from selling books, I do judo and last week I was in a competition on TV. That guy recognised me from there.
I: Seriously? That's amazing!
R: Oh, it's no big deal. I didn't win it or anything. I lost in the semi-finals.
I: You got to the semi-finals! I can't believe it! I mean, no offence, but you don't look big enough to fight.
R: Well, you fight according to your weight in judo, so size doesn't matter. Although being big isn't always an advantage. It's more about balance. Someone can be big and strong, but if they're off-balance, you can easily throw them. I bet I could throw you over!
I: Hey, I believe you! So how long have you been doing it, then?
R: Ever since I was a kid. At school, the big kids often used to bully me because I was so small and I got into fights, so my dad suggested I did a martial art to defend myself and that was it, really.
I: Well, you've kept very quiet about it. I mean, how long have I known you now? Six years?
R: Yeah, well, I don't really feel like it's connected to what I do at work and, I don't know, I think it's strange for me to just tell colleagues I'm a judo champion for no reason.
I: I guess. So, how often do you have to train?
R: Well, I usually practise all the techniques for at least an hour a day once I get home in the evening, and then two or three times a week I go to a special judo school to practise fighting.
I: Wow! And this competition the other week ... what was it exactly? Was it a big thing?
R: Um, yeah ... it was the women's national finals!
I: No! And you got to the semi-finals!
R: Yeah! I've actually won it before so I'm a bit annoyed I didn't win it this time, but I had quite a bad back injury last year, which stopped me doing any training or fighting.
I: Really? How long were you out of action?
R: Well, I didn't do anything for a couple of months and I only started full training a few weeks before the finals.
I: OK. Well, it sounds as if you did well to get to the semi-finals then.
R: I guess. And the girl who beat me went on to win the whole thing, so ... still, I hate losing!
I: Amazing. You learn something new every day!

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3 21 Give students time to read through the sentences and decide if they are true or false. You could let them discuss what they think with a partner.

- Play the recording again. Students listen and note their answers. In feedback, ask students to say what they heard that helped them decide. Encourage students to say exactly what the two speakers said. You could play and pause parts of the recording to help them catch the key phrases.

Answers

1 T (*Did you sign that guy's book?*)
2 F (*I lost in the semi-finals.*)
3 F (*you fight according to your weight in judo so size doesn't matter*)
4 T (*Ever since I was a kid.*)
5 F (*my dad suggested I did a martial art*)
6 F (She doesn't actually like to talk about it: *I think it's strange for me to just tell colleagues I'm a judo champion for no reason.*)
7 F (*I usually practise all the techniques for at least an hour a day … two or three times a week I go to a special judo school to practise fighting*)
8 T (*I've actually won it before so I'm a bit annoyed I didn't win it this time*)

4 Organise the class into small groups of four or five to discuss the questions. In feedback, encourage ideas from different pairs, and open out any interesting points for class discussion.

Optional extra activity Ask students to ask you questions about your 'hidden talent' (it is up to you to decide what that is – perhaps you play an unusual instrument, ride a horse, or have played a sport to a good level). Tell them that they can, as a class, ask you a maximum of twenty questions. You can only answer *Yes* or *No*. At the end of twenty questions, students must guess what your hidden talent is.

VOCABULARY Injuries and problems

Aim
to introduce and practise words and phrases to describe injuries and problems

5 Ask students to complete each sentence individually. Elicit the word for the first sentence to get students started. Let students compare their answers in pairs before discussing as a class.

- In feedback, model the pronunciation of each word, pointing out the strong stress on the first syllables of *injury*, *injured* and *confidence*, and the stress on the second syllable of *unfit*.

Answers

1 banged	4 unfit	7 confidence
2 broke	5 stiff	8 injury
3 pulled	6 injured	

Background language notes for teachers

bang your head = hit your head against something
in plaster = have a plaster covering around your leg to stop a broken bone moving while it gets better
pull a muscle = stretch a muscle so that it hurts and you can't move properly for a few days
stiff muscles = muscles that are tired and don't move easily, usually after doing too much exercise

6 Organise the class into groups of four or five to order the problems. There is no fixed order, it depends on students' opinions and experiences, but the answer key below offers some suggestions. Elicit possible orders and ask students to justify their decisions. You could build up an agreed class list on the board if your students enjoy this task.

Possible answers

1 a really bad knee injury – never recovered
2 broke my leg
3 injured my back (context suggests not seriously)
4 pulled a muscle
5 banged my head (but not injured)
6 lost confidence (not physically hurt, but students may argue this to be more serious)
7 legs are stiff
8 unfit

7 Organise the class into pairs to talk about their experiences. Allow five minutes' preparation time first, and monitor to help students with ideas and vocabulary. You may wish to model the activity first by talking about a problem you have experienced.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Note down all the errors you heard during the discussions on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

GRAMMAR Present perfect continuous and past simple for duration

Aim
to check students' understanding of how to form and use the present perfect continuous to talk about how long something lasts

8 Read through the information in the box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students understand the rules and the use and meaning of the verb forms. Tell students to concentrate on the rules they weren't sure

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about when checking their ideas using the Grammar reference on page 170. Have a brief class feedback and discussion session and deal with queries.

Answers
1 Yes. (She has been doing it ever since she was a kid = from then still to now)
2 No. (She ***didn't do*** *anything* ***for*** *a couple of months:* past simple for completed events in the past, so she is not out of action now)
3 Yes. (He has known her for six years, so they still know each other now.)
4 We don't use the verb *know* in the continuous form because it is a stative verb.
5 *for* + a period of time (*for a couple of months*)
since + a point in time (*since I was a kid*)

G Students complete Exercise 1 in the Grammar reference on page 171.

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the answer to number 1.

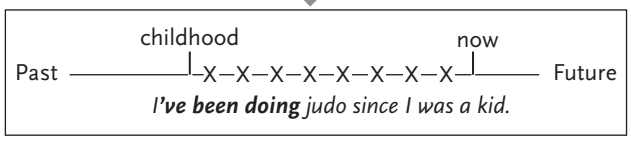
Answers to Exercise 1, Grammar reference
1 have you been doing
2 were you
3 's been skiing, I went
4 haven't been going
5 Since
6 haven't had, since, for

Optional extra activity If you don't have access to an IWB, you might want to write the example sentences from Exercise 8 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: present perfect continuous

The present perfect continuous form (*have* + *been* + the *-ing* form of the verb, or present participle) is used with active verbs to talk about an action that began in the past and continued up to now. Its use emphasises the activity, its duration, and its effect on now, e.g. *I've been working hard all day and I'm really tired.*

- It is also possible to draw a timeline on the board to show how this form works:



9 22 This provides further controlled practice. Read out the first comment and elicit an appropriate *How long ...?* question to get students started. Ask students to work individually to write the rest of the questions. Let students check their answers in pairs.

- Play the recording. Students listen and compare their answers. In feedback, elicit and write any other accurate sentences they came up with.

22 and answers
1 How long has he been driving?
2 How long have you been doing that?
3 How long did you play for?
4 How long was he injured?
5 How long did you warm up for?
6 How long have they been married?
7 How long has she been learning?
8 How long have you been waiting?

Pronunciation

Aim
to practise the pronunciation of the weak forms of auxiliary verbs, past participles and pronouns in continuous speech

10 22 Play the recording. Students listen and notice contractions and weak forms. In feedback, ask students what features they heard. Then ask students to look at the questions in Exercise 9 and practise saying them in pairs.

Background pronunciation notes

- Notice the strong stress (on *long* and the main verb) and the way that the auxiliary verb and pronoun contract in the questions below:

/lɒŋ_əzɪ bɪn/
How long has he been driving?
/dɪdjə/
How long did you play for?

11 Organise the class into pairs to improvise conversations around the questions, continuing for several exchanges as in the example. Read out the example dialogue with the class first.

- Once students have the idea, ask them to write or improvise dialogues depending on how creative you think your class is. If students write dialogues, ask them to practise one or two, and present them to the class. There are no fixed answers to this, but it might be a good idea to have some possible questions for each situation up your sleeve just in case.

Possible answers
2 Are you any good? / Why did you decide to start doing it? / Where do you do it?
3 Why did you stop? / Do you do any other kinds of sport now? / Were you any good?
4 How did he get injured (in the first place)? / Is he back to his best yet? / Has it affected him much?
5 Didn't you know you have to warm up for longer? How often do you play / go running?
6 How did they meet? / What are they doing to celebrate? / What are you getting them?
7 Has she ever lived in an Arabic-speaking country? / Why's she learning? / Where has she been studying?
8 What do you want to do now? / Why didn't you answer your phone?

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Optional extra activity To help your students with the creativity required to do Exercise 11, you could give them some conversation starters (see below) on the board. Ask students to work in pairs. Student A chooses a sentence starter at random from the board. Student B must respond using a question from Exercise 9. Both students must then try to continue the conversation.
Some possible starters:
I'm an experienced marathon runner.
I've pulled a muscle.
I've just finished my tennis match.
My sister's an Advanced Russian speaker.
Suarez returns to play football this weekend.
My parents are still in love.

G For further practice, see Exercise 2 in the Grammar reference on page 171.

Answers to Exercise 2, Grammar reference
1 I've been doing these exercises ~~during~~ **for** three years. I usually do them for an hour a day.
2 ~~From~~ **Since** the accident, it has taken a long time to recover my confidence.
3 ~~I'm~~ **I've been** studying Chinese for six years now, but I can still only have very basic conversations.
4 My grandparents have been married ~~since~~ **for** fifty years and apparently they've never argued once.
5 I banged my head during the game and I've ~~been having~~ **had** a headache since then.

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together different parts of the lesson and for students to practise asking questions about hobbies, sports, abilities and experiences.
- Ask students to think of and prepare questions they could ask first. Then organise the class into groups. Students take turns to ask and answer questions. Encourage them to note down each other's answers.
- In feedback, ask students what they found out about each other.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Web research activity Ask students to find out about one of the following martial arts: *judo, karate, taekwondo, kung fu*. Ask them to find answers to these questions: *When and where did the martial art originate? What equipment do you need? How do you perform the martial art? What qualities do you need? What physical qualities does it develop? What famous champions in the sport are there?*

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THE SOUNDTRACK OF OUR LIVES
Student's Book pages 38–39

Communicative outcomes
In this two-page spread, students will read an article and listen to people talking about the sort of music they like.

VOCABULARY Describing music

Aim
to introduce and practise adjectives to describe songs and music genres

1 Ask students to read through the sentences and think of examples. You could elicit an example for *catchy* first to get students started (e.g. pop songs tend to be catchy and commercial).

Optional extra activity Bring in some music for students to listen to. Ideally, you need five or six short snatches of different genres (a pop song, rap song, heavy rock, classical, etc.). You could start the lesson by asking students to listen, say what type of music they hear, and write down any adjectives they can think of to describe the music. Alternatively, play the music after students have looked at the adjectives in Exercise 1, and ask them to match these adjectives to the music they hear.

Teacher development: checking words

Instead of relying on definitions or translations, it is a good idea to check words by asking students to use them or personalise them in a way that helps them understand the meaning and remember the words. Here are some suggestions.

1 Personalise the words. So, in Exercise 1, ask students to give personal examples, or listen to music and use words to give personal responses.
2 Order, match or categorise words. Encourage students to manipulate words by putting them into categories (e.g. negative and positive words) or into order (e.g. least strong to strongest).
3 Use mimes, visuals or realia whenever possible to show the meaning of words. Here, bringing in and playing music is suggested.

2 Ask students in pairs to compare the examples they thought of and say what genres they like. In feedback, make sure students are clear about the meaning of the new words by providing your own examples and/or using mime or music to show the meanings.

DEVELOPING CONVERSATIONS
Talking about tastes

Aim
to introduce and practise phrases used to express specific tastes in music, films or books

3 Read through the information in the box as a class, and ask students to put the conversation in order. Let them compare their answers in pairs before discussing as a class. Find out what students think but don't reveal answers yet.

Teacher development: ordering dialogues

Ordering dialogues is harder than it looks, and involves an understanding of reference and discourse marking as well as meaning. Here are two things to do if your students find it hard to order the lines of a dialogue.

1 Ask students to match pairs of exchanges that clearly go together first. So, here, ask them to match each of the three questions to what they think is the most natural response before worrying about which order the questions were asked in.
2 Ask students to find lexical connections between lines that go together – *What kind* ... and *All sorts* ... connect because *kind* and *sort* are synonyms.
3 Ask students to recognise discourse markers like *So* and *Well* and say what they reveal about the order of the dialogue. *So*, for example, is used to keep a conversation going. Here, therefore, it is used to preface a question that must come later in the conversation.

4 23 Play the recording. Students listen and check their answers.

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

23
A: Do you listen to music much?
B: Yeah, all the time.
A: What kind of music are you into?
B: All sorts, really, but mainly pop music and R&B.
A: Oh right. Anyone in particular?
B: Erm, I don't know .... Girls Rock, Soul Train, stuff like that.
A: So, have you heard anything good recently?
B: Well, I downloaded this great song by K Boy. It's fantastic.

5 Organise the class into pairs or small groups to practise the conversations. It is a good idea to give students a little preparation time first to think about their favourite books, films and music, and to write up the 'skeletal' phrases students must use on the board before they start talking; write *stuff like that*; *Do you ... much?*, etc. on the board at random so students can look up and refer to them if they get stuck.
• Monitor and note errors and interesting uses of language.

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• Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Organise Exercise 5 as a mingle. Ask students to walk round the class and interview three or four other students.

Reading

Aim
to give students practice in reading for specific information; to focus on some common errors students make with the meaning and use of words

6 Give students time to read through the titles and artists and discuss any they know with a partner. Find out how many students in the class know the different songs and singers, and elicit what they know about them and if they like them.

Optional extra activity It is a good idea to check out some of these songs and types of music online before the lesson, and download some short extracts to play to the class. You could just play the extracts before doing Exercise 6, asking students what they are listening to, and whether they like the music.

Culture notes

Hey Jude (The Beatles): released in 1968, this song lasts over seven minutes, and has sold over eight million copies. In 2013, *Billboard Magazine* named it the tenth biggest song of all-time.
The Gimmies: an energetic Japanese punk rock band created by guitarist Sora in 1997.
Nicki Minaj is an American rapper and songwriter and her song *Starships* reached the US charts in 2012.
Antonio Vivaldi (1678–1741) was an Italian Baroque composer, and the *Four Seasons* are violin concertos.
Limón Y Sal (Julieta Venegas): Julieta is an American-born Mexican singer, songwriter, instrumentalist and producer, who sings pop-rock in Spanish. *Limón Y Sal* (lemon and salt) was released in 2006.
The Jungle Book is a Disney animation film released in 1967 – it is based on the short stories of the same name by Rudyard Kipling. The jazz song, *I Wanna Be Like You*, was written for the film by Robert and Richard Sherman, and sung by Louis Prima.
Ivan & The Parazol is a Hungarian rock'n'roll band, formed in 2010.
Céline Dion is a Canadian singer, with a powerful voice, famous for singing love ballads. Released in 1997, *My Heart Will Go On* was the theme song of *Titanic*.
Gangnam Style (Psy): This is the 18th K-pop single by the South Korean musician Psy. The song was released in July 2012. On December 21, 2012, *Gangnam Style* became the first YouTube video to reach one billion views

7 Check that students know what a *playlist* is (a set of songs that go together in some way). Then ask them to read the article and find answers.

Answers
Hey Jude (The Beatles) Yes – it's very catchy
Stuck Me (The Gimmies) Yes – great live – very energetic
Starships (Nicki Minaj) Yes – reminds her of time in Holland
The Four Seasons (Vivaldi) Yes (two parts of it) – helps to cheer her up
Limón Y Sal (Julieta Venegas) – Yes her husband bought it for her
I Wanna Be Like You (from The Jungle Book) Yes – reminds him of his dad and it makes his brother laugh
Take My Hand (Ivan & The Parazol) Yes – listens with her sister – they love indie music
My Heart Will Go On (Céline Dion) No – hates it because it's so sentimental
Gangnam Style (Psy) No – annoyingly catchy, reminds him of bad dancing at weddings

8 Ask students to discuss the questions with their partner. Tell them to look back at the text to check or find answers.

Answers
1 Natalia
2 Kevin
3 Corina
4 Toshi
5 Natalia
6 Kari and Kevin

9 Ask students to work individually first to correct the errors. Let them compare answers in pairs before discussing as a class.
• Organise the class into new pairs to discuss the sentences. In feedback, find out about the musical tastes of the class.

Answers
1 comes
2 match
3 along
4 live
5 sentimental
6 reminds
7 do
8 background
9 do

Background language notes for teachers

1 a song *comes on* the radio (i.e. it starts to play); somebody *puts* a CD or record *on* (i.e. plays it)
2 *to match my mood* = to sound the same as how I feel
3 You *sing along to* songs, which means you sing at the same time as the singer; friends *sing together*, which means they all sing the same song.
4 Notice that we can *see a band live* (i.e. it is playing a concert, not on a recording), or *see a live band* (i.e. we can use *live* as an adjective to describe the fact that the band is playing for real); *lively* has a different meaning – it means full of action or fun.
5 We use *sentimental* to describe things that are emotional or romantic – it is often used negatively; we use *sensitive* to describe people.
6 *to remind* (somebody) *of* (something or someone) = to make you remember or think of a time, a thing or a person

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7 *do a dance* – we generally use *do* with physical activities, and *make* when there is an idea of creation or construction
8 If you *have music on in the background*, it means it's playing, often at low volume, but you aren't really listening to it because you are doing something else.
9 If a song, a book, an experience, a sport, etc. *does something for you*, it makes you feel positive feelings – excited, enthused, etc.

Optional extra activity You may wish to check other expressions used, which are connected to the topic.
soundtrack = the music in the background in films
lyrics = the words of songs
It cheers me up = it makes me happy when I'm sad
They're going to be big = they're going to be successful and famous
It's catchy = it's easy to listen to and remember
I couldn't get it out of my head = I couldn't stop thinking about it

10 Organise the class into pairs to discuss which person in the article they are most similar to.

Optional extra activity Write the following on the board and ask students to think of answers (provided in brackets.
Think of three ...
... places where they have music in the background (lifts, supermarkets, cafés or restaurants)
... times when you sing along to songs (in a club with friends; in the car with the radio on; at a party)
... times when you do a stupid dance (a family wedding; a birthday party; a traditional festival of some kind)

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

11 Organise the class into small groups of four or five. Give students four or five minutes to choose and prepare a playlist. When students are ready, ask them to compare and discuss with others in their groups. Listen for errors, new language or interesting phrases to use in feedback.
• In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity This works well as a milling activity. Ask students to stand up, walk round, and talk to three or four different people.

We research activity Ask students to research playlists selected by critics or celebrities online. Tell them to think of a theme first (e.g. the top ten best songs of all time; the highest-selling songs; the best punk songs; the most sentimental songs). Tell them to find a playlist which they can present to the class in the next lesson, and comment on.

VIDEO 2: WORLD HERITAGE QUIZ
Student's Book page 40

Aim
to do a quiz find out more about UNESCO's World Heritage Sites

1 Lead in to the topic by asking students to look at the photos and say what they can see. Organise the class into pairs or small groups to discuss the questions. Elicit students' ideas and write up interesting ideas or pieces of language on the board.

2 Ask students to read the article and find the answers. Let them compare their answers in pairs before discussing as a class.

Answers
1 the ancient ruins of Abu Simbel Temple
2 They relocated the temple to higher ground because it was in danger from a plan to build a dam and create a huge lake.
3 World Heritage Sites are important places of interest around the world that are on a list and protected. UNESCO manages the list.
4 islands, lakes, mountains and rivers, and everything from cave paintings to Roman ruins, medieval towns to churches and mosques, and even early industrial buildings

Culture notes

The Abu Simbel temples are two massive rock temples in southern Egypt, near the border with Sudan. The twin temples were originally carved out of the mountainside during the reign of Pharaoh Ramesses II in the 13th century BC. They were built as a monument to himself and his queen Nefertari. The complex was relocated to a position high above the Aswan High Dam reservoir.

3 7 As students watch the video, they should take notes. Let them compare their notes in teams of four, and find answers to the questions.

7
1 Which country has the most World Heritage Sites?
2 In which city is this World Heritage Site?
3 What kind of building is this?
4 Jeju is a popular tourist destination in which Asian country?
5 What kind of building is this?
6 Think of one thing that makes Lake Baikal so special.
7 In which ocean would you find these statues: Atlantic, Pacific, Indian or Arctic?
8 What makes this section of the River Rhine in Germany a World Heritage Site?
9 In which country would you find these rock formations: Italy, China, Morocco or Turkey?
10 At what angle was the Tower of Pisa leaning at its worst: 3.9 degrees, 5.5, 7.2 or 10.6?
11 When was Machu Picchu built: 2nd century, 7th, 11th or 15th?
12 What's the name of this mountain?

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4 **8** As students watch the next video clip, they should listen to mark their answers and add any extra information. Find out which team has won.

8 and answers

So the answers.
Number one. The country with the most sites is Italy. It currently has 49 sites and may soon have more. Italy is followed by China and then Spain.
Question two. This is of course the Forbidden City, which is in China, in the capital city Beijing. It's over 600 years old and in front of the entrance there is the biggest city square in the world called Tiananmen Square.
Question three. This is the Mezquita in Córdoba, Spain. It was originally a small church. Then it was shared with Muslims before it became a mosque. Finally, it was converted into a cathedral. So if you have any of those answers – church, mosque or cathedral – you can have a point.
Question four. This is the island of Jeju in South Korea. We said it was a popular tourist destination. In fact, the air route between the capital of South Korea, Seoul, and Jeju is the busiest in the world outside the US, with flights carrying over ten million people every year.
Five. This is the Kennecott mine in Alaska, part of a US national park. They used to mine for copper here, which is a reddish metal. Chile also has a copper mine and town as a World Heritage Site.
Question six. Lake Baikal in Russia is special because it's the biggest lake with fresh water in the world: it contains 20% of the world's unfrozen fresh water. It is also the deepest lake in the world with the clearest water. And it's also perhaps the oldest lake – 25 million years old. So if you have written down any of these facts, score a point.
Seven. These are the Statues on Rapa Nui, which you may also know as Easter Island. The island is in the Pacific Ocean.
Question eight. The Upper Middle Rhine Valley is a lovely area – fantastic not least for the forty castles on its banks. Some of those castles are in ruins, but quite a few are now hotels. The area also has several medieval towns and is known for its vineyards, where they grow the grapes for the famous Riesling wine. Any of those three things: castles, medieval towns or vineyards, and I'll give you a point.
Question nine. These rock formations are in the area of Cappadocia and the country is ... Turkey. Believe it or not, these were formed by the winds that blow across the area. People also started living inside the rocks around 2,000 years ago.
Ten. At its low point, the Tower of Pisa was leaning by 5.5 degrees from the straight. Around the beginning of this century, there was an effort to save the building, and after the repairs it now only leans at 3.9 degrees.
Number eleven. After Machu Picchu became a ruin it was 'lost' and not discovered again till 1911. It was actually built in the fifteenth century – they think in about 1450 – and it only existed for about a hundred years!
And finally number twelve. It is, of course, Mount Kilimanjaro. Kilimanjaro is in Tanzania and is Africa's highest mountain.
So that's it. Did anyone get 12 out of 12?

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to read the questions then put them in groups of four or five and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

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REVIEW 2
Student's Book page 41

Aim
to consolidate vocabulary and grammar from Units 3 and 4

Answers

1
1 going
2 into
3 to
4 for
5 of
6 decided
7 since
8 ago
9 round / over
10 nearly

2
1 much as I used to
2 every chance I get
3 've been a member
4 are thinking of going
5 's supposed to be
6 long have you been working

3
1 spent
2 going to rain
3 Do you have, We're going to
4 Do you go, ever
5 played, did you play for
6 Do you ever eat out, every

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

7
places of interest: lively, gallery, medieval, stalls
weather: blow away, freezing, humid, miserable, warm up
sport: injure, stiff, unfit, warm up

8
1 boiling
2 fishing
3 reaction
4 useless
5 catchy
6 repetitive
7 moving, sentimental
8 injury, confidence

9
1 forecast
2 boiling
3 grey
4 chilly
5 district
6 Palace
7 Mosque
8 Tower
9 commemorates
10 nightlife
11 century
12 cleared up

24 and answers to Exercise 4
1 How long have you been doing that?
2 I'll probably just stay in and have an early night.
3 I might go to a friend's house and play cards.
4 Not as much as I should, to be honest.
5 How long has he been injured?
6 No never, but I'd love to.

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5 WORKING LIFE

Speaking

Aim

to set the scene and introduce the theme with a photo; to get students talking about jobs

1 Start by telling the class that in this unit they're going to be learning how to talk about jobs, and to talk about getting used to changes.

- Ask students to look at the photo on pages 42–43. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need (*tea leaves, plants, plantation, workers*, etc.).
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, and correct any errors that you noticed.

Possible answers

The photo shows workers on the Magwa tea plantation in South Africa. They are picking tea leaves. They are in the mountains where the cooler, wetter conditions help the tea plants grow.
The good things about the job are: people get to work in the open air, and get to work with friends in a community.
The bad things are: it is demanding, back-breaking work, and workers are often badly paid.

Culture notes

The Magwa tea plantation is outside Lusikisiki in Eastern Cape province, South Africa, and is the largest tea plantation in the southern hemisphere.

2 Ask students to read the rubric and look at the list of jobs in the box. Start by eliciting why *labourers* are needed on a tea plantation, and what work they might do. Then organise the class into groups of four or five to discuss why each job is or isn't needed. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class about one of the jobs they discussed, and say why the job is needed. Let students suggest their own ideas, but arguably almost every job here – except maybe the surgeon – could be seen as important and connected.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

labourer: to pick the tea, to carry the crates full of tea onto and off boats
engineer: to build roads, docks, infrastructure along which tea can be transported
truck driver: to move tea to and from airport or ferry terminals
civil servant: to process data regarding import and export of tea
plumber: to fix / install water systems needed as part of the infrastructure
graphic designer: to design packaging for the tea, posters to advertise tea, etc.
programmer: to write software to track movement of ships, planes, etc.
electrician: to fix / install electrical systems needed as part of infrastructure
lawyer: to draw up contracts between various companies doing business with each other
accountant: to keep accounts for companies involved
trader: to buy and sell tea on the market
surgeon: (no particular role here)
sales rep: to sell the tea to shops
security guard: to watch over tea plantations, warehouses, supermarkets where tea is sold, etc.
estate agent: to buy and sell property or land for the use of the tea company

Optional extra activity You may wish to check the meaning of each of the jobs before students do the task. You could do this by describing or miming each job, asking students to stop you and say which job you are describing or miming. Alternatively, you could do this as a dictionary task. Ask each group to look up two or three jobs then describe what the people do to the rest of the class.

Background pronunciation notes

It is a good idea to read these jobs out to model the pronunciation. Ask students to repeat some of the more difficult pronunciations commented on below:
labourer /ˈleɪbərə/; *designer* /dɪˈzaɪnə/; *surgeon* /ˈsɜːdʒən/; *lawyer* /ˈlɔɪə/; *plumber* /ˈplʌmə/.
Note the stress: *electrician, accountant*.

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THAT MUST BE STRESSFUL
Student's Book pages 44–45

Communicative outcomes
In this two-page spread, students will practise describing jobs; they will practise commenting on other people's experiences.

VOCABULARY Describing jobs

Aim
to introduce and practise words and phrases to describe jobs

1 Ask students to read through the sentences in pairs, and to discuss the words in bold. Work through the first as an example, and show students how they can guess any unknown words from the context. Monitor and note how well students understand and can explain words.
• In feedback, elicit jobs for the different descriptions, and check any words that students are unsure of (see explanations in the answer key). You could do this by eliciting other jobs that can be described with these words or by giving further examples of how the words work. Providing examples of jobs is an open discussion and doesn't really have fixed answers. Let students argue their own points of view, so long as they're valid.

Answers
1 *competitive* = lots of people want to do it; *field* = an industry (media / education / engineering, etc.), or a kind of work
(In the UK, a *competitive field* could mean working in the media, film or music industry. In Spain, it could mean working for the civil service.)
2 *well-paid* = the money that you earn from this job is good; a *bonus* is an extra payment when you do a good job
(The fact there's a bonus included suggests some kind of sales rep or market trader.)
3 If a job is *rewarding*, it's not necessarily well paid, but it involves helping people, which makes you feel good about yourself and the work you do.
(e.g. teacher, doctor, nurse, social worker, etc.)
4 If a job is *insecure*, you might easily have no work and / or not get paid.
self-employed = you work for yourself with no boss
a *temporary contract* = a job which finishes after an agreed, short period of time
(e.g. journalist, labourer)
5 If work is *easy*, it isn't difficult, and if you have *no responsibility*, it doesn't demand too much of you, and you don't go home thinking about it or worrying about it.
(e.g. shop work, being a waiter or waitress, factory work)
6 *Creative* work means you need to think of new ideas and approaches all the time.
(e.g. engineering, research work, designer, artists, musician, teacher, scientist)
7 If work is *stressful*, you feel worried and maybe ill because of your work. If you're under a lot of *time pressure*, you have to finish work in a short time (you have tight deadlines to meet or you have to work late).
(e.g. jobs in the financial sector, writer, producer, programmer, manager)
8 If a job is physically *demanding*, it's hard physical work. You need to be strong and fit to do it.
(e.g. labourer, building site work, factory work)
9 If a job is *varied*, you don't get bored, you get to do loads of different things.
(e.g. marketing manager, advertising agency work, creative jobs)
10 If a job is *dull*, it's boring. *Admin* (short for *administration*) and *paperwork* are similar: they mean writing things down, filling in forms, updating a database, etc. usually at a desk in an office.
(e.g. office jobs, civil service jobs, accountant)

Background pronunciation notes

Note the stress: *competitive, rewarding, insecure, temporary, responsibility, creative, demanding.*

2 Ask students to discuss the questions in pairs. In feedback, elicit answers, and, if necessary, correct any errors students make with the use of the vocabulary from Exercise 1. Note that answers to 1, 3 and 4 may vary but should include some of the ideas below.

Answers
1 seeing an advert for a vacancy, writing a CV, filling in an application form, getting shortlisted, going for an interview
2 badly-paid or poorly-paid
3 if they've met their sales target for the year or for the quarter
4 managing people, being responsible for stock, being responsible for money, being in charge of strategy and planning
5 a permanent contract, (note that a full-time contract means that you work 9 to 5 each day, but it may still be temporary)
6 filling in forms, keeping records of things that happen, filing things away, writing reports, etc.

3 Organise the class into groups of four or five and ask students to discuss the jobs. Encourage students to talk about their own jobs or those of family members. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
• In feedback, ask different pairs to tell the class what they discussed.
• Once you have given feedback on content, look at good pieces of language that students used, and correct any errors that you noticed.

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Optional extra activity Write the following annual salaries on the board: $15,000, $30,000, $50,000, $100,000 (use pounds or euros if you think your students will know them better). Ask students in groups to decide which jobs are most likely to get these salaries. In feedback, discuss whether students think they deserve to be paid more or less.

Listening

Aim

to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

4 25 Give students a moment to read through the situation and the questions.

- Play the recording. Students listen and note their answers to the questions. After playing the recording, ask students to work in pairs to compare their answers.

Answers

1 Amanda works for a mobile phone company. She is in the design department. She's involved in designing the graphics and icons on the phone screen.
Ivan isn't working at the moment, he's studying for exams.
2 Amanda studied graphic design, then after graduating she got a job with a company that designed websites. Then she got the job with Vodafone.
Ivan worked in a law firm two years ago, but it wasn't paid. They said it was work experience.
3 Ivan is preparing for government exams so he can get a civil service job. It's much more secure, it's almost a job for life.
4 Amanda is 33. She was 25 when she joined the company and she's been there for eight years.
Ivan is 30 – but Amanda thinks he looks younger.

25
I = Ivan, A = Amanda

I: So what do you do, Amanda?
A: I work for a mobile phone company.
I: Oh yeah? Doing what?
A: I work in the design department. I'm involved in designing what you see on the screen of the phone. You know, all the graphics and icons.
I: Oh right. Sounds interesting. How did you get into that?
A: Well, I studied graphic design. After I graduated, I worked for a company that designed websites. Then one day I saw Vodafone were recruiting people so I applied and I got a job. They gave me some training and I just got into it that way.
I: OK. So how long have you been working there?
A: It must be seven years now. Wait! No, eight! I was 25 when I joined, so yeah, eight years. Time goes so fast!
I: You must enjoy it.
A: Yeah, I do generally. It's quite varied because they're constantly changing the phones and designs, and of course it's quite a creative job, which is nice. But, you know, it's like any job. It has its boring moments and the hours can be quite long.
I: Really? How long?
A: Well, it depends if we have a deadline to meet, but sometimes I do something like fifty or sixty hours a week.
I: Really? That can't be easy.
A: It's actually fine. I mean, it is a bit stressful sometimes, but you get used to it. In fact, I sometimes need that stress to work well, you know. I sometimes work better under pressure.
I: Really? I can't work like that.
A: So what do you do?
I: Oh, nothing! At the moment, I'm just studying.
A: Really? How old did you say you are?
I: Thirty.
A: Really? You look younger.
I: Thanks.
A: So were you working before?
I: Kind of. I worked in a law firm two years ago, but it was really insecure. When I started, I was basically working for free, more or less. I mean, they covered my lunch and my travel costs, but basically I didn't get paid.
A: Seriously?
I: Yeah. And, of course, I didn't mind to begin with. I needed the work experience and they were a well-respected firm. I guess I just expected that sooner or later they'd offer me a full-time job.
A: And did they?
I: No, not a chance! There were some vague promises – enough to keep me thinking I might get something – but in the end I realised it was never going to happen.
A: How long were you there?
I: Just over a year and a half!
A: That's terrible.
I: Yeah, but you know, it happens quite a lot. Anyway, now I'm preparing for government exams, so I can get a civil service job. It's much more secure. It's almost a job for life.
A: Really? That must be very competitive if other jobs are so insecure and badly paid.
I: Yeah, it is. I think there were a thousand people applying for ten jobs last time.
A: Gosh. Well, good luck.

5 25 Ask students to read through the sentences and note any answers they heard during the first listening. Then play the recording again. Students listen and note or check answers. After playing the recording, ask students to work in pairs again to compare their answers.

- In feedback, ask different pairs to provide answers.

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Answers
1 in (point out *be involved in -ing*)
2 get (*how did you get onto it?* = how did you start doing it?)
3 applied (*reply* to a letter, *apply* for a job)
4 moments (*it has its moments* – fixed phrase)
5 meet (*meet a deadline*; ask what the opposite is – *miss a deadline*)
6 can't
7 under

6 Ask students to discuss the questions in pairs. In feedback, ask different pairs to share their ideas with the class.

Developing conversations

Doing what?

Aim
to introduce and practise using the phrase *Doing what?* to ask about a person's role and duties in a job

7 Read through the dialogue extract and the information in the box with the class. Point out that *Doing what?* or *Doing what exactly?* are follow-up questions asking for more detailed information about role and job description.
- Ask students to match the job outlines to the more detailed job descriptions. Work through the first as an example. Let students compare their answers in pairs before discussing as a class. In feedback, point out verb-noun collocations (*do admin / orders*), dependent prepositions (*involved in, responsible for, deal with*), and abbreviations (*admin* = administration work such as typing and filing; *rep* = sales or marketing representative).

Answers
1 c 2 e 3 d 4 b 5 a

Background language notes for teachers

In *Doing what?* we use the *-ing* form because we are asking about the activities the person is engaged in. Note the rising intonation over *what* here. The more exaggerated the intonation pattern, the more interested the speaker sounds.

8 Organise the class into pairs to practise the conversations, using jobs 1–5 in Exercise 7. You could ask them to write out their first conversation dialogue before practising it, so that they have a written model of the exchange.
- Let students practise the dialogues a number of times. Walk round and monitor, and encourage good intonation patterns as well as correct usage. After students have practised once, you could tell them to cover the phrases a to e in Exercise 7, and to do the dialogues again from memory.
- Monitor and listen for errors. In feedback at the end, go through errors students made.

Optional extra activity Once students have practised in pairs, ask them to carry out the conversations in a mingle. Number students 1 to 5 round the class and tell them to memorise the job that corresponds to their number (so number 1s remember *I work in the warehouse*). Students then walk round and interview three or four other students.

Teacher development: prompted dialogues

When students are practising dialogues of the type in Exercise 7 above, it is a good idea to ask them to move away from reading out the dialogues to memorising or improvising them. Here are two suggestions.
1 Ask them to cover part of the dialogue (here students could look at the lines 1 to 5 in Exercise 7, but cover a to e).
2 Write up the phrases in bold in Exercise 7 on the board, and ask students to remember the missing words, or improvise the missing words.

Grammar

Must and *can't* for commenting

Aim
to check students' understanding of how to comment on other people's experiences using *must* and *can't*

9 With the whole class, read through the information in the Grammar box at the top of the column. Then organise the class into pairs to read the examples and answer the questions. Monitor and note how well students can answer questions.
- Remember that, as with most of the guided discovery approaches in the Student's Book, you have an option as a teacher in feedback. Either let students discuss their ideas and read the explanation at the back of the book, then ask if there's anything they're not clear of, or let them discuss their ideas, then check them yourself as a teacher.

Answers
1 probably (because they're giving their opinions or ideas about the feelings of the other person. They're not stating facts, though there is strong evidence for their comment.)
2 must
3 can't
4 often use
5 believe
6 don't often

G Students complete Exercise 1 in the Grammar reference on page 171.

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Answers to Exercise 1, Grammar Reference
1 must, am
2 must, do
3 can't, Actually
4 be, Not, was
5 want, don't

Background language notes for teachers

We use *must* and *can't* to speculate and to make logical deductions based on evidence or on how we see a situation. Although the speaker is sure that what they are saying is true, it is not a fact, only a speculation. They are appropriate forms to use here because the speaker is effectively putting him or herself in the shoes of the other person – they are imagining what it is like, and speculating to show empathy and encouragement.

10 Elicit a response to the first comment from the class to get students started. Then ask students to work individually to think of responses before checking answers with a partner.
- Have a brief class feedback and discussion session and deal with queries. At this stage, deal with and comment on students' ideas rather than providing answers. Some suggested answers are given on the recording in Exercise 11.

Optional extra activity Ask students to act out some of the comments and responses they have thought of. Monitor and comment on good dialogues in feedback.

Pronunciation

Aim
to practise saying *must* and *can't* at a natural speed without pronouncing /t/

11 26 Play the recording. Ask students to listen and notice how the /t/ in *must* and *can't* is silent when the word that follows begins with a consonant sound.

12 26 Play the recording again and ask them to listen and repeat.
- Ask students in pairs to practise saying the comments, paying attention to the pronunciation.

26
1 That must be quite demanding.
2 That must be great.
3 You can't find that very easy.
4 She must earn a fortune.
5 That must be really rewarding.
6 That can't be much fun.
7 That must be a worry.
8 You must be doing well.

13 Once students have got the hang of pronouncing the comments competently, ask them to prepare and practise dialogues in pairs. Depending on the ability of your class, you could ask them to prepare and script dialogues first, or just to improvise them using the sentences and comments from Exercise 10.
- Monitor and note down any errors as students practise. In feedback, comment on good uses of language and write up any persistent errors for students to comment on and correct. Some suggested dialogues are given below.

Possible answers
1 A: I'm the sales manager for Europe. I'm in charge of thirty reps.
B: That must be quite demanding.
A: Yeah, it can be sometimes.
2 A: I travel a lot round Europe and the Middle East.
B: That must be great.
A: No, it isn't really. I'm a bit bored of all the travelling now, to be honest.
3 A: I care for people who are dying.
B: You can't find that very easy.
A: It's OK, actually. I'm used to it.
4 A: His wife's a tax lawyer for a top accountancy company.
B: She must earn a fortune.
A: She does, yeah.
5 A: I really see the kids develop and improve.
B: That must be really rewarding.
A: Yes, it is. I love it.
6 A: Basically, I just sit in front of a screen all day.
B: That can't be much fun.
A: It's OK. It gives me time to think!
7 A: I don't have any work after this contract comes to an end next month.
B: That must be a worry.
A: It is, yeah. To be honest, I don't know what I'm going to do.
8 A: They said they're going to give us all a bonus.
B: They must be doing well.
A: I guess so. It's great news for us!

Optional extra activity Ask students in pairs to think of two or three other opening lines from which they could improvise a three-line dialogue.

G For further practice, see Exercise 2 in the Grammar reference on page 172.

Answers to Exercise 2, Grammar reference
1 I bet he was furious.
2 I bet they aren't making any money.
3 I bet that isn't very interesting.
4 I bet he's earning good money.
5 I bet she wasn't feeling very well.
6 I bet that wasn't much fun.
7 I bet you're pleased about that.
8 I bet you were driving too fast.

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Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity to bring together different parts of the lesson and for students to practise talking about jobs.

- Organise the class into pairs and ask them to choose one of the speaking tasks and to prepare questions and comments as appropriate. Monitor and help with ideas and vocabulary.
- Once students have ideas, ask them to act out their conversations. Allow pairs to have a go three or four times – practise makes perfect, and mix students so that they get to talk to different people.
- Monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

9 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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IT'S AGAINST THE RULES
Student's Book pages 46–47

Communicative outcomes
In this two-page spread, students talk about rules where they work, where they study or at home.

Listening

Aim
to practise listening for specific information

1 Ask students to look at the cartoons on page 47, and elicit what workplace rules are being shown.

- Organise the class into groups of three or four to read and discuss rules 1–10. You may need to explain *take time off* (= have hours or days when you are not at work) and *at set times* (= at times that have already been decided).
- Monitor and listen in on groups, and note their opinions as well as their language use and understanding of modals of prohibition. At the end, have a very brief feedback session, and decide which rules are fair and which aren't.

Possible answers
Rules 2, 4 and 6 seem fair as they are there to make sure everybody is treated equally.
Rules 5 and 9 are clearly sensible as they are there to prevent accidents.
Rules 6 and 7 are there to protect the company's computer systems.
Rule 10 seems fair.
Students may feel the other rules are unfair, although they may argue that in some situations they could be there for good reasons.

Optional extra activity Ask students to say which types of jobs are most likely to have each of the rules (e.g. rule 1 could be sales assistants in a department store, rule 4 could be factory workers, rule 5 could be construction site workers, rule 10 could be designers or editors).

2 27 Play the recording. Students listen and match each conversation to one of the rules in Exercise 1. Let students compare their answers in pairs. In feedback, elicit answers, and any information students heard to support their answers.

Answers
1 Rule 6 (He was surfing the web at work and somehow got a virus which infected the whole system and cost a fortune to deal with.)
2 Rule 1 (She's got a new job with a law firm and they've got a very strict dress code. Women aren't even allowed to wear smart trousers!)
3 Rule 2 (He wants to take a day off, but it's too short notice and the boss says no.)

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27

A

D = Dom, L = Laura

D: Did you hear about Patrick?
L: No. What?
D: Apparently, he's been given a written warning.
L: You're joking! What for?
D: He was going on the Internet to buy concert tickets and book holidays. And he was always sending personal emails.
L: Yeah? So what? Doesn't everyone do that? I mean, we're certainly allowed to do it in our breaks.
D: Well, apparently, you're not allowed to use the company computers like that at all. Not in his company, anyway.
L: That's a bit unfair, isn't it?
D: You say that, but actually what happened to him was he visited some site or other and somehow got a computer virus and then it infected the whole system. He said the company had to spend a fortune sorting it all out.
L: Oh right. Well, in that case, I can see why they might be a bit angry, then!

B

F = Francesca, J = Jade

F: Are you thinking of buying that?
J: Yeah, what do you think?
F: Very smart. I don't usually see you wearing stuff like that.
J: No, I know, but I've got this new job working in a law firm.
F: Oh really? That's great news! What are you going to be doing there?
J: Just admin work really, but they have a strict dress code – you can't even wear smart trousers; you have to wear skirts!
F: You're joking! Is that legal?
J: I guess so. They can do what they want, can't they?
F: You think? What if you can't wear something for religious or health reasons?
J: I don't know! I guess they make an exception. Anyway, listen, I've been looking for a job for ages so I'm not going to complain!

C

A = Adam, B = Bill

A: Bill, sorry to interrupt, but can I have a quick word?
B: Yes, of course. What's up?
A: Listen, I'd like to take the day off on Friday. My son's performing in a school concert.
B: Friday? I'm afraid that's impossible.
A: Are you sure?
B: Sorry, Adam. It wouldn't be a problem normally, but we've got a bit of a crisis this week. Vicky's off sick and we really have to complete this order by Saturday.
A: Can't someone else help? My son will be so disappointed if I don't watch him play. And I do have some holiday left for this year.
B: I'm sure. But if we're late with this order, we might lose the whole contract.
A: I see.
B: You're supposed to arrange time off with me a month in advance, you know.
A: I know, I know. It's just I've asked you at short notice before and it hasn't been a problem.
B: Well, as I say, normally it isn't.
A: Well, I guess that's all. I don't know what I'll tell my son.
B: I'm sorry. You'll be really helping me and the company.

3 27 Give students time to read through the sentences and decide which collocations they know or can remember from the conversations. You could let them discuss what they think with a partner.

- Play the recording again. Students listen and check their answers. You could play and pause parts of the recording to help them catch the key phrases.

Answers
1 written
2 personal
3 whole
4 law
5 religious
6 make
7 quick
8 off
9 short

4 Organise the class into pairs to discuss the questions. In feedback, encourage ideas from different pairs, and open out any interesting points for class discussion.

GRAMMAR Talking about rules

Aim

to check students' understanding of how to use *have to, can / can't, be (not) allowed to,* and *be (not) supposed to* to talk about rules

5 Read through the information in the Grammar box as a class. Then organise the class into pairs to read the example sentences and complete the statements.

- Monitor and note how well students understand the forms. Tell students to concentrate on the information they weren't sure about when checking their answers using the Grammar reference on page 172. Have a brief class feedback and discussion and deal with queries.

Answers
1 have to or be supposed to
2 can't or be not allowed to
3 be allowed to
4 be supposed to

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G **Students complete Exercise 1 in the Grammar reference on page 172.**

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the correct option for number 1.

Answers to Exercise 1, Grammar reference
1 you're not allowed to
2 Are you allowed to wear
3 I'm supposed to
4 Do you have to
5 We aren't supposed to
6 You're not really supposed to
7 We are allowed to
8 I have to, I'm allowed to

Background language notes for teachers: talking about rules

In this section, a distinction is made between *must* for essential, strongly-expressed rules, when the speaker has authority, and *have to* for less directly-expressed rules, when the speaker claims no authority. Compare the following:
We must leave now.
(the 'authority' for the decision comes from the speaker)
We have to leave now.
(here, the 'authority' is not from the speaker but from outside – e.g. a law, a rule, a curfew)
You must drive faster.
(a command – the authority is from the speaker)
You have to drive on the left in the UK.
(a law – the authority is from outside)

Background pronunciation notes

Notice that there are many features of natural connected speech here which students may find it hard to hear and reproduce. These include assimilation and elision (*have to* in sentence d becomes /hæftə/ and *supposed to* in sentence e loses the final 'd' on *supposed*, so it only has one /t/ sound), and linking between words. Perhaps the words that are most difficult for students to hear are the small working words like *are*, *to* and *he*, which are weakly stressed with an /ə/ sound.

Optional extra activity Read out the following sentences and ask students to write them down.

1 Are they allowed to do that?
2 Do you have to carry ID?
3 I can't talk about work outside the office.
4 I'm not supposed to leave before five.
5 We're not allowed to make personal phone calls.
6 He's supposed to help me, but he never does.

Teacher development: using dictation to notice phonological features

Dictation is a good way of developing students' awareness of phonological features. By playing recordings of individual sentences, or reading them out at a natural, conversational speed, and asking students to write what they hear, you help students notice that the strongly-stressed words that are easiest to hear carry most meaning, and that many other sounds are weakly-stressed. It develops their ear and their understanding of how English works as a stress-timed language.

- Think about reading the sentences in the optional activity above three or four times, allowing students to check with a partner in between, and encouraging students to listen for all the little sounds.
- Think about asking students to listen once and write down all the key words, dictogloss fashion. Then tell them to fill in the missing words that they didn't catch before playing the sentences again.

6 Ask students to rewrite the sentences using the correct form of the phrases to replace *must* and *can't*. Elicit the first sentence as an example. Let students compare their answers in pairs before discussing as a class.

Answers
1 you're not allowed to smoke
2 Am I allowed to wear
3 I'm not supposed to help you (this is a better choice because the speaker is talking about breaking the rule)
4 have to be
5 Do you have to work (the speaker might say *Are you supposed to work* if implying that it is a rule that they don't think should be followed)
6 aren't allowed to work
7 have to work, are allowed to take
8 are allowed to use, have to go (*are supposed to use, are supposed to go* are also possible – this would imply, perhaps, that the person the speaker is talking to has already used the facilities)

7 Organise the class into pairs to decide, first of all, whether to compare rules at work, home or study. This will depend on whether your students are in work or not, so, if you have a class of college students and employees, organise pairs so that students have someone with a similar life experience to talk to.

- Students work individually to prepare rules. Monitor and help with ideas, and prompt students to use a variety of language to talk about rules.
- When students are ready, ask them to talk to their partner.
- Monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

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Optional extra activity Organise the class into groups of four. Tell them to prepare a set of rules that they could give to a new student who is about to join the class. Tell them to think of what they have to do, aren't allowed to, and aren't supposed to do (but will probably do, anyway!). You could ask students to present their ideas in feedback, or to turn them into a poster or an email written to the student.

G For further practice, see Exercise 2 in the Grammar reference on page 172.

Answers to Exercise 2, Grammar reference
1 aren't supposed to leave
2 is not permitted
3 have to be
4 only allowed to smoke
5 must / have to turn off
6 I'm supposed to be

VOCABULARY Work rules and laws

Aim
to introduce and practice a lexical set of collocations involved with talking about work rules and laws

8 Read through the example and the pairs of words in the box with the class. Let students work individually to complete the sentences. Then ask them to compare their answers with a partner. Note that the answers below include the whole phrase around the missing word, which is in bold.

Answers
1 a legal **requirement** to ... doesn't do enough to **enforce** the law
2 guilty of **breaking** environmental laws ... had to pay a huge **fine**
3 the company **banned** the use of ... an **unpopular** decision
4 The government has **changed** the employment laws ... hire and **fire** people
5 The company was **fined** because ... **ignored** health and safety rules
6 took the company to **court** because ... they **won** their case
7 they recently **introduced** new rules about ... trying to **reduce** corruption
8 it's **against** the law to ... **discrimination**

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Teacher development: the importance of recognising collocation

It is not enough to learn words in isolation. Students need to notice and practise words in chunks, recognising the way that some words go with others. By doing exercises of this type students are encouraged to notice, for example, that *fine* goes with *pay*, but also with *huge*. It is by noticing and learning these collocations between words that students become more confident and fluent in their language production.

9 This is an opportunity to practise talking about rules and using the vocabulary introduced in Exercise 8.
- Ask students to read through the questions first and decide which ones they would most like to discuss, or have most to say about. Ask students to discuss the questions in pairs.
- In feedback, ask students what they found out about each other.
- At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Web research activity Ask students to find out about amusing workplace rules from around the world. Tell them to put *funny office rules* or *crazy workplace rules* into their search engines, and find sites that have examples. Each student should find five rules that they find funny or surprising, which they can bring to a future class to discuss.

NATIONAL GEOGRAPHIC LEARNING

SOMEONE HAS TO DO IT
Student's Book pages 48–49

Communicative outcomes
In this two-page spread, students will read about terrible jobs and discuss them; students will talk about changes and how difficult it is to get used to new situations.

Reading

Aim
to give students practice in reading for specific information; to focus on useful language chunks in the text

1 Start by asking students whether they think jobs are better now than in the past. Then ask students to read the opening of the article quickly and to discuss the questions in small groups or pairs. In feedback, elicit a few interesting ideas from the class.

Possible answers
Terrible jobs in the past included chimney sweeps (small boys used to climb up chimneys to clean them; now special tools do the job), fullers (people cleaned and finished newly woven cloth using human urine; the job is now done by machines and modern chemicals), or toshers (people who found things in sewage; no longer exists, though people in some countries do a similar job on rubbish tips).
A job where you risk injury: fireman, soldier, policeman, footballer
A job where you are exposed to chemicals or dirt: rubbish collector, labourer, factory workers
A job where you might die of boredom: civil servant, supermarket checkout, factory worker, etc

2 Give students a moment to read through the sentences, and check any unknown words (*insult* = say something rude and hurtful; *feels stuck* = feels they can't change their job).
- Ask students to read the article and match the sentences to the jobs. Let students compare their answers in pairs. In feedback, ask students to say what information helped them find the answers.

Answers
1 g (you're helping science, which benefits everyone!)
h (For between €45 and €4,500, they take a new drug to test for any side effects … Some students join these drug trials as a relatively quick and easy way of earning money)
2 a (They work anything up to 50 hours a week)
e (I suffer from backache)
g (And of course the families of the dead are usually very grateful for the job I've done, which is obviously a big motivation for me)
3 c (We get quite a lot of abuse)
h (the money's quite good)
f (I don't think I'll ever get used to it. I'd like to leave, but the money's quite good)
4 b (I got on really well with my co-workers)
d (there are dangers in handling … used syringes. … you can get hepatitis or other serious illnesses if you're not careful.)

3 Ask students to work individually first to order the jobs. Let them compare their answers in pairs before discussing as a class. There is no suggested 'correct' order for this, and it is important to let students make an argument in favour of the order they choose.

4 Ask students to work individually to complete the chunks. Elicit the answer to the first to get them started. Encourage students to remember or guess what the missing words are first before researching answers. Let them compare answers in pairs before discussing as a class.

Answers
1 quick, easy
2 in, for
3 might think
4 levels of
5 no time
6 the, wage
7 do, for

Background language notes for teachers

We often use *quick* and *easy* together: *a quick and easy remedy, a quick and easy recipe*, etc.
an upset stomach = feeling sick or having indigestion
the minimum wage = the lowest hourly rate you can be paid by law

Optional extra activity You may wish to check other chunks in the text:
Take part in trials
Work bent over (*bent over* = your back is not straight)
Suffer from backache
Work in cramped conditions (*cramped* = very crowded and often unhealthy)
Sort your own rubbish

5 Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, and correct any errors that you noticed.

Optional extra activity Ask students to talk about the worst job they have ever had.

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Understanding Vocabulary

Be used to and *get used to*

Aim

to introduce and practise *be used to* and *get used to* to talk about being familiar or becoming familiar with a situation

6 Read through the information in the box as a class. You may wish to write example sentences on the board and explain the form (see language notes below). Ask students to complete the dialogues individually. Elicit the answer to the first one to get them started. Let students compare their answers in pairs before discussing as a class.

Answers
1 I'm used to it
2 I'm slowly getting used to it
3 I'll just have to get used to it
4 took me a while to get used to
5 I'm totally used to it now
6 I don't think I'll ever get used to

Background language notes for teachers

Notice the form:
Be used to + noun, e.g. *I'm used to the bad weather.*
Be used to + *-ing*, e.g. *I'm used to living here.*
Get used to + noun, e.g. *I can't get used to the noise.*
Get used to + *-ing*, e.g. *I'm getting used to living abroad.*

Pronunciation

Aim

to practise saying longer chunks using backchaining

7 28 Students listen and repeat the sentence, which has been broken down into short segments to make it easier to say. You may wish to play it through twice – the first time students need only listen and notice how the different parts of the phrase are said.

28
to it
get used to it
have to get used to it
I'll have to get used to it
I guess I'll have to get used to it.

8 Organise the class into pairs to practise saying the other phrases in Exercise 6. Encourage them to backchain them in the way that they did in Exercise 7. Monitor and correct your students' pronunciation.

Teacher development: backchaining

Backchaining involves breaking a long piece of language into smaller sections to enable students to hear, then attempt to say, phrases that are difficult. It can be used as a drilling technique when introducing new language, or as a correction technique when students are making errors, or struggling to say something.

- When backchaining, it is important to say each part of the chunk naturally, with the correct weak and strong stress and linking, so that students can gradually build up to producing a piece of language which sounds natural and accurate.

Optional extra activity 1 Organise the class into pairs. Write the following list of situations on the board and ask students to think about what might be difficult to get used to in each situation. Give students three or four minutes to think of ideas of what to say. When students are ready, ask them to compare and discuss with their partner.

- You leave home for the first time to study at a university in a different city.
- You get your first job working in an office.
- You are transferred to an office in China.
- You have to join the army.
- You have a baby for the first time.

Optional extra activity 2 The previous optional activity also works well as a milling activity. Ask students to stand up, walk round, and talk to three or four different people.

Speaking

Aim and communicative outcomes

to talk about changes and adjustments in your life

9 This is an opportunity to practise talking about changes, using *be* and *get used to*.

- Ask students to read through the headings first, think of things to say, and prepare notes. Monitor and help with ideas and vocabulary.
- Organise the class into groups of four or five and ask them to take turns to tell their stories. In feedback, ask students what they found out about each other.
- At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Tell a story about change in your life. You could do this as a model before students prepare and do Exercise 9. Alternatively, you could do it as an extension activity – a live listening at the end of the lesson.

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6 BUYING AND SELLING

Speaking

Aim

to set the scene and introduce the theme with a photo; to get students talking about shopping

1 Start by telling the class that in this unit they're going to be learning how to talk about and compare products such as smartphones, and describe clothes and other things that people buy.

- Ask students to look at the photo on pages 50–51. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

The photo shows a large indoor shopping mall. It looks exclusive and up-market.

The good things about shopping in places like this is that they offer a wide range of products, all in one place, and it is easy to do all your shopping there; it is warm and comfortable and easy to walk round; there is good parking; you can eat, drink and go to the cinema as well as shop; it is safe (there's no traffic).

The bad things are that they tend to have the same multinational shops and same designer brands; they are often expensive; there are no local or artisan shops; they can be boring as they are the same no matter what country you are in.

Optional extra activity 1 Ask students to make recommendations for a tourist who is visiting their city and wants to do some shopping. Tell them to think of a mall or an area of the city that tourists should visit, tell them to recommend shops to go to and things to buy. Students could prepare a short talk in pairs to present to the class.

Culture notes

- The photo shows the *Galeries Lafayette*, an upmarket shopping mall in Paris, France. The building is a beautiful domed structure, built in the Art Nouveau style and completed in 1912.

TIME TO UPGRADE
Student's Book pages 52–53

Communicative outcomes

In this two-page spread, students will practise discussing and comparing smartphones.

Preparation: You could bring in some copies of a magazine or online page that compares the specifications of different smartphones.

Vocabulary Smartphones

Aim

to introduce and practise words and phrases to describe the use and features of smartphones

1 Ask students to read the sentences briefly, and explain any unknown words (*voice recognition* = an app that enables the phone to respond to instructions given verbally; *switch* = exchange for a different model). Elicit the verb from the box that could complete the chunk of language in bold in sentence 1.

- Let students work individually first, then check their answers in pairs before discussing as a class.

Answers

1 upgrade	5 sign	9 store
2 lasts	6 charge	10 offer
3 takes	7 tap	
4 swipe	8 navigate	

2 Students work in pairs to think of alternative ways to use the chunks. Have a brief feedback session, and elicit any interesting examples while correcting any misuses.

Possible answers

1 I really want to upgrade to the ePhone5.
I'd like to upgrade to business class.
2 The pain only lasts a few minutes.
The battery lasts a few days.
3 It takes great high quality videos.
It takes terrible low quality pictures.
It makes high quality recordings.
4 You just swipe your finger across the screen to lock it.
You swipe your finger across the screen to move to the next picture.
You just tap the screen to unlock it.
5 sign a five-year contract
negotiate a five-year contract
sign a temporary contract
6 Can I plug my laptop in here?
Can I plug my hairdryer in here?
Shall I plug my phone in here?

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7 If you want to turn the voice recognition off, ...
If you want to turn the notifications off, ...
I need to turn the voice recognition on.
8 It's really easy to use.
The website's really easy to navigate your way round.
It's really difficult to navigate your way round.
9 It can store up to 1,000 voicemails.
It can store up to 1,000 photos.
It can only store 50 voicemails.
10 I'm with Vodafone (or other names of utility companies).
He's with Orange.
I flew with Ryanair / Singapore airlines.

Teacher development: personalising chunks

When students come across new, useful chunks of language, it is a good idea to get them to use them in a personalised context. The simple act of changing the chunk (*I'm with Vodaphone*) to a personalised chunk (*Actually, I'm with Nokia*) helps make it memorable and useable.

3 Organise the class into new pairs. Ask them to discuss the questions. Monitor and note good or incorrect uses of language by students.

- In feedback, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Teacher development: feeding back on language use in a fluency activity

In Exercise 3, students are chatting in a 'real', personalised speaking activity in which, hopefully, they are genuinely interested in sharing information, and in which they are concentrating on communicating rather than using particular language points. Consequently, listen in on both content and language use as you monitor pairs, and note or remember any interesting points that are made, as well as any really good phrases that are used or any errors that are made. When monitoring a fluency stage, it is best not to interrupt unless there is a language breakdown, or unless you have an interesting comment or useful phrase to contribute.

In feedback, you can choose to concentrate on the content of what students said if you feel that this is most useful. However, this is also an opportunity to help students to broaden or improve their language use. Here are three ways to do this.

1 Write five short sentences or phrases that different students said during the speaking activity on the board. Ideally, choose phrases that involve the chunks that students noticed earlier. However, there is no reason why you can't pick out other chunks of language that students tried to use if you think they are interesting. Three or four of the phrases should be structurally incorrect and one or two correct. Students work in pairs to decide which are incorrect and to correct them.
2 Write a handful of phrases that students said which may or may not be correct on the board. Ask students to come up with better or different ways of saying them. This is a way of not just repairing but improving what students say.
3 Write a handful of phrases that students didn't say but could have said or tried to say on the board. Ask students to think of when they might have used these phrases during their activity. This activity cuts straight to the 'here is a better way of saying this' stage. You could even then ask students to do Exercise 3 again using the improved chunks.

Listening

Aim

to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

4 29 Lead in briefly by asking students to look at the table and to say what sort of information they expect to hear. You could elicit some possible answers that might go in each space.

- Play the recording. Students listen and note the information. After playing the recording, ask students to work in pairs to compare their answers.
- In feedback, ask students to say what clues helped them work out the answers.

Answers

	S620	N570
Monthly payments	£30	£45
Screen	fairly small	folds out, twice the size of S620
Battery life	10 hours	up to 22 hours
Camera (megapixels)	15	32
Storage capacity	2,000	6,000
Speakers	fairly small	fairly large
Number of minutes / texts per month **first** offered	800 mins, 600 texts	700 mins, 400 texts

29

S = Sales assistant, C = Customer

S: Hello there. Can I help you?
C: Yeah, hi. I'm thinking of changing phone companies.
S: Alright. Well, you've come to the right place! Who are you with at the moment?
C: Blue. But I'm looking to see if there are any better deals around.
S: I'm sure we can find you something. What phone do you have at the moment?

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C: This one, but they've offered to upgrade it to the S620.
S: OK, that's a nice phone. And what are the monthly payments on that?
C: £30 a month.
S: OK. Well, I think we could offer you something better. For example, this one – the N570.
C: OK. What's the difference? They look pretty similar to me.
S: Well, with this one, the N570, you get a much better user experience. It's a bit easier to navigate and, as you can see, the screen folds out so it's about twice the size of your current phone's.
C: Wow! That is nice.
S: I know. It's impressive, isn't it? It's got a great battery life as well. It uses a lithium-ion battery, while the other phone uses a polymer battery, which isn't as good. It usually needs recharging after ten hours, whereas the lithium-ion one lasts up to twelve hours longer.
C: Oh, OK.
S: And then the camera is much more powerful. So this one is 32 megapixels and has an excellent digital zoom, whereas the one on the S620 is just fifteen.
C: Right. And how many pictures can the N570 store?
S: It holds up to 6,000 – that's three times the capacity of the S620 – though obviously it depends on what else you're storing on there. And, of course, you can always just store all your images in the Cloud if you'd prefer.
C: OK. And what about sound quality?
S: Well, the N570 has a fairly large speaker built in on the back here. See? It's about twice as big as the speaker you currently have, so no worries there.
C: OK. Well, I must admit, it is a nice phone. I'm tempted. What about calls and text messages? How many can you offer me?
S: Well, for £45 a month we could give you 700 free minutes and 400 texts.
C: 400! That's quite a lot less than Blue are offering me.
S: Well, I'm not sure we can give much more for that phone. What do you get with them?
C: 800 free minutes and 600 texts.
S: OK. Well, we could probably match that and still give you the better phone.

5 Ask students to discuss this in pairs briefly first, or just talk about it as a class. Open it out to a class discussion, and ask students to justify their answers.

Answers
The final deal was £45 a month with 800 free minutes and 600 texts.

Optional extra activity Ask students in groups to try to 'sell' their phone to their group by telling them about its 'great' features and design, and its low cost.

GRAMMAR Comparisons

Aim
to check students' understanding of how to modify comparatives and make comparisons

6 Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students understand the language for comparisons. Tell students to concentrate on the information they weren't sure about when checking their answers using the Grammar reference on page 173. Have a brief class feedback and discussion session and deal with queries.

Answers
1 It has more syllables so the comparative form uses *more*; the comparative form of two-syllable adjectives ending in *-y* is *-ier*: *easy* > *easier*.
2 *much*
3 *a bit*
4 a small difference: *slightly, a little, a tiny bit*
a big difference: *a lot, far, way* (If students suggest *very* check later that they understand this is wrong!)
5 c – *isn't as good*
6 d) *the* + noun + *of*; e) *as* + adjective + *as*

G **Students complete Exercise 1 in the Grammar reference on page 173.**

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the answer to number 1. When eliciting answers, ask why, and reiterate the basic grammar rules as you work through the exercise.

Answers to Exercise 1, Grammar reference
1 as long
2 bigger, better
3 more expensive, as heavy as, easier
4 as cheap as, higher
5 important than
6 larger, easier, as difficult
7 more expensive than
8 as thin, heavier, more efficient

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 6 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: comparisons

Students will have already learnt the basic rules of use for the comparison of adjectives, but be ready to explain that we add *-er* when the adjective has one syllable (or two syllables if the second one ends with *-y*), and we add *more* when there are three syllables or more. Other two-syllable adjectives can be confusing (e.g. *more useful* but *narrower*) and are best dealt with on a 'need-to-know' basis.

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When using comparatives with nouns, note the following possible forms:
1 It is *twice / three times / five times as fast as* the other computer.
2 It is *as fast a computer as* you are likely to need.
3 It is *a much / far faster computer than* the other one. (avoid *a lot*)
4 It is *a slightly slower computer than* mine. (avoid *a bit* and *a little*)

7 29 Students should change the sentences to match the information on the recording. Elicit possible changes to the first sentence to get students started, then give students four or five minutes to complete the corrections.
• Play the recording again (see Exercise 4 for the audio script). Let students compare their answers in pairs before discussing as a class.

Answers
1 much
2 is a bit easier to navigate than
3 (quite) a lot / much longer
4 more than
5 far fewer
6 twice as big

Optional extra activity Practise pronunciation by reading out the answers in feedback and asking students to repeat.

Background pronunciation notes

If you ask students to listen and repeat the sentences in Exercise 7, get them to focus on producing the strong stress on the modifiers and adjectives, and the weak stress on words like *as* and *of*.

8 Start students off by providing one or two examples from your own experience. Then give students three or four minutes to prepare their own ideas.
• Organise the class into pairs to take turns sharing and expanding on their ideas. Monitor closely and note down any errors. In feedback, comment on good examples of language use and write up errors on the board, which you could discuss as a class.

Optional extra activity Ask fast finishers to make up their own sentence with alternative modifiers which they could then discuss.

G For further practice, see Exercise 2 in the Grammar reference on page 173.

Answers to Exercise 2, Grammar reference
1 as big as
2 as heavy as
3 as expensive as
4 as slow as
5 as busy

Developing conversations

Avoiding repetition

Aim
to practise avoiding repetition when talking about the difference between things

9 Read through the information in the box as a class. Point out that we use *one* to replace singular nouns and *ones* to replace plural nouns.
• Organise the class into pairs. Elicit the first match as an example. Elicit answers in feedback.

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

10 Organise the class into groups of four to compare the features of their phones. Depending on the confidence of your class, ask them to think of and prepare phrases to use first, or to try to improvise sentences as they speak using *one* or *ones* and *while* or *whereas*.
• Monitor closely and note down any errors. In feedback, comment on good examples of language use and write up errors on the board, which you could discuss as a class.

Optional extra activity Bring in some copies of a magazine or online page that compares the specifications of different smartphones. Ask students to compare the phones using the information on the page.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity to bring together several parts of the lesson and for students to practise making comparisons and avoiding repetition in a roleplay.
• Organise the class into pairs, and ask each pair to decide who is A and who is B. Ask students to find and read their roles carefully. Ask students to work individually for a few minutes to prepare things to say. Go round the class and help students with ideas and vocabulary.

12 When students are ready, tell them to turn to face their partner, or ask them to stand up and come to a part of the classroom where they can easily act out their roleplay. Set a time limit (five minutes) and ask students to try to keep the roleplay going as long as they can, and to try to use new language.
• In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

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Teacher development: finding classroom space

When acting out an extended roleplay, think about how to set up your classroom, or how to find space in your classroom, to make the roleplay more 'real' and engaging. It is a good idea to get students to shift chairs or tables so that they are facing each other (as a customer and salesperson would be) or to get students to move away from their desks to an open space and to act out the roleplay standing and facing each other. By doing this, it makes the roleplay more of an event, allows you to mingle easily, and allows you to switch pairs easily to extend the practice.

10 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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SHOP TILL YOU DROP
Student's Book pages 54–55

Communicative outcomes

In this two-page spread, students describe clothing and accessories and what fits or suits people; they read and discuss a questionnaire about attitudes to shopping, fashion and money.

VOCABULARY Clothes and accessories

Aim

to introduce words used to describe clothes and accessories

1 Start by describing your own clothes briefly to model the task. Then put students in pairs to describe their clothes and accessories.

- In feedback, find out any interesting information pairs would like to share.

2 Give students a moment to read through the lists of words. Elicit the odd one out in the first list. Ask students to work in pairs to decide on the odd one out in the other groups. Monitor and note how well students already understand these words.

- Students may be able to justify alternative odd ones out to those given in the answer key. The important thing is that they show an understanding of all the words. Make them fully explain their reasoning.
- In feedback, elicit answers, check any unknown words, and drill words that are difficult to say for pronunciation.

Answers

1 belt (the other things are jewellery; note that *a chain* differs from *a necklace* in that it has no pendant or jewel hanging from it – men can wear a chain, but only women wear necklaces)
2 skirt (the others are all 'tops' – above the waist)
3 earrings (they are a type of jewellery, while the others are all clothes; they are also all 'bottoms' – worn below the waist; leggings are tight-fitting clothes worn on the legs)
4 slippers (they are worn in the house, while the others are worn outside; high heels are worn by women (usually) whereas the others can be worn by men or women)
5 T-shirt (the others are winter clothes)
6 scruffy (which means untidy or badly-dressed; the others are essentially positive things to say about clothes)
7 tight (the others describe patterns or designs – or the lack of them in the case of 'plain'; tight is about size or fit)

Optional extra activity Ask students to think of groups of words that might go with the odd ones out: *belt*: braces, zip, buttons; *skirt*: dress, kilt; *earrings*: rings, bracelet, necklace; *slippers*: socks, house shoes; *T-shirt*: top, sweatshirt; *scruffy*: badly-dressed, unfashionable; *tight*: loose, short.

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Teacher development: using odd one out

By getting students to group words in lexical sets, it helps them record, remember and use words. Using odd one out or other categorising activities to get students to think about words, encourages them to build up words in sets of similar form, meaning or use. If you do the suggested optional activity above, it helps build further lexical sets.

3 You could ask students to do this task in pairs first, or you could just elicit ideas from the class. Encourage students to expand on what they describe.

4 Read through the phrases in the box, and use mime or examples to check *fit* and *suit*.
- Organise the class into pairs. Ask them to describe the people. Go round and listen carefully, noting how they use the language in Exercise 2 and the new phrases.

Background language notes

it doesn't fit him = it's the wrong size, e.g. it's a small size and he's a medium size
it doesn't suit her = it is a colour, style or design that doesn't look good on her, e.g. she has red hair so she shouldn't wear a blue dress
they match = they look the same, or they are of a colour or style that look good when they are together
that goes with this = the two things belong together or look good together
it doesn't go = it looks wrong in that place, or with those things

Optional extra activity If you are brave enough, ask students in pairs to describe your appearance, in hushed voices, and try to listen in.

Reading

Aim
to give students practice in reading and completing a questionnaire and responding to information in a text

5 Start by asking students about lifestyle questionnaires: *Have you ever been stopped in the street to do a survey? What was it on? Do you do magazine questionnaires? Why? What have you found out? Why do people do questionnaires, and what do they find out?*
- Ask students to complete the questionnaire individually first. Then ask them to compare answers.

6 Once students have completed their questionnaires, tell them to go to File 9 on page 189 and check their scores and read the descriptions. Let students share what they found with their partner.
- Have a brief whole-class feedback session and find out what score most students got.

7 Ask students to find the italic words in the questionnaire that match the definitions. Elicit the first word to get students started. Encourage students to use the context to work out the meaning of any words they aren't sure of.

Answers
1 an exception
2 an outfit
3 retail therapy
4 a rip-off
5 empty-handed
6 vintage
7 in debt
8 nasty

8 Organise the class into pairs to prepare their stories. Go round the room and check students are doing the task and prompt them if necessary.
- Match one pair with another pair and ask students to take turns to tell their stories. Tell the listening pair to listen out for the six words from the lesson in the story. Monitor and note the language used in the stories.
- In feedback, ask different pairs to comment on stories they heard. Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the discussion.

Optional extra activity Organise the class into groups of four. Student A in each group must write the opening line of the story using one of the words from Exercise 7. Student B writes the next line using a word from Exercise 7. Students continue until the story has gone round twice (eight sentences). Tell the person writing last to try to end the story. In feedback, ask different students to read out their story for the class.

Speaking

Aim
to discuss issues raised by the text, using language from the lesson

9 Organise the class into groups of four or five. Ask students to read through the questions individually first, and decide which they would most like to discuss, and to make notes about what they want to say. When students are ready, ask them to start talking. Set a time limit of five minutes or so.
- At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Note down all the errors you heard during the discussions on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

Web research activity Ask students to find other online shopping questionnaires on the internet. Tell them to complete one for homework, and to present their findings in the next class.

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SOUVENIR SHOP
Student's Book pages 56–57

Communicative outcomes
In this two-page spread, students will describe gifts and souvenirs, and will practise negotiating prices in a roleplay.

Preparation: You could bring in some souvenirs from your travels to use in the optional activity after Exercise 4.

Speaking

Aim
to lead in to the topic of the listening text and get students talking

1 Organise the class into pairs. Ask them first to look at the photos individually for a moment and to think about what the souvenirs are and where they are from. Then ask students to discuss the questions. Set a time limit of three or four minutes.
- Monitor and note students' opinions, ideas and interest.
- In feedback, elicit students' ideas. You could build up a class list of the best to the worst souvenirs on the board. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Brainstorm a list of souvenirs from the cities or countries of the students in your classroom.

Answers
a wooden mask from an African country
b models of St Peter's Basilica and Square in Rome
c wooden Russian Matryoshka dolls (there are smaller and smaller dolls inside each doll), probably from Moscow or St Petersburg
d hats (sombreros) and woollen capes (ponchos) from Mexico
e tagine dishes (for slow cooking meat stews) from North Africa, e.g. Morocco
f rugs (kilims) from the Middle East (e.g. Turkey, Iran, etc.)
g silk scarves – perhaps from India or Pakistan
h souvenir cow bells from Switzerland
i fridge magnet souvenirs from London showing red telephone boxes, red double decker buses, beefeaters (traditional guards of the Tower of London), and policemen with traditional helmets

Vocabulary
Describing souvenirs and presents

Aim
to introduce and practise words and phrases to describe souvenirs and presents

2 Ask students to categorise the words. Let students work individually first, then check their answers in pairs before discussing as a class. If students are unclear about meanings, use the photos in Exercise 1 to explain the words.

Answers
1 clay, wool, leather, plastic, wood, silk, glass, straw
2 carved, handmade, printed, painted, woven
3 doll, magnet, pot, rug, mask, model, scarf, glass

3 Ask students to describe the photos in pairs. Monitor carefully and notice how well students are using the new words.

Possible answers
a carved mask made of wood – possibly handmade
b small plastic models – not handmade
c painted dolls made of wood – possibly handmade
d printed straw hats (sombreros) and ponchos – woven in wool – possibly handmade
e painted clay pots – possibly handmade
f woven rugs – probably handmade and made from wool
g printed silk scarves – possibly handmade
h cow bells made of printed leather and painted metal or plastic (also embroidered wool)
i fridge magnets made of plastic or metal

4 Ask students in pairs to take turns to describe objects that they have at home. You could start them off by describing one or two souvenirs of your own. Monitor and note how well students use the new words.
- Feed back on good pieces of language that students used, or on pieces of language students didn't quite use correctly during the activity.

Optional extra activity If you bring in one or two souvenirs of your own, you could present these to the class or ask students to describe them for you. Alternatively, ask students to prepare and tell the class about a souvenir that is very special for them.

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Listening

Aim
to give students practice in listening for specific information; to create a context for new language

5 30 Give students time to read a–f carefully. Play the recording. Students listen and match one of the descriptions to each speaker. After playing the recording, ask students to work in pairs to compare their answers.
- In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers.

Answers
Speaker 1 = e (*I don't like souvenirs like magnets or key rings. … Better to have something you can consume.*)
Speaker 2 = c (*One student gave her a present for me. It was a horrible bright silk tie with a picture of the Great Wall of China printed on it!*)
Speaker 3 = d (*She's clever, because she knows I love cooking and she's also seen the mess I make when I cook.*)
Speaker 4 = f (*she was putting it on her shelf and she dropped it! Oh dear, she was so upset!*)

30
1
I don't like souvenirs like magnets or key rings. They're a waste of money. Better to have something you can consume. My neighbour's Italian and he gave us this delicious fruit cake. Apparently, it's very typical. Oh, what do you call it … um … comes in a box … oh, *Panettone* – that's it! Anyway, yeah, I also went to Malta recently and we bought a bottle of drink made from prickly pears. Lovely. We finished the drink in about two days, but I kept the bottle as it was actually perfect for keeping oil in.
2
My wife's an English teacher and she gets all kinds of presents from her students – and I know I'm going to sound ungrateful – but I don't want them! One student gave her a present for me. It was a horrible bright silk tie with a picture of the Great Wall of China printed on it! Another time we had this plastic model of the Eiffel Tower with a light in it. I mean, I'm a designer! Why do I need these things? My wife refuses to throw them away, though, so we keep them in a box under the stairs and I agree to display one item each month in the kitchen.
3
One of my friends spent last summer travelling round Europe by train and she brought me back an apron from Lithuania, I think it was, to wear while I'm cooking. It's the best souvenir I've ever had. It's made from this beautiful hand-woven material and it has a lovely stripy pattern which she said is typical from there. She's clever, because she knows I love cooking and she's also seen the mess I make when I cook. Maybe I'll look less scruffy now!
4
I visited Greece last year and we went to Athens. As a souvenir, my daughter bought a glass paperweight with an image of the Parthenon inside. She was really happy with it. Then on the way home, the airline lost our luggage. The paperweight was in her bag so she was upset, but then they found the bags and when they arrived the paperweight was there and it was fine. Big relief! But then, she was putting it on her shelf and she dropped it! Oh dear, she was so upset! She cried for ages.

6 30 Give students time to discuss the souvenirs in the box in pairs. Play the recording again. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

Answers
an apron: speaker 3 – a present from a friend who had visited Lithuania; it's beautiful, hand-woven, has a lovely, stripy pattern
a drink: speaker 1 – brought it back from Malta; it was made from prickly pears and was lovely – they finished it in about two days
a model: speaker 2 – it's a plastic model of the Eiffel Tower; a present from one of his wife's students
pannetone: speaker 1 – a present from an Italian neighbour; it was delicious
a paperweight: speaker 4 – bought it as a souvenir in Athens; it had an image of the Parthenon inside
a tie: speaker 2 – from one of his wife's students; it had a picture of the Great Wall of China printed on it; it was horrible and bright

Culture notes

- *Pannetone* is a kind of sweet bread loaf, originally from Milan, which is now usually eaten at Christmas and New Year in Italy.
- *Bajtra* liqueur, made from prickly pears, comes from Malta.

7 Give students time to read the questions and think of how they would answer them. Then organise the class into groups of four or five and ask them to take turns to ask and answer the questions. Tell students to concentrate on the questions they find most interesting.
- In feedback, ask students with interesting stories to share them with the class.
- Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

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GRAMMAR Noun phrases

Aim
to check students' understanding of how to use noun phrases

8 Read through the Grammar box with the class. Then organise the class into pairs to read the sentences and decide if the statements about them are true.
- Give feedback on the statements, or ask students to find and check the answers in the Grammar reference on page 173.

Answers
1 F (It describes a kind of tie – a tie made from silk. The first noun serves an adjectival function here.)
2 F (The first noun in a compound noun never becomes plural.)
3 T (*my wife's student*)
4 T (*Horrible* is a strong opinion, *bright* slightly more factual, but still an opinion, and *silk* a fact.)
5 T (*a horrible bright silk tie with a picture of the Great Wall*)

G Students complete Exercise 1 in the Grammar reference on page 174.

Answers to Exercise 1, Grammar reference
1 cow leather
2 beautiful Turkish rug
3 from
4 son's wife
5 a Real Madrid shirt
6 for
7 tacky plastic toys, street market
8 with, of

Background language notes for teachers

Note that there are two noun phrases in the example sentence in Exercise 8 (*My wife's student* and *a tie* with its modifying attributive adjectives and prepositional phrase). In the last version of the example sentence, there is a further noun phrase embedded in the prepositional phrase (*a picture of the Great Wall*).
Those six tasty Seville oranges lying on the grass in the garden *are starting to rot* is a sentence containing a noun phrase in which *oranges* is the head. Note that a single pronoun can replace the whole noun phrase, e.g. ***They*** *are starting to rot*. The head word of a noun phrase can be modified by determiners (*the, my*), attributive adjectives (*small, tasty*), adjective phrases (*extremely large*), participial phrases (*lying on the grass*), relative clauses (*who, which*) and prepositional phrases (*with a hat, from abroad*).
Adjectives tend to come in this order in a noun phrase: 1 general opinion, 2 specific opinion, 3 size, 4 shape, 5 age, 6 colour, 7 nationality, 8 material. It is rare to have more than two adjectives before a noun, and even less common to have more than three, so the only rule students really need to get hold of is that opinions come before facts.

9 This checks adjective word order and prepositions. Elicit the missing words from the first sentence in open class. Let students check their answers in pairs before you go through the answers in feedback.

Answers
1 lovely wool, from
2 grandmother's old gold
3 wonderful clay, with
4 nice brown leather, for
5 cute yellow teddy, on / by / in
6 amazing hand-carved wood, of

10 This provides an opportunity for students to personalise the new language. Elicit an idea or two from the class to get them started. Give students three or four minutes to come up with ideas. Then organise the students into groups of four or five to share their sentences.
- Monitor and listen in on some of the sentences students produce. Use the feedback to write up two or three of the students' sentences to analyse. Choose at least one really good example, and perhaps one that needs correcting.

G Students complete Exercise 2 in the Grammar reference on page 174.

Answers to Exercise 2, Grammar reference
1 (correct)
2 sisters' (not sister's – there are two of them!)
3 ~~for~~ **to** keep (just *to*, not *for to*)
4 beautiful Italian silk tie (not *Italian beautiful*)
5 my parents' house (not *house of my parents*)
6 some cheese **from** this area (not *of this area*)
7 cartoon of Superman **on** it (not *in it*)
8 (correct)

DEVELOPING CONVERSATIONS

Negotiating prices

Aim
to introduce and practise phrases used to negotiate prices in a shop

11 31 Read through the information box with the class. Ask students if they can think of any common phrases used by buyers and sellers and write any useful suggestions on the board.
- Give students a moment to look through the phrases and check any unclear meanings (*genuine* = real; *to last* = to not wear out; *take it or leave it* = buy it at this price or go away).
- You could ask students to discuss in pairs who would use each phrase, or you could elicit ideas from the class as a whole.
- Play the recording. Students listen and note who says what. Let students compare their answers in pairs before discussing as a class.

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Answers

1 buyer	3 seller	5 seller	7 buyer
2 seller	4 seller	6 buyer	8 seller

31

S = Seller, B = Buyer

S: Yes darlin'. You like the jacket?
B: Yeah, it's nice. How much is it?
S: Two hundred and fifty.
B: Two hundred and fifty! That's very expensive.
S: Not really. It's top quality. Feel it.
B: Hmm.
S: That's genuine leather. It'll last forever, that will.
B: Sure. It's nice. But two fifty?
S: How much do you wanna pay?
B: Well, I was thinking fifty.
S: Fifty! Come on!
B: OK, one hundred?
S: One hundred. You're insulting me! I won't make any money like that. Listen, I'll give it to you for two hundred.
B: Come on. I've seen similar ones that are cheaper. One fifty.
S: Similar, but not as good. Go on then! Go and buy it. You're wasting my time ... OK, I tell you what, I'll do it for a hundred and ninety.
B: One sixty. I don't have much money left.
S: One hundred and eighty. Final offer. Take it or leave it. I can't go lower than that. Look, it's perfect on you. You look gorgeous.
B: It is nice ... OK, one eighty.
S: Love, you drive a hard bargain. My wife'll kill me if she finds out how much I gave that away for! That's her summer holiday she's losing on that deal. You want anything else? Hand-printed T-shirts? Unique, they are. Look.

12 Ask students in pairs or small groups to brainstorm any other phrases they can think of. In feedback, build up a list of useful phrases on the board.

Possible answers

Seller:
That's my final offer!
You won't get it cheaper anywhere else!
You won't regret it!
Buyer:
I'll pay cash.
I'll give you twenty dollars for it.
I think I'll go somewhere else.

Teacher development: brainstorming

Finding out what students know by brainstorming their ideas is a useful classroom tool. You can do this in open class by asking students (in the situation above in Exercise 12) to give you as many phrases as they can that buyers or sellers might use. However, brainstorming in open class puts students on the spot and they may have little to contribute. It is often better to get students to brainstorm in pairs or groups first so that the brainstorming as a class stage becomes one of selecting and improving ideas to go on the board.

- Be careful to select, repair and improve on any suggestions made by students at a brainstorming stage.
- Don't just accept everything they say. If a phrase is wrong or inappropriate, reject it with a smile, saying why if you can. If students suggest a good but incorrect phrase, try to get them to correct it, or repair it yourself.
- Try to organise phrases as you write them up. So, here, organise phrases under Buyer or Seller. You could point out strong stresses or other areas of form or phonology that students need to know about a phrase.

Pronunciation

Aim

to practise expressing surprise in our intonation

13 **32** Play the recording twice. Let students compare what they notice about the intonation in pairs before discussing as a class.

- Play the recording again. Students listen and repeat. Make sure that students are attempting to exaggerate their intonation.

32

1 Two hundred and fifty.
2 Two hundred and fifty!
3 One hundred.
4 One hundred!
5 One eighty.
6 One hundred and eighty!

Background pronunciation notes

When expressing surprise the intonation rises steeply. The higher the intonation rises, the greater the surprise. Therefore, it is important to get your students to exaggerate patterns, especially if they use a narrower intonation range than English in their L1.

14 Ask students to look at audio script 31 on page 201 in pairs. Tell them to practise reading out the dialogue. Monitor and encourage students to really exaggerate intonation patterns with numbers.

Optional extra activity Write a set of numbers in a column on the board: 300, 100, 250, 150, 220, 200, 215. Tell students in pairs to improvise a conversation between a buyer and seller using the numbers.

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Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

15 This is an opportunity to bring together several parts of the lesson and for students to practise negotiating prices in a roleplay.

- Organise the class into pairs, and ask each pair to decide who is A and who is B. Ask students to prepare their roles carefully. Go round the class and help students with ideas and vocabulary.
- When students are ready, tell them to turn to face their partner, or ask them to stand up and come to a part of the classroom where they can easily act out their roleplay. Set a time limit (five minutes) and ask students to try to keep the roleplay going as long as they can, and to try to use new language.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity This works well as a milling activity. Ask students to stand up, walk round, and tell one of their stories to as many people as they can in five minutes.

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VIDEO 3: WHEELIN' AND DEALIN' ANTIQUES
Student's Book page 58

Aim
to watch a video about people selling things at a flea market; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the question.

2 Ask students to work in pairs to read the sentences and discuss whether each one gives good or bad advice. They should be able to work out the meaning of the words in bold from the context. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Possible answers
1 In the video, Steve not only tries to sell something broken or garbage – the old fridge – but actually manages to, so this was bad advice. But too much garbage on the stall might put people off looking.
2 It's good advice.
3 It's bad advice. An organised stall might attract more people.
4 Could be bad advice as sometimes you get more than you price things for. But people might not want to ask if there isn't a price.
5 Good advice. The items at the front are more likely to attract attention.
6 Good advice. Buyers can negotiate and knock you down, but you might still get a good deal.

NATIONAL GEOGRAPHIC LEARNING

Background language notes

garbage = rubbish; things that are broken or have no value
aggressive = determined to get what you want
display = here, an arrangement of things for people to look at and buy
disciplined = tidy, organised and in a correct order
tag = the piece of paper with the price written on it
stall = the table or bench in a market from which people sell things

3 11 As students watch the video, they should take notes. Let them compare their notes in pairs, and complete the table together.

Answers
1 buy a boat
2 $750
3 a shotgunned fridge
4 $35
5 denim jacket
6 Barcelona chair
7 display
8 poor organisation / too much stuff
9 price tags

4 11 Organise the class into pairs to discuss what 'it' refers to in each case. Play the video again so that they can check.

Answers
1 the refrigerator
2 the leather chair – that may or may not be a Barcelona chair
3 Trent's stall
4 paying $35 for the vintage denim jacket
5 Steve's big trunk

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to read the questions then put them in groups of four or five and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Understanding fast speech

6 12 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video. Students listen and compare what they said.

7 Encourage students to practise saying the extract several times.

11
Steve (Dealer): So what do you think about this refrigerator right here?
Buyer 1: It's incredible.
Steve: Basically someone brought this out to the desert years ago, turned it into a target and just started shooting at it. And it's sat out there in Death Valley for, I don't know, 30, 40, 50 years, I don't know.
Buyer 1: I'm thinking thousands of bullets and it's just enough left, you know. A couple more and it would've fallen apart.
Steve: I'm really thinking around $1,500 for this thing here.
Buyer 1: Oh, come on, come on, come on. Well, I'm thinking $500 so where do we go?
Steve: $1,000. Let's do $1,000. Help me out, man. $1,000?
Buyer 1: $700.
Presenter: I can't believe this transaction's even taking place.
Steve: $750?
Presenter: It's a shot-gunned refrigerator.
Buyer 1: OK.
Steve: $750?
Buyer 1: $750.
Steve: Sold?
Buyer 1: Yeah.
Steve: Whoa, yeah! Whoa! Yes, thank you.
Buyer 1: Thank you.
Steve: Thank you.
Presenter: One man's garbage is another man's treasure. That's a perfect example of what's going on. Unbelievable.
Steve: We're going to get that boat there, dear. I think it's going to happen.
Buyer 1: I've actually seen other things that are this bullet sculpted kind of appeal and it's just incredible that this gossamer object holds together after having been abused for, you know, hundreds of years with bullets shot through it, so, it's great.
Woman: I'm ecstatic about this.
Presenter: $750 for a shot-gunned refrigerator. Alright, I've gotta get a gun and some old refrigerators, and I'll catch you next week.
Steve: Bye refrigerator.
Presenter: The sun is up. Er, Steve and Trent have most of everything put out. They're just organising it and disciplining it. I don't have the ***** to tell Trent that Steve sold a shot-up refrigerator for $750. Steve's doing great.
Steve: Ten bucks you going? Alright, let's go ten bucks on them. I thank you very much.
Buyer 2: Thank you.
Steve: OK.
Buyer 3: This is yours too, is it?
Trent Walker: It is, yeah both sides.
Buyer 3: How much is that Barcelona chair going for?
Observer: Is that an actual ...?
Trent: Um, I've heard that it is. Um, yeah, I don't know, I don't know how you really tell. There's some, like I say, there's some stickers that have an 'O' and a 'K' on them, throughout the frame.
Buyer 3: What are you selling it for?
Trent: Um, I had $400 on it. I'd probably take $300 on it.
Buyer 3: Thank you.
Trent: Can you ... Do you want to make an offer? Because I'm here to sell.
Buyer 4: No, I'm just trying to figure it out.
Trent: Yeah, I'm here to sell it, so I'd definitely ...
Buyer 4: I'm trying to match something up.
Trent: How about this white chair? See the big ... yeah that's pretty cool. OK. Thank you.
Presenter: Now Trent we've got to push a little bit. He's getting off to a slow start. He needs to be more aggressive and more decisive.
Trent: G.I. Joes are in the car. I need to pull them out.

Woman: What for the denim?
Trent: Is that ... is that something on the back?
Buyer 5: No.
Trent: $40?
Buyer 5: How about $35?
Trent: It's yours.
Woman: First sale of the day!
Buyer 5: I like the colour. I like the beat-up look. I think it was a fair deal. I'm happy.

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Presenter: What are you asking for the Apollo 11? Don't turn around.
Trent: $30.
Presenter: Are you interested in that? The Apollo 11?
Buyer 6: Just looking at it.
Presenter: Alright. I'll give you a great price on it. If you're interested, I'll make you a deal.
Buyer 6: I wanna look at some other stuff you have over here too. Yeah, I'm interested in this.
Presenter: Oh and you have a price tag on it?
Trent: Yeah.
Presenter: Don't put price tags.
Trent: Really?
Presenter: I always tell people not to put price tags because sometimes people will give you more than you price it. You'll lock yourself out. Let them knock you down.
Trent: Got it.
Presenter: Let them knock you down.
Trent: Alright.

Presenter: Trent's got a good display. Everything is set up right. It's organised, it's disciplined. We really should go back and help out Steve because he has a ton of stuff and a space that's the same size, but he needs help organising it and disciplining it. You know, you need accessibility, you need organisation. Because if they can't see it they can't buy it.
Steve: I've got too much stuff to put out here.
Buyer 7: I'm looking at $150 on the trunk there.
Steve: She's beautiful. Unfortunately I just buried it in stuff. So I can't show you the inside right now. If you came here like an hour ago it was empty, there was nothing sitting on top of it, so ...

REVIEW 3
Student's Book page 59

Aim
to consolidate vocabulary and grammar from Units 5 and 6

Answers
1

1 for	5 as	9 in
2 doing	6 supposed	10 must
3 lot	7 must	11 do
4 don't	8 is	12 can

2
1 can't wear jeans
2 aren't allowed to have
3 supposed to stay
4 last as long as
5 twice the size of
3
1 really nice wool scarf
2 tacky plastic models of Big Ben
3 scruffy blue T-shirt with 'Peace' written
4 similar ones that are far cheaper
5 a classic Barcelona shirt with Messi's name
5

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

6
work: admin, bonus, demanding, rewarding
phones: icon, plug, swipe, tap
clothes: gloves, plain, thick, tight
7

1 requirement	6 responsibility
2 employment	7 colourful
3 discrimination	8 carved
4 boredom	9 exception
5 relatively	10 competitive

8

1 charge	5 labourer	9 managing
2 stressful	6 insecure	10 better
3 pressure	7 warehouses	11 applied
4 varied	8 contract	12 offered

33 and answers to Exercise 4
1 It must have been very difficult getting a job in the media.
2 It can't be easy getting by on such a low salary.
3 Working there is not as bad as you might think.
4 I don't think I'll ever get used to it, to be honest.
5 We're allowed to work from home one day a week.
6 This one has slightly better sound quality.

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7 EDUCATION

Speaking

Aim

to set the scene and introduce the theme with a photo; to get students talking about how education has changed

1 Start by telling the class that in this unit they're going to be learning how to describe aspects of schools and education, and to talk about future plans.

- Ask students to look at the photo on pages 60–61. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs or groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. It is unlikely that your students will know all the actual answers, so work with and accept suggestions they may have. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

– The painting shows Queen Victoria – she was Queen of Canada (as well as the UK and Australia) during the nineteenth century, so the painting is there because she is the monarch of the country the students are in. The lines of a song in the middle of the board are the lines of what was then the national anthem of Canada as well as Britain (God Save the Queen).

– The piano is there so that the students can sing songs – often songs would have been the national anthem or hymns (religious songs), sung at the start and end of the school day.

– The pointed hat is the 'dunce's hat', which any child who did badly at schoolwork had to wear. *Dunce* means 'idiot' or 'fool'.

– The bell would be rung at the start of the school day and at the start of lessons.

– The books are school books.

Culture notes

The photograph was taken at Fort Steel Heritage Town in British Columbia in Canada. Fort Steel was a gold rush town in the 1860s and is today an open-air museum. Queen Victoria (1837–1901) was the British monarch at a time of imperial expansion and industrial growth. Canada was originally made up of a number of British colonies, and didn't achieve autonomy and self-government until 1867. To this day, the king or queen of the UK continues to be the king or queen of Canada.

Optional extra activity 1 There is a list of 'the duties of children' on the board. Ask half the class in pairs to come up with a list of nineteenth-century children's duties (e.g. be silent in class, do what you are told) and ask the other half to come up with a list of 'duties' for modern schoolchildren (e.g. switch off your mobile). As a class, compare the lists.

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HOW'S YOUR COURSE GOING?
Student's Book pages 62–63

Communicative outcomes
In this two-page spread, students will talk about courses and schools, and practise sympathising with what people say.

VOCABULARY Describing courses

Aim
to introduce and practise words and expressions to describe courses

1 Lead in by asking some of the questions on the page round the class (*How's your English course going? Do you have much coursework? Why are you doing this course?*). Elicit a few responses, but don't correct or comment on language use at this stage.
- Ask students to match the questions and answers individually. Let them compare their answers in pairs before discussing as a class.
- In feedback, check the meaning and use of the vocabulary in bold as you confirm which questions and answers match.

Answers
1 b (If you get *training in* something, you're taught how to do a particular job or activity. Employers may send you on a training course, e.g. accounting / using Excel / First Aid, etc.)
2 c (If you're *struggling*, you're trying your best to do something you find very difficult, but you aren't doing well. *A module* is one of the separate units of study that forms part of a course.)
3 f (If you have a *workshop*, you meet to learn about a particular subject, usually by talking about it and doing related activities or roleplays. If a course is *practical*, it's useful and helps you do your actual job. It's not just theoretical.)
4 g (If you're very *keen*, you're very interested in something and enjoy doing it. If you *lose motivation*, the enthusiasm and interest that you had to begin with disappears. If you *make progress*, you get better; you develop and improve.)
5 e (If your tutors are *encouraging*, they give you hope and confidence. *Feedback* is comments from your tutors / teachers on how well you've done something. Good feedback will help you to do the task better next time around.)
6 h (If a course is *demanding*, you need to spend a lot of time and energy working on it. It takes a lot out of you. *Assignments* are work you have to do as part of your course or as part of your job. A *seminar* is a class at university or at college where students and the tutor discuss topics together.)
7 d (If something is *good for my CV*, it is good experience for when you apply for a new job, or it shows an aspect of your character that employees might be interested in. Ask what other kinds of things might be good for the CV. If a course is (not) *relevant*, it is not really connected with anything you do in your job.)
8 a (The *overall mark* for a course is the total score as a whole, including *coursework* – work students have to do during the course – and the *final exam* – the last exam you take. In some cases, you have to pass the final exam to pass the course.)

2 This provides personalised practice of the new vocabulary, and expands students' ability to manipulate some of these chunks. Organise the class into pairs to discuss the questions. Encourage students to use dictionaries to find collocations, antonyms and synonyms.
- In feedback, elicit students' ideas, and be ready to repair language, and to suggest other words or phrases they could use.

Possible answers
1 Depending on what students study, assignments might involve doing research and then writing up the research, making something and then talking about it to the group, or just writing an essay. You can *do* an assignment, *hand in* or *submit* (maybe electronically) an assignment; you can *write* or *complete* an assignment. Tutors then have to *mark* or *grade* assignments.
2 You might struggle because you're having to work part-time and just don't have enough time to study, or because you're just not suited to the course, or because you don't have as much experience of the subject or the type of study as other students. The opposite is: *It's going really well* or even *I'm finding it quite easy*.
3 They say things like: 'You're doing really well', 'You've got real potential. You could go far', 'This is amazing work!', 'It's good, but I know you can do even better.' Other adjectives for describing tutors: *amazing*, *supportive*, *very knowledgeable*, or (negatively) my tutor's *not very helpful, not very supportive,* etc.
4 To help you see what you did well, and what you could do better, so that next time you can learn from this and perform better. You usually get feedback when you get your assignments / homework back. It may be written or oral. You may also get feedback during tutorials.
5 The most common forms of assessment are coursework or exams, either regularly through the course or at the end. Other forms or assessment include practical projects, presentations, performance (e.g. music or dance), portfolios (e.g. art), collaborative/ group projects, oral questioning.
6 IT, using particular kinds of software or programmes, first aid, customer relations, accounting, product information, etc.
7 Doing well and getting good grades / finding it really interesting / having supportive encouraging tutors / needing to do well for your career.

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3 Give students a minute or two to look at the courses and to decide which ones they have done, and what questions they could ask.

- Ask students to interview a partner about different courses. In feedback, ask different students to tell the class what they found out about their partner.

Optional extra activity Do a live listening. Describe an experience of doing a course you have had or are having. Ask students to listen and find out how many of the questions in Exercise 1 you answer.

Teacher development: using dictionaries in class

Using dictionaries in class can be a very rewarding, workshop-like way of finding new connections between words and phrases, and of expanding vocabulary, or of confirming understanding of meaning, use, form and phonology.

If you are using dictionaries, it is a good idea to make sure all your students are using the same one. This could mean handing out a class set of printed learner dictionaries to students in pairs, or making sure everybody accesses the same learner dictionary online. Here are four tasks to do with dictionaries.

1 Find words that collocate with a particular new word. In Exercise 2 above, students must find verbs that go with *assignment*. You could do the same with *course*, *exam*, or *workshop*.
2 Find synonyms and antonyms, e.g. ask students to find words that are similar to *workshop* (*lecture*, *seminar*, *tutorial*, *class*, *study group*, *discussion group*).
3 Brainstorm topics or words by asking students to find a range of vocabulary that connects in some way.
4 Ask students to use dictionaries to find the strong stress on new words such as *assignment* and *postgraduate*.

Listening

Aim

to give students practice in listening to take notes; to provide a model for the conversation practice at the end of the lesson

4 34 Give students a moment to read through the headings, and to prepare to take notes. Play the recording. Students listen and take notes on the topics. After the first listening, let students compare their notes in pairs. Monitor and note what they have written and are discussing and note any problems.

- In feedback with the whole class, ask for the students' ideas. Write the ideas on the board. If there is a disagreement about what was heard between two students put both ideas up with a question mark. If you think something they suggest is wrong put a question mark. Then play the audio a second time and tell students to resolve disagreements and see if they can add anything else. Again get students to compare notes in pairs and then go through the answers on the board.
- If students have generally heard a lot the first time they listen you may decide to go straight on to the next task.
- If students say they understood 'nothing', don't believe them and play the audio again immediately. Start by asking what words they heard and build up what they might understand from these words and from the context. Again, place question marks where there is uncertainty.

Answers

1 a counselling course for speech therapists – basic counselling skills – guide people through psychological problems people have when they have a difficulty with speaking.
2 very practical; some lectures and seminars about theory, but mainly practise with each other, tutor observes and gives feedback
3 tutors are experienced and knowledgeable, clear, really good; students mostly get on; two guys aren't as supportive as everyone else and can be a bit more critical in practice sessions
4 a six-month course – an evening a week
5 get a certificate for completing the course; have to attend 80% of the classes and do an assignment – a kind of diary of counselling sessions – and a bit of reading

34

D = Daniel, P = Paulina

P: Wow. It's busy today.
D: I know, it's crazy. I was supposed to take a break an hour ago.
P: Yeah, I'm going back after I've had this coffee.
D: OK. Are you going to the thing for Holly's birthday later?
P: No, I can't. I have a class.
D: Oh yeah? What are you studying?
P: It's a counselling course for speech therapists.
D: Oh, right. What does that involve?
P: Well, you learn basic counselling skills. You know, how to listen and guide people through problems, but it's focused on the kinds of psychological problems people have when they have a difficulty with speaking.
D: And how come you're doing that?
P: Well, I did speech therapy at college and, you know, that's still what I want to do.
D: Oh right.
P: So it'll be good for my CV.
D: Yeah. I'm sure. So, how's it going? Are you enjoying it?
P: Yeah, it's good. It's very practical. I mean, we have some lectures and seminars which are about theory, but most of the time we just practise with each other and a tutor observes us and gives feedback.
D: So, what about the tutors? What are they like?
P: Great. They're all very experienced and knowledgeable, but they present things in a very clear way, you know, they're like on our level. They're really good, actually.

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D: It sounds it. And what are the other students like? Do you get on with them OK?
P: Yeah, mostly.
D: Mostly?
P: Well, there are one or two guys that aren't as supportive as everyone else. Like when we do the feedback after the practice sessions, they can be a bit more critical than the others, which is a bit annoying.
D: I can imagine. You want encouragement, not criticism!
P: Exactly.
D: So how long does the course last? When do you finish?
P: I think there are eleven weeks left. It's a six-month course – an evening a week.
D: Do you have any coursework on top of that? I mean, is it assessed?
P: Not exactly. You just get a certificate for completing the course.
D: And to get that?
P: You have to attend 80% of the classes and do an assignment, which is basically a kind of diary of our counselling sessions – nothing too demanding.
D: OK. So you don't have to do much reading?
P: There's a bit connected to the seminars and you could do more, but I don't have time on top of my workload here.
D: I bet. So what are you going to do when it ends?
P: Well, I might actually do another course once I've finished this one.
D: Wow! You're keen!
P: Maybe, but as soon as I find a proper job, I'll probably stop doing any studying.
D: Sure.
P: I'd better get back.
D: OK.

5 Discuss the question in pairs or small groups, or in open class if you are short of time. In feedback, ask students to justify their answers. There are no fixed answers, so let students argue their own points of view. However, the fact it's not really assessed and that the certificate is given simply for 80% attendance and one assignment means it's perhaps not that serious or widely recognised a course as it could be.

6 34 Give students time to read through the sentences and note any words they can remember from the first listening. Ask them to discuss answers in pairs. Tell students to decide which words they don't know or aren't sure of, so that they can concentrate on listening out for them.

- Play the recording. Students listen and note the missing words. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, write up the missing words on the board.

Answers
1 basic counselling skills
2 lectures and seminars
3 experienced and knowledgeable
4 as everyone else
5 encouragement, not criticism
6 a six-month course
7 on top of

7 Give students one or two minutes to read through the questions, decide which ones they would most like to discuss, and prepare answers. Then organise the class into pairs or small groups to discuss. Monitor and listen for errors, new language or interesting conversations to use in feedback.

- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Elicit ten adjectives that students think are important in a tutor (e.g. *experienced, knowledgeable, inspiring, supportive*, etc.). Write the adjectives up on the board. Then organise the class into pairs or groups and ask them to pick their top five and put them in order from the most important to the least important.

GRAMMAR Future time clauses

Aim
to check students' understanding of how to use future time clauses to specify the time at which a future action will take place

8 Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can understand and analyse the examples. Tell students to concentrate on the information they weren't sure about when checking their answers using the Grammar reference on page 174. Have a brief class feedback session and discussion and deal with queries.

Answers
1 after, when, once, as soon as
2 unless / provided / if / the minute I, etc. (Don't suggest these to students, just see what they come up with. Accept if correct. Reject if wrong.)
3 present perfect simple or present simple
4 the future (present tenses, future meanings)
5 Yes, like in sentence d here. It just depends which part of the sentence you want to place the focus on.

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G Students complete Exercise 1 in the Grammar reference on page 174.

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the first sentence. When eliciting answers, ask why, and reiterate the basic grammar rules as you work through the exercise.

Answers to Exercise 1, Grammar reference

1 After I leave school / I've left school next month, I might go away for a few weeks.
2 Once the course finishes / has finished, I'll have to start paying back all my debts.
3 Are you going to look for a job when you move to Germany?
4 I'm not going to go out until my final exams have finished / I've finished my final exams.
5 I'll call you back right after the lecture has finished.
6 He said he's going to burn all his notes the moment he graduates / he's graduated.
7 I'll call you as soon as I hear / have heard from my boss.
8 I start university in September. I'll need to work part-time while I am studying to help pay for everything.
9 I'll need to start looking for a job before I graduate in the spring.

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 8 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: future time clauses

The important point to get across here is that after using *after, when, once*, etc. the verb that follows is in a present form. Make sure students are not using *will*: *~~will~~ As soon as I find a job, I'll stop studying.*

9 Start by modelling one or two questions students could ask. Then ask them to prepare questions (and think of their own answers) individually for two or three minutes.

- Organise the class into groups of four or five to take turns asking and answering questions. Monitor closely and note down any errors. In feedback, comment on good examples of language use and write up errors on the board, which you could discuss as a class.

Optional extra activity Ask fast finishers to think of three further questions they could ask.

G For further practice, see Exercise 2 in the Grammar reference on page 175.

Answers to Exercise 2, Grammar reference

1 if	5 has finished
2 finish	6 as long as
3 when	7 start
4 once	8 as soon as

Developing conversations

I can imagine, I bet, etc.

Aim

to introduce and practise using *I can imagine* and *I bet* to sympathise

10 Read through the information in the box as a class. Ask students to find examples in the audio script for track 34 on page 201 of the Student's Book.

- In feedback, discuss the question as a class.

Answers

The examples are:

P: So it'll be good for my CV.
D: Yeah. **I'm sure.** (= I'm sure the course will be good for your CV)

P: They're really good actually.
D: **It sounds it.** (= It sounds like the tutors are really good)

P: ... they can be a bit more critical than the others, which is a bit annoying.
D: **I can imagine.** (= I can imagine their criticism is a bit annoying)

P: There's a bit connected to the seminars and you could do more, but I don't have time on top of my workload here.
D: **I bet.** (= I bet you don't have time)

Background pronunciation notes

Notice that *sure, bet* and *imagine* are strongly stressed in these exchanges. Students should emphasise them to make their feelings of sympathy clear.

11 Read the example with the class, and elicit one or two other things a student might say about a course. Remind students that *It's a pain* means 'it's very annoying'.

- Give students three or four minutes to come up with ideas. Monitor and make sure students are completing the phrases with accurate language which is appropriate to the context.
- Organise students into pairs to take turns reading and responding. Monitor and correct any errors. Make sure students are stressing words like *bet*, *imagine* and *sure*.

Possible answers

1 I have to work in the evenings as well, so I'm struggling.
2 The teachers didn't tell us about this month's test, which was annoying.
3 My tutor said I was doing well, so I'm really pleased.
4 A colleague has lent me her notes, which is really helpful.
5 It's a very intensive course, so it's quite demanding.
6 The college is on the other side of town, which is a pain.

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Optional extra activity You could do an open-class drill to introduce the dialogues to practise sympathising in Exercise 11. Read out the possible answers above and ask students around the class to respond with an appropriate phrase. Insist on correct form and good pronunciation. This should set them up to do the pairwork practice more accurately and confidently.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson and for students to practise discussing courses in a roleplay.
- Ask students to work individually to prepare what to say. If your students are on a degree course, it might be better if they talk about their own experience. Go round the class and help students with ideas and vocabulary.

13 When students are ready, ask them to sit with a partner who prepared a different roleplay card. Alternatively, tell them to stand up and come to a part of the classroom where they can easily mill around and talk to different people. Set a time limit (five minutes) and tell students to speak to at least three different people. Join in briefly to model and prompt the activity, but see your main role here as that of an assessor, listening for good or incorrect uses of language. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

13 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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PAY ATTENTION
Student's Book pages 64–65

Communicative outcomes
In this two-page spread, students discuss different aspects of education, including the personal qualities of teachers and students, and class rules.

Speaking

Aim
to set the scene and introduce the theme with a photo; to get students talking about the personal qualities of teachers and students

1 Ask students to look at the photo on page 64. Ask: *What can you see?* Elicit a brief description of the photo. Organise the class into pairs to discuss the questions. In feedback, elicit any descriptive adjective or phrases that students can think of to describe the photo.
- Ask students to look at the lists of personal qualities of teachers and students, and discuss the questions. There is no need to pre-teach any of these words (students have seen them all before). Wait and see if students ask you about the words, and be ready to explain meanings if they do. Be prepared to correct mispronunciations, too.
- In feedback, elicit ideas and, if there is sufficient interest and time, open it out into a class discussion.

Answers
The photo shows a child holding a clay teapot. An adult is helping the child to make marks on the pot with a wooden tool. It is a hands-on way of teaching in which the teacher shows and guides the pupil, and the pupil learns by experiencing and trying out the new skill. It suggests patience, encouragement, guidance and supportiveness on the part of the teacher.

Optional extra activity Ask students to create class lists of the top five qualities of a good teacher and a good student. They could make posters with these qualities illustrated on them and put them on the walls.

Background language notes for teachers

patient = good at waiting for people and helping them without getting angry or wanting them to hurry
encouraging = good at saying positive things to make people feel they are doing well
strict = good at setting strong rules and having discipline and making sure people work
enthusiastic or *keen* = good at making a subject seem interesting and exciting
ambitious = wanting to do well and achieve a lot

VOCABULARY Education

Aim
to introduce expressions used to talk about education systems

2 Give students a moment to read through the words, and complete the first sentence as an example with the class. Ask students to work individually then compare their answers in pairs.
- Monitor and note how well students already understand these phrases.
- In feedback, elicit answers, check any unknown words, and drill words that are difficult to say for pronunciation.

Answers
1 bilingual school – school (You may want to note that in many countries there are now English medium universities, which deliver everything in English.)
2 strict discipline – school
3 Master's programme – university
4 academic reputation – school (This can't be a university because the word *pupils* is used and the idea of pushing adult students is a bit odd.)
5 entry requirements – university (Medicine is studied at university not school.)
6 social problems – school
7 research facilities – university
8 alternative approaches – school
9 school fees – school

Background pronunciation notes

Note the strong stress: *academic, reputation, research facilities, requirements, discipline, alternative.*

3 Read the example with the class, and ask students in pairs to think of other words or phrases that go with each compound noun in Exercise 2. This builds up a set of useable chunks around each phrase or topic. Encouraging students to use dictionaries allows them to select their own words or phrases to learn, and to teach each other new words.
- There are no fixed answers. Students may well come up with all kinds of ideas. This is fine if they can argue or support why they chose them.

Teacher development: learning and using a few chunks which go together

Native speakers are more confident and fluent in a real-life situation in which they are familiar with a set of useful chunks of language. So, an average speaker might be happy chatting about the weather because they know a lot of handy expressions, but might stumble over words when talking about something like science or politics. It is the same for language learners. That's why it is a good idea to get students to research and learn chunks of language under a topic heading. It makes them more fluent because they have all the language they need to talk about the topic.

4 Organise the class into groups of four or five. Ask them to discuss the questions. Go round and listen carefully, noting how they use the new language from Exercise 2.

Optional extra activity Introduce the discussion by briefly using some of the sentences in Exercise 2 to describe schools or universities you know. This provides a motivating live listening, and models good use of some of the language students could use.

LISTENING

Aim
to give students practice in listening to recognise the main speaker and for specific information; to practise listening intensively for chunks of language

5 35 Give students time to read the task carefully. Play the recording. Students listen and decide which category of person is the main speaker in each conversation. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers. If your class have a good understanding of the recording after listening just once, there is no need to do Exercise 6 that follows.

Answers
Conversation 1: b (moans about a student who turns up late, doesn't pay attention, looks bored; needs to be stricter and set ground rules)
Conversation 2: d (wants to do a Master's – needs to get 6.5 in IELTS exam, but only got 6)
Conversation 3: c (explaining how assessment system works to new students)
Conversation 4: a (has moved daughter to a new school, where she seems to be doing better)

35
1
A: How's the class?
B: Awful! They just don't pay attention. If I try to explain something, they sit whispering to each other. It's so rude! And then there's one boy who always walks in twenty minutes late. He doesn't apologise. He just puts his mobile on the table, takes off his iPod and his Armani sunglasses, and then he sits there looking bored because he thinks he knows it all. He's got no pen, no paper, nothing. It's really annoying!
A: I think you need to set some rules. If they talk, send them to the headteacher or give them a detention.
B: Maybe. I don't want to be too strict.
A: But you have to be! If you're strict from the start, you'll gain their respect. Obviously, you need to be fair as well.

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2

C: Are you OK? You look a bit fed up.
D: I've just got the results of my English test.
C: Oh dear. What did you get?
D: A 6. And I needed a 6.5 to do a Master's.
C: Oh no! I'm sorry. But you worked so hard. I was sure you'd get at least a 7.
D: I know. I was so stupid. I misread one of the questions. That probably lowered my score.
C: Oh dear. So, what are you going to do now?
D: It depends. I'm going to ring the course leader and see if they'll accept me with a 6. If they don't accept me on the course, I'll either retake the test or I might look for another Master's.

3

E: Right, there are a number of things I need to tell you about assessment. Firstly, 50% of your final marks are based on your essays during the course. Because of that, we're very strict on deadlines. If you miss a deadline that your tutor has set, you will be given a zero. No arguments! Secondly, er ... yes?
F: Yeah, sorry to interrupt, but what if you have a family crisis, or something?
E: Well, obviously we'll make an exception for certain cases if a close family member is affected. Also, we won't accept any excuses to do with illness unless you produce a doctor's certificate within two days of the deadline. Does that answer your question? Good. I should say, while we're on the subject, that if you have any problems which are affecting your coursework, you should contact the student counselling service. Their number is ...

4

G: So how's Angela doing at her new school?
H: Oh, much better, thanks. I'm so glad we decided to move her to St James's. The teachers seem a lot better prepared. And they push the kids. I think Angela was just a bit bored at her last school.
G: Well, she's a bright kid.
H: And that other school was quite rough. I was always hearing about fights in the playground and lots of kids there skip classes on a fairly regular basis as well.
G: Well, St James's has a very good reputation.
H: Yes. Discipline is very good there. And I think they look so much smarter in a uniform.
G: Hmm.

6 35 Organise the class into pairs to discuss the questions. Play the recording again. Students listen and check their answers.

- In feedback, elicit answers from the class, and confirm them.

Answers

1 Because the class doesn't pay attention. One student always walks in 20 minutes late, doesn't apologise, and then sits there looking bored. He's got no pen, no paper, nothing.
   The advice is to set some rules. If they talk, send them to the headmaster or give them a detention.
2 The student didn't get the IELTS score they needed and so can't do the Master's.
   She's going to ring the course leader and see if they'll accept her with a 6. If not, she'll either retake the test or she might look for another Master's.
3 If students miss a deadline for an assignment, they get given a zero.
   Two exceptions are mentioned: for certain cases affecting immediate family; and for illness if a doctor's certificate is produced within two days of the deadline.
4 Her daughter is doing well at her new school. She was bored at the other school, which was also a bit rough. The new school has a good reputation and they wear nice uniforms!

7 Give students time to read the nouns and have a go at remembering the verbs. It doesn't matter if students can't remember all the verbs that go with the words here. The important part is to realise that trying to notice this kind of thing is important.

- See what students remember, then let them check against the audio script on page 201.
- Elicit answers from the class, and write the correct words from the audio script up on the board.

Answers

1 pay, whisper, gain
2 misread, lowered, retake
3 miss, make, accept
4 push, skip, have

8 Organise the class into pairs to discuss the questions.

GRAMMAR Zero and first conditionals

Aim

to check students' understanding of how to use zero and first conditionals to talk about situations and their results

9 Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students can understand and analyse the example sentences. Tell students to concentrate on the information they weren't sure about when checking their answers using the Grammar reference on page 175. Have a brief class feedback session and discussion and deal with queries.

Answers

1 a (Here, *if* means *every time* or *whenever*)
2 c and d; the present simple
3 *will* = definitely / 100% sure; *might* = maybe / 50% sure
4 ***send*** *them to the headmaster* (= You should do this.)
   you ***should contact*** *the student counselling service.*

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G Students complete Exercise 1 in the Grammar reference on page 175.

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the correct option for sentence 1. When eliciting answers, ask why, and reiterate the basic grammar rules as you work through the exercise.

Answers to Exercise 1, Grammar reference

1 need	5 tell
2 might	6 are not working
3 fail	7 ignores
4 forget	8 unless

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 9 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: zero and first conditionals

We use the first conditional form with *will* (or with modals such as *might* and *should*) to show possible future situations, and we use the zero conditional to talk about situations that are repeated. Compare:

If I ask her to do something, she complains.
(= every time I ask)
If I ask her to do something, she'll complain.
(= next time I ask)

Watch out for students trying to use *will* in the *if* clause.

10 Read the information about *What if ...* in the Grammar box and point out the further examples in Exercise 10. The exercise then provides some written accuracy practice of conditional sentences. Start by eliciting the correct form of the first missing verb. Ask students to complete the rest of the dialogue individually. Let them check with a partner before discussing as a class.

Answers

1 get	6 isn't
2 'll probably do	7 Don't wait
3 might go	8 call
4 'm not	9 will come
5 Ask	

Optional extra activity Ask students in pairs to practise reading the dialogue.

11 Ask students to prepare ideas and note them down. Monitor and help with any new language they need.

12 Organise the class into pairs and ask students to improvise conversations using the questions in Exercise 11 and their own answers, and responding with *What if ...?* Monitor and note errors and good examples of language use in the students' conversations. In feedback, show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

G For further practice, see Exercise 2 in the Grammar reference on page 175.

- Ask students to compare their answers with a partner.

Answers to Exercise 2, Grammar reference

1 (correct)
2 If he **finds** a job
3 (correct)
4 Your students **won't** behave
5 what **will you** do
6 I **won't** / **won't be able to** finish ...
7 **unless** you revise properly
8 If you **don't** have your passport ...

Speaking

Aim
to discuss and prepare rules for an ideal classroom or place of work

13 Organise the class into groups of four or five. Ask them to work together to discuss the questions. Set a time limit of five minutes.

- Monitor and prompt students with ideas and vocabulary. At the end, have a brief feedback session and find out what students thought of the different rules.

Optional extra activity Note down all the errors you heard during the discussions on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

Web research activity Ask students to find out more about rules for teachers and students around the world.

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MAKING A DIFFERENCE
Student's Book pages 66–67

Communicative outcomes
In this two-page spread, students will read about and discuss education systems and how they can be improved.

Reading

Aim
to read to check predictions; to read and share information in a jigsaw reading activity

1 Organise the class into groups of four or five. Ask them to discuss the question. Set a time limit of three or four minutes.
- Monitor and note students' opinions, ideas and interest. There are no fixed answers but some possibilities are given below of typical concerns in the UK.

Answers
parents: quality of school / not enough homework / children's grades / long summer holidays and lack of childcare
teachers: pay / support and resources / kids' (lack of) discipline / class sizes
students: too much homework / bad grades / unfair rules / uniform
politicians: exam results / comparison with other countries (PISA, etc.) / teacher unions being too strong / teachers teaching the wrong things
business people: lack of skills or the wrong skills for their business

2 Students compare their ideas and discuss the questions. You may want to do this in groups, but it may be best to then share ideas and write notes on the board. Then ask different students what they consider the most important issues are.
- In multilingual groups ask for more details rather than seeing if people 'agree', or ask if any other countries have the same big issue. In monolingual groups you may spend more time exploring solutions and reaching agreement (or not).

3 Ask students to read the article and find the answers to the questions. Let students compare their answers in pairs.

Answers
1 students' own answers
2 Research took 15 years, looked at 60,000 studies, covered 250 million students.
3 Teachers need to be passionate and able to show students how to exceed expectations (= do more than they thought they could).
4 A lot of the most important factors (such as teaching and expectations) are 'hidden', particularly from parents and politicians who may make decisions. He wants to make these factors 'visible' / more open.

Culture notes

John Hattie was born in New Zealand in 1950, and has been Professor of Education at the University of Auckland and the University of Melbourne. *Visible Learning* is the result of the world's largest analysis of the effect of different factors on learning.

4 Organise the class into groups of three. Ask them to read through the factors and decide which they think are most or least effective. Then ask them to discuss their ideas with their partners in their group.
- You could elicit a few ideas from different groups, but don't confirm or reject any answers at this stage.

5 Ask students in their groups to decide who is A, who B, and who C. Then ask them to find their files at the back of the Student's Book. Give students a few minutes to read their information, then ask them to share their information, and use it to rank the factors.
- Feed back on the correct order, starting from the best.

Answers
(ordered from top to bottom)
1 f 1.44
2 e 0.73
3 g 0.71
4 b 0.67
5 h 0.29
6 d 0.21
7 c 0.2
8 a 0.09
9 i –0.09

6 Students discuss the questions in their groups of three. Have a brief class feedback session, and find out what the class as a whole thinks of the information in the text.

Teacher development: organising pairs and groups

In a communicative classroom, students are often asked to work in pairs, in small groups, in large groups, and in mingles. In order to make sure students get an opportunity to work with different people, rather than always having the same partner, and in order to make sure you organise your groups clearly and quickly, it is a good idea to think carefully about your management beforehand.
Here are some tips.
Pairwork
1 When checking the answers to exercises or the answers to reading or listening tasks, adult learners feel happy working with the person next to them. Often this is

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someone they know and like working with. If your students sit in a semi-circle, you could vary the pairs by asking the person on the end to move across the class from the far right to the far left. If your students sit in rows, you could vary pairs by asking students to turn round to work with the people behind them.

2 In contrast, when doing a more fluent speaking or writing activity, a roleplay or interview, for example, it is a good idea to mix pairs so that students work with someone new. Give everyone a number and ask them to find a partner (e.g. in a class of 12, number them 1 to 6, then 1 to 6, and ask 2s to sit together, 3s to sit together, etc.). Alternatively, ask students to stand up and find someone they haven't worked with for a while.

Groupwork

1 You can mix students in groups in the same way and for the same reasons as with pairwork (e.g. in a class of 12, number them 1, 2, 3, 1, 2, 3, etc. round the class, to get four groups of three). If they sit in rows, ask pairs to turn round to work with the people behind.

2 If students are in groups, make sure they are in a position to speak to and hear everybody. Make them draw chairs in a circle, or make them find space in the classroom and stand in a circle. Planning pair and group work carefully, and taking time to make sure everybody is comfortable and ready before starting on a activity pays dividends.

Understanding vocabulary

Forming words

Aim

to practise building vocabulary by forming nouns from verbs

7 Read through the information in the box as a class. Elicit the first noun from the class to get them started. Ask students to work individually to write the rest of the nouns. Let them check their answers in pairs.

- Monitor and note how well students can do this exercise. In feedback, concentrate on any problems, and point out how the stress changes from verb to noun.

Answers

1 improvement(s)
2 grade
3 specialist
4 difference
5 performance
6 expectation
7 failure
8 knowledge

Background language notes for teachers

The strong stress on the verb is the same as the strong stress on the noun in all of the examples in Exercise 7 (e.g. *improve* / *improvement*) with one exception (*expect* / *expectation*).

Pronunciation

Aim

to give students practice in pronouncing the main stress in nouns formed with suffixes

8 36 Play the recording. Students listen and underline the main stress. Let students compare their answers in pairs.

- In feedback, drill any words that students have problems saying. You could drill all of them and miss out Exercise 9.

Answers

1 know – knowledge (note the shorter sound here – *know* /nəʊ/ changes to *knowledge* /'nɒlɪdʒ/).
2 analyse – analysis
3 assess – assessment
4 define – definition
5 inform – information
6 interpret – interpretation
7 worry – worry
8 increase – increase
9 refund – refund
10 protest – protest

9 Ask students to practise saying the words in pairs. Monitor, listen in carefully, and correct any pronunciation errors students make.

10 Ask students to work individually first to think of sentences. Let them use a dictionary if they wish. You could elicit or provide an example sentence to get them started. Monitor for clear misunderstanding of meaning or usage, but don't worry if the usage is not completely 'native-like'. Organise the class into pairs to share their sentences.

11 This is an opportunity for students to practise using nouns formed from verbs, and to discuss aspects of education in a personalised way.

- Organise the class into small groups of four or five to discuss. Listen for errors, new language or interesting ideas to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

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8 EATING

Speaking

Aim
to set the scene and introduce the theme with a photo; to get students talking about cooking and food preferences

1 Start by telling the class that in this unit they're going to be learning how to describe dishes and to talk about experiences of foreign food and restaurants; they will order from a menu and make generalisations.

- Ask students to look at the photo on pages 68–69. Ask: *What can you see? What is he making?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers
The photo shows an elderly Italian man preparing pizza dough.

Optional extra activity Ask students to draw a circle on piece of paper and tell them that this is their pizza base. Tell them to draw and label all the ingredients of their favourite pizza on the base. They can be creative if they wish. In pairs or groups students describe their favourite or creative pizzas.

Teacher development: personalisation

Outcomes aims to encourage lots of personalisation. Getting students to talk about themselves and each other achieves the following:

1 It is motivating. Everybody likes talking about themselves and has lots to say.
2 It makes new language relevant and usable. If you can use new pieces of language to talk about your own life and experiences, it becomes immediately relevant.
3 It encourages students to find out about each other and develop relationships and rapport.

I'LL GO FOR THAT
Student's Book pages 70–71

Communicative outcomes
In this two-page spread, students will practise describing foods and ways of cooking; they will practise explaining dishes from their country.

Vocabulary Describing food

Aim
to introduce and practise words to describe food, methods of cooking and taste

1 Ask students to look at the picture. Ask: *Where are they? What can you see?* Elicit as many words and descriptions as you can. Then ask students to work in pairs to label the picture with the words.

- In feedback, use mime or examples to check the words.

Answers

1 deep-fry	6 stir-fry
2 grill	7 boil
3 slice	8 marinate
4 steam	9 mash
5 roast	10 grate

Background language notes for teachers

deep-fry = cook in hot oil in a deep pan (e.g. chips, fried fish)
grill = cook over or under a strong heat (e.g. bacon and sausages; meat on a barbecue)
slice = cut a flat piece of food from something larger (e.g. sliced bread; a slice of cake)
roast = cook meat, fish or vegetables in an oven (e.g. roast chicken; roasted vegetables)
stir-fry = cook small pieces of meat, fish or vegetables in hot oil in a frying pan – common in Asian cooking (e.g. chicken stir-fry; stir-fried vegetables)
fry = cook food in hot oil in a flat pan (e.g. fried onions)
steam = cook food with steam – i.e. in the vapour produced from boiled water (e.g. steamed fish or vegetables)
marinate = put food in a marinade – a liquid full of herbs and spices which imparts a flavour to the food (e.g. marinate the pork overnight)
mash = beat the food until it is broken up (e.g. mashed potato)
grate = use a grater to cut off lots of small pieces to sprinkle over food (e.g. grated parmesan cheese)

2 Give students two minutes to read the questions and think of what to say. Organise the class into groups of four or five to discuss the questions.

- In feedback, elicit interesting comments, and correct any words students used incorrectly.

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3 Elicit one or two words that could be described using *bland* (a tasteless cheese, for example) to get students started. Then organise the class into pairs to think of examples for the other adjectives. Monitor and help with ideas and vocabulary. There is no need to pre-teach these words. Find out how well students know them and deal with queries if students ask.

- In feedback, elicit examples, and correct any words students used incorrectly. Students' answers will vary, but some suggestions are given in the answer key.

Possible answers
bland: boiled rice / potato (= not much taste / no spice or seasoning)
fattening: pasta, chocolate, ice cream (= high in calories)
filling: bread, pasta, potato (= makes you feel full)
greasy: fried egg, chips (*grease* = liquid fat)
juicy: oranges or other fruit, rare steak
raw: meat, vegetables (Note that we don't say *raw fruit* or *raw rice*. Point out that we usually cook meat and fish but sometimes they can be eaten raw, e.g. in sushi.)
sour: lemon, yoghurt, milk that's gone off
spicy: chilli, curry
tasty: any dish which has lots of flavour, e.g. pizza, Indian or Mexican food
tender: meat (if a steak is *tender* it's soft and easy to eat)

4 Organise the class into new pairs. Ask them to look at the photos at the back of the book and elicit what the different types of food are, or just ask students which foods they don't know or aren't sure of.

- As students discuss the questions, go round the room and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity In a multicultural class, ask students to think of and prepare to describe a type of food or dish that they commonly eat. Organise the class into small groups to describe their foods. Other students should say whether they have heard of them or tried them, and, if so, what they are like.

Culture notes

Trifle is a cold, sweet food made from cake covered with fruit, jelly, cold custard (which is yellow and vanilla-flavoured) and cream. It is traditional in the UK and popular at parties.
Tripe is the lining of the stomach of a cow or sheep.
Kebabs are made of pieces of meat and vegetables grilled on a skewer; they are eaten in the Middle East and the Mediterranean (particularly Greece) and have become popular in the UK.

Listening

Aim
to give students practice in listening for specific understanding; to provide a model for the conversation practice at the end of the lesson

5 Lead in briefly by writing *Peruvian restaurant* on the board and asking students, *What sort of food would you expect to find in a Peruvian restaurant?* Elicit any ideas. Depending on the nationality of your class, they may or may not be familiar with this type of food.

- Ask students to read through the menu. Ask the questions in open class and elicit ideas. Don't expect students to know that much if they are not Spanish speakers. The point of this task is to get students to look at the menu in preparation for the listening, where someone will explain it in English. For Spanish speakers, you might want to avoid telling them the English for some of the words and see if they can hear it.

6 37 Give students a moment to read through the situation and the task. Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

- In feedback, ask students to say what clues helped them work out the answers.

Answers
He orders *Ceviche* and *Seco de Cabrito*.
1 too filling
2 doesn't like the sound of it
3 doesn't feel like it (but also says he doesn't eat it much and finds it bland)

37
A = Aurora, C = Claes
A: They don't have an English menu, I'm afraid, Claes – just a Spanish one.
C: That's OK. You'll just have to talk me through it.
A: No problem. Well, for starters they've got Papa Rellena. That's balls of mashed potato, stuffed with beef, raisins and olives, and then deep-fried.
C: OK. That sounds very filling for a starter!
A: It can be, yeah. Then there's Anticuchos. That's a bit like a Peruvian kebab. It's sliced cow heart, very tender and juicy, grilled on a stick.
C: Right. To be honest, Aurora, I don't really like the idea of eating heart. I don't know why. I just don't.
A: That's OK. No problem. There are plenty of other dishes to choose from.
C: Sorry. Anyway, what's next? What's Ceviche?
A: Ceviche! That's Peru's national dish. Have you never tried it?
C: No, never.
A: Oh, you really should. It's delicious. It's basically raw fish marinated in lime juice or lemon juice and served with the local kind of potato and corn. You get lots of different kinds of Ceviche, using different fish and seafood.

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C: OK. Well, I'll go for that, the Ceviche. What are you going to have?
A: The Tallarín Con Mariscos. It's a kind of spaghetti served with shrimps and prawns and squid.
C: Sounds great. And what about the main courses?
A: Well, the Bistec Apanado. That's steak, sliced very thinly and then fried and served with rice.
C: OK.
A: And then there are two rice dishes – Arroz Con Mariscos, which is rice with fresh seafood. It's a bit like a Spanish paella, but spicier. Then there's Arroz Con Pato, which is rice with duck. The Lomo Saltado is a kind of steak dish.
C: Another one? I don't really eat steak very much, to be honest. I tend to find it quite bland.
A: Bland? Not this one. It's cooked with tomatoes and onions and spices and things. It's really good. Honestly!
C: I'll take your word for it, but I don't really feel like steak tonight anyway.
A: OK. Well, finally, there's Seco De Cabrito. It's a kind of stew with goat meat in, young goat meat – and they serve it with beans on the side.
C: That sounds very tasty. And quite unusual too. I'll have that.

7 37 Ask students to try to remember the words and complete the sentences before listening. Play the recording again. Students listen and fill in the gaps. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, ask students to say what clues helped them work out the answers.

Answers

1 afraid	6 thinly, served
2 through	7 like, spicier
3 stuffed	8 kind
4 tender, juicy	9 side
5 for	10 tasty

8 Give students one or two minutes to read the questions, and think about what they might say. When they are ready, put students in new pairs or in groups of three to discuss the questions.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Background language notes for teachers

Explain that to describe how well we like our steak cooked we use the terms *rare* (red and bloody) *medium rare* (pink) and *well done* (completely cooked through).

Optional extra activity Provide a live listening by describing your favourite dish. Talk about the ingredients, how you prepare it and why it's your favourite dish.

Developing conversations

Describing dishes

Aim
to introduce and practise patterns used to describe dishes

9 Read through the information in the box as a class. Ask students to notice the different prepositions used in the phrases.
- If your students all come from the same country, you may want to brainstorm some types of food or drink that they could describe, and write them on the board. In a multicultural class, just elicit two or three examples to give students the idea and get them started. Ask students to work individually to prepare descriptions. It is a good idea to organise the class into pairs to compare ideas at this preparation stage before speaking, and to monitor and be available to help with ideas and vocabulary.

Background language notes

Note that we can also say *It's a type of* or *it's a sort of* as well as *It's a kind of*.
It's a bit like = It's similar to

10 Organise the class into groups of four or five. Ask students to take turns to describe their food. Monitor and note errors or examples of good language use which you could focus on in the feedback stage.

Optional extra activity Ask students to write a description of a favourite type of food.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity to bring together different parts of the lesson and for students to practise describing dishes on a menu.
- Ask students to work individually to prepare their menu. Go round the class and help students with ideas and vocabulary.

12 Organise the class into pairs. It is a good idea to mix students so that they work with someone they don't get to regularly sit with. If you have a multicultural class, organise the pairwork so that students sit with someone from a different country. Ask students to prepare their conversation first. Encourage them to choose who is A and who is B, and to look at the menu and think of which phrases to use to describe the dishes.
- When students are ready, tell them to roleplay their conversations. Listen for errors, new language or interesting conversations to use in feedback.

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- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity You could do this activity as a mingle. Ask students to stand up, walk round and talk to at least three different people.

Teacher development: preparation time

The more time students are given to prepare fluency speaking activities of the type in Exercise 12, the more likely the activity will be successful, motivating and long-lasting, and the more likely it is that students will be confident enough to try out new language appropriately. Here are some suggestions (with reference to Exercise 12 above) that you could use to extend the preparation stage:

1 Ask students to go through their menus and think of how to explain at least three dishes, using the four patterns in the 'describing dishes' box at least once.
2 Ask students to exchange menus before doing the roleplay. Tell them to think of three questions they would like to ask about the dishes on the menu.
3 Ask students to think about what they could say and rehearse it. Rehearsing the roleplay conversation before having to perform it will improve the final result.

14 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice.
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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CULTURE CLASH
Student's Book pages 72–73

Communicative outcomes
In this two-page spread, students discuss and make generalisations about the cultural differences of different countries with reference to eating and drinking.

Speaking

Aim
to introduce the topic of the reading text; to get students talking about foreign cuisines

1 Start by saying: *It's Saturday evening. You can go to any restaurant you like. Where would you go and why?* Elicit ideas, and find out whether your students prefer foreign food to food from their own country.

- Organise the class into pairs to read the introduction and discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write the following adjective + noun collocations from the text on the board, and ask students to give examples to show what they mean: *a wide range, specialist products, adventurous locals, host country*.

Reading

Aim
to give students practice in reading for specific information, and in sharing information in texts in a jigsaw reading activity

2 Start by organising the class into groups of four. Tell them to sit together, in a circle if you have the space in the classroom, and to decide who will be As and who Bs. Make sure students are clear which texts to read. Then give them three or four minutes to read their texts and answer the questions.

- In each group, As check their answers together, and Bs check their answers together.

3 Tell students in each group to pair up with someone who read a different text. Students take turns to ask and answer the questions. Monitor and note how well students understood the texts. Help out if students are unclear about any answers.

- In feedback, go through the answers quickly, and discuss any answers students weren't sure of.

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Answers

Ian
1 The United States
2 Taiwan (Taipei)
3 cheap to eat out, lots of vegetarian food, people share dishes
4 nothing
5 men fighting to pay the bill (he always shares), people being surprised he can use chopsticks
6 stinky tofu

Isabella
1 Spain
2 Scotland
3 Haggis, cuisine from other countries
4 Olive oil
5 people don't eat when they are drinking, deep fried chocolate bars
6 (just couldn't get used to) eating everything with bread and butter, eating at 6 o'clock

Ya-wen
1 Taiwan
2 United States
3 Taiwanese restaurants, health food shops, eating round at friends' houses
4 rice
5 portions are very big and people eat it all, blue cheese sauce, French fries, ordering things individually rather than sharing
6 not mentioned (though we might assume some of 5)

Alan
1 Scotland
2 Spain (Valencia)
3 olive oil on bread, fresh food rather than ready meals, tapas
4 spicy curry
5 not much vegetarian food – ham not thought of as meat; difficult to get non-Spanish food and curry not spicy enough
6 eating so late – sometimes not until 11

Optional extra activity You could ask students to read the texts they didn't read for homework to check their partners' answers.

Teacher development: jigsaw reading

Asking students to do a jigsaw reading achieves the following: it creates an interesting information gap activity; it creates an extended speaking activity in which students have to ask questions, provide detailed answers, and write notes; it combines all skills (reading, speaking, listening, writing).

Here are some things to think about when doing this activity.

1 Break the activity into clear stages, and instruct carefully. So, here, organise the class into pairs, make sure students know if they are A or B, give students a time limit to read their text, let students compare answers with a partner, reorganise the class carefully so that they are with someone who read a different text, and model the question and answer stage.
2 Monitor the pairwork stages carefully, and make sure students are on task. It is easy to get confused about what they should be doing.
3 Rather than interrupting the task, let students work together through the exercises, explaining and teaching each other. Spend time collecting errors to feed back on, noting interesting language to comment on in feedback, and preparing to go through any questions that students had problems with.

Culture notes

Taipei (/taɪ'peɪ/) is the capital of Taiwan. The island of Taiwan lies off the south-east coast of China.

Tofu, which is also known as 'bean curd', is made by coagulating soy milk and then pressing the resulting curds into soft white blocks.

Haggis is a famous Scottish dish. It is a savoury pudding made from the minced heart, lungs and liver of a sheep, mixed with onion, oatmeal, suet, spices and salt, and encased in the stomach of a sheep or cow. It is traditionally eaten on Burns Night, a celebration on January 25th on which a famous poem about haggis by Scotland's most celebrated poet, Robert Burns, is read aloud.

Deep-fried Mars bars really are sold in fish and chip shops in Glasgow. The bars of chocolate are dipped in batter then cooked in hot oil just as deep fried fish are. However, even to the Scots, the idea of this food is just a bit of a joke.

Note that Americans say *french fries* (and they're usually thin and crispy) and people in Britain and Ireland say *chips* (and they are often fatter and softer).

4 Students work together in pairs to complete the sentences. You could elicit the missing word or phrase from the first sentence to get students started.

- Monitor, note how well students are doing, and prompt if necessary. In feedback, write up the missing words on the board.

Answers

1 off-putting	5 mouldy
2 split	6 turn out to be
3 starving	7 spreading
4 unadventurous	8 ready

5 Organise the class into new groups of four or five to discuss the questions (it is a good idea to mix the students again). Go round the room and check students are doing the task and prompt them if necessary.

- In feedback, ask different pairs to share their opinions. Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the discussion.

Optional extra activity Write types of cooking on the board, e.g. *Italian, American, Indian, Mexican, Chinese*. Ask students in pairs to brainstorm as many words, phrases and personal responses as they can for each food type in one minute. Elicit ideas and write them on the board.

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GRAMMAR Generalisations and *tend to*

Aim
to check students' understanding of how to make generalisations

6 Ask students to read through the Grammar box and the example sentences. Then organise the class into pairs to discuss the questions.
- They can then check their ideas using the Grammar reference on page 175.

Answers
1 tend not to (add *not* after *tend* and before *to*)
2 at the beginning of the sentence
3 before the verb (and after the subject)

G Students complete Exercise 1 in the Grammar reference on page 176.

Answers to Exercise 1, Grammar reference
1 tend
2 In
3 normally / usually
4 normally / usually, not
5 rule, hardly
6 don't, generally
7 whole
8 any

7 Ask students to work individually to rewrite the sentences. Elicit the answer to the first one to get them started. Let students compare their answers in pairs before discussing as a class.

Answers
1 I tend to eat ready meals, because I can't be bothered to cook.
2 We tend not to keep food which is left over after dinner.
3 In general, people here eat food with their hands.
4 I normally skip breakfast during the week unless I wake up particularly early.
5 Our family hardly ever eats out unless it's a special occasion.
6 As a rule, people don't leave tips here unless it was an exceptionally good meal.
7 I tend not to have a dessert when I go out for dinner. (or *I don't tend to have*)
8 People here normally avoid making any noises while they're eating. It's seen as bad manners.
9 On the whole, I don't have time to have a big lunch, so I tend to just have a sandwich.

8 Organise the class into pairs. Ask them to work together to discuss the sentences. Monitor and note how well and accurately students can make generalisations.
- At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

9 This provides personalised practice. Elicit one or two ideas from students to get them started. Then set a time limit of four to five minutes and ask students to write their sentences.
- Organise the class into groups of four or five. Ask them to work together to compare their sentences. Monitor and note any interesting ideas students have or any interesting language they use. If your students are all from the same country, ask them to agree on a list of five cultural generalisations they all agree with. If they are from different countries, use this as an opportunity to ask questions and find out about each other's countries.
- At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

Optional extra activity In a multicultural class, ask students to write two true generalisations about their country and one false one. So, a Spaniard may write *We tend to eat dinner very late* and *We often eat salads*, and may write *We tend to eat more brown bread than white bread*. In groups, students read out their sentences. Their group partners must guess which sentence is false.

Web research activity Ask students to find out more about the eating culture of a country they don't know much about. Ask them to choose a country then find out about typical dishes, when people tend to eat, how they eat, and what their food tastes like. They could present findings in the next class.

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WHAT A PLACE!
Student's Book pages 74–75

Communicative outcomes
In this two-page spread, students will listen to people talking about restaurants and talk about their own experiences; they will use hypotheses to offer opinions about issues connected to food.

Speaking

Aim
to lead in to the topic of the listening text; to discuss experiences of eating out

1 Organise the class into pairs. Ask them to discuss the questions. Set a time limit of three or four minutes.
- Monitor and note students' opinions, ideas and interest.
- In feedback, ask different pairs to share any interesting experiences that you heard them talk about. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity If your students are from or are living or staying in the same city, brainstorm a list of popular restaurants then ask small groups to make a top three and say why they would recommend the restaurants they choose.

Vocabulary Restaurants

Aim
to introduce language often used to describe food and restaurants

2 Ask students to read through the sentences and ask about any words they aren't sure of (see language notes below). Then ask them to discuss the sentences. In feedback, ask students which of the descriptions are most important to them when choosing a restaurant. There are no fixed answers here, but some suggestions are given below.

Possible answers
1 Yes, because it shows it's popular, has good food or a good atmosphere. / No, too noisy, will have to wait to get a table / get served.
2 No, not popular, probably bad food.
3 Yes, nice view. / No, may be more expensive, food not so good (people go for the view not the food).
4 Yes, modern style, fashionable. / No, too 'young' (trendy), don't like modern style of decoration / the food is more important.
5 Yes, like big amount of food, feel satisfied, good value for money. / No, find big amounts off-putting, don't like waste, prefer quality not quantity.
6 Yes, how it looks affects how it tastes, makes it feel special. / No, looks good, but might not be enough, might not taste good.
7 Yes, you like rich food, tastes good. / No, don't like it, too fattening, makes you feel sick. (Note: *rich* means it has lots of cream, butter, eggs, etc., it does NOT mean 'expensive'.)
8 Yes, it's fresh and natural, tastes better. / No, might be more expensive, you don't worry about chemicals being used to produce food.
9 Yes, you like good, natural, traditional food, probably filling and good portions. / No, can get it at home! Want something more sophisticated.
10 Yes, you love seafood. It's probably fresh and well cooked because they specialise. / No, don't like seafood! Not enough choice.
11 Yes, high quality, or as a special treat. / No, too expensive.
12 Yes, service is very good, feel looked after or special. / No, service not that important.

Background language notes

packed = completely full of people
deserted = there are no people there at all
trendy decor = fashionable and modern decorations, lighting and design
portion = serving (amount) of food
fancy / posh = expensive, top-class

3 Organise the class into new pairs. Give students time to think of places that match the descriptions, and to prepare things to say. Encourage students to tell each other as much as they can about places that fit the descriptions.
- Go round the room and check students are doing the task. Help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Describe your own favourite restaurant in a live listening. As students listen, ask them to think of two or three follow-up questions that they would like to ask you about their favourite restaurant.

Listening

Aim
to give students practice in listening for general understanding; to practise listening intensively for the correct words

4 38 Give students time to read the four topics carefully. Play the recording. Students listen and match each conversation to one of the topics. After playing the recording, ask students to work in pairs to compare answers.

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• In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers.

Answers

a Conversation 4 (NOT b – they discuss possibly committing a crime; NOT e – they talk about food they ate earlier, not what they are eating as they speak)
b Conversation 1 (police everywhere / guns / gang using it to wash money)
d Conversation 3 (seeing a rat)
e Conversation 2 (too much sauce / too rich / tender steak; NOT c, because they don't suggest sending the food back, though they don't like it)

38

1

A: You know that restaurant in the main street?
B: What? The one that's always deserted?
A: That's it, yeah. Well, guess what?
B: What?
A: I walked past there this morning and there were loads of police everywhere outside, guys with guns – everything.
B: Seriously? How come?
A: I'm not sure, but I was wondering if it might be a front for something. You know, some gang using it to wash their dirty money – maybe what they've made from selling drugs or something.
B: Hmm, it wouldn't surprise me if it was. I don't think I've ever seen a single person eating there.

2

C: How's your fish?
D: Oh, it's OK, but I guess it might be better if it didn't have so much sauce on it.
C: There is a lot of it.
D: Yeah, and it's really overpowering. I mean, the sauce is quite rich so it really overpowers the taste of everything else.
C: Oh dear. Do you want to try some of mine?
D: Go on then. Here, try some of this as well. It's not that bad. Mmm ... that's gorgeous! That steak is so tender! You don't want to swap, do you?
C: Erm, no thanks. I think I'll stick with my one. You can have another bite, though.

3

E: You won't believe what happened to me last night!
F: Go on. What?
E: Well, Jacques took me out to that new organic place up on the hill. You know the one I mean?
F: Erm, no. I guess I missed that.
E: Oh, it's called Green Revolution. It's been in the papers quite a bit. It's got very trendy décor and they only serve locally-sourced organic food, so it's all super healthy.
F: OK. It sounds very fancy.
E: It is! And it isn't cheap either. I mean, you wouldn't go there if you were paying yourself.
F: Right.
E: It is lovely, though. It looks out over the valley, you know.
F: Nice.
E: Yeah, but the crazy thing was, we arrived and sat down and asked for the menu and literally that second, I saw this rat go running into the kitchen!
F: Ugh! Seriously? So, what did you do? Did you leave?
E: I wanted to, yeah, but Jacques just joked and said it must be an organic rat so it'd be fine.
F: Really? I'd be out of the door in an instant if that happened to me.

4

G: When did we ask for the bill?
H: I don't know. At least half an hour ago!
G: I know they're busy, but this is ridiculous. I think we should just go ...
H: What? Without paying? Are you mad?
G: Well, they don't seem to want our money, do they?
H: Don't be ridiculous. I mean, what would happen if they called the police?
G: They wouldn't do that. Anyway, the restaurant doesn't deserve the money. I mean, the food wasn't that great.
H: The asparagus was OK.
G: Yeah, but the portions weren't very generous, were they? That lamb was much too spicy and then everything else was just a bit bland.
H: Yes, but you can't just leave without paying, can you?
G: No, I suppose not!

5 **38** Give students time to read the sentences and try to recall what the correct words might be. Play the recording. Students listen and choose the correct option. After playing the recording, ask students to work in pairs to compare answers.

• In feedback, elicit answers from the class, and drill them, asking students to pay attention to pronunciation features such as the weak stress and linking between the words.

Answers

1	a	front	3	a	a bit
	b	a single		b	asked for
2	a	overpowers	4	a	deserve
	b	stick		b	generous

Optional extra activity Ask students to write their own personalised sentences using four or five of the words used in the options in Exercise 5.

GRAMMAR Second conditionals

Aim

to check students' understanding of how to use the second conditional to speculate about situations and possible results

6 Ask students to read through the example sentences and complete the rules. Then organise the class into pairs to check their answers.

• Monitor and note how well students understand the rules. Tell students to concentrate on the rules they weren't sure about when checking their answers using the Grammar reference on page 176. Have a brief class feedback and discussion session and find out what

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students think. Deal with queries and ask for further examples (see answers below).

Answers
1 past simple 2 present 3 would / might

G Students complete Exercise 1 in the Grammar reference on page 176.

Answers to Exercise 1, Grammar reference
1 was, would cancel
2 were, might enjoy
3 would do, happened
4 would be, were
5 would only go, were

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 6 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: second conditionals

When forming the second conditional, we use the past simple or continuous form in the *if* clause, and *would* + infinitive in the other clause.

7 This checks the form of the second conditional. Elicit the full sentence from the first dialogue in open class to get students started. Let students check their answers in pairs before going through the answers quickly in feedback.

Answers
1 would be, had
2 'd explode, ate
3 told, would be
4 would look, painted, changed
5 'd die, happened
6 cooked, 'd open

PRONUNCIATION

Aim
to practise the pronunciation of *would* when contracted in second conditional sentences

8 39 Play the recording. Pause the recording after each sentence to give students time to write it down. Let students compare what they wrote down in pairs before checking the audio script for track 39 on page 203 and discussing answers as a class.

9 39 Play the recording again. Students listen and repeat. Make sure that students are attempting to pronounce the contracted form of *would* correctly. Let students practise reading out their sentences in pairs.

39
1 I'd complain if that happened to me.
2 I'd go crazy if I worked in a kitchen.
3 I'd be in trouble if I had to cook for myself every day.
4 If they tried to charge me for water, I'd just refuse to pay.
5 I'd come with you if I wasn't working tomorrow.
6 I wouldn't eat that even if you paid me!

Background pronunciation notes

I would is reduced to *I'd*, which is pronounced /aɪd/.

10 Ask students to complete the sentences with their own ideas. Elicit a possible ending or two for the first sentence to get students started. Work with the students' ideas, but some suggestions are given below.

Possible answers
1 ... be really angry / make a complaint / lose my temper
2 ... apologise / offer to pay for the damage
3 ... ask to see the manager / walk out of the restaurant
4 ... feel really embarrassed / explain the situation and take a taxi home
5 ... tell the waiter

11 Start by modelling the activity first. Say (to a reliable student): *What would you do if you had to wait half an hour to pay the bill?* Elicit an answer. Then ask the student follow-up questions based on the reply. Ask students to work in pairs to interview each other.
• As students speak, monitor and note how well they are using second conditional forms. Note some good and some incorrect uses which you can write on the board for students to discuss in feedback.

G For further practice, see Exercise 2 in the Grammar reference on page 176.

Answers to Exercise 2, Grammar reference
1 I ~~will~~ **would** really miss eating fried chicken if I were a vegetarian!
2 (correct)
3 I wouldn't eat tripe even if you'~~d pay~~ **paid** me!
4 (correct)
5 They ~~would can~~ **could** make more money if they started stocking more foreign food.
6 If I ~~would be~~ **was** better at cooking, I might invite people round for dinner more often.
7 (correct)
8 (correct)
9 I wouldn't ask you if I ~~wouldn't~~ **didn't** really need your help.
10 If I ~~am~~ **were** you, I'd just do what it tells you to do in the book.

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Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson and for students to offer opinions about issues related to food.
- Ask students to read through the second conditional sentences and decide whether they agree with them or not. Give students up to five minutes' preparation time, and tell them to write notes so that they will be ready to offer their opinions.

13 Organise the class into small groups of four or five to compare their opinions. Listen for errors, new language or interesting stories to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

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VIDEO 4: THE BUSINESS OF CRANBERRIES
Student's Book page 76

Aim
to find out about a family business growing cranberries in rural USA; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Culture notes

The picture shows cranberries. Cranberries are initially white, but turn deep red when fully ripe. They have an acidic taste and are a major commercial crop in the USA and Canada. Most cranberries are made into products such as juice, sauce, and jam. Cranberry sauce is a traditional accompaniment to turkey at Thanksgiving dinners in the United States and Canada. It is also eaten at Christmas.

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2 15 Give students time to read through the sentences first. Play the first part of the video (up to 2.24, *When the berries ripen* ...). As students watch the video, they should write T or F next to each sentence. Let them compare their notes in pairs before discussing as a class.

Answers
1 F (day starts, but walks the dog, etc.)
2 T
3 F (70 years)
4 T
5 T
6 T
7 T

3 Organise the class into pairs to discuss the questions.

Possible answers
Life has worked out just as she planned. She works outside, she has a family.

4 15 Give students time to read through the summary first. As they do, tell them to guess what words are missing, or what parts of speech the words are that are missing.
- Ask students to watch the second part of the video (from 2.25), and complete the summary. Let them compare their notes in pairs before discussing as a class.

Answers
1 flood
2 beaters
3 the weather
4 freezing
5 damaging levels
6 Reservoirs
7 moment's notice
8 wildlife

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to read the questions then put them in groups of four or five and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Understanding fast speech

6 16 Tell students to read the extract and work on their own for a few minutes to practise saying it. Then play the video extract. Students listen and compare what they said.

7 Encourage students to practise saying the extract lots of times.

15

Narrator: As dawn breaks over the countryside, Mary Brazeau Brown is already starting her day. Early morning is her time to focus and get ready for the busy day ahead. The calm of sunrise won't last long, not with a family to take care of inside. And a passion waiting right outside the door.

Mary: When people would ask me what I wanted to be when I grew up, I knew all along that there were two things that I wanted to do: be a mom and work outside. You're going to work and I'm going to work!

Narrator: Life has worked out just as she planned. Mary's office is in the 6,100-acre cranberry marsh, one of the largest and oldest in Wisconsin.

Mary: I can't resist. This particular system was established back in 1873. Some of the vines out here are over 70 years old, so they were here before me and they will be here after me.

Narrator: As owner of Glacial Lake Cranberries, she oversees every aspect of the business, and today, the long-awaited fall harvest has just begun.

Mary: Harvest is a great time of year because, you know, you work for it all year long.

Narrator: The marsh sits in Cranmoor, a tiny town that produces more cranberries inland than anyplace in the world.

Mary: This area where we are is all part of old Glacial Lake, Wisconsin, and, um, it's very flat, high water table, acid conditions, lots of sand, and cranberries are native to this area and cranberries are one of North America's native fruits.

Narrator: Here, fourteen families, each with its own legacy, have been harvesting this crop for generations. Mary herself is a third generation cranberry grower.

Part 2 (2.25)

When the berries ripen to a glowing red in early fall, it's time to flood the beds. The berries are knocked from their vines by machines called beaters and they float to the surface to be corralled. Mary keeps a cautious eye on the weather.

Mary: Tomorrow morning, you'll say 'Yeah, this is fall'. Huh?

Worker: Quite a little hard frosting.

Mary: I know it.

Narrator: A hard frost could wipe out an entire crop. When the berries are in danger of freezing, the irrigation system is turned on to keep water flowing over the vines and the temperature from reaching damaging levels. These sprinklers could be the difference between a bumper crop and a bitter harvest.

Mary: The forecast for this week is cold all week so, er, we'll probably not only be up tonight but tomorrow night, and who knows how long.

Narrator: Because the cranberry crop is so dependent on water, large systems of reservoirs, ditches and dykes are needed to keep an adequate supply ready at a moment's notice.

Mary: It's a wonderful time of year but it's so reassuring because it tells me that we're doing something right and, um, when we're doing something right for the wildlife, um, then we're doing something right for us. Whether you're mom to kids or mom to these cranberry vines, or the Loons, or the Northern Harriers, you know, it's a great job to have.

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REVIEW 4
Student's Book page 77

Aim
to consolidate vocabulary and grammar from Units 7 and 8

1
1 speaking
2 rule
3 with
4 hardly
5 unless
6 tend
7 was
8 would
9 if
10 have
11 I'll
12 won't

2
1 take / you should take
2 improved
3 I graduate / I have graduated
4 I might look / I'll look
5 almost never / don't tend to
6 as soon as / when / if
7 when / once
8 finds out / found out

3
1 On the whole, I have
2 once I have spoken
3 didn't skip (so many)
4 will only extend the deadline
5 going to work until
6 wouldn't be at

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

7
food / restaurants: bland, deserted, grate, mash, organic, raw
teachers / courses: discipline, fee, lecture, module, patient, supportive,

8
1 entry / entrance
2 expectations
3 enthusiastic, qualifications
4 criticism, performance
5 alternative
6 leadership
7 encouraging, improvement
8 outstanding

9
1 train
2 struggled
3 practical
4 workshops
5 slicing
6 academic
7 relevant
8 fancy
9 roasted
10 tender
11 rich
12 assessment

40 and answers to Exercise 4
1 I would if I could, but I can't.
2 I'll do it once I've done this.
3 I tend not to, no.
4 I think I'd find that off-putting.
5 What if they don't get back to us?
6 That sounds great. I'll go for that.

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9 HOUSES

Speaking

Aim
to set the scene and introduce the theme with a photo; to get students talking about houses and facilities

1 Start by telling the class that in this unit they're going to be learning how to describe flats, houses and areas, and to compare places.

- Ask students to look at the photo on pages 78–79. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Encourage them to give different advantages and disadvantages of the place in the photo.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers
The photo was taken in a cold northern country. The architecture suggests a Scandinavian country.
Good: beautiful landscape, warm and cosy house, great for winter sports, great if you want isolation
Bad: cold, isolated, dark in the winter, no facilities, danger of being cut off

Culture notes

The photo actually shows an isolated house in Iceland during the winter. In the sky, the aurora borealis (or northern lights) are putting on a show.

Optional extra activity 1 Organise students into groups of four, and give them two minutes to think of as many adjectives as they can to describe the house, the landscape and how they feel about them. Ask one person from each group to come to the board and write their four most interesting words on the board. Once you have a set of words on the board, ask the class to discuss them.

Optional extra activity 2 Find and show other comparable photos of houses (e.g. a nomad's tent in a desert, a hut in an African landscape, a house on stilts by a lake). Show them (either as flashcards or on electronic media in your classroom) and ask students to think about how to describe them. Then organise the class into groups to compare the different houses and their locations and to say where they would most like to live.

Teacher development: using photos

Outcomes uses motivating and dramatic photos to create interest and set the theme. When preparing a lesson, think about and research other photos which may be more relevant or stimulating for your class. You could use them instead of the photo in the book, or you could get students to compare them to the photo in the book.

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HOME SWEET HOME
Student's Book pages 80–81

Communicative outcomes
In this two-page spread, students will practise describing homes and explaining how big something is; they will listen to people discussing a friend's new apartment.

Preparation: Bring in pictures of different houses for students to describe.

VOCABULARY Describing homes

Aim
to introduce and practise words to describe houses and apartments

1 Ask students to look at the photo. Ask: *What sort of house is it? Where is it? What parts or features of a house can you see?* Elicit as much information as you can from students, and find out what they already know. Be prepared to correct words, or the pronunciation of words, that students come up with.
- Organise the class into pairs to label the picture. Let them compare their answers with another pair. In feedback, elicit answers, and drill the words for pronunciation.

Answers
1 roof terrace
2 wood floor
3 attic
4 balcony
5 basement
6 swimming pool
7 back garden
8 gas central heating
9 tiled floor
10 patio
11 garage
12 open fire

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Background language notes for teachers

A *patio* is a flat area outside a house, covered with stone or brick, where people can sit.
A *roof terrace* = an area on a roof that is used for people to sit or as a garden
An *attic* = the space under the roof of a house where things are stored. If used as a room, it is called an *attic room*. If it is only a small space, it is called a *loft*.
The *basement* is the space below the ground floor. In older houses, this is often called the *cellar*, and was once used primarily for storing food.
Note the pronunciation: *garage* /ˈgærɑːʒ/ or /ˈgærɪdʒ/; *terrace* /ˈterəs/.

2 Ask students to discuss the questions in groups of four or five. In feedback, elicit any interesting ideas from students, and use the opportunity to correct any errors or point out any interesting pieces of language students used or tried to use.

Optional extra activity Show photos of other houses and ask students to say which of the features in Exercise 1 they can see in the photos.

3 Ask students to match the sentences with the comments. Elicit the follow-up comment for sentence 1 to get students started. Let students compare their answers in pairs. In feedback, check that students understand all the words in bold.

Answers
1 h (*bright* = with lots of light)
2 b (*compact* = small but in a good way)
3 e (*central* = near the centre of town / city)
4 j (*convenient* = near to things you need / easy to do)
5 a (*spacious* = big, with lots of space)
6 c (*affordable* = not too expensive)
7 d (*shared apartment* = an apartment you share with people that are not your family. Usually each person has a bedroom, and shares other rooms such as a kitchen, bathroom or sitting room.)
8 g (*newly built* = new, no-one has lived in it yet)
9 f (*cramped* = too small for the number of people / things in it)
10 i (*run-down*: if a building or area is run-down it is in bad condition)

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Background pronunciation notes

Point out the strong stress in *convenient*, *affordable* and *apartment*, and the pronunciation of *spacious* /ˈspeɪʃəs/ and *cramped* /kræmpt/.

4 Organise the class into pairs to practise describing their own houses with the words in Exercise 3. Monitor and note how well students understand and use the words.
- Use the feedback stage to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Set up the task in Exercise 4 by describing your own house in a live listening. Ask students to listen and remember as much information as they can. Then, in pairs, ask students to recall as much as they can of your talk.

Listening

Aim

to give students practice in listening for specific information; to listen for chunks; to provide a model for the conversation practice at the end of the lesson

5 41 Give students a moment to read through the questions. You could briefly revise the sort of words and expressions students would expect to hear in a description of an apartment.

- Play the recording. Students listen and note their answers. After playing the recording, ask students to work in pairs to compare answers.

Answers

1 They wanted a bigger place because their kids are growing up.
2 It's spacious, with a big living room, separate rooms for the kids, a great kitchen, lovely wooden floors, huge windows (bright), a balcony and shared garden. Students may also say that it has 'potential' (could be improved and designed as they want). Note this will come up in the next task so don't worry if students miss it.
3 It's a bit run-down / needs work; it's not very central / far out / takes a long time to travel there.

41

G = Gavin, L = Lynn

G: Did I tell you I went round to see Nick and Carol the other day?
L: No, you didn't. How are they? I haven't seen them for ages.
G: Oh, they're fine. They said to say 'hello' to you. You know they've moved recently, don't you?
L: Oh really? No, I didn't, actually. The last time I heard from them they were still in that place near the centre.
G: Oh, OK. Well, yeah, they've moved, um ... I think it was last month. To be honest, they seem much happier now.
L: Oh, that's good. So what's their new place like? Is it nice?
G: Yeah, it is. It's OK. It's quite a lot bigger than their old place. The front room is huge – it's about twice the size of this room – and the whole place is pretty spacious.
L: That must be nice for them now the kids are growing up.
G: I know. They said the old place was getting a bit cramped for them all. They wanted separate rooms for the kids. They didn't want them sharing forever! That's the main reason they moved out.
L: So what kind of place is it? I mean, is it a house or an apartment?
G: Oh, it's an apartment. It's on the third floor of an old block. It's a little bit run-down and they'll need to do quite a bit of work on it, but they've actually bought it, so they can do what they want to it.
L: Lucky them! All those weekends spent painting and decorating to look forward to!
G: I know! I don't envy them! It has got real potential, though. It's got a great kitchen – it's a similar size to yours, maybe a bit bigger – and it's got these lovely old wooden floors throughout. And huge windows, so they get a lot of sunlight coming in, which is great. Then there's a little balcony where you can sit and eat in the summer, and a shared garden out the back where the kids can play, and everything.
L: Oh, it sounds lovely. I must go round and see them sometime soon.
G: Yeah, I'm sure they'd like that. The only problem is, though, it's not as central as their old place was. It's quite a lot further out, so it takes quite a long time to get there.
L: Oh, OK.

Teacher development: previewing language before listening

Students sometimes find listening daunting because they are unprepared. Making sure students know who the speakers are and what they're talking about before they listen is important. One way of doing this is to set the situation, then ask students what they expect the two speakers to say. Here, for example, students should expect to hear things like *It's really spacious / cramped*; *It's got a lovely view*, etc. By eliciting language students might hear, you get students to think of chunks of language they know and prepare them better for the listening.

- Alternatively, you could write two or three short phrases from the listening on the board, and ask students to give you two or three more that the speakers might say.

6 41 Ask students to work individually to write in any words they can remember. Then play the recording again. Students listen and note or check their answers. After playing the recording, ask students to work in pairs again to compare their answers. You could play and pause if students find it hard to hear words.

- In feedback, write the missing words up on the board, and check any meanings students aren't sure about.

Answers

1 went round
2 for ages
3 to say
4 growing up
5 separate rooms
6 third floor
7 real potential (*It's got real potential* means that there are good opportunities to improve the place by redesigning or extending it)
8 sometime soon

7 Give students time to read through the questions and think about what to say. Ask them to discuss the questions in pairs or small groups of three or four. It is a good idea to mix students at this stage.

- In feedback, ask different groups to tell the class what they discussed. Once you have given feedback on content,

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look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask students to say whether their classroom has 'potential'. If so, ask them to come up with ideas (in pairs) about how they would redesign and improve it.

Pronunciation

Aim
to practise pronouncing the intrusive /j/ sound in connected speech

8 42 Play the recording. Students listen. You could show the sentences on the board or ask students to read them in the audio script if you want them to read the words as they listen. Then play the recording again. This time, students listen and repeat.
- Organise the class into pairs to practise saying the sentences. Monitor and correct errors of pronunciation.

42
1 the other day
2 to be honest
3 the only problem is
4 in the attic
5 on the eighth floor
6 Where's the exit?

Optional extra activity Ask students to think of other phrases that insert a /j/ sound to join two vowel sounds. Or write these combinations on the board for students to practise saying: *pie and peas, sea and sand*.

Background language notes

We insert /j/ after the following vowel sounds to ease the transition to a following vowel sound: /iː/, /ɪ/, /eɪ/, /aɪ/ and /ɔɪ/.

Developing conversations

Explaining how big a place is

Aim
to introduce and practise using expressions to compare the size of places

9 Read through the information in the box as a class.
- Organise the class into pairs to correct the sentences. Elicit corrections to the first pair of sentences as an example. If you did not do the grammar on comparisons in Unit 6 and students have difficulty, you might want to look back at page 53 of the Student's Book, or in the Grammar reference on page 173.

Answers
1 half **the** size of this room
2 the size of **mine** (or *my one* or *my kitchen*)
3 about **the** same size as yours
4 twice the size of **yours** (or *your one* or *your garden*)
5 a similar size **to** this room
6 a little bit **longer** (Students may ask about *a little bit*: it means there is a very small difference. *A bit longer / a little longer* are also obviously correct.)
7 from here **to** where that desk is

10 Give students time to prepare ideas individually. Monitor and help with ideas and vocabulary.
- Organise the class into groups of four or five to compare rooms in their home to their classroom. Monitor and note down examples of correct and good or incorrect and inappropriate language use.
- In feedback, ask different groups to briefly tell the class about what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity 1 Model the activity by comparing one or two rooms in your house to the classroom before students do Exercise 10.

Optional extra activity 2 Bring in pictures of interesting rooms – a luxurious bedroom, huge living room, state of the art kitchen, etc. – and ask students to compare rooms in their house to these rooms.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity to bring together several parts of the lesson and for students to practise comparing places in a roleplay.
- Organise the class into pairs. Ask them to work together to prepare ideas first. You may wish to elicit a few examples from the class to get them started.

12 Once students have prepared ideas, tell them to roleplay their conversations. They can use the audio script on page 203 to help them with this, or you could write some key phrases on the board for them to start the conversation, e.g.
B: *How is she? I haven't seen her for ages.*
A: *She's just moved actually.*
B: *Oh really? Where to?*
- Monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students

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better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Select different pairs to come up to the front of the class and act out their conversations. You could set gist tasks on the board for the rest of the class to encourage them to listen carefully.

17 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

HOUSING BUBBLE
Student's Book pages 82–83

Communicative outcomes
In this two-page spread, students read and discuss a text about housing in the UK and China, and discuss social and economic changes that have affected housing.

Speaking

Aim
to talk about life changes

1 Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class what they discussed.
- There are no fixed answers here, but below are a variety of facts and figures from the UK.

Culture notes

The average person expects to move out of their parents' house by the age of 22.
The average age of men when they get married is 30.8, women are 28.9.
The average age of a first-time house buyer in the UK is 35.
The average age of women giving birth is just under 30.

Reading

Aim
to give students practice in reading for the general understanding of a text, and for specific information; to respond to information in a text

2 Start by asking students to look at the photo and the title of the article. Ask: *What do you think the article is about? What do you expect to find out?* Elicit a few ideas. Ask students to read the article quickly. You could set a five-minute time limit to make sure students read as quickly as they can. Let them compare their ideas in pairs before discussing as a class.

- This is a general task to get students reading and relating the ideas in the article to their own experience. You may want to get some ideas from the whole class. Answers will obviously vary. Don't worry if you don't know the situation in the students' countries, but listen to check if they have misunderstood any of the situations in the text. Also don't worry if their comments don't 'cover' all parts of the texts. Exercise 3 will further draw these points out.

3 Ask students to read through the rubric and the sentences carefully. Then tell them to read the article again and find answers. Let students compare their answers in pairs before discussing as a class.

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Answers

1 Both	5 China
2 UK	6 UK
3 UK	7 China
4 UK	8 UK

4 Ask students to work in groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Teacher development: chairs and secretaries

When managing an extended discussion task of the type in Exercise 4, it is a good idea to make sure that students are clear about what 'role' they are expected to take in the discussion. Giving preparation time, setting time limits, and monitoring to make sure students are on task are all important. A further idea, however, is give students roles. So in Exercise 4, organise the class into groups of five, and tell each group to select a 'chair' and a 'secretary'. It is the role of the 'chair' to ask the questions and make sure that all the other students in the group contribute to the discussion. It is the role of the 'secretary' to listen to the discussion, ask questions about any points they don't understand, and make notes about what was said. In feedback, the 'secretary' summarises what was said in the discussion for the rest of the class.

VOCABULARY Social issues

Aim

to introduce and practise words and phrases to describe social issues

5 Read through the words in the box with the class and elicit the word or phrase that goes best in the first sentence. Ask students to work individually to complete the sentences. Let them compare their answers in pairs before discussing as a class.

- In feedback, point out that some words are wrong because they require 'the' (for example, *crime rate* is wrong in 1 because it requires 'the').

Answers

1 immigration
2 cost of energy
3 divorce rate
4 climate change
5 house prices
6 crime rate

Background language notes for teachers

Both *due to* and *because of* can be followed by a noun (*because of the crime rate*) or noun phrase (*due to the rising oil prices in the first half of the year*), but *because* is followed by a clause (*because there's an election next year*). All these structures are used to give reasons why something has happened.

- *Must / May have something to do with …* is used to speculate about possible reasons for something.
- *Mainly* and *largely* are used here to say that something is the most important reason; *partly* is used to say that something is only a part of the reason and not the most important reason.

GRAMMAR Present perfect simple and present perfect continuous

Aim

to check students' understanding of how to use perfect forms to talk about changes or trends

6 Ask students to read through the example sentences and give you examples of how we form the present perfect simple and continuous.

- Organise the class into pairs to discuss the questions.
- Monitor and note how well students understand the use and meaning of the two forms. Tell students to concentrate on the areas they weren't sure about when checking their answers using the Grammar reference on page 176. Have a brief class feedback and discussion session and find out what students think. Deal with queries and ask for further examples.

Answers

1 for over a decade / over the last year
2 Yes
3 It's slow and continuous (emphasises the activity).
4 present perfect simple

G **Students complete Exercise 1 in the Grammar reference on page 177.**

Answers to Exercise 1, Grammar reference

1 (both)
2 has grown (continuous form less likely with *dramatically*)
3 has introduced (probably not something that happened repeatedly or continuously)
4 (both, though *been leaving* may be more common)
5 has increased (by 6%, so it is a finished change)
6 have been improving (it is a slow change so we emphasise duration: *have improved* is not incorrect, but is less likely)
7 have moved (3 times – each is a finished event)
8 I've moved (more likely with *recently*, which suggests it is completed)

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Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 6 on the board. Use the examples to highlight form and use.

Background language notes for teachers: present perfect simple and continuous

Students often have problems deciding when to use the present perfect simple or continuous. This is because they can be interchangeable. Note that the continuous aspect is used when there is an idea of duration and temporariness. Compare the two sentences below.
Prices have been rising gradually over the last decade. This has happened over a period of time, and is still ongoing.
Prices have risen sharply since January.
This suggests a finished event with a result now.

7 Ask students to write sentences from the prompts. Ask them to work individually first before comparing ideas with a partner, and working together to improve their sentences. Monitor students and note any errors they make which you can deal with in feedback at the end.

- While we generally favour the present perfect continuous with longer time frames or when the change is steady and gradual, the present perfect simple is also possible. In all cases below the tense is essentially interchangeable. Encourage students to use different verbs, but note that *fall, drop* and *go down* are interchangeable.

Possible answers
1 The crime rate has been falling gradually for 20 years.
2 Unemployment has risen dramatically over the last two years.
3 House prices have fallen dramatically in the last year.
4 The birth rate has been going down gradually over the last ten years.
5 The average wage has risen slightly over the last three years.
6 Petrol prices have gone up a lot in the last two months.

G For further practice, see Exercise 2 in the Grammar reference on page 177.

Answers to Exercise 2, Grammar reference
1 been
2 since
3 gradually
4 by
5 fallen, recent
6 have, in / over, last

Speaking

Aim
to discuss social and economic changes in a personalised fluency activity

8 Start by eliciting one or two social changes to get students started. Then give them two or three minutes to think of their own ideas, and circulate to help with ideas and vocabulary.

- Organise the class into groups of four or five to discuss the changes. Set a time limit of five minutes.
- Monitor and note students' opinions, ideas and language use.
- In feedback, ask different pairs to share any interesting changes that you heard them talk about. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Web research activity Ask students to find out more about house prices in their country: *Are prices going up or down? Which areas are most expensive and which are cheaper? How difficult is it for people to buy a house?* In a multicultural class, ask different students to present their findings in the next class.

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ROOM TO RENT
Student's Book pages 84–85

Communicative outcomes
In this two-page spread, students will listen to people describing areas of a city and will describe their own cities; students will compare past and present situations and ask about rules in a house.

Speaking

Aim
to lead in to the topic of the reading and listening texts; to talk about Berlin

1 Organise the class into pairs and ask them to look at the photo and discuss what they know about Berlin.
- Monitor and note students' opinions, ideas and interest.
- In feedback, ask different pairs to share any interesting facts or opinions that you heard them talk about.

Optional extra activity Write *Berlin* on the board and ask students to shout out words or phrases, or facts or opinions that come to mind when they think of Berlin. Alternatively, ask students to think of facts and opinions in pairs the come up to the board and write them up. Build up a 'board map' of information about the city.

Culture notes

Berlin /bər'lɪn/ is the capital of Germany, and its largest city. During the Cold War (1945 to 1990), it was split into two. East Berlin was the capital of East Germany and West Berlin was an enclave of West Germany. The Berlin Wall was built to stop East Germans fleeing to the west. Famous places in the city include the Brandenburg Gate, the Reichstag (parliament building), Charlottenburg Palace and the Fernsehturm (TV tower). The city hosted the 1936 Olympics and the 2006 World Cup Final.

2 Check students' understanding of *host families* by asking: *Have you ever stayed in a host family? What qualities are important in a host family?* Ask students to quickly skim the adverts and rank them.

3 Organise the class into groups of four or five. Ask them to discuss the order the host families should be ranked in. Set a time limit of three or four minutes.
- In feedback, elicit the orders agreed on by various groups and discuss any differences. There are no fixed answers to this, students' opinions will vary according to what they consider important, but they should be able to reach a compromise.

Optional extra activity You could do this as a pyramid discussion. Put students in pairs to discuss the ranking order. Then put each pair with another pair to discuss again and come to an agreed ranking order. Then ask each group to present their order and agree on an order (which can be listed on the board) as a class.

Vocabulary Describing areas

Aim
to introduce and practise words to describe areas of the city

4 Read through the words in the box with the class and point out strong stresses in the longer words. Ask students to work individually to complete the sentences. Let them compare their answers in pairs before discussing as a class.
- In feedback, ask for examples from students or provide further examples to check meaning. Alternatively, you could use check questions to help students understand any words they aren't sure of.

Answers

1 lively	5 isolated
2 rough	6 filthy
3 multicultural	7 dead
4 smart	8 connected

Optional extra activity You may wish to also check some other phrases used in the adverts in Exercise 2 at this stage. Ask students to look back at the text in pairs, underline three words they aren't sure of, and then work with another pair to explain them. Go round and help with any problems (see notes below).

Background language notes for teachers

Note the strong stress on the following words: *multicultural, isolated, connected.*
You could also check the following words from the text in Exercise 2 (although these are words students have come across earlier in this course):
half board = bed and breakfast and evening meal but no lunch
spacious = with lots of room
up-and-coming = getting fashionable and more popular
compact = small
with access to = you are allowed to go into and use (e.g. a kitchen)

Teacher development: using check questions to check vocabulary

One way of checking that students really understand these words is to ask *yes/no* questions. For example:
Rough: Is it a violent area? (yes) Are there crimes there? (yes) Is the housing unattractive? (yes)
Isolated: Is it near other houses and shops? (no)
Connected: Are there lots of buses to the centre? (yes) Is it far from a station? (no)
Smart: Is it an expensive area? (yes) Do rich people live there? (yes) Do people want to live there? (yes)
Dead: Is there much to do there? (no) Are there many shops or restaurants? (no)
Multicultural: Are there people from different countries there? (yes)
Filthy: Is it clean? (no) Is there rubbish everywhere? (yes)
Lively: Is there much to do there? (yes) Are there many shops or restaurants or clubs? (yes)

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5 Start by eliciting or giving examples of areas. If your class are from the same place, you could just elicit five or six different areas from the class. If your class are from different places, elicit examples of richer and poorer areas, historical or modern areas.

- Organise the class into pairs to ask and answer about the places on their list. It is a good idea to model the activity first by asking a reliable student the question, and eliciting a response. Alternatively, you could use check questions to help students understand any words they aren't sure of.
- Monitor and note students' language use.
- In feedback, ask different pairs to share any interesting information they found out from their partner. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Model the activity before doing Exercise 5 by writing three areas from your home town on the board. Students ask you questions. You model the new vocabulary in your answers.

Listening

Aim
to give students practice in listening for general and specific understanding

6 43 Give students time to read the situations and the questions carefully.

- Play the recording. Students listen and note answers. Let them compare and discuss their answers in pairs.
- In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them decide.

Answers

1 Bright apartment (up and coming – *it was so much worse in the past* / friendly lady owner)
2 The most likely answer is no. He leaves suddenly before he's seen everything, she's a bit strange (too friendly / jokey). The room is very small, he can't use the kitchen freely, and they disagree about music.

43
S = Shola, A = Anastasia

A: Are you Shola?
S: Yeah. Anastasia?
A: Yes. Nice to meet you.
S: You too.
A: You found the right stop then.
S: Yeah, yeah. It was all very easy. Is the flat near here then?
A: Yes, it's just down this side street. I just thought it was easier to meet here.
S: No, sure, it's very convenient to get around then. I didn't realise it was quite so central.
A: Of course. I guess that's why it's more popular than it used to be.
S: Right. What's happening there then?!
A: I don't know. Maybe just an accident.
S: Really? Because I saw a burnt car on my way here – it seems a bit rough.
A: No. It's true it was a bit dangerous before, but the authorities did a lot and there's much less crime now. I mean of course there can be trouble now, but it was so much worse in the past.
S: The graffiti's kind of cool.
A: It is cool – and of course we have the park and the river.
S: Yeah?
A: You like running?
S: Not really.
A: Well, it's good for sunbathing then.
S: A bit chilly for that.
A: In the summer, though ... you can go naked!
S: Er ... OK.
A: So, here we are.
S: Nice building.
A: Much better now it's restored. It was falling down before my parents bought the place. It had ... I think you call them ... um squatters? You see all this staircase? It's all been restored.
S: So your parents bought it? You mean the whole building?
A: Yeah, it was an investment a few years ago. Property prices have gone up a lot now.
S: Right.
A: So, we're on the top floor.
S: Wait, there's no lift?
A: No, it's not possible.
A: Almost there! OK, you're here!
S: Oh! I'm not as fit as I used to be! I guess you must be used to it, though.
A: Yeah, I'm much thinner than I was. I've lost 30 kilos!
S: Really?
A: No, I'm joking. But it keeps you fit. So come in. Here's the living room. We share.
S: OK. Nice. Oh, great view.
A: Yes. And this would be your room.
S: OK ... it's a bit smaller than I expected.
A: Really? I had another English man here who said it was 'cosy'!
S: That's one word. But not much space if I wanted a friend to visit. Can I have visitors?
A: I'm afraid not. I want you to myself. Ha, ha. I'm joking, of course. It is very small I think with visitors, but I can recommend some places nearby.
S: OK ... Well, the kitchen's nice and big. Is it OK if I cook here whenever I like?
A: Sure – as long as I'm not preparing something.
S: Right – that might be awkward.
A: But there's a microwave. You can do microwave meals.
S: Hmm. Hey, nice speakers! You like music, yeah? Would you mind if I played my music in here?
A: Within reason. Obviously you can't play rap.

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S: That's OK. I'm not really into ...
A: I'm joking! Of course I love rap!
S: OK ... well ... rap's OK. You know, I think I've seen enough.
A: I'll show you the toilet.
S: I have a couple of other places to see. So I'd better get going.
A: OK, well ring me when you've decided
S: Sure.

7 43 Give students time to read the sentences and try to recall answers in pairs. Play the recording again. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

- In feedback, elicit answers from the class.

Answers
Only 3 and 5 are true:
1 F (He is met at the stop, so he must have got the tram or bus.)
2 F (*it's just down this side street*)
3 T (*it was so much worse in the past*)
4 F (*a bit chilly*)
5 T (*it was falling down / it's all been restored*)
6 (not mentioned)
7 F (She suggests Shola makes microwave meals.)
8 F (He starts saying 'I'm not really into ... '.)

GRAMMAR Comparing now and the past

Aim
to introduce and practise ways of comparing now and the past

8 Read through the information in the Grammar box as a class, and ask students to look at the sentences from the listening. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students understand the constructions. Tell students to concentrate on the questions they weren't sure about when checking their answers using the Grammar reference on page 177. Have a brief class feedback session and discussion and find out what students think. Deal with queries and ask for further examples.

Answers
1 a and b use nouns (fewer cars / less crime)
c, d, e and f use adjectives (more popular / much thinner / much worse / not as fit as)
2 fewer + countable nouns, less + uncountable nouns
3 than before, than I was, than it used to be, in the past, as I used to be
4 the situation now
5 (see notes below)

G Students complete Exercise 1 on page 177 of the Grammar reference.

Answers to Exercise 1, Grammar reference
1 It's far **more** multicultural than it was ten years ago.
2 It wasn't **as** nice as the last time we went there.
3 There aren't as **many** people living here as when I was a kid.
4 There's less unemployment **than** there used to be.
5 There are more restaurants than **there** were before.
6 The area isn't as working class as **it** used to be.
7 There isn't as **much** pollution round here since the government tightened the laws.
8 There didn't use to be as many shops here as there **are** now.

Background language notes for teachers

Students should be familiar with the rules for forming comparative adjectives, but you may need to prompt them to recall some or all of the following:
One-syllable adjectives: add *-er* (e.g. *longer, stronger*)
One-syllable adjectives that end consonant-vowel-consonant: double the consonant and add *-er* (e.g. *bigger, thinner*)
Two-syllable adjectives that end in *-y*: change *y* to *i* and add *-er* (e.g. *busier, crazier*)
Other two-syllable adjectives: may add *more* or *-er* (e.g. *more useful, narrower*)
Longer adjectives: add *more* (e.g. m*ore interesting*)
Better, worse and *farther* are common irregular comparatives.
We use *as ... as* to say that two things are the same.
We use *much* (as well as *a lot* and *far*) to make the comparison stronger.

9 Organise the class into small groups of three or four and ask them to take turns to ask and answer the questions. Tell students to concentrate on the questions they find most interesting.

- In feedback, ask students with interesting comments to share them with the class.
- Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask fast finishers to prepare their own *What's better and what's worse ...?* question. Discuss the question with the class in feedback and elicit some ideas.

G For further practice, see Exercise 2 in the Grammar reference on page 177.

Answers to Exercise 2, Grammar reference
1 used to be
2 were
3 do
4 did
5 can
6 is

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Developing conversations

Asking about rules

Aim
to introduce and practise phrases used to ask about rules

10 Read through the information in the box as a class. Then ask students in pairs to match the questions with the replies. When students have finished, feed back on the answers, or use the recording in Exercise 11 to provide answers.

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

Pronunciation

Aim
to practise the linking between words in the phrases in Exercise 10

11 44 Play the recording. Ask students in feedback to say which words are linked.
- Play the recording again. Students listen and repeat. Make sure that students are attempting to pronounce the linking between words.

44
1 A: Would it be OK if I have friends to visit?
B: It depends how long for. It's fine if it's just a few days.
2 A: Would you mind if I cooked for myself sometimes?
B: Not at all – as long as you clean up after yourself.
3 A: Do I have to be home before a certain time?
B: No, not at all – as long as you're quiet if you're back late.
4 A: Can I use the washing machine whenever I like?
B: Within reason. Obviously, I don't want you washing clothes in the middle of the night.
5 A: Would it be possible to move a table into my room?
B: I'm afraid not, no. The two we have are needed downstairs.
6 A: Is it OK if I play music in my room?
B: Of course, within reason. Obviously, you shouldn't play it too loud.

Background pronunciation notes

Notice the way that consonants at the end of words link with vowels at the start of other words: *would_it*; *mind_if*; *move_a*; *Is_it*.
Notice the intrusive /j/ between sounds: *be_/j/_OK*; *OK_/j/_if*.

12 Ask students to work in pairs. Tell them to practise the dialogues in Exercise 10, paying attention to the linking. Encourage students to try out the dialogues two or three times – practice makes perfect.

13 In pairs, ask students to roleplay a phone call between a student and a host family, asking and answering about the points in the list. Monitor and note how your students use the forms to ask about rules and use language to compare. Note some good and some incorrect uses which you can write on the board for students to discuss in feedback.
- After they have finished, they should change roles and have a new conversation.

Optional extra activity This works well as a milling activity. Ask students to stand up, walk round, and talk to three or four other students.

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10 GOING OUT

Speaking

Aim
to set the scene and introduce the theme with a photo; to get students talking about artists and performers and places to visit

1 Start by telling the class that in this unit they're going to be learning how to talk about exhibitions, films and theatre, explain where places are, talk about nights out, and describe events and plans.

- Ask students to look at the photo on pages 86–87. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Encourage different opinions about the art in the picture.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Culture notes

The picture shows a mother and daughter contemplating modern art in the Smithsonian American Art Museum, Washington, District of Columbia.

2 Ask students to find a new partner, preferably somebody they don't know well. Ask the new pairs to talk about the different types of people and to think of examples.

- In feedback, ask different students to report to the class. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Optional extra activity Ask students to choose one of the types of people and to brainstorm as many words as they can in one minute that could describe the person (e.g. a painter: *a brush, an easel, paint a picture, oils, colours, landscape, portrait*, etc.).

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WHAT'S ON?
Student's Book pages 88–89

Communicative outcomes
In this two-page spread, students will practise inviting friends out to a film, an exhibition or a play; they practise saying where things are when giving directions.

Vocabulary

Exhibitions, films and theatre

Aim
to introduce and practise words to describe exhibitions, films and theatre

1 Ask students to discuss the groups of words in pairs. In feedback, elicit answers, and provide examples or use check questions to check the meaning of any words students aren't sure of. Drill words for pronunciation.

Answers
1 films (a *classic* = old, well-known, great; can also apply to books or music or genres, *a classic soul song*)
2 kinds of theatre productions / plays (A *play* is usually at a theatre. A *drama* could apply to TV programmes too.)
3 kinds of art (*Installations* are usually where the artist designs and places objects in a space or room, e.g. British artist Tracy Emin produced a famous installation of her unmade bed with articles around it and placed it in a gallery. In a *sculpture*, material is shaped in a 3-dimensional way. *Landscapes* are paintings or photos of the countryside or places. Sometimes, people also say *cityscape* or *seascape*.)
4 aspects of a film (A *soundtrack* is the music or songs in the background of the film, sometimes sold as a separate CD. The *photography* is how the film looks. The *plot* is the story.)
5 aspects of a theatre production (*Lighting* is not so often applied to films; *costumes* are what actors wear; *staging* describes the constructions on the stage.)

Background pronunciation notes

Note the strong stress in the multi-syllable words: *documentary, historical, installation, special effects, photography*. Otherwise, the strong stress is on the first syllable in the words in Exercise 1.

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Optional extra activity Ask students to add an extra word to each column. Words they might add include: *a horror, a romcom, an opera, a ballet, a still life, scene, set, screenplay, performance, props.*

2 Ask students to discuss their examples in pairs. In feedback, elicit possible answers, and, if necessary, provide example answers (see possible answers below, though these all have a UK or US cultural bias). Students may provide examples from their own culture, particularly in a class with a common cultural background. It is a good idea to think of or research some examples your students will know before the lesson.

Possible answers
Classic American films include *Gone with the Wind* and *Citizen Kane*; recent thrillers include *The Others, Memento, World War Z* and *Shutter Island* (which starred Leonardo di Caprio and was released in 2010); the *Lion King* and *Mamma Mia* are musicals; *Hamlet* is a tragedy; *Henry V* is a historical play; Constable's *Haywain* is a famous landscape; Leonardo's *Mona Lisa* is a famous portrait; Rodin's *Thinker* is a famous sculpture.

Teacher development: using the cultural background of your class

How you deal with the answers in Exercise 2 depends on the cultural background of your class. If you and your class share that background, simply brainstorm as many examples of exhibitions, films and theatre as you can. If you don't share your students' culture, use it as an opportunity to find out more from them, and get them to explain or describe examples they think of. If your students don't share each other's culture, use this as an opportunity for them to talk about art from their culture, and to describe it to each other. This creates an interesting information gap and makes learning these new words more meaningful, personalised and memorable.

3 Start by asking the questions and eliciting possible answers from the class. Then ask students to match the questions to the answers. Elicit the first match to get students started. Let students compare their answers in pairs before discussing as a class.

Answers

1 d, j	3 c, i	5 b, h
2 e, k	4 a, f	6 g, l

4 Elicit other possible answers from the class.

Optional extra activity Ask students to practise some of the questions and answers they have matched, or to improvise their own conversations. Tell them to cover the answers and take turns to ask the questions in Exercise 3 in pairs.

Listening

Aim
to give students practice in listening for specific information; the listening provides a model for the conversation practice at the end of the lesson

5 45 Give students a moment to read through the situation and questions. You could briefly revise the language in the vocabulary section above.
- Play the recording. Students listen and note answers.

After playing the recording, ask students to work in pairs to compare answers.

Answers
1 a Brazilian horror film
2 zombies (taking over Brasilia)
3 just after nine, or twelve at night
4 The Capitol

45
D = Dan, J = Jason
D: Do you fancy going out later?
J: Yeah, maybe. What's on?
D: Well, do you like horror films?
J: Yeah, if I'm in the right mood. Why?
D: Well, there's this Brazilian film on in town that I'd quite like to see. It's got English subtitles, so it should be OK.
J: Oh right. So what's it about, then? What's the plot?
D: Well, apparently, it's about zombies taking over Brasília.
J: That sounds fun.
D: Yeah and the special effects are supposed to be amazing as well.
J: Cool. So when's it on?
D: There's a showing at just after nine and then a late one at twelve.
J: OK. Well, I'm not sure I want to go to the late one. I need to be up quite early tomorrow.
D: That's OK. The ten past nine showing is good for me.
J: Where's it on?
D: The Capitol.
J: OK then. Great.

Culture notes

There really is a film about zombies taking over Brasília (the modernist capital of Brazil). It is called *A Capital dos Mortos* (*The Capital of the Dead*) and was made by Tiago Belotti in 2008.

6 46 Play the next part of the recording. Students listen and note the answers to the questions. After playing the recording, ask students to work in pairs again to compare answers.
- In feedback, ask different pairs to provide answers.

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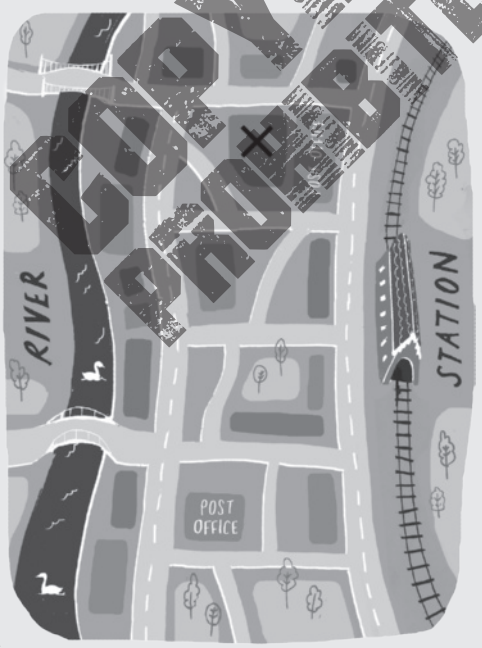
46

D = Dan, J = Jason

D: So, do you know where the cinema is?
J: I think so. Isn't The Capitol that one near the river?
D: Nope. That's the ABC.
J: Oh right. Well in that case, no, I'm not sure.
D: The Capitol's in the centre – on Crown Street.
J: OK. I don't know it, then.
D: You know Oxford Road, yeah? Well, that's the main street which goes past the railway station.
J: Yeah, yeah.
D: Well, if you have your back to the station, you turn right down Oxford Road. You walk about 200 metres and you go past a post office.
J: OK.
D: And the next street after that is Crown Street. The cinema's along there, about halfway down on the left.
J: Oh yeah. I think I know the place now. There's a big sweet shop right opposite, isn't there?
D: That's the one.
J: OK. So if the programme starts at ten past nine, what time do you want to meet? Shall I just meet you on the steps outside at nine?
D: Can we make it eight thirty? We want to be sure we get a ticket.
J: I doubt it'll be that busy, but I suppose we could get there a bit earlier. We can always get a coffee before the film starts.
D: Exactly. Maybe whoever gets there first should start queuing, OK?
J: OK, but I don't think we need to worry. I don't think that many people will want to see a Brazilian zombie movie!
D: Hey, you never know!

Answers

1



2 at 8.30, so they are sure to get tickets

Developing conversations

Explaining where places are

Aim

to introduce and practise explaining where things are when giving directions

7 Read through the information in the box as a class.

- Organise the class into pairs to complete the sentences. Elicit the first completed sentence as an example.
- Once students have completed the exercise, move on to Exercise 8 to check. There is no need to give answers before playing the recording.

Answers

1 halfway
2 front
3 next
4 at
5 off
6 back
7 facing
8 coming (Note that *going* is also perfectly possible here should students ask.)
9 towards (Again, you could *come* up the road.)
10 out

Pronunciation

Aim

to practise the pronunciation and intonation of response expressions

8 **47** Play the recording. Students listen and check their answers. In feedback, ask when the speakers paused as they were speaking

47

1 You know Columbus Avenue? Well, the restaurant's about halfway down there.
2 The bus stop is right in front of the main entrance to the station.
3 You know the post office? Well, St Ann's Road is the next turning down from there, on the other side of the road.
4 You know the cinema? Well, there's a car park at the back.
5 You know the main square? Well, Hope Close is one of the streets off there.
6 If you have your back to the station, you turn left.
7 If you're facing the station, the shop will be on your right.
8 If you're coming down the road away from the station, Church Street's the second turning on the left.
9 If you're going up the road towards the station and away from the river, Pemberton Road's the second on the right.
10 When you come out of the building, you'll see the cinema right opposite.

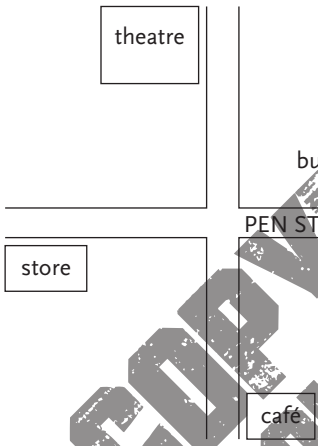
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9 47 Play the recording again. Ask students to notice the pauses and repeat the sentences.
- Organise the class into pairs to practise saying the sentences. Monitor and note how well students are pausing.

10 Set up this task by drawing a small map on the board (showing Columbus Avenue) and reading out the first sentence in Exercise 7.
- Organise the class into new pairs. Tell student A to look at the odd numbered sentences and student B to look at the even numbered sentences. Tell them to think of what sort of maps to draw. Students then take turns to draw maps while practising saying the sentences. Monitor and note how well students are pausing.

11 Give students time to prepare descriptions involving places they know. You could model this first by giving directions to a place near the school. Monitor and help students with ideas and vocabulary.
- Organise the class into groups of four or five to take turns to describe places. Monitor and note how well students are using the new language and pausing. In feedback, comment on and correct any errors you heard.

Optional extra activity Ask students to copy the simple map below. Ask them to choose four places (e.g. a post office, a car park, a cinema, etc.) and draw them on the map. Students take turns to describe where they have put places. Their partner must draw them on their map.



Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together several parts of the lesson and for students to practise responding to news in a roleplay activity.
- Ask students to work in pairs to think of events to invite people to first. You may wish to elicit a few examples from the class to get them started, or to suggest a few (you could bring in some leaflets of things going on in your town).
- Once students have some good ideas, ask them to work together to add detail to their description of the event.

13 Once students have prepared their invitations, mix the class so that students have a new partner. Give each pair five minutes' preparation time in which they must practise their conversations using the guide.
- Select different pairs to come up to the front of the class and act out their conversations. You could set gist tasks on the board for the rest of the class, to encourage them to listen carefully: *What event do they go to? When do they go?* Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

18 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

Web research activity Ask students to find out what's on at the weekend in their city and to write an email inviting a friend to the event and describing exactly when and where the event will take place.

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BIG NIGHT OUT
Student's Book pages 90–91

Communicative outcomes
In this two-page spread, students read and discuss a text about typical nights out round the world; students use idioms to talk about times in their lives.

Reading

Aim
to read a text for specific information and for personal response; to discuss going out

1 Start by asking a few questions around the class: *How often do you go out? Where do you go? What do you like doing?* Elicit a few simple responses. Then put students in pairs to discuss the questions in Exercise 1. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.
- You might want to break down this initial speaking activity into two stages. Ask them to discuss their own experiences of going out first, and feed back on that as a class. Then ask them to look at the photos and speculate about going out in those places.

2 Ask students to read the article and find answers to the questions. Let them compare their answers in pairs. In feedback, elicit ideas, and ask students to say what surprised them in the article, or what was different from their predictions from the photos.
- This is a general task to get students reading and relating the text to their own experience. Don't worry if the discussion doesn't 'cover' all aspects of the text. Listen to what students say to check if they have misunderstood any of the situations in the text, and address any misunderstandings in feedback. Exercise 3 will give more detailed exploration of the text and what they have understood.

Optional extra activity You could do this exercise as a jigsaw activity. Organise the class into groups of four. Each student reads about a different city for one minute. Students close their books and must describe the night out they read about in their own words in as much detail as they can. Students discuss the questions in Exercise 2 on the basis of what they have heard from their group partners.

3 Ask students to read through the sentences carefully. Then tell them to read the article and match the statements to the places. Let students compare their answers in pairs before discussing as a class.

Answers

a Iran	d Iran	g Luanda
b Iceland	e Luanda	h Iceland
c South Korea	f Uruguay	

4 Ask students to work in pairs to discuss the questions. Give them a minute to read the questions, decide on answers, or decide which they would most like to discuss first.
- Go round the room and monitor what the students are saying. Use the feedback stage to comment on, correct or improve on language students used.

Culture notes

- Akureyri /ˈaːkʰʏrˌeiːrɪ/ is a port and fishing centre on the northern coast of Iceland, with a population of about 18,000. It has barely any sunshine from November to February and is covered in snow. In June, it doesn't get dark.
- Tehran is the capital of the Islamic Republic of Iran in Western Asia. It has a population of over 8 million.
- Luanda is the capital of Angola and is situated on the Atlantic coast of Africa. It has a population of over 5 million.
- Busan is South Korea's second largest city. It is on the south coast and has the country's largest beach.
- Montevideo is the capital of Uruguay. It is on the country's southern coast on the Rio de la Plata, and is home to a third of Uruguay's population.

Grammar Quantifiers

Aim
to check students' understanding of how to use quantifiers

5 Read through the information in the box as a class.
- Organise the class into pairs to find examples in the text and match them to the meanings.

Answers
1 no
2 little, few
3 a little, a few
4 many, much
5 most
6 every

6 Ask students in the same pairs to discuss the pairs of words. Monitor and note how well students understand the use of the different quantifiers. Tell students to concentrate on the words they weren't sure about when checking their answers using the Grammar reference on page 178. Have a brief class feedback and discussion and find out what students think. Deal with queries and ask for further examples.

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Answers

1 We use *a few* with countable, plural nouns, and *a little* with uncountable nouns that have a singular form (i.e. they have no *s*).
2 *A few* suggests 'some' (more or positive), whereas *few* with no 'a' means almost none (less or negative).
3 We use *much* with uncountable nouns and *many* with countable, plural nouns.
4 We use *no* before a noun. We use *not* before a verb or with another quantifier (*not much, not many, not any*).

G Students complete Exercise 1 in the Grammar reference on page 178.

Answers to Exercise 1, Grammar reference

1 little (based on the sentence that follows, although *no* is also grammatically correct)
2 few
3 any (*much* is also possible)
4 some
5 lot (followed by *of* so can't be *few*)
6 all / many
7 some
8 every
9 much
10 few (= not many)

Background language notes for teachers

It is difficult for students to recognise when to use *few* or *little* or *much* or *many,* etc. so be prepared to show them example sentences in feedback to Exercise 6. Here are some examples:

1 *a few / a little*
I've got a few friends / days off / old records.
I've got a little money / time / salt.
2 *a few / few*
Compare these sentences:
I have a few friends at college, and we get on well.
I have few friends at college and I feel quite lonely.
Note that *a little* (+) and *little* (–) work in the same way.
3 *much* and *many*
How much money do you have? How many miles have you walked?
I haven't got much time, and I haven't got many things to say.
Note that we tend to use *a lot of* or *lots of* in an affirmative sentence: *I've got a lot of money and a lot of friends.*
However, we use *much* and *many* with *so* and *too* and at the start of sentences: *Many people enjoy …; There is so much violence.*
4 *no* and *not*
No strangers should go there at night.
Not many people know this.

7 Ask students to work individually to decide which sentences are true for where they live, and rewrite the other sentences. Then organise them into groups of four or five to discuss their opinions. Monitor and note how well students use quantifiers. Collect errors that you can use at the feedback stage. In feedback, find out what students think about the sentences. Then write up some of the errors you noticed on the board and elicit corrections.

Teacher development: collecting and correcting errors

When students are doing a personalised fluency activity of the type in Exercise 7, it is sometimes too easy to focus purely on the 'fluency', turning the activity into an interesting chat regardless of errors made. However, while the main aim of the fluency stage after grammar input is to get students using the language fluently, it is also important to notice and feed back on errors made with the target language. Here are three things to do to make sure that you deal with errors while allowing the fluency to flow:

1 Have a piece of paper to hand on which to write any errors you hear as you monitor students. This could be a blank sheet of A4 on a board, which you can carry around, an exercise book, or a piece of paper on your desk which you keep going back to every time you hear an interesting error.
2 Have a clear aim in mind. Here, you are only really listening for errors with quantifiers. You could write the quantifiers (*all / every, much / many*, etc.) on the piece of paper you are using to note errors. This creates headings under which you can note errors you hear.
3 Write four or five chunks or sentences on the board with errors you noticed in them. Do this anonymously – don't say which student made the error. Ask students to work in pairs to correct the errors and go over any rules if necessary.

G For further practice, see Exercise 2 in the Grammar reference on page 178.

Answers to Exercise 2, Grammar reference

1 few of us went
2 were so many people
3 be no food
4 is very little
5 many of the

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Understanding vocabulary

Idioms

Aim
to introduce idioms using parts of the body

8 Read through the information in the box as a class. Elicit any idioms students already know which use a part of the body.
- Ask students to complete the definitions individually. Elicit the answer to the first one to get students started. Let students compare their answers in pairs before discussing as a class.

Answers

1 eye	5 eye	9 leg
2 arm	6 eye	10 hand
3 hand	7 back	
4 feet, feet	8 face	

Optional extra activity 1 Give students three minutes to try to learn the idioms. You could use one of the 'memorising words' techniques below to help students do this. When students are ready, organise them into pairs to take turns saying a definition and recalling an idiom. Don't be too strict here – students are likely to forget some or part of the idiom, so it doesn't matter if they keep looking them up so long as they try to remember them.

Optional extra activity 2 Act out the idioms in a literal way (see Teacher development idea 3 below) and see if students can recall them. Tell them to take turns acting out and guessing the idioms in pairs.

Teacher development: memorising techniques

Remembering new words isn't easy, and this is particularly true of idioms, which are long and may seem nonsensical if translated into the L1 of your students. Here are some techniques students could use when trying to memorise the words:

1 Ask students to pick out two key words from each idiom and write them down (e.g. *cost / leg, pull / leg, turn / eye*). Tell students to recall the whole idiom from these prompts. Tell pairs to test each other by firing word pairs at each other and seeing if they can recall the whole idiom.
2 Ask students to write a personal prompt word for each idiom. They could, for example, write the name of a restaurant (for *costs an arm and a leg*) or the name of a friend who's always making jokes (for *pulling your leg*). See if students can recall the idioms from the prompt words.
3 Ask students to act out the idioms in a literal way. For example, they could pull a face, pull their leg and laugh, stare longingly (*unable to take their eyes off*), click their fingers (*trying to catch someone's eye*).

9 Organise the class into pairs to think of situations when they might use the idioms. Monitor and prompt students with ideas and vocabulary.
- As students speak, go round and correct any idioms they misuse. Prompt them to use particular idioms that could fit their situation.

Note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers
2 A ticket to the theatre can cost an arm and a leg.
3 Someone might give you a hand to get out of a taxi. / If you fell over, someone might give you a hand. / If you had a lot of housework to do, your housemate might give you a hand.
4 You could be on your feet all night dancing or because the place is crowded and there are no seats.
5 You might try and catch the waiter's eye to pay in a restaurant.
6 If you really like someone, you can't take your eyes off them.
7 People might gossip about others behind their back.
8 If someone suggests going somewhere you don't like you might pull a face.
9 Perhaps a friend might pull your leg by saying something that's not true to make you look round (e.g. there's a famous person behind you).
10 You might go to a party with too many people, or where people start arguing and things get out of hand.

Optional extra activity Ask students to think of three idioms from Exercise 8 that they might use to talk about events in their life, e.g. *My best friend took me out to a restaurant on my birthday last year. We had a really good meal, it cost an arm and a leg!*

Web research activity Ask students to find out more about a night out in a city they would like to visit.

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A CHANGE OF PLAN
Student's Book pages 92–93

Communicative outcomes
In this two-page spread, students will listen to people describing events and nights out, and will practise describing their own events and nights out; students will use the future in the past to talk about changes of plan.

Speaking

Aim
to lead in to the topic of the listening text; to talk about places students have been to in the evening

1 Start by asking students to look at the photo. Ask: *What sort of place is this? What do people do there? Would you like to be there? Why or why not?* Elicit ideas from the class.
- Ask students to work individually to prepare the task in Exercise 1. When they are ready, organise the class into groups of four or five to ask each other questions. Set a time limit of five or six minutes.
- Monitor and note students' opinions, ideas and interest.
- In feedback, ask different pairs to share any interesting experiences that you heard them talk about. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Vocabulary Describing events

Aim
to introduce words and phrases used to describe events

2 Ask students to work individually to match the sentences with the comments. Do the first as a class to get them started. Let students compare their answers in pairs before discussing as a class.

Answers

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

3 Students work in pairs to think of opposites. Monitor and note students' ideas and knowledge.
- In feedback, ask different pairs to give you opposites, and accept, reject and correct as you need to. There are no direct opposites so it is important to guide students to an approximate understanding of the words from the context, and from the knowledge of the class as a group.

Possible answers
weird – normal / ordinary / conventional
overrated – underrated (or just good!)
moving – funny
It was completely sold out. – There weren't many there. / It was (half) empty.
the headline band – the support band / the first band (on)
boiling hot – freezing cold
amazing – dreadful / awful
great atmosphere – it was dead / dull; there was no / an awful atmosphere
wasn't as great as – wasn't as awful as / was better than
absolutely packed – absolutely deserted / empty
in tears – laughing / in stitches
I felt a bit out of place – I felt (right) at home / very comfortable there
left halfway through – stayed till the end

4 Organise the class into new groups of four or five. Tell them to work together to think of examples. Monitor and note students' ideas and knowledge.
- In feedback, ask different groups to share their ideas. Make sure students are using the new vocabulary correctly, and comment on any interesting or useful language that students use.

Listening

Aim
to give students practice in listening for specific information; to practise listening intensively for chunks of language

5 48 Give students time to read the situation and questions carefully.
- Play the recording. Students listen and note their answers to the questions.
- In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers.

Answers
Conversation 1
1 a film
2 No
3 Yes (they really enjoyed the film)
4 No (others said it wasn't that good)
Conversation 2
1 a club
2 Yes (they were going to go to a concert but they were late and there was a queue for tickets)
3 No (hated it, it was packed and hot, she hated the music)
4 No (others say it's really good and trendy)
Conversation 3
1 a play
2 Yes (was supposed to be having a quiet night in, but a friend had a spare ticket for a play)
3 Yes (the play was brilliant and really moving)
4 Yes (great reviews)

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1

A: So how was it?
B: Oh, it was brilliant – much better than I thought it'd be.
A: Really? I'd heard it wasn't that good.
B: Well, me too, but I actually really enjoyed it.
A: So, what's so good about it?
B: Oh, the story, the acting – everything. It's just really funny and it's quite exciting too. I don't know. Maybe it's because I didn't think it'd be anything special.
A: I know what you mean. You see so many films these days where there's so much advance publicity – especially from Hollywood. It's all in the papers and everyone's saying, 'You have to go and see it.' And then you go and you just end up thinking it was a bit overrated. It's nice to go to something that actually meets your expectations.

2

C: Did you have a good night out? How was the concert?
D: Oh, we didn't go in the end.
C: Really? What a shame.
D: I know! Hans was going to pick me up at seven, but as it happened he had to finish some work at the office and by the time we got there, there was a massive queue for tickets. So we decided we weren't going to get in, and we went to a club instead.
C: Oh right. So what club did you go to?
D: Radio City.
C: Well, that's supposed to be really good. It's quite trendy, isn't it?
D: That's what they say, but I hated it!
C: Really? What was so bad about it?
D: It was just awful – the people, the music, everything. It's one of the worst clubs I've ever been to.
C: Really?
D: OK, maybe I'm exaggerating a bit. I mean, it was OK to begin with, but then it got absolutely packed, so you couldn't really dance properly. And it was boiling hot, so you were sweating like crazy. And then they changed the music later to this heavy techno stuff, which I hate. And the drinks were a rip-off.
C: Oh dear. Maybe you just went on the wrong night.

3

E: I'm so tired! I was out late last night.
F: Really? I thought you said you were going to have a quiet night in.
E: I know. I mean, I was going to stay in, but Clara phoned and while we were chatting, she mentioned she had a spare ticket for this play in town so I said I'd go with her.
F: Oh right. So what did you go and see? Anything good?
E: Yes, actually. It was called *A Man for All Seasons*.
F: Oh! I've been wanting to see that for ages! It's had some great reviews in the papers. How was it?
E: Brilliant! One of the best things I've seen in a long time.
F: That's what I'd heard.
E: Yeah. It's so moving. Honestly, I was in tears at the end. And the whole staging – the lighting, the costumes, everything – it's just really well done.
F: I'll have to go.
E: Yeah, you should.

6 **48** Give students time to read the sentences and try to recall what the missing words might be. Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

- In feedback, elicit answers from the class, and drill the sentences or chunks, asking students to pay attention to pronunciation features such as the weak stress and linking between the words.

Answers

1 a wasn't that good
b be anything special
c a bit overrated
2 a in the end
b supposed to be
c the wrong night
3 a quiet night in
b a spare ticket
c some great reviews

Background language notes

Check that students understand some of the more difficult language in the conversations:
sweating like crazy = sweating a lot
The drinks were a rip-off = the drinks were more expensive than they should be

7 Give students time to read the questions and think of how they would answer them. Then organise the class into pairs or small groups of three or four and ask them to take turns to ask and answer the questions. Tell students to concentrate on the questions they find most interesting.

- In feedback, ask students with interesting stories to share them with the class.
- Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write the names of some well-known recent films on the board and ask students to discuss them and say whether they have seen them, and whether they were better or worse than they expected and why.

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GRAMMAR The future in the past

Aim
to check students' understanding of how to use the future in the past to talk about plans, promises or predictions

8 Read through the information in the box as a class.
• Organise the class into pairs to read the example sentences and discuss the questions.
• Monitor and note how well students understand the use and meaning of the forms. Tell students to concentrate on the areas they weren't sure about when checking their answers using the Grammar reference on page 178. Have a brief class feedback and discussion session and find out what students think. Deal with queries and ask for further examples.

Answers
1 No. In a), Hans had to finish some work. In b), a friend phoned and had a spare ticket for a concert.
2 *was going to* + verb
3 c I don't think it will be very good.
d It won't be anything special.
e I'll go with you
4 *would*
5 past simple

G Students complete Exercise 1 in the Grammar reference on page 179.

Answers to Exercise 1, Grammar reference
1 1 to
2 would
3 was
2 1 were
2 would
3 1 were
2 would
3 stay

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 8 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: future in the past

The future in the past involves the use of *would* or *was / were going to* to refer to the future from the perspective of some point in the past. Effectively, the use is the same as a regular future form (e.g. *going to* + infinitive (without *to*) to express an intention or plan, or *will* + infinitive (without *to*) to express a future prediction based on an opinion). The big difference is that it goes one tense back to show that it was a plan, promise or prediction in the past which failed to happen. Notice the examples on the timelines below:

I'm going to play football later today ... — *I was going to play football later that day, but I didn't.*

Past **X** **Now**

I think it'll rain later ... — *I thought it'd rain later, but it didn't.*

Past **X** **Now**

9 This checks that students understand the form and meaning of these two tenses. Encourage students to write contractions (*I'd, we'd*, etc.) when completing the sentences. Elicit the answer to the first in open class to get students started. Let them check their answers in pairs before going through the answers as a class.
• In feedback, make sure students give you the reason why they chose to use *would* or *was / were going to*. Note that students might think of different ways of saying the sentences. Some possibilities are given in the answer key. The most obvious choice for all the sentences uses *going to*, but *would* is also possible in all cases if the sentences use reported thought or speech.

Possible answers
1 They were going to have a barbecue, but it started pouring with rain so they had to cook indoors instead. (OR They thought they'd have a barbecue, but ...)
2 We were going to go to the beach for the day, but we missed the train so we ended up going to the park instead. (OR We thought we'd go to the beach for the day, but ...)
3 She was going to give me a lift but the car didn't / wouldn't start so I got a taxi instead. (OR She said she would give me a lift, but ...)
4 I was going to walk here, but it started pouring with rain so I had to drive. (OR I thought I'd walk here, but ...)
5 I was going to stay in and study, but a friend called me and I went out and met him (or went out to meet him). (OR I said I'd stay in and study, but ...)

10 Ask students to work in pairs. Tell them to take turns thinking of endings. Encourage students to try out lots of different ideas – practice makes perfect.

Possible answers
1 we decided not to in the end. / we decided to go to a hotel instead.
2 I went out. / I met up with some friends.
3 she sent an email instead. / she forgot.
4 I repaired the old one. / I decided it was too expensive.
5 we managed to stay on the road. / we missed the other car by centimetres.

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11 Ask students to look at the questions. Give students three or four minutes to prepare their own ideas. You could elicit one or two ideas for the first situation to get students started.

- As students prepare, monitor by going round the room and checking students are doing the task, and helping if necessary.
- Organise the class into new groups of four or five to discuss. Monitor and note how your students manipulate and vary the future in the past forms. Note some good and some incorrect uses which you can write on the board for students to discuss in feedback.

Optional extra activity Ask students to think of three plans, promises or predictions that they had this morning when they got up, but which have failed to happen. Tell them to share their ideas with two other people and find out which plans, promises or predictions they shared.

G For further practice, see Exercise 2 in the Grammar reference on page 179.

Answers to Exercise 2, Grammar reference

1 not going to go out
2 than I thought it would
3 it would rain / was going to rain
4 said he would help
5 they wouldn't increase taxes
6 I would definitely be

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VIDEO 5: ONE WOMAN'S CHOICE
Student's Book page 94

Aim

to consider some of the issues affecting an educated woman living in rural Tanzania; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the photo and asking what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

Possible answers

1 in a hot, undeveloped area in Africa
2 Problems might include lack of water; lack of infrastructure; very hot, dry weather; being far from medical help; perhaps drought and starvation; danger from wild animals.
3 to get jobs, to escape poverty, to get an education
4 to live with nature, to do scientific research, to help the local people

NATIONAL GEOGRAPHIC LEARNING

Culture notes

The picture shows the landscape that features in the video – the South Maasai steppe in the Arusha Region of Tanzania. The mountain in the background is the Ol Doinyo Lengai, an active volcano and a holy Maasai mountain.

2 19 Give students time to read through the sentences first. Play the first part of the video (up to 2.32). As students watch the video, they should write T or F next to each sentence. Let them compare their notes in pairs before discussing as a class.

Answers

1 T	4 T	7 F
2 F	5 F	8 T
3 F	6 T	

3 Organise the class into pairs to discuss the questions.

4 19 Give students time to read through the questions first. As they do, tell them to predict any answers.

- Play the second part of the video, from 2.33 to 4.24. Ask students to watch the video, and note their answers. Let them compare their notes in pairs before discussing as a class.

Answers
1 It's a big city and the centre of the safari business.
2 students' answers
3 11 years ago
4 good (they had no rows or arguments)
5 go back to the village (her children and husband are there)
6 students' answers

5 19 Give students time to read the task first. Play the end of the video (from 4.25 to 5.20) and ask students to watch and note what Flora decides and why. Let them compare their notes in pairs before discussing as a class.

Answers
She decides to go back, she likes the land, and after visiting the city again she realises that she likes her life back in the village.

6 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to read the questions then put them in groups of four or five and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Understanding fast speech

7 20 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students listen and compare what they said.

8 Encourage students to practise saying the extract several times.

19
Narrator: Flora Salonik grew up in one of Tanzania's busiest cities, Arusha. She has a university education and speaks four languages. These days, she depends on the earth for her livelihood. Flora's life changed because she fell in love with a man from the Dorobo people.
Flora: About ten years ago, I met this man. We fell in love and got married. We met in Tana, got talking and started dating.
Narrator: After they were married, her husband, Loshero, brought Flora to the tiny village of Kijungu on Tanzania's south Maasai Steppe. A four-day journey on foot from Arusha, it's one of the most remote places in Tanzania.
Flora's family knew that she was leaving the comforts of the city for a world without electricity or almost any modern conveniences. A world where it takes a forty-minute walk just to get water. Unlike some Dorobo people, Flora and Loshero raise cattle and grow crops to feed their family. The Dorobo are one of the few hunter-gatherer societies left in East Africa. The Dorobo lifestyle means that Loshero often spends long periods away from home while hunting. Flora is often left to care for their three children, their farm and their home by herself. She gave up everything for Loshero and now she hardly sees him. Flora sometimes dreams of returning to the city.
Flora: Sometimes I pack my stuff, ready to go back to Arusha. But I have children so I can't go home.
Narrator: Many years have gone by since Flora moved to the village. There's no telephone or postal delivery, so she hasn't been able to communicate with her family since she came. It's difficult to stop thinking about the past. Sometimes she thinks about the way her life could have been. She also thinks about what she would have done in the city. But what can she do now? She can take her children to live in the city and leave Loshero in the village, or she can forget about her old life. Her husband knows nothing about the difficult choice that his wife must make.
Part 2
Flora feels restless and decides to visit her hometown of Arusha. She begins the four-day walk early the next morning, but doesn't dare to look back at her children. It's painful for her to leave them, but her neighbours will take care of them while she figures out their future.
Arusha is the centre of Tanzania's tourist and safari business. This is where Flora was born, attended school, had her first job, and met her first boyfriend. Since she's been away for so long, the busy streets are unfamiliar to Flora; they're so different from Kijungu. As she walks towards her childhood home, Flora isn't certain if her mother still lives in the same house, or even if she's still alive. As she nears the house where she once lived, a few of the neighbours stop and stare. It's an emotional reunion.
Flora's mother: It's about eleven years since we saw each other. We didn't fight, we didn't have any rows. She just left home. I am very happy to see her again. I don't want her to go back too soon, but if there is no choice she will have to go. Because she has children and her husband is waiting for her there.
Narrator: Flora tries to relate to the person that she used to be. As she sits in the school that she went to as a girl she wonders: should she bring her children to Arusha, or return to her life in Kijungu? Whatever she decides, something will be lost.
Part 3
Narrator: Finally Flora makes her decision – she goes back to Kijungu.

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Flora: I really wanted to come back to Kijungu. I feel Dorobo. My sisters didn't understand how I can live here. There's no transport, no hospitals, but I am happy here, because of the land. I want to live here because this is my life. People say it is a hard place to live, but my home is here.
Narrator: Choosing between a new family and the old is never easy, but it seems that this woman has made her choice at last.

REVIEW 5
Student's Book page 95

Aim
to consolidate vocabulary and grammar from Units 9 and 10

1

1 has
2 in / over
3 fewer
4 were
5 less
6 hardly
7 more
8 used
9 been
10 last / past
11 No
12 every

2

1 increased
2 little
3 All the
4 would
5 as
6 were
7 good
8 has
9 little
10 was

3

1 worse in the past
2 used to be more
3 think it would be
4 much hope of
5 Most of the time
6 has risen / has gone up / has increased dramatically since

5

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

6

houses: cramped, an attic, compact, a patio
the arts: a classic, a landscape, a plot, staging
areas: lively, well connected, rough, dead

7

1 comedian
2 exhibition, installations
3 historical
4 lighting
5 photography
6 spacious
7 central
8 immigration

8

1 place
2 off
3 down
4 convenient
5 litter
6 grafitti
7 affordable
8 arm
9 built
10 bright
11 garage
12 garden

49 and answers to Exercise 4

1 I said I'd do it and I will.
2 I said I wouldn't, but in the end I did.
3 The divorce rate has risen dramatically over recent years.
4 There's been a steady fall in unemployment.
5 Much was said, but little was done.
6 There's not as much crime as there was in the past.

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11 THE NATURAL WORLD

Speaking

Aim and communicative outcomes
to set the scene and introduce the theme with a photo; to get students talking about animals as pets

1 Start by telling the class that in this unit they're going to be learning how to participate in and tell stories, and to talk about animals, challenges and achievements, and natural resources

- Ask students to look at the photo on pages 96–97. Ask: *What can you see?* Elicit a brief description of the picture, and introduce any key words students might need.
- Organise the class into groups of three or four to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different groups to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Culture notes

The photo shows a prisoner at Maricopa County Jail, Phoenix, Arizona, USA, playing with a dog in the jail's animal hospice. Female inmates go through a formal interview process for the privileged duty of caring for animals in the hospice. The inmates have two days removed from their jail sentence for each day worked in the unit. The program takes in animals that have been abused, abandoned or are evidence in a criminal case, and keeps them until they are adopted. Inmates feed, clean, groom and provide obedience lessons for the 587 animals (including dogs, cats, birds and horses).

2 Ask students to work in the same groups. Give them two or three minutes to find the photos on page 193 of the Student's Book and to think of which animals they would like to talk about. You could drill the names of the animals for pronunciation if necessary. As students speak in groups, monitor and note good examples as well as incorrect examples of language use.

- In feedback, ask different students to report to the class what they found out about their group's preferred animals. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Optional extra activity Ask students to play a game in pairs with the pictures in the file. One student must describe each animal without saying its name, and their partner must guess which animal is being described and shout it out. Set a time limit of two minutes and find out who guessed most animals in two minutes.

SO WHAT HAPPENED?
Student's Book pages 98–99

Communicative outcomes
In this two-page spread, students will practise talking about animals; they will listen to stories about animals and tell their own stories.

Vocabulary Movements and sounds

Aim
to introduce and practise phrases to describe the sound and movement of animals

1 Organise the class into small groups to brainstorm words. Make sure you keep to the time limit and ban the use of dictionaries to control the number of words they come up with. Students may recall the animals that they talked about on the previous page. That's fine. Stop them after one minute, and find out which group claims to have the most. Do a quick check. You may wish to check the meaning and pronunciation of some of the students' wilder guesses.

Optional extra activity Find out if students in groups can name an animal for each letter of the alphabet (ape, bear, camel, dog, elephant, etc.). Find out who did best. Quail, umbrella bird, vampire bat, xenartha (a type of armadillo), yak and zebra cover the trickier letters.

2 Organise the class into new pairs to read the sentences and check the words. Tell them to try to guess the words from the context before looking up words in their dictionaries. In feedback, elicit what animals students thought of, and check any difficult words by using examples or mime. Note that there are many possible answers, some ideas are given in the answer key.

Optional extra activity Mime some of the sentences in Exercise 2 and ask students to say what's happening. For example, stare upwards to elicit birds are circling and look at the floor and jump looking horrified to elicit an insect crawling along. Students could continue the exercise in pairs or groups.

Possible answers
1 (bird) eagle / vulture
2 snake / rat / mouse
3 lizard / snake
4 deer / rabbit / fox
5 cockroach / spider (insect)
6 dolphin / fish / whale
7 wolf / elephant / crow / owl
8 parrots / crows
9 rat / bird / squirrel
10 mosquito / wasp

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Teacher development: using dictionaries to check

Dictionaries are very useful tools. However, their use in class should be limited to avoid having students constantly looking words up, and, when they are used, students should be given specific tasks to do. Here are some suggestions.

1 Rather than asking students to just look words up, ask them to work out the meaning of words first, and then look up words to confirm their ideas. If a word is in a sentence or text, students can guess its meaning from the part of speech, from the context, from other words around it or from synonyms or antonyms used with it, from how it looks or sounds, and from how similar it is to words students know or words in students' L1. For example, *circling* can be predicted from its context (we know it describes an animal's movement), from the lexical and contextual clues *in the sky* and *above that cliff,* from the fact that it is an *-ing* word describing an activity, and from its similarity to what is clearly a root word, the noun *circle*. Students should be able to guess the word before looking in the dictionary.

2 Rather than asking students to merely find meanings in the dictionary, get them to find a word's pronunciation, its use in an alternative sentence, its part of speech, and whether it is used with specific collocations or other dependent words.

3 Ask students to describe animals they have seen with their partner. It is a good idea to model the activity by describing two or three animals you have seen first.

Listening

Aim

to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

4 50 Give students a moment to read through the questions. Play the recording. Students listen and note their answers. After playing the recording, ask students to work in pairs to compare answers.

Answers

Conversation 1

1 cat (kitten)
2 at home, watching TV
3 They felt frustrated / mad (because they could hear the noise but couldn't find the cat).

Conversation 2

1 parrot / crows
2 at home, writing reports on his computer
3 He felt sorry for the parrot (and worried about it).

Conversation 3

1 huge lizards
2 in Indonesia, trekking through the jungle
3 He thought they were going to eat him.

50

1

A: That's a nice photo. Who's that?
B: Oh, it's a friend.
A: And is that your cat?
B: Yeah.
A: It's so cute!
B: I know. Mind you she's lucky she's still alive!
A: Really? What happened?
B: Well, when she was a little kitten she actually got stuck inside the wall of our house!
A: You're joking! How did that happen?
B: We're not absolutely sure, because we didn't see her disappear, but we think she crawled through a little hole in the floor in our bedroom and then she fell down the gap between the walls.
A: Oh no.
B: Anyway, we were watching TV and we could hear these little cries coming from somewhere, but we were going mad because we couldn't see her anywhere and then we worked out she was actually inside the wall!
A: So how did you get her out?
B: We had to call the fire service in the end, and they basically broke a bit of the outside wall and they managed to get her out like that. Here, I think I still have a picture ...
A: Oh, look at that! Oh that sad little face!
B: I know. I'm glad we found her.

2

C: You'll never guess what happened last night.
D: Go on. What?
C: Well, I was writing some reports on my computer at home when I suddenly noticed a group of crows looking quite excited. They were all making this dreadful noise so I went outside to see what was happening.
D: And?
C: Well, the crows were chasing a little parrot up and down the street.
D: A parrot? What was it doing there?
C: I have no idea. I guess it must've escaped from somewhere. Anyway, it was obviously very scared and cold. I felt really sorry for it so I chased the crows away. The parrot was then sitting on my neighbour's roof and I didn't want to leave it.
D: Yeah? So what happened in the end? Did you catch it?
C: Yeah, I had to put some fruit and seeds on the ground to tempt it down and then when it came down, I managed to catch it and put it into a box. We've got it at home now.
D: Wow! That's mad. Actually, it reminds me of something I saw a few weeks ago. I was coming home from work on my bicycle when ...

3

E: I really thought I was going to die. Honestly, I hope I never see another crocodile in my life!
F: I can imagine. That's awful! It actually reminds me of something that happened to me last year in Indonesia.
E: Oh yeah? What was that?

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F: Well, I was there on holiday, and I'd decided to spend a few days trekking through the jungle. On the second day, we were walking along a path through the rainforest when suddenly these huge lizards came running out of the bushes from all sides. They were enormous – much bigger than me! Everyone ran away, leaving me with three of these monster lizards running towards me. I tried to scream, but just couldn't! I really thought they were going to eat me.
E: Really? That sounds terrifying! So what happened?
F: Well, luckily, the guides managed to stop the lizards with these big sticks they had, and so I managed to escape.

5 50 Ask students in pairs to say which phrases they heard during the first listening. Then play the recording again. Students listen and note or check their answers. Ask students to work in pairs again to compare answers.
- In feedback, ask different pairs to provide answers.

Answers
a Conversation 3 (lizards running towards him)
b Conversation 2 (parrot being attacked by crows; he put food out to catch it)
c Conversation 2 (crows attacking the parrot)
d Conversation 1 (picture of a kitten, which leads to her telling the story)
e Conversation 2 (parrot; not usually in the street in that country)
f Conversation 1 (kitten; explains how it got in to the wall)
g Conversation 3 (the conversation starts with the end of a story about a crocodile)
h Conversation 1 (to get the cat from out of the wall)
i Conversation 3 (what all the other people did when they saw the lizards)

Pronunciation

Aim
to practise the pronunciation and stress on vowel sounds when emphasising adverbs to show how we feel

6 51 Play the recording twice. Ask students in feedback after the first listening to say what they noticed about stress and the vowel sounds. Point out that the vowel sound is lengthened as it's stressed.
- Play the recording again. Students listen and repeat. Make sure that students are attempting to pronounce the sounds correctly.

51
1 Oh, they're so cute!
2 He's so lovely.
3 He's so annoying!
4 Their dog is just really out of control!
5 It smells really bad!
6 It's just incredibly noisy!
7 He even lets the cat walk on the table.
8 He actually kisses the dog and lets it lick his face!

7 Give students time to read the text quickly, and ask: *What's it about?* (how the writer feels about dog owners). Elicit the first one or two adverbs that require underlining, then let students underline the rest individually. Have a brief feedback session to check that they have underlined the correct words.
- Organise the class into pairs to practise reading out the paragraph. Monitor and make sure they are stressing adverbs correctly. The exercise is about getting students to vary their pronunciation and experiment with stress. Let other students be the judge of what sounded good or not. In the answer key, likely stresses are shown for your reference.

Answers
I don't really like dogs, but I *really* hate some dog owners. They can be *so* annoying – the way they talk about their pets like they were *actually* human beings! They say things like, 'Oh, my little baby. You're *so* beautiful! Yes, you are. Yes, you are. It's *so* stupid. What *really* annoys me, though, is the way they let their dogs run out of control. They *even* let their dogs jump on top of you. Then, if the dog bites you, they *actually* blame you. They say you scared the dog!

Optional extra activity Write a list of people and things on the board (e.g. *ice cream, Brad Pitt, rain, cold pizza, footballers, politicians, blue cheese*) and ask students in pairs to respond to each thing in the list, using stressed and emphasised adverbs, e.g. *I really like ice cream. I particularly like strawberry ice cream, that's my favourite,* etc.

Grammar Past ability / obligation

Aim
to check students' understanding of how to use *could, couldn't, managed to* and *had to* to express past ability and obligation

8 Read through the information in the Grammar box as a class. Then organise the class into pairs to correct the forms in the sentences.
- Monitor and note how well students can use these forms. Tell students to concentrate on the information they weren't sure about when checking their answers using the Grammar reference on page 179. Have a brief class feedback and discussion session and deal with queries.

Answers
1 had to, managed to (ability at a particular time)
2 could, couldn't (both with senses – hear / see)
3 had to, managed to (ability at a particular time)

G Students complete Exercise 1 in the Grammar reference on page 180.

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the verb for the first sentence. When eliciting answers, ask why, and reiterate the basic grammar rules as you work through the exercise.

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Answers to Exercise 1, Grammar reference

1 managed to	5 had to, couldn't
2 couldn't	6 couldn't, had to
3 could	7 couldn't, managed to
4 could, managed to	8 couldn't, had to

Background language notes for teachers: past ability / obligation

Notice that in English we use *couldn't* for a specific inability (*I couldn't open the door*) but we can't use *could* for a specific ability (*I managed to open the door,* not *I could open the door*). It is also possible to use *was / were able to* when talking about both general and specific abilities. *Had to* is the past form of both *must* and *have to* when they express obligation.

9 Elicit two or three possible answers for the first situation from the class to get students started (e.g. *It couldn't get down from the tree. I had to climb up a ladder to get it down. I managed to reach out and get it.*). Then ask students to work in pairs to think of further sentences. Monitor and help with ideas and vocabulary. Ask pairs to share their ideas with other pairs.

- Have a brief class feedback session and discussion and deal with queries.

Optional extra activity Ask students to think of other situations, and then to prepare some sentences. Alternatively, ask fast finishers to consider the following two situations:

1 *The bus got caught in traffic on the way to work or school, and you knew you would be late if you stayed on it.*
2 *On arriving at work or school, you realised you were wearing odd socks.*

Developing conversations

Helping people to tell stories

Aim
to introduce and practise phrases used to encourage speakers to tell their stories

10 Read through the information in the box as a class. Ask students to say what other questions they might use to encourage a story-teller.

- Organise the class into pairs to complete the conversations. Elicit the question for the first gap as an example.
- Once students have completed the exercise, move on to Exercise 11 to check. There is no need to give answers before playing the recording.

Answers

1 What?	4 What was that doing there?
2 What was that?	5 So what happened in the end?
3 Seriously?	

11 52 Play the recording. Students listen and check their answers from Exercise 10.

- Organise the class into pairs to practise the dialogues. You could set this task up by playing and pausing the dialogues first, and asking students to repeat them, copying the pronunciation and intonation of the speakers.

52

1
A: You'll never guess what happened last night.
B: Go on. What?
A: Well, I was walking home when I suddenly saw a horse, standing there in the street!

2
C: I saw something really strange while we were away.
D: Oh yeah? What was that?
C: We saw this whale stuck on the beach.
D: Seriously? Still alive?
C: Yeah! It was actually quite upsetting! We phoned the police to see if they could organise help.

3
E: I was just about to put my shoes on when I found a scorpion hiding in one of the shoes!
F: Really? What was that doing there?
E: I don't know. I guess it was just looking for somewhere to sleep.

4
G: We spent hours trying to persuade the cat to come down from the tree, but it refused to come.
H: Oh no! That's awful! So what happened in the end?
G: Well, eventually, we gave up. But an hour later it walked into the kitchen, looking for its dinner!

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together different parts of the lesson and for students to practise story-telling and the questions needed to keep a story going.

- Organise the class into new pairs. Ask students to prepare their story individually first. Monitor and be available to help with ideas and vocabulary.
- Once students are ready, ask them to work together to tell their stories, taking it in turns to be a story-teller and a prompter. Go round the class and prompt students as they practise. Listen for errors, new language or interesting conversations to use in feedback.

21 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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CHALLENGES AND ACHIEVEMENTS
Student's Book pages 100–101

Communicative outcomes
In this two-page spread, students discuss challenges and achievements in their lives; they read and discuss a text about an amateur who attempted to climb Everest.

Speaking

Aim
to introduce the topic of the reading text; to get students talking about challenges in the natural world

1 Organise the class into groups of three or four to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different groups to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Note that some of the questions in this exercise allow for the pre-teaching of some of the vocab for the text. Before students start talking, explain the following in the questions: *summit* (= top of a mountain), *glacier* (= a permanent piece of ice on the side of a mountain), *altitude* (= height above sea level), *challenge* (= something difficult to do).

Reading

Aim
to give students practice in reading for general understanding, and in deciding which words in a text to learn

2 Start by asking students to look at the main photo in pairs. Tell them to discuss the questions. In feedback, briefly feed back on any interesting comments or information from the class. At this stage, don't confirm or reject any comments.

3 Ask students to read the first three paragraphs of the article and find the answers. Let them compare their answers in pairs before discussing as a class.

Possible answers
1 near the summit of Everest
2 People are queuing to get to the top.
3 high altitude / lack of oxygen / low temperatures / high winds / a lot of 'amateur' climbers who can't cope with the conditions, especially if things go wrong

Optional extra activity Organise the class into groups of three or four to explain the words in the box in Exercise 4 to each other, with the help of a dictionary. This will pre-teach key words that students can then use in the prediction task in Exercise 4. It is an enabling task that helps students take responsibility for the words they learn. Make sure that students are concentrating on the words as they are used in the text (so, *shot* as in 'hit with a bullet', not *shot* as in 'an opportunity').

Background language notes

Here is a short explanation for some of the words if you want to explain or confirm in feedback:
barriers = things that stop you achieving something
solo = alone; on your own
shot = hit with a bullet
blind = not able to see
partially = not completely
disguise = dressed so that people don't recognise you
supplies = food and equipment you need on a climb or expedition
authorities = the government or people in control
expedition = long journey, walk or climb with the aim of reaching a particular place or achieving a particular goal
territory = land
Other words students might struggle with include: *peak* (= same as *summit* but more often used with smaller mountains); *a false impression* = seeing a situation in a way that is not true; *risks* = dangers; *cope* (with) = manage or control (a situation).

4 Once students have chosen their words, and predicted the story, elicit two or three ideas from different groups. Don't take too long to elicit predictions, but make sure that each group has thought carefully about what the text might be about, and is on the right lines.
- Ask students to read the article and check their predictions. Elicit how well students did in feedback.

5 Students should continue to work with the same groups. Ask them to discuss the questions about Maurice Wilson. If necessary, let them refer back to the text to find answers they aren't sure of.
- In feedback, have a brief class discussion and find out what students think.

Answers
Answers will vary but here are some suggested answers for 1–5. See the audio script in Exercise 6 for ideas about 6–8.
1 The British saw him as dangerous. Nepal isn't mentioned, but as part of the British Empire the authorities there probably had pressure from the UK to stop him entering. Tibet was an independent but isolated country which may have been pressured by the British government.
2 It was not very common to fly far in those days, and planes were dangerous and unreliable. He had no support.

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3 He had never been a climber before (see first part of the text).
4 He was starving because he didn't have enough supplies / food (inexperience); half-blind because of the snow and not having right equipment (inexperienced); his arm had been badly injured in the war (could only partially use it).
5 They probably left him – maybe they thought he was mad / they had done their best to persuade him / wanted to save themselves.
6–8 Students' own answers

Culture notes

Maurice Wilson, who was born in 1898 and died in 1934, was a captain in WWI and won the Military Cross for bravery. He was eccentric as well as brave. He wanted to climb Everest as a platform to promote his belief that the world's ills could be solved by a combination of fasting and faith in God.

Listening

Aim
to practise listening for information

6 53 Play the recording. Students listen and note the speaker's answers to questions 6, 7 and 8 in Exercise 5. Ask students to work in pairs to compare their answers before discussing as a class. Find out whether students agree or disagree with the speaker's comments.

Answers
6 his (terrible) experience of war and memories (a way of dealing with the trauma); he wanted to achieve something
7 Wilson had skills and determination, and he achieved what he did alone. He only risked his own life. Other amateurs risk other people's lives and do little for themselves – they use helicopters and carry very little. They leave a lot of rubbish.
8 He was inexperienced and had no idea of the power of nature but he overcame nature, learnt new skills and had strength and determination.

53
Obviously Wilson's story is a tragedy. He had no real idea of the power of nature and he died because of it. But I don't think he was stupid. Remember his terrible experience in the war. That can affect people in different ways, and maybe those terrible memories are what drove him. Then think about his achievement. Just reaching Everest was really amazing. All those difficulties he overcame: the flight to India, the walk, everything. And he showed skill in learning to fly and amazing strength and determination – and he did it alone. That's so different to these people who pay to go up Everest. They arrive in helicopters. They carry almost nothing and they're not just risking their own lives, they risk many lives. If a rope broke, how many people would fall? If a guide got injured, these amateurs couldn't help. And with so many of them, serious climbers have to wait in these really dangerous conditions. And if that wasn't bad enough, they leave so much rubbish on the mountain – broken tents, ropes, empty oxygen bottles – things that stay there forever in the freezing cold.

Optional extra activity Ask students to prepare a one-minute talk about Wilson – what drove him, what he achieved, and what they think of him. Tell them to write a few notes but not whole sentences, based on what they have learnt and discussed. Ask students in groups of four to take turns to stand up and speak for one minute about Wilson. Alternatively, with a small class, ask a few individuals to stand up and share their speech with the class.

Vocabulary

Challenges and achievements

Aim
to introduce and practise phrases used to talk about challenges and achievements

7 Read through the words and phrases in the box as a class. Note that *peak* and *summit* mean the top of a mountain, *reach* can mean 'arrive at' or 'achieve', and *tough* means 'difficult'.
- Start by eliciting phrases to complete the first sentences. Let students work individually to complete the rest of the sentences. Ask them to compare their answers in pairs before discussing as a class.

Answers
1 peak, reached the summit
2 tough, get through the pain
3 scared, overcame my fear
4 took several attempts, determination
5 dreamt, my dream's come true
6 ambition, reaching my goal
7 set myself a target, achieve
8 overcome many barriers, disabled

8 Organise the class into new groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different groups to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Tell the class about a time when you overcame your fear, set yourself a target and reached that goal, or took several attempts to achieve something. Speak for three or four minutes then ask students to ask you follow-up questions about your experience.

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Web research activity Ask students to find out more about Everest climbers. They could find out and report on a climber from their part of the world who has reached the peak, or about a famous historical climber. Names to put in the search engine include: Tenzing, Hillary, Mallory, Junko Tabei, Messner, Karnicar, Weihenmayer, Jordan Romero, Apa Sherpa, Yuichiro Miura.

NATURAL RESOURCES
Student's Book pages 102–103

Communicative outcomes
In this two-page spread, students will read and listen to information about natural resources, and talk about how best to spend the money made from exploiting natural resources.

Reading

Aim
to read about natural resources and learn new vocabulary connected to the topic

1 Start by asking students to look at the photo. Ask: *What can you see?* Elicit *oil refinery* and elicit types of natural resources, then write them on the board (e.g. *coal, gas, oil, wood*).
- Organise the class into pairs. Ask them to discuss the questions. Set a time limit of three or four minutes.
- Monitor and note students' opinions, ideas and interest.
- In feedback, ask different pairs to share any interesting comments or facts that you heard them talk about. Don't confirm or reject any ideas as the answers are in the text they will read in Exercise 2.
- Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Use the opportunity here to introduce words that collocate with *oil* (*company, refinery, drill*) and *coal* (*mine, miner, field*).

2 Ask students to read the text and find the answers. Let them compare their answers in pairs before discussing as a class.

Answers
1 Russia
2 The United States – oil, China – coal
3 Saudi Arabia, Russia, Iran
4 Coal 200 years, Oil 50 years, Gas 60 years – but there is some dispute about these figures.
5 No

Culture notes

The USA, Russia and Saudi Arabia produce most oil. Other, more surprising major producers include Iran, Venezuela and Canada.
According to 2012 figures, the top five oil companies in the world are: 1 Saudi Aramco, 2 Gazprom (Russia), 3 National Iranian Oil Company, 4 ExxonMobil (USA), 5 PetroChina
China, the USA and India dominate coal production. Other significant producers include Australia, Indonesia, South Africa, Germany and Poland.

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3 Ask students to match the words to the meanings. Elicit the first answer to get students started. Let them compare their answers in pairs before discussing as a class.

Answers

1 consume	5 reserves
2 extract	6 drill
3 oil-producing regions	7 controversy
4 at the current rate	8 mine

Background pronunciation notes

Note the strong stress on the second syllable in these words: *consume*, *extract*, *producing*, *reserves*, *controversy*.

4 Organise the class into groups of four or five. Ask them to discuss the questions. Set a time limit of five minutes. Monitor and note students' opinions.

- In feedback, have a brief class discussion on the issues raised. Use the opportunity to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

Optional extra activity Ask students in groups to describe their own personal use of gas, oil, coal and wood. Do they have gas central heating? Do they cook with gas or electricity? Do they use wood or coal on an open fire?

Listening

Aim

to give students practice in listening for specific information; to practise listening intensively for chunks of language

5 54 Elicit ideas from students about what the 'resource curse' might be. You may need to check the more general meaning of *curse* (a bad situation caused by bad luck or caused by the deliberate use of magical powers).

- Play the recording of the introduction to the talk. Students listen and find the answer.
- In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answer.

Answers

The *resource curse* is basically the phenomenon that in countries which are rich in resources, people are often less wealthy on average, and the economic development is slower than in countries with fewer resources.

54

Now, you might think that countries and regions that are rich in natural resources, such as coal or oil, would have the strongest economies. In fact, though, they often suffer from something called 'the resource curse'. How many of you have heard of this before? OK, a couple of you. Well, this phrase was first used in the 1990s by the writer Richard Auty, who argued that having lots of natural resources actually causes problems for the economy. Since then, his theory has been supported by several studies that have found that, yes, there are rich people in these countries, but, on average, the typical person in resource-rich countries is less wealthy than in countries with few natural resources. The question is, why? What's happening? Well, I'm going to suggest four main reasons: conflict, corruption, value of manufactured products and instability.

So, conflict. Where there are natural resources, there is big money to be made. But where there's big money, there's often big trouble and a fight for control. Local people are often forced to leave their land so that resources can be extracted, and that causes controversy. The anger may be worse because they receive no money for moving and the profits from the extraction go to foreign companies or other parts of the country. Regions with large reserves may try to gain independence from the rest of the country so that they can control the natural resource. The result can be violent protests, even civil war. And you don't need me to tell you how oil has also caused expensive international wars.

Then there's corruption. Profits from mining and drilling often go to politicians and officials, rather than helping to build schools or hospitals for local people. Companies may give 'presents' to officials to avoid expensive rules and regulations – I'm sure you know what I mean. Politicians may directly run a mining company or be employed by them on huge 'salaries'.

Thirdly, the basic materials, like oil or wood, are not as valuable as manufactured products made from them, like petrol or furniture. So if you are a country with few resources, you have to do something else. So you invest in manufacturing and then these economies grow quicker than the countries which mainly produce natural resources.

Why don't resource-rich countries invest in factories? Well, largely because of corruption and conflict, but it's also because economic instability can reduce investment. Global prices of natural resources vary a lot. If the price falls suddenly, there is obviously crisis. But big price rises are also bad. When resource prices go up, the country's currency also rises. If the currency is high, factories can't sell their products because imports are cheap and exporting is expensive. These risks mean less investment is made, which then makes the economy depend more on the natural resource, which is why it's called a 'resource curse'!

6 54 Give students time to read through the notes and try to recall what the missing words might be. Play the recording again. Students listen and complete the notes as well as they can. Point out that they only need to write notes, not complete sentences. After playing the recording, ask students to work in pairs to compare answers.

- In feedback, elicit answers from the class, and write them up on the board.

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Answers
1 Richard
2 less wealthy
3 instability
4 (are often) forced to
5 regions with large reserves
6 (expensive) rules and regulations
7 petrol / furniture
8 valuable
9 grows quicker
10 instability
11 cheap
12 expensive

Teacher development: listening and note-taking

Listening and writing notes at the same time is a demanding task. When students write down what they hear as they listen, they may fail to hear what is coming next. Here are some things to bear in mind.

1 Give students preparation time and support. Make sure they have listened to the recording for general understanding first. Make sure they have had time to read the note-taking template, or (in this case) the gapped note-taking task, very carefully before listening, and had time to predict what they need to listen for and/or what the missing words might be.
2 Give students help with what to write. So, point out that they should write key words and can miss out articles, auxiliaries, adverbs and prepositions (e.g. *forced to* not *are often forced to)*. You might even introduce symbols to use: =, &, %, >, etc.
3 It is often a good idea to tell students to listen carefully without writing, then write in the missing notes afterwards.

7 Give students time to read the questions and think of how they would answer them. Then organise the class into pairs or small groups of three or four and ask them to take turns to ask and answer the questions. Tell students to concentrate on the questions they find most interesting.

- In feedback, ask some pairs to briefly share their views.
- Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

8 55 Play the recording. Students listen and note answers. Let them compare their answers in pairs before discussing as a class.

Answers
1 Botswana
2 diamonds
3 it was invested in education, health care and roads (infrastructure)
4 good government / lack of corruption

55
Not every country rich in resources has suffered though. A few have managed to become successful and one of the best examples is the African state of Botswana. The country gained independence from Britain in 1966. It was then one of the world's poorest countries, but, one year later, diamonds were discovered in the Kalahari Desert. In 1969, the government made an agreement with the South African company De Beers, and today around a quarter of all the world's diamonds are mined there. For over 40 years now, profits have been invested in health care, education and infrastructure, such as roads. This investment has made the big difference, but it could only happen because there's a strong democracy and good government, which according to Transparency International has the lowest level of corruption in Africa.

Optional extra activity Ask students if they know of any other countries (including their own) where the discovery of natural resources has resulted in positive or negative consequences.

GRAMMAR Passives

Aim
to check students' understanding of how to form and use passives

9 Ask students to read through the rules of form and use in the Grammar box.

- Organise the class into pairs to look at the examples and discuss the questions.
- Monitor and note how well students understand the examples and are able to analyse them. Tell students to concentrate on the information they weren't sure about when checking their answers using the Grammar reference on page 180. Have a brief class feedback and discussion session and find out what students think. Deal with queries and ask for further examples.

Answers
1 a past simple (*was*), b present simple (*are*), d present perfect (*have been*)
2 *be* + past participle
3 a; by
4 b – government / police / army – not totally clear; c – by the mining company
d by companies / investors – we don't really know.

G Students complete Exercise 1 in the Grammar reference on page 180.

Answers to Exercise 1, Grammar reference

1 attended	6 aren't taxed
2 be used	7 don't expect
3 been discovered	8 is spent
4 been managed	9 been earned
5 receive	10 pay

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Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 9 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: passives

Passive forms can be complex (*it has been done* or *it would have been done,* for example), but they are easy enough to get a handle on if students recognise that they are merely the *be* form of the tense plus the past participle, so the present continuous passive is the present continuous (*was being*) plus the past participle (*he was being woken by* ..., etc.).

- If you have a monolingual class, it is worth comparing their L1 with English as some languages may use other forms (reflexive forms, for example) rather than passives. Students need to recognise when we choose to use passive forms in English. Otherwise, they will avoid using them.
- In English we tend to use passives a lot. They are common in scientific texts or historical texts (*the findings were published* ...; *the castle was built* ...), newspaper stories (*killer released*), and in formal texts and letters (*my CV is enclosed*). Passives distance the speaker/writer from the action, and are therefore a useful way of being distant and formal.

10 This exercise checks form and use. Elicit the first sentence in open class to get students started. Let them check their answers in pairs before going through the answers as a class.

- In feedback, make sure students give you the reason why they chose to use each form.

Answers
1 is imported
2 was discovered
3 are being constructed (at the moment)
4 is subsidised (is cheap)
5 will be damaged (drilling hasn't taken place yet)
6 be done
7 has been made, hasn't been invested

11 Ask students to work in groups of three or four. Tell them to read through the sentences in Exercise 10, and to think of changes and/or extra things to say. When students are ready, ask them to talk in their groups.

- Monitor and notice how your students manipulate and vary passive forms. Note some good and some incorrect uses which you can write on the board for students to discuss in feedback.

G For further practice, see Exercise 2 in the Grammar reference on page 180.

Answers to Exercise 2, Grammar reference
1 was discovered there
2 it is subsided by
3 been badly polluted
4 could be done
5 which is being built
6 trees being cut down

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together different parts of the lesson and for students to discuss their views in a ranking activity.

- Organise the class into pairs. Give students three or four minutes to rank the ideas and to compare their ideas with a partner. Monitor and help with vocabulary.

13 Organise the class into groups of four. Split up the pairs who worked together in preparation. Ask students to work together to compare their lists and agree on the best way of using the money. Listen for errors, new language or interesting phrases to use in feedback.

- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Web research activity Ask students to find out about a country in the world that has been transformed in recent history by the discovery of natural resources. Possible countries to look at: Norway, Angola, United Arab Emirates, Malaysia.

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12 PEOPLE I KNOW

Speaking

Aim
to set the scene and introduce the theme with a photo; to get students talking about people and families

1 Start by telling the class that in this unit they're going to be learning how to describe character, talk about friends and family, talk about memories and regrets and talk about how people are similar.
- Ask students to look at the photo on pages 104–105. Ask: *What can you see?* Elicit a brief description of the photo and supply any key words students need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, elicit ideas from different pairs.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

Possible answers
The photo shows three or four generations of the same family. There are three men and two children. They appear to be a farming family, perhaps from the American Midwest where there are a lot of wheat fields.

2 It is best to organise this activity as a mingle. Give students time to think about how to turn the statements into questions (e.g. *Do you live with more than one generation of your family?* Or *Do you live with just your parents or do your grandparents live with you, too?*). Then tell them to stand up, walk round, and interview as many people as they can in five minutes. Tell them to ask no more than three questions to each student.
- Ask students to sit with their original partner and compare the responses they got.
- In feedback, ask different pairs of students to report to the class what they found out about the class. Use the opportunity to correct errors and show students better ways of saying what they were trying to say.

Teacher development: 'find someone who' and mingling

The activity in Exercise 2 is *Find someone who …*, a well-known language practice game. You can use this to practise question forms in a variety of tenses, and you can adapt it to talk about almost any personal topic (free-time activities, sports, possessions, etc.). It is a simple and enjoyable way of getting students up and out of their seats, and asking personalised questions.

FAMILY AND FRIENDS
Student's Book pages 106–107

Communicative outcomes
In this two-page spread, students will practise describing the character and habits of people they know, and talking about their friends and family.

Vocabulary Describing character

Aim
to introduce and practise adjectives to describe character

1 Ask students to read the words in the box. Then ask them to complete the sentences with the words. Do the first as an example.
- Organise the class into pairs to compare their answers. In feedback, elicit answers, and ask further check questions to make sure students know the words.
- Move on to the next set of words, 7 to 12, and ask students to complete this set of sentences.

Answers

1 loyal	7 charming
2 creative	8 diplomatic
3 bright	9 direct
4 calm	10 ambitious
5 sensitive	11 modest
6 intense	12 competitive

Background language notes for teachers

Be aware of cognates and false friends when teaching these words. Some romance languages, for example, have words that look similar to *direct, intense, sensitive* and *modest*, but have slightly (or completely) different meanings. In a monolingual class, it is a good idea to explore which words are cognates and which are false friends. In any class, make sure that you double-check any areas of possible confusion using check questions in feedback (e.g. '*Jill is modest*' – *does this mean she is shy and quiet or does it mean she doesn't like saying how great she is?*).

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Pronunciation

Aim
to practise the main stress in adjectives

2 Ask students to work in pairs to decide on the main stress. Monitor and note any students aren't sure of.

3 56 Play the recording. Students listen and check, or you could ask students to listen and repeat. After playing the recording, encourage students to practise pronouncing the words again.

56

creative	bright	competitive
intense	calm	direct
loyal	ambitious	diplomatic
sensitive	charming	modest

4 Ask students to read the questions carefully and think of answers. You could elicit one or two possible answers to the first question to get students started.
- Organise the class into pairs to discuss the questions.

In feedback, elicit answers, and ask further check questions to make sure students know the adjectives that are being practised.

Possible answers
1 act, sing, dance, write poems, make things, e.g. clothes or furniture
2 compliment you, make you feel at home, open the door for you or carry your bags
3 good: you get ahead, might be more likely to achieve what you want
bad: ambitions may be more important to you than relationships, you may not be very loyal, etc.
4 bad: you might get upset easily, take offence
good: you might sympathise with other people's problems, be more aware of situations around you
5 You might not like people to be big headed or talk as if they are better than you; you might feel that modest people are not being honest or sincere.
6 When people are direct they make their feelings clear, it might be quicker to find a solution; when people are diplomatic they don't hurt your feelings, might be more likely to get things done because people work together better.
7 when working with colleagues or playing with children
8 when the person you support is in the wrong or might lead you into trouble

5 Organise the class into groups of four or five to discuss the questions. In feedback, elicit answers, and ask further check questions to make sure students know the adjectives that are being practised.

Optional extra activity In a live listening, draw a simple family tree of your family on the board, and describe two or three family members using the adjectives and examples. Ask students to question you about your family.

Listening

Aim
to give students practice in listening for general and specific understanding; to practise listening intensively for specific chunks of information; to provide a model for the conversation practice at the end of the lesson

6 57 Give students a moment to read through the situation and the questions. You could ask students to make predictions about what the people might say based on the questions.
- Play the recording. Students listen and note their answers. After playing the recording, ask students to work in pairs to compare their answers.

Answers
1 Because she went to phone him.
2 She's very talkative.
3 He's bright, clever, smart, funny, friendly, good with people and not intense.
4 She isn't as positive about him: she thinks he is nice, but too sensitive, not (sufficiently) ambitious.
5 Because Lewis doesn't agree with what she says, and she thinks he is blaming her for not getting on with her brother.

57
L = Lewis, J = Jessica
L: Where did you disappear to?
J: Yeah, sorry. I had to go and phone my brother, Noel. It's his birthday today.
L: Oh, OK. It's just that you were quite a long time.
J: I know. I was only going to be five minutes – just wish him 'Happy Birthday' – but once he starts talking, he doesn't stop!
L: Oh, that's like my mum. She can talk for hours. I sometimes think we could be on the phone and I could go off and have a coffee and then come back and she'd still be talking! She wouldn't have noticed I'd gone!
J: Right. Well, I'm not sure he's quite that bad.
L: OK, maybe I'm exaggerating, but she is very talkative. Anyway, it sounds like you and Noel get on well.
J: Yeah, really well. Unfortunately I don't see him that much now because he's living in the States.
L: Really! What's he doing there? Is he working?
J: No, he won a scholarship to study Physics.
L: Wow! He must be clever.
J: He is. He's really bright – always top of his class. But, you know, he's not one of those intense clever people. He's really funny and very good with people.
L: Sounds a great guy. Do you have any other brothers or sisters? I don't think you've told me before.
J: Maybe not. Er, I've got a younger brother called Greg.
L: And what's he like? Do you get on well?
J: Yeah, I guess.
L: You don't sound too sure.

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J: No. I mean, he's nice and everything. We're just ... different.
L: Yeah? In what way?
J: I don't know. He's just so sensitive. I seem to upset him a lot, anyway.
L: Oh yeah?
J: Yeah, for example, he wants to be an artist, yeah?
L: Oh right.
J: And the other week I saw him at my mum and dad's and he was talking about his big new art project – some kind of installation.
L: Right.
J: And I asked, 'So where and when is this going to be on?', and he just got annoyed and went quiet.
L: Oh?
J: Basically, because it won't happen. He likes the idea of being creative, but he doesn't want to do the work. I've told him before: you need to be ambitious, push yourself more, or you'll never make any money.
L: Oh ... right.
J: What?
L: No, you're right. It's tough being an artist. It's just that ...
J: What?
L: Well ... I guess you get plenty of criticism in the art world and maybe he doesn't want his sister to be so direct?
J: Oh, right. So you think it's my fault!
L: No! I'm just saying ...
J: Whatever.
L: It's ... hard ... so, are we going for coffee?
J: I guess.

7 57 Ask students in pairs to write in any words they heard during the first listening. Then play the recording again. Students listen and write in the missing words. You could play and pause if necessary. After playing the recording, ask students to work in pairs again to compare their answers.
- In feedback, write the missing words on the board.

Answers
1 go and phone
2 going to be
3 I'm exaggerating, but
4 won a scholarship
5 you've told me
6 to upset him
7 push yourself more
8 plenty of criticism

Teacher development: listening for chunks

Outcomes aims to provide intensive listening tasks which develop students' ability to decipher the individual sounds and words that can otherwise be a meaningless blur in continuous speech. To support students in doing this task, try the following.
1 Get students to think about and predict what words might be missing before they listen.
2 Play and pause the recording after each relevant section so that students can reflect on what they have just heard.
3 If students miss the words, find out what they did hear. For example, if they missed the actual words *go and phone*, perhaps they did hear the /əʊ/ sounds, and perhaps from there they could work out which words are missing.
4 In feedback, once you have the answers, reflect on why the words were hard to hear – point out weak stress, linking and contractions.

Working out meaning is often a case of making informed guesses about what you must have heard. By practising intensive listening in this way, students develop their ear for the language. They also get to learn and remember words in useable chunks.

8 Give students time to read through the questions and think about what to say. Ask them to discuss the questions in pairs or small groups of three or four. It is a good idea to mix pairs at this stage.
- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask students in pairs to make a list of five adjectives that describe the most important attributes of a friend. For example: *loyal, amusing, generous, encouraging, creative*.

DEVELOPING CONVERSATIONS

That's like ...

Aim
to introduce and practise using *That's like ...* to compare people to someone we know

9 Read through the information in the box as a class. Provide some initial practice by asking students to say sentences using the adjectives in Exercise 1 (e.g. *He's very loyal. She's creative.*) and responding by saying: *That's like my brother. That's like my sister.*
- Organise the class into pairs to match the sentences with the comments. Elicit the first match as an example.
- In feedback, go through the answers.

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

10 Organise the class into new pairs to practise the dialogues. You could set this task up by acting out two or three exchanges with a reliable student first, just to show students how to manipulate the responses.
- Monitor closely and correct any errors students make at this stage.

Optional extra activity Ask students to change roles and cover the responses so that Student B must remember or improvise a response. Ask fast finishers to prepare extra mini-dialogues to practise the language.

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Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

11 This is an opportunity to bring together different parts of the lesson and for students to practise responding to news in a roleplay.
- Ask students to prepare things to say first, and to find photos if they have them. You may wish to elicit a few examples of things to say from the class to get them started.

12 Once students have things to say, organise them into groups of three or four. Students take turns to ask and answer questions about family members. Again, it is a good idea to model the activity first by acting out some questions and responses with a reliable student.
- Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Bring in two pictures to show on the board – one male and one female. Try to find pictures that are amusing or interesting. Students in pairs have to say how and why they know one of these people, and to convincingly describe the person's personality.

22 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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THE OLDER GENERATION
Student's Book pages 108–109

Communicative outcomes
In this two-page spread, students discuss age and aging; they read and discuss a text about the role of grandparents.

Reading

Aim
to give students practice in reading intensively to find out where missing sentences go in a text; to analyse and discuss language used in a text

1 Start by asking the first question in open class and eliciting ideas. Naturally, the age at which your students think people are old may well depend on how old they are (see also cultural notes below). Organise the class into small groups of three or four to discuss the other questions.
- In feedback, give brief feedback on any interesting comments or information from the class.

Cultural notes

In a 2012 survey in the UK, under 25s said that old age began at 54, and youth ended at 32. On average, Britons felt that old age began at 59, while youth ended at 41. People over 80 classed the end of youth at 52 and the beginning of old age at 68.

2 Ask students to explain the words in pairs. You could ask them to work together to look the words up in their dictionaries, or you could check and explain words yourself in feedback (see answer key below).
- Once students know the words, organise them into groups of four to say which ones they associate with grandparents.
- Answers will vary. Get students to justify their choices. Correct misunderstood meanings rather than whether you think their associations are 'correct' or not.

Possible answers
career – more likely to be associated with young or middle-aged people, as old people have retired
wrinkly – old people generally have wrinkles
childcare – although this is normally connected with people in their twenties or thirties, more grandparents now have to look after their grandchildren, as their adult children work
indulgent – many grandparents tend to be indulgent towards their grandchildren – giving them treats and special attention
a pipe – traditionally associated with grandfathers, along with slippers
active – students may say that grandparents are more active nowadays than in the past
sacrifice and *discipline* – answers may depend on culture; some grandparents may have stricter ideas about discipline; grandparents may make sacrifices for their grandchildren (or be expected to)

Optional extra activity Ask students in pairs to describe their own grandparents with these words.

Background language notes

career = a person's working life (e.g. *a career in medicine*)
wrinkly = having lines on your face
indulgent = here, allowing children to do whatever they want
sacrifice = giving up things you like for the benefit of others (e.g. saving money for your children, or giving them money, or finding time to provide childcare)
Other words to look at include: *to spoil* and *spoilt*; *vague memories*; *an unspoken rule*.

3 Start by asking students to predict what the article is about from the photo and the headline. Elicit a few ideas and comments.

- Ask students to read the six things they have to find out carefully. Then ask them to read the article and note their answers.
- Let students compare their answers in pairs before discussing as a class.

Answers

1 She feels too young to be called granny; she's only 50!
She's very different to what her own grandparents were like, her life isn't like the life her own grandparents had, and that's who her ideas of what it means to be a grandparent are based on. Grandparents are traditionally supposed to be indulgent and to spoil their grandchildren, but she doesn't seem to be the kind of person who believes in spoiling kids.
2 She doesn't like it because it makes her feel old, and she is only 50 and has a career and social life, still travels and leads an interesting and independent life.
3 her grandmother (on her mother's side)
4 old, white-haired and wrinkly / smoking a pipe / spoiling grandchildren
5 He may help her stay up-to-date with changes in the world, and help keep her feeling young.
6 *career*: she has a career / fought to have a career
wrinkly: her grandmother was wrinkly like a typical granny
childcare: as grandparents are fitter they can play a more active role in childcare
indulgent: the traditional role of grandparents is to be indulgent, but problematic because there is a need for discipline
a pipe: her only memory of her grandfather was that he smoked a pipe
active: can play a more active role in childcare
sacrifice: modern grannies have to make sacrifices to provide financial support
discipline: a lack of discipline produces spoilt children

4 Ask students to work in pairs to try and put the sentences in the correct places. Elicit or give the answer to the first one to get students started.

- In feedback, ask students to justify their answers. With gaps 2 and 3 you might draw attention to the pattern of adding details and ask what *'d* stands for (*would* to talk about the memory of a habitual action in the past) in anticipation of the grammar input later.

Answers

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

5 Ask students to find the word to complete each group of phrases. Elicit the first one to get them started. Let students compare their answers in pairs before discussing as a class.

Answers

1 memories
2 contrary
3 compared
4 role
5 estimated
6 freedom
7 reluctant
8 contribute

6 Students write their sentences, using phrases from Exercise 5 and following the example. Monitor and prompt them to think of vocabulary or correct any errors.

- Organise the class into new groups to share ideas. In feedback, encourage ideas from different groups, and open out any interesting points for class discussion.

SPEAKING

Aim

to discuss attitudes to grandparents and issues raised by the text

7 Organise the class into groups of four or five to discuss the issues. Give students time individually first to decide which issues most interest them, and to prepare some ideas in note form. Monitor and help with ideas and vocabulary.

- When students are ready, ask them to talk about the issues that interest them. Go round the room and check students are doing the task.
- In feedback, ask different groups to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

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Grammar

Used to, would and past simple

Aim
to check students' understanding of how to use *used to, would* and the past simple to talk about memories

8 Read through the information in the Grammar box as a class. Then ask students to read through the example sentences and the questions.
• Organise the class into pairs to discuss the questions. Monitor and note how well students understand the use of the different forms. Tell students to concentrate on the information they aren't sure about when checking their answers using the Grammar reference on page 181. Have a brief class feedback and discussion session and find out what students think. Deal with queries and ask for further examples.

Answers
1 smoked / I'd open / we'd go and visit
2 didn't use to / never used to
3 *used to* or past simple
4 past simple (not *used to* or *would*)

G Students complete Exercise 1 in the Grammar reference on page 181.

Answers to Exercise 1, Grammar reference
1 used to have (*would* is not used with the state *have* as in 'owning')
2 (both possible: every summer)
3 was (not *would* to talk about state)
4 (both possible: asking about habit)
5 (both possible)
6 (both possible)
7 (both possible)
8 sold (single event)
9 got (single continuous event)
10 decided (just one decision)

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 8 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: *used to* and *would*

In terms of form, concentrate on making sure that students remove the *d* at the end of *used* when forming questions and negatives (*Did you **use** to ...?* and *I didn't **use** to ...* NOT *Did you used to ...?*). They should also be aware that *would* regularly reduces to *'d*.
In terms of meaning, *used to* is only used when it refers to a) a past state or habit, NOT a single action, and b) no longer true now. Errors can come if students confuse it with single events or talk about something that is still true now.
We use *used to* and *would* to talk about memories, often with nostalgia. It is rare to repeat *used to* too often when talking about the past. The speaker switches to *would* or the simple past, e.g. *We used to go there every year. We'd take the train to the coast, then we'd walk along ...*

9 Elicit possible words to complete the first sentence. Then ask students to complete the rest of the text. Let students compare their answers in pairs before discussing as a class. Note that this is a common kind of exercise found in exams such as First Certificate. Students need to think of simple vocabulary as well as grammar forms in these exercises.

Possible answers
1 1 be
2 was
3 would
4 would
5 had
2 1 to
2 was
3 stayed / camped
4 go
5 went
6 spent / stayed

10 Organise the class into pairs or small groups to take turns telling each other their incidents. Give them two or three minutes to prepare first. You may wish to model the activity first by talking briefly about your memories.
• As students speak, go round and monitor, and note down any interesting pieces of language you hear.
• At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Note down all the errors you heard during the discussions on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

Web research activity Ask students to find out more about the roles of grandparents or what age people consider to be old in their countries.

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HOW DO YOU KNOW EACH OTHER?
Student's Book pages 110–111

Communicative outcomes
In this two-page spread, students will listen to people talking about how they know someone, and will talk about their relationships with people they know.

Speaking

Aim
to lead in to the topic of the listening text; to talk about how they know close friends or partners

1 You could start with the photo. Ask: *What are the men doing?* (playing dominoes) *How do you think they know each other?* (They could be family members, neighbours, work colleagues.)
- Ask students to read the situation and the language. Check the meaning of any phrases students aren't sure of (*met through a friend* = met because they both had the same friends; *It's a long story* = often used to say that it will take a long time to explain or you don't really want to explain).
- Organise the class into groups of four or five. Ask them to discuss their friends and partners. Set a time limit of four or five minutes.
- In feedback, ask different groups to share any interesting stories that you heard them talk about. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Brainstorm words used to describe friends: *close friend, best friend, old friend, colleague, acquaintance, girlfriend, ex-boyfriend, mate, buddy.*

Listening

Aim
to give students practice in listening for specific information; to practise listening intensively for chunks of language

2 58 Give students time to read the situation and sentences a–f carefully. Ask students to predict the content of the listening.
- Play the recording. Students listen and match speakers to each sentence.
- In feedback, elicit answers from the class, and ask students what they heard on the recording that helped them work out the correct answers.

Answers
1 b 2 e 3 a 4 f 5 d

58

1 Doug
I met him while doing a summer job in England. We were both working in this café – he was in the kitchens and I was a waiter. Our boss was a bit of an idiot. He was really strict – he was always shouting at us and was just horrible. Anyway, we used to go out after work and we'd sit and complain about our boss. We'd talk about the things we wished we'd said to him. Nicolas was always very funny about it.

2 Sandra
We were dating for a while. I met him when we were studying in Rome on an Erasmus programme. It was a great few months. He was always so much fun and so full of life. We tried to keep the relationship going after he went back to Belgium, but it's difficult maintaining a long-distance relationship. We couldn't afford to visit each other very often and, in the end, we split up. We've remained friends, which I suppose is important, but I sometimes wish we'd stayed together. Yeah, I wish we hadn't split up.

3 Shane
I met him while I was backpacking. We were staying in a hostel and we had to share a room. We got talking and found we had a lot in common. We ended up spending a couple of weeks sightseeing until I went back to Australia. We kept in touch via email and social media after that and two years ago I moved to Britain. Since then, I've been over to Belgium to see him a couple of times.

4 Brigitta
We met at university. We didn't have much to do with each other at first as we're so different. I think I'm quite sociable and outgoing and, as you probably know, he's a bit quiet and shy. It's not that we didn't get on at all. We'd see each other in class and in the library and we'd chat a bit. Over time, though, our chats got longer, and then, just before we left university, I asked him out on a date. He looked a bit surprised, but he said OK and we've been seeing each other now for about two years. It's a shame it took so long for us to get together, really!

5 Franck
I met him through a friend, Jef, who he was sharing a flat with. We all used to hang out together so I'd talk to Nicolas and got to know him very well. At some point I had an argument with Jef. It was about something stupid, but we basically stopped talking to each other. We're both very stubborn and I didn't want to be the first to apologise, but of course, neither did he! I regret that, really. I wish we'd managed to sort things out between us, but ... there you go. Anyway, to cut a long story short, I haven't seen Jef for years, but I'm still friends with Nicolas.

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3 58 Give students time to read the sentences. Play the recording. Students listen and decide if the sentences are true or false. After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers from the class.

Answers

1	a F	b F	4 a T	b T
2	a T	b F	5 a F	b T
3	a F	b F		

Background language notes

Note the vocabulary connected to dating in the listening:
We were dating = we were together in a relationship
We split up = we stopped being in a relationship
I asked him out = I asked him to go on a date.
Other phrases like *keep in touch* are checked later in the vocabulary section.

4 Give students time to read the questions and think of how they would answer them. Then organise the class into pairs or small groups of three or four and ask them to take turns to ask and answer the questions. Tell students to concentrate on the questions they find most interesting.
- In feedback, ask students with interesting stories to share them with the class.
- Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

GRAMMAR Expressing regret using *wish*

Aim
to check students' understanding of how to express regret using *wish*

5 Ask students to read through the example sentences and complete the text in the Grammar box.
- Organise the class into pairs to compare answers.
- Monitor and note how well students understand rules. Tell students to concentrate on the rules they weren't sure about when checking their answers using the Grammar reference on page 181. Have a brief class feedback and discussion session and find out what students think. Deal with queries and ask for further examples.

Answers

1 past	3 had
2 past perfect	4 hadn't

G Students complete Exercise 1 in the Grammar reference on page 181.

Answers to Exercise 1, Grammar reference

1 had	4 had	7 hadn't
2 hadn't	5 hadn't	8 had
3 hadn't	6 had	

Background language notes for teachers: *wish*

Students often make mistakes because, to express the hypothesis here, we go one tense back: *wish* + *had* + past participle (past perfect form). So, watch out for errors like *I wish I studied hard when I was at school.*

6 This checks form and meaning. Effectively, students have to create their own context for each sentence. Go through the example with students, and elicit other ideas for the first sentence.
- Organise the class into pairs to come up with ideas. Monitor and help with ideas and vocabulary.
- In feedback, elicit ideas, and check that students are using the correct tenses for the context.

Possible answers
2 My granddad died before I was born ... He was supposed to be really fun.
3 That was Ken and Simon to say they can't make it tonight. .... I could've gone to that concert.
4 I need a B2 level to study on an Erasmus ... because I'm not sure I have time to get to that level now.
5 We've got some problem with the electrics now .... It's been one problem after another.
6 I just mentioned I was a bit bored, but she got so upset about it. ... It was quite awkward
7 That was a waste of time. ... then I could've finished writing my report.
8 It's alright, I'm used to people asking. ... but you know, what can you do?

PRONUNCIATION

Aim
to practise the pronunciation of /t/ and /d/ when expressing regrets

7 59 Play the recording. Ask students in feedback after the first listening to say which words or sounds are difficult to hear. Point out that /d/ in *I'd* and /t/ in *hadn't* are barely expressed.
- Play the recording again. Students listen and repeat. Make sure that students are attempting to pronounce the weak sounds correctly. Put them in pairs to practise saying the sentences.

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59
1 I wish I'd known.
2 I wish I'd met him.
3 I wish they'd told me earlier.
4 I wish I'd tried harder at school.
5 I really wish we hadn't moved house.
6 Honestly, I wish I hadn't said anything.
7 I wish I hadn't gone to the meeting.
8 I sometimes wish they'd given me a different name.

8 Ask students to work in groups. Give them time to prepare their sentences. When they are ready, ask students to discuss their sentences. Monitor and pick up on any errors or good uses of language, which you could focus on in feedback.

For further practice, see Exercise 2 in the Grammar reference on page 181.

Answers to Exercise 2, Grammar reference
1 I hadn't started smoking
2 I had asked her
3 you'd told me
4 I hadn't been so hard on my children
5 I had kept in touch with them (or hadn't lost touch with them)
6 I'd moved when I had the chance

VOCABULARY Relationships

Aim
to check students' understanding of words and phrases connected with relationships

9 Elicit the first line of the first story to get students started. Then ask students to put the two stories in order. Let them work in pairs if they find it difficult, or compare answers in pairs if they find it not so hard.
- Monitor and note how well students understand the vocabulary of relationships.
- In feedback, check the meaning of the words in the box below.

Answers
1 a, f, c, b, e, d
We were very close at secondary school. We used to hang out all the time together. Then he started dating this girl and he spent more time with her, so I made new friends and we slowly drifted apart. We still keep in touch via Facebook from time to time, but I can't remember the last time we met up.
2 i, k, h, g, l, j
We were friends for a while before I went to university, but then we fell out over something stupid and I ended up removing her from all my social media. A few years later, I bumped into her through work. At first it was awkward but then we actually got on really well and we've remained friends ever since.

Background language notes for teachers

be close = be very good friends and see each other a lot
drift apart = stop being friends or partners over a long period – see less and less of each other
dating = going out with someone
keep in touch = call or write to stay friends
hang out = spend time together socially
bump into = meet by chance
fall out = have an argument and stop being friends
get on well = have a good relationship

10 Organise the class into new groups to discuss the questions. Listen for errors, new language or interesting phrases to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

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VIDEO 6: GREATEST JOURNEY
Student's Book page 112

Aim
to find out about a project to track the migration of early humans by analysing DNA samples; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the photo and say what they can see. Ask students to read the introduction and check the words in bold. You could encourage them to use dictionaries or deal with the words as a class in feedback.

Background language notes for teachers

migrated = moved from one part of the world to another
ancestors = people who came before us in our family, e.g. our great-great-great-grandparents
trace = discover and follow
DNA samples = examples of DNA that you can find in the skin or blood of people
reveals = shows
genes = information in the cells that is passed to us from our parents
goal = aim
unlock the secret = find the secret
distant past = a long time ago, e.g. prehistoric times
DNA (deoxyribonucleic acid) is a molecule that encodes the genetic instructions used in the development and functioning of all known living organisms.

2 Ask students to discuss the questions in pairs. Elicit ideas from the class.

3 23 As students watch the video, they should match the words and phrases a–l to the people 1–4. Let them compare their notes in pairs, and check in feedback.

Answers
1 e, f, h 2 a, b, c, k 3 i, j 4 d, g, l

4 Ask students to explain how the people used the words and phrases in Exercise 3.

Answers
1 Deedee is a people person. If she needed to kill a mammoth to survive, she would have got a man to do it for her. Her ancestors went to the Middle East.
2 Frank thinks he has Aztec blood. His ancestors crossed the Bering Strait to settle in the Americas. His ancestors were adaptable, they survived by hunting and used stone blades.
3 Cecile's ancestors were the first humans to settle in South East Asia. She feels our roots are something to be proud of.
4 J.W. is a New York City cop. He has Spanish heritage. He talks about how the cultivation of crops changed the face of mankind.

5 23 Ask students to discuss the question in pairs. Then play the video. Students watch and note answers.

Answers
J.W. sees a connection between his farming grandparents and a long history of crop cultivation. Frank feels that he is a survivor and adaptable like his ancestors.
Cecile likes to think that she is part of an ancient people, she feels connected to her Philippine roots.

6 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to read the questions then put them in groups of four or five and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

UNDERSTANDING FAST SPEECH

7 24 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students listen and compare what they said.

8 Encourage students to practise saying the extract several times.

23
Narrator: So far, the Genographic Project has collected over 200,000 samples. And IBM's computational biology group has been helping us analyse the results.
Dr. Ajay Royyuru: This is our first chance in the history of human civilisation to look within and learn something that actually was not knowable before.
Narrator: Unlocking those secrets helps us understand how we're all connected, like our four participants from Grand Central, who are about to discover the stories of their distant past.
Deedee lives near Minneapolis where she's been tending bar for 26 years. She's definitely a people person.
Deedee: There you go, honey. Are you ready to order?
Narrator: I'm looking forward to seeing her again.
Deedee: Oh hi, Spencer the scientist from National Geographic! Nice to see you.
Spencer: How you doing?
Deedee: Great! How are you?
Spencer: It's good to see you again.
You start off in Africa all those years ago, just like everybody else all over the world. And around 45,000 years ago, after living in Africa for a very long time, a little group of your ancestors left Africa and moved up into the Middle East. 40,000 years ago you have recently come out of Africa. Suddenly you are living

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in this icy wasteland with things like that walking around, and you've got to figure out a way to kill them to make a living and survive. What would you have done?
Deedee: Well I would've killed them. No, I would've found a guy to do it for me, yeah.
Narrator: In Southern California, Frank is retiring soon and looking forward to a life on the golf course. He discovers that his ancient relatives crossed the Bering Strait during the last Ice Age to become the first humans to settle in the Americas. His Aztec blood might be for real.
Frank: It's quite interesting. Up to the last 15,000 to 20,000 years, our ancestors were extremely adaptable, who survived by hunting large mammals using sophisticated weapons and small stone blades. It kind of makes me understand why I feel I'm such a survivor! Because I am, I can create, you know, things out of nothing. I've always been that way.
Cecile: We are an ancient, ancient, ancient people. That's, that's, that to me, is fabulous.
Narrator: Cecile Napal's results reveal that her ancestors were among the first humans to settle in South-East Asia. Now Cecile lives and works in New York City, but she still feels connected to her Philippine roots.
Cecile: There's something that we still have that we carry on, and it's something to be proud about.
Narrator: New York City cop, J.W, lives in Brooklyn with his wife and son. His DNA results confirm his Puerto Rican, Spanish and ancient African heritage, but that isn't all.
J.W: What was surprising was that we were the actual first humans to ever plant seeds and from that we generated this huge cultivation of crops, and, and we pretty much changed the face of, I guess, mankind, if you would. Coming from grandparents who were farmers themselves, I kind of see the relation there, so, pretty interesting.
Narrator: Everybody that we met at Grand Central that day ultimately traces back to an ancestor in, in Africa.
J.W: I feel connected because we all have one common place of origin: East Africa. Regardless of what our exteriors look like, regardless of how our accents may differ, our customs or holidays, whatever the case may be, it all started here and we all have that connection.
Scientist: Well I think the ultimate goal for this project is to literally bring us all a little bit closer together.
Narrator: The cool thing that comes out of this research is obviously that we're all connected to each other, and that we scattered to the wind, if you will, to populate the world over the last 60,000 years.

REVIEW 6
Student's Book page 113

Aim
to consolidate vocabulary and grammar from Units 11 and 12

1
1 grew
2 used
3 would
4 had / used
5 was
6 managed
7 never
8 were
9 hardly / not
10 be

2
1 has been redecorated since
2 should be paid
3 used to have
4 is normally collected
5 could not feel
6 wish I had practised

3
1 could
2 hadn't
3 didn't manage
4 managed to
5 telling
6 used to
7 happened
8 went

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

6
1 about
2 in
3 of
4 of
5 in

7
1 creative
2 disability
3 competitive
4 ambitious
5 determination
6 focused

8
1 close
2 hang
3 bright
4 overcome
5 dreamt
6 goal
7 come
8 modest
9 dating
10 sensitive
11 removed
12 awkward

60 and answers to Exercise 4
1 I used to, but I don't anymore.
2 I tried it, but I really wish I hadn't.
3 I'd go there all the time when I was a kid.
4 They found it again two days after it'd been stolen.
5 I could see it from the hotel, but didn't manage to visit.
6 We couldn't use the pool because it was being cleaned.

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13 JOURNEYS

Speaking

Aim

to set the scene and introduce the theme with a photo; to get students talking about places they have been to or would like to go to

1 Start by telling the class that in this unit they're going to be learning how to talk about journeys, travel problems and immigration.

- Ask students to look at the photo on pages 114–115. Ask: *What can you see?* Elicit a brief description of the photo and introduce any key words students might need. (The photo shows a holidaymaker with a ridiculous amount of luggage, much of which has fallen off the trolley as he has been wheeling it across the airport concourse. The luggage has fallen off because he has overloaded or badly loaded the trolley. Perhaps he's going to reload the trolley, ask for help or just give up. Key words here are: *luggage, baggage, trolley, overload, pack, carry*.)
- Ask students to prepare their story of what has happened by imagining they are the man in the picture. You could start by eliciting how he feels, e.g. angry, frustrated, exhausted, desperate. Give students two or three minutes to prepare stories and monitor to help with ideas or vocabulary.

2 Organise the class into pairs to tell their stories and ask questions. Go round the room and listen in. In feedback, ask different pairs to share their stories with the class briefly. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

3 Organise the class into new pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Use the picture to teach words connected with bags: *luggage, baggage, holdall, suitcase, backpack, rucksack, camera bag, sports bag, golf bag, briefcase*.

Teacher development: using visuals for roleplays

Photos which tell a story are a great way of teaching vocabulary and getting students speaking. Collect a set of visuals, either as flashcards or digital files, which you can use to get students talking. Show the photo and elicit the scene and any useful vocabulary. Then get students to either imagine they are a person in the photo and describe what they are doing, how they are feeling, what they have just done, or what they are about to do, or get them to roleplay a situation based on the photo. Here, for example, they could create a roleplay between the man in the photo and an airport official.

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HOW WAS YOUR JOURNEY?
Student's Book pages 116–117

Communicative outcomes
In this two-page spread, students will practise describing journeys; they will practise describing ways of travelling and travel problems.

VOCABULARY Ways of travelling and travel problems

Aim
to introduce and practise words and expressions to describe travelling and travel problems

1 Ask students to look at the words in the box, and decide which words they already know, and which words they aren't sure about. You could read out the words and point out stress and pronunciation.
• Ask students to put the words in the correct column in the table. Let them compare their answers in pairs. The answer key below gives the most likely answers, though students may argue that other options are possible, e.g. *security* could arguably go into the *by train* column, as some international train journeys, like the Eurostar, may involve check-in desks.

Answers
By train: line, carriage, platform (also possible: security, check-in desk)
By ferry: crossing, deck, harbour (also possible: line, security, check-in desk)
By car: traffic lights, bend, tyre
By plane: security, take-off, check-in desk

2 Organise the class into pairs to add words. Monitor and note what words students know. In feedback, check answers, and ask students to repeat any words that present pronunciation problems.

Possible answers
By train: station, express, ticket, signals
By ferry: go aboard, sail, port
By car: steering wheel, overtake, park
By plane: departure lounge, pilot, land

Background pronunciation notes

Note the stress on *security*. All other words have the stress on the first syllable.
Note the pronunciation: *tyre* /'taɪə/, *harbour* /'ha:bə/, *carriage* /'kærɪdʒ/.

3 Elicit the correct noun to complete the first sentence to get students started. Then ask students to work individually to complete the sentences. Let students compare answers in pairs. In feedback, elicit answers, and write them on the board.

Answers
1 platform
2 deck
3 tyre
4 take-off
5 crossing
6 line
7 security
8 bend

4 Ask students to work individually first to think of things to say about the different ways of travelling. Organise the class into new pairs to discuss their ideas. In feedback, elicit any interesting ideas from students.
• Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

Possible answers
By plane: good: fast, exciting, allows you to go to distant places, can be luxurious in business class, cheap airlines allow us to have more holidays;
bad: can be uncomfortable and claustrophobic, long queues and busy airports can be stressful, there can be long delays and concerns about security, it can be expensive, flights can be bumpy in bad weather
By ferry: good: fun, exciting, beautiful views, great way of taking your car away with you, often there is a good bar or restaurant on board, great on deck in nice weather;
bad: you might be seasick, it can be expensive and slow, it is horrible in bad weather
By car: good: can travel at your own speed and in your own time, convenient, fun if you like driving, get quickly from door to door;
bad: driving can be tiring, particularly if there are traffic jams, break-downs and accidents
By train: good: fun and romantic, great views, time to relax and do your own thing, can read or surf the internet, can eat and drink on board, often luxuriously;
bad: there can be delays, you have to carry bags, it can be crowded or noisy, also expensive and slow

Optional extra activity Write the names of different towns or famous locations on the board (use places in the country your students are in, or know well). Ask students in pairs to discuss the best way to get to each place from their current location. Get them to explain why they think these are the best ways of travelling.

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Listening

Aim

to give students practice in listening for general understanding; to listen for how adjectives are used in a listening text; to provide a model for the conversation practice at the end of the lesson

5 61 Give students a moment to read through the questions. Play the recording. Students listen and note their answers. After playing the recording, ask students to work in pairs to compare answers.

Answers

1 In the first conversation, travel was by plane (almost missed the flight, airport, take-off, check-in desk, security checks, bumpy, etc.).
In the second conversation, travel was by car (roads, driving, accident, expensive car, brake, etc.).

2 **Conversation 1**
1 They almost missed the flight (they only got there 90 minutes before take-off).
2 There were huge queues at the check-in desk and going through security.
3 The flight was dreadful – really bumpy. At one point, it felt like the plane was going to crash.

Conversation 2
1 Driving conditions were bad – it was dark and pouring with rain, so the roads were slippery.
2 They took a wrong turning and got lost, then it took ages to get back onto the right road.
3 They almost had an accident (a man in a big car drove across in front of her and she nearly hit him).

61

1

M = Maria, B = Belinda, A = Andre

M: Thanks for picking us up. It's really kind of you.
B: That's OK. It's no problem. So, how was your journey?
M: Oh, quite stressful, actually. It's a relief to finally be here.
B: Oh no! What happened? You weren't delayed or anything, were you?
M: No, no, it wasn't that, thank goodness, but everything else that could go wrong did! To begin with, we almost missed the flight, because Andre didn't want to spend too long hanging around at the airport.
A: I've already said I'm sorry!
M: He said we'd be OK if we got there an hour and a half before take-off, but there was a huge queue at the check-in desk and then another one going through security, so in the end we only just caught the flight.
B: How come it was so busy? It's not really the holiday season.
A: Exactly. They were doing extra security checks for some reason.
B: Oh right.
M: Whatever, if we'd been there earlier ...
A: OK, OK.
M: Anyway, the flight was dreadful too.
A: Awful. We hit a big storm coming over France and it was so bumpy ...
M: Honestly, at one point, I thought we were going to crash!
A: I was sweating!
B: That sounds terrifying.
M: It was! I don't want to go through that again, I can tell you!
A: Me neither.
B: I'm sure. What do you want to do now? Do you want to go and get something to eat, or do you want to check in at the hotel first?

2

L = Lara, K = Karen

L: Hi. There you are! I was starting to worry.
K: Yeah, sorry I'm so late. I had a bit of a nightmare getting here.
L: Oh really? How come?
K: Well, to begin with, it was still dark when I set off.
L: Really? What time did you leave?
K: Six. And then it immediately started to pour down, so the roads were really slippery.
L: Oh, I hate driving in the rain – especially in the dark.
K: So do I. That's probably why I took a wrong turning. I got completely lost and ended up going round in circles for ages. I couldn't work out where I was or where I was going! Then, when I finally got back onto the right road, I almost had an accident.
L: Seriously? What happened?
K: Oh, it wasn't anything bad. It was just this stupid guy in a big expensive car who drove straight across me. I had to brake to avoid hitting him. I wasn't hurt or anything, but I did have to stop and park the car for a few minutes to calm down.
L: Oh, you poor thing. That's awful – but that's male drivers for you!

6 61 Ask students to discuss how the words were used in pairs first. You could start them off by eliciting suggestions for *huge*. Play the recording. Students listen and check their answers.

- After playing the recording, ask students to work in pairs to compare answers again. Then discuss as a class.

Answers

1 There was a huge queue at the check-in desk
They hit a big storm and the flight was very bumpy.
The description of the flight sounds terrifying.
2 The roads were really slippery.
She took the wrong turning.
The guy in the big car who almost hit her was stupid.
She wasn't hurt.

7 Organise the class into new groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that

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students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask students in pairs to make a list of what passengers have to do at an airport, in order from the moment they arrive at an airport to the moment they sit down on the plane.

Developing conversations

How come?

Aim
to introduce and practise the phrase *How come?* In conversations

8 Read through the information box as a class. Elicit two or three *How come?* questions from students to get the idea across. For example, say: *Why are you tired?* and elicit: *How come you're tired*? Then: *Why did you forget your umbrella?* and elicit: *How come you forgot your umbrella?* Make sure they understand the different word order in the two forms.

- Ask students to complete the conversations. Let them check their answers in pairs before discussing as a class.

Answers

1 how come	4 How come
2 Why	5 Why
3 how come	6 How come

Background language notes for teachers

Why? and *How come?* are synonyms, but the latter is used more informally and conversationally, particularly when querying everyday events. The expression *Why's that?* can also be used conversationally here. Note the stress on *come*, and the rising intonation over the word *come* in this expression.

9 Organise the class into pairs to practise asking the questions. You could model the question and answer task with a reliable student first so that students are clear about what to do. Monitor and correct any errors students make, especially with word order and pronunciation.

10 Start by eliciting two or three *How come?* questions to ask (e.g. *How come you've had your hair cut? How come you were late today? How come you're smiling?*) Then give students three or four minutes to prepare their own four questions. Go round and make sure they are accurate.

- Organise the class into new pairs to practise asking the questions. Monitor and note any errors students make, which you can focus on in feedback. Write any errors you hear on the board and elicit corrections.

Teacher development: correcting accuracy and fluency

It is important to differentiate between stages in a lesson when you want to focus on your students' accuracy and stages when you want to focus on their fluency. In Exercises 8, 9 and 10 above, the activities provide practice for students in the use of *How come?* Exercise 8 checks form. The aim is accuracy, so go round and point out any errors. It is your role to be strict here, and to correct all the errors students make. It is a good idea to prompt them to self-correct by pointing at any errors you see and finding out whether they can correct them themselves before you tell them the correct answer.
Exercise 9 checks meaning, form and pronunciation. The aim again is accuracy, but this time students are speaking, so go round and point out any errors. Be strict, interrupt students, and correct all the errors students make. Again, it is a good idea to prompt them to self-correct. Make sure you correct pronunciation errors, too.
Exercise 10 checks meaning, form and pronunciation. The aim is fluency, although, to an extent, the *How come?* question is prepared and rehearsed. Go round this time collecting any errors rather than correcting them. You don't want to interrupt the students' fluency – hopefully they will have creative conversations. Deal with errors at the end by writing a few on the board for students to analyse.

Understanding vocabulary

Phrasal verbs

Aim
to introduce and practise phrasal verbs

11 Read through the information box as a class. Elicit two or three examples of common phrasal verbs and their collocations that students know well (*get up in the morning*; *meet up with friends*; *look forward to holidays*).

- Ask students to read the sentences and recall the phrasal verbs from the listening. Elicit the first one to get them started.
- Let them check their answers in pairs before discussing as a class. Students can use the audio script for track 61 on page 208 to find and check the answers. At the end, write up the answers on the board.

Answers

1 hanging around
2 go through
3 check in
4 set off
5 pour down
6 work out
7 got back
8 calm down

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Background language notes for teachers

Phrasal verbs are made up of a verb and a particle (words like *up, down, away, off,* etc. which could be adverbs or prepositions, depending on the use of the phrasal verb). Many are two-part, but there also three-part phrasal verbs (*look forward to* and *meet up with*, for example). Notice that in the answers to Exercise 11 above, some phrasal verbs are transitive (they take an object): *go through an experience, work out a problem*; and others are intransitive: *we were hanging around, we checked in, we set off, it poured down, I got back, I calmed down*. Some transitive phrasal verbs are separable (*I worked out the problem* or *I worked the problem out* or *I worked it out*), whereas others are inseparable (*I went through an experience* but NOT *I went an experience through*). Rather than trying to explain the use grammatically, it is best to teach phrasal verbs lexically. Let students see how they work in texts, learn them in lexical sets based on topics, and let them pick up the way they work from experience.

12 Ask students to read the sentences and remember the missing particle from the phrasal verbs in Exercise 11. Elicit the first one to get them started. Let them check their answers in pairs before discussing as a class.

Answers

1 We set **off** at five in the morning, so I'm exhausted.
2 We didn't have to queue because we checked **in** online.
3 We had to hang **around** at the station for an hour because my mum couldn't pick us up till four.
4 I was exhausted. I left home at six in the morning and I didn't get **back** till ten at night.
5 My child got into a panic and she wouldn't calm **down**.
6 We went **through** absolute hell to get here, I can tell you!
7 I was totally lost. I couldn't work **out** where I was.
8 It started to pour **down** halfway there. We were absolutely soaked by the time we arrived.

13 Ask students to discuss the questions in pairs. In feedback, elicit ideas from different pairs, and help with any errors or confusion students may have with this language.

Answers

1 arriving, getting there, getting back
2 at an airport / a hotel / a conference
3 at a doctor's or dentist's, at a cinema, theatre or outside a restaurant waiting for a friend
4 when they are angry or upset because somebody has said something to them; when they are very anxious about something, when they are over-excited, at a party perhaps, and are making too much noise
5 you might go through good and bad times – loss of a relative, divorce, losing a job, etc.

Conversation practice

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity to bring together different parts of the lesson and for students to practise talking about an imaginary journey.

- Ask students to work individually to prepare ideas in note form. You could start them off by asking for typical situations which can go wrong: going on holiday by plane, a long coach journey, a commute into a big city, a long drive through the night. Make sure students have a good story in mind before they start preparing their notes. Go round the class and prompt them with ideas and vocabulary.
- When students are ready, ask them to work in pairs to tell their stories. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask students to write up their stories for homework.

25 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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A BRAND NEW START
Student's Book pages 118–119

Communicative outcomes
In this two-page spread, students read a text about refugees and immigration and talk about the issues and about important moments in their own lives.

Reading

Aim
to give students practice in reading for general and specific understanding

1 Start by asking students to look at the photo. Ask: *What can you see? What's the situation? Why do you think they are going to another country?*
• Organise the class into pairs. Ask them to think of five reasons for moving to another country, and to discuss the questions. In feedback, elicit ideas and opinions.

Possible answers
1 for economic reasons – to get a job in a wealthier country with better employment possibilities
2 to escape war, revolution or discrimination – as a refugee
3 because you want to live with someone from that country – a boyfriend or girlfriend or family members
4 to learn the language of that country or its culture
5 to further your career by working in a country that offers opportunities in your chosen career
6 for religious or cultural reasons

Culture notes

The Hazara are Persian-speaking people who live mostly in central Afghanistan. They make up between ten and twenty per cent of the population of Afghanistan, and also live in Pakistan and Iran. Since 2001, about 1,000 people have died in the ocean while trying to reach Australia by boats from Indonesia, and many of these people have been Hazara. One case was the Tampa affair in which a shipload of refugees, mostly Hazara, was rescued by the Norwegian freighter MV Tampa and subsequently sent to Nauru.

Optional extra activity Use the photo and the task as an opportunity to pre-teach words connected with the topic: *emigrants* (people leaving a country), *immigrants* (people arriving in a country), *refugees* (people forced to escape from their country), *brain drain* (the loss of well-educated people to better jobs overseas).

2 Give students a moment to read the questions. Ask them to read the first part of the article and find the answers. Let students compare their answers in pairs.
• In feedback, elicit answers, and ask students how they found their answers.

Answers
1 Iran and Afghanistan – they are trying to get to Australia (via Indonesia)
2 Because he's a member of the Hazara ethnic minority in Afghanistan and the Hazara are often targeted and treated badly, so his family sent him abroad for his own safety.
3 Expect and accept some / any of these answers:
– It was expensive ($5,000)
– The shared accommodation in Indonesia was tiny and overcrowded.
– He got delayed / stuck in Jakarta for a long time.
– The boat he tried to get to Australia on was dangerously small.
– They got caught by the police and sent back to Jakarta four times.
– Once they finally got out of Indonesia, the seas were dangerous.
4 He was kept in a detention centre for nine months and then he was allowed to stay in Australia, where he set up a printing company.

3 Give students time to read through the numbers and think of why they are mentioned. Then ask them to share ideas with a partner. Monitor quietly, and prompt students to scan the text to find the numbers and read round them to find the answers.
• In feedback, elicit answers, and ask students what they read that helped them reach their answers.

Answers
1 Hussain was just sixteen when his family decided to get him out of Afghanistan.
2 A family friend paid an organised gang $5,000 to get him to Australia.
3 In Jakarta, he had to stay in a tiny one-bedroom flat.
4 He spent ten months there.
5 He had to share the flat with eight other asylum seekers.
6 Four times he set off on a boat from Java but was caught and sent back.
7 The journey to Australia took (roughly) three days.
8 They squeezed 400 people into the little boat.
9 They arrived 80 hours after setting off from Java.
10 He was kept in the detention centre for nine months.

Teacher development: scanning

Finding numbers in a text, then finding what they refer to, is a scanning task. It is a good idea to train your students how to approach this task. They need not read the whole text again. What they should do is scan the text quickly to find the first number, then read the words before and after the number to find what it refers to. You could practise doing this with the first couple of numbers in Exercise 3 to make sure your class know how to do the task before letting them continue with the rest of the exercise.

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4 Give students a moment to read the questions. Then organise them into new groups of four or five to discuss them. Monitor and note their understanding of the text, and any interesting comments or uses of language to pick up on in feedback.

Possible answers
He would have to find a job and somewhere to live, and might have had to deal with prejudice. He might have had language problems, and difficulty getting used to a new culture.
The people he met on the journey and in detention might have been able to help one another. He might have learned useful skills on the journey, e.g. negotiation.

5 Give students time to read through the sentences. Ask students what they expect to read about in the second part of the article from the information in the sentences. Then ask them to read the text and find the answers.
- In feedback, elicit answers, and ask students what they heard that helped them reach their answers.

Answers
1 F (It's his company, so he runs it. You could also argue that it's not that small either, given it has a turnover of half a million dollars a year.)
2 T (He says '*If I'd stayed in Afghanistan, none of this would've happened. At best, my life would've been incredibly hard and I would've struggled to have even a basic standard of living.*')
3 F (*these businesses (are) … making considerable contributions to the national economies*)
4 F (*refugees are less worried about risk, as they have already risked everything on their journeys out of their own countries*)
5 T (*they often possess excellent negotiating skills, which they have had to develop on their journeys here.*)
6 T (*Such skill sets are often forgotten among all the political debate on the subject of immigration as, of course, is the fact that most refugees have risked their lives many times over to be where they are today.*)

6 Organise the class into pairs to work out the meaning of the words from the context. You could set up this task by doing the first as an example (see below).
- In feedback, elicit answers and see what students come up with first. Then add to or expand upon what they say. Use examples, synonyms or check questions to check the meaning. Alternatively, ask students to check their understanding in a dictionary.

Answers
An **ethnic minority** is a group of people with similar traditions / culture / background who live in a place where most people do not share those things. (You could give examples of ethnic minorities where you live – or ask students for extra examples.)
If you're **determined** to do something, then you don't let anything stop you from doing it.
When a boat **sets sail**, it starts its journey across the water.
An **ordeal** is an extremely unpleasant experience, and usually, ordeals last for quite a long time. (You could give examples of / ask for examples of different kinds of ordeals.)
A **detention centre** is a place that people who are trying to enter a country without permission are made to live in while a decision is made about whether or not they can stay. It's a bit like a prison!
The **annual turnover** of a company is the amount of money it makes before it pays taxes, wages and so on.
If you **struggle** to do something, you find it very difficult.
Fled is the past tense of *flee*. If you flee – or flee from – a place, you escape from it quickly because it's dangerous. (You could ask why people might flee a place and get different examples.)
If you **make considerable contributions** to the national economy, you help the economy, e.g. by paying taxes and by encouraging business.
In this context, **thanks to** means *because of / as a result of*.

Teacher development: working out the meaning of vocabulary in context

Asking students to guess the meaning of words and phrases in context improves their reading skills, their range of vocabulary, and their confidence in their own level of English. Train your students to do this by showing them how to work out the meaning of *annual turnover* in the text.
Tell students to find *annual turnover*, and to tell you what part of speech it is (an adjective and noun). Tell them to say what other information around the word helps them define it (e.g. the printing company 'has an annual turnover of $500,000'). We know, therefore, that it is something to do with money or economics and something to do with describing something that companies have. Students should then be able to make guesses about the words, and, perhaps, should be able to work out that it means the money the company makes and spends every year.

7 Give students a moment to read the questions. Then organise them into new groups of four or five to discuss them. Monitor and note their understanding of the text, and any interesting comments or uses of language to pick up on in feedback.
- In feedback, ask different groups to tell the class what they discussed. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

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GRAMMAR Third conditionals

Aim
to check students' understanding of how to use third conditionals to talk about imagined situations in the past

8 Read through the Grammar box as a class. Then organise the class into pairs to look at the example sentences and answer the questions. You could choose to let students discuss the examples and rules, then read the answers at the back of the book, or you could elicit answers from the class instead.

Answers
1 the past perfect (*had / hadn't* + past participle)
2 *could / would*
3 modal verb + *have* + past participle
4 a Hussain was determined and didn't give up or go home.
b He didn't stay in Afghanistan and so those things did happen.

G Students complete Exercise 1 in the Grammar reference on page 182.

Answers to Exercise 1, Grammar reference
1 would've called, had had
2 wouldn't have come, had known
3 hadn't left, wouldn't have tripped
4 wouldn't have got, hadn't died
5 could've / would've (both fine) set up, had stayed, wouldn't have been
6 hadn't been, would've / could've caught (both fine)

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 8 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: third conditionals

The form of third conditional sentences is long-winded and difficult for students to remember:
If + *had* + past participle (past perfect form),
would + *have* + past participle
Note that there is a comma to separate the two clauses when the sentence begins with *if*, but there isn't a comma if the second clause begins with *if*. Watch out for students using *would* in the *if* clause or missing out bits of the long, complex forms.
Pronunciation is difficult here, and practised fully in the exercises below. Students need to be aware of the contracted forms of *had* and *would*, and need to practise *I'd* and *we'd* and *would've*. It is possible to reduce *would* and *have* completely to *I'd've* or *we'd've*, but it is perhaps best to stick to *would've* as the reduced form with students.
The third conditional or past conditional is used to talk about an imagined situation – it didn't actually happen. Students need to recognise that we go one tense back (from past simple to past perfect, e.g. from *I didn't walk home* ... to *If I had walked home* ...) in order to express this hypothetical idea.

9 Ask students to work individually to match the sentence halves. Elicit the first match from the class to get them started. Let students compare their answers in pairs before discussing as a class.

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

Optional extra activity Ask fast finishers to provide more context for one or two of these situations. For example, *Which team? What might they have won?*

10 Organise the class into pairs to think of and practise alternative endings. Go round and correct students' sentences if necessary. In feedback, elicit some of the best ideas students have.

11 Elicit a few ideas of what they could say from the class to get them started. Then give students three or four minutes to prepare and practise their third conditional sentences. Go round and help with ideas and vocabulary.

12 Organise the class into groups of four or five to share their ideas. Monitor and note errors and good examples of students' language use.
• In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

G For further practice, see Exercise 2 in the Grammar reference on page 182.

Answers to Exercise 2, Grammar reference
1 If you'd asked me earlier, I could **have** come yesterday, but I didn't have time to rearrange my meeting.
2 If we ~~would~~ **had** set off at ten instead of eight, we would've missed the rush hour.
3 (correct)
4 I don't know what I would've ~~did~~ **done** if I hadn't come here.
5 (correct)
6 If there **hadn't been** a traffic jam, I might've got there on time.
7 We wouldn't have got lost if we'd **been** given better directions.
8 My career would have ~~been~~ ended if I hadn't had that operation.

Web research activity Ask students to find out about other groups of people who risked all to escape. They could try finding out about: the Vietnamese boat people, the Great Lakes refugee crisis in Rwanda, the crisis in Syria.

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IT'S MY OWN FAULT
Student's Book pages 120–121

Communicative outcomes
In this two-page spread, students will talk about things that went wrong and will practise blaming themselves and other people.

Speaking

Aim
to introduce the topic of the listening text and the lesson; to get students talking about personal experiences

1 Start by asking students to look at the photos on page 121. Ask: *What can you see? What's the situation?* Elicit ideas. Possible suggestions are that the people in the top photo are tourists, caught in bad weather, possibly at an event (e.g. a road race). The people in the bottom photo look as if their van has broken down.

- Organise the class into groups of four or five. Ask them to discuss the questions. Monitor and note interesting stories, or useful phrases or pieces of language that you could focus on in feedback.
- In feedback, ask different pairs to share any interesting experiences that you heard them talk about. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Provide a live listening by telling a story about a time when something went wrong for you.

Listening

Aim
to give students practice in listening for general and specific understanding; to practise listening for collocations in a text

2 62 Give students time to read the situation and the problems carefully. It might be a good idea to check that students understand the task by asking simple questions: *How many conversations are there?* (four) *Do you need to match them to all the problems?* (No)

- Play the recording. Students listen and match each conversation to one of the problems. Let them compare their answers in pairs. In feedback, elicit answers from the class, and find out what they heard to help them get the answer.

Answers
Conversation 1: e (*I wish I'd taken some warmer clothes – I only had T-shirts and one thin jacket. It was stupid. I should've thought more carefully before setting off.*)
Conversation 2: d (*We stayed in this little place last night and the room was filthy. We were silly. We should've looked around more, but because we got here so late, we just chose the first cheap place we came across*)
Conversation 3: b (*I did get sunburnt on the first day. It was really hot and I was sunbathing and just fell asleep. The next day, my skin went purple! It was horrible.*)
Conversation 4: c

62
1
A: What was the weather like in Peru? Was it hot?
B: No, it wasn't, actually. We arrived at night and it was freezing. Then during the day it was still chilly and cloudy.
A: Oh dear.
B: I wish I'd taken some warmer clothes. I only had T-shirts and one thin jacket.
A: Oh no!
B: It was stupid. I should've thought more carefully before setting off. I knew we'd be in the mountains and could've checked the forecast.
A: I guess, but South America – you assume it'll be hot.
B: Exactly! It's silly, really! Anyway, we still had an amazing time!

2
D: Hello.
C: Hello, Mum. It's me, Alan.
D: Oh hello. I was worried. Did you arrive safely?
C: Yeah, sorry, we got here late – that's why I didn't phone.
D: Oh right. So, is everything OK? Are you both well?
C: Yeah, fine, except for the cockroaches in the hotel.
D: Cockroaches!
C: Yeah. We stayed in this little place last night and the room was filthy.
D: That's horrible!
C: We were silly. We should've looked around more, but because we got here so late, we just chose the first cheap place we came across.
D: Oh Alan!
C: Don't worry – we'll check the place out better next time.
D: I hope so.

3
E: How was Greece? Nice and hot?
F: Yes, it was. It was boiling!
E: Lucky you! I bet that was nice.
F: It was, but I did get sunburnt on the first day.
E: Oh no!
F: It was really hot and I was sunbathing and just fell asleep. The next day, my skin went purple! It was horrible.

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E: Oh you poor thing!
F: Oh, it was my own fault. I shouldn't have stayed in the sun for so long, especially with my skin. I should've at least put on some sun cream!

4

G: Hello Sir. Are all three of you flying together to Prague?
H: Yes, that's right.
G: In that case, I'll just need to weigh your bags.
H: Sure.
G: I'm afraid you have to pay an excess baggage charge of €100 on this bag.
H: What? But there are three of us! The baggage allowance is fifteen kilos each.
G: I'm sorry Sir, but the rules are very clear: the maximum for any one bag is fifteen kilos, and this one weighs 25. You can transfer some weight to your hand baggage if you like.
H: How can we fit ten kilos in there? It's tiny!
G: Well, in that case you need to pay the excess.
H: That's ridiculous.
G: I'm sorry, but it really isn't my fault. The ticket conditions are very clear. I'm afraid you have to go back to the desk over there and pay the excess.
H: But the queue's huge!
I: I told you we should've brought another suitcase.
H: I just thought it would be easier with two.
I: €100! That's such a rip-off!

Teacher development: instructing

When instructing tasks, make sure you have all the students' attention, keep your language short and simple (use the imperative form), and be visual (for example, if you want students to look at page 10, point to page 10). Here are some other tips.

1 Showing is better than telling. If you want students to complete a series of sentences, show them how to do the first as an example. It's better than telling them.
2 If you want students to do a roleplay, it is better to act out the start of the roleplay with a reliable student first, so students can see what they should be doing.
3 When a task is a little complicated to explain, use information check questions (ICQs) to check that students understand. For example, in Exercise 2, give students time to read the instruction, but, as it is a little bit complicated, use ICQs to make sure students know that there will be only four conversations so they don't need to match two of the problems.

3 62 Give students time to match the verbs to the nouns. Do the first as an example to get them started. Let them compare their answers in pairs.

- Play the recording. Students listen and check. In feedback, elicit answers from the class, and check any words they aren't sure about (*went purple* = an exaggerated way of saying *went red* – i.e. became very sunburnt).

Answers

1 check	5 go
2 have	6 put on
3 stay	7 weigh
4 choose	8 pay

4 Ask students to discuss the questions in pairs. Monitor and notice interesting ideas or language that you could focus on in feedback.

Optional extra activity Ask students to decide which of the following holidays they would choose and why:
camping in the mountains
staying in a small local bed and breakfast place by the sea
sleeping on the beach in a hot country
staying at a youth hostel in a major historical city.

Understanding vocabulary

Extreme adjectives

Aim
to introduce and practise extreme adjectives

5 Read through the information in the box as a class. You could provide some initial practice by suggesting adjectives and asking students to say whether you use *very* or *absolutely* with them (e.g. *big* – *very*; *enormous* – *absolutely*; *beautiful* – *very*; *gorgeous* – *absolutely*).

- Ask students to complete the exchanges. Elicit the first answer to get them started. Let students check their answers in pairs. The answers are below, but it is best to check answers by playing the recording in Exercise 6.

Answers

1 packed, crowded
2 angry, furious
3 exhausted, tired
4 hungry, starving
5 wet, soaked
6 delicious, tasty
7 dirty, filthy
8 interesting, fascinating

Background language notes for teachers

We use *very* with basic adjectives and *absolutely* with extreme adjectives. We can use *really* with both types of adjectives. It is sometimes obvious to students which adjective is basic (e.g. *big*) and which is extreme (e.g. *huge* or *enormous*). However, be aware that this is not always the case, e.g. we say *very useful* but *absolutely useless*. Sometimes, students just need to learn whether an adjective is seen as basic or extreme.

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Pronunciation

Aim
to practise the main stress in extreme adjectives

6 63 Play the recording. Students listen and check their answers. Ask students to work in pairs to mark the main stress they heard on each extreme adjective and to comment on the intonation. You could play and pause the recording again for students to hear this, or you could play and pause and ask students to repeat (see underlining in the audio script).

63 and answers
1 How did you find the museum? It was absolutely packed when we went!
It was busy, but it wasn't too crowded.
2 You must be angry they've lost your luggage.
Yeah, I am. I'm absolutely furious!
3 You must be exhausted after such a long journey.
I am a bit tired but I actually slept on the plane for a while.
4 You must be hungry after such a long journey.
I am. I'm absolutely starving. Have you got anything to eat?
5 How was the journey back? Did you get wet in that storm?
We got absolutely soaked! I didn't have an umbrella or anything.
6 Did you like the food? I thought it was absolutely delicious.
Yeah, it was quite tasty, but I've had better.
7 The place we stayed in was a bit dirty.
A bit? It was absolutely filthy! I couldn't believe it.
8 I've heard Tabriz is a very interesting city.
Yeah, it is. It's fascinating. It has so much history!

Culture notes

Tabriz is one of the historical capitals of Iran. It is 1,350 metres above sea level and dates back to 1,500 BC. Its main sights include Saat Tower, the grand bazaar, the Ghari Bridge and the Blue Mosque.

7 Organise the class into pairs. Tell them to practise reading out the sentences. You could model this first with a reliable student, using the first exchange. Go round and correct any words that aren't stressed correctly, and insist on students having a go at expressing strong feeling with their intonation.

8 Organise the class into new groups of four or five. Give students two minutes to think of places they have been to which they could describe using the adjectives. Then ask students to share ideas and comments. Monitor and note down any really interesting uses of language or any errors you may wish to focus on at the feedback stage.

Grammar *Should have*

Aim
to check students' understanding of how to use the present perfect simple to describe experiences

9 Read through the Grammar box as a class. Say: *I feel very tired today*, and elicit two or three possible sentences from students in response, e.g. *You should have gone to bed early. You shouldn't have got up so early. You shouldn't have gone to that party.*
• Organise the class into pairs. Ask them to look at the examples and discuss the questions. Monitor and note how well students understand the form and use of *should have*. In feedback, elicit answers and deal with any queries, or ask students to check their understanding.

Answers
1 a No
1 b No, because they stayed in the first place they came across, and it was filthy!
2 a Yes
2 b No, because they got badly sunburnt.

G Students complete Exercise 1 in the Grammar reference on page 182.

Answers to Exercise 1, Grammar reference
1 shouldn't have let
2 should've taken
3 should've gone
4 shouldn't have tried
5 should've told
6 shouldn't have been

Optional extra activity If you don't have access to an IWB, you might want to write example sentences from Exercise 9 on the board. Use the examples to highlight form and use on the board.

Background language notes for teachers: *should have*

The form is *should(n't) + have* + past participle. Practising the difficult pronunciation is important, so you will need to drill some of the phrases. It is a good idea to get students to listen to and repeat the sentences in Exercise 10. For example, say: *I should have worn something lighter*, and get students to repeat, paying close attention to the pronunciation of /ʃʊdəv/.
In terms of meaning, we use this structure to say *I did ... but it was the wrong decision* or *I didn't do ... and that was the wrong decision*. You can check it with concept check questions, as shown in Exercise 9. Try these CCQs with the second sentence in Exercise 10:
He shouldn't have been driving so fast in the rain.
Did he drive fast? (Yes.) *How does he feel about that?* (It was wrong / a mistake.)
Get students to think of their own CCQs for other sentences in Exercise 10.

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10 Organise the class into pairs to read the sentences and imagine what actually happened, then explain it using a third conditional.

Possible answers

1 I thought it was going to be cold and I wore a really heavy coat. But the sun came out and it got quite hot, so I was boiling. If I'd worn something lighter, I wouldn't have got so hot.
2 He was in a hurry because he was late for a meeting, but he went round a bend too fast and the car skidded and came off the road. If he hadn't been driving so fast, he wouldn't have crashed the car.
3 I didn't read the instructions very carefully because I've made this recipe before, but I missed out some ingredients and it didn't taste very nice. If I'd read the instructions more carefully, it would have been a nicer meal.
4 We didn't book in advance and the film was really popular, so it sold out. If we'd booked the tickets in advance, we would have got in to see the film.
5 His parents left him on his own and he fell down the stairs. If his parents hadn't left him on his own, he wouldn't have had an accident.
6 I left my bag hanging on my seat and somebody stole it. My bag wouldn't have been stolen if I hadn't left it hanging from the back of my seat.

11 Organise the class into groups of three or four to read the situations on page 190 and write sentences. You could read out the first situation and elicit two or three *should have* sentences to get the class started if you wish. Monitor and help with ideas and vocabulary. At this stage, you should also prompt students if they make errors. Make sure students are manipulating form correctly.

- In feedback, find out which group has most sentences, and elicit a few of the best sentences from different groups.

Possible answers

1 You should have got there earlier. You shouldn't have gone for something to eat. You should have asked to go to the front of the queue if you were late.
2 You should have used your own car. You should have driven more carefully. You should have checked what type of petrol you needed. You should have got insurance. You shouldn't have used that hire car company.
3 You should have gone by car. You should have booked a ticket for an earlier train.
4 You should have taken your GPS. You should have stayed on the motorway. You shouldn't have driven over the speed limit. You should have asked your friend to drive.

G For further grammar practice, see Exercise 2 in the Grammar reference on page 182.

Answers to Exercise 2, Grammar reference

1 should've set off / left
2 n't have left it
3 should have come to the
4 should've been told
5 should've been looking
6 shouldn't have been driving / going so

Developing conversations

Blaming people

Aim

to practise using different expressions to blame people when things go wrong

12 Read through the information box as a class. Then ask students to complete the sentences individually with one word in each space. Elicit the missing word for the first space to get students started. Let students compare their answers in pairs before discussing as a class. Write the missing words on the board.

Answers

1 blame, should
2 my, taken, have
3 yours, been
4 fault, should
5 blame, had
6 have, fault

13 This is an opportunity to bring together different parts of the lesson and for students to practise talking about things that went wrong and blaming people.

- Organise the class into new pairs. Ask students to look at the situations in Exercise 11 together and decide which one to roleplay. Give them some preparation time. Tell them to decide which of the *should have* phrases they prepared for Exercise 11 they could use.
- When students are ready, they act out their roleplay. Listen for errors, new language or interesting stories to use in feedback. Ask students to change partners and situations two or three times if you want.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Tell the story of a bad day that you have had. Perhaps it was a day when you got up late, you missed the bus, you arrived at work late, you realised you had forgotten to bring your lesson plans, you had to take a taxi home but you were locked out, it started to rain ..., etc. Make the story as disastrous as you can and pause at regular intervals for your class to say what you should have done, and whose fault it was.

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14 TECHNOLOGY

Speaking

Aim
to set the scene and introduce the theme with a photo; to get students talking about computers and how they have changed

1 Start by telling the class that in this unit they're going to be learning how to talk about computers, computer problems, and computer games, apps and gadgets.

- Ask students to look at the photo on pages 122–123. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Encourage students to share ideas.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers
The photo shows a computer technician using an IBM S/370 in the early 1970s.
In the early 1970s, you could use a computer to store data, to do calculations and tabulate information, and to design things. You could do basic word processing on a computer. You could use floppy disks on them.
Computers have become much cheaper and much easier to use than in the early days. They can be used for much more sophisticated tasks in all areas of life, including design, finance, art, publishing, as well as for accessing a huge amount of information on the worldwide web. They have also become much smaller (e.g. smartphones and tablets).

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Culture notes

IBM (International Business Machines) is an American computer company based in New York. It has been at the forefront of computer technology since the 1930s. It launched the computer in the photo, the System 370, in 1970. The first home computers were being developed at that time, but they were still prohibitively expensive.

2 Organise the class into new pairs to discuss the personalised questions. You could start by eliciting a few ideas in open class. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly

Optional extra activity Ask students to work in pairs to write down as many functions of their personal smartphones as they can (e.g. to make calls, send texts, take photos, set the alarm, do calculations). In feedback, find out which pair has the longest list and check the accuracy of the phrases they have written.

NATIONAL GEOGRAPHIC LEARNING

MY COMPUTER HATES ME
Student's Book pages 124–125

Communicative outcomes
In this two-page spread, students will practise using common computer terms and talking about computer problems.

VOCABULARY Computers

Aim
to introduce and practise words and phrases to talk about computers

1 Start by writing the word *computer* on the board and brainstorming as many words and phrases as you can from the class (see Teacher development notes below). Ask students to label the picture individually. You could elicit the first label to get them started. Let students compare answers in pairs.
- In feedback, elicit answers, and check any words that students are unsure of. Point out the strong stress in words.

Answers

1 file	7 mouse
2 screen	8 keyboard
3 menu	9 socket
4 cursor	10 plug
5 printer	11 external hard drive
6 scanner	12 cable

Background language notes

A *scanner* makes copies of documents and pictures which can be stored on the computer; a *printer* produces copies on paper of documents or pictures on the computer; a *cursor* /ˈkɜːsə/ is a movable, sometimes blinking, symbol used to indicate where data may be input on a computer screen; a *socket* on a computer is also called a *port*.

Teacher development: brainstorming

Brainstorming is a good way of finding out what vocabulary students know, and getting them to teach each other. It revises and recycles learnt language. Here are some ideas.
1 Ask pairs to brainstorm words connected with computers for two minutes, give each pair a marker pen, and ask them to come to the board and write the words up. Once the board is covered with words, look at any interesting or useful words and phrases.
2 Give pairs or groups in the class a category (nouns, verbs, adjectives, phrases) and ask them to think of 'computer' words in their category.
3 Mime using a computer, e.g. plugging it in, using the mouse, etc. Students have to write down words and phrases as you mime, then compare what they wrote in groups.

2 Ask students to complete the sentences. Do the first as an example. Let students compare their answers in pairs.
- In feedback, elicit answers, and, if necessary, correct any errors students make with the use of the vocabulary from Exercise 1. You may also need to check some of the words in the sentences (*free up space* = reduce the amount of data in the memory; *make a backup copy* = make an extra copy in case the original is lost; *reboot a computer* = shut down the computer and then restart it).

Answers

1 menu	6 cursor
2 external hard drive	7 plug
3 socket	8 scanner
4 printer	9 file
5 cable	10 screen

3 Organise the class into pairs to discuss the task. Elicit ideas and reasons why in feedback.

Answers

IT	2, 3, 6, 7, 9
Caller	1, 4, 5, 8, 10

4 Ask students to work in the same pairs to think of problems. You could pair one pair with another pair to enable students to compare ideas before discussing what they thought of as a class. Write up any interesting problems on the board.

Answers
The cable has broken / been eaten by my dog!
The scanner only scans part of the page. / I can't find the document that has been scanned.
The fuse has blown in the plug. / The plug is loose.
The printer prints, but the printout just has strange symbols / everything is blurry / the printing is very faint / pale.
I can't select things in the menu. / I can't find the things I need in the menu.
I lost my external hard drive. / It's been infected by a virus. / It's been wiped.
The cursor won't move / is stuck.

5 Organise the class into groups of four or five to discuss the questions. Start by eliciting what students think the phrases in bold mean. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different groups to tell the class what they discussed. Encourage students to share ideas.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

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Answers
1 click on a photo / an image / a link / a document
2 the cloud / USB drive (or pen drive) / the bin
3 it's very old / it has too much stuff on the desktop / there are too many programmes running in the background / it has a virus
Solutions: use anti-virus software / software to remove unneeded files and software / buy a new computer
4 kettle / TV / lamp / microwave / charger
5 the battery is low (if wireless) / it's dirty / the connection is loose
6 an important form or document you need to keep a copy of, a copy of a document or article you want to email to someone

Optional extra activity Ask students to write down a list of five top tips for somebody who has a new computer but isn't very good at using one.

Listening

Aim
to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

6 64 Give students a moment to read through the questions. You could briefly revise the language in the vocabulary section above to make sure students are clear what sort of language they will expect to hear.
• Play the recording. Students listen and note answers. After playing the recording, ask students to work in pairs to compare answers.

Answers
Conversation 1
1 internet is down
2 check all the connections
Conversation 2
1 (computer crashed and) files disappeared from the screen
2 back up more often / turn it on and off / search for specific files (and see if anything comes up)
Conversation 3
1 every time I want to select *print* from the drop-down menu, the cursor turns to the spinning wheel of death.
2 run a security scan
Conversation 4
1 forgotten password
2 get an app (All My Passwords)

64
1
A: Hello. Help desk.
B: Yeah. Hi there. I wonder if you can help me. I've just turned on my computer and found that the Internet's down.
A: What? No! All of it? That's a disaster!
B: What?
A: Oh, nothing. Just my little joke. Have you checked all the connections? Maybe something's not plugged in properly?
B: I think everything's OK, yes. One minute. Let me just have one more look … yep … I've just checked all the plugs and sockets again, but it hasn't made any difference.
A: Hmm. Well, in that case, there's probably an issue with the cable then. I'll come down and have a look in a bit, OK?
2
A: Hello. IT.
C: Hi. I've got a bit of a problem. My computer crashed this morning and when I turned it back on all the folders I keep my files in had disappeared from the screen.
A: OK. Well, you must have backup copies somewhere, right? On an external hard drive or in the Cloud?
C: I'm afraid not. It's stupid of me, I know, but I always forget to copy them.
A: Right. Well, in future, you might want to think about backing up more often. Have you tried rebooting at all?
C: Um … what does that mean?
A: Turning it off and turning it on again.
C: Oh, OK. I need these things in plain English, you see! But yes, I have – and it didn't do any good.
A: OK. Have you tried searching for specific files by name?
C: No, not yet. Should I?
A: Yeah, try that and see if anything comes up.
3
A: Hello. Help Desk.
D: Hi there. I've got a bit of problem down in accounts. I'm trying to print some files and every time I go to select 'print' from the drop-down menu, my cursor just turns into that spinning wheel of death thing, you know, that circle that just goes round and round and round. I move it away with the mouse and it stops and goes back to normal. Honestly, it's driving me mad!
A: OK. That's a very specific problem. I'm not sure I've dealt with anything like that before. I think you may have got a virus. Have you run a security scan?
D: No, I haven't, but I could if you think it'll help.
A: Yeah, try that and see what happens. It should find any unwanted software that's hiding away in there and it'll give you greater protection in future if you need it as well.
D: OK.
A: Otherwise, let me Google it and see what I can find.
4
A: Hello, IT Help Desk.
E: Hi Bob. It's me, Martin again, I'm afraid.
A: Let me guess. Password problems?

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E: Yes. Sorry. I'm just hopeless at remembering these things! What is it now? Three times this month.
A: At least. But don't worry. You're not the worst offender.
E: It's the age we live in! I've got more passwords than I have friends!
A: I'll reset it for you and email you a new one in a minute, OK?
E: Thanks.
A: Have you tried that app, by the way? I think it's called 'All My Passwords'.
E: No.
A: Well, try that. It might help. Otherwise, you might need to get some more memory installed.

Background language notes for teachers

Cloud computing involves storing files on remote servers which allows the user to access and share information without storing it on the hard drive of their own computer.
An *app* is a self-contained program or piece of software designed to fulfil a particular purpose. It is short for an 'application', and can be downloaded by a user to a mobile device.
Google can be used as a verb. *To google* means to find information or solutions on the internet by using a search engine.

7 64 Ask students to read through the sentences and work in pairs to discuss which phone calls they are from. Then play the recording again. Students listen and check their answers.
• In feedback, ask different pairs to provide and justify explanations.

Answers
a Conversation 4. Lots of other people in the company forget their password too.
b Conversation 2. He's lost his files and hasn't taken a back-up copy.
c Conversation 3. It's annoying that she can't print the files out.
d Conversation 1. The internet is down – he's being sarcastic.
e Conversation 4. Everything is on computers and we all have too many passwords.
f Conversation 1. She's just checking again that everything is connected.
g Conversation 3. He suggests running a security scan.
h Conversation 2. Didn't understand what *reboot* meant

8 Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
• In feedback, ask different pairs to tell the class what they discussed. Encourage students to share ideas.
• Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

Optional extra activity Ask students in pairs to prepare to talk about five computer problems they have had. Mix the pairs. Students take turns to tell their partner their problem, and to seek advice.

Developing conversations

Sorting out problems

Aim
to introduce and practise using fixed phrases for sorting out problems

9 Read through the information in the box as a class. Ask students to suggest other fixed phrases students could use instead of those in bold.
• Organise the class into pairs to order the parts of the conversations. Elicit the first part as an example. In feedback, elicit the answers from students.

Answers
Conversation 1: e, b, d, a, f, c
Conversation 2: h, k, i, l, g, j

Optional extra activity Ask students to practise the conversations in pairs.

Pronunciation

Aim
to practise saying problems and giving advice using natural stress and intonation

10 65 Play the recording. Ask students to listen and notice the stress. Then play the recording again and ask them to listen and repeat.
• Ask students in pairs to practise saying the phrases. Go round and correct pronunciation.

65
1 Have you tried downloading it?
2 Yeah, but I didn't have any success.
3 Maybe you should tell her.
4 OK. I'll try that.
5 Otherwise, I don't know what else to suggest.
6 I've tried, but it didn't make any difference.
7 OK. Well, have you looked on the Internet?
8 No, not yet. Do you think I should?
9 Otherwise, you're probably best doing an actual course somewhere.

11 Organise the class into new pairs to practise. Tell them to read the problems first and to think of advice they can give. Once students are ready, ask them to take turns to ask for and give advice.

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Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together different parts of the lesson and for students to practise talking about computer problems.
- Ask students to prepare problems first. You may wish to elicit a few examples from the class to get them started, or to suggest a few. Once students have good ideas, ask them to compare them with another pair.

13 Students practise their conversations with their partner. Allow pairs to have a go three or four times – practise makes perfect.
- Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activities Mix pairs after each conversation, or do this as a mingle – ask students to stand up and find new partners to talk to.

26 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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GAMES PEOPLE PLAY
Student's Book pages 126–127

Communicative outcomes
In this two-page spread, students read about and discuss gaming and the gaming industry.

Speaking

Aim
to get students talking about computer games and gamers

1 Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Encourage students to share ideas.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

Optional extra activity Ask students to look at the photo. Ask: *Where are they? What are they doing? Have you ever played computer games in a place like this? Describe your experience.*

NATIONAL GEOGRAPHIC LEARNING

Vocabulary Describing games

Aim
to introduce and practise words and phrases to describe games

2 Ask students to put the words in order individually. Elicit the first sentence to get students started. Let students compare their answers in pairs before discussing as a class.
- In feedback, point out to students how the jumbled phrases are chunks and can be re-used to describe other games (see the examples in brackets).

Answers
1 of the same colour in a row
(three counters / stars of the same shape)
before the time runs out
(shoot everyone / finish the lap before ...)
2 take the role of, you have to shoot and kill
3 gather resources to build, the possibilities are endless
4 race against up to six opponents
5 allows you to experience, enhance the look of the game

Background language notes for teachers

gather resources = collect all your resources (power, weapons, tokens, etc.) together
interact = play with and communicate with
enhance = improve; make better

Optional extra activity Ask students which games sound best and which sound worst. If you have a class of gamers, extend the feedback into talking about favourite games, latest games, most demanding games, etc.

3 Organise the class into groups of four or five to describe games they know. Give students three or four minutes to look back at the vocabulary and to prepare their descriptions individually. Monitor and help with ideas and vocabulary.

- When students are ready, tell them to start describing their games. Go round the room and check students are doing the task.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Describe a game you know well without saying what it is. Ask students to listen, then tell their partner which game they think you are describing. Ask students to tell each other how to play the game and what its features are, recalling and reconstructing what you said.

Listening

Aim
to practise listening for specific information

4 66 Ask students to read the list of information they need to find. You could try to predict the type of listening this is (an informative extract from the news or a documentary) and what news is being discussed from the information in the task.

- Play the recording. Students listen and note answers. Let them compare answers in pairs. In feedback, elicit answers to the questions. You could play the recording a second time if students didn't catch everything.

Answers
1 It was worth around $25 billion 10 years ago and now generates $100 billion.
2 *a figure which is only going to rise in the coming years*
3 hundreds of thousands
4 to show how big the gaming industry is: Destiny cost $500 million to develop, but made the money back in one day
5 People don't take it seriously.

66
The computer and video games industry has experienced remarkable growth. Worth around $25 billion around a decade ago, interactive entertainment now generates well over $100 billion a year worldwide, a figure which is only going to rise in the coming years. The industry is home to many different occupations and employs hundreds of thousands around the world. Video games can cost as much to produce as major Hollywood movies – and can earn much more. 2014's *Destiny*, for instance, cost $500 million to develop – twice as much as any film made that year. But apparently, following its release, the game made that money back in just one day!
Yet many still see gaming as child's play, and the industry still struggles to be taken seriously. With over 1.2 billion people now playing games, 700 million of them online, perhaps it's time to reconsider our ideas of who gamers are and why they spend so much time and money on their passion.

Culture notes

Destiny was released in September 2014. It is a game set in a mythical, science-fiction world, where humans are on the verge of extinction. Players can create their own character, choosing from three different races and three character classes, and must then find out as much as possible about the different hostile aliens from other planets in order to fight them and avoid the human race being wiped out. It is a type of MMO (massively multiplayer online game).

5 Organise the class into pairs to discuss the questions. In feedback, encourage ideas from different pairs, and open out any interesting points for class discussion.

Answers
Tetris (1984), Wii Sports (2006), The Oregon Trail (1971), Minecraft (2009), Grand Theft Auto V (2013), Super Mario Bros (1985) and PacMan (1980) are the biggest-selling games in history.
Gaming industry jobs include: various types of artist and designer, programmers, animators, modellers, engineers, sound engineers, composers, brand manager, creative director, director of marketing, game testers, human relations manager, producer, production coordinator, script writer, etc.
Stereotypes are: male, teen, nerdy, geeky, pale and spotty, socially awkward

Optional extra activity Ask students to work in pairs to come up with a new computer game which they would like to see developed. Tell them to think of the type of game, what you have to do, its name and its target user group.

Reading

Aim
to practise reading for specific understanding

6 Give students time to read the questions carefully. Then ask them to read the three texts and match the questions to the people. Let students compare their answers in pairs before discussing as a class.

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Answers

1 Jessie	4 Martin	7 Martin
2 Martin	5 Jessie	8 Emerson
3 Emerson	6 Emerson	9 Jessie

7 Organise the class into pairs to work out which verbs were used in the phrases. Once students have had a guess or tried to remember, let them read the text again to confirm their answers.

Answers

1 experience	4 create	7 affects
2 feature	5 fulfil	8 take
3 enhance	6 break	9 made

Optional extra activity Ask students to write their own personalised sentences using some of the chunks in Exercise 7, e.g. *The fantastic graphics in some games really enhance the whole experience.*

GRAMMAR Articles

Aim

to check students' ability to use definite articles, indefinite articles and no article

8 Read through the information in the Grammar box as a class. Then organise the class into pairs to complete the rules.

- Monitor and note how well students understand and can complete the rules. Tell students to concentrate on the rules they aren't sure about when checking their answers using the Grammar reference on page 182. Have a brief class feedback and discussion session and deal with queries.

Answers

a a / an b the c no article

G Students complete Exercise 1 in the Grammar reference on page 183.

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the correct option for the first sentence.

Answers to Exercise 1, Grammar reference

1 Technology (*The technology* is also possible if the sentence is talking about a specific technology that has already been mentioned)
2 The technology
3 a games designer
4 computers
5 China
6 at work
7 The man, the Internet, England
8 The main thing, people
9 a very popular game, a kid
10 the truth

Background language notes for teachers

The problem with articles is that they are extremely difficult for students whose first language doesn't have articles (Russian and Polish speakers, or Japanese speakers, for instance) and pretty challenging for students whose first language has articles, but where they are sometimes used differently. Be aware of how challenging this area can be, provide lots of accuracy practice, focusing on black and white rules, and expect students to make errors in fluency.

9 Ask students to work individually to complete the sentences. Let students check their answers in pairs.

- In feedback, ask students to justify their answers by referring to the rules.

Answers

1 The, X	4 a, the, a
2 X, a, a	5 the, the
3 X, X	6 X, a

10 Organise students into groups of four or five to discuss the opinions expressed in Exercise 9.

- In feedback, ask students what the different people thought in their group.
- At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

Optional extra activity Ask students to work in pairs. Student A finds a text in the course book and starts reading it out to Student B. Whenever the speaker meets an article or no article, he or she pauses. Student B must say whether *a*, *the* or no article comes next. Student A confirms or corrects then continues reading. After one minute, students switch roles.

G For further practice, see Exercise 2 in the Grammar reference on page 183.

Answers to Exercise 2, Grammar reference

1 (correct)
2 I always hated ~~the~~ Science when I was at school.
3 I can't call you at the moment because I'm in ~~the~~ **class** / **a class**.
4 ~~The~~ **Copper** is an incredibly important metal used in computer manufacturing.
5 (correct)
6 He works for **a** big computer company in Moscow.
7 I bought it when I was in **the** United Arab Emirates for work last year.
8 I've always loved ~~the~~ gadgets.

Web research activity Ask students to find out about a new game that has been launched. In the next class, they have to present the game, explaining its aim, its features, and how you play it.

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IT'S A NEAT GADGET
Student's Book pages 128–129

Communicative outcomes
In this two-page spread, students will listen to people reviewing technology and will practise reviewing gadgets themselves.

Speaking

Aim
to get students talking about gadgets and apps

1 Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Encourage students to share ideas.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

Optional extra activity Ask students to make a list of all the gadgets they have. Organise them into groups and ask them to say which are their most important three gadgets and why.

Vocabulary Apps and gadgets

Aim
to introduce and practise adjectives to describe electronic gadgets and apps

2 Ask students to complete the sentences with the words. You could elicit the first as an example to get students started. Let students compare their answers in pairs before discussing as a class.

Answers
1 recognise
2 runs
3 built in
4 allows
5 automatically
6 interface

3 Ask students to prepare descriptions of their personal gadgets. Set a time limit of three or four minutes. In new pairs, ask students to describe their gadgets.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

Optional extra activity Organise the class into A and B pairs. Ask Student B in each pair to turn round so they can't see the board. Write the following list on the board in a column: *gameboy, ipod, webcam, GPS, digital camera, remote control, smart watch, e-reader, TiVo*. Student A must describe each gadget without saying the name of the gadget. Student B must say what the gadget is. Make it a race. Which team can describe and guess each gadget first?

Listening

Aim
to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

4 67 Give students a moment to read the question. Play the recording. Students listen and note their answers, then compare their answers in pairs.

Answers
1 Cry for Help (an app which makes a noise to scare off attackers)
2 Universal Translator app (you speak in English and it says the translation in a foreign language)
3 Remote Lock (a special lock and app that allows you to lock and unlock a door from anywhere in the world)

67
Je = Jermaine, Ja = James, Jo = Jodie
Je: Welcome to another Three Jays podcast – *Totally great or Total rubbish*? For those joining us for the first time, me – Jermaine – and my friends James and Jodie review random stuff chosen by listeners and decide if they're totally great or total rubbish. That's it. No maybes – it's all or nothing. You're either grade A or a hopeless fail. So first up, it's me with 'Cry for help', an app to scare off attackers. OK. Imagine walking home at night. Someone's following you – a robber or worse. You open the app and 'Help!!!' No-one's going to attack you with that screaming in their ear.
Jo: Come on! What's wrong with using your own voice?
Je: You haven't had that dream where you want to scream, but nothing comes out?
Jo: Er, it's a dream, right – not reality.
Ja: They might cover your mouth.
Jo: Or smash your phone.
Ja: True.
Jo: Apart from that, some creep's considering robbing me, right, so I pull out a £500 phone and start searching through my apps! You don't think he might be more tempted to rob me?
Ja: She has a point.
Jo: It's rubbish.
Je: Good for scaring your little brother, though … 'Help!!!'
Ja: No maybes. Total rubbish.
Je: OK, a hopeless fail. So, James, what about your 'Universal Translator'?
Ja: Yeah, basically, it's an app that allows you to speak in a foreign language you don't know. You just say the words in English and the app plays a spoken translation with the correct accent.
Jo: Wow. Sounds cool. Having something like that on your travels has to be good, no?
Ja: It's good in theory, but it's difficult to know if the translation is accurate, so I asked a Chinese friend to try it out with me.

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Je: Any good?
Ja: Well, some were OK – like 'Hello', 'Goodbye', 'Can I have a coffee?' Stuff like that.
Jo: Cool.
Ja: But I did try and say 'Your mum's nice' and, apparently, it said 'I like your cow.'
Je: Dude, I'm not sure what's more embarrassing – the translation or saying your mate's mum is 'nice'.
Ja: She made us cookies.
Je: OK.
Jo: Whatever. What about the other way round?
Ja: Oh, it only recognises English at the moment.
Jo: So you ask the way to the bank, but you can't follow the directions. Hardly a universal translator!
Ja: True. But it is half the problem sorted in twelve languages. And the other people could point. They might even take you there.
Je: And if they try and attack you on the way it could translate this – 'Help!!!'
Ja: Exactly.
Je: Saves you having to learn a language.
Ja: I'd say it's totally great.
Jo: OK, you win.
Je: Universal Translator we are agreed you are totally great. Which brings us to Jodie and the 'Remote Lock'.
Jo: So you install this lock, and then you can use the app on your phone to lock or unlock it from anywhere – Australia if you wanted to!
Ja: Why on earth would you want to open a door from the other side of the world?
Jo: Well ...

5 67 Give students two or three minutes to look through the sentences and decide if they are true or false. Play the recording again. Students listen and note their answers. After playing the recording, ask students to work in pairs to compare answers.

Answers
1 F (*stuff chosen by listeners*)
2 T
3 N
4 F (only from English)
5 T
6 F (tried it out, but not on holiday)
7 N
8 T

6 Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Encourage students to share ideas.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity.

Optional extra activity Ask students in pairs to choose one of the apps and to provide a short radio jingle to advertise it.

GRAMMAR Infinitive and *-ing* forms

Aim
to check students' ability to use infinitives and *-ing* forms

7 Read through the information in the box as a class. Then organise the class into pairs to complete the rules.
- Monitor and note how well students can identify forms and understand rules. Tell students to concentrate on the rules they aren't sure about when checking their answers using the Grammar reference on page 183. Have a brief class feedback and discussion session.

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

G Students complete Exercise 1 in the Grammar reference on page 184.

Answers to Exercise 1, Grammar reference
1 Playing
2 developing
3 to look after
4 to give
5 to find out
6 messing around, talking
7 studying, to get
8 to prevent, getting

Background language notes for teachers

An *-ing* form can be an adjective (*it's boring*), a gerund (*Playing football is fun* – here the verb is behaving like a noun) or a present participle (*I'm having fun* – here it is forming part of a continuous tense).
You could get students to organise the uses into two groups. For example, we use gerunds after prepositions, as the subject of the sentence and after some verbs. And we use infinitives after adjectives (*It's hard to do*), to give a purpose, and after some other verbs.

8 Ask students to work individually to correct the sentences. Elicit any mistakes in the first sentence to get them started. Let students check their answers in pairs.
- In feedback, ask students to justify their answers by referring to the rules.

Answers
1 I should get a new computer because it keeps **crashing**.
2 (correct)
3 **Making** your own films is much easier with this new software ...
4 (correct)
5 I never turn down the heating ~~for~~ to save energy.
6 We're all guilty of ~~to~~ **damaging** the planet in some way.
7 People need to get used to not **driving** everywhere.
8 (correct)

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9 Ask students to complete the sentences with their own ideas. Again, it is a good idea to start students off by eliciting two or three ways of completing the first sentence, e.g. *They should invent a machine to cut my hair while I'm sleeping*. Monitor and help with ideas and vocabulary.

- When students are ready, organise them into pairs to compare ideas. In feedback, ask some pairs to share their ideas with the class and feed back briefly on any errors students make.

G For further practice, see Exercise 2 in the Grammar reference on page 184.

Answers to Exercise 2, Grammar reference

1 travelling	5 to lose
2 going	6 to email
3 to meet	7 talking
4 going	8 losing

Speaking

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

10 Organise the class into small groups of four or five. Give students a minute or two to look at the gadgets individually and decide what they think of them. When students are ready, ask them to discuss the gadgets in groups, and agree on whether they are great or rubbish. Listen for errors, new language or interesting phrases to use in feedback.

- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

11 Extend the activity by asking the groups to discuss real apps and gadgets they know that they think are rubbish, and why. You could set up this activity by eliciting types of gadgets to the board first.

Optional extra activity 1 Ask students to work in groups to come up with a new app or gadget which they think will be useful in class. When they are ready, tell them to present their idea to the class.

Web research activity Ask students to research gadgets and apps on the web. You could ask them to find the top five new gadgets of this year, and decide which ones they think are great, and which ones are rubbish. Or you could ask them to find a new app or gadget that they think will be successful in the future. Ask them to make a presentation on what the app or gadget does and why they like it.

VIDEO 7: AIR POLLUTION TRACKING
Student's Book page 130

Aim

to look at a new piece of technology and how it can be used to help individuals in a community; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the photo and say what they can see. Ask students in pairs to discuss the questions. In feedback, elicit ideas but don't confirm or reject anything at this stage.

2 Ask students to complete the definitions. Elicit the first answer to get them started. Let them compare their answers in pairs. In feedback, check the pronunciation of these words (see below).

Answers

1 data	5 GPS
2 pollution	6 asthma
3 urban	7 volunteer
4 breathe	8 sensor

Background language notes for teachers

Note the pronunciation: *asthma* /ˈæsmə/, *urban* /ˈɜːbən/.
Note the stress: *volunteer*, *pollution*.

Culture notes

GPS stands for *Global Positioning System* – it is a space-based satellite navigation system that provides location and time information in all weather conditions.

Optional extra activity Ask students in pairs to try to predict the content of the video from the words. In feedback, elicit ideas, but again, don't confirm or reject anything at this stage unless students are really misunderstanding.

3 27 As students watch the video, they should take notes to answer the questions. Let them compare their notes in pairs, and check whether their predictions were correct. In feedback, discuss the answers as a class.

Answers

1 It's trying to get a picture of the urban atmosphere.
2 Local people collect the information by walking around their community. They wear a backpack with a sensor which takes in lots of small air samples and analyses them.
3 We might have detailed maps to show air quality. These might be used to help people make choices, e.g. when buying a house or choosing a day-care centre.

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4 27 Ask students to discuss the sentences in pairs and decide if they are true or false. Then play the video. Students watch and note their answers.

Answers
1 F (three)
2 T
3 F (every second)
4 T
5 F (yellow = moderate, though over a lifetime it could be 'a significant health factor')
6 F (they might do in the future)

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to read the questions, then put them in groups of four or five and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Understanding fast speech

6 28 Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said.

7 Encourage students to practise saying the extract several times.

27
Casandra Martin (volunteer): Going to turn on my GPS system, turn my dusttrack II on, and then I'm going to take off on my walk.
Voiceover: A group of volunteer citizen scientists is using mobile sensing technology to get an incredibly detailed picture of the urban atmosphere.
Brian Beveridge (Environmental Indicators Project): I think we all experience the environment as individuals, not as masses of people. So what we want to know is really what you're breathing and what I'm breathing.
Voiceover: And that data's being collected by the residents themselves.
Casandra Martin (volunteer): There's a lot of health problems in my community and I'd like to find out what's in the air and what my kids are breathing. All three of my children have asthma.
Voiceover: These backpacks have sophisticated air sensors. Every second, it breathes in a puff of air and analyses it for pollutants. At the same time, a GPS tracker marks the exact location where the sample was taken.
Casandra Martin (volunteer): Different upper respiratory diseases and the cancers that we have in our neighbourhood. We get a lot in our community – people that come out and volunteer. This is what helps them to get the data that they need.
Voiceover: That data can then be used to create maps that reveal hidden dangers in the air.
Brian Beveridge (Environmental Indicators Project): So, this is our little walk around the neighbourhood. And you can see that, even in one circuit, it's not all the same. Green is good, yellow moderate, orange becomes unhealthy for sensitive groups, red gets pretty much generally unhealthy. Over here, along the major commercial corridors, where you might have trucks and buses passing through, the levels are higher – it's all yellow. If this is consistent over a lifetime in a community, then this could be a significant health factor.
Voiceover: Using miniaturised versions of this same technology, we may all one day help build maps that show how unhealthy air clusters in the places we live.
Brian Beveridge: I think what we're doing is a little microscopic version of what could be a global movement. If someday a parent trying to evaluate a day care centre can look at their smartphone on a Google map and say, 'Oh well the daily air pollution levels here are pretty high. I don't think this is the place.'
Voiceover: Hyper-local data like this could change everything about how and where we live. From property values to public policy, data from the street has the potential to alter society, and even the world.

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REVIEW 7
Student's Book page 131

Aim
to consolidate vocabulary and grammar from Units 13 and 14

1
1 a
2 Working
3 to
4 whatever (*any* / *the*)
5 to
6 should
7 had
8 have
9 trying / working
10 the / her

2
1 shouldn't have eaten
2 hadn't been so
3 shouldn't have been
4 absolutely fascinating
5 the problem of finding

3
1 would've, hadn't
2 couldn't, hadn't
3 should
4 shouldn't have stopped, hadn't, wouldn't have missed
5 to
6 trying
7 to experience
8 an amazing
9 Life, university

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

7
Journeys: a rough crossing, set off, ferry, carriage
Technology: built-in sensors, run on solar power, interface, swipe
Games: advance to the next level, beat your best time, gather resources, on a mission

8
1 modifications
2 possibilities
3 connections
4 contribution
5 slippery
6 reminder

9
1 harbour
2 sail
3 boiling
4 rough
5 huge / high
6 poured
7 tripped
8 deck
9 fault
10 ordeal
11 through
12 calm

68 and answers to Exercise 4
1 I need it to fix this with.
2 You should've told me.
3 You shouldn't have done that.
4 If I'd known, I could've done something about it.
5 Being the boss's daughter made working there quite hard.
6 I'm really looking forward to seeing you all again.

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15 INJURIES AND ILLNESS

Speaking

Aim
to set the scene and introduce the theme with a photo; to get students talking about injuries and illness

1 Start by telling the class that in this unit they're going to be learning how to talk about injuries and illness, accidents, and causes and results.

- Ask students to look at the photo on pages 132–133. Ask: *What can you see?* Elicit a brief description of the picture, and introduce any key words students might need (*medicines, pills, tablets*, etc.).
- Organise the class into groups of three or four to discuss the questions. You may wish to use mime and examples to pre-teach the words in the box that describe conditions (point out the pronunciation of *sprain* /spreɪn/ and the stress on *allergy*). Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different groups to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, and correct any errors that you noticed.

Possible answers
The photo shows columns of neatly laid out pills, an older person's hands, and a pill box to organise the pills they need for each day of the week (Sunday to Saturday). It shows how many pills this person needs to take every day.
It could be positive: these modern pills can treat this person's illnesses and keep them alive and relatively well. Or it could be negative: look at how we have to rely on pills to live; imagine the cost; what additional side effects might all these pills have?
The pills might be to treat a serious disease like cancer, or they could be to treat a range of problems connected with old age.
The conditions are treated like this:
a broken bone: usually put in plaster and allowed to heal naturally
a rash: usually you put cream on a rash or you might take some special pills
a sprain: you might take some painkillers to kill the pain, put some ice on it, or just rest it
a nasty cut: it might need to be cleaned up and you might need stitches in it.
flu: no real cure, just rest, and drinking lots of fluids
an allergy: can vary depending on the allergy, e.g. an injection, pills, inhaler, eye drops, cream. The best thing is to avoid things you're allergic to!

WHAT SEEMS TO BE THE PROBLEM?
Student's Book pages 134–135

Communicative outcomes
In this two-page spread, students will practise describing injuries and illnesses in doctor and patient scenarios.

Vocabulary Injuries and illnesses

Aim
to introduce and practise words and phrases to describe injuries and illnesses

1 Ask students to read through the sentences in pairs, and to match the comments 1–5 to the replies a–e. Feed back on those answers before asking them to match 6–10 to f–j. At this stage, don't help with vocabulary problems. Monitor and note how well students understand the language.

- In feedback, write up the answers on the board.

Answers

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

2 The aim here is to get students to explain the meaning and pronunciation of the words to each other. You could start by asking the class to explain *sore throat* using mime or explanations. Students should be able to point to their throats and mime the fact that it is tender and unpleasant. They might say *it feels bad* or *I can't eat anything*.

- Ask students to work in groups of four or five. It doesn't matter if strong students dominate here, explaining most of the words. However, you should monitor closely to help and prompt students with words they aren't sure about.
- In feedback, you could check answers by asking different groups to mime or act out the words.

Background language notes

Words that can be explained by pointing to parts of the body: *collarbone, throat, chest*.
Words that can be checked with a mime: *sore* (touch your throat gently and wince), *nasty cut* (mime a knife on flesh and ask: *Is it very bad or quite bad?*), *give an injection, stitches* (mime sewing), *a rash, dizzy, cough, sprained, do an X-ray, bruise, lose consciousness* (mime fainting), *cream*.
Words that can be checked with a synonym:
nasty = very bad
heal, mend, clear up = get better
Other words will need a definition or a bit of acting to get over the meaning.

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Teacher development: getting students to explain words to each other

Students at this level often have a lot of passive or half-learnt vocabulary stored away somewhere, or they may be able to guess words easily from context because they are cognates or easy to work out (*painkillers* can be worked out, for example, if you know *pain* and *kill*). That is why it is a good idea to get students to try to teach each other words and phrases in context rather than passively spoon-feeding them meanings or asking them to use dictionaries. By grappling with language, students are more likely to remember the words, and by having to use mime and examples and synonyms, students are taking responsibility for teaching themselves and others, which is confidence-building.

3 Organise the class into pairs. Give them a minute to think of and prepare what they could say, but don't let them write anything down. When students are ready, ask them to take turns to describe people with the words. Be strict about the time limit, and, in feedback, make sure that you find out who used most words.

- Once you have given feedback on content, use the opportunity to correct language students used incorrectly and to show students how to use some of the words they avoided.

Optional extra activity Ask students in pairs to mime and guess as many illness and injury phrases as they can. So, Student A mimes *sore throat*, and B guesses it, then B mimes *swollen ankle*, and A guesses it. Students continue as long as they can.

Listening

Aim

to give students practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson

4 69 Give students a moment to read through the situation and the questions. Ask them to make predictions in pairs. There is no need for fixed answers to this stage. Just let them read, check they understand the words and deal with any vocabulary queries. Tell them that they will find out answers when they listen.

- Play the recording. Students listen and note the correct answers. After playing the recording, ask students to work in pairs to compare their answers.

Answers

Conversation 1: has hurt his ankle – might be broken, might just be badly sprained

Conversation 2: he has a temperature, has been up all night throwing up, his heart is beating fast

69

1

A: Hello. Mr Gomez?
B: Yes?
A: I'm sorry. Have you been waiting long?
B: About two hours.
A: I'm sorry, we're quite busy today. You've done something to your ankle?
B: Yes.
A: Hmm, it's quite swollen. Does this hurt?
B: Yeah, it's very painful.
A: Can you put any weight on it at all?
B: No, no. It hurts too much.
A: Hmm. And how did you do it?
B: I was just coming out of the hotel and I slipped on the stair and my ankle … it just …
A: You just fell over on it. Nasty. Well, I think we should do an X-ray. It might just be badly sprained, but it could be broken. You'll have to wait again, I'm afraid. We've been a bit short of staff lately. I'll ask the nurse to give you something for the pain.
B: Good. How long will I have to wait for the X-ray?
A: Hopefully, it won't be more than half an hour. Are you on any medication?
B: Er … I take something for my asthma.
A: That's fine. Have you ever had any adverse reactions to any painkillers – paracetamol or anything?
B: No, never.
A: OK, fine. Well, I'll get the nurse to give you something and then take you down for the X-ray.

2

C: Hello.
D: Hello.
E: Hello.
C: Take a seat. What seems to be the problem?
D: It's my boyfriend. He's been up all night throwing up. He's hardly slept, he had a high temperature – 39 – and his heart was beating really fast.
C: And how long have you been like this?
D: Sorry, he doesn't speak much English. He first said he felt a bit sick yesterday afternoon and then he threw up about seven and he hasn't really stopped since.
C: Oh dear. Any diarrhoea?
D: Actually, no, none.
C: And has he been able to drink anything?
D: No, that's the problem. When he drinks water, he's sick again.
C: Right, well, let's have a look. Can you just take off your jumper and sit up here? Open your mouth and stick your tongue out. Lovely. And now take a deep breath. Again … breathe in … and out. Just lie down. I'm going to press quite hard. Does it hurt? And here?
E: Hmm. It's OK.
C: Maybe a bit uncomfortable – but no pain?
E: Yes … no pain.
C: OK, you can put your jumper back on. I think it's viral gastroenteritis, so there's no need for antibiotics. I'll give him an injection to stop the vomiting and then he just needs to rest and take lots of fluids. OK. Any questions?
D: No, I don't think so. I'll explain to him.

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5 69 Ask students to read through the questions in Exercise 4 again. They will need to look at the questions as they listen. Play the recording again. Students listen and note or check their answers. After playing the recording, ask students to work in pairs again to compare answers.

- In feedback, ask different pairs to provide answers.

Answers

1 No, no. It hurts too much.
2 I was just coming out of the hotel and I slipped on the stair.
3 Hopefully, it won't be more than half an hour.
4 Er, I take something for my asthma.
5 No, never.
6 It's my boyfriend. He's been up all night throwing up. He's hardly slept, he had a high temperature – 39 – and his heart was beating really fast.
7 He first said he felt a bit sick yesterday afternoon and then he threw up about seven and he hasn't really stopped since.
8 No.
9 No, when he drinks water, he's sick again.
10 No, it's OK.

6 Ask students to practise the dialogue in pairs using the audio script on page 211 of the Student's Book.

Teacher development: reading dialogues aloud

Asking students to read dialogues aloud is a way of building their confidence in manipulating new language, learning the words by seeing them and saying them, and practising the pronunciation. However, it is easy for this exercise to become mechanical (students read out words without paying attention to the meaning) and flat (students fail to attempt correct pronunciation or intonation).

Here are three ways of making more use of reading aloud.

1 Students practise twice, reading a short dialogue aloud, and switching roles. Then tell the doctor to be caring and the patient to be concerned. Students act out the dialogue again, but try to be more caring or concerned. Then tell them to do it again, but this time the doctor is impatient and the patient is frustrated.
2 Students practise twice, reading a short dialogue aloud, and switching roles. Then tell Student B (the patient) to improvise his or her part. Student A reads his part and Student B responds without looking at the dialogue.
3 Students practise twice, reading a short dialogue aloud, and switching roles. As they practise, write some key words or phrases from the dialogue on the board. Ask students to practise again, but, this time, tell them to work from the prompts instead of reading the whole dialogue.

GRAMMAR Adverbs

Aim

to check students' understanding of how to use adverbs

7 Read through the information in the Grammar box as a class. Then ask students to complete the sentences individually. Let them compare their answers in pairs before going through the answers briefly as a class.

Answers

1 badly	4 hopefully	7 first
2 long	5 hardly	8 quite hard
3 lately	6 really fast	

8 Organise the class into pairs to discuss the statements. Monitor and note how well students understand the information.

- Remember that, as with most of the guided discovery approaches in the Student's Book, you have an option as a teacher in feedback. Either let students discuss their ideas, read the explanation at the back of the book, then ask if there's anything they're not clear of, or let them discuss their ideas, then check them yourself as a teacher.

Answers

1 F (some don't end in *-ly*, e.g. *fast, long,* etc.)
2 T (but rare, e.g. *hard, hardly)*
3 F (many can go in different places in a sentence, but many also generally go in certain fixed places, e.g. *hopefully* generally goes at the start of a sentence or the start of a clause)

G Students complete Exercise 1 in the Grammar reference on page 184.

Answers to Exercise 1, Grammar reference

1 I need to give you an injection, but you'll **hardly** feel it.
2 **Amazingly**, he's never had a day off work because of illness in 40 years.
3 I have been very tired **lately**. / **Lately** I have been very tired.
4 I was walking **quite carefully**, but I still slipped.
5 **Unfortunately**, I broke it **badly**, so I had to have an operation. / I broke it **badly**, so I had to have an operation, **unfortunately**.
6 I was **really** lucky I didn't hurt myself more **seriously**.
7 I **sometimes** wish I didn't have to get up **early**. / I wish I didn't have to get up **early sometimes**.
8 **These days** they can do the operation **very quickly**. / They can do the operation **very quickly these days**. **Apparently**, you'll only be in the hospital for an afternoon.

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Background language notes for teachers

Note that adverbs of manner describe verbs and go after the verb (*he ran fast*; *he's driving slowly*) or describe adjectives and go before the adjective (*beautifully dressed*).
Adverbs of degree generally go between the subject and the verb (*he usually leaves at 9*), but after *to be* and auxiliary verbs (*he's often late*). *Sometimes* is often used at the start of a sentence.
Opinion adverbs often go at the start of sentences and are followed by a comma.

9 Elicit a correction for the mistake in the first sentence to get students started. Then ask students to work individually to correct the mistakes before checking answers with a partner.
- Have a brief class feedback and discussion session and deal with queries.

Answers
1 I've been working so **hard**
2 previous**ly**
3 so **late**.
4 **wide**
5 incredib**ly**
6 You should **never**, eas**ily**
7 **slower** / **more slowly**
8 I can **hardly** feel it.

Optional extra activity Write the following sentence on the board: *Emily dreams about ghosts when she's sleeping.* Organise the class into two teams. Team A has to add one word to the sentence. Team B then has to add one word. Continue until one team gives up. If a team adds an adverb to the sentence, they score two points. A final sentence might be: *Unfortunately, young, sensitive Emily Thompson often dreams strangely about incredibly scary ghosts when she's sleeping soundly.*

Developing conversations

Short questions with *any*

Aim
to introduce and practise short questions with *any*

10 Read through the information in the box with the class. Then ask students to work individually to match the two parts of the questions. Let them compare their answers in pairs.

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

Background language notes for teachers

This shortened question form is often used as a follow-up question. The context is clear so there is no need to say the whole question. Note that we can also shorten other questions in this way: *Everybody OK? No idea why? All clear?*

11 Elicit one or two alternative endings for the first sentence half from the class (e.g. *Any pain in your leg? Any pain when I touch it?).* Then ask students to write their own endings. Organise students into pairs to practise asking and answering the questions. In feedback, confirm and correct students' answers.

Possible answers
1 Any pain *in your leg? / if I touch it?*
2 Any symptoms *I should know about? / such as diarrhoea or vomiting?*
3 Any idea *where we are? / what I should say?*
4 Any questions *for me? / I can help you with?*
5 Anything else *you'd like to ask? / for now?*
6 Anyone *know where my keys are? / for tea?*
7 Any plans *for later on? / you haven't told me about?*
8 Any news *of the accident? / from your family?*

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together different parts of the lesson and for students to practise a roleplay with a doctor.
- Organise the class into pairs and ask them to choose a medical problem and to prepare their roles as appropriate. Monitor and help with ideas and vocabulary. You could support the students by brainstorming medical problems on the board first.

13 Once students have ideas, ask them to act out their conversations. Allow pairs to have a go three or four times – practice makes perfect, and mix students so that they get to talk to different people.
- Monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

29 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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IT'S A BIT OF A MYTH
Student's Book pages 136–137

Communicative outcomes
In this two-page spread, students will read about medical myths and discuss them; students will talk about health issues.

Reading

Aim
to give students practice in reading for specific information; to focus on useful language chunks in the text

1 Start by checking the meaning of *myths* (a story that people believe to be true) and *claims* (things people say are true, but that haven't been proved). Then organise the class into pairs to discuss the claims (or myths). Use mime to check difficult words in the claims (*cracking (finger) joints, swallowing, arthritis*).
- In feedback, ask different pairs to offer an opinion on one of the claims, and to briefly say why. You could ask the class to vote on whether each one is true or false.
- No fixed answers are required. Students will find out the facts in the article.

2 Ask students to read the article and find reasons why the claims in Exercise 1 are true or false. Let students compare their answers in pairs. In feedback, ask students to say what information helped them find the answers.

Answers
1 myth (Colds aren't caused by the cold; they're caused by viruses. You can get a cold if you come into contact with an infected person.)
2 myth (The common cold is incurable. Antibiotics may help tackle ear or throat infections, though.)
3 myth (Research has failed to find any connection between eating fatty foods and acne – although too much fat in your diet might be bad in other ways.)
4 myth (Arthritis affects all kinds of people, including young children who have never started cracking their fingers. Doctors are still not sure of the real cause.)
5 myth (probably) (Cholesterol is essential for life and is produced naturally by the body. Some doctors have even questioned if there is any link between cholesterol levels and heart disease. They point to factors such as lack of exercise, smoking, stress and high blood pressure that are far more likely to lead to heart attacks.)
6 myth (Stories that chewing gum will stay in your stomach forever or block your insides have no basis in fact.)
7 true (The caffeine in coffee is a stimulant which makes your body speed up … It's addictive. People who suddenly stop drinking coffee may suffer from headaches or be irritable and restless.)

3 Ask students to work individually first to look at the sentences and think silently about which ones they can answer. Then organise the class into groups of three or four to discuss the questions.

4 Once students have completed their discussion, tell them to look back at the text and find out if they remembered correctly.

Answers
1 wrap up warm / dry your hair or you'll get a cold
2 wash your hands regularly when there's a bug going round
3 if you develop a throat or an ear infection
4 go to bed and drink lots of fluids and wait till you get better
5 washing too much can make the condition worse
6 lack of exercise, smoking, stress and high blood pressure
7 It'll stay in your stomach forever or block your insides.
8 They may suffer from headaches or be irritable and restless.

5 Organise the class into groups of four or five to discuss the questions.
- Once students have completed their discussion, elicit any interesting ideas. Use the opportunity in feedback to highlight interesting language students used, or to correct any errors. If students disagree with the article, you may also want to point out that the points made in the article are based on medical research and scientific fact. However, new research is always being carried out, and what is considered 'scientific fact' can change over time!

6 Ask students to find the words in bold in the article and to notice which words go before and after them (see Teacher development notes below). Then ask them to work individually to complete the sentences. Elicit the answer to the first to get them started. Encourage students to look back at the text to work out what the missing words are. Let them compare answers in pairs before discussing as a class.
- In feedback, check the answers, but also check which patterns helped students decide.

Answers
1 lead (one thing can lead **to** another)
2 means (one thing happening means another thing happens)
3 cause (one thing causes people **to** do or be another thing)
4 make (you make people do things)
5 caused (a problem is caused **by** something)
6 makes (one thing makes it hard (or easy!) to do something else. Students may want to use *means* here, but then the form would be: *Watching TV late at night **means** it is difficult to get to sleep.*

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Background language notes for teachers

Point out the patterns here: they are *caused by* (something); *it causes* (something) *to do* (something); *make* (somebody) *do / feel* (something); *makes* (something) *hard / easy / difficult / challenging to do*; *make* (something) *better / worse / more interesting*; *lead to* + *ing* / noun; *mean* (*that*) + clause.
Other interesting patterns in the text: *a bug going around*; *it's best just to (do)*; *get (something) from*

Teacher development: noticing patterns

As we have seen throughout *Outcomes* Intermediate, learning how to notice patterns around words enables students to learn and use them. Learning words in isolation does not show students how they can be used. However, noticing the way words work as part of fixed expressions or as part of flexible, semi-fixed expressions which can be used in a variety of situations, makes the words immediately useable.
In Exercise 6, ask students to find and underline the verbs in the chunks in bold. Ask students to describe, in their own words, what patterns they notice around the first two verbs in the article: *caused* and *make*. They should notice that *caused* is followed by *by* and a noun, and that *make* is followed by an object and a verb without *to*. Students should note this language in useable chunks:

It's / They're caused by ... (something)
It makes me / you / people feel ...

When students fill in the gaps in Exercise 6, point out that it is their understanding of how the verb works as part of a chunk that enables them to work out which word is missing.

Optional extra activity Ask students to find two other interesting patterns around a verb in the text. Ask them to come to the board and write up the pattern and provide an alternative sentence to that in the text, using the same pattern (see other patterns in background language notes above).

7 Organise the class into groups again to discuss the questions. Go round the room and check students are doing the task and help if necessary.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, and correct any errors that you noticed.

Possible answers
1 myth (Although parents have been saying this ever since TVs first found their way into our homes, there's no evidence to support it. The American Academy of Ophthalmology (AAO) says that kids can actually focus up close without eyestrain better than adults, so they often develop the habit of sitting right in front of the television or holding reading material close to their eyes. However, sitting close to a TV may be a sign of near-sightedness.)
2 true (Sitting and watching a screen is time that is not spent being physically active.)
3 true (University of Maryland sociologists discovered that happy people watch on average one hour less television per day than those who suffer from depression.)
4 myth (though widely believed; there is no real evidence to suggest any link)
5 myth (although early exposure to TV violence can play a role in predicting violence in later life)
6 true (Watching TV or using technology affects our sleep because of cognitive stimulation – it charges up our brain, increasing its electrical activity, which is the exact opposite of what should be happening before sleep. It also makes our bodies tense.)

8 Ask students to work individually or in pairs (if you think students may struggle for ideas) to write their sentences. You could elicit an example first to get students started. Go round and help with ideas and vocabulary.
- When students are ready, organise them into small groups. Split up the pairs if students prepared in pairs. Ask students to share their ideas.
- Once you have given feedback on content, look at good pieces of language that students used, and correct any errors that you noticed. Work with students' ideas. However, some suggestions are provided in the answer key if you are all stuck.

Possible answers
1 mobile phones: they increase stress levels / cause illnesses to your immune system / can lead to chronic pain and rheumatism in fingers / cause eye problems / cause damage to the brain (now disproved)
2 computer games: same as above, plus they are addictive / can lead to repetitive stress injuries / result in insomnia
3 vitamins: they are addictive / the more you take the healthier you are / they can give you cancer
4 sugar: bad for your teeth / makes you fat / gives you liver disease, diabetes and cancer / makes children over-excited and leads to attention deficit

Optional extra activity Here are some cold weather myths: *you shouldn't exercise in the cold*; *allergies go away in winter*; *you don't need sunscreen in winter*; *you lose most body heat through your head*; *lack of sunlight makes you depressed*; *Vitamin C prevents colds*. Write them on the board and ask students to say what they think (they are all myths).

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Understanding Vocabulary

Word endings and word class

Aim

to introduce and practise word endings (suffixes) to show whether a word is a noun, verb, adjective or adverb

9 Read through the information in the box as a class. You may wish to elicit other endings students know that show word class (e.g. *-er, -or, -ism*, etc.).

- Ask students to work in pairs to brainstorm ways of changing the boxed words in Exercise 9. Monitor and note how well students can do this, and prompt them to think of different examples. You could elicit a few suggestions for *benefit* to get them started.
- Once students have brainstormed their own ideas, tell them to use a dictionary to check and extend the examples they have.
- In feedback, elicit suggestions. You may wish to reject obscure examples, or point out that they are unusual uses. Focus on what students come up with and work with that. There is no need to go through every possible form if students don't know them already.

Possible answers

benefit (verb or noun): beneficial (adj), beneficent (adj), beneficially (adv), beneficiary (noun)
consciousness (noun): conscious / unconscious (adj)., consciously (adv), -conscious (suffix) as in subconscious
injection (noun): inject (verb)
nutritional (adj): nutritious (adj), nutrition (noun), nutrient (noun), nutritionally (adv), nutritionist (noun)
painful (adj): pain (noun), painfully (adv), pained (adj), painless (adj), painlessly (adv)
prevent (verb): prevention (noun), preventable (adj), preventative (adj), preventive (adj)
stimulant (noun): stimulate (verb), stimulating / stimulated (adj), stimulation (noun), stimulus (noun)
treatment (noun): treat (verb), treatable (adj)

10 Ask students to work individually to choose the correct options. Let them discuss their answers in pairs before discussing as a class. In feedback, ask why students made their decisions.

- Point out the stress in the words and point out stress rules. It is a good idea to drill the words for pronunciation before students attempt Exercise 11.

Answers

1 infection (noun form described by the adjective *viral*)
2 allergic (*are* + adjective + *to*)
3 irritable (*I am* + adjective form)
4 curable (adjective describing the noun *diseases*)
5 regular (adjective describing the noun *exercise*)
6 medical (adjective describing *conditions*)
7 modernise (verb – what needs to be done to health service)
8 addictive (adjective describing *drugs*)

Background pronunciation notes

Notice the stress: *infectious* and *infection*; *allergic* but *allergy*; *irritable* but *irritation*; *curable*; *regular* and *regularly*; *medical* and *medicine*; *modernise* and *modern*; *addictive* and *addiction*.
Some suffixes do not affect syllable stress (e.g. *-al* and *-ly* can be added to a root word with no shift in stress – *medic* and *medical, intellectual* and *intellectually*).
Some suffixes force the stress to shift to one syllable before the suffix (*-ic, -(s)ion* and *-ish*, so *allergy* and *allergic*); or two syllables before the suffix (*-cy, -ty, -phy, -ize, -ary, -ate*, so *certify* and *certificate*).

11 Organise students into pairs. Ask them to discuss the sentences with their partner. Listen for errors (especially with pronunciation and form) to focus on in feedback.

- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Play noughts and crosses with suffixes. First write the following noughts and crosses table on the board:

-ic	-ence	-able
-en	-al	-ist
-ness	-ly	-ious

Organise the class into two teams, Team O and Team X. Team O goes first. They must choose a square, and to win that square they must produce a correct sentence using a word that contains the suffix in the square they have chosen. If they produce a correct sentence, rub out the suffix and write O. If they produce an incorrect sentence, team X can win the square by producing a correct sentence. Now it is X's turn. They choose a square and produce a sentence. The winner is the first team to produce a line of three Os or three Xs, horizontally, diagonally or vertically.

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ACCIDENTS AND INJURIES
Student's Book pages 138–139

Communicative outcomes
In this two-page spread, students talk about times when they had an accident, an illness or a problem.

Speaking

Aim
to introduce students to the topic and get them talking about accidents

1 Ask students to read through the places individually for a moment. Ask: *Do you think the kitchen or the bathroom is more dangerous? Why?* Elicit opinions and reasons briefly to get students started. Organise the class into pairs to rank the places. Monitor and note opinions.
- In feedback, briefly elicit suggestions. You could extend this by having a class debate and agreeing on a class top three most dangerous places. Use the opportunity in feedback to feed in some new language to help them say what they're trying to say better.

Answers
The statistics for the number of domestic accidents resulting in a hospital visit suggest the following ranking:

1 roads	5 bathroom
2 living room	6 gym
3 garden	7 park
4 kitchen	8 farms and countryside

Vocabulary
Accidents and health problems

Aim
to introduce and practise words and phrases to describe accidents and problems

2 Ask students to read through the sentences, and choose the correct options. Elicit the first answer to get them started. Let students compare their answers in pairs before going through answers as a class.

Answers
1 burned (on a grill – so caused by heat)
2 tripped over (you can't slip over something, but you can slip on ice, for example)
3 fell off (fall off horses, ladders, bikes … fall down stairs)
4 bit (dogs bite, bees sting)
5 crashed into
6 poisoning
7 sunburn (suntan = good, sunburn = bad)
8 fainted (fell down the stairs)
9 slipped (on ice, water, liquids on floor)
10 stung

3 The aim here is to get students to practise the new vocabulary. You could start by eliciting things people can trip over just to get them started.
- Ask students to work in groups of four or five. Monitor closely to help and prompt students with words they aren't sure about.
- In feedback, you could check answers by asking different groups to provide examples. Work with what students come up with and accept or reject accordingly, but note the possible answers below.

Possible answers
1 your own feet, a cable, a rug, shoes, etc.
2 arm, leg, chest (you might fall over and bruise them, get hit or kicked playing sport, or walk into something)
3 a ladder, a bike, the side of a mountain
4 a snake, a mosquito, a cat
5 seafood that's off, undercooked chicken or eggs, unwashed fruit and vegetables
6 because they're dehydrated and haven't drunk enough fluids; because they have low blood pressure or diabetes
7 a banana skin, the stairs, a freshly polished floor, some water / beer
8 a jellyfish, a wasp, a scorpion

Optional extra activity Ask students in groups to say which of the accidents on the page they have had. Find out which student is most accident-prone.

Listening

Aim
to practise listening for general and specific information

4 70 Give students a moment to read the situation and the questions. Play the recording. Students listen and note their answers. Let students compare their answers in pairs. In feedback, elicit answers, and any information students heard to support their answers.

Answers
1 A cycling holiday
2 They had been cycling in the mountains and were going downhill, back towards the hotel; James went round a tight bend too fast and went off the road and into some bushes and fell off.
3 They thought he might've hit his head because he seemed confused; his knee was very swollen and he had a few cuts and bruises too.
4 A car came past a minute or two later and the driver said she'd take him to hospital.
5 They told him that there was nothing broken and nothing wrong with his head, but he'd need to stay in hopsital as he needed a few stitches. They also told him not to cycle for a week as he needed to rest his knee.

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70

A = Anna, D = Dan

A: How was your holiday? You went mountain biking in Austria, didn't you?

D: That's right. It was great, except for James's accident.

A: Why? What happened?

D: Well, we'd been cycling in the mountains round Kaunertal, and we were going back to the hotel down this steep road. James went round this tight bend too fast and he went off the road into some bushes and fell off. It was horrible.

A: It sounds it! Was he badly hurt?

D: Well, we thought so. We were worried that he'd maybe hit his head because he kept asking us where he was and what had happened. He just seemed really confused. At one point, actually, he even asked if we'd met somewhere before!

A: Really?

D: Yeah, and we could see that his knee was very swollen as well. He also had quite a few cuts and bruises and was bleeding quite a bit. The problem was, though, we were still miles from the next village.

A: So, what happened? How did you get him to a hospital?

D: Well, luckily, we were actually on a road and a car came past a minute or two later. It stopped and the woman driving said she'd take James to the nearest hospital. He kept saying he'd be OK, but she insisted and in the end we managed to get him to go – just to be safe. We got him into the car and she took my mobile number and promised to call me once there was more news.

A: Wow! That was nice.

D: I know. It was really kind of her. Anyway, we then cycled back to our hotel and waited to hear from the hospital.

A: And did they call?

D: Yeah, they did. After a couple of hours, they rang and told me they'd given James an X-ray and there was nothing broken and nothing wrong with his head. But they said he needed to stay there a bit longer, as he was waiting to have a few stitches in the cuts.

A: Oh, poor guy!

D: Yeah, I know. In the end, he spent the rest of the holiday hanging around the hotel. He was desperate to go out with us, but the doctors told him not to cycle for a week and to rest the knee. It spoilt his holiday really.

A: I bet!

D: And, on top of all that, I spoke to him yesterday and he said he's going to have to buy a new bike now because of the accident. He's found out the bike frame's broken.

A: Ouch! That actually reminds me of something that happened to some friends of mine when they went camping in Croatia ...

5 **70** Give students time to read through the sentences and decide on the order of the events. Elicit the first one to get them started. Let them discuss what they think with a partner.

- Play the recording again. Students listen and check their answers. You could play and pause parts of the recording to help them catch key phrases.

Answers

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

6 Organise the class into pairs to discuss the questions. In feedback, encourage ideas from different pairs, and open out any interesting points for class discussion.

GRAMMAR Reported speech

Aim

to check students' understanding of how to use reported speech to report statements and questions

7 Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the questions.

- Monitor and note how well students understand the rules. Tell students to concentrate on the rules they weren't sure about when checking their answers using the Grammar reference on page 185. Alternatively, clarify or explain rules you think your students are unclear about yourself. Have a brief class feedback and discussion and deal with queries.

Answers

1 a past simple, past perfect simple
b past simple, past perfect simple
c past simple, *'d = would* (*she said she would* + verb)
d past simple, *'d = would (he kept saying he would be OK)*
e past simple, past perfect, past simple
f past simple, past continuous
g past simple, *be going to* + verb

2 a *Where am I? What's happened?*
b *Have we met somewhere before?*
c *I'll take him to the nearest hospital.*
d *I'll be OK. I'll be fine.*
e *We've given him an X-ray. There is nothing broken.*
f *He needs to stay here a bit longer. He's waiting to have a few stitches.*
g *I'm going to need to buy a new bike now.*

3 They go 'back' one tense, so present perfect becomes past perfect, past simple becomes past perfect, *will* becomes *would* and *can* becomes *could*.

4 It keeps the present tense because it's still true now.

5 a and b; in reported questions, use normal sentence order, not inverted question word order.

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G Students complete Exercise 1 in the Grammar reference on page 185.

- Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the answer to number 1.

Answers to Exercise 1, Grammar reference
1 was suffering
2 had had
3 would take
4 had qualified
5 was / would be
6 had stopped

Background language notes for teachers

Remind students of the one tense back rules when reporting speech (so present > past, past > past perfect, *will* > *would*, *can* > *could*, etc.). Note also the word order change and the use of *if* (or *whether*) or question words when reporting questions (*Do you enjoy ...?* becomes ... *asked if he enjoyed ...*; *Where do you live?* becomes ... *asked where she lived*, etc.).
Students who have been strictly taught that the tense goes one back may be surprised to find that it is perfectly possible not to go one tense back when what is being reported is still true. Compare these two sentences.

John said that he felt ill and couldn't go to the match.
(At the time he said it, he was ill.)
John said that he feels ill and can't go to the match.
(He's still ill and he will miss the match, which is still in the future.)

8 Ask students to complete the sentences. Elicit the answer to the first one as an example. Let students compare their answers in pairs before discussing as a class.

Answers
1 had, gave
2 ate (*eats* OK if it's still true now), needed (*needs* OK if still true now)
3 would have (also *will have*, *might have*, *could have*), had been
4 wouldn't hurt, was
5 had done (although *was doing* also possible if he's still alive at time of speaking), could
6 had done, was causing (or *had caused*)
7 had happened, caused (*causes* also possible)
8 had heard, had understood / understood

9 Organise the class into pairs. You could give your students time to work individually to prepare things to say first if you think they won't be able to improvise, but tell them to write notes and nothing more. Monitor and help with ideas.

- When students are ready, ask them to talk to their partner.
- Monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

G For further practice, see Exercise 2 in the Grammar reference on page 185.

Answers to Exercise 2, Grammar reference
1 if anything like that had / has ever happened before
2 if it hurt
3 how I thought it had happened
4 if I was (am) free to come again the following week / next week (both possible and fine here, depending on the context)
5 how I'd managed to do
6 me if I'd lost ... he had seen
7 if I ever have (had) problems sleeping
8 (me) if I had any other questions I wanted to ask (him)

Speaking

Aim
to practise reported speech and language from the lesson in a communicative fluency activity

10 This is an opportunity to practise reported speech and the vocabulary of illnesses, accidents and injuries. In preparation, encourage students to look back through the unit or their notes for ideas and vocabulary.

- Ask students to work in new pairs, and read the two tasks and choose one. Once they have chosen, give them three or four minutes to prepare individually, and monitor closely to help with ideas and vocabulary. When they are ready, students share their stories.
- In feedback, ask students what they found out about each other.
- At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Web research activity Ask students to find out the most common causes of accidents in their country, and to present the top five to the class in the next lesson.

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16 NEWS AND EVENTS

Speaking

Aim
to set the scene and introduce the theme with a photo; to get students talking about types and sources of news

1 Start by telling the class that in this unit they're going to be learning how to talk about types and sources of news, talk about news stories and fame, and describe famous people and events.
- Ask students to look at the photo on pages 140–141. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers
The photo shows a fire chief or fire spokesperson being interviewed by the press. In the background are fire engines, so he may be commenting on a news story regarding a fire or emergency situation.

2 Start by checking that students understand all the types of news in the box – you could do this by giving typical examples of news stories or headlines.
- Organise the class into groups of four or five to discuss the types of news that interest them. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different groups what they found out. Look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask students in groups to write a headline for five of the types of news stories in Exercise 2. The group reads out their headlines. Other groups must guess which type of news story it is.

IN THE HEADLINES
Student's Book pages 142–143

Communicative outcomes
In this two-page spread, students will practise discussing news stories and commenting on the news, and using reporting verbs to report news.

Vocabulary News

Aim
to introduce and practise words and phrases to describe events in news stories

1 Organise the class into pairs and ask them to match the groups of words to the types of news story. Elicit the first match to get the class started.
- In feedback, elicit answers from the class, and ask for reasons why.

Answers
1 celebrities and gossip (celebrities are often photographed by paparazzi; there is often news about celebrities splitting up / having affairs)
2 business and economics (the economy or a company expands; companies go bankrupt or are taken over by others)
3 sport (players are injured; a team / player is beaten in a game; a club pays money to buy / sign a player)
4 national politics (a politician resigns; a government is elected by a vote; a government might introduce a new policy)
5 crime and justice (someone is found guilty of committing a crime; someone might be murdered by being stabbed (attacked with a knife); the police investigate the crime)
6 foreign affairs (when a summit is held, there is a meeting where international leaders meet to talk about a problem; a ceasefire might be called to stop fighting in a war; leaders might negotiate peace or an agreement on trade, etc.

2 Students work in pairs to put the nouns in the correct group of words in Exercise 1. Have a brief feedback session and elicit the answers. Check students' understanding of the phrases with examples, definitions and synonyms.

Answers
1 film premiere
2 share price
3 new season
4 deputy mayor
5 victim
6 peace agreement

3 Organise the class into new groups of four or five. Ask them to work together to think of different news stories and match them to types of news. In a monocultural class, students should be able to think of

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what's currently in the news. In a multicultural class, you may have to get students to tell each other about the main news stories in their country before matching them to types of news. Monitor and help with ideas and vocabulary. Encourage students to use some of the vocabulary in Exercise 1.

- In feedback, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Bring in some national and local newspapers – in English, if you can. Hand out one newspaper to each group and ask them to find out as many different types of newspaper story as they can.

Listening

Aim

to give students practice in listening for general and specific understanding, and in listening to hear key chunks of language in a conversation

4 71 Lead in briefly by asking students to look at the news topics a to f and guess what each story might be about.

- Play the recording. Students listen and find the news topic that matches each conversation. After playing the recording, ask students to work in pairs to compare their answers.
- In feedback, ask students to say what clues helped them work out the answers.

Answers
1 c 2 e 3 d 4 b 5 a

71

1
A: Did you see that thing in the paper about Shaynee Wilson?
B: No. What was that?
A: Well, you remember she got married last September, right?
B: Yeah, they were at that film premiere recently. He's that short blonde guy.
A: Exactly. Well, she's just announced they're splitting up!
B: Wow, that didn't last long, did it?
A: Apparently, she found out that he's having an affair with some other Hollywood actress.
B: So, did he get much of her money?

2
C: Did you see that thing on the Times website about the steel plant closing down?
D: You're joking! Doesn't your friend Jim work there?
C: Yeah. I haven't spoken to him yet.
D: So how come it's being shut down? Has the company gone bankrupt?
C: No! Apparently they're doing quite well. They even promised to expand last year.
D: So how come ...?
C: The usual – it was taken over and the new management claim it's too expensive to run. They're moving production abroad.
D: That's terrible! So how many people are going to lose their jobs?

3
E: Did you see that thing on TV about that murder in town?
F: Yeah, shocking, isn't it? How can someone stab someone to death in a crowded place like that in the middle of the day and then get away?
F: I know.
E: Apparently, no-one offered to help the victim or did anything to stop the guy who did it.
F: It is bad, but then again, what would you have done?

4
G: Have you heard the news?
H: No. What?
G: The deputy president's resigned.
H: Really? Why's that?
G: Haven't you been following the story? He's been accused of doing all kinds of things. Like apparently, he took illegal payments connected to that new national sports stadium.
H: Right.
G: Not that he's admitted to doing anything. He just apologised for 'causing the government difficulties'.
H: Right. So what else has he been accused of?

5
I: Did you see that thing in the paper about Real Madrid wanting to sign Geraldinho?
J: I know. It's bad news for our team, isn't it? Apparently, he's refused to play in any friendly matches before the start of the season.
I: Well, that's that then! This is going to be a terrible season. We needed to buy a top midfielder, not sell one!
J: Well, Real are supposed to be offering 40 million, which will help.
I: Maybe. But who are we going to get to replace him?

5 71 Organise the class into pairs. Ask them to say which phrases from Exercises 1 and 2 they remember hearing on the first listening.

- Play the recording. Ask students to note down any more words they hear, then check again with their partner. Once students have a few phrases noted down, they should be able to work in pairs to summarise the news stories.
- In feedback, elicit the story summaries from different pairs, or provide your own summary and ask students if theirs was similar.

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Answers
1 splitting up / having an affair (the couple were splitting up because he had had an affair)
2 gone bankrupt / expand / be taken over (the company was taken over and the new management said the plant was too expensive to run, so they were moving production abroad)
3 stab, victim (someone was stabbed to death in a crowded place in the middle of the day, and the murderer got away)
4 resign (the deputy president resigned after being accused of taking illegal payments / corruption)
5 sign (Real Madrid want to sign Geraldinho, which means the speakers' team will lose him)

6 Organise the class into new pairs. Ask students to choose a conversation, read it out loud in their pairs and try to continue it. You could model this activity with a reliable student first if you wish, modelling how to ask questions to keep the conversation going.
• Once students are talking, monitor and note down interesting language or errors which you can focus on in feedback.

GRAMMAR Reporting verbs

Aim
to check students' understanding of how to use reporting verbs to introduce what was said or to summarise what was said

7 Read through the information in the Grammar box as a class. Then organise the class into pairs to categorise the sentences.
• Monitor and note how well students can recognise patterns. Tell students to concentrate on the forms they aren't sure about when checking their answers using the Grammar reference on page 185. Have a brief class feedback and discussion session and deal with queries.

Answers
1 *announced / claim* + clause
2 *promised / offered / refused* + *to* + infinitive
3 *accused / admitted / apologised* + preposition + *-ing*

G Students complete Exercise 1 in the Grammar reference on page 186.

• Ask students to compare their answers with a partner and justify their choices. You could start students off by eliciting the answer to number 1. When eliciting answers, ask why, and reiterate the basic grammar rules as you work through the exercise.

Answers to Exercise 1, Grammar reference

1 to increase	4 it didn't know	7 not to eat
2 of cheating	5 to tell	8 to say
3 to travel	6 to lower	

8 Organise the class into pairs to think of examples. You could start them off by eliciting one or two in open class.
• In feedback, make sure students are trying to use reporting verbs with the correct patterns, and prompt students to correct themselves if they make any errors.

Answers
Students own ideas. Encourage them to think of criminals or well-known figures who are accused of things, leaders and ministers who announce things, and celebrities and footballers who tend to apologise a lot.

G For further grammar practice, see Exercise 2 in the Grammar reference on page 186.

Answers to Exercise 2, Grammar reference
1 apologised for being
2 threatened to fire me if
3 refused to sign
4 encouraged me to apply for
5 I shouldn't go out
6 promised to pay

DEVELOPING CONVERSATIONS
Introducing and commenting on news

Aim
to practise using common patterns to introduce and comment on news

9 Read through the information in the box as a class.
• Organise the class into pairs to put the words in order. Elicit the first answer as an example. Elicit answers in feedback.

Answers
1 on Twitter about that tennis player (note that *James Jenkins* needs to come immediately after the words *tennis player*, and not after *Twitter*)
2 on YouTube of the prime minister trying to dance
3 on TV about them building a new airport
4 on the news about the murder near here
5 on the Times website about Shaynee Wilson getting arrested

10 Ask students to work individually to match the responses to the questions. Let students compare their answers in pairs.
• In feedback, you could provide answers and ask students what clues helped them reach their answers, or you could play the recording in Exercise 11 to confirm the answers.

Answers
a 3 b 5 c 4 d 2 e 1

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Pronunciation

Aim
to practise the falling intonation in tag questions to show agreement

11 72 Play the recording. Students listen and check their answers to Exercise 10.

72
1
A: Have you seen that thing on Twitter about that tennis player, James Jenkins?
B: Yeah, what an idiot. Apparently, it's been retweeted a million times already.
2
A: Have you seen that video on YouTube of the prime minister trying to dance hip-hop?
B: Yeah, it's so funny, isn't it? Apparently, it was from before he went into politics, though.
3
A: Did you see that thing on TV about them building a new airport?
B: Yeah, it's good news, isn't it? Apparently, it's going to create 1,000 jobs.
4
A: Did you see that thing on the news about the murder near here last night?
B: Yeah, it's awful, isn't it? Apparently, the victim was quite young.
5
A: Did you see that thing on the Times website about Shaynee Wilson getting arrested?
B: Yeah, it's sad, isn't it? The media are obsessed with that woman.

12 Organise the class into pairs to practise reading the conversations. Monitor and make sure students are attempting a falling intonation over the tag question.

Background language notes for teachers: tag questions

We use tag questions with a falling intonation when we expect the person we are talking to to agree with us. It is a way of keeping a conversation going in a supportive and interested manner. If we use rising intonation, it becomes a real query in which we genuinely expect the person we are talking to to either confirm or contradict what we are asking.
You may need to remind student of the rules for forming tag questions with the verb *to be*. We turn the order of the statement into question order, and follow a positive statement with a negative tag, so following a statement using *It is* ..., the tag will be *isn't it?*

13 Give students time to read through the sentences and think about how they might respond. You could elicit some adjectives and phrases students could use (e.g. *sad, disappointing, quite a surprise, awful, really funny, ridiculous, good news, worrying*, etc.).

- When students are ready, they practise conversations in pairs. Go round and correct errors, and pay particular attention to the students' intonation patterns.

Optional extra activity Write up five recent news headlines – perhaps from celebrity or local news stories – and ask students in pairs to improvise conversations based on the headlines.

Conversation practice

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

14 This is an opportunity to bring together different parts of the lesson and for students to practise talking about the news.
- Ask students to think of recent news stories and to prepare questions. You could support students by eliciting major news stories that have been on recently, and reminding them of the types of questions in Exercise 9. Monitor and help students prepare their ideas.

15 When students are ready, organise them into groups of four or five. Tell them to sit in a circle and to take turns to talk about the news. One person should start with the question they prepared. Set a time limit (five minutes) and ask students to try to keep the conversation going as long as they can, and to try to use new language.
- In feedback at the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Write three headlines from this morning's news on the board. Ask students to discuss the stories in their groups.

30 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

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I'VE NEVER HEARD OF HIM
Student's Book pages 144–145

Communicative outcomes
In this two-page spread, students describe famous people and what they achieved.

Speaking

Aim
to introduce the topic of the unit; to get students explaining who famous people are

1 Organise the class into groups of four or five to discuss the people in the photos. It is a good idea to model the phrases in the box first for pronunciation and intonation.
- In feedback, elicit who students think the people are but don't confirm or reject any answers yet.

Vocabulary Explaining who people are

Aim
to introduce phrases used to explain who people are

2 Give students a moment to read through the words in the box. You could drill them for pronunciation (they all have stress on the first syllable apart from *mathematician* and *dictator*). Elicit the answer to the first gap in the sentences. Ask students to work in pairs to complete the sentences and match them to the photos.
- In feedback, elicit answers, and check that students know what the job titles in the box mean.

Answers
1 scientist
2 activist
3 politician
4 founder
5 athlete
6 mathematician
7 doctor (could be scientist too)
8 artist
Photos: left to right: Martina Navratilova, Kemal Ataturk, Pedro Alonso, Marie Curie, (second row) Nelson Mandela, Salvador Dali

3 Ask students to discuss the meanings of the words and phrases in pairs. Students should be able to work out the meanings from the context. However, you could either let them check words they aren't sure about in dictionaries, or you could check the meanings with definitions, synonyms and concept check questions in feedback.
- Once students understand the words, ask them to think of two or three other famous people that they could describe with the phrases. Pair one pair with another pair to compare their descriptions before eliciting a few in open class.

Background language notes

campaigned for = argued and demonstrated (in a political way) in favour of
responsible for = guilty of (in this context) because it was something that he did, planned or gave permission for
led the struggle = was the leader in the fight
he's seen as = he's considered to be
dominated the sport = was better and more famous than anyone else

Optional extra activity Organise the class into pairs. Ask one student in each pair to turn round so that they can't see the board. Write a list of five famous people on the board. Choose people your students will know well (athletes, politicians, scientists, etc.). Student A must describe the people without saying their name. Student B must guess who they are.

Listening

Aim
to give students practice in listening for specific information; to create a context for new language

4 73 Give students time to read the questions carefully. You could find out whether your students know anything about the famous people mentioned. Play the recording. Students listen and note their answers for each conversation.
- After playing the recording, ask students to work in pairs to compare answers.
- In feedback, elicit answers from the class, and ask students what else they learned about the people, and what else they know.

Answers
1 Garibaldi
1 They ask who the statue is.
2 unifying Italy
3 Italy
4 He was part of the liberation struggle in Brazil and Uruguay.
2 Comenius
1 It's the name of a European scheme to give grants for teachers, which one of them has done.
2 He was a writer about education / the father of modern education.
3 He was Czech / from Czechoslovakia.
4 He wanted education for girls as well as boys / more active learning (doing things, not learning by heart).
3 Eddy Merckx
1 One of them wants to visit a metro station that has his name.
2 He was a cyclist (greatest of all time).
3 Belgium
4 He set the hour record, his bike is in the station.

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4 Magritte

1 One speaker suggests going to the Magritte museum.
2 He was a surrealist painter.
3 Belgium
4 He painted pictures of office workers falling from the sky, and a picture of a pipe called 'Ceci n'est pas un pipe'.

73

1

A: Who's the statue of?
B: That's Garibaldi.
A: Garibaldi?
B: You've never heard of him?
A: No, I don't think so. Who was he?
B: He was a military leader in the nineteenth century who helped unify Italy. He's like a national hero. He fought in South America as well. He was part of the liberation struggles in Brazil and Uruguay. I think his first wife was even Brazilian. I'm surprised you haven't heard of him.
A: Well, I'm not really interested in history.

2

C: You've been away, haven't you?
D: Yeah, I went to Germany as part of a Comenius project.
C: Comenius project?
D: Yeah, it's a European Union scheme which provides grants to teachers so that they can go on courses or set up partnerships with other schools abroad.
C: Sounds interesting. I've never heard of it. Why Comenius then? What does that mean?
D: He was a Czech writer who wrote about education. Apparently, he's seen as the father of modern education.
C: Oh yeah? I've never heard of him.
D: Well, to be honest, neither had I before I went on this course. He sounds incredible, though. He was writing in the seventeenth century, but even then he was arguing for education for both boys and girls.
C: Really? Wow! That was very radical.
D: Yeah, and he was against just learning by heart, you know. He wanted kids to learn by actually doing things and he encouraged them to think for themselves. He was really ahead of his time.
C: He sounds it.

3

E: So what are you going to do while you're in Brussels?
F: Work mainly, but I'm hoping to go to the Eddy Merckx metro station while I'm there.
E: Really? Why do you want to go there?
F: It's where they have Eddy Merckx's bike, which he used to set the hour record.
E: What? What are you talking about?
F: Eddy Merckx? He's like the greatest cyclist of all time! They named the metro station after him and it has all kinds of memorabilia there.
E: Oh right.
F: You've never heard of him?
E: Er ... no. And you're not planning to go anywhere else, like the Magritte Museum?
F: Magritte?
E: The surrealist painter. He was the guy that did pictures of office workers raining down from the sky.
F: It doesn't sound familiar.
E: 'Ceci n'est pas une pipe?'
F: Sorry, you've lost me.
E: You must know it! It's one of his paintings. It's a picture of a pipe and underneath it says, 'This is not a pipe' in French. You'd recognise it if you saw it. It's really famous.
F: Yeah, well, so is Eddy Merckx, but you didn't know him!

5 Organise the class into pairs to think of examples of the various things. Go round the room and check students are doing the task and prompt them if necessary.

- Ask each student pair to work with another pair to share their ideas.
- In feedback, ask different pairs to give their examples. Use the opportunity in feedback to look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the discussion.

Optional extra activity Tell students about your experiences of going to places where there is a reference to famous people. For example, in New York, Madison Avenue and Washington Bridge are named after presidents, and there is memorabilia at Strawberry Fields, the John Lennon memorial in Central Park.

GRAMMAR Defining relative clauses

Aim

to check students' understanding of how to use defining relative clauses

6 Read through the first part of the Grammar box with the class. Then organise the class into pairs to read the sentences and underline the relative clauses. Once students have done this correctly, ask them to work individually to complete the rules. Let students compare their answers in pairs.

- Feed back on the answers, or ask students to find and check the answers in the Grammar reference on page 186.

Answers

b who wrote about education.
c where they have Eddy Merckx's bike.
d whose strength and skill inspired millions around the world.
e that Mandela was in prison.
1 who
2 which
3 that
4 whose
5 where

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Students complete Exercise 1 on page 186 of the Grammar reference.

Answers to Exercise 1, Grammar reference
1 d 2 f 3 b 4 e 5 a 6 c

Background language notes for teachers

Note that a defining relative clause defines the noun of the main clause, or adds essential information about it, e.g. in the sentence, *She's the woman who works in the grocer's*, the relative clause is essential if we want to know which woman is being referred to.
That can be used instead of *who, which* or *when*, and is often preferred, especially in place of *which*, in short, colloquial sentences.
Note that we can omit *who, which, when* or *that* altogether when it is the object of the clause, e.g. *It's a scheme which / that a lot of people use* or *It's a scheme a lot of people use*. Sentence *e* could be: *They left South Africa during the time Mandela was in prison.*

7 Ask students to work individually to cross out the incorrect words. Elicit the incorrect words in the first sentence to get them started. Let students compare their answers in pairs before discussing as a class.

Answers
1 who / that / ~~which~~
2 that / ~~who~~ / which
3 ~~who~~ / ~~when~~ / where
4 that / which / ~~where~~
5 ~~who~~ / ~~that~~ / whose
6 that / ~~who~~ / when
7 ~~when~~ / where / ~~that~~
8 whose / ~~who~~ / ~~which~~

8 Give students two or three minutes to think of a person for each category. Go round and help with ideas and with spelling and pronunciation of the names and places in English. Make sure all students have at least a few people or places to describe before moving on to Exercise 9.

9 Organise the class into groups of four or five. Ask students to take turns to test each other. You could model the activity with a reliable student, using the example in the course book. When students are ready, ask them to start talking. Set a time limit of five minutes or so.

- At the end, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

For further practice, see Exercise 2 in the Grammar reference on page 186.

Answers to Exercise 2, Grammar reference
1 which / that
2 whose
3 who / that
4 which / that
5 where
6 which / that
7 which / that
8 when / that

Optional extra activity 1 Note down all the errors you heard during the discussions on a piece of paper. Photocopy the piece of paper and ask students to correct the errors for homework or in the next class.

Optional extra activity 2 In 2002, the BBC held a poll in the UK for the top 100 Britons. The final top six were: 1 Winston Churchill, 2 Isambard Kingdom Brunel, 3 Princess Diana, 4 Charles Darwin, 5 William Shakespeare, 6 Isaac Newton. If your class knows anything about British culture, or you are in the UK, write the list on the board. Ask students to say why they are famous and why they think they are in the top six. Ask students to think of a top three for their country and explain it.

Web research activity Ask students to find out about famous people. They could find out the top five great people in their country, or find out or about the top six in the UK, or about the people in the lesson. Alternatively, they could find out about another famous person and present their findings to the class in the next lesson.

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THE FAME GAME
Student's Book pages 146–147

Communicative outcomes
In this two-page spread, students will read about and discuss fame and how to get famous.

Reading

Aim
to give students practice in reading for the general understanding of a text, and to interpret information; they will study chunks of language in an article

1 Start by asking students if they would like to be famous. Ask why or why not and elicit suggestions. Ask students to read the introduction of the article and discuss the questions with a partner.
- In feedback, elicit ideas and write up any interesting comments or predictions from the class, which you can refer to again once students have read the article.
- Work with what the students say here, and remember that the article will provide some answers. However, some possible answers are given below to help prompt students:

Possible answers
People want to be famous because: they think fame equals money, glamour, friends, and relationships; young people see the lives of famous people like pop stars and rock stars to be more desirable than, for example, senior management figures; the media constantly presents fame as a positive and exciting thing; being famous seems more possible nowadays because of mass media and the internet.
Problems include the emotional stress of being in the public eye, body issues, taking drugs and drink, getting into financial trouble, having a breakdown when the fame goes away.
Some good ways to become famous are: going viral, performing as a singer or actor, doing something positive to help other people or to raise money.
Some bad ways to become famous are: commit a crime, act badly on the Internet.

2 Ask students to read through the six topics carefully. Then tell them to read the main article and find which section mentions each topic. Let students compare their answers in pairs before discussing as a class.

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

3 Ask students to discuss the things mentioned with their partner. Tell them to refer back to the article to find the names and read round them to check their answers. Go round the room and prompt and help if necessary.
- In feedback, ask different pairs to tell the class why the different things were mentioned. Note that this is an opportunity to further practise relative clauses.

Possible answers
1 When you date a famous person you get on the front page of gossip magazines.
2 Shows like *X Factor* are a kind of karaoke.
3 Kurt Nilsen was a winner of his country's *Pop Idol* and then *World Idol*.
4 Howard Davies-Carr is the man who uploaded a short film that went viral.
5 YouTube is a website which shows clips that people have uploaded.
6 Paris Hilton has very rich parents which is why she is famous.
7 Golda Bechal is the woman who left a fortune to a couple who had been friendly to her when she was lonely.
8 Kuldeep Singh is the guy who saved several peoples' lives by removing a bomb.
9 The Zimmers were the band which was formed by old people.
10 The Who wrote the original song which the Zimmers performed.

4 Organise the class into groups to discuss other people who have become famous in the ways discussed in the article.

Teacher development: cultural references

When a text makes a lot of cultural references, there is a danger that your students will be a little lost simply because they have never heard of the people, the songs or the films referred to. Be aware of this when preparing and carrying out this lesson. Here are three tips:
1 Be prepared. Bring in pictures of the famous people mentioned in the text, for example.
2 Deal with likely problems in the lead-in. In Exercise 1 above, students have to think of celebrities who have found fame hard. This is an opportunity to introduce names from the text – Paris Hilton, The Who and their song *My Generation* could be mentioned and explained.
3 Ask for examples from the students' own experience. There are opportunities to do this in the exercises in the spread. It is important to make a text relevant by asking students to talk about their own context.

Culture notes

- *X Factor* and *Pop Idol* are very popular programmes on TV on Saturday nights in the UK. They are basically singing competitions in which wannabe singers perform and are eliminated week by week until there is a winner. Both formats originated in the UK, but have spread around the world. In the US, *American Idol* is very popular.
- Kurt Nilsen won Norway's *Pop Idol* in 2003 and the one-off international *World Idol* in 2004. He continues to be successful performing pop and country music in Norway.
- Paris Hilton, who was born in 1981, is an American socialite and actress. She is the great-granddaughter of Conrad Hilton, the founder of Hilton Hotels.

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- Golda Bechal was a Londoner who was 89 when she died and left a fortune to a couple who had befriended her. Golda's family took the couple to court, but were only able to win back 1 million of the money Golda gave away.
- The Zimmers began on BBC TV in 2007 and are thought to have the oldest band members in the world (although, inevitably, both their original lead singers have died since they were launched). Zimmers refers to *zimmer frames* (walking aids for the elderly).
- The Who formed in the 1960s, and are one of the most iconic bands in UK history. *My Generation*, first released in 1965, is one of their classic songs.

5 Students work individually to complete the sentences with the correct form of the words in the box, then underline the key words that go with them. Check the answers with the class.

Answers
1 that **option** isn't available to
2 follow in his **footsteps**
3 is no **barrier** to
4 got out of **control**
5 left me a house in her **will**
6 **saved** my life
7 **forward** the email from
8 one in particular **caught** my eye
9 **repay** your kindness
10 **came into** a lot of money

6 Students work in pairs to talk about their own life using the phrases from Exercise 5 (see the full phrases in the answer key).

Speaking

Aim
to practise language from the lesson in a free, communicative, personalised speaking activity

7 Ask students to work in groups of three or four to read and discuss the quotations.

8 Ask groups to join with another group and decide together which is the best quotation.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, or pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Ask groups to come up with their own quotation about fame or fortune.

Web research activity Ask students to find out who said the famous quotes in Exercise 7 and see if they can find other examples, e.g. Schopenhauer said *Wealth is like sea-water,* and Andy Warhol said that *everyone will be famous for fifteen minutes.*

VIDEO 8: BEE THERAPY
Student's Book page 148

Aim
to find out about an unusual kind of health treatment; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing

1 Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the questions and read about acupuncture, histamines and multiple sclerosis. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board. Use mime or examples to check *tingling* and *numbness*.

2 31 Explain that as students watch the video, they should take notes about the words in Exercise 1.
- Play the first part of the video (to 1.47).
- Let students compare their notes in pairs, and explain how the words connect to bees.

Answers
Acupuncture: many think that bee-sting therapy is based on the practice of acupuncture.
Histamines: the body responds to bee stings with a flood of histamines.
Multiple sclerosis (**MS**): people are having bee sting therapy to fight multiple sclerosis.
White blood cells are produced by the body in response to a bee sting.

3 31 Organise the class into pairs to discuss why the things are mentioned. Play the video again so that they can check.

Answers
1 In bee sting therapy, the patient may be stung dozens of times.
2 Sho Wan Chen was bedridden for six months.
3 Cheng Ye Chen has practised bee sting therapy for twelve years.
4 He treats 200 patients. Sho Wan Chen receives over 200 stings a week.
5 He sacrifices 6,000 honey bees every week.
6 / 7 After 600 bees, you will look five years younger.
8 The pain lasts for one hour.

4 31 Give students time to read the eight sentences first and predict content from the sentences.
- Play the second part of the video (from 1.48 to 3.46).
- Students watch and decide if the sentences are true or false. Let them compare their answers in pairs.

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Answers
1 T
2 F (it was not a mild form)
3 T
4 F (*sudden improvement*)
5 F (it has not been cured, but it has improved)
6 T
7 T (*it will take years of study*)
8 T (*for the first time in more than a year, she feels she can resume living*)

5 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to read the questions then put them in groups of four or five and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Understanding fast speech

6 31 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students listen and compare what they said.

7 Encourage students to practise saying the extract several times.

31
Voiceover: Today in Taiwan, people from all walks of life are choosing to be stung by bees – often dozens of times in one sitting. Sho Wan Chen is battling multiple sclerosis, a disease which slowly causes the body's nerves to deteriorate.
Sho Wan Chen: For six months, I was bedridden. I could not move. I would have symptoms of tingling and numbness in my hands. It was excruciating pain.
Voiceover: Then, Sho Wan heard about bee sting therapy. For help, she turned to Mr Cheng Ye Chen, bee sting therapy master – a trained master who has practised bee sting therapy for twelve years. Every week, Mr Chen and his assistants treat 200 patients and sacrifice 6,000 honey bees. The results, he says, can be astounding.
Cheng Ye Chen: After 600 bees, you will look five years younger than your contemporaries.
Voiceover: But can bee stings really help Sho Wan fight multiple sclerosis? She began an intensive course of therapy, receiving over 200 stings a week for months on end. Honey bees only sting once and they die soon after. But even separated from the bee, the stinger continues to inject venom into its victim. The body responds with a flood of histamines and white blood cells, and soon the area becomes hot, red, swollen and itchy.
Sho Wan Chen: He gives me one sting. I don't even have time to feel the pain before he stings me again, and the pain lasts for one hour.
Voiceover: Many think it is based on the 5,000-year-old practice of acupuncture, a proven treatment for pain.
Part 2
Although today Mr Chen sees bee acupuncture as a labour of love, even he once considered it taboo. In fact, like most of us, he was afraid of bees. 30 years ago, Mr Chen was an executive for a textiles company. Then his wife began to suffer from arthritic pain so severe she couldn't cook or even stand up straight. Western medicines didn't do much good, but when she told her husband she wanted to get stung by bees, he thought the idea was ridiculous.
Cheng Ye Chen: Naturally, as an educated man, I was against it. We just did not understand bees.
Voiceover: But Mr Chen completely changed his mind when he saw his wife's sudden improvement.
Cheng Ye Chen: After three months, her red blood cell count increased. Her headache disappeared. I was so surprised, I decided to dive into this mysterious treatment and collect all the information that I could.
Voiceover: Mr Chen vowed to devote his life to bringing bee sting therapy to others. After six months of bee sting therapy, Sho Wan Chen has seen a dramatic change. She insists the therapy has relieved her multiple sclerosis and given her a new lease on life. While most western-trained doctors would likely say her illness is in remission, Sho Wan is convinced the stings have helped her walk again. It will take years of study before we'll know whether bee stings can relieve arthritis, or multiple sclerosis, or even the common cold. But whether Sho Wan's recovery is in her head, or her hands and feet, for the first time in more than a year, she feels she can resume living. A therapy most of us would find taboo, is allowing her to face the future with renewed hope.

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REVIEW 8
Student's Book page 149

Aim
to consolidate vocabulary and grammar from Units 15 and 16

1

1 that / which	7 kept / started
2 announced	8 if / whether
3 were	9 why
4 would	10 for
5 offered / promised	11 about
6 following / next	12 not

2
1 insisted on paying
2 (finally) admitted to cheating
3 the place where / which is the place where
4 too quickly
5 (that) everything would be OK

3

1 where	5 refused
2 when / that	6 (all correct)
3 who / that	7 she'd help / to help
4 (all correct)	

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

7
news stories: introduce a policy, bankrupt, have an affair, call a ceasefire
illness: high blood pressure, under a lot of stress, sore throat, go on medication
accidents: get bruised, slip over, crash, badly burned

8

1 consciousness	6 irritation
2 modernise	7 addictive
3 agreement	8 liberation
4 infectious	9 curable
5 allergic	10 treatment

9

1 temperature	6 injection
2 nasty	7 antibiotics
3 dizzy	8 fluids
4 virus	9 heart
5 clear	10 will

74 and answers to Exercise 4
1 I've been under a lot of stress lately.
2 Hopefully, it's just an upset stomach.
3 They asked if I was allergic to anything.
4 He's never apologised for saying what he said.
5 It didn't happen during the time that I worked there.
6 She's been accused of stealing money at work.

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AN INTRODUCTION TO WRITING IN *OUTCOMES*

In this section we will look at two broad reasons for writing in a foreign language: to practise and play, and for the real world. We explain what we mean by them and how they may differ in teaching, tasks and feedback.

Practice and play The first reason for writing in a foreign language is simply to practise new language, experiment and learn more English. Writing may have significant benefits for students learning English. In contrast to speaking, students have time to plan what they want to say; they can look words up in a dictionary, they can check and rewrite grammar and they may be more able to notice how English works. That might then give benefits in terms of their overall competence in English. Writing for the purpose of practice and play does not depend on any particular genre or standard organisation in writing; it could be short sentences, paragraphs, dialogues, etc.; it could be about anything the student wants or it could be on a theme the teacher chooses; it could be random connections of sentences – true or imagined. Some grammar and vocabulary tasks in the Student's Book are of this nature, with students having to complete sentences using their own ideas. Below are some more tasks. The ideas focus on revising language, but it doesn't have to be so. Here are some ideas your students could try:

- Write a diary about your day, trying to include new words or structures that you've learnt.
- Write five to ten lines of English every day about anything you like.
- Write every day / week about a story in the news you saw or read about.
- Write a poem or story using a new word you've learnt.
- Write a conversation based on one you had with someone during the class.
- Write an imagined conversation with someone you know based on a topic you've studied.
- Write an imagined conversation that takes place in a particular place.

As these kinds of writing tasks are unconnected to any particular genre, they require no 'teaching' or preparation, and can be set at any time. In terms of feedback, you may want to simply write a personal response to what the student wrote such as, *This really made me laugh* or *That's interesting*. Alternatively, you could engage in a dialogue with the student by asking them genuine questions, which they answer in writing. You may want to correct aspects of the key structure or words that they practised, or use common errors from different students as a way to re-teach language in class. However, we feel correction should be kept to a minimum with these kinds of texts. The aim is not assessment, it is to encourage students, to engage with them and get them to play with language.

For the real world The second broad reason for writing is that students need to write a specific kind of text for an assessment or for a 'real life' task such as sending an email. These texts are generic in some way. They often have specific vocabulary (including large chunks or expressions) or grammar connected with them. They also have rules about the way they are presented, how they are paragraphed and ordered and other aspects of discourse. The problem for foreign learners of English is that these rules of discourse might be different in their languages. Unlike speaking, where listeners might accept errors because they can see other things to help interpret the message, with writing a reader may misunderstand a message or even be offended when the rules or conventions of a genre are broken. For this reason, students need careful preparation for writing such texts, and feedback should be more thorough.
The writing lessons in the Student's Book aim to provide this careful preparation. They are based on genres commonly tested in international exams such as PET, FCE and IELTS, or on functional writing tasks we may perform at work or when studying in an English-speaking context.

What's in *Outcomes* writing lessons?

Each double-page spread teaches a different style of writing. You can follow them in any order or do them after every two units in the main Student's Book. The lessons contain:

Speaking The lessons aim to be interactive. Speaking activities provide a warmer, relate to the topic, discuss the text types or may be part of planning for writing.

Writing The writing sections present model texts. While there may be some basic comprehension questions around these, the main focus is noticing useful language for the genre and how the texts are organised.

Key words This section focuses on words / expressions which link sentences and clauses and give texts coherence. They follow a similar pattern to grammar exercises, with a short explanation or guided questions and a controlled practice.

Vocabulary and grammar There are often short grammar or vocabulary sections if there is a close relation to the text type. Note there's *no* link to the Grammar reference.

Practice This is a task for students to write a similar kind of text to the one they looked at in **Writing** and try to incorporate some of the other language they have learnt in the unit. This section can be set as homework or be done in class. Doing the practice in class can be interactive, particularly if using a 'process writing' approach.

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Process writing
Process writing approaches focus on the fact that good writers often go through several stages to produce a good piece of writing. They may:

- brainstorm ideas
- write a plan
- write a draft
- discuss their draft with someone
- write a second draft
- put it through a spell-checker
- have corrections made by someone
- write the final draft.

Obviously, we don't always go through these stages when we write, but in the case of our students, having different stages and allowing for more than one draft gives more opportunity for teaching and learning. In fact, brainstorming and planning stages are often included in **Practice** or at some other stage of the lesson. However, there is no reason why any of the stages above shouldn't be done in pairs in class. Another way you might want to incorporate a process approach is to give the **Practice** task for homework *before* they do the actual writing lesson. They then rewrite their work in light of what they learn.

Marking and feedback
There are a number of options available to teachers to mark and give feedback on students' writing.

Using symbols You can mark essays using symbols above the inappropriate word or grammar. Here are some examples:

- t = wrong tense
- wf = wrong word form (e.g. noun not adjective)
- col = wrong collocation (e.g. the noun is the right meaning but doesn't go with the verb)
- voc = you have the wrong word (it makes no sense here)
- prep = you need a different preposition
- pl = plural is wrong or should be plural
- sp = wrong spelling
- wo = the word order is wrong
- art = the article is wrong or absent.

The idea of doing this is to make students notice their errors and try to find answers. You could do this as pairwork in class. It may help them to become more aware of their common errors and edit their own work more carefully. The difficulty is that mistakes don't fit neatly into categories and students may still get the language wrong. You should mark the text again.

Re-formulation You may simply want to cross out and rewrite things that are 'wrong' in the text. This may have the advantage of teaching students the correct language (though note they may still be unclear *why* it was wrong). It may also be time-consuming for you and demoralising for students if they see lots of crossing out.
In this case – and indeed with all cases of teacher feedback – you need to strike a balance. At Intermediate level, students should already be able to write connected texts on a range of familiar subjects, connecting sentences and ideas together in simple ways and organising their ideas. You may need to reformulate ideas and give more guidance where students are attempting more complex sentences. With other text types you may also need to help students with the standard phrases and organisation related to the genre.

Content and structure When you mark the texts you could ignore 'grammar' and individual vocabulary mistakes and focus only on whether the writing answers the question and is organised well. You simply write comments on the writing or at the end. This is often quicker for you, the teacher.
Marking this way trains students to appreciate the importance of these aspects of writing over basic 'accuracy'. Readers in fact will often ignore mistakes if the overall structure of the text is clear and the content is relevant, logical and / or interesting.
However, students will want to know if their writing is correct unless you clearly warn them beforehand that you'll only deal with content and structure.

Peer correction Students can also give feedback. Get them to read each other's writing and evaluate the texts and / or suggest changes. To do this they really need a 'mark scheme', this could be a list of statements they tick or adapt such as:

- *I enjoyed this.*
- *I wanted to know more about …*
- *I didn't understand the bit about …*
- *You used some words / grammar I didn't know how to use.*

Another way is to give them marking criteria from an established source such as the FCE exam. Check they're not too difficult for your students.

The advantage of peer correction is that it's interactive and based on genuine readers' responses. It's also easy on the teacher! However, it is not so good for dealing with language, apart from general statements, as students may not trust each other's judgement – often with good reason! However, it is a useful stage and may save you time by reducing mistakes or inconsistencies before you come to mark the texts.

Writing and portfolios

Whichever way you choose to correct the students' texts, we suggest you get students to rewrite them. This would guarantee that the students focus on their errors and produce an improved text which they could then keep in a portfolio. Portfolios of work are recommended by the Common European Framework of Reference (CEFR) and can provide evidence of students' progress and level.

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WRITING LESSONS ANSWER KEY

1 KEEPING IN TOUCH
Student's Book pages 150–151

1

(Accept any reasonable ideas the students may offer. The following are some suggestions about the different ways of keeping in touch.)
email: easy and convenient (you can write at any time of the day or night); it can be impersonal
phone: more personal, you can have a proper two-way conversation and respond to the other person's mood and situation, but it can be difficult to find a time to ring that is convenient for you and the other person
Facebook (or similar): a good way to share photos and news with people, you can respond quickly with a short comment, you can keep in touch and see what your friends are doing; it can be very public and you need to be careful what you say
WhatsApp (or similar): it's easy to share photos, videos, etc. but you have to give your phone number, so it is not very secure.

2

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

3

1 written, been
2 last
3 Guess
4 Anyway, are, moment
5 of, times
6 soon, news

5

There are often different ways that the sentences can be joined. In most cases, either of the clauses can come first, depending on the context.

1 I started a new job last week, and I'm also moving house.
2 As well as studying a lot, I'm training hard for a marathon.
3 My brother is living with me at the moment so I'm busy looking after him, too.
4 Apart from being busy at work, I helped to organise my mum's 50th birthday party.
5 As well as going to Germany on holiday, I went to Sweden for a conference recently.
6 Quite a lot of bad things have happened, but I have some good news, too.

7

1 had
2 was
3 were
4 were
5 didn't
6 were
7 hadn't
8 was

8

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

2 SHORT EMAILS
Student's Book pages 152–153

2

1 Just a quick note to remind you
2 Just a quick note to say I'm sorry
3 Just a short email to say thank you
4 Just a quick note to let you know
5 Just a quick note to ask
6 Just a short email to tell
7 Just a short note to say congratulations

4

1 Just a quick note to ask if you could do me a big favour.
2 Just a quick note to say I'm sorry I missed you while you were in Paris.
3 Just a short note to say congratulations on your exam results.

6

1 Have you changed your mobile or **have you** lost it or something?
2 I've got my exams next month and **I** am already really worried about them.
3 I hope **that** this is OK with you and **that this** won't cause too many problems.
4 I will talk to Rose on Thursday and **I will** ask her what I missed, but please do let me know if there's anything urgent I need to do or **anything I need to** know about before then.

7

1 We left Sydney on Friday night and arrived in Hong Kong on Saturday morning.
2 I really want to send one of the photos to my mum and burn some of the other photos onto a CD.
3 Don't worry about missing class tomorrow or taking time off if you need to.
4 Don't feel you have to wear a suit to the party tonight or bring a present.
5 I'm going to Prague tomorrow and Pisa on Friday, so I won't be at the meeting on Thursday or at work for the rest of this week.
6 I thought the story was great and the acting was really good, but I didn't really like the ending and some of the songs.

8

1 Yours faithfully, Yours sincerely
2 Kind regards, All the best, Many thanks, Yours
3 Love, Lots of love, Cheers for now

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3 STORIES
Student's Book pages 154–155

2

1 c 2 a 3 d 4 b

rushing = moving very fast (in this case wind or air)
floating = supported on water, air, etc. (usually used of something very light, e.g. *a leaf was floating on the water*)
edge = where something ends (e.g. *the edge of a table, the edge of a cliff*)
cord = a string (especially one that you pull or tie, e.g. on a parachute, to switch on a light, etc.)

3

1 had said
2 seemed
3 was beating
4 was thinking
5 screamed
6 was really flying
7 opened
8 landed

5

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

7

1 We were just about to leave when they gave us a table.
2 I was just about to give up and go home when I saw him walking towards me.
3 I was just about to go to bed when the doorbell rang.
4 Just as we were walking towards our car, a police car suddenly drove up and stopped right in front of us.
5 Just as we were starting to think the holiday was going to be a disaster, the sun came out.

8

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

10

1 rushed
2 slammed (note the spelling with double consonant)
3 stared
4 grabbed (note the spelling with double consonant)
5 shouting
6 crept (note the irregular past form)
7 whisper

4 MAKING REQUESTS
Student's Book pages 156–157

2

1 buy it for me now
2 you could give him a ring
3 you could translate this letter
4 if you could possibly send me
5 when everything will be ready to collect

4

1 1 made
2 think
3 soon
2 1 say
2 chance
3 love
3 1 busy
2 favour
3 be
4 1 let
2 wondering
3 All

5

1 a client writing to a hotel (or other accommodation); *Many thanks*
2 a friend; *thank you*
3 an acquaintance / old friend that he has lost touch with; *I'd be really grateful*
4 a friend; *I'd be really grateful*

Most of the requests seem quite reasonable, except for the one in email 3. Olaf has obviously not been in touch with Margot for some time, so it seems rude that he is contacting her now because he wants a favour. A 20,000-word dissertation is a long document, so this is a big favour and he is not offering to pay her for her time.

6

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

9

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

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5 FORMAL EMAILS
Student's Book pages 158–159

1
a meeting: arrange a date that is convenient for most people, book a room / venue, produce an agenda / information, notify everyone
a wedding: book a venue for the party, book the officials for the legal ceremony, organise catering (a meal, a cake, etc.), book a band / musicians, organise clothes (buy a dress, rent suits, etc.), order flowers, send out invites
a group excursion: arrange a convenient date, agree a place to go, organise transport, book a place to eat, etc.
a conference: book a venue, organise / book speakers, organise equipment, book catering, organise publicity and send out information
a party: book a venue, book a band / musicians, organise equipment, book catering, send out invites

2
The request seems reasonable and is politely phrased, but Ms Roberts might not agree to the change, e.g. because of health and safety issues, the need for risk assessment, or other issues that we don't know about. Simon tries to persuade her by being very polite and thanking her for her hard work. He is very positive about other aspects of the trip. He points out that 10 out of 14 students are keen to go to the Grand Prix, and the others don't mind going. He offers to pay for the cost, and suggests an alternative date for the zoo.

3
Possible paragraph breaks:
before *Firstly*, before *However*, before *We can take*, before *We are sorry*, before *Yours sincerely*

4
1 Dear Ms Roberts,
2 I am writing, we are all very much looking forward to it, there is a motorcycle Grand Prix, we are scheduled, we are sure the zoo is really nice, they do not mind, it is only 30km, you would have to come with us, We are sorry, we are all very keen to go
3 we were wondering if we could possibly ...
4 on behalf of, we are scheduled to, Alternatively, currently, this causes any inconvenience, we very much appreciate it.
5 Yours sincerely

5
I am writing on behalf of ...
can we say thanks for all your hard work ...
On the whole, it looks great ...
we were wondering if we could possibly suggest ...
Currently, we are scheduled to ...
Alternatively, we could ...
We are sorry if this causes any inconvenience ...
we very much appreciate ...

6
1 I am writing on ... of
2 can we / I say ... for all your hard work
3 On the
4 were ... if we could possibly
5 Currently, we are ... to
6 we could
7 are sorry if this causes any
8 we very much ... it

7
1 Although / But, although / but, Although
2 However

8
1 Although
2 However
3 but
4 Although
5 however

9
1 Giving all the participants a souvenir is a nice idea, but it might be a bit too expensive.
2 Although I personally like rock music, some of those attending might prefer something different.
3 The menu for the dinner looks great. However, I think we should have a better option for vegetarians.

10
1 putting together
2 last-minute
3 swap
4 full
5 exciting
6 include

6 REPORTS
Student's Book pages 160–161

3
However, this is rarely used.
More could be done with the cinema
so it could be used in winter.

4
1 could (*the council could provide a wider range ..., they could do drama ...*)
2 why not (*why not show regular films ...?*)
3 should (*the council should consider*)
4 could + passive (*More could be done with the cinema, it could be used in winter*)

5
1 number
2 hang
3 courts
4 runs
5 rarely
6 wider
7 done
8 subsidise
9 consider

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

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7 OPINION-LED ESSAYS
Student's Book pages 162–163

2

Accept students' reasonable ideas. The following are some suggestions.

Cars are good because:

1 They are convenient and take you from door to door.
2 You can use them to get to places where there is no public transport.
3 They are private and comfortable.

Cars aren't good because:

1 They are expensive to run (petrol, tax, insurance, etc.).
2 They cause more pollution if they are used to transport one person.
3 Driving long distances is tiring and stressful. / There is a lot of traffic and congestion on the roads.

5

1 Personally
2 Firstly
3 Secondly
4 thirdly
5 However
6 obviously
7 Otherwise
8 In conclusion

6

1 *The number of cars on our roads has increased a lot over the last twenty years. Traffic is getting worse and worse every year and we are slowly running out of oil.*
2 *I do not believe they are.*
3 paragraph 2 and start of paragraph 3
5 *it is worth asking, There are several reasons why cars remain so widely used, they allow one, It is time to, car users may, other options must be explored*
6 *has increased, is getting, it is worth, I do not believe,* etc.

7

1 longer and longer
2 more and more
3 worse and worse
4 cheaper and cheaper, less and less
5 Fewer and fewer, older and older

9 Possible answers

As more and more information is made freely available on the internet, fewer and fewer people are prepared to pay professionals in conventional jobs like journalism, publishing, etc.

As people eat more and more fast food, they are also eating less and less healthy food such as fresh fruit and vegetables. As a result, there are higher and higher levels of obesity and health problems are getting worse and worse.

10

1 c 2 d 3 a 4 e 5 b

8 REVIEWS
Student's Book pages 164–165

2

1 hilarious
2 moving
3 scary
4 gripping
5 uplifting
6 entertaining

3

1 set
2 acted
3 written
4 filmed
5 directed
6 chosen

5

3 Life is beautiful: present simple; Seven psychopaths: present simple; 12 years a slave: mainly present simple, one past simple verb
4 No, the review just gives you an idea what the story is about (otherwise it would spoil the film).
5 strangely uplifting, superbly written, beautifully filmed, thoroughly entertaining, well-chosen, increasingly unclear, extremely moving, incredibly well acted

6

1 during (followed by a noun)
2 (both)
3 While (followed by a clause)
4 During (followed by a noun)
5 when (followed by a finished action, not a continuing action)
6 While (followed by a clause)

7

1 b, e
2 a, d
3 c, f

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GRAMMAR REFERENCE ANSWER KEY

1 FIRST CLASS
Student's Book pages 166–167

Auxiliary verbs

Exercise 1

1 Are
2 Do
3 were you
4 Have
5 Have
6 did
7 have you been
8 has

Exercise 2

1 isn't
2 don't
3 doesn't
4 'm not
5 didn't
6 aren't / 're not
7 hasn't
8 wasn't
9 haven't
10 hasn't

Narrative tenses

Exercise 1

1 b
2 Not needed
3 Not needed
4 e
5 a
6 Not needed
7 Not needed
8 f
9 Not needed
10 d
11 Not needed
12 c

Exercise 2

1 was teaching
2 had learnt
3 weren't saying
4 looked
5 hadn't used
6 became
7 made
8 started

2 FEELINGS
Student's Book pages 167–168

Linking verbs

Exercise 1

1 Do you understand? You still look ~~like~~ a bit confused.
3 I had to tell him the bad news. I felt ~~as if~~ terrible afterwards.
4 Don't eat that. It tastes ~~like~~ really disgusting.
6 She sounded ~~like~~ quite upset the last time I spoke to her.
8 Do you think this dress makes me look ~~like~~ fat?
(Sentences 2, 5 and 7 are correct)

Present simple and present continuous

Exercise 1

1 I usually just work, I'm doing, I start, finish
2 normally work, I'm working, are decorating
3 I answer, make, we're holding, I'm sorting out

Exercise 2

1 I'm having
2 (correct)
3 (correct)
4 He still owes
5 I'm just looking
6 I'm going to
7 I prefer
8 (correct)

3 TIME OFF
Student's Book pages 168–169

Future plans

Exercise 1

1 I'm going to (*I have to* is wrong because it says *I can't wait*)
2 Both are correct and basically mean the same thing here.
3 Both are correct and basically mean the same thing here.
4 of going (*thinking to go* is grammatically wrong)
5 what are you doing (we don't use *what will you do* like this, to ask about plans in near future)
I might (*I'm going to* is wrong because it says *I haven't decided yet*)
6 for (we use *for* after *plans*)
I'm not doing and *I'm not going to do* are both correct and basically mean the same thing here.
7 Both are correct and basically mean the same thing here.

Exercise 2

1 I'm going to be, I'll get
2 I'll come
3 I'm going to visit, I'll text
4 I'm going to go, I'll see
5 are you going to do, I'll call

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Present perfect simple

Exercise 1

1 1 have (ever) visited
2 was
3 moved
2 1 have been
2 went
3 have been
4 weren't
3 1 have been
2 have never been
3 was
4 planned
5 didn't have
4 1 have you (ever) been
2 have only been
3 was
4 did you think
5 Did you like
6 didn't see
7 was
8 have spent

Exercise 2

1 No, I haven't, but it's supposed to **be** good. Is it?
2 Yeah, ~~he's actually rung~~ **he actually rang** me about ten minutes ago to talk about it.
3 Yes, I have, actually. ~~I've been~~ **I went** shopping there yesterday – and guess what? I bumped into Rick while I was there.
4 No, but ~~I like to~~ **I'd like to**. I've heard it's really good.
5 No. ~~What it's~~ **What's it** like?
6 No never, but ~~I always want~~ **I've always wanted** to ever since I was a kid.
7 Yeah! I ~~went~~ **have been** there loads of times. It's one of my favourite restaurants.
8 No, but ~~I'll go~~ **I'm going** there next week.

4 INTERESTS
Student's Book pages 169–170

Habit and frequency

Exercise 1

1 hardly **ever**
2 not ~~much~~ **that** / **very** often
3 once ~~a~~ **every** two weeks (*once **a** week*, but *every three months / five minutes*, etc.)
4 ~~twice or once~~ once or twice
5 ~~Always I go~~ I always go
6 Whenever I ~~will~~ get the chance.
7 Not as much ~~how~~ **as** I should.
8 Not as much as I used **to.**

Exercise 2

1 never used to let me / never let me
2 goes
3 don't see
4 used to study, don't need
5 used to spend, go

Present perfect continuous and past simple for duration

Exercise 1

1 have you been doing
2 were you
3 's been skiing, I went
4 haven't been going
5 Since
6 haven't had, since, for

Exercise 2

1 I've been doing these exercises ~~during~~ **for** three years. I usually do them for an hour a day.
2 ~~From~~ **Since** the accident, it has taken a long time to recover my confidence.
3 ~~I'm~~ **I've been** studying Chinese for six years now, but I can still only have very basic conversations.
4 My grandparents have been married ~~since~~ **for** fifty years and apparently they've never argued once.
6 I banged my head during the game and I've ~~been having~~ **had** a headache since then.

5 WORKING LIFE
Student's Book pages 171–172

Must and *can't* for commenting

Exercise 1

1 must, am
2 must, do
3 can't, Actually
4 be, Not, was
5 want, don't

Exercise 2

1 I bet he was furious.
2 I bet they aren't making any money.
3 I bet that isn't very interesting.
4 I bet he's earning good money.
5 I bet she wasn't feeling very well.
6 I bet that wasn't much fun.
7 I bet you're pleased about that.
8 I bet you were driving too fast.

Talking about rules

Exercise 1

1 you're not allowed to
2 Are you allowed to wear
3 I'm supposed to
4 Do you have to
5 We aren't supposed to
6 You're not really supposed to
7 We are allowed to
8 I have to, I'm allowed to

Exercise 2

1 aren't supposed to leave
2 is not permitted
3 have to be
4 only allowed to smoke
5 must / have to turn off
6 I'm supposed to be

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6 BUYING AND SELLING
Student's Book pages 173–174

Comparisons

Exercise 1

1 as long
2 bigger, better
3 more expensive, as heavy as, easier
4 as cheap as, higher
5 important than
6 larger, easier, as difficult
7 more expensive than
8 as thin, heavier, more efficient

Exercise 2

1 as big as
2 as heavy as
3 as expensive as
4 as slow as
5 as busy

Noun phrases

Exercise 1

1 cow leather
2 beautiful Turkish rug
3 from
4 son's wife
5 a Real Madrid shirt
6 for
7 tacky plastic toys, street market
8 with, of

Exercise 2

1 (correct)
2 sisters' (not sister's – there are two of them!)
3 ~~for~~ **to** keep (just *to*, not *for to*)
4 beautiful Italian silk tie (not *Italian beautiful*)
5 my parents' house (not *house of my parents*)
6 some cheese **from** this area (not *of this area*)
7 cartoon of superman **on** it (not *in it*)
8 (correct)

7 EDUCATION
Student's Book pages 174–175

Future time clauses

Exercise 1

1 After I leave school / I've left school next month, I might go away for a few weeks.
2 Once the course finishes / has finished, I'll have to start paying back all my debts.
3 Are you going to look for a job when you move to Germany?
4 I'm not going to go out until my final exams have finished / I've finished my final exams.
5 I'll call you back right after the lecture has finished.
6 He said he's going to burn all his notes the moment he graduates / he's graduated.
7 I'll call you as soon as I hear / have heard from my boss.
8 I start university in September. I'll need to work part-time while I am studying to help pay for everything.
9 I'll need to start looking for a job before I graduate in the spring.

Exercise 2

1 if
2 finish
3 when
4 once
5 has finished
6 as long as
7 start
8 as soon as

Zero and first conditionals

Exercise 1

1 need
2 might
3 fail
4 I forget
5 tell
6 are not working
7 ignores
8 unless

Exercise 2

1 (correct)
2 If he **finds** a job
3 (correct)
4 Your students **won't** behave
5 what **will you** do
6 I **won't** / **won't be able to** finish ...
7 **unless** you revise properly
8 If you **don't** have your passport ...

8 EATING
Student's Book pages 175–176

Generalisations and *tend to*

Exercise 1

1 tend
2 In
3 normally / usually
4 normally / usually, not
5 rule, hardly
6 don't, generally
7 whole
8 any

Second conditionals

Exercise 1

1 was, would cancel
2 were, might enjoy
3 would do, happened
4 would be, were
5 would only go, were

Exercise 2

Sentences 2, 4, 7 and 8 are correct.

1 I ~~will~~ **would** really miss eating fried chicken if I were a vegetarian!
3 I wouldn't eat tripe even if you~~'d pay~~ **paid** me!
5 They ~~would can~~ **could** make more money if they started stocking more foreign food.
6 If I ~~would be~~ **was** better at cooking, I might invite people round for dinner more often.
9 I wouldn't ask you if I ~~wouldn't~~ **didn't** really need your help.
10 If I ~~am~~ **were** you, I'd just do what it tells you to do in the book.

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9 HOUSES
Student's Book pages 176–177

Present perfect simple and present perfect continuous

Exercise 1

1 (both)
2 has grown (continuous form less likely with *dramatically*)
3 has introduced (probably not something that happened repeatedly or continuously)
4 (both, though *been leaving* may be more common)
5 has increased (by 6%, so it is a finished change)
6 have been improving (it is a slow change so we emphasise duration: *have improved* is not incorrect, but is less likely)
7 have moved (3 times – each is a finished event)
8 I've moved (more likely with *recently*, which suggests it is completed)

Exercise 2

1 been
2 since
3 gradually
4 by
5 risen, recent
6 have, in / over, last

Comparing now and the past

Exercise 1

1 It's far **more** multicultural than it was ten years ago.
2 It wasn't **as** nice as the last time we went there.
3 There aren't as **many** people living here as when I was a kid.
4 There's less unemployment **than** there used to be.
5 There are more restaurants than **there** were before.
6 The area isn't as working class as **it** used to be.
7 There isn't as **much** pollution round here since the government tightened the laws.
8 There didn't use to be as many shops here as there **are** now.

Exercise 2

1 used to be
2 were
3 do
4 did
5 can
6 is

10 GOING OUT
Student's Book pages 178–179

Quantifiers

Exercise 1

1 little (based on the sentence that follows, although *no* is also grammatically correct)
2 few
3 any (*much* is also possible)
4 some
5 lot (followed by *of* so can't be *few*)
6 all / many
7 some
8 every
9 much
10 few (= not many)

Exercise 2

1 few of us went
2 were so many people
3 be no food
4 is very little
5 many of the

The future in the past

Exercise 1

1 1 to
2 would
3 was
2 1 were
2 would
3 1 were
2 would
3 stay

Exercise 2

1 not going to go out
2 than I thought it would
3 it would rain / was going to rain
4 said he would help
5 they wouldn't increase taxes
6 I would definitely be

11 THE NATURAL WORLD
Student's Book pages 179–180

Past ability / obligation

Exercise 1

1 managed to
2 couldn't
3 could
4 could, managed to
5 had to, couldn't
6 couldn't, had to
7 couldn't, managed to
8 couldn't, had to

Passives

Exercise 1

1 attended
2 be used
3 been discovered
4 been managed
5 receive
6 aren't taxed
7 don't expect
8 is spent
9 been earned
10 pay

Exercise 2

1 was discovered there
2 it is subsidised by
3 been badly polluted
4 could be done
5 which is being built
6 trees being cut down

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12 PEOPLE I KNOW
Student's Book page 181

Used to, would and past simple

Exercise 1

1 used to have (*would* is not used with the state *have* as in 'owning')
2 (both possible: every summer)
3 was (not *would* to talk about state)
4 (both possible: asking about habit)
5 (both possible)
6 (both possible)
7 (both possible)
8 sold (single event)
9 got (single continuous event)
10 decided (just one decision)

Expressing regret using *wish*

Exercise 1

1 had
2 hadn't
3 hadn't
4 had
5 hadn't
6 had
7 hadn't
8 had

Exercise 2

1 I hadn't started smoking
2 I had asked her
3 you'd told me
4 I hadn't been so hard on my children
5 I had kept in touch with them (or hadn't lost touch with them)
6 I'd moved when I had the chance

13 JOURNEYS
Student's Book pages 181–182

Third conditionals

Exercise 1

1 would've called, had had
2 wouldn't have come, had known
3 hadn't left, wouldn't have tripped
4 wouldn't have got, hadn't died
5 could've / would've (both fine) set up, had stayed, wouldn't have been
6 hadn't been, would've / could've caught (both fine)

Exercise 2

1 If you'd asked me earlier, I could **have** come yesterday, but I didn't have time to rearrange my meeting.
2 If we ~~would~~ **had** set off at ten instead of eight, we would've missed the rush hour.
3 (correct)
4 I don't know what I would've ~~did~~ **done** if I hadn't come here.
5 (correct)
6 If there **hadn't been** a traffic jam, I might've got there on time.
7 We wouldn't have got lost if we'd **been** given better directions.
8 My career would have ~~been~~ ended if I hadn't had that operation.

Should have

Exercise 1

1 shouldn't have let
2 should've taken
3 should've gone
4 shouldn't have tried
5 should've told
6 shouldn't have been

Exercise 2

1 should've set off / left
2 n't have left it
3 should have come to the
4 should've been told
5 should've been looking
6 shouldn't have been driving / going so

14 TECHNOLOGY
Student's Book pages 182–183

Articles

Exercise 1

1 Technology (*The technology* is also possible if the sentence is talking about a specific technology that has already been mentioned)
2 The technology
3 a games designer
4 computers
5 China
6 at work
7 The man, the Internet, England
8 The main thing, people
9 a very popular game, a kid
10 the truth

Exercise 2

1 (correct)
2 I always hated ~~the~~ Science when I was at school.
3 I can't call you at the moment because I'm in ~~the~~ **class** / **a class**.
4 ~~The~~ **Copper** is an incredibly important metal used in computer manufacturing.
5 (correct)
6 He works for **a** big computer company in Moscow.
7 I bought it when I was in **the** United Arab Emirates for work last year.
8 I've always loved ~~the~~ gadgets.

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Infinitive and *-ing* forms

Exercise 1

1 Playing
2 developing
3 to look after
4 to give
5 to find out
6 messing around, talking
7 studying, to get
8 to prevent, getting

Exercise 2

1 travelling
2 going
3 to meet
4 going
5 to lose
6 to email
7 talking
8 losing

15 INJURIES AND ILLNESS
Student's Book pages 184–185

Adverbs

Exercise 1

1 I need to give you an injection, but you'll **hardly** feel it.
2 **Amazingly**, he's never had a day off work because of illness in 40 years.
3 I have been very tired **lately**. / **Lately** I have been very tired.
4 I was walking **quite carefully**, but I still slipped.
5 **Unfortunately**, I broke it **badly**, so I had to have an operation. / I broke it **badly**, so I had to have an operation, **unfortunately.**
6 I was **really** lucky I didn't hurt myself more **seriously**.
7 I **sometimes** wish I didn't have to get up **early**. / I wish I didn't have to get up **early sometimes**.
8 **These days** they can do the operation **very quickly.** / They can do the operation **very quickly these days.** **Apparently**, You'll only be in the hospital for an afternoon.

Reported speech

Exercise 1

1 was suffering
2 had had
3 would take
4 had qualified
5 was / would be
6 had stopped

Exercise 2

1 if anything like that had / has ever happened before
2 if it hurt
3 how I thought it had happened
4 if I was (am) free to come again the following week / next week (both possible and fine here, depending on the context)
5 how I'd managed to do
6 me if I'd lost … he had seen
7 if I ever have (had) problems sleeping
8 (me) if I had any other questions I wanted to ask (him)

16 NEWS AND EVENTS
Student's Book pages 185–186

Reporting verbs

Exercise 1

1 to increase
2 of cheating
3 to travel
4 it didn't know
5 to tell
6 to lower
7 not to eat
8 to say

Exercise 2

1 apologised for being
2 threatened to fire me if
3 refused to sign
4 encouraged me to apply for
5 I shouldn't go out
6 promised to pay

Defining relative clauses

Exercise 1

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

Exercise 2

1 which / that
2 whose
3 who / that
4 which / that
5 where
6 which / that
7 which / that
8 when / that

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TESTS

UNIT 1 TEST

GRAMMAR

1 Complete the sentences with the correct form of the auxiliary verbs *be, do* and *have*. Use negative forms when necessary.

1 What exactly _____ you do for a living?
2 _____ your company based here in the south-east?
3 How long _____ Harry been working there?
4 I _____ know that you had applied for that job.
5 I _____ studying French at university when I met Laura.
6 Jeff _____ learnt much about the subject yet.
7 _____ Rob go to work earlier than usual this morning?
8 What _____ you two talking about when I came into the room?

/ 8

2 Choose the correct option.

1 Conal *fell / was falling* off the ladder while he was painting the ceiling.
2 Anna was really upset because she *was forgetting / had forgotten* to bring her ballet shoes.
3 Halfway home, Tom realised he *didn't fill / hadn't filled* the car with petrol.
4 Dan *broke / was breaking* his arm in three places.
5 Martha knew all about the place because she *went / had been* there before.
6 Two actors *performed / were performing* on the stage when the ceiling collapsed.

/ 6

3 Complete the story with the correct past form of the verbs.

Last Tuesday, while I [1] _____ (stand) in a queue at the post office, I [2] _____ (open) my purse two or three times, just to check that the two twenty pound notes my father [3] _____ (give) me the week before [4] _____ (be) still there. When I [5] _____ (reach) the front of the queue, I [6] _____ (look) in the purse once more, but the cheque [7] _____ (miss). Where [8] _____ it _____ (go)? [9] _____ I _____ (drop) it? I [10] _____ (turn) round and [11] _____ (see) a man who [12] _____ (hold) the note in his hand. 'Is this yours?' he said.

/ 12

VOCABULARY

4 Complete each list with one word from the box.

French	a twin	a warehouse	an engineer
separated	Germany	Law	travelling

1 an only child the oldest of three the youngest _____
2 Poland Russia Greece _____
3 knitting winter sports literature _____
4 an office a college a factory _____
5 married divorced single _____
6 Medicine Economics Engineering _____
7 English Swahili Japanese _____
8 an IT consultant a translator a scientist _____

/ 8

5 Choose the correct word to complete each sentence.

1 I'm _____ with Russian. I find it so hard to learn the alphabet.
a mastering b expressing c struggling
2 Amy has a strong _____. Where's she from?
a fluent b accent c accurate
3 It's not that hard to get _____ on holiday with just a little bit of English.
a by b up c over
4 I picked _____ a bit of Portuguese in Brazil.
a on b for c up
5 Bilingual kids speak two languages _____.
a fluently b expressly c masterly
6 I can't _____ myself very well in Spanish.
a master b express c accurate

/ 6

6 Complete the sentences with the words in the box.

interest	time	question	research	basic
evidence	growing	terms	allow	opportunities

1 A central _____ of modern physics concerns how the universe actually began.
2 Fortunately, the _____ numbers of primates in the forest is a cause for optimism.
3 Two factors that _____ scientists to be successful are great facilities and reliable funding.
4 Jill can hold a _____ conversation in Swahili already, after only ten lessons.
5 You missed nothing of _____ at the meeting. It was really dull.
6 In _____ of its appearance and markings, the sparrow is an unremarkable bird.
7 I don't believe there is sufficient _____ to prosecute Smith for these crimes.
8 Further _____ on the brain has shown that Anderson's theories are correct.
9 _____ to travel have never been so good thanks to low-cost airlines.
10 Bacon performed experiments at a _____ when few others had any understanding of science.

/ 10

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UNIT 2 TEST

GRAMMAR

1 Complete the sentences with *as, like* or – (if no word is necessary).

1 Your dress looks _____ really nice.
2 It sounds _____ you had a great time on the trip.
3 Petra looks _____ if she's seen a ghost.
4 The plot seems _____ a bit dull and boring to me.
5 Unfortunately, the cake I made tastes _____ an old shoe.
6 Your coat smells _____ funny.
7 Danny is just _____ his father.
8 It sounded _____ if people were a bit disappointed by the performance.

/ 8

2 Choose the correct option.

1 Sue and Jo *meet / are meeting* up later today.
2 I *don't agree / am not agreeing* with anything you say.
3 On Saturdays, I *usually go / am usually going* to judo classes.
4 What sort of equipment *do you need / are you needing*?
5 This weekend, we *stay / are staying* in a small farmhouse in the country.
6 I *fly / am flying* to New York every month for work.
7 Susan *doesn't believe / isn't believing* in ghosts.
8 How often *do you play / are you playing* golf?

/ 8

3 Complete the email with the present simple or continuous form of the verbs in brackets.

Hi Dani

Hope you're well, and thanks for your email. Believe it or not, I [1] _____ (write) to you from a service station on the M1 motorway. We [2] _____ (drive) down from Scotland to visit my brother and his wife in Abingdon, a small town near Oxford in England. We _____ (go) there every summer, and [4] _____ (usually / stay) with them for a couple of weeks. Actually, we [5] _____ (only / stay) for a few days this year because I [6] _____ (need) to get back to Scotland for work, but it'll still be fun. Fortunately, my brother [7] _____ (have) a really big house, so there's lots of room for everyone. Ken [8] _____ (wave) to me from the queue. I [9] _____ (not know) why he wants my attention, but I must go and see what he wants! I hope you [10] _____ (still / enjoy) your job!

Write soon.

Susie

/ 10

VOCABULARY

4 Match each word 1–7 with the word a–g which is most similar.

1 tired	a pleased
2 worried	b fed up
3 angry	c down
4 bad	d exhausted
5 happy	e stressed
6 bored	f furious
7 depressed	g guilty

/ 7

5 Choose the correct option.

1 I'm fed up *by / with / about* sitting in this office all day.
2 Jenny was surprised *over / in / by* all the support she got from well-wishers.
3 Sally was pleased *with / over / in* her time, but not happy about finishing last.
4 Don't feel guilty *of / with / about* leaving me here on my own.
5 Andy gets so stressed *about / for / in* everything.
6 I'm *on / at / in* a really good mood today.
7 I feel bad *about / of / with* shouting at Stuart.

/ 7

6 Complete the sentences with the correct adjective form of the verbs. Use an *-ed* or *-ing* ending.

1 That film was so _____ (depress). I feel like crying.
2 I'm really _____ (disappoint) about missing your wedding.
3 We'd probably find some of their habits really _____ (shock).
4 Andy's _____ (bore) with having to sit there all day.
5 The course seems _____ (confuse) at first, but you soon realise it isn't so hard.
6 One of the most _____ (annoy) things is the insects which keep you awake at night.
7 Some pedestrians were _____ (shock) after witnessing the accident.
8 Climbing the mountain was _____ (exhaust) but it was a fantastic achievement.
9 That was probably the most _____ (disappoint) meal I've ever eaten.
10 I'm _____ (please) you came, it was lovely to see you again. Drive home safely.

/ 10

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UNIT 3 TEST

GRAMMAR

1 Complete the sentences with the words in the box. Use each word once.

won't	going	have	might	thinking
meeting	to	of		

1 What are you _____ of doing once you've finished the course?
2 I can't come because I _____ to help out at the college tomorrow.
3 We probably _____ see you again until we get back.
4 Susie's _____ to retake the exams she's failed.
5 What time are you _____ John?
6 I _____ come round later if I have time, but it depends.
7 Joe's thinking _____ changing jobs.
8 When are you going _____ finish painting those walls?

/ 8

2 Write sentences from the prompts.

1 Peter and I / think / watch / a film later.
_____

2 How / she / going / explain this to Cathy?
_____

3 What time / I / have / get there?
_____

4 We / probably / see you later.
_____

/ 8

3 Complete the text with the past simple or present perfect simple form of the verbs.

I [1] _____ (not visit) many interesting places in my life. I [2] _____ (go) to Paris for a long weekend a couple of years ago, but, so far, I [3] _____ (not see) the canals of Venice or the skyline of Manhattan, or anywhere else interesting for that matter. Last summer, my family and I [4] _____ (spend) the summer by the sea in Wales. It [5] _____ (pour) down every day, and we [6] _____ (not have) anything to do except sit in cafes and watch the rain.
I [7] _____ (buy) myself a map of the world, which I look at every day, and I'm making a list of places I'd like to go to, including places that few people [8] _____ (ever / hear) of. I [9] _____ (decide) that one day I'll be an explorer or a travel guide so that I'll be able to go to all the places that I [10] _____ (dream) of seeing.

/ 10

VOCABULARY

4 Choose the correct option to complete the phrases.

1 a lively street _____ market / ruin / park
2 a modern art _____ town / gallery / stall
3 a theme _____ lake / town / park
4 market _____ stalls / palace / parks
5 exciting night _____ ways / life / times

/ 5

5 Match the words in the box to the descriptions.

gallery	mosque	ruins	palace	castle
lake	market			

1 You can hear the call to prayer from there in the morning.
2 There's an exhibition of paintings on here.
3 A recently restored 17th-century building with a grand dining room.
4 Why not hire a boat or go fishing here?
5 Climb the towers and thick walls of this medieval wonder.
6 You can buy inexpensive antiques at its stalls.
7 All that remains are a few broken walls.

/ 7

6 Match the words 1–7 with the definitions a–g.

1 humid	a a little bit cold
2 freezing	b really hot
3 pouring down	c hot and wet
4 chilly	d stopping raining
5 miserable	e extremely cold
6 clearing up	f grey and dull
7 boiling	g raining heavily

/ 7

7 Match the two parts of the sentences.

1 It'll be hot and sunny all week, so
2 What's the weather going to be like
3 The weather forecast said it'll be freezing, so
4 It's going to be chilly, so
5 They say it's going to be very windy, so

a don't leave any towels out or they'll blow away.
b I may get a suntan.
c you'll need a jumper later.
d next weekend?
e I'll probably get my winter clothes out.

/ 5

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UNIT 4 TEST

GRAMMAR

1 Complete the sentences with the words in the box. Use each word once.

like	hardly	used	quite	all	lot	get	that

1 I don't play tennis as much as I _____ to in the old days.
2 We go out a _____ because there's so much to do in London.
3 Whenever we _____ the chance, we drive north to see my family.
4 We _____ ever go to the cinema these days.
5 Jerry and I don't see each other _____ often nowadays.
6 We don't go there as often as we'd _____ to.
7 We cook _____ a lot now we have the new oven.
8 I call Mum _____ the time. It's so easy with Skype and it's good to keep in touch.

/ 8

2 Complete the sentences using the present perfect continuous form of the verb. Circle *for* or *since*.

1 Jill _____ (stay) in the cottage *for / since* a week.
2 Andrea _____ (not wait) *for / since* very long.
3 Ever *for / since* the summer, the twins _____ (learn) to sail.
4 'How long _____ you _____ (study) French' 'Oh, *for / since* last Christmas, I think.'
5 I _____ (sit) here *for / since* hours worrying about you.

/ 10

3 Complete the questions with the past simple, present perfect or present perfect continuous form of the verb. Use the present perfect continuous where possible.

1 A: How long _____ (you / have) that watch?
B: Oh, almost a year, I think. I love it.
2 A: How long _____ (Dan / spend) in Greece?
B: Three months. He went last May and came back at the start of August.
3 A: How long _____ (warm) up?
B: Only for five minutes. I think we need to warm up a bit more before we start.
4 A: _____ (Shelley / know) John for long?
B: No, not really. They only met a month ago but they seem to be in love.
5 A: How long _____ (you / support) Manchester City?
B: All my life. I'll support them until I die!
6 A: _____ (you / see) that new horror movie yet?
B: Yes, I have. It was great.
7 A: How long _____ (your grandfather / live) in that house?
B: All his life. He only died two years ago.
8 A: _____ (Karen / play) rugby?
B: Yes, she has. She's covered in mud – and injured!

/ 8

VOCABULARY

4 Choose the correct verb to complete each sentence.

1 Tim and I _____ for a run this morning.
a went b did c took
2 Sylvia _____ her first driving lesson yesterday.
a made b had c went
3 We decided to _____ to John's parents for dinner.
a do b make c go
4 We _____ in last night and watched TV.
a made b stayed c placed
5 Have you _____ any baking before?
a made b done c went
6 I _____ an early night last night.
a had b made c did

/ 6

5 Match the verbs 1–6 with the phrases a–f.

1 pull a an injury
2 get b backwards and hurt yourself
3 bang c a muscle
4 lose d your head on the floor
5 break e your arm in two places
6 fall f confidence in yourself

/ 6

6 Choose the correct word.

1 Andy sits in his armchair and never goes to the gym. That's why he's so *unfit / injured*.
2 My legs are really *pulled / stiff* after playing football for two hours yesterday.
3 It's not a serious *injury / hurt*. You'll be back playing in a week or two.
4 It takes a long time to *recover / replace* from a bang on the head.
5 I've had my foot *in / on* plaster for two weeks now.
6 Jo has *slipped / injured* her back and has to take it easy for a few days.

/ 6

7 Complete the sentences with the words in the box.

heavy	uplifting	catchy	bland
sentimental	depressing		

1 This song is so _____ that I can't stop singing it.
2 The film was so _____ that I felt sad and down for days.
3 It's a really dull, boring album – really _____ .
4 I love _____ rock because the guitars are so loud and the lead singers are wild!
5 The words are very _____ – romantic and sad but not very realistic.
6 I prefer _____ music that makes you feel you can change the world!

/ 6

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UNIT 5 TEST

GRAMMAR

1 Complete the responses with *must* or *can't*.

1 A: I work long hours but I'm happy to do extra hours for no money at the weekend.
B: You _____ really love your job! I _____ believe you do that!
2 A: I'm a single mum with three kids and a full-time job.
B: That _____ be easy! You _____ be exhausted most of the time.
3 A: I work in a small shop on my own at weekends. It's really quiet.
B: That _____ be so boring! I suppose you _____ get used to it.
4 A: I'm in charge of three different departments.
B: That _____ be demanding. You _____ have much free time, I guess.
5 A: My brother travels all over the world in his job.
B: He _____ see some amazing places, but I suspect he _____ get homesick sometimes.

/ 10

2 Choose the correct word.

1 Male office workers *must to / have to* wear a suit and tie.
2 We *can't / aren't allowed* to go home early.
3 You *can / must* send personal emails if you want to. The company doesn't mind.
4 We aren't *allowed / supposed* to use mobile phones in class. It's a very strict rule.
5 We *can't / don't have to* wear jeans in the office. It's against the rules.
6 I never do what I'm *allowed / supposed* to do. I always ignore the rules.

/ 6

3 Rewrite the sentences using the words in brackets.

1 We should request a day off in writing, but no one ever does. (supposed)
_____
2 You can't leave before five. (not allowed)
_____
3 What types of food can we eat on this diet? (allowed)
_____
4 Trainees should complete and return the forms. (supposed)
_____
5 Employees can wear casual clothes on Fridays. (allowed)
_____

/ 10

VOCABULARY

4 Match the words in the box to the job descriptions.

demanding	creative	stressful	varied
dull	rewarding	well-paid	competitive

1 I have so many different things to do in my job. _____
2 I earn a really high salary. _____
3 People in my company really try hard to be better than everybody else. _____
4 My job's great because I get to help people, learn new things, and it makes me feel good. _____
5 I'm under a lot of pressure and worried all the time. _____
6 Although I enjoy it, my work is difficult and I have to work hard and think quickly. _____
7 It's so boring – sometimes I just stare at the clock. _____
8 I have to be imaginative and make new things in my job. _____

/ 8

5 Match the verbs (1–5) with the collocates (a–e).

1 break	a to court
2 pay	b the law
3 take	c a fine
4 win	d against women
5 discriminate	e a case

/ 5

6 Circle the verb that does *not* collocate with the nouns in italics.

1 a enforce	b change	c fine	*the law*
2 a hire	b break	c fire	*employees*
3 a go to	b take to	c win to	*court*
4 a ignore	b insist	c introduce	*rules*
5 a fire	b reduce	c fight	*corruption*
6 a pay	b get	c break	*a fine*

/ 6

7 Correct the sentences by adding, crossing out or changing one word.

1 I'll never get used to live so far from home.
_____
2 These days, I used to getting up early.
_____
3 Paul's already get used to his new job.
_____
4 It's alright for Sue – she's used these long hours.
_____
5 I'm slowly get used to working here.
_____

/ 5

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UNIT 6 TEST

GRAMMAR

1 Complete the sentences with the words in the box.

as	than	almost	the	much	more	bit	of

1 My old phone isn't as good _____ this one.
2 Both TVs are twice the size _____ the one you have.
3 It's really expensive but _____ faster.
4 I need a cable that's thicker _____ those in the box.
5 The screen quality is _____ as realistic as that of a cinema.
6 Take advantage of some of the _____ exciting offers they have.
7 This phone seems a _____ easier to use.
8 It's _____ same size as all the others.

/ 8

2 Put the words in brackets in order to make sentences with comparisons.

1 My new car cost (twice / as / almost / as / much) my old one.
_____
2 I guess it's (lot / to / use / a / than / more / difficult) other sites.
_____
3 You'll get (better / with / than / this / slightly / reception) you would with the other one.
_____
4 These are (times / about / the / of / price / three) the older models.
_____
5 You can store (more / data / than / far) was once the case.
_____
6 Some of the other headsets are (tiny / expensive / bit / than / more / a) these.
_____
7 Simon's car is (a / more / quite / complicated / drive / lot / to / than) Harry's.
_____
8 At (twice / almost / the / price / average), it is the most expensive gadget on the market.
_____

/ 8

3 Rewrite the sentences. Put the words in brackets in the correct place before or after the underlined noun.

1 I bought a watch in an antique shop. (with a chain / old / lovely)
_____
2 I've got two vases upstairs. (handmade / in the loft / huge)
_____
3 I've hidden my girlfriend's handbag. (under my bed / leather / pink)
_____
4 At work, we have to wear a shirt on Fridays. (old-fashioned / with a pattern / tasteless)
_____
5 I hung the mask on the wall in my bedroom. (ancient / made of wood / green)
_____

/ 10

VOCABULARY

4 Choose the correct word to complete each sentence.

1 The battery doesn't _____ very long. It runs out quickly.
a last b offer c charge
2 Often you have to _____ a long contract to get a good deal.
a tap b take c sign
3 If you _____ me a good deal, I'd accept it.
a navigated b offered c upgraded
4 Plug the phone in there if it's out of power and you need to _____ it.
a charge b store c tap
5 Just _____ this icon and it will take you to the website.
a swipe b take c tap
6 Have you _____ many photos yet?
a made b taken c given
7 It's an easy website to _____ your way round.
a navigate b charge c store
8 You can pay by _____ your credit card over the machine.
a storing b charging c swiping

/ 8

5 Match each word 1–10 to the word a–j which is most similar.

1 bracelet	a scruffy
2 well-dressed	b necklace
3 colourful	c suits
4 t-shirt	d trousers
5 badly-dressed	e slippers
6 stripy	f trendy
7 jeans	g bright
8 goes with	h top
9 fashionable	i smart
10 sandals	j checked

/ 10

6 Answer the questions with the words in the box. There are two words you don't need.

pot	wood	scarf	magnet	wool
woven	mask	straw		

1 Which word describes a souvenir that we often put on the fridge door? _____
2 Which word is a material that comes from sheep? _____
3 Which word describes something you put over your face? _____
4 Which word is a material that comes from trees? _____
5 Which word describes something you wear round your neck? _____
6 Which word describes an object made from clay? _____

/ 6

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UNIT 7 TEST

GRAMMAR

1 Complete the sentences with the correct form of the verbs in brackets.

1 I'll help you once I _____ (eat) my sandwich.
2 After we _____ (clean) the room, we might go out.
3 As soon as we _____ (get) to the station, we'll buy a ticket.
4 What are you going to do when Kate _____ (get) here?
5 I might go for a swim once we _____ (reach) the beach.
6 Tidy up before mum _____ (come) home.

/ 6

2 Match the two parts of the sentences.

1 If I don't shout,
2 Ice melts if
3 It sounds good but what if
4 If you need any advice,
5 We'll get there by nine if
6 If I can't get into that college,

a I'll apply to another place.
b nobody listens to a word I say.
c you should call the helpline number.
d you leave it at room temperature.
e the train's on time.
f I don't like it?

/ 6

3 Complete the first conditional sentences with the correct form of the verbs.

1 The bomb _____ (explode) if we _____ (not defuse) it.
2 We _____ (provide) funding if you _____ (not have) enough to live on.
3 If the hotel _____ (be) full, we _____ (find) a place to stay at the campsite.
4 If George _____ (call), I _____ (let) him know what our plans are.
5 I bet Anna _____ (come) if you _____ (invite) her.
6 You _____ (not get) paid if you _____ (not finish) the job.
7 If the weather _____ (change), we _____ (go) down to the lake.

/ 14

VOCABULARY

4 Match the phrases in the box to the descriptions.

It's assessed	I'm keen	It's practical	It's encouraging
I'm struggling	It's demanding	It's relevant	

1 My course is too difficult and I'm not doing very well.
2 I'm really enthusiastic and excited about my course.
3 My course is difficult and I really have to work hard.
4 My course has tests and marked assignments and I get a grade at the end.
5 The course is all about doing things – there are no lectures.
6 My course is useful because it will help me in my career.
7 My progress on the course makes me feel positive about my abilities.

/ 7

5 Complete the compound nouns with a word from the box.

reputation	fees	school	requirements
problems	facilities	programme	

1 You have to pay school _____ .
2 The college has a very good academic _____ .
3 It was hard to meet the entry _____ .
4 The school has poor students with serious social _____ .
5 I'm halfway through a demanding Master's _____
6 They teach subjects in English and French at the bilingual _____ .
7 The university has excellent research _____ .

/ 7

6 Complete the sentences with the correct form of the word in brackets.

1 The course didn't meet my _____ (expect) so I pulled out.
2 Further _____ (improve) is required before we can give you a certificate.
3 The expert's _____ (analyse) found a number of problems.
4 I have no _____ (know) of Sally's whereabouts.
5 Tom is a _____ (specialise) in this area of marketing.
6 What's your _____ (interpret) of the film?
7 Look up the _____ (define) of the word in your dictionary.
8 What _____ (grade) did you get in the exam?
9 I don't know what the _____ (differ) is between these two problems.
10 Amy felt like a _____ (fail) when she got her poor exam results back.

/ 10

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UNIT 8 TEST

GRAMMAR

1 Rewrite the sentences using the words in brackets in the correct place.

1 We eat out three or four times a month. (tend)

_____

2 Amy cooks organic food at the weekend. (usually)

_____

3 We don't go to restaurants very often. (tend)

_____

4 Some of the restaurants don't open on Mondays. (normally)

_____

5 Restaurants in this area offer good value for money. (generally speaking)

_____

6 Spicy food isn't popular with younger people. (tend)

_____

/ 6

2 Put the words in order to make second conditional sentences.

1 we / more organic food / used / If / the environment / protect / we'd
If _____

2 eat / John / vegetables / would / only / the rest of his family / meat / so much / if / didn't / like
John _____

3 a / were / good / I / cook / If / open / a / restaurant / would / I
If _____

4 you / I / If / were / wouldn't / eat / that / I / cake
If _____

5 eat / it / all / of / The kids / wouldn't / taste / If / didn't / it / good
The kids _____

/ 10

3 Choose the correct option to complete the second conditional sentences.

1 If *you switched / you'd switch* off lights when you left a room, it'd save a lot of energy.
2 If people didn't eat so much, there *wouldn't be / won't be* an obesity crisis.
3 If people really cared about good quality food, they *didn't eat / wouldn't eat* so much fast food.
4 If you *donate / donated* your old clothes to the charity shop, you'd help the poor.
5 If restaurant critics *came / would come* here, they would be impressed.
6 If I were you, I *improved / would improve* my table manners.
7 What *did you say / would you say* if I told you that was the best meal I've ever had?
8 It wouldn't surprise me if he *ate / would eat* all of it.
9 Jack *drove / would drive* all the way from London to eat here if he knew how good the food was.
10 If I gave you a million dollars, what *did you do / would you do* with it?

/ 10

VOCABULARY

4 Complete the ways of cooking 1–7 with the details a–g.

1 boil	a on a barbecue
2 deep-fry	b in herbs and spices overnight
3 grill	c in a pan full of hot oil
4 roast	d in a pan of hot water
5 marinate	e in a little oil on a high heat
6 stir-fry	f in the oven
7 steam	g over boiling water

/ 7

5 Complete the sentences with the adjectives in the box.

greasy	sour	bland	tasty	filling
juicy	tender	raw	spicy	

1 This pudding is very _____. I can't eat any more.
2 These carrots are _____. You haven't cooked them at all.
3 Use _____ oranges, which, when you squeeze them, will produce a lot of liquid.
4 This tastes very _____. It's dull, tasteless food.
5 This steak is very _____. It melts in your mouth and is easy to eat.
6 I love _____ Indian food like curry.
7 The chips are _____ – they are still covered in oil.
8 Mmm. This is very _____. It has so much flavour!
9 Lemons can be very _____. They have a sharp taste.

/ 9

6 Match each phrase 1–8 with the phrase a–h which is most similar.

1 It's always deserted.
2 It only does seafood.
3 The food's very rich.
4 It's always packed.
5 It's very fancy.
6 The portions are very generous.
7 The service is outstanding.
8 The food is beautifully presented.

a Every table is booked night after night.
b The waiters are really good at their job.
c It's extremely posh.
d There is never anybody in.
e The food always looks great.
f They use lots of cream and sauces in the food.
g Apart from seafood, there's nothing else on the menu.
h You get lots to eat on your plate.

/ 8

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UNIT 9 TEST

GRAMMAR

1 Put the words in order to make present perfect simple or present perfect continuous sentences.

1 Sean / been / hours / long / working / has / this week
Sean _____ _____ .
2 met / you / Have / Sarah / before / ?
_____ before?
3 Anita / been / has / How / long / waiting / ?
How _____ _____ ?
4 Which / read / they / have / books / already / ?
Which _____ ?
5 hasn't / Wendy / done / any / yet / training courses /
Wendy _____ .
6 long / the phone / Tom / chatting / How / has / on / been / ?
How _____ ?

/ 6

2 Complete the sentences with the present perfect simple or present perfect continuous form of the verb. If possible, use the continuous form.

1 We _____ (look) at houses in this area for weeks.
2 I _____ (finish) filling in the application form. Now, I'm going out.
3 They _____ (not design) the interview tasks well. They are too difficult.
4 How long _____ (you / talk) to Dave?
5 Sally _____ (lose) her job five times.
6 The explorers _____ (travel) across Asia for over a month.
7 Henry _____ (look) for his gloves for an hour, but can't find them.
8 Paula _____ (leave) university and wants to get a job.
9 How long _____ (Emma and Joe / work) in the factory?
10 Pete _____ (see) the film twice.

/ 10

3 Complete the sentences with the words in the box. Use each word once.

fewer	than	as	much	so
used	less	more	before	in

1 The situation was _____ worse a few years ago.
2 Today, _____ people can afford mortgages than ever before. The number is declining.
3 This make is _____ popular with younger consumers than the others.
4 It's a tougher situation for consumers than ever _____ .
5 The problems are _____ much more difficult to deal with now.
6 Although there is significantly _____ pollution, it is still a problem.
7 There aren't as many people helping _____ there once were.
8 It's harder to deal with _____ I first thought.
9 Poverty was worse _____ the past.
10 It's more time-consuming to investigate the problem than it _____ to be.

/ 10

VOCABULARY

4 Match the words in the box to the definitions.

basement	attic	garage	central heating
patio	balcony	garden	open fire

1 the place where you keep the car: _____
2 the place at the top of the house where you keep things: _____
3 the system that keeps your whole house warm: _____
4 the place where you grow flowers: _____
5 the place where you sit outside: _____
6 the place below ground under the house: _____
7 the place that projects from the wall of a building, above the ground floor: _____
8 the place where you burn wood: _____

/ 8

5 Complete the social issues 1–5 with the words a–e.

1 the problems of climate	a gap
2 the growing crime	b prices
3 the problem of rising house	c change
4 the problem of the wealth	d rate
5 the rising cost of	e energy

/ 5

6 Complete the sentences with the words in the box.

due	because	mainly	of	to

1 Rising costs are _____ due to government policy.
2 The issue has come about because _____ a failure to take action.
3 Some think crime has increased _____ to poverty in the region.
4 It's only _____ of police action that crime figures are kept low.
5 Due _____ the latest crime figures, the government will be forced to take action.

/ 5

7 Match the adjectives 1–6 to their opposites a–f.

1 filthy	a smart
2 cramped	b clean
3 isolated	c well connected
4 rough	d spacious
5 lively	e expensive
6 affordable	f dead

/ 6

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UNIT 10 TEST

GRAMMAR

1 Choose the correct option.

1 Stephen hasn't got *some / no / any* money to pay for a taxi.
2 Almost *all / every / many* student got an A grade.
3 There are *few / much / lot* people in the college good enough to take that challenge.
4 We got almost *none / not / no* recognition for what we did.
5 *Most / Every / Many* funding comes from central government.
6 Do you have *much / many / all* money on you?
7 There is a *little / lot / some* of nonsense spoken about this issue.
8 We stayed up *most / much / all* night.

/ 8

2 Match the two parts of the sentences.

1 She said she'd
2 Jenny was going
3 We weren't
4 Did you hope she
5 What did she think
6 The forecast said

a to study Maths but she didn't get the right grades.
b it'd rain.
c come, but, in the end, she didn't.
d would do better?
e it would be like?
f going to help at first.

/ 6

3 Complete the sentences with the *going to* future in the past form of the verb.

1 Jack _____ (play) tennis but it started to rain two minutes before he walked on court.
2 We _____ (invite) Susan but she went away for the month.
3 What time _____ (they / get) there?
4 I've forgotten what I _____ (say).
5 We _____ (not have) a picnic until we saw how sunny it was.
6 Joe couldn't watch the band because he _____ (perform) on another stage a bit later.

/ 6

4 Complete the sentences with the *would* future in the past form of the verb.

1 Louise said she _____ (get) home late.
2 We thought we _____ (lose), but in the end, we played really well.
3 Fiona told me she _____ (come) over later.
4 I knew you _____ (hate) it.
5 Tom said he _____ (write) when he got there.
6 I thought they _____ (be) better.

/ 6

VOCABULARY

5 Match the words in the box to the definitions.

costumes	soundtrack	classic	thriller
landscape	plot	portrait	tragedy

1 an old film that everybody says you must see
2 the music of a film
3 the storyline of a play or a film
4 a play with an unhappy ending
5 a painting of a country scene
6 an exciting film
7 the clothes people wear in films and plays
8 a painting of a person's face

/ 8

6 Choose the correct part of the body to complete the idioms.

1 The children were making a mess at the party, but Amy turned a blind _____ .
a eye b ear c mouth
2 Tom was on his last _____ . He was exhausted but still had three kilometres to go in the race.
a feet b legs c knees
3 Don't talk behind my _____ ! It's rude!
a head b neck c back
4 The meeting got out of _____ . Everybody started shouting.
a hand b arm c shoulder
5 Will you give me a _____ ? I need some help.
a leg b back c hand
6 The handbag cost an arm and a _____ , but it's really nice.
a hand b leg c foot
7 Are you pulling my _____ ? I don't think it's funny.
a leg b arm c back
8 You must be tired. Sit down and put your _____ up.
a feet b legs c hands
9 When I suggested going for a walk, Sue pulled a _____ . I don't think she wanted to go anywhere.
a face b leg c finger
10 This old TV is on its last _____ . It may break down any time.
a feet b hips c legs

/ 10

7 Complete the sentences with one word.

1 The show was sold _____ . You couldn't get a ticket anywhere.
2 The play wasn't as great _____ I expected it to be.
3 We left half_____ through because it was so boring.
4 It was so moving that we were both _____ tears.
5 I thought the film was _____rated. The reviews said it was fantastic, but I didn't enjoy it that much.
6 I felt a bit _____ of place at the party. Everybody else seemed to be either rich or famous.

/ 6

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UNIT 11 TEST

GRAMMAR

1 Choose the correct option.

1 It wasn't easy, but we *could / managed to* open the window and get inside.
2 Joe *must / had to* leave early because the last bus left at eleven.
3 When I was seven I *couldn't / didn't manage to* swim at all.
4 *Could you / Did you manage to* sleep last night? It was so noisy outside.
5 I knew we were near the entrance because I *could / managed to* feel the wind on my face.
6 We *must / had to* climb over the fence because the gate was locked.
7 Jason *managed / had* to pass the exam on his second attempt.
8 I *must / had to* rewrite my essay after I lost it on the way to school.

/ 8

2 Complete the passive forms with the missing words.

1 Many of these short stories have _____ published before.
2 A number of indigenous people are _____ forced to leave their ancestral lands.
3 The puzzle can _____ solved in a number of ways.
4 While we _____ being flown to the site, the plane developed problems.
5 These views are fiercely opposed _____ a number of commentators.
6 Nobody had _____ given permission to enter the site.
7 There is nothing else to _____ done.
8 What _____ been said can't be unsaid.

/ 8

3 Complete the sentences with the correct passive or active form of the verbs.

1 Last year, most of our gas _____ (import) from the Middle East.
2 Currently, singers _____ (select) to appear on next year's show.
3 Last Friday, the company CEO _____ (resign) after allegations of misconduct.
4 Every day, crude oil _____ (carry) across the world's oceans on super tankers.
5 Endangered species _____ (may / see) in this part of the forest.
6 It is unusual for an individual _____ (give) a permit by the company in these circumstances.
7 John couldn't play because he _____ (break) his leg.
8 Next summer, the competition _____ (hold) in Oslo.
9 Since this time last year, efforts _____ (make) to improve the situation.
10 The employees _____ (not tell) about the closure until yesterday evening.

/ 10

VOCABULARY

4 Complete the sentences with the words in the box.

circling	buzzing	racing	lying
leaping	crawling		

1 There's a snake _____ in the sun on that rock. It isn't moving at all.
2 There are vultures _____ in the sky above the dying buffalo, waiting until they can eat.
3 Last night, while I was sleeping, I heard a wasp _____ in my ear. It was really noisy and woke me up.
4 I saw a kangaroo _____ over fences on its back legs.
5 Ah! Look! There's a beetle _____ over your shoe.
6 Two dogs came _____ past us at high speed. I don't know what they were running after.

/ 6

5 Complete each sentence with the correct preposition.

1 It leapt _____ of the water and landed on the shore.
2 It disappeared _____ the forest. We never saw it again.
3 There's a small animal moving _____ in the bushes.
4 The caterpillar crawled _____ the branch until it reached the end.
5 It's lying _____ top of the shed.
6 Something raced _____ the road, from one side to the other.

/ 6

6 Match each word 1–6 with the word a–f which is most similar.

1 scared	a summit
2 peak	b manage
3 tough	c ambition
4 goal	d afraid
5 barriers	e determined
6 achieve	f problems

/ 6

7 Circle the word that does *not* collocate with the verb.

1 reach
a my goal b the summit c the pain
2 set myself
a a goal b a peak c a target
3 get through
a the pain b the difficulties c the dream
4 overcome
a my attempt b my fear c the barriers
5 have
a a dream b a peak c an ambition
6 take
a many attempts b determination
c some disabilities

/ 6

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UNIT 12 TEST

GRAMMAR

1 Choose the correct word.

1 We used to *live / living* in a caravan by the sea.
2 Last Friday, Joe *found / would find* an old Roman coin.
3 I didn't *use / used* to like the taste very much, but I do now.
4 *We / We'd* sometimes catch the bus home when the weather was bad.
5 After the war, Paula *moved / would move* abroad.
6 *Used you / Did you use* to rent one of these houses?
7 I *would / used to* be afraid of heights, but it doesn't worry me nowadays.

/ 7

2 Tick the three sentences that cannot be rewritten using either *used to* or *would*. Then rewrite the three sentences that can be rewritten using *would* and rewrite the other three sentences using *used to*.

1 Martha married Timothy in 1953.
_____
2 As a boy, I went for long walks out into the countryside.
_____
3 I was quite shy at school.
_____
4 This old suitcase belonged to my great-grandfather.
_____
5 During the holidays, we played them at football three times.
_____
6 I remember that we went fishing together quite often.
_____
7 My uncle came over from France each summer.
_____
8 The first man walked on the moon about fifty years ago.
_____
9 In my teens, I knew how to solve this puzzle.
_____

/ 9

3 Read the situations. Then complete the past regrets with three to five words.

1 I asked her for a date and she laughed.
I wish _____ for a date.
2 I didn't do any shopping this morning.
I wish _____ shopping.
3 We didn't know about the concert.
We wish _____ the concert.
4 I didn't bring my umbrella with me this morning.
I wish _____ my umbrella.
5 They left the light on when they left home.
They wish _____ the light on.

/ 10

VOCABULARY

4 Match each word 1–6 with the word a–f which is most similar.

1 intense	a relaxed
2 creative	b popular (with women!)
3 bright	c imaginative
4 calm	d focused
5 charming	e straightforward
6 direct	f clever

/ 6

5 Match the words 1–6 with their definitions a–f.

1 competitive	a He wants to do well.
2 modest	b She is a good friend.
3 loyal	c He says the right thing.
4 sensitive	d She wants to win.
5 ambitious	e He takes things personally.
6 diplomatic	f She never shows off.

/ 6

6 Complete each sentence with one word.

1 Perhaps we should meet _____ for a coffee after school.
2 At weekends, I hang _____ at the leisure centre with my friends.
3 Joe and Claire fell _____ over who should do the washing up.
4 Tom and Sarah drifted _____ when they started university in different cities.
5 Bye. Have a good trip. And keep _____ touch. Send emails!
6 I bumped _____ Jill this morning. I was surprised to see her.
7 Andy and I have always got _____ well. We are great friends.

/ 7

7 Complete the sentences with the words in the box.

remain	end	close	awkward	dating

1 When did you two start _____ ?
2 I felt _____ at the party because I didn't know anyone.
3 Emily and I always _____ up having an argument.
4 I think we'll _____ friends forever!
5 Adam and I are very _____ . We're best friends.

/ 5

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UNIT 13 TEST

GRAMMAR

1 Complete the third conditional sentences with one word.

1 I would have helped you _____ I'd known you were having problems.
2 What _____ you have done if I hadn't been around?
3 We wouldn't have got here on time if there _____ been any problems with the traffic.
4 You might _____ won if you'd bought a ticket.
5 If Sally hadn't _____ given time off work, she would have missed the wedding.
6 Where would they _____ left the key?
7 If he'd lost, he wouldn't _____ been happy.
8 If I _____ had time, I would have gone to see the concert.

/ 8

2 Complete the third conditional sentences with the correct form of the verbs.

1 I'm sure you _____ (enjoy) the film if you _____ (see) it.
2 They _____ (not go) to the meeting if they _____ (know) what the chairperson was going to say.
3 Jane _____ (give) the money to charity if she _____ (win).
4 Paul _____ (not fail) the exam if he _____ (revise) for it.
5 If the ship _____ (not sink), there _____ (not be) a terrible oil spill.

/ 10

3 Complete the sentences to talk about things that went wrong in the past using *should* and the verb in brackets.

1 I burnt my head in the sun. I _____ (wear) a hat.
2 We lost all our photos when the computer crashed. We _____ (make) copies.
3 I missed the show. I _____ (leave) home earlier.
4 Sarah looked upset. You _____ (not / criticise) her dress.
5 The train was packed. We _____ (catch) an earlier one.
6 Amy can't afford the rent. She _____ (not / spend) all her money.
7 Sam doesn't look very smart. He _____ (buy) a new suit.
8 I'm tired. I _____ (not / run) so far.

/ 8

VOCABULARY

4 Complete the sentences with the words in the box.

crossing	lights	bend	security	tyre
harbour	desk	carriage	platform	landing

1 We had a flat _____ .
2 The car came round the _____ too fast.
3 We walked up to the check-in _____ .
4 We had to stop at the traffic _____ .
5 The next train will arrive at _____ ten.
6 The ship sailed into the _____ .
7 The passengers were seasick during the rough _____ .
8 Customs officers checked our bags in _____ .
9 The train stopped and we boarded the front _____ .
10 The take-off was much smoother than the _____ .

/ 10

5 Complete the phrasal verbs in the sentences with the correct particles.

1 We packed our bags and set _____ for the airport at six.
2 Just calm _____ ! Stop being so angry.
3 After you have signed _____ , we'll show you to your room.
4 It's pouring _____ outside. We won't be able to play tennis.
5 You should check _____ online. It'll save you time at the airport.
6 I can't work _____ what the answer is. It's too difficult.
7 I've been hanging _____ waiting for a bus for over an hour.
8 We got _____ home from the party at three in the morning. We were exhausted.

/ 8

6 Complete the sentences with adjectives in the box. Choose the basic or extreme adjective in each pair.

good / amazing	hot / boiling	dirty / filthy
tired / exhausted	angry / furious	
interesting / fascinating		

1 It's too _____ to go to the beach. It's 40 degrees. Stay indoors!
2 I'm very _____ with you. That's very naughty. Just go to your room and don't do that again!
3 The lecture was absolutely _____ . I learnt so many things!
4 You need to clean your room because it's absolutely _____ .
5 These cakes taste very _____ . You really must eat one.
6 I'm absolutely _____ after cycling up that hill. I need to lie down!

/ 6

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UNIT 14 TEST

GRAMMAR

1 Complete the sentences with *a, the* or X (for no article).

1 I've been _____ police officer for seven years.
2 I've read all _____ books you recommended.
3 I can help, but in _____ end, it's up to you.
4 I've enjoyed working in _____ sales department at Murphy's Electrical.
5 I managed to get _____ seat on the bus.
6 He comes from Dubai in _____ United Arab Emirates.
7 _____ next flight to Paris will depart in forty minutes.
8 Dave didn't have _____ part in the play.
9 We're staying at Dot's at _____ moment.
10 _____ engineering is a good sector to work in.
11 There's _____ man on the line, and he says he wants to talk to you.
12 What time did you get to _____ school this morning?

/ 12

2 Choose the correct option.

1 My car keeps *to break / breaking* down.
2 Fiona agreed *to work / working* on Saturday.
3 I can't get used to *live / living* so far from the centre.
4 I spent the weekend *to paint / painting* the bedroom.
5 We're hoping *to reserve / reserving* tickets in advance.
6 Jack's arranged *to meet / meeting* us at the station.

/ 6

3 Complete the sentences with the correct form of the word in brackets.

1 Use it _____ (open) the wooden box.
2 _____ (print) on both sides saves paper.
3 It was probably the most _____ (bore) lecture I'd ever been to.
4 There's a man _____ (wait) for you in reception.
5 I'm not very good at _____ (chat) to people at parties.
6 Imagine _____ (be) me! It's not much fun, I can tell you.
7 After _____ (say) goodbye to Mary, we headed south.
8 I'm fond of _____ (sit) in the sun.

/ 8

VOCABULARY

4 Complete the text with the words and phrases in the box.

cable	external hard drive	mouse		
scanner	cursor	keyboard	plug	socket
file	menu	printer	screen	

If your laptop doesn't come on at all, perhaps it isn't connected to the electricity supply. Check that you've put the [1] _____ in the [2] _____ on the wall and switched it on. If there are still problems, check that the long [3] _____ that connects the computer to the electricity supply is working properly.
Use the [4] _____ to move the [5] _____ over the icons on your computer [6] _____, and click on the ones you want. If you click on the drop-down [7] _____, you can select and open a folder or a [8] _____ into which you can type using your [9] _____. Use an [10] _____ to store data in order to free up space on your computer. You can also attach a [11] _____, which you can use to produce hard copies of anything you have written, and a [12] _____, which will, of course, make copies of documents which you can store on your computer.

/ 12

5 Complete each sentence with one word.

1 In the game, you take the role _____ a wizard.
2 You can interact _____ other players online.
3 The graphics enhance the look _____ the game.
4 Advance to the next level _____ scoring over a thousand points.
5 You have to complete the level before the time runs _____.
6 It is a game for up _____ six competitors.

/ 6

6 Match the two parts of the sentences.

1 It can recognise	a solar power.
2 The building runs on	b automatically.
3 This app allows you	c built in.
4 It has a sensor	d your voice.
5 The lights come on	e interface.
6 It has a user-friendly	f to save photos.

/ 6

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UNIT 15 TEST

GRAMMAR

1 Tick the adverbs that are used correctly. If the adverb is incorrect, write the correct adverb.

1 I haven't been here very long. _____
2 He ran so quick that he won by a distance. _____
3 Fortunately, Jon and Sue got back in time. _____
4 They cleaned the office thorough. _____
5 Can you drive fast? _____
6 We were hungry because we ate so lately. _____
7 Open the window widely and let in some fresh air. _____
8 They're usually better than this. _____
9 Speak more clear. I can't hear you. _____
10 We've been working really hardly. _____

/ 10

2 Complete the reported statements with the correct present or past form. Use the present form if possible.

1 'I don't meet many people in my job.'
He said he _____ many people in his job.
2 'I enjoy travelling.'
During our conversation, Sara told me that she _____ travelling.
3 'David is tired.'
Yesterday evening, Simon said that David _____ tired. But I'm sure he's feeling OK now.
4 'Do you clean windows?'
They asked me if I _____ windows.
Of course I do!
5 'Why are you sitting here?'
Sue ran in and asked why I _____ there.
I jumped up and followed her outside.
6 'Penny often helps with the shopping.'
Peggy told me that Penny often _____ with the shopping. She's ever so kind.

/ 6

3 Complete the reported speech using the past form.

1 Josie: 'Nina is at work.'
Josie said that Nina _____ .
2 Mark: 'Frank has broken his leg.'
Mark told me that Frank _____ .
3 Susan: 'I'm watching TV.'
Susan said she _____ .
4 Jamie: 'I didn't have time to do my homework.'
Jamie told me that he _____ .
5 Melanie: 'My grandmother is 70 years old.'
Melanie said that her grandmother _____ .
6 Andy: 'Where do you live?'
Andy asked me _____ .
7 Sandra: 'Do you live abroad?'
Sandra asked Rebecca _____ .
8 Tom: 'How did Stan do in the exam?'
Tom asked us _____ .
9 Sam: 'Are you leaving later?'
Sam asked Louisa _____ .
10 Tim: 'I feel awful.'
Tom said that _____ .

/ 10

VOCABULARY

4 Match the words to make collocations.

1 a sore	a pressure
2 a nasty	b on your skin
3 a rash	c throat
4 a broken	d cut
5 high blood	e collarbone
6 my ankle	f hurts
7 a virus	g an infection
8 clear up	h is going round

/ 8

5 Complete the sentences with the correct form of the word in brackets.

1 I'm _____ (allergy) to milk. It brings me out in a rash.
2 It was a very _____ (pain) injury. It really hurt.
3 They intend to _____ (modern) our local hospital.
4 I have a rash which is causing a lot of _____ (irritate).
5 There is a danger that the _____ (infect) will spread.
6 She fell _____ (hopeless) in love.
7 It's a serious _____ (medic) condition.
8 Sally hit her head and lost _____ (conscious).
9 Is there any _____ (treat) available for the problem I have?
10 Many diseases weren't _____ (cure) in the nineteenth century.

/ 10

6 Choose the correct word to complete each sentence.

1 I fell _____ my bike on my way home from school.
a off b down c after
2 While swimming, she was _____ by a shark and seriously hurt.
a stung b broken c bitten
3 I ate some street food on holiday and got food _____ .
a illness b poisoning c infection
4 Sun_____ can be really painful. So, don't sit in the sun too long.
a tan b burn c block
5 Jenny _____ over a suitcase in the airport and broke her ankle.
a tripped b fainted c slipped
6 He lost control of the car and crashed _____ a tree.
a onto b into c off

/ 6

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UNIT 16 TEST

GRAMMAR

1 Match the two parts of the sentences.

1 He was accused	a for interrupting the meeting.
2 They've announced	b of not paying attention.
3 She's promised	c to breaking the law.
4 We'd like to apologise	d to help out at the weekend.
5 They've admitted	e a new concert tour.

/ 5

2 Choose the correct option to complete each sentence.

1 Julie claimed _____ a member of the royal family.
a that she was b to being
2 Penny offered _____ us.
a helping b to help
3 Victor refused _____ the house he had been born in.
a of leaving b to leave
4 They warned us _____ careful.
a being b to be
5 The authorities advised us _____ the region because of the riots.
a not to visit b not visiting
6 The club announced _____ a new midfielder.
a to sign b they had signed
7 I complained _____ the poor service.
a of b about

/ 7

3 Choose the correct word.

1 They're giving away that magazine *that / who* you really like.
2 Did you read about the celebrity *who / whose* was arrested for shoplifting?
3 The castle *which / where* lies across the river is very old.
4 The snow *when / that* fell last night has begun to melt.
5 I know an actor *who / which* was in *The Hobbit*.
6 I don't like vegetables *that / when* are green.
7 The man *who / which* spoke to you used to play football for Barcelona.

/ 7

4 Complete the defining relative clauses with the correct relative pronoun.

1 This is the city _____ we first met.
2 She isn't the only girl _____ has red hair.
3 It was only a small village _____ I lived there.
4 She was an artist _____ talent was instantly recognised.
5 He was a journalist _____ worked for a national newspaper.
6 The map _____ they keep in the museum is just a copy.
7 I found an old diary _____ must have been in the attic for a hundred years.

/ 7

VOCABULARY

5 Match the type of news 1–6 to one headline in A and one headline in B.

1 celebrities and gossip
2 business and economics
3 sports news
4 national politics
5 crime and justice
6 foreign affairs

A	B
a Victim stabbed	g Green party elected
b United beaten	h Premiere tonight
c Stars split up	i Top company bankrupt
d Summit held	j Killer guilty
e Minister resigns	k Striker injured
f Share price falls	l Ceasefire negotiated

/ 12

6 Complete the sentences with the words in the box.

activist scientist founder dictator doctor artist

1 He was a world famous _____ who discovered three important elements.
2 They put the _____ on trial for crimes against humanity.
3 She was a _____ who developed new ways of treating serious illnesses.
4 He was the _____ of one of the world's biggest companies.
5 A funeral was held for the _____, who campaigned against injustice in the world.
6 An exhibition of paintings by this great _____ will take place at the National Gallery.

/ 6

7 Choose the correct word to complete each sentence.

1 The writer's most famous _____ was a novel about the civil war.
a work b piece c art
2 Both leaders have campaigned _____ a change in the law.
a through b for c after
3 The president was responsible _____ taking his country to war.
a for b over c to
4 She's seen _____ one of the world's most talented musicians.
a after b for c as
5 The philosopher was way _____ of his time.
a along b across c ahead
6 She developed a vaccine _____ flu.
a against b after c over

/ 6

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REVIEW TEST 1 Units 1–6

GRAMMAR

1 Complete the sentences with one word.

1 What _____ you going to study at university?
2 How long _____ there been a post office in this street?
3 I went to see the film again even though I _____ seen it before.
4 John looks a bit _____ his brother.
5 I'm thinking _____ taking up water skiing.
6 I've been waiting _____ over an hour.
7 I haven't spoken to Jill _____ Tuesday.
8 We're not _____ to eat lunch in the office, but everybody does!
9 My brother isn't as old _____ me.
10 Amy's much more interested in the sport _____ I am.

/ 10

2 Complete the text with the correct form of the verbs in brackets.

My brother Jon [1] _____ (love) travelling for as long as I can remember. He [2] _____ (go) to India when he [3] _____ (be) only seventeen, all on his own! For the past three months, he [4] _____ (travel) across Australia with some friends. We [5] _____ (hardly ever / hear) from him, and when we do, on Skype, he is usually sitting on a train or in the back of a lorry! In contrast, I [6] _____ (see) any exciting places – ever! While Jon [7] _____ (explore) India, I [8] _____ (do) my exams at school. Jon thinks it's crazy that I'm always at home. That's why, next summer, we [9] _____ (spend) a month in Thailand together. I can't wait. I'm sure it [10] _____ (be) a great trip, especially with my expert brother in charge of the planning!

/ 10

VOCABULARY

3 Complete each list with one word from the box.

a market	a law	a jumper	a translator
a climb	a contract	a bracelet	a twin

1 a civil servant, a software engineer, _____
2 a gallery, a tower, _____
3 a run, a drive, _____
4 a kid, an only child, _____
5 a bonus, paperwork, _____
6 new rules, a legal requirement, _____
7 a ring, a necklace, _____
8 a top, a stripy jacket, _____

/ 8

4 Choose the correct word to complete each sentence.

1 Paula is an _____ child. She has no brothers or sisters.
a one b own c only
2 I can just about get _____ in Arabic, but I'm not very fluent.
a after b by c over
3 Tom was absolutely _____ . I've never seen anyone so angry.
a upset b furious c down
4 It was _____ down when we came out of the theatre, and we didn't have an umbrella.
a pouring b flowing c boiling
5 You must be tired. Just put your feet up and _____ it easy.
a do b make c take
6 This music is so _____ . It makes me feel happy and positive.
a uplifting b soft c bland
7 Andy's got a _____ job. He doesn't earn much but he feels good about helping others in his work.
a well-paid b stressful c rewarding
8 Lauren's job is repetitive and mostly admin. It's very _____ and uninteresting.
a varied b dull c competitive
9 The workers _____ the firm to court because it discriminated against disabled people.
a made b took c gave
10 At the college, you have to _____ your ID card to gain entry.
a tap b charge c swipe
11 The laptop's battery only _____ five or six hours.
a lasts b signs c offers
12 She bought a handmade pot made of _____ as a souvenir.
a wool b silk c clay

/ 12

LISTENING

5 Listen to the interview and choose the best answer. Only one answer is correct.

1 How old was Danny when he started writing?
a thirteen c seventeen
b fourteen d eighteen
2 What genre of novel was the first novel he wrote?
a crime c suspense
b horror d romance
3 How long did it take Danny to write his next novel?
a six months c two years
b a year d a short time
4 What genre of novel is Danny's new novel?
a adventure c suspense
b horror d romance
5 What does Danny think about his job as a writer?
a It's very demanding.
b He feels good when people enjoy his work.
c It's extremely well-paid.
d It's not as much fun as expected.

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SPEAKING

6 Talk about one of the following topics.

- your experience of learning English
- somebody you met for the first time recently
- the most interesting place you have visited

/ 15

READING

7a Read the text and decide if these sentences are true (T) or false (F).

1 The text advertises unusual but inexpensive holidays. T / F
2 On holiday in the Bay of Bengal, you'll get to catch your own snake. T / F
3 On the Mongolian holiday, you get to stay in a local family's home. T / F
4 Riding a horse is a part of the Mongolian holiday. T / F
5 You can go dog sledding to lost villages on Greenland's west coast. T / F
6 Tourists are more likely to head to the beach in New York than the shops. T / F

/ 6

7b Write complete sentences to answer the questions.

1 What things can visitors do on the holiday in the Bay of Bengal? Name at least three.

_____

2 What things can visitors learn on the holiday in Mongolia? Name at least three.

_____

3 What things can visitors do on New York's beaches? Name at least three.

_____

/ 9

What's your kind of holiday?

If you're not really a fan of package tours and coach trips, why not try somewhere a bit different for your next holiday? We've selected three kinds of holiday that are exciting, challenging and educational. They're holidays that won't come cheap, but will leave you with memories that you'll never forget.

One of the problems of international travel these days is that you never meet the locals. That's not the case with Ethnic Travel's organised stays at fishermen's villages on the Bay of Bengal in India. There you'll get to meet and talk to tribespeople who are expert snake catchers, and you'll be able to accompany them on their trips into the forest to search for snakes. It's a tricky business, and trying to catch a snake yourself is not recommended, but spending your holiday following the unique lifestyles of these people will give you real insight into their culture and way of thinking.

If you're thinking of learning new skills on your holiday, then perhaps a trip to Mongolia to learn how to be a warrior, just like Genghis Khan, will be to your taste. You'll get to dress up in ancient costumes, and learn how to make a bow and arrow, cook in the field, and shoot the arrows you've made from horseback. Eastern Tours offer seven nights in nomadic tents under Mongolian skies, with English-speaking guides, food, and your own horse to look after.

Greenland is famous for being covered with ice. Indeed, only the coast is free from ice, and despite being one of the world's largest islands, it is home to barely fifty thousand people. The majority of settlements are on the warmer west coast, but one exception is the village of Ittoqqortoormiit on the edge of the Northeast Greenland National Park. There you can live with the local Inuit people and experience the remarkable wildlife of one of the last true wildernesses on earth. You can visit frozen fjords and head out along the coast on sleds pulled by dogs to deserted villages. A highlight of the trip is a night in an ice cave, wrapped up warm, and keeping an eye out for hungry polar bears.

And, finally, if you prefer a beach holiday, have you ever considered New York as a possible destination? America's most exciting city attracts tourists from all over the world, but the overwhelming majority are there to go shopping and sightseeing, and to catch a show in the theatre district. Few realise that New York actually has some great sandy beaches, notably Brooklyn's Coney Island, where you can wander along the boardwalk and visit the famous funfair, and Rockaway Beach in Queens, which is packed with sun-seekers and surfers on sunny days in July.

WRITING

8 Write one of the following.

- an email to a friend describing a place you are visiting
- a description of an object and the reasons why it is important to you
- a description of your job or dream job

/ 15 / 100

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REVIEW TEST 2 Units 7–12

GRAMMAR

1 Circle the correct option to complete the sentences.

1 As soon as we *reach / 'll reach* the station, I'll give Joe a call.
2 If it gets late, you *would / should* stay at Maisie's house.
3 I wouldn't go if I *were / would be* you.
4 I *haven't finished / haven't been finishing* my homework yet.
5 The mess was *much / more* worse after they'd tried to clean things up.
6 William hasn't got *many / much* money at the moment.
7 Almost *all / every* house in the street has an extension.
8 Wendy was going *visit / to visit* friends at the weekend, but she was ill so she stayed at home.
9 How *could you / did you manage to* complete the essay on time?
10 We *must / had to* stay behind at school yesterday evening.
11 I *didn't use to / don't used to* speak English when I was a boy.
12 I wish I *told / had told* Clare about the meeting this morning.

/ 12

2 Complete the sentences with the correct form of the verb in brackets.

1 If the train stops, _____ (not get) out.
2 Generally speaking, we _____ (not tend) to eat out during the week.
3 If I won the lottery, I _____ (give) most of the money to charity.
4 How long _____ (Sylvia / talk) to her sister on the phone? It seems like ages!
5 Back in May, Amanda said she _____ (send) us the photos she had, but she never did.
6 It wasn't worth much because part of the lid _____ (break) years before.
7 We _____ (give) a tour of the site by the manager, when, suddenly, the alarm went off.
8 Dan's mum wishes he _____ (work) harder at maths. If he had, he might have passed.

/ 8

VOCABULARY

3 Choose the correct option a–c to make a common collocation or compound noun.

1 research	a facilities	b school	c reputation
2 generous	a tables	b portions	c seafood
3 central	a fire	b attic	c heating
4 crime	a change	b rate	c gap
5 the wealth	a gap	b price	c rate
6 sound	a track	b place	c plot

/ 6

4 Complete the sentences with the correct preposition.

1 The match got _____ of hand. All the players started fighting each other.
2 The play was so popular that it was sold _____ . You couldn't get a ticket.
3 I felt _____ of place because everyone was older than me.
4 Tom left halfway _____ the concert.
5 Allie and Fiona have always got _____ well. They're such good friends.
6 Don't forget to keep _____ touch.

/ 6

5 Choose the correct word to complete each sentence.

1 _____ the vegetables in hot water.
a Fry b Boil c Grill
2 The café was _____ . There was nobody in.
a deserted b presented c packed
3 Susie lived in a _____ part of town where there was a lot of crime.
a rough b dead c smart
4 Joe's apartment was really _____ . There was hardly any space for his belongings.
a spacious b isolated c cramped
5 I _____ a blind eye to what Dave gets up to.
a take b turn c make
6 My phone is on its last _____ . I need to get a new one.
a arms b hands c legs
7 Huge birds were _____ overhead in the sky.
a crawling b circling c buzzing
8 We have _____ ourselves the goal of raising £10,000.
a set b placed c put

/ 8

LISTENING

6 Listen to the conversation and choose the best answer. Only one answer is correct.

1 Emma says that her course is
a short. c uninteresting.
b demanding. d light.
2 Emma is worried that
a she won't have enough time to write the essays.
b she will find the essays too hard to write.
c she has written the three essays badly.
d she will have long hours at work over Christmas.
3 Emma says that she
a won't be able to see Moira at the weekend.
b will be too busy to meet up on Saturday.
c won't be able to finish her presentation.
d will have to spend Sunday writing her essay.
4 Emma says that a good thing about the course is that
a her tutor is well-organised.
b she has a previous qualification in this field.
c it's all very new and exciting.
d it's a subject she knows well.
5 Travelling to college is hard because
a she has to go in the evening.
b it takes two hours for her to drive there.
c she has to take two buses.
d she doesn't get back home until really late.

/ 15

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SPEAKING

7 Talk about one of the following topics.

- a course you are taking or have taken
- a type of food that is traditionally eaten in your country
- a concert or exhibition you have been to

/ 15

READING

8a Read the text and decide if these sentences are true (T) or false (F).

1 *Buenos Aires* is brightly-coloured. T / F
2 Sometimes, there aren't many people in *Buenos Aires*. T / F
3 *Fountain* is more popular at weekends. T / F
4 *Africa* has only opened recently. T / F
5 *Legend* tends to be packed at the weekend. T / F
6 *Coq au vin* is much smaller than *Africa*. T / F
7 At *Coq au vin*, you can see views of London. T / F

/ 7

8b Answer the questions.

1 Which two restaurants are described as being designed in a very simple way?

_____

2 Name one good thing and one bad thing about going to *Fountain* at the weekend.

_____

3 Which two restaurants serve food that is very rich?

_____

4 Which two restaurants are good value at certain times?

_____

/ 8

WRITING

8 Write one of the following.

- a set of rules for your classroom
- a recipe for your favourite dish
- a story about how you achieved your goal

/ 15

/ 100

Eat your way around the world – in London

In London, you can find restaurants that serve just about every cuisine in the world, so why go abroad when you can follow our guide and eat your way around the world?

Buenos Aires

Located not far from St Paul's, this unpretentious Argentine grill with small wooden tables and trendy red decor offers beautifully presented food in sizeable portions. It's always packed, and what makes it special is the staff, most of whom are Argentinean and both proud of and knowledgeable about the wines and the food.

Fountain

An award-winning restaurant with a very modern but luxurious décor, this restaurant specialises in Australian food and is best known for its weekend brunches. The only problem is that it's so well-known that you might find yourself waiting all morning for a table. It's best to come during the week when it's less packed and the waiters have time to talk you through the exciting and healthy menu of grilled halloumi, corn fritters and bacon with spinach and avocado.

Africa

Seats at this long-standing, inexpensive restaurant close to the river are arranged around the biggest flatbread you have ever seen. It's a traditional Ethiopian variety called injera, and what you're supposed to do is share it with friends while enjoying the filling meat dishes, spicy salads and chunky, slightly fatty stews. The enormous restaurant has a very ethnic décor and feel, with artworks from Ethiopia everywhere you look. On a grey, wintry day in London there's no better way of brightening your mood than paying a visit to this popular place.

Legend

London's Chinatown boasts an enormous variety of restaurants, but none serve such consistently tasty dim sum as *Legend*. Dim sum are tasty little parcels stuffed with minced pork suspended in gelatin. The filling fills your mouth like a creamy soup when you bite down. They aren't what you'd call light and healthy, but they are fantastic. The restaurant has very simple, bare tables and hidden corners where you can sit and eat in peace and quiet. It's also a little bit off the beaten track and hard to find, so it's often deserted and you feel like a real restaurant expert as you sit there trying out its fabulous menu.

Coq au vin

If you fancy classic French food at lunch-time, then make your way to this tiny eaterie, tucked away a short walking distance from Tower Bridge. On weekdays, it serves a two-course light lunch, prepared by a talented chef, for a fraction of the price of some better-known places. And if you come in the evening, when, you should be warned, the prices are significantly higher, there's a bar and brasserie on the top floor where you can listen to jazz, look out over London and enjoy some delicious main courses.

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REVIEW TEST 3 Units 13–16

GRAMMAR

1 Complete the sentences with one word.

1 We wouldn't have missed the turning if you _____ kept your eyes on the road.
2 If you hadn't spent so long chatting, you might _____ got home in time.
3 Rachel lost her purse at the disco. She really _____ have looked after it better.
4 Simon works as _____ guide for the tourist authority.
5 When are you going to _____ work?
6 I haven't got _____ pass, so I can't get in.
7 I haven't spoken to Jill _____ Tuesday.
8 John was accused _____ breaking and entering.
9 I apologise _____ forgetting to tidy up.
10 We visited the cemetery _____ my grandparents are buried.

/ 10

2 Complete the sentences with the correct form of the words in brackets.

1 If Laura had had a free weekend, she _____ (spend) it doing the gardening.
2 Jane's parents keep _____ (come) round to see how she is.
3 I can't get used to _____ (have) no car.
4 Darren hopes _____ (get) good marks in the exam.
5 There aren't many people _____ (sit) in the audience.
6 Would you mind speaking _____ (quiet)?
7 If you work _____ (hard), you'll do well.
8 Before heading home, my flatmate Tom asked if I _____ (leave) the key in the usual place.
9 Julie promised _____ (post) the letters for us.
10 Joe said he _____ (have) three lovely daughters. They're aged six, five and two.

/ 10

VOCABULARY

3 Circle the word with an *opposite* meaning to 1–8.

1 landing	a take-off	b put-off	c bring-off
2 filthy	a packed	b clean	c dirty
3 rough	a smooth	b sick	c pouring
4 set off	a tire out	b work out	c hang around
5 furious	a angry	b calm	c fascinating
6 boiling	a amazing	b freezing	c exhausted
7 clear up	a get better	b get hurt	c get worse
8 way ahead of his time	a old-fashioned	b modern	c talented

/ 8

4 Choose the correct word to complete each sentence.

1 The car has a _____ tyre. Take it the garage.
a bent b flat c torn
2 Why not check _____ online? It's quicker than doing it at the airport.
a in b off c over
3 Move the _____ over the icon on the screen and click on it.
a scanner b socket c cursor
4 Time ran _____ before I could complete level six of the computer game.
a out b off c on
5 The light will come _____ automatically when you go through the door.
a in b over c on
6 Penny's got a _____ throat and a bad cough.
a nasty b sore c broken
7 You should go to hospital if you have a serious _____ problem.
a medic b medical c medically
8 Is this causing you any _____ ?
a irritate b irritating c irritation
9 Pauline was _____ by a bee during the picnic.
a stung b bitten c fainted
10 Celebrity marriage ends as stars split _____ .
a over b up c down
11 The activist is campaigning _____ a change in the law.
a of b for c from
12 She is seen _____ one of Asia's most significant architects.
a of b as c for

/ 12

LISTENING

5 Listen to the conversation and choose the best answer. Only one answer is correct.

1 Karen has already found out about laptops by
a checking out useful websites.
b paying for technical advisors.
c asking experts in shops.
d reading technical books.
2 Grant says that Karen
a has decided which laptop to buy.
b doesn't really need more advice.
c is still not sure what to buy.
d isn't being honest with him.
3 The 740 laptop is
a smaller than the 850.
b cooler than the 850.
c cheaper than the 850.
d slimmer than the 850.
4 Grant says that Karen will use her new laptop to
a design computer games.
b talk to people she knows.
c help with her course.
d upload things for work.
5 Grant thinks Karen will buy
a the cheapest laptop.
b the coolest laptop.
c no laptop at all.
d the smallest laptop.

/ 15

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SPEAKING

6 Talk about one of the following topics.

- a long journey that you have taken
- your favourite gadget
- somebody from your country who has changed the world

/ 15

READING

7a Read the text and decide if these sentences are true (T) or false (F).

1 Cathy's parents were pleased that she decided to go abroad. T / F
2 Cathy says that there are a lot of people who think that spending time abroad can affect your career. T / F
3 Cathy admits that spending time on beaches was the key reason why she went abroad. T / F
4 Cathy had problems getting a job once she came back from Malaysia. T / F
5 Cathy says there is a direct link between experiencing life abroad and being a successful businessperson. T / F
6 Cathy says that the multinational nature of business means that her decision to live abroad for a while was a good one. T / F
7 Cathy advises people not to waste time abroad by going to the beach. T / F

/ 7

7b Write complete sentences to answer the questions.

1 What are the two negative reasons for going abroad given in the text?

2 What two reasons does Cathy give for deciding to go abroad?

3 In the opinion of many in business, what skills do they think people who travel abroad learn? Give two skills.

4 What examples of the multinational nature of business does Cathy give? Give two examples.

/ 8

WRITING

8 Write one of the following.

- a description of a time you went to hospital
- a guide to how to play your favourite computer game
- the biography of an inspirational figure

/ 15

/ 100

Cathy's story

You should have seen my parents' faces when I told them that I had given up my job and my apartment in New York and had decided to go and live in Malaysia. From what they said, you would have thought that I was throwing my life away.

To many, going to live abroad also means writing off the career path you are supposed to be following. They assume that you're thinking of wasting your life away, sitting on beaches when you should be making something of yourself. They also think that you've made the decision for negative reasons rather than positive ones, that you must be going through a nervous breakdown, or that you may be finding the workplace too demanding.

In truth, however, this is rarely the case and it certainly wasn't true for me. I wanted to see life through the eyes of people different from myself. Sure, I also wanted to sit on a few beaches, get a tan and make cool friends. More importantly though, I wanted to experience what it was like to hold down a job in an alien culture. Fortunately, when I did return to New York, I found that employers were actually curious about my experiences, and not critical of my decision at all. Job interviewers wanted to know what I had learned on my travels, and knew that I had developed many of the skills needed in a professional job during my time away. They knew that a traveller like me had learned how to manage her budget in creative ways, often under a lot of stress. There was no need to ask if I could handle difficult situations. They only needed to ask for one of my many examples of dealing with crises.

Today, having a career in business means working in a multinational environment. In any big company, you find yourself working with people from all over the world. In my current office, there are Europeans, Malaysians and Chinese people as well as Americans. And as a company's products are often manufactured in one country, marketed in another, and sold almost everywhere, it's good to have an idea of what these places are like. The skills you can learn from living abroad are invaluable. By learning another language, but more importantly, by being able to understand another culture that you've experienced first-hand, you make yourself highly employable.

So my advice is to go and spend some time challenging yourself by living in foreign countries, exploring new things about the world and about yourself, and working on your people skills and, yes, your suntan too, of course!

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MID-YEAR TEST Units 1–9

GRAMMAR

1 Choose the correct word to complete each sentence.

1 Paul _____ his leg when he fell down the stairs.
a broke b was breaking c had breaked

2 Ivor didn't go to the theatre with his friends because he _____ the play before.
a saw b was seeing c had seen

3 It looks _____ if Susie will come first.
a as b like c that

4 We're thinking _____ going to Spain for our holidays.
a to b of c for

5 He's not as handsome as he _____ to be.
a would b used c was

6 I have been learning Russian _____ September.
a for b since c after

7 Dan works sixty hours a week! That _____ be exhausting!
a could b must c can't

8 It's _____ better to go with friends than go on your own.
a much b more c lot

9 The match was almost _____ boring to play in as it was to watch.
a as b bit c more

10 After we've finished lunch, we _____ go for a swim.
a did b would c might

11 I _____ this book. I loved it. Do you want it?
a have read b read c have been reading

12 These days, I get _____ days off than I did in the past.
a less b fewer c many

/ 12

2 Complete the sentences with the correct form of the verbs in brackets.

1 Where _____ (you / live)? I need to know your address.
2 While we _____ (walk) home, somebody tried to steal Annie's bag.
3 I suddenly realised I _____ (leave) my briefcase at home.
4 Mr Jones isn't in the office this week. Currently, he _____ (work) abroad.
5 I think we _____ (probably / stay) in this evening. We're tired.
6 What _____ (they / think) of doing next weekend?
7 I'm sorry I'm so late. How long _____ (you / sit) there? Not too long, I hope.
8 I can't _____ (believe) you didn't tell Jo.
9 I _____ (own) this house since 2009.
10 Joe is supposed _____ (get) to work before eight, but he's always late.
11 If we _____ (hurry) up, we'll get to the cinema before it starts.
12 Paper burns if you _____ (set) fire to it.
13 We tend _____ (not / eat) late on Saturdays.
14 I'd be much better at squash if I _____ (have) more time to practise.
15 If the weather weren't so bad we _____ (not / have) to stay in all day.
16 I _____ (read) the letter twice, but I still don't understand it.

/ 16

VOCABULARY

3 Complete the sentences with adjectives or nouns formed from the word in brackets.

1 Cristiano speaks _____ (Portugal).
2 The film was really _____ (depress). Everybody felt sad afterwards.
3 I was really _____ (confuse) by what she said. It didn't make sense.
4 I lost _____ (confident) in myself after failing the test.
5 The music has a _____ (repeat) beat.
6 People at work are very _____ (compete). They all want to be successful.
7 Sam doesn't have any real _____ (responsible) in his job. He just sits around and gets paid.
8 It is a legal _____ (require) to show your passport when you enter the country.
9 She bought a beautifully _____ (carve) souvenir made of wood.
10 My tutor is very _____ (encourage). She always tells me I'm doing well.

/ 10

4 Choose the correct word to complete each sentence.

1 I picked _____ Catalan while I was living in Barcelona.
a by b on c up

2 Smith described his journey through life _____ terms of the people he met.
a in b on c at

3 I was very pleased _____ the results.
a of b with c over

4 Andrew's fed _____ with having to tidy up after you.
a at b on c up

5 We listened to the _____ to prayer outside the mosque.
a call b cry c shout

6 It's pouring down, but it'll clear _____ later. We'll go out then.
a down b up c out

7 We _____ for a drive last weekend.
a went b got c did

8 I think I'll _____ an early night tonight.
a do b go c have

9 I think I've _____ a muscle in my leg.
a pulled b pushed c broken

10 We oppose discrimination _____ women in the workplace.
a about b around c against

11 School _____ have gone up. It's really expensive to send your child there now.
a payments b fees c fines

12 We're worried about the crime _____ in this area.
a number b gap c rate

/ 12

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LISTENING

5 Listen to the interview and choose the correct answers. Only one answer is correct.

1 Who spoke Danish in Bethany's family when she was a child?
- a Bethany and her parents
- b Bethany's father and his parents
- c Bethany's parents and grandparents
- d Just Bethany's mum

2 How did hearing Danish as a child help Bethany to learn other languages later?
- a She became familiar with the sound of foreign languages.
- b She used to practise her Danish at school.
- c Being bilingual helped her see patterns in other languages.
- d She says that it didn't really help her at all.

3 What was the most significant event for Bethany in learning French?
- a her time with a French boyfriend
- b her course at university
- c the time she spent in Paris
- d all those years studying French at school

4 Where did Bethany live for four years as a teenager?
- a Paris
- b Copenhagen
- c Madrid
- d Norway

5 What does Bethany say about speaking Spanish?
- a She prefers speaking Spanish to French.
- b She had always dreamt of speaking Spanish.
- c She found it hard to make friends until she spoke Spanish.
- d She isn't the same person when she speaks Spanish.

/ 10

READING

6a Read the text and decide if these sentences are true (T), false (F) or not given (NG).

1 According to the writer, jeans look best when worn on a night out. T / F / NG
2 The writer says that people look smarter in jeans than they do in leggings. T / F / NG
3 Any top you wear looks OK if you're in jeans, says the writer. T / F / NG
4 Levi Strauss arrived in California at the age of eighteen. T / F / NG
5 Levi found it really difficult to sell canvas for tents at first. T / F / NG
6 Levi dyed the first jeans blue because that was popular with miners. T / F / NG
7 Levi Strauss designed metal rivets to go on his jeans in the 1870s. T / F / NG

/ 7

6b Write complete sentences to answer the questions.

1 Why does everybody like jeans?

2 Why could so many people tell you who invented jeans?

3 Why did Levi start using the material that people today call denim?

4 Why is 1873 an important year in the history of jeans?

/ 8

Blue jeans

Whether you're crashing out at home, working in the garden, or trying to look fashionably scruffy on a night out, whether you're a guy or a girl, youthful or middle-aged, there's one thing that can be confidently predicted about your wardrobe, and that is that you've hung a pair of jeans in there somewhere.

We all feel good in a pair of jeans – they're cooler than trousers and skirts, and a bit more dressed up than leggings and tracksuit bottoms. And everything else you put on goes really well with any old pair of jeans.

When asked, most people could make an informed guess at the name of the man who invented jeans over a hundred and fifty years ago in California. That's because Levi Strauss gave his name to one of the most famous brands of jeans in the world. Born in Bavaria in Germany, Levi didn't arrive in the United States until he was eighteen. A few years later, he made his way to San Francisco to open a dry goods store. It was 1853 and the height of the California Gold Rush, and Levi was hoping to make his fortune by selling canvas for making tents. It didn't take long before he realised that people weren't all that concerned about having a tent – it was hard-wearing trousers they wanted.

Levi had the bright idea of making trousers from the tent canvas. They were a great success but they were also difficult to wear because the canvas was so rough. So Levi ordered a type of cotton cloth from France called 'serge de Nimes', which was gentler on the skin. It just happened to be blue, which the miners didn't care about at all. Before long, the trousers became known as 'blue jeans' and the material they were made from became 'denim' (short for de Nimes).

Most historians will tell you that jeans were really invented in 1873, and that's because it wasn't until then that Levi Strauss patented his new item of clothing, and started manufacturing them in large numbers. He had invited a tailor called Jacob Davis, who worked for his family's company, to join him in San Francisco, and it was Jacob who came up with the modern form of Levi jeans that we know today, with metal rivets around the pockets. Of course, one thing that Levi Strauss never imagined was how the popularity of jeans would endure, and how they would be transformed from a set of work clothes for miners into a must-have fashion accessory and something that princes and pop stars are happy to wear.

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SPEAKING

7 Talk about one of the following topics.

- the things you find really annoying
- how old friends have changed
- how you usually spend your weekend

/ 10

WRITING

8 Write one of the following.

- a review of a film or play you saw recently
- a blog entry comparing your current phone and your old phone
- *Eating at home is better than eating out*. Write an essay, stating the two sides of the argument and giving your opinion.

/ 15

/ 100

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END-OF-YEAR TEST 1 Units 1–16

GRAMMAR

1 Choose the correct options (a, b, c or d) to complete the text.

Juha Mieto

Imagine [1] _____ out on victory by one hundredth of a second after [2] _____ for fifteen kilometres in a cross country ski race. That's what happened to Juha Mieto of Finland at the Winter Olympics in 1980. He [3] _____ to win a medal in this event at his two previous Olympics, but, by 1980, he was considered [4] _____ a [5] _____ better skier than anyone else in the world and he hoped [6] _____ the gold medal. The Winter Olympics of 1980 [7] _____ his last Olympics, so, as he prepared for the event, Juha knew it was now or never for him. It was his last chance of [8] _____ his Olympic dream. In the race, Juha skied [9] _____ , but his Swedish rival Thomas Wassberg stayed with him throughout the race. As they approached the finishing line, it looked [10] _____ both men had crossed at the same time. It was close but Wassberg [11] _____ the winner – by one hundredth of a second. If Juha had just skied marginally faster, he [12] _____ his goal.

1	a	miss	c	missing
	b	to miss	d	to missing
2	a	race	c	racing
	b	to race	d	to racing
3	a	was failing	c	has failed
	b	had failed	d	was failed
4	a	be	c	to be
	b	being	d	to being
5	a	much	c	most
	b	many	d	more
6	a	win	c	winning
	b	to win	d	to winning
7	a	was being	c	would have been
	b	was going to be	d	would be doing
8	a	achieve	c	achieving
	b	to achieve	d	to achieving
9	a	real good	c	really well
	b	really good	d	good really
10	a	as	c	as if
	b	like that	d	that
11	a	declared	c	was being declared
	b	was declared	d	was declaring
12	a	would achieve	c	would be achieving
	b	would have achieved	d	would to achieve

/ 12

2 Choose the correct option to complete each sentence.

1 _____ you educated in this country or abroad?
a Did b Had c Were

2 I suddenly realised that Ian _____ , and I was alone in the restaurant.
a left b had left c was leaving

3 Emily _____ be really good at the violin when she was a kid.
a would b used to c could

4 We _____ ever go to the cinema these days.
a hardly b almost c quite

5 You're _____ to hand it in on Monday, but, frankly, nobody else is going to do that.
a must b supposed c allowed

6 She is not as interested in computers _____ Jason.
a as b than c that

7 As soon as I _____ home, I'll call you.
a get b got c 'll get

8 I spend my weekends _____ .
a revise b to revise c revising

/ 8

3 Complete the sentences with the correct form of the verbs in brackets.

1 I'm sorry I'm late. How long _____ (you / wait)?
2 Sometimes, even when she _____ (get) home really late, Paula has to do the cooking.
3 We _____ (think) of going out later. Do you want to come?
4 I think I _____ (break) my arm. Can you call an ambulance?
5 It _____ (not surprise) me if you won.
6 The bridge _____ (close) to traffic since Tuesday, and won't open until the weekend.
7 I wish I _____ (lock) the door when I left home. Thieves broke in and took my computer.
8 She asked if I _____ (know) Tom, and I don't.
9 They were accused of _____ (lose) the game on purpose.
10 Jo refused _____ (pay).

/ 10

VOCABULARY

4 Complete the sentences with one word.

1 It's pouring _____ outside. Let's watch TV.
2 We visited the theme _____ and went on lots of rides.
3 Let's _____ for a run. The weather's nice and we'll get fit!
4 This course is good _____ my CV. And that'll help me get a job.
5 It costs an arm and a _____ to buy new kitchen units.
6 Julie fell _____ with her best friend over something silly.
7 I was angry at first, but after a while I calmed _____ .
8 My laptop has a built-_____ webcam.
9 I fell _____ my bike and broke my ankle.
10 A former dictator, who is responsible _____ genocide, has been arrested.

/ 10

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5 Write the correct form of the word in brackets to complete the sentences.

1 I was _____ (pleasant) surprised to find the film so enjoyable.
2 It's always _____ (disappoint) when bad weather ruins a good day out.
3 The song was so _____ (sentiment) that I started to cry.
4 The government has recently changed _____ (employ) laws.
5 He tried hard, but his efforts didn't meet her _____ (expect).
6 The school's overall _____ (perform) was worse than that of others in the area.
7 If it gets too hot, the heater goes off _____ (automatic).
8 These pills are _____ (benefit) for your health.

/ 8

6 Choose the correct word to complete each sentence.

1 I'm really _____ with the results of the experiment. It went well.
a pleased b worried c down
2 This type of music is _____ and boring. It's just so uninteresting.
a moving b bland c uplifting
3 At the weekend, Jeff relaxes in his T-shirt and tracksuit _____ .
a bottoms b sandals c leggings
4 Put the chicken in the oven and let it _____ for two hours.
a roast b fry c steam
5 The restaurant is _____ . Every table is taken. You'll have to wait.
a deserted b presented c packed
6 We're worried about the rising crime _____ .
a rate b change c gap
7 This part of the city is _____ . It's pleasant but there's nothing to do.
a rough b dead c filthy
8 The rat _____ across the kitchen really fast.
a raced b crawled c circled
9 Jack is very _____ . He will always support you and be a good friend.
a loyal b charming c intense
10 We waited on the _____ for the train.
a deck b platform c harbour
11 Select a function from the drop-down _____ on your computer.
a menu b mouse c plug
12 I've got food _____ . I must have eaten something bad.
a infection b poisoning c bruising

/ 12

LISTENING

7 Listen to the phone-in and choose the best answer. Only one answer is correct.

1 How is Dr Clark feeling today?
a She has a bit of a cold right now.
b She has a very bad headache.
c Not at all bad but a little tired.
d She felt better earlier in the week.
2 What problem does Ed describe?
a a terrible stomach ache
b a persistent earache
c a nasty rash on his forehead
d really bad headaches
3 Which of the following solutions for Ed's complaint does Dr Clark NOT suggest?
a lying down
b taking pills
c eating well
d drinking water
4 What does Ed do in his job?
a He books holidays for people.
b He answers the phone.
c He sells telephones.
d He works outdoors.
5 What does the doctor advise Ed to do?
a talk to his own doctor
b change his job
c have more breaks while at work
d supervise his work

/ 10

SPEAKING

8 Talk about one of the following topics.

- what sort of things put you in a good mood
- the place you would most like to visit
- what you do on a typical day at work

/ 10

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READING

The thatcher

On sunny days, as you sit in the office staring out of the window, ignoring the great pile of paperwork in front of you, do you sometimes wonder whether working with your hands in the great outdoors might suit you a little better? I know I do. That's why I left my London desk recently to meet up with twenty-five-year-old Andy Lyons, a fit, athletic, suntanned guy who works as a thatcher in the villages of southern England. Thatching is a traditional craft, which, after a century of decline, has seen a revival in recent years, and I wanted to find out what it was all about and what had attracted him, along with a growing number of young men and women, to the job.

If you've ever visited a small English village you can't have missed the ancient cottages with their beautiful old roofs, which make the places seem so historic and timeless. The roofs are made of thousands of dry strips of water reeds, all packed tightly together. As you can probably imagine, maintaining these roofs is an enormous challenge, and that's where Andy comes in. He spends his working life up a ladder in all weathers putting together thatched roofs.

I caught up with him in a little village in Sussex, a village sleepy enough and pretty enough to be pictured on the lid of a chocolate box. I asked him what he did in his job and what he loved about it. Unsurprisingly, what I discovered was that the job varied from season to season. 'During the summer, I'm up on the roofs most of the time,' said Andy. 'It's all change in the colder months. Then we have to cut the water reed, a thick type of grass which grows in rivers, and gather it together in bundles to dry it. That makes great thatch.' Andy went on to tell me that the thatch he used differed from that further inland, where different grasses were used, and that his personal area of expertise was in restoring older, more historic houses rather than in making new roofs. 'I rarely get to work on anything new,' said Andy. 'We do have some thatchers in our company whose expertise lies in making new roofs on houses that have just been built, which is really difficult to do. I enjoy learning new aspects of the craft every day – it's not easy, so there's always something new to learn – and of course, being in the open air in the summer is fantastic. If I were in a typical job, I'd have to work inside all day and I wouldn't be so fit or have such a good suntan!'

9 Read the text and decide if these sentences are true (T), false (F) or not given (NG).

1 The writer probably works in an office. T / F / NG
2 There are more thatchers around now than there were a few years ago. T / F / NG
3 There are more men doing the job than women. T / F / NG
4 The writer admires the appearance of thatched roofs. T / F / NG
5 Thatchers work on the thatched roofs even when it rains. T / F / NG
6 Andy spends as much time thatching roofs in winter as he does in summer. T / F / NG
7 It takes all winter to dry the thatch. T / F / NG
8 Thatch is identical wherever you go in England. T / F / NG
9 Andy thinks it's harder to thatch a new building than an old one. T / F / NG
10 Andy would like to learn how to thatch different types of roofs. T / F / NG

/ 10

WRITING

10 Write one of the following.

- a description of the worst job you have ever had
- a blog entry on how you learned English
- an essay about the topic *Shopping online is better than shopping in the high street*. Give the arguments for both sides, and express your own opinion.

/ 10

/ 100

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END-OF-YEAR TEST 2 Units 1–16

GRAMMAR

1 Choose the correct options (a, b, c or d) to complete the text.

Marcelo Rios

In March 1998, it seemed [1] _____ Marcelo Rios was about to become the world's best tennis player. He [2] _____ the final of the Australian Open just [3] _____ weeks before, and had been unlucky [4] _____ . He was playing [5] _____ better tennis than most of his rivals. Marcelo was from Chile, a country [6] _____ had never had such a talented player before. If he [7] _____ win a Grand Slam tournament – the Australian Open, the US Open, Wimbledon, or the French Open – he [8] _____ the first player from Chile to do so. Unfortunately, however, in the seasons that followed he picked up a lot of injuries, and by 2004, at the age of only 28, he [9] _____ to retire. He should [10] _____ a lot more successful in his career. Indeed, [11] _____ people think that Marcelo Rios was probably the best player never [12] _____ one of the really big major tournaments.

1	a like	c to be
	b as	d as if
2	a has reached	c had reached
	b was reaching	d reaches
3	a a little	c few
	b a few	d little
4	a lose	c to losing
	b to lose	d loser
5	a much	c most
	b more	d many
6	a who	c where
	b which	d whose
7	a could	c had managed to
	b managed to	d could have
8	a will have been	c had been
	b would have been	d was being
9	a forced	c was forcing
	b had forced	d was forced
10	a to be	c have been
	b be	d being
11	a many	c much
	b a lot	d more
12	a win	c to win
	b winning	d to winning

/ 12

2 Choose the correct option to complete each sentence.

1 _____ you seen the play before we started studying it?
a Did b Had c Were

2 While we _____ back home from school, it started to rain.
a have walked b had walked c were walking

3 Andrew _____ own a piano but he sold it.
a would b used to c managed to

4 This _____ to me.
a belongs b is belonged c is belonging

5 It _____ be easy living here without water.
a must b might c can't

6 It's a _____ more demanding than Emily thought.
a bit b much c few

7 If you _____ time, go to the shop and get milk.
a have b had c 'll have

8 One of _____ passengers on the plane is ill.
a the b – c a

/ 8

3 Complete the sentences with the correct form of the verbs in brackets.

1 Susie _____ (rent) a small house by the river at the moment.
2 I _____ (not know) John for long, but he seems nice.
3 I'm going out as soon as I _____ (send) this email.
4 If you like, I _____ (finish) the washing up for you.
5 The bridge _____ (destroy) in yesterday's bomb attack.
6 The rice should _____ (cook) over a low heat.
7 I wish I _____ (buy) the album when it came out. It's sold out now.
8 I would have gone to the beach with you if you _____ (ask) me.
9 I tend _____ (not / stay) up late.
10 Dianne admitted _____ (steal) the money.

/ 10

VOCABULARY

4 Complete the sentences with one word.

1 Hopefully, the clouds will blow _____ and it'll be a nice day.
2 I'm not _____ much progress with my essay. I must try harder.
3 Theresa wants to specialise _____ sales.
4 I'm joking – just pulling your _____ !
5 The concert was sold _____ . You couldn't get a ticket.
6 If we win, it'll be a dream _____ true.
7 I keep _____ touch with my Australian cousins using social media.
8 We set _____ at 5 a.m. and didn't get there until midnight.
9 Celebrity couple split _____ after argument.
10 Picasso was considered to be way _____ of his time.

/ 10

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5 Write the correct form of the word in brackets to complete the sentences.

1 The violence in the film was _____ (shock).
2 The weather's going to be _____ (misery) all this week.
3 Paul has an extremely _____ (stress) job. I couldn't do it!
4 I can't get used to _____ (live) this way.
5 The expedition was a complete _____ (fail).
6 Jack's _____ (interpret) of the film was interesting.
7 It's _____ (boil) hot in here. I need some water.
8 We should _____ (modern) the police force.

/ 8

6 Choose the correct word to complete each sentence.

1 After years of study, I've _____ the language at last. I'm fluent!
a expressed b mastered c struggled
2 I had a bad arm _____ a few years ago.
a hurt b pull c injury
3 The battery's dead. Plug it in to _____ it.
a swipe b tap c charge
4 It's a lovely scarf made of _____ .
a wool b clay c straw
5 Penny bought a fridge _____ as a souvenir.
a glass b magnet c mask
6 Add chilli – the more you add, the _____ it gets.
a spicier b greasier c juicier
7 There is a roof _____ on the top floor with great views of the city.
a basement b attic c terrace
8 We saw a film in the cinema – it was an exciting _____ .
a thriller b acting c installation
9 Don't give up. It'll probably _____ a few attempts before you manage to do it.
a make b take c set
10 I'm absolutely _____ .
a tired b furious c hungry
11 I've got a _____ ankle. It hurts.
a swollen b stress c nasty
12 A local company has been _____ over by a multinational.
a made b taken c stolen

/ 12

LISTENING

7 Listen to the radio programme and choose the best answer. Only one answer is correct.

1 Which of the following does the presenter not mention?
a Not enough new houses are being built in Britain.
b More people are leaving the city for the country.
c There are more people who need a place to live in the UK.
d More people want to buy new houses in London.
2 What does Tony want to see happen?
a He wants developers to be more creative.
b He wants ordinary people to take action.
c He wants to see more housing developments.
d He wants to see more homes in the countryside.
3 Which of the following types of home does Tony not mention?
a tents hanging in a wood
b house boats on canals
c houses made from trees
d houses built on a river
4 Which of the following does Tony say is most important?
a protecting the environment
b making the most of the living space we have
c looking after the property we have
d helping people to move out of the cities
5 Which of the following could be adapted to become houses, in Tony's opinion?
a different types of vehicles
b office buildings
c old train stations
d cottage gardens

/ 10

SPEAKING

8 Talk about one of the following topics.

- the first time you met someone important in your life
- a day when everything went wrong
- your hobby

/ 10

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READING

All sport will revolve around the TV viewer

The very first Abu Dhabi Grand Prix took place in November 2009. It was a wonderful spectacle. Twenty bright, shiny, immensely powerful Formula One racing cars zoomed around the brand new circuit at breath-taking speed, in a race which started during daylight hours and ended in the neon glare of spotlights, well after the sun had set. What struck me, however, was how the whole event was designed not for the spectators within the stadium, stuck behind crash barriers, but for the worldwide TV audience. The race's starting time was fixed by European TV stations who wanted to show the race when their viewing audience was at a peak. And the way the race was filmed and presented felt more like a Hollywood film or an expensive videogame than a genuine sporting event. I wondered whether this was the future of sport.

Until now most people have considered watching sport live, at a racetrack, in a stadium, or in a muddy field, to be a lot more fun than watching it on TV. Being there live is, well, real and totally engaging and absorbing. Spectators at live football matches feel genuinely involved in the action and able to influence what's going on by shouting or cheering or singing, or by simply being there. Some experts, however, believe that this will change. Spectators won't want to go to watch live sports in the future because TV coverage will become so realistic and exciting that live sport will be boring in comparison. Before long, we'll all have large, flat-screen TVs with 3D pictures and amazing sound, and instead of feeling far from the action and unable to interact with it or influence it in the way that live spectators can, we'll be empowered by technology to take part. Viewers can already view goals from different angles, follow the performance of individual players, and access information about the match and the players as it's in progress.

Before long, watching from home will replicate the experience a fan gets in a stadium. And when that happens, there is a real danger that attendances will start to fall. So will top professional sportsmen and women end up playing matches without spectators? The answer is that, in some cases, yes, this will probably happen. A more likely scenario is that spectators at the more popular live sports will expect to have the same experience as at home. In the future, at a football match, we might have TV monitors in our seats so that we can watch replays and listen to commentary, for example.

9 Read the text and decide if these sentences are true (T), false (F) or not given (NG).

1 The 2009 Abu Dhabi Grand prix ended at night. T / F / NG
2 There weren't many spectators there to see the Abu Dhabi Grand Prix live. T / F / NG
3 European TV stations clearly had decided when the Abu Dhabi Grand Prix should begin. T / F / NG
4 The Abu Dhabi Grand Prix seemed more like a film than a race to the writer. T / F / NG
5 The writer says that, in the past, being at a match was more engaging than watching on TV. T / F / NG
6 Improved technology will make watching sport at home at least as exciting as going to a match. T / F / NG
7 The writer says that one day we may be able to contact individual players during a match. T / F / NG
8 The writer expects the number of live spectators to fall at all sporting events. T / F / NG
9 There will be fewer successful sports as spectator numbers fall, says the writer. T / F / NG
10 Watching sport live could be very similar to watching sport at home in the future. T / F / NG

/ 10

WRITING

10 Write one of the following.

- a description of a city you know well
- a review of a song or album you love
- *Having a well-paid job is more important than having a rewarding one.* Discuss arguments on both sides of the statement, and express your opinion.

/ 10

/ 100

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TESTS ANSWER KEY

UNIT 1

1

1 do	3 has	5 was	7 Did
2 Is	4 didn't	6 hasn't	8 were

2

1 fell	4 broke
2 had forgotten	5 had been
3 hadn't filled	6 were performing

3

1 was standing	7 was missing
2 opened	8 had ... gone
3 had given	9 Had ... dropped
4 were	10 turned
5 reached	11 saw
6 looked	12 was holding

4

1 a twin	4 a warehouse	7 French
2 Germany	5 separated	8 an engineer
3 travelling	6 Law	

5

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

6

1 question	5 interest	9 Opportunities
2 growing	6 terms	10 time
3 allow	7 evidence	
4 basic	8 research	

UNIT 2

1

1 –	3 as	5 like	7 like
2 like	4 –	6 –	8 as

2

1 are meeting	5 are staying
2 don't agree	6 fly
3 usually go	7 doesn't believe
4 do you need	8 do you play

3

1 am writing	6 need
2 are driving	7 has
3 go	8 is waving
4 usually stay	9 don't know
5 are only staying	10 are still enjoying

4

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

5

1 with	4 about	7 about
2 by	5 about	
3 with	6 in	

6

1 depressing	6 annoying
2 disappointed	7 shocked
3 shocking	8 exhausting
4 bored	9 disappointing
5 confusing	10 pleased

UNIT 3

1

1 thinking	3 won't	5 meeting	7 of
2 have	4 going	6 might	8 to

2

1 Peter and I are thinking of watching a film later.
2 How is she going to explain this to Cathy?
3 What time do I have to get there?
4 We'll probably see you later.

3

1 haven't visited	6 didn't have
2 went	7 have bought
3 haven't seen	8 have ever heard
4 spent	9 have decided
5 poured	10 have dreamt

4

1 market	3 park	5 life
2 gallery	4 stalls	

5

1 mosque	3 palace	5 castle	7 ruins
2 gallery	4 lake	6 market	

6

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

7

1 b 2 d 3 e 4 c 5 a

UNIT 4

1

1 used	3 get	5 that	7 quite
2 lot	4 hardly	6 like	8 all

2

1 has been staying, for
2 hasn't been waiting, for
3 since, have been learning
4 have ... been studying, since
5 have been sitting, for

3

1 have you had
2 did Dan spend
3 have you been warming
4 Has Shelley known
5 have you been supporting
6 Have you seen
7 did your grandfather live
8 Has Karen been playing

4

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

5

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

6

1 unfit	3 injury	5 in
2 stiff	3 recover	6 injured

7

1 catchy	3 bland	5 sentimental
2 depressing	4 heavy	6 uplifting

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UNIT 5 TEST

1

1 must, can't
2 can't, must
3 must, must
4 must, can't
5 must, must

2

1 have to
2 aren't allowed
3 can
4 allowed
5 can't
6 supposed

3

1 We're supposed to request a day off in writing, but no one ever does.
2 You aren't allowed to leave before five.
3 What types of food are we allowed to eat on this diet?
4 Trainees are supposed to complete and return the forms.
5 Employees are allowed to wear casual clothes on Fridays.

4

1 varied
2 well-paid
3 competitive
4 rewarding
5 stressful
6 demanding
7 dull
8 creative

5

1 b 2 c 3 a 4 e 5 d

6

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

7

1 I'll never get used to **living** so far from home.
2 These days, I **am** used to getting up early.
3 Paul's already (**got**) used to his new job.
4 It's alright for Sue – she's used **to** these long hours.
5 I'm slowly **getting** used to working here.

UNIT 6

1

1 as
2 of
3 much
4 than
5 almost
6 more
7 bit
8 the

2

1 My new car cost almost twice as much as my old one.
2 I guess it's a lot more difficult to use than other sites.
3 You'll get slightly better reception with this than you would with the other one.
4 These are about three times the price of the older models.
5 You can store far more data than was once the case.
6 Some of the other headsets are a tiny bit more expensive than these.
7 Simon's car is quite a lot more complicated to drive than Harry's.
8 At almost twice the average price, it is the most expensive gadget on the market.

3

1 I bought a lovely old watch with a chain in an antique shop.
2 I've got two huge handmade vases in the loft upstairs.
3 I've hidden my girlfriend's pink leather handbag under my bed.
4 At work, we have to wear a tasteless old-fashioned shirt with a pattern on Fridays.
5 I hung the ancient green mask made of wood on the wall in my bedroom.

4

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

5

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

6

1 magnet
2 wool
3 mask
4 wood
5 scarf
6 pot

UNIT 7

1

1 have eaten
2 have cleaned
3 get
4 gets
5 reach
6 comes

2

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

3

1 will explode, don't defuse
2 will / 'll provide, don't have
3 is, will / 'll find
4 calls, 'll let
5 will come, invite
6 won't get, don't finish
7 changes, 'll go

4

1 I'm struggling
2 I'm keen
3 It's demanding
4 It's assessed
5 It's practical
6 It's relevant
7 It's encouraging

5

1 fees
2 reputation
3 requirements
4 problems
5 programme
6 school
7 facilities

6

1 expectations
2 improvement
3 analysis
4 knowledge
5 specialist
6 interpretation
7 definition
8 grade
9 difference
10 failure

UNIT 8

1

1 We tend to eat out three or four times a month.
2 Amy usually cooks organic food at the weekend.
3 We tend not to / don't tend to go to restaurants very often.
4 Some of the restaurants don't normally open on Mondays.
5 Generally speaking, restaurants in this area offer good value for money.
6 Spicy food tends not to / doesn't tend to be popular with younger people.

2

1 If we used more organic food, we'd protect the environment.
2 John would only eat vegetables, if the rest of his family didn't like meat so much.
3 If I were a good cook, I would open a restaurant.
4 If I were you, I wouldn't eat that cake.
5 The kids wouldn't eat all of it if it didn't taste good.

3

1 you switched
2 wouldn't be
3 wouldn't eat
4 donated
5 came
6 would improve
7 would you say
8 ate
9 would drive
10 would you do

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4

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

5

1 filling 4 bland 7 greasy
2 raw 5 tender 8 tasty
3 juicy 6 spicy 9 sour

6

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

UNIT 9

1

1 Sean has been working long hours this week.
2 Have you met Sarah before?
3 How long has Anita been waiting?
4 Which books have they already read?
5 Wendy hasn't done any training courses yet.
6 How long has Tom been chatting on the phone?

2

1 have been looking
2 have finished
3 haven't designed
4 have you been talking
5 has lost
6 have been travelling
7 has been looking
8 has left
9 have Emma and Joe been working
10 has seen

3

1 much 6 less
2 fewer 7 as
3 more 8 than
4 before 9 in
5 so 10 used

4

1 garage 5 patio
2 attic 6 basement
3 central heating 7 balcony
4 garden 8 open fire

5

1 c 2 d 3 b 4 a 5 e

6

1 mainly 3 due 5 to
2 of 4 because

7

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

UNIT 10

1

1 any 3 few 5 Most 7 lot
2 every 4 no 6 much 8 all

2

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

3

1 was going to play
2 were going to invite
3 were they going to get
4 was going to say
5 weren't going to have
6 was going to perform

4

1 would get 3 would come 5 would write
2 would lose 4 would hate 6 would be

5

1 classic 4 tragedy 7 costumes
2 soundtrack 5 landscape 8 portrait
3 plot 6 thriller

6

1 a 3 c 5 c 7 a 9 a
2 b 4 a 6 b 8 a 10 c

7

1 out 3 way 5 over
2 as 4 in 6 out

UNIT 11

1

1 managed 5 could
2 had to 6 had to
3 couldn't 7 managed
4 Did you manage to 8 had to

2

1 been 3 be 5 by 7 be
2 being 4 were 6 been 8 has

3

1 was imported 6 to be given
2 are being selected 7 had broken
3 resigned 8 will be held
4 is carried 9 have been made
5 may be seen 10 weren't told

4

1 lying 3 buzzing 5 crawling
2 circling 4 leaping 6 racing

5

1 out 3 around 5 on
2 into 4 along 6 across

6

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

7

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

UNIT 12

1

1 live 5 moved
2 found 6 Did you use
3 use 7 used to
4 We'd

2

1 Martha married Timothy in 1953. ✓
2 As a boy, I **would go** for long walks out into the countryside.
3 I **used to be** quite shy at school.
4 This old suitcase **used to belong** to my great-grandfather.
5 During the holidays, we played them at football three times. ✓
6 I remember that we **would go** fishing together quite often.
7 My uncle **would come** over from France each summer.
8 The first man walked on the moon about fifty years ago. ✓
9 In my teens, I **used to know** how to solve this puzzle.

3

1 I hadn't asked her 4 I had brought
2 I had done some 5 they hadn't left
3 we had known about

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4

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

5

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

6

1 up 2 out 3 out 4 apart 5 in 6 into 7 on

7

1 dating 2 awkward 3 end 4 remain 5 close

UNIT 13

1

1 if 2 would 3 had 4 have 5 been 6 have 7 have 8 had

2

1 would have enjoyed, had seen
2 wouldn't have gone, had known
3 would have given, had won
4 wouldn't have failed, had revised
5 hadn't sunk, wouldn't have been

3

1 should have worn
2 should have made
3 should have left
4 shouldn't have criticised
5 should have caught
6 shouldn't have spent
7 should have bought
8 shouldn't have run

4

1 tyre
2 bend
3 desk
4 lights
5 platform
6 harbour
7 crossing
8 security
9 carriage
10 landing

5

1 off 2 down 3 in 4 down 5 in 6 out 7 around 8 back

6

1 hot 2 angry 3 fascinating 4 filthy 5 good 6 exhausted

UNIT 14

1

1 a 2 the 3 the 4 the 5 a 6 the 7 The 8 a 9 the 10 X 11 a 12 X

2

1 breaking 2 to work 3 living 4 painting 5 to reserve 6 to meet

3

1 to open 2 Printing 3 boring 4 waiting 5 chatting 6 being 7 saying 8 sitting

4

1 plug 2 socket 3 cable 4 mouse 5 cursor 6 screen 7 menu 8 file 9 keyboard 10 external hard drive 11 printer 12 scanner

5

1 of 2 with 3 of 4 by 5 out 6 to

6

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

UNIT 15

1

1 ✓
2 quickly
3 ✓
4 thoroughly
5 ✓
6 late
7 wide
8 ✓
9 clearly
10 hard

2

1 doesn't meet
2 enjoys
3 was tired
4 clean
5 was sitting
6 helps

3

1 was at work
2 had broken his leg
3 was watching TV
4 hadn't had time to do his homework
5 was 70 years old
6 where I lived
7 if she lived abroad
8 how Stan had done in the exam
9 if she was leaving later
10 he felt awful

4

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

5

1 allergic
2 painful
3 modernise
4 irritation
5 infection
6 hopelessly
7 medical
8 consciousness
9 treatment
10 curable

6

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

UNIT 16

1

1 b 2 e 3 d 4 a 5 c

2

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

3

1 that 2 who 3 which 4 that 5 who 6 that 7 who

4

1 where
2 who / that
3 when
4 whose
5 who / that
6 that / which
7 which / that

5

1 c, h 2 f, i 3 b, k 4 e, g 5 a, j 6 d, l

6

1 scientist
2 dictator
3 doctor
4 founder
5 activist
6 artist

7

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

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REVIEW TEST 1 Units 1–6

1

1 are
2 has
3 had
4 like
5 of
6 for
7 since
8 supposed
9 as
10 than

2

1 has loved
2 went
3 was
4 has been travelling
5 hardly ever hear
6 haven't seen
7 was exploring
8 was doing
9 are spending / are going to spend
10 will be

3

1 a translator
2 a market
3 a climb
4 a twin
5 a contract
6 a law
7 a bracelet
8 a jumper

4

1 c 2 b 3 b 4 a 5 c 6 a 7 c 8 b 9 b 10 c 11 a 12 c

5

1 b 2 b 3 c 4 d 5 b

7a

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

7b

1 meet / talk to snake catchers, go on snake catching trips in the forest, find out about their culture
2 how to make a bow and arrow, shoot arrows from horseback, cook in the field, look after a horse
3 walk along the boardwalk, visit the funfair, surf, sunbathe

REVIEW TEST 2 Units 7–12

1

1 reach
2 should
3 were
4 haven't finished
5 much
6 much
7 every
8 to visit
9 did you manage to
10 had to
11 didn't use to
12 had told

2

1 don't get
2 tend not / don't tend
3 would give
4 has Sylvia been talking
5 would send
6 had broken
7 were being given
8 had worked

3

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

4

1 out
2 out
3 out
4 through
5 on
6 in

5

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

6

1 b 2 a 3 b 4 d 5 c

8a

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

8b

1 *Buenos Aires* and *Legend*
2 You might have to wait for a table, but it is well known for its brunches.
3 *Africa* and *Legend*
4 *Africa* and *Coq au vin*

REVIEW TEST 3 Units 13–16

1

1 had
2 have
3 should
4 a
5 finish
6 a
7 since
8 of
9 for
10 where

2

1 would have spent
2 coming
3 having
4 to get
5 sitting
6 quietly
7 hard
8 had left
9 to post
10 has / had

3

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

4

1 b 2 a 3 c 4 a 5 c 6 b 7 b 8 c 9 a 10 b 11 b 12 b

5

1 a 2 c 3 c 4 b 5 a

7a

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

7b possible answers

1 That you are going through a nervous breakdown, or finding the workplace too demanding.
2 She wanted to see life through the eyes of different people, and experience what it was like to hold down a job in an alien culture.
3 learning how to manage money in creative ways and under stress; dealing with difficult situations / crises
4 In any big company, you find yourself working with people from all over the world / A company's products are manufactured in one country, marketed in another and sold almost everywhere.

MID-YEAR TEST Units 1–9

1

1 a 2 c 3 a 4 b 5 b 6 b 7 b 8 a 9 a 10 c 11 a 12 b

2

1 do you live
2 were walking
3 had left
4 is working
5 will probably stay
6 are they thinking
7 have you been sitting
8 believe
9 have owned
10 to get
11 hurry
12 set
13 not to eat
14 had
15 wouldn't have
16 have read

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3

1	Portuguese	5	repetitive	9	carved
2	depressing	6	competitive	10	encouraging
3	confused	7	responsibility		
4	confidence	8	requirement		

4

1	c	3	b	5	a	7	a	9	a	11	b
2	a	4	c	6	b	8	c	10	c	12	c

5

1	b	2	a	3	c	4	c	5	d

6a

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

6b

1 They're cooler / less formal than some other clothes, but more dressed up / smarter than things like tracksuit bottoms; they're neither too smart nor too scruffy for most situations.
2 Because one of the most famous brands in the world was named after the man who invented jeans.
3 Because it was softer than the rough canvas he was using before that.
4 1873 is the year that Levi Strauss patented jeans and started producing them commercially / in large quantities.

END-OF-YEAR TEST 1 Units 1–16

1

1	c	3	b	5	a	7	b	9	c	11	b
2	c	4	c	6	b	8	c	10	c	12	b

2

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

3

1	have you been waiting	6	has been closed
2	gets	7	had locked
3	are thinking	8	know / knew
4	have broken	9	losing / having lost
5	wouldn't surprise	10	to pay

4

1	down	3	go	5	leg	7	down	9	off
2	park	4	for	6	out	8	in	10	for

5

1	pleasantly	5	expectations
2	disappointing	6	performance
3	sentimental	7	automatically
4	employment	8	beneficial

6

1	a	3	a	5	c	7	b	9	a	11	a
2	b	4	a	6	a	8	a	10	b	12	b

7

1	c	2	d	3	b	4	b	5	c

9

1	T	3	NG	5	T	7	NG	9	T
2	T	4	T	6	F	8	F	10	NG

END-OF-YEAR TEST 2 Units 1–16

1

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

2

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

3

1	is renting	6	be cooked
2	haven't known	7	had bought
3	have sent	8	had asked
4	will finish	9	not to stay
5	was destroyed	10	stealing

4

1	over	6	come
2	making	7	in
3	in	8	off
4	leg	9	up
5	out	10	ahead

5

1	shocking	5	failure
2	miserable	6	interpretation
3	stressful	7	boiling
4	living	8	modernise

6

1	b	3	c	5	b	7	c	9	b	11	a
2	c	4	a	6	a	8	a	10	b	12	b

7

1	b	2	b	3	c	4	b	5	a

9

1	T	3	T	5	T	7	F	9	F
2	NG	4	T	6	T	8	T	10	T

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TESTS AUDIO SCRIPTS

REVIEW TEST 1 Units 1–6

P = presenter, D = Danny

P: Hello and welcome to *People and Books*. My guest today is eighteen-year-old Danny Baines, who, despite his young age, has already won numerous awards. Welcome to the programme, Danny.
D: Hello.
P: So, have you been writing novels for very long?
D: Well, yes, for most of my teens, I guess. At thirteen, all I wanted to do was play football, then, a year later, I was suddenly into books, and it was then that I sat down and wrote and wrote. My first childish attempt at a novel was about two hundred pages long and pretty scary, if I remember. I think I was really into horror stories, at the time. It was quite depressing, too – not uplifting, at all. I don't know where it came from.
P: So, did you try to get it published?
D: Well, my parents thought it was really good, and my dad was much keener than I was to see my name in print. He sent it to a friend of his who worked for a big publishing company, but they weren't interested.
P: Were you disappointed?
D: Oh no, not really. I was already writing my next novel by then. I'd spent six months writing it and I thought it was great. Of course, when I sent it to the publisher, it came back with lots and lots of suggested rewrites. I had to rewrite the story many times. All in all, I spent, well, a couple of years of my life on it, and, at times, it seemed like I did nothing much except write! But it was worth it because the publishers accepted it. I was only seventeen at the time. It was really amazing.
P: And that was *The Only Child*?
D: Yeah. That's right.
P: Right. Tell me about your latest novel.
D: Yes, my second. Or at least, the second one to be published. It's called *The Handmade Pot*, and it's a love story set in Italy. I wanted to do something a bit different from the adventure stories, or horror stories, I've written before. And I think it works well – I don't think it's dull or bland.
P: It certainly isn't. It's a thrilling story. It must be exciting to be getting such good reviews.
D: Absolutely. I'm very lucky to be a published author at such a young age. It's a rewarding and varied job, but what makes it worthwhile is when other people praise my work and buy my books.

REVIEW TEST 2 Units 7–12

M = Moira, E = Emma

M: Hi Emma.
E: Oh, hi Moira.
M: How's your course going?
E: Well, it's really hard work, as you can probably imagine, but it's going OK, I guess.
M: Hard work? Already? You've only just started, haven't you? I thought they wouldn't be all that demanding early on, you know, until you'd got the hang of things.
E: Oh, I wish. I know I've only been on the course for two weeks but the course work is really heavy! I've been given lots of homework and I have a presentation to prepare.
M: That does sound like a lot of work.
E: Believe me, it is. I have three essays to do before Christmas. I don't know how I'm going to get it all done. In fact, I'm thinking of taking a few days off work just so that I can keep up. I don't want to find myself struggling.
M: Well, no, but you can't afford to miss too many days off work either, can you?
E: I suppose not.
M: I guess you won't have any free time this weekend then? I thought we might meet up.
E: Well, I reckon I have to prepare my presentation and I have to start working on the first essay. I guess that means I'll be working all day on Saturday, but, hopefully, I'll have some time off on Sunday. I was thinking of doing a bit of reading then, for the essay. Why don't you pop round late Sunday afternoon for coffee?
M: OK. I'll do that. It sounds like you've got things organised, at least.
E: Well, yes. Although there's lots of coursework to do, thankfully, I've been working in this field for years so it's not as if I'm trying to learn something completely new. And I love it, of course. I'm really keen, my tutor's really encouraging, and I know the qualification will be good for my CV once I get it.
M: Well, that's good.
E: It's the commute to college that I find hardest. It took me two hours to get back last night! I have two buses to catch to get there, and the same coming back. It's exhausting.
M: I bet. I feel exhausted just listening to you!

REVIEW TEST 3 Units 13–16

P = Penny, G = Grant

P: I haven't seen Karen all morning. Do you know where she's gone?
G: Yeah. She's gone into town to get a new laptop. Her old one keeps crashing, and it's really slow. It's about time she got a new one.
P: I guess so. So, which laptop is she going to buy?
G: Well, she's spent ages online researching all sorts of different ones, and she's even bought technical magazines. Now she's going to ask for advice from the experts in the electrical shop. But, to be honest with you, I still don't think she has any idea which one she wants.
P: Well, I'm not that surprised. Karen's never been very good at making her mind up.
G: Yesterday, she was telling me she'd seen a couple of laptops she likes. They're both KP computers. There's the 740, which has a large screen and a lot of memory, and the 850, which has the same amount of memory and is smaller and slimmer and looks really cool. I thinks she prefers the 850 but it's more expensive.
P: Has she thought about what she's going to use it for? I mean, it's important to choose a laptop to suit your needs.

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G: Well, she's into playing games online and spends ages on social media chatting to friends and uploading photos and videos, so that's the main thing. She won't really need it for work or study.
P: Really? I thought she was doing a design course. Won't she need it for that?
G: Well, she is, but she's already got a really powerful desk computer which she uses to do all that.
P: Oh, OK. So, what do you reckon? Which laptop will she end up buying?
G: Well, she's not that well off, and won't want to spend too much, so I think she'll buy the 740.
P: I think you're right – she won't buy anything horribly expensive. Actually, I suspect she won't buy a laptop today at all. You know Karen – she loves window shopping – she prefers spending time looking at gadgets to actually buying them ...

MID-YEAR TEST Units 1–9

T = Tom, B = Bethany

T: OK, Bethany. Well, as you know, I've asked to interview you because you're such a proficient linguist. You speak five languages pretty fluently, is that right?
B: Including English, five, yes.
T: To help me write my dissertation, I wanted to find out a little bit about your language learning history. Is that OK?
B: Sure. Fire away.
T: Can you tell me when you started learning each of your languages?
B: Well, I was brought up speaking English mostly, but, as my dad was Danish, and my grandparents didn't really speak a word of English, I had a lot of exposure to this other language, Danish, which I kind of learned passively. As a small child, I knew what my Danish grandparents were saying, especially when they were talking about me.
T: Would you say you were bilingual then?
B: Well, not really. As I said, it never occurred to me to speak Danish, because my parents and friends all got by in English. But I suppose I got used to the idea that not every language is pronounced in the same way that English is, and that's been useful in learning other languages. Actually, I forgot Danish completely in my early teens and only learnt the language properly when I spent a year in Copenhagen after I left school. And I was eighteen then.
T: OK. And the other languages?
B: Well, I studied French all the way through school, starting when I was seven, and I did a degree in French and Spanish at university, and spent some time in Paris. I guess it was the trip to Paris when I was twenty that was the most important part of becoming good at French. As for Spanish, well I was dreaming in Spanish well before I got to university. Between the ages of twelve and sixteen, I lived in Madrid because my parents were working there, and although I went to an international school where the main language was English, I made Spanish-speaking friends and became, well, very 'Spanish' for a time.
T: Spanish?
B: Oh, yes. As a kid, I enjoyed the acting element of speaking Spanish. I could be a different person – cooler and more out-going, waving my arms around, that sort of thing. I loved being fiery and Spanish, and I still do. I'm a different person when I speak Spanish!
T: OK. Interesting. That makes four languages, I reckon. What's the fifth one?
B: Well, the fifth one is a bit of a cheat. My boyfriend comes from Norway, and I've been learning Norwegian off him for the past few months. I don't know whether you know this, but Danish and Norwegian are pretty similar. The pronunciation is very different but the grammar's the same, and a lot of the words are identical, so it's probably been the easiest language to learn of all of them. Especially as my boyfriend is such a good teacher.

END-OF-YEAR TEST 1 Units 1–16

P = presenter, C = Dr Clark, E = Ed

P: Hello and welcome to *Health Today*, the weekly phone-in that aims to advise listeners on what to do about just about anything, from a nasty rash to a twisted ankle. Dr Deborah Clark is here with me. Give us a call on 0800 566 566.
How are you, doctor?
C: Me? Well, I'm fine right now. Bit tired, that's all. I had a bit of a cold earlier this week, but it's cleared up.
P: I'm glad to hear that. Our first caller is Ed on line 1. Hello, Ed. What would you like to ask Dr Clark?
E: Hello. Yes, well, it's about this persistent migraine I keep getting – an awful pain in my head. I've felt terrible since I got up this morning. I've taken pills but they don't seem to help. What should I do?
C: Any adverse reactions to taking the pills?
E: Well, no. They just don't work, that's all.
C: OK. Well, cut out the pills until you've had the cause properly diagnosed. With headaches, the first thing, and the best thing to do, is drink lots of water, and eat something good and healthy. If that doesn't help, lie in a dark room. You shouldn't take things which could make the problem worse. What's important is finding out why you have the problem in the first place. Do you work, Ed?
E: Yes. Yes, I do. I deal with customers' complaints on the phone. For an online travel specialist. You know, if they've booked a holiday and had problems, they call me.
C: So, you spend time staring at a computer screen while you're dealing with clients?
E: That's right.
C: OK. Well, there's your cause, or, at least, that might be the root cause. People develop severe headaches or migraines for all sorts of reasons, ranging from their diet to the way they heat their house. But a common cause is what we do at work. So, you may have a headache because you look at a screen all day, or it may be because you feel stressed by having to deal with problems. I'm guessing it's the computer screen. Try to limit how much time you have to stare at the screen. If I were you, I'd talk to my supervisor and take more breaks.
E: Oh, OK. Well, thanks doctor.

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P: Thanks for your call, Ed. Right. Our next caller is Martha. She's on line 2.

END-OF-YEAR TEST 2 Units 1–16

P = presenter, T = Tony

P: In Britain, house prices continue to rise, particularly in London, and the number of people who are homeless is becoming ever greater. We are told that the problem lies in the fact that there is a shortage of properties. The number of people looking for new homes is growing faster than the speed at which houses are being built.
But is there a solution out there? In today's programme, we're talking to Tony Donald, who believes that we can solve the housing crisis with a little bit of imagination and creativity.
So, Tony, what's your solution?

T: Well, I wouldn't say that I have a solution. But I do think that we can make much better use of the space that we have in our crowded country. Why wait for developers to build new homes when we can create them ourselves?

P: So, you think we should be building our own houses?

T: Well, not build so much as create. New houses are being built in parts of the country where people don't want to live. But not enough is being done to free up spaces in popular towns or cities, and to adapt places that already exist for housing.

P: For example?

T: Well, for example, we have lots of attractive rivers and canals going through our towns, but not that many people are living in boats. We could create whole communities of people living on canal boats, or in houses built on the river. There are lots of woods, too, and I see no reason why we couldn't have tented villages in woods. Technology has been developed which allows us to make hard-wearing tents that you can suspend from trees. They're light, strong and comfortable, and lots of young people would just love to live in a tree house.

P: OK. But wouldn't that be a problem for other people who want to go for a walk in the woods or on a trip down a canal without seeing other people's washing?

T: Well, I know what you mean, but I think the housing crisis is so great that we should stop seeing empty places as places to be protected and start seeing them as places to be shared. If people look after the places they live in, they'll be attractive and interesting places for other people to visit.

P: OK. I suppose you're saying that we should all share the space we have?

T: Yes. And there are so many opportunities to do that. We could create living spaces out of disused buses or caravans, or railway carriages, and we could turn basements into flats, roof terraces into cool penthouse apartments, and garages into cottages. I really don't see what's stopping us.

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STUDENT 1

Name: Mario / Maria

Nationality: Italian – from small village in Tuscany

Occupation: librarian – in law library at University of New York

Marital status: divorced – ex is a translator at United Nations

Hobbies and interests: baseball – goes to all New York Yankees games

Languages: Italian, Spanish, learning French at Downtown Night School

STUDENT 2

Name: Antonio / Anna

Nationality: Italian – from small village near Rome

Occupation: popcorn salesperson at Yankee Stadium

Marital status: single – currently looking for love online at *Love Match*

Hobbies and interests: jogging – in Central Park

Languages: Italian, learning French at Central Night School

STUDENT 3

Name: Oleg / Olga

Nationality: Russian – from Moscow

Occupation: gardener for New York Parks Authority

Marital status: single – dating a hockey player

Hobbies and interests: chess – regularly plays in tournaments

Languages: Russian, learning German at Downtown Night School

STUDENT 4

Name: Alex / Alexandra

Nationality: Polish (but lived in Moscow as a child)

Occupation: runs *Love Match*, an online dating agency

Marital status: married – wife / husband works for United Nations

Hobbies and interests: swimming – goes to lots of swimming galas

Languages: Polish, had lessons in Chinese three years ago

STUDENT 5

Name: Sebastian / Sylvie

Nationality: German – from Munich

Occupation: law student at University of New York

Marital status: divorced – ex is mayor of New York

Hobbies and interests: hockey – never miss New York Rangers matches; also a swimming coach

Languages: German, have tried out evening classes in French and Italian at Central Night School

STUDENT 6

Name: Dan / Daniella

Nationality: American – from New York

Occupation: manager of New York's Downtown Night School for language learning

Marital status: married to PA of the city's mayor

Hobbies and interests: travel – has holiday home in small village near Rome

Languages: English, French, had lessons in Chinese three years ago

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2 WHAT IS SHE THINKING?

Your task is to write a complete story about the picture you see below. This should be an imaginative story with a beginning, a middle, and an end. Your story should answer the following questions:

1 What is happening in the picture?

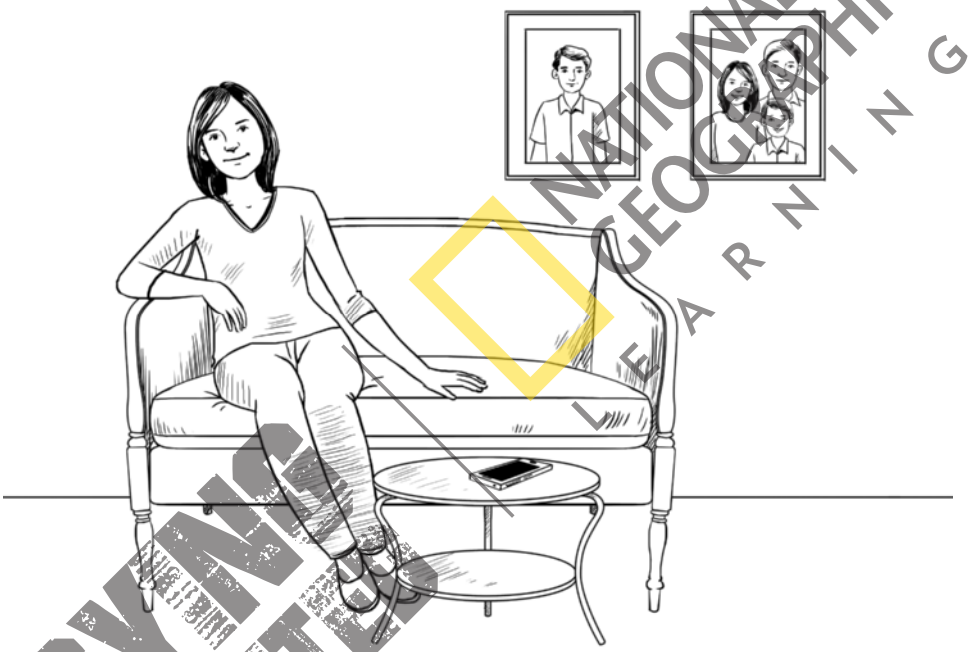
2 Who is the person in the picture?

3 What is she thinking and feeling?

4 What has led up to the event shown in the picture?

5 What will happen at the end of the story?

You have five minutes to write your story.



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Exchange your story with a partner. Read your partner's story and interpret what it tells you about your partner's thoughts and feelings.

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3 MELBOURNE OR SYDNEY?

Four things to do in Melbourne

1 Eureka Skydeck

View Melbourne from the 'skydeck'. It's on the top floor of the 300-metre-high Eureka Tower near the city centre. Stand in 'the Edge', a box with glass walls and a glass floor that allows you to look down on the city below. It's reasonably priced and you can buy a 'sun and stars' ticket that allows you to visit twice in one day.

2 Balloon flight

If you have money to spare, why not take a four-hour hot air balloon ride over the city with unforgettable views of all the major landmarks? You'll need to drive out to the city aerodrome really early to be ready for your flight, as sunrise is the best time to be up in the air. Believe us, it's worth the trouble!

3 St Paul's Cathedral

Although it has a reputation for being modern and cosmopolitan, Melbourne also has a historical centre set around its stunning cathedral. Dating from the 1880s, St Paul's is right at the heart of a lively district with some of the city's best shops and cafés. It's open all day and free to enter.

4 The Dandenong Ranges

Head inland to the scenic Dandenong Ranges, an area of outstanding natural beauty. There you'll find towering forests climbing up mountainous slopes. It's only a one-hour drive from Melbourne, and you can easily join a coach tour. Take the pricey but fun narrow gauge railway through the forest and check out the charming local villages, craft shops and country food.

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Four things to do in Sydney

1 Sydney Opera House Tour

Visit one of the world's most iconic opera houses, and find out how this miracle of architecture was built. It's open most days and good value if you book online. If you're not short of money, and have time to spare, why not book a ticket to see one of the 1,500 performances staged annually, ranging from opera to circus, from rock to cabaret?

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2 Sunset Dinner Cruise

Feeling romantic? Take a sunset cruise on the *Australia Fair* and see the lights go on across the city. Enjoy remarkable views of the opera house and harbour bridge, and listen to our informative, historical commentary. Considering Australia's high prices generally, it is a bargain at only $50 a head. Cruises leave from downtown at 7.30 p.m. most summer evenings.

3 Jenolan caves and Blue Mountains

Take a day trip through the scenic Blue Mountains and experience a guided cave tour. It's an expensive but all-inclusive trip that starts at 6 a.m. and returns to downtown Sydney late. You get to learn about the lives of local Aboriginal people, see some of Australia's unique wildlife, and have a lunch in Caves House, a luxurious restaurant and café which was built in the 1920s.

4 Bridge Climb at night

If you like an adventure, why not climb Sydney Harbour Bridge? You will get thorough training from expert climbers before going on a three-and-a-half-hour journey to the top of the bridge. Helmets, ropes and safety harnesses are all provided, but you'll need a head for heights. It's 134 metres above the city, and the views are amazing. Places are limited, and subject to you passing our medical test.

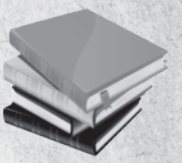
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DRUMMER REQUIRED

Punk rock band seeks enthusiastic drummer

NEW BOOK CLUB

Interested in joining our book club? Like Dickens? Austen? We love reading the classics!



ANYONE FOR TENNIS?



Tennis club seeks new members – all ages and levels

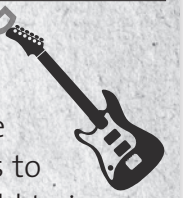
WE NEED A BABYSITTER

Good with kids? We need someone to look after a three-year-old and five-year-old on weekend afternoons

CARD SCHOOL

Poker players required for Friday evening games. High stakes.

GUITAR OR PIANO LESSONS



We seek a patient music teacher to give private lessons to our ten-year-old twice a week. Good pay for the right person.

BIKE RIDERS

The Country Bike Riders seek keen cyclists to join us on our long distance bike rides through the countryside. We meet every Sunday.



CAFÉ HELP?



School needs someone to help out in the café, making coffee and tea, serving, and tidying up. Can you help?

ENGLISH PRACTICE

Spanish speaker with intermediate English seeks conversation partner – can you help me with my English grammar?

FURNITURE REMOVALS

Anyone out there strong enough to help us move our furniture from flat 12 in Block A to flat 70 in Block C this weekend? Cash in hand.

URBAN GARDENERS

Volunteers required to help tidy up and replant flower displays in and around the city centre.



SEWING CIRCLE

Do you like sewing or knitting? We meet twice a week to sew or knit and share a cup of tea. Great way to make friends.

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5 CAREER QUIZ

1 Which of the following would make you most proud in life?

- **A** winning a major sporting trophy
- **B** getting something published
- **C** providing security for your family
- **D** saving somebody's life

2 Which of the following concerns you the most?

- **A** losing or failing when you've worked hard
- **B** having your ideas criticised by people you admire
- **C** letting down the people you love
- **D** hurting other people

3 Which of these would give you the greatest sense of satisfaction in your job?

- **A** successfully closing a difficult deal or negotiation
- **B** creating something that had an impact on someone
- **C** knowing that my colleagues trust and rely on me
- **D** knowing others felt safe and protected because of my work

4 What do you tend to do in stressful situations?

- **A** lead from the front
- **B** take time to think things through
- **C** find out what everyone else thinks
- **D** be the one to make a sacrifice

5 Which of these do you want to do?

- **A** make a million
- **B** do things differently
- **C** do things right
- **D** make a difference

6 What would your perfect office environment be like?

- **A** a large room with my own big desk and a great chair
- **B** somewhere bright, colourful and inspiring
- **C** a place filled with the warmth and support of others
- **D** I'd rather not work in an office

Key
Score 1 point for A answers
Score 2 points for B answers
Score 3 points for C answers
Score 4 points for D answers

Interpretation
6 to 10 points: You are competitive and ambitious, brave and strong-minded, and you really like a challenge. Your perfect job is in sales and marketing, finance or management.
11 to 15: You are creative and imaginative, and find jobs that involve thinking of new ideas very rewarding. Your perfect job is in writing or publishing, advertising or design.
16 to 20: There is more to life than work, and you think that enjoying your job is more important than being well-paid. Your perfect job is one in which you like the people and the place
21 to 24: You are selfless, generous and caring and find reward in helping others. Your perfect job lies in the caring professions, being a doctor or nurse, a teacher or a lifeguard.

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6 IT'S A BARGAIN!

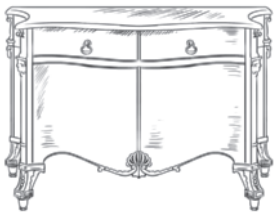
1 Ming Vase



You are an expert on Chinese vases

Date: 1740
Artist: unknown
Provenance: China
Previous owner: Chinese emperor
Material: porcelain
Design: patterned
Valuation: $3.5 to $4 million

2 Harrington Commode



You are an expert on antique furniture

Date: 1770
Maker: Thomas Chippendale
Provenance: England
Previous owner: Earl of Harrington
Material: wood (mahogany)
Valuation: $6 to $7 million

3 Emerald and diamond tiara



You are an expert on jewellery

Date: 1900
Maker: unknown
Provenance: France
Previous owner: Eugenie, wife of Napoleon III
Material: metal, emeralds, diamonds
Valuation: $12 to $13 million

4 Bugatti Type 57SC Atlantic



You are an expert on antique cars

Date: 1936
Maker: Bugatti
Provenance: Italy (only two in existence)
Previous owner: Ralph Lauren (fashion designer)
Valuation: $35 to $40 million

5 Olyphant



You are an expert on antiquities

Date: 11th century
Provenance: Byzantine
Material: ivory
Design: carved with animal and plant designs
Valuation: $10 million

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7 IMPROVE YOUR ENGLISH

1 Look at the language aims below. For each aim, give a mark 1–3.

3 = I'm good at this 2 = I'm OK at this 1 = I need to work on this

___ being accurate when I speak	___ reading and understanding texts
___ writing accurately and appropriately	___ listening and understanding
___ expressing myself fluently	___ using a wide vocabulary

2 Number the following 1–9 in order of importance for you.

___ using vocabulary	___ phonology	___ reading
___ learning grammar	___ speaking	___ learning vocabulary
___ listening	___ writing	___ using grammar

3 Make notes about what you need to work on.

Vocabulary
I need to _____

I will do this by _____

Using new language
I need to _____

I will do this by _____

Phonology
I need to work on ...

Pronunciation: _____ Stress: _____ Intonation: _____

I will do this by _____

Reading
I need to practise and improve _____

I will do this by _____

Listening
I need to practise and improve _____

I will do this by _____

Speaking
I need practice in _____

I will do this by _____

Writing
I need practice in _____

I will do this by _____

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8 WHAT WOULD YOU DO?

1
You have just finished your meal in a highly recommended and very expensive restaurant. The service was excellent, but the food was very disappointing. In fact, it was bland and the portions were so small you ordered extra bread.

2
You work in a sandwich shop. A customer has ordered two chicken sandwiches. You make the sandwiches, using the last of the chicken, but then, just as you are about to take the sandwiches out of the kitchen to serve to the customer, you drop them on the floor. Nobody has seen you do it.

3
You are at the theatre. It's the interval and you're really hungry. At the theatre bar, they sell either cheap, horrible sandwiches or really nice sandwiches that are really expensive. You know that there's a great, inexpensive sandwich shop two streets away. It's raining but if you run you should be back in time for the second act of the play.

4
An elderly lady sits down opposite you at the railway station, opens her lunch box, and eats. She gets up and walks off leaving empty wrappers from her sandwiches, crisps and chocolate on the seat and the floor. Five minutes later, a teenager comes along and does the same thing.

5
You are in the aisle of a supermarket. You see two teenagers taking chocolate bars from the shelves and putting them in their pockets. They have their backs to you so they can't see you. They seem quite young.

6
It's a summer afternoon and you're working at home with the window open. Suddenly, a van pulls up and a bunch of young people get out and set out a picnic in the field opposite your house. They put on loud music and start dancing.

7
A restaurateur has applied to open a Greek restaurant in your village. It's a quiet village with only one shop, and the restaurant will be three doors down from your house. The restaurateur promises great food, and late night music and dancing.

8
You hate eggs, aubergines and celery. You arrive at your new boyfriend or girlfriend's house, and sit down for dinner. Guess what? There are eggs in the starter, and aubergines and celery in the main course!

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9 A PLACE TO RENT

You are looking to rent a house or flat to share with a friend. What sort of place are you looking for? Answer the questions in as much detail as you can.

1 What is your ideal location? (e.g. quiet, residential, lively, rural, city centre)

_____

2 What sort of facilities would you like nearby? (e.g. shops, supermarkets, cafés, nightlife, parks)

_____

3 Does it need to be convenient for public transport?

_____

4 Is the location or the size of the place more important to you? Why?

_____

5 What extra features would you like your home to have? (e.g. a garden, a balcony, a patio, a garage)

_____

6 What room do you spend most time in? Why?

_____

7 What do you enjoy doing most? (e.g. cooking, entertaining friends, watching movies, reading quietly, going out)

_____

8 Do you have any special equipment you need to find room for? (e.g. exercise equipment)

_____

9 What sort of interior do you want (e.g. modern and funky, traditional and characterful, bright and open, compact and cosy, etc.)

_____

10 What do you want your home to say about you?

_____

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Now decide the top five things you are looking for in your home.

1 _____

2 _____

3 _____

4 _____

5 _____

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10 A DAY OUT

WHAT'S ON TODAY?

ART

Paintings by Barry Clarke, The Point New Gallery
Local figurative artist. Mainly works with oil and pastel.
10am – 10pm Free

William Blake: the Master
The National Gallery East
A major exhibition of the work of William Blake, poet and painter
10am to 5pm £9

Charles Darwin's Insects
insect specimens collected by Darwin in the 19th Century
12pm – 5pm Free
Museum of Natural History

BANDS

Catweazle Band (with support)
Great heavy rock band in concert
Red Stage 8pm till late £10

Spin
Superb jazz quartet
Open Club 9pm till late £10

Sing Baby
Tribute band play soul music
Joe's Bar from 8pm £12

Pete Styles Band
Local blues legend
Upstairs Bar 9pm Free

Acoustic Session
Local artists play at the Bull
The Bull from 2 to 6pm Free

BALLET

National Ballet perform The Nutcracker
Theatre Royal 7pm £35

CINEMA

Odeon High Street
Shaun the Sheep Movie [U]
Animated comedy. Family fun.
Runtime: 85 mins
3.20, 4.00, 5.10, 7.20pm

Selma [12A]
Historical drama about Martin Luther King. Runtime: 128 mins
5.20, 8.20pm

Gone Girl [18]
Powerful psychological thriller.
Runtime: 145 mins: 2pm, 8pm

CLASSICAL MUSIC

Morning Concerts
Music by Mozart and Handel
Shell Hall 10am, 12.30pm £4

National Choir in Concert
Part of their popular national tour 3pm, 8pm £12

COMEDY

The Dark Side
Music, comedy and song from local Max Jones. Half Moon Pub 2pm free, 7pm £5

Susan Braine
Award-winning comedian on her first ever tour
The Comedy Centre 8pm £15

MARKETS

Morning Antiques Market
Find a bargain and visit our coffee shop
8am to 2pm, The Arcade

RESTAURANTS & CAFÉS

Al Salam
Lebanese restaurant featuring belly dancing
12 noon to 11pm

Bar One
Stylish, upmarket restaurant offering French and Italian food
6.30pm till late

Mario's Pizzeria
Cheap and cheerful pizzas
7pm till late

Anchor Inn
British pub food at reasonable prices
12 noon to 3pm

Red Thai
Speciality Thai food
Open from noon to midnight

Green's
Coffee shop and sandwiches
9am to 5pm

Alan's Food Express
Fast food takeaway. Open 12 to 3pm, 6pm to Midnight

THEATRE

The Bad Boss
Hilarious office comedy
Regent Theatre 3pm, 7pm £20

The Secret Agent
Mystery thriller
Student Drama Theatre 7pm £5

TOURS

The Time Tour
Family-friendly tour that tells the history of the city
2pm £8

The Writers' Walk
A one hour walking tour of places famous writers worked and lived
1.30pm

Ghost Trail
Discover the scary secrets of the city on our popular ghost tour
9pm, Midnight £12

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11 DID I EVER TELL YOU ABOUT THE TIME ...?

Tell a story starting with one of the following sentences. Use *had to*, *managed to*, *could* or *couldn't* in your story.

Did I ever tell you about the time I lost a lot of money?

Did I ever tell you about the time I got locked out?

Did I ever tell you about the time I got in trouble at school?

Did I ever tell you about the time I ran out of petrol?

Did I ever tell you about the time I missed a flight?

Did I ever tell you about the time I missed a friend's wedding?

Did I ever tell you about the time I lost my watch?

Did I ever tell you about the time I broke my leg?

Did I ever tell you about the time I had an accident on holiday?

Did I ever tell you about the time I was bitten by an animal?

Did I ever tell you about the time I got food poisoning?

Did I ever tell you about the time I got lost?

Did I ever tell you about the time I forgot an important date?

Did I ever tell you about the time I fell off my bike?

Did I ever tell you about the time I lost all my photographs?

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12 RELATIONSHIPS AND REGRETS

The first friend you ever made at school	**A person you helped**
Your first boyfriend or girlfriend	**A cousin you know well**
Somebody you once met on holiday	**A relative you don't see any more**
A teacher you liked	**Somebody you didn't like at school**
Your first boss	**A colleague or fellow student who annoyed you**
A famous person you met	**A person who is important to you now**

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Use three of these phrases:

drift apart	*fall out*	*wish*	*bump into*
close	*meet up*	*spend ... time*	*go out with*
get on well	*split up*	*live together*	

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13 WHERE DID THEY GO WRONG?

Robinson Crusoe
by Daniel Defoe

Against the wishes of his parents, who want him to be a lawyer, young Robinson Crusoe goes to sea in 1651. Pirates take his ship and he becomes a slave on a pirate ship. Two years later, he escapes, and goes to Brazil where he buys a plantation and becomes a rich man. In 1659, he joins an expedition to bring slaves from Africa but his ship sinks, and only he survives. He spends seven years on a desert island in the Caribbean Sea. His only friend is a man called Friday. When he is rescued and returns to England, he has no money and his family is dead.

Romeo and Juliet
by William Shakespeare

Romeo is part of the Montague family, and Juliet is part of the Capulet family, and the two families hate each other. When Romeo sees Juliet at a ball, however, he falls in love with her, and the two lovers secretly meet on a balcony. The Capulet family make plans to marry Juliet to Paris, so she takes a potion which makes her sleep for forty two hours. She plans to send a message to Romeo so that they can escape together. However, Romeo doesn't get the message. Thinking that Juliet is dead, he takes poison, and when Juliet wakes up and sees Romeo, she kills herself with a knife.

Tess of the D'Urbervilles
by Thomas Hardy

Tess is a poor country girl who meets and marries a man called Angel Clare, who is the son of a priest. After their wedding, he tells her he had a lover before they met. Tess forgives him, and tells Angel that she, too, had a previous lover – a man called Alec. Angel is upset and cannot forgive her, and leaves her to go to Brazil. Heartbroken, Tess works in a number of bad jobs before she meets Alec again. Although she doesn't love him, she marries him. Angel comes back from Brazil and asks Tess to be his wife again, but it is too late. She is with Alec! Angel leaves. Tess murders Alec and goes to find Angel. They spend a few days together, but then the police catch Tess and she is executed.

Moby Dick
by Herman Melville

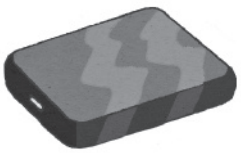
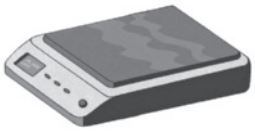
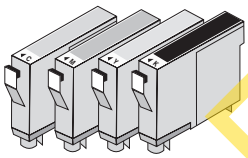
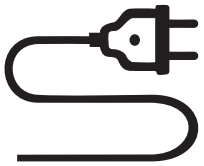
Ahab, captain of a whaling ship called the *Pequod*, loses his leg when a huge white whale called Moby Dick bites it off. Ahab, who believes that the whale is evil, sets out to catch and kill Moby Dick, and spends weeks at sea trying to find the whale. He meets other whaling ships who warn him that Moby Dick is too dangerous to hunt. Eventually, he finds Moby Dick, but the whale attacks and kills some of his men. Ahab won't stop until he kills the whale, but Moby Dick is too strong and sinks the *Pequod*. Ahab and all his men drown, except for one man, called Ishmael, who escapes to tell the story.

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14 NAME THAT TECHNOLOGY

Student A

 screen	 keyboard	 external hard drive	 printer
 scanner	 mouse	 cable	 swipe
 upload	 ink	 desktop	 plug

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Student B

 drop-down menu	 icon	 cursor	 file
 socket	 speaker	 folder	 backup copy
 app	 image	 download	 podcast

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15 DOCTOR, DOCTOR!

Student A

Part 1

Read out the beginning of each joke below. Student B listens and tries to find the correct response on his / her sheet.

1 'Doctor, doctor, I feel like a pair of curtains.'
2 'Doctor, doctor, can I have second opinion?'
3 'Doctor, doctor, I swallowed a bone.'
4 'Doctor, doctor, I think I need glasses!'
5 'Doctor, doctor, my son has swallowed my pen, what should I do?'
6 'Doctor, doctor, I think I'm a bell!'
7 'Doctor, doctor, everyone I meet thinks I'm a liar!'
8 'Doctor, doctor, everyone keeps ignoring me.'
9 'Doctor, doctor, I think I'm suffering from Deja Vu!'
10 'Doctor, doctor, how do I stop my nose from running?'

Part 2

Listen to Student B reading out the beginning of ten doctor, doctor jokes. Read the responses a–j and find the correct ending for each joke. Write the number of the joke so you can check your answers.

a 'Don't get yourself in a stew.'
b 'Just wait a minute will you ...'
c 'Necks, please!'
d 'What's come over you?'
'Oh, two cars, a large truck and a coach.'
e 'Yes. Take this hammer and hit yourself on the head.'
f 'Just wait there and be a little patient.'
g 'Sit on the couch and we'll talk about it.'
'But I'm not allowed up on the couch!'
h 'Lie in the road outside.'
i 'Try taking the spoon out.'
j 'When did this happen?'
'When did what happen?'

Student B

Part 1

Listen to Student A reading out the beginning of ten doctor, doctor jokes. Read the responses a–j and find the correct ending for each joke. Write the number of the joke so you can check your answers.

a 'I'm sorry but I can't believe that!'
b 'Didn't I see you yesterday?'
c 'Stick your foot out and trip it up!'
d 'Take these and if that doesn't help, give me a ring!'
e 'Are you choking?' 'No, I really did!'
f 'You certainly do, Sir, this is a fish and chip shop!'
g 'Use a pencil till I get there.'
h 'Next, please!'
i 'Certainly. Come back tomorrow!'
j 'For goodness sake, pull yourself together.'

Part 2

Read out the beginning of each joke below. Student A listens and tries to find the correct response on his / her sheet.

1 'Doctor, doctor, have you got something for a headache?'
2 'Doctor, doctor, I keep thinking I'm a dog!'
3 'Doctor, doctor, I keep thinking I'm a vampire!'
4 'Doctor, doctor, I get a terrible pain in my eye when I drink a cup of coffee.'
5 'Doctor, doctor, I think I'm a bridge!'
6 'Doctor, doctor, I've lost my memory!'
7 'Doctor, doctor, I've only got 59 seconds to live!'
8 'Doctor, doctor, what's the quickest way to get to hospital?'
9 'Doctor doctor, I feel like a carrot!'
10 'Doctor, doctor, help me! I'm getting smaller and smaller!'

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16 *DID YOU HEAR ABOUT ...?*

Choose three stories from the recent news and prepare to tell your classmates about them. Each story should be from a different one of the news sections below. Make notes and include the answers to these questions.

1 When did it happen?
2 Where did it happen?
3 What are the results of the event?
4 Has it been reported widely in your region / country / internationally?
5 What have people been saying about it?

National politics	**Sport**
Crime and justice	**Business and economics**
Celebrity gossip	**Foreign affairs**

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TEACHERS' NOTES TO COMMUNICATIVE ACTIVITIES

1 I THINK WE'VE MET BEFORE

Aim: **to practise talking about yourself and others**
Genre: Roleplay / groupwork
Before the lesson: Photocopy one worksheet for every six students in the class. Cut each worksheet into six cards.
Procedure: Organise the class into groups of six. Hand out a set of cards to each group and ask them to choose one card each. Tell students that they are the person on the card (they can choose the male or the female name) and they live in New York. Tell them that they have met the people in their group somewhere before, but they are not sure where. They must think of six questions to ask that will help them to find out where they have met, e.g. *Where are you from? What do you do? Are you married? What does your husband / wife / boyfriend do? Do you have any hobbies?* etc.

- When students are ready, ask them to interview others in their group and find out how they know each other. Once they have all worked out the connections they should report back to the rest of the group (e.g. *I know Olga because she is a gardener for New York Parks, and I go jogging in Central Park every day.*)

Answers
Student 1: knows 2 from Yankee stadium, 3 from Downtown Night School, 4 through United Nations, 5 through law library, 6 through Downtown Night School
Student 2: knows 1 from Yankee stadium, 3 from Central Park, 4 from online dating agency, 5 from Central Night School, 6 from Rome
Student 3: knows 1 from Downtown Night School, 2 from Central Park, 4 from Moscow, 5 from hockey matches, 6 from Downtown Night School
Student 4: knows 1 through United Nations, 2 from online dating agency, 3 from Moscow, 5 from swimming, 6 from Chinese lessons
Student 5: knows 1 through law library, 2 from Central Night School, 3 from hockey matches, 4 from swimming, 6 from mayor's office
Student 6: knows 1 from Downtown Night School, 2 from Rome, 3 from Downtown Night School, 4 from Chinese lessons, 5 from mayor's office

2 WHAT IS SHE THINKING?

Aim: **to revise vocabulary and linking verbs to interpret a person's thoughts and feelings**
Genre: personalised pairwork
Before the lesson: Photocopy one worksheet for each student in the class.
Procedure: Organise the class into pairs. Hand out a worksheet to each student and ask them to work individually to prepare their story. Make sure they stick to the short five-minute writing limit.

- When students have finished, ask them to exchange their stories with their partner. Tell students that they are now going to do a type of psychology test (it's actually a thematic apperception test). They must read their partner's story and tell their partner what it reveals about them. You could support students by writing some useful vocabulary on the board for them to use when interpreting the story (see below).
- In class feedback, find out whether students think the interpretations of their stories were revealing.

Extra
Write this language on the board for students to use:
It looks / sounds like you're ... It seems as if you're ...
You seem to be angry about / worried about / tired of ...

3 MELBOURNE OR SYDNEY?

Aim: **to practise describing places of interest and giving and responding to suggestions**
Genre: pairwork
Before the lesson: Photocopy one worksheet for every pair of students in the class.
Procedure: Tell students that they are thinking of going to Australia. Ask them to work in pairs to discuss what they would be most interested in doing and seeing in Australia. They should think about whether they are most interested in history, nature, animals, food, city life, etc. and whether they prefer to relax and enjoy some comfort and luxury, or if they prefer adventure and excitement.

- Hand out one worksheet to each pair, cut in half so each student in the pair has different information. Tell students to read their information and prepare to advise a tourist on what to see and do in their city.
- Ask one student to be a tourist, and one to be a local in each pair. The tourist must ask for suggestions of what to do in the city, and explain what sort of things they are most interested in. The 'local' must make suggestions based on their information. They can add extra detail to make the activities appeal to their partner, and should try to 'sell' as many activities as they can.
- When students have finished, ask them to swap roles and repeat the activity.

4 ARE YOU ANY GOOD?

Aim: **to practise asking about habit and frequency and what students are good at**
Genre: mingle
Before the lesson: Photocopy one worksheet for every two students in the class.
Procedure: Organise the class into two equal halves. Cut out one or two sets of cards (depending on the size of the class) and distribute to the students in one half of the class so they have about three ads each. They should prepare questions to ask prospective candidates who might be interested in taking on the jobs or joining the

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clubs. They need to find out more about their interests, their experience and what they are good at, in order to choose the best candidate. You could write up the following on the board to help them prepare:
Are you any good at ...? Do you ever ...? How often do you ...? Do you ... much / a lot?

- Distribute full worksheets to students in the other half and ask them to read all the small ads carefully and to decide which ones they could do and would like to do. Tell them to prepare reasons why they would be good at them. They need to persuade the interviewers of their skills and experience. Give the class four or five minutes to prepare.
- When students are ready, ask the interviewers to stay sitting, with their ads displayed on the table in front of them. The candidates should attend interviews for the jobs they are interested in, and answer the interviewers' questions. Set a time limit and ask students to interview as many people as they can. At the end of the session the interviewers should choose the best candidate for each of their three ads.

5 CAREER QUIZ

Aim: **to do a questionnaire to find the perfect job; to practise words and phrases used to describe jobs**
Genre: pairwork or groupwork
Before the lesson: Photocopy one worksheet for every student in the class. Fold over or cut off the key and interpretation (which students won't look at until later).
Procedure: Start by asking students to write down the type of job they have or would most like to have. Then ask them to write down three adjectives that describe them in their working life or as a potential employee.

- Hand out a career quiz to each student. Ask them to choose one answer to each question. When students have finished, organise them into pairs, and ask them to discuss their answers, and explain why they chose the answers.
- Hand out the answer key and interpretation. Ask students to work out their score and read the appropriate interpretation. Tell students to discuss the answers with their partner and decide whether they agree with them or not. Ask them to compare their results with what they wrote at the start of the activity. In feedback, find out whether students were surprised by the answers.

6 IT'S A BARGAIN!

Aim: **to practise describing and selling objects**
Genre: groupwork
Before the lesson: Photocopy one worksheet for every six students in the class. Cut out the picture and role cards.
Procedure: Organise the class into groups of six (or have groups of four or five if you wish, and reduce the number of cards and pictures you give out).

- Start by giving each student a picture card and the corresponding role card. Tell them that all the items on the cards are real antiques that recently sold at auction for record-breaking prices! They are going to have to sell their object at auction. They must prepare to describe the object and say why it is valuable.
- Students take turns to show their picture card (but NOT the role card – the other students mustn't know the true value of the item) to the rest of the group, describe it and auction it. The other students must compete at auction to buy each card. The auction for each item should start at $2 million, and the price goes up as different players bid. Point out that some items are worth much, much more than $2 million, and others are worth only slightly more. It is up to them to estimate their value. Once the bids are over, the card is taken by the winning player.
- Once students have described and sold all their objects, they should reveal the actual valuation of each object. Each group should work out which student has got the best bargains – i.e. bought the most objects for less than their actual valuation.

Extra
Instead of auctioning the objects, ask students to write down what they think each is worth after listening to the descriptions of the experts. At the end, students win cards if their valuation is closest to the valuation on the cards.

7 IMPROVE YOUR ENGLISH

Aim: **for students to analyse their strengths and weaknesses in English and work out a plan for improving their language skills**
Genre: personalised groupwork
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Start by asking students what they think they are good at or bad at when it comes to learning English. Elicit a few suggestions. Ask them to think about what is important for their language learning needs, e.g. do they need to speak to people in English for their job, or do they need to write emails or reports, etc.

- Hand out one worksheet to each student in the class. Ask them to read and complete the tasks with their own opinions of what they are good at, what they want to be able to do, and what they need to work on. Monitor and help with ideas and prompt students to be as detailed and honest as they can. You could let students compare ideas in pairs in order to prompt each other.
- Students should then think of one concrete idea for how to improve each area that they need to work on, e.g. making mind maps to record vocabulary, learning new vocabulary every day on the bus to school or work, watching English language films with subtitles, etc.
- Organise the class into groups of four to six. Ask them to share their ideas and strategies for improving their language skills. For each area, they should choose the best three ideas.
- Ask different groups to present their ideas to the class, and draw up a list of the best ideas on the board. Suggest that they could use the ideas from the session to draw up a plan for their learning. For more ideas on strategies for improving language, go to the *Outcomes* free resources website at ngl.cengage.com/outcomes and find the Learning Training worksheets on the Teacher Resources tab.

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8 WHAT WOULD YOU DO?

Aim: **to discuss what you would do in different situations**
Genre: personalised groupwork
Before the lesson: Photocopy one worksheet for every group of four to six students in the class. Cut each worksheet up into eight separate boxes (optional).
Procedure: Organise the class into groups of four to six students. Hand out a worksheet to each group. It is a good idea to cut out the eight situations and place them face down in front of each group. That way students can take turns to turn over and read out a situation.
- Ask a student to read out the first situation and ask the other students what they would do and why. Each student must say what they would do, and give reasons. Monitor and note errors and good language use.

9 A PLACE TO RENT

Aim: **to describe your ideal home and find a flatmate**
Genre: personalised questionnaire and mingle
Before the lesson: Photocopy one worksheet for every student.
Procedure: Hand out the questionnaire and ask students to read through the questions and then answer them individually. They should be honest about their preferences, and give as much extra personal detail as possible.
- When students have completed the worksheet, ask them to mingle and find their ideal flatmate by asking and answering the questions on the sheet.
- When they have found a person with similar preferences, they should compare their requirements and describe their similarities and differences, e.g. *We both want somewhere in the city centre, near the shops and public transport, but a nice kitchen is really important for me, whereas Eva would prefer a big sitting room.*

10 A DAY OUT

Aim: **to plan a day out**
Genre: personalised groupwork
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Ask students to look at the *What's on* guide and ask a few questions: *What sort of music can you listen to today? Which restaurants are open at lunchtime? What are the names of the comedians who are on today?*
- Ask students to read the listings carefully and to decide on three or four events that they would particularly like to go to and reasons why. Tell them to think about what they would like to do in the morning, the afternoon and evening, and to decide where they would like to eat.
- When students have prepared their own ideas, organise them into groups of four. Tell students that they must decide on an itinerary for the day together, which everybody must agree to. They all have to go to the same events and eat at the same place. Set a ten minute time limit.
- In feedback, ask different groups to present their itineraries to the class.

11 DID I EVER TELL YOU ABOUT THE TIME ...?

Aim: **to tell stories of misfortune using *had to, managed to, could* or *couldn't***
Genre: story telling
Before the lesson: Photocopy one worksheet for every three or four students.
Procedure: Organise the class into groups of three or four. Hand out one worksheet to each group.
- Tell the first student in each group to choose a story starter on the worksheet (e.g. *Did I ever tell you about the time I lost my watch?*) and tell a story, using *had to, managed to, could* or *couldn't*. The story can be true or false. The other students in the group can ask questions to check details and must then each decide if they think the story is true or false. Each student that guessed correctly wins one point.
- Now it is the next student's turn to choose a story starter and tell a story. Ask students to each tell two or three stories in turn. At the end, find out which student in each group got most points by guessing true or false correctly.

Extra 1
You could model this activity first by telling the story below or a true story, and asking students to ask follow-up questions and decide if it is true or false:
Did I ever tell you about the time I lost my watch? I was on holiday, on a beach, and I went swimming. It was in Lanzarote. When I came out of the sea, I couldn't find my watch anywhere. It wasn't in my bag. Perhaps someone took it while I was swimming. I've never managed to find out how I lost it.

Extra 2
Ask students to write their stories for homework.

12 RELATIONSHIPS AND REGRETS

Aim: **to practise talking about relationships and expressing regrets using *wish***
Genre: groupwork
Before the lesson: Photocopy one worksheet for every four students in the class, cut into a set of twelve cards and the boxed phrases.
Procedure: Organise the class into groups of four or five and hand out a set of cards to each group, face down, with the boxed phrases face up for them to refer to. Set the scene by asking: *Can you remember a school friend, colleague or relative who was important to you? Why were they important?* Elicit a few ideas.
- Ask students in their groups to shuffle the cards then turn over and read the first one. A student can 'win' the card by being the first to pick up the card and tell a personal story about the person on the card. In their story, they must use at least three of the words or phrases from the box.
- It is a good idea to model the activity first by telling a story of your own about one of the people on the card.
- Once the first student has won a card, the group turns over the next card. The winner of the previous card must miss this turn. Any of the other students can claim the card by picking it up and telling a story. At the end, find out which student in each group won most cards, and which students told the most interesting stories.

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Extra
To make this more competitive, each student in the group must tell a story about the person on the card. If they don't have a story, that's OK. They can miss their go. The group must decide which student has the best story and wins the card.

13 WHERE DID THEY GO WRONG?

Aim: to read the summaries of classic stories and suggest alternative plots and endings using *should / shouldn't have done* and the third conditional
Genre: roleplay pairwork
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Start by setting the scene. Ask: *Do you know any famous novels with unhappy endings?* Elicit two or three suggestions, and ask students to say what characters in the novels should have done to avoid the unhappy endings.
- Put students in pairs or groups of three or four and hand out the worksheets. Ask students what they know about the four stories. Then ask them to read the stories and check their understanding with their partner or people in their group.
- Ask pairs or groups to work together to suggest what the main characters should or shouldn't have done to avoid their fate, and how things might have happened if they had acted differently. Encourage students to come up with a few ideas for each story. Then ask different pairs or groups to present their suggestions to the class.

Extra
Ask students to give (or write) an alternative summary of what would have happened to each character in the novels if they had followed their advice and acted differently.

14 NAME THAT TECHNOLOGY

Aim: to revise vocabulary connected to technology and ways of describing how you use technology
Genre: pairwork
Before the lesson: Photocopy one worksheet for every pair of students in the class, cut into two cards.
Procedure: Organise the class into A and B pairs and ask students to sit back to back. Hand out an A card to the A student and a B card to the B student in each pair and tell them that they mustn't see each other's cards.
- Give students a few minutes to think how they can describe the use and function of each of the pieces of technology on their card. Then tell Student A that they must describe each of their items without using the word on the card, or a word that is derived from the word on the card (they can't use *print* to describe a printer, for example). Student B must guess and say the word. As soon as B has said the word or phrase correctly, A moves on to the next word. Give a clear start signal. The aim is to be the first pair to describe and guess all the words.
- When students have finished, change roles. Student B describes the words on his or her card, and Student A guesses.

15 DOCTOR, DOCTOR!

Aim: to practise some classic doctor, doctor jokes
Genre: roleplay
Before the lesson: Photocopy one worksheet for every pair of students in the class, cut into two cards.
Procedure: Organise the class into A, B pairs and hand out the appropriate worksheet halves.
- Student A starts by reading out the beginning of ten doctor, doctor jokes from Part 1 of the Student A sheet. They should allow time after each one for Student B to find the end of the joke in Part 1 of the Student B sheet. If they both agree that it is the correct ending, Student B should write the number of the joke on the sheet.
- Students then swap roles and do Part 2 in the same way, with Student B now reading out the first part of the jokes, and Student A finding and noting the response.
- At the end of the activity, check the answers using the answer key below and have student pairs read out the full joke.

Answers
Part 1

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

Part 2

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

16 *DID YOU HEAR ABOUT ...?*

Aim: to talk about recent events in the news
Genre: discussion
Before the lesson: Photocopy one worksheet for every student in the class.
Procedure: Organise students into pairs and give everyone a worksheet.
- Ask students to look at the news categories on the worksheet and think about recent events in the news. They should choose three different news items from different categories on the sheet. You may wish to allow them to use the internet, or bring in recent newspapers for them to refer to. In this case, limit research time to five minutes.
- Give them ten minutes to make notes on the sheet, and prepare to report their three stories. They should include the information to answer the questions in the box.
- Organise the pairs to work with another pair in a group of four. Each pair should tell their story (starting with *Did you hear about ...*), and the other students should react and make comments and follow-up questions (e.g. *Yeah, I heard about that, it's shocking, isn't it?* or *No, I hadn't heard about that. When did that happen*?).

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WORKBOOK ANSWER KEY

UNIT 1
Workbook pages 4–5

1

1 Arabic
2 engineer
3 office
4 Poland
5 Lawyer
6 cook
7 an only children
8 separate

2

1 What's your name?
2 Where are you from?
3 What do you do?
4 What do you do when you're not working?
5 How long have you studied English?
6 Why are you learning English?
7 Have you studied here before?
8 Have you met the teacher yet?
9 What do you think of the test we did?
10 What are you going to do after this class?

3

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

4

1 does a typical class involve
2 are there in a class
3 do they come from
4 does each class last
5 do you decide on a student's level
6 do the teachers have
7 are you going to use in the next course
8 does the course cost

5

1 *Which* language *uses* the Cyrillic alphabet?
Russian
2 How *many* living languages *exist* in the world today?
about 6,000
3 *How* do you *write* Hebrew and Arabic?
from right to left
4 *Where* does the word 'alphabet' originally *come* from?
the first two letters of the Greek alphabet
5 *What* percentage of the Internet *is* in English?
56%
6 *Who created* the first computer programming language?
a German engineer

6

1 1 Whereabouts?
2 How long have you been learning it?
3 What are you studying?
4 What year are you in?
2 1 What did you do?
2 Did you get anything nice?
3 How many brothers and sisters have you got?
4 Older or younger?
3 1 Where are you doing that?
2 So why are you studying English?
3 Where do you work?
4 What kind of music are you into?

Workbook pages 6–7

1

1 struggled, my accent
2 accurate, mastering
3 get by
4 picked it up
5 express
6 fluently

2

1 phrasal verb
2 preposition
3 adjective
4 adverb
5 noun
6 verb
7 pronoun
8 adverb
9 verb

3

1 hard
fast
not very fluent
a serious mistake
slow progress
a high level of Japanese
2 make
a mistake
a fool of yourself
do
a course
an exercise
progress
an effort
a good job
your homework
3 worry about your progress
concentrate on work
rely on your best friend
deal with a problem
4 evidence
environment
bilingual
embarrassed
motivation
continuity
5 They all contain silent letters.
honest
kno**w**ledge
write
foreig**n**

4

1 c 2 a 3 c 4 b 5 a

5

1 I've signed up for a building course
2 an evening course in a foreign language or knitting or whatever
3 there's a need for builders and plumbers
4 the first class was a bit nerve-wracking
5 I felt such a fool and I went bright red

7

b Where's the strangest place you've had a language class?

8

1 Mike
2 Alex
3 Cerys
4 Lydia
5 Alex
6 Cerys, Alex
7 Mike

9

1 with
2 up
3 along
4 up
5 up
6 out

Workbook pages 8–9

1

1 When I arrived, the German class had already started.
2 Although we had met a few times before, I didn't recognise her.
3 After she had used the wrong word, she went bright red.
4 Mike was late for the class because he had left / he'd left his books at home.
5 Ana had spent an hour in the advanced class before she realised she was in the wrong room.
6 By the time I'd asked him to make me a coffee, I realised he was the boss.

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2

1 had just had
2 said
3 had already passed
4 was saving up / was saving
5 hadn't slept
6 felt
7 had arrived
8 were driving
9 saw
10 was moving
11 grabbed
12 had just done
13 drove
14 didn't say
15 was concentrating

3

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

4

1 Amy was telling me you've taken up the guitar. 1
Yeah, that's right. 2
Great! Are you teaching yourself to play? 3
No, I have private lessons. My tutor is really good – very patient. 4
Is he? So, what style do you play? 5
Classical. I like listening to rock but don't think I'm a Jimi Hendrix type! 6

2 Paul was telling me you're looking for a part-time job. 1
Yes, that's right / Yes. 2 or 6
What sort of job are you looking for? 3
Well, maybe restaurant or bar work. 4
Like a waiter or something? 5
Yes / Yes, that's right. 6 or 2
Have you had any luck yet? 7
No, but I've only just started looking. 8
Well, if I hear of anything, I'll let you know. 9

3 Katrina was telling me you're going to Argentina. 1
Yes, news travels fast! 2
That's amazing. What are you going to do? 3
I've got a job in a language school. 4
How long will you be away for? 5
About twelve months, I think. 6
Well, good luck, I hope it goes well. 7

5

1 was studying
2 took
3 have / 've
4 While
5 did
6 was
7 Before
8 had
9 checked
10 had chosen

6

Student's own answers

Vocabulary Builder Quiz 1

1

a *slight* accent

2

1 e 2 d 3 b 4 c 5 a

3

1 top 2 spare 3 skills

4

1 embarrassed
2 efficient
3 current
4 based
5 process
6 up
7 attend
8 involves

5

1 central
2 genetic
3 ambition
4 evidence
5 achievement
6 performer
7 strengths
8 weaknesses

UNIT 2

Workbook pages 10–11

1

1 guilty
2 exhausted
3 confused
4 happy
5 furious
6 disappointed
7 pleased

2

1 terrible, stressed
2 upset, worried
3 in such a bad mood, furious
4 down, fed up

3

1 sounded really fed up
feel guilty
be upset
2 seem a bit down
was really pleased
felt embarrassed
3 looked a bit stressed
felt disappointed
sound a lot more relaxed

4

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

5

b

6

1 F 3 T 5 T 7 T
2 F 4 F 6 T 8 T

7

1 I'm not normally a nervous person, so I felt pretty relaxed about the whole thing.
2 I was wearing jeans and a shirt, but the restaurant was a really elegant place.
3 I was really fed up with Annie that she hadn't warned me it was a formal dinner.
4 To be honest, we hadn't been very keen on most of her boyfriends, so my husband and I were rather worried about the dinner.

Workbook pages 12–13

1

1 relaxing friend / food
2 annoying disaster / success
3 disappointing problem / clothes
4 confusing idea / skill
5 exciting sleep / help
6 inspiring crime / loss

2

1 relaxed, boring
2 embarrassing, shocked
3 confused, exhausting
4 surprised, annoying
5 interested, disappointing

3

1 e 2 a 3 d 4 c 5 b

4

1 A: interesting
B: depressing
2 A: disappointed
B: excited
3 A: amazing
B: exhausted
4 A: embarrassed
B: annoying

5

b

6

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

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7
1 mood swings, 26% in panic attacks and anxiety, and 24% in depression.
2 Supporters included water, vegetables, fruit and oil-rich fish.
3 Stressors included sugar, caffeine, alcohol and chocolate.
4 and you must have enough fluid to prevent dehydration.

8
1 immediate
2 right
3 overall
4 marked
5 definite
6 regular

9
1 definite link
2 immediate effect
3 marked improvement
4 right foods
5 overall mental health
6 regular physical exercise

Workbook pages 14–15

1
1 A: are you wearing
B: it looks
A: we're meeting
2 A: are you doing
B: I'm going, sounds
A: I visit
3 A: are you being
B: I'm working, We're giving, I'm still preparing
4 B: I always feel
A: normally go, are doing

2
1 going, winning
2 are doing, Do fancy
3 are crying, Do want
4 are moving, is
5 are standing, Do need
6 Is enjoying, does do
7 do get, does take

3
1 I'd love to but I can't. I'm going away for the weekend.
2 B: I'm sorry, I can't. I'm working late this evening.
3 I'm afraid you can't. I don't have it with me.
4 It's nice of you to ask me. But I play in a band every Friday.
5 It's kind of you to ask us. But we go to London every weekend.
6 No, I'm sorry. I'm going out this evening.

4
1 Sorry
2 pretty
3 settling
4 expect
5 down
6 out
7 miss
8 into
9 hug
10 mind

5
Student's own answers

Vocabulary Builder Quiz 2

1
kiss someone on the cheek
drive someone mad
put on a lot of weight
be really behind with work
get a better mark

2
1 What's the matter with Max? He seems a bit *down* at the moment.
2 I'm sorry I haven't phoned. We're really busy setting *up* our new business.
3 You sound really fed up. Why don't you go away for the weekend to cheer yourself *up*?
4 I haven't been out yet today. It's been pouring *down* here all morning.
5 It's such a shame about your sister and her husband. I just heard that they split *up*.

3
1 pleasantly
2 homeless
3 unexpected
4 guilty
5 disappointed

4
1 mood
2 approach
3 attempt
4 due
5 loss

5
1 promoted
2 boredom
3 disappointed
4 meaningful
5 pleasure

UNIT 3

Workbook pages 16–17

1
1 palace
2 gallery
3 old town
4 Out
5 mosque
6 ruins
7 theme park
8 about
9 outside
10 nightlife
11 lake
12 by
13 walls
14 stalls
15 along

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

3
suggestions of other things to do 4
ending 6
reason for writing 2
practical advice 5
greeting 1
where to go first 3

4
1 quick 3 take 5 straight 7 Anyway
2 during 4 at 6 down 8 time

5
1 time off 3 like 5 every day
2 ride 4 funny 6 for eating

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

7
Student's own answers

Workbook pages 18–19

1
1 We're going to be away in June.
2 I might try couch-surfing this year.
3 I've got to revise for my exams.
4 Jim is thinking of going travelling this summer.
5 It will probably be too cold for swimming.
6 They definitely aren't going on holiday in July.

2
1 I've got to study for my university entrance exam.
2 my friends and I are thinking of going camping near the coast
3 Marek and I are going to a concert in Manchester on Friday.
4 I might be meeting up with some friends in London.
5 I've got a free weekend.
6 My sister and I aren't going to be around.
7 I'll probably go to my friend's barbecue.

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3
1 A: are you going
B: might, I've got
A: got
B: it'll
2 A: I'm having
B: I'm going
B: it'll probably take
3 A: We're going
B: going, I'm spending
B: of emigrating

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

5
1 like the back of their hand
2 It's entirely up to
3 outstay your welcome
4 bit awkward
5 a good track record
6 treat them to a meal

Workbook pages 20–21

1
freezing cold a bit chilly quite warm hot boiling hot

2
1 B: pour down
B: keep out of
2 B: wet, clear up
3 A: heat
B: reached
A: humid
4 A: drop

3
a 2 b 4 c 5 d 3 e 1

4
1 S 2 D 3 D 4 S 5 D 6 S

6
1 A: Have, seen
B: I'd love to
2 A: Have, gone / been
B: never
3 A: Have, tried
B: several times
4 A: Have, eaten
B: to be
5 A: Have, ridden
B: Have you?
6 A: Have, visited
B: it
7 A: Have, flown
B: is
8 A: Have, gone / been
B: go

7
1 delayed, stuck
2 arguing
3 with, windy
4 off
5 place, angry
6 crowded
7 up

8
1 B: had, upset stomach, spoiled, trip
2 A: missed, flight, charged, a fortune
3 B: stole, passport, lost, camera

Vocabulary Builder Quiz 3

1
1 ride
2 guarantee
3 drop
4 risk
5 warm
6 mine

2
1 discovered
2 take
3 accommodation
4 entertainment
5 initial
6 lively
7 came

3
1 d 2 b 3 a 4 e 5 c

4
1 P 2 N 3 N 4 P 5 N 6 P

UNIT 4
Workbook pages 22–23

1
play + football, cards, tennis
go to + the cinema, the theatre, a friend's place for dinner
go + climbing, shopping, sailing
do + a bit of exercise, some baking
go for + a drive, a ride on my bike, a run

2
1 B: Well, go and play football or ride your bike.
B: Well, stay in and tidy up your bedroom, then.
2 B: I just stayed in and took it easy.
B: Yeah, I just didn't fancy going clubbing.
3 B: Going to a friend's place for dinner or just taking it easy at home. What about you?
A: My idea of heaven is staying in and studying for my exams.
A: Only joking. My ideal night out is going to a bar to watch the football and then going clubbing.

3
1 A: How often do you eat out?
2 A: Do you ever work weekends?
3 A: Do you go to the gym much?
4 A: Do you ever play golf?
5 A: Do you go clubbing a lot?
6 A: How often do you go walking in the country? / Do you often go walking in the country?

4
5 a that
1 b All the
7 c ever
6 d used to
8 e Never
3 f often
4 g would
2 h every

5
1 used to have
2 used to take
3 not possible
4 used to leave
5 used to spend

6
travel ✓
sport
food ✓
relationships ✓
free time ✓
shopping

7
Changing my morning routine has changed my attitude. A
I became bored with my hobby even though I'm quite good at it. J
I thought you needed money to have a good time. M
It's silly to keep repeating things that upset you. A
I wanted to share my ideas with other people. M
I feel motivated to help others join in. J
I developed a great social life at no cost. M

8
1 Like a lot of people, I used to have a pretty fixed routine.
2 I'm in a much better mood when I get to work.
3 I'm into sport and I'm quite good at it.
4 All my friends were playing the same sports.
5 What have you got to lose?

10
1 No, I'm useless.
2 Yeah, quite good.
3 I'm OK.
4 No, not really.

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Workbook pages 24–25

1

1 stiff
2 pulled
3 broke
4 injury
5 banged
6 confidence
7 unfit

2

How long was your team in the first division? a
How long were you in plaster after your accident? b
How long have you been doing yoga? c
How long did you train before the marathon? d
How long has Jodie been doing ballet? e

3

1 A: I've been having riding lessons
B: since then
2 A: How long have you been playing?
B: for
3 B: How long did you do that for?
A: From the age of about 14 until I left.
4 B: Thanks. Until / Up until quite recently
A: That's amazing. How long did you teach for?

4

1 advert
2 keen
3 experience
4 join
5 provided
6 confirm
7 grateful
8 let
9 forward
10 regards

5

a It's the first time Richard has written to the organisation.
b He has never been part of a conservation group before.
e He asks about equipment.
f He says how he found out about the group.

6

Could you tell me whether any experience or special skills are necessary to join the group?
I would also like to know whether volunteers need to bring their own tools, or whether these will be provided .
Could you confirm the days and times that the group meets?
I would also be grateful if you could let me know whereabouts the group works and the type of tasks the volunteers do.
Finally, could you tell me if you organise any special courses in conservation?

7

1 Can you confirm if / whether I have to wear anything special?
2 I would like to know how transport to each session is organised.
3 Can you confirm where the nearest car park to the gym is?
4 Could you tell me if / whether the tutor has a good success rate?
5 I'd be grateful if you could tell me how much a course of lessons costs.
6 I would like to know if I have to take an exam or a test.

8

Student's own answers

Workbook pages 26–27

1

1 depressing, uplifting
2 bland, commercial
3 moving, sentimental
4 catchy, repetitive
5 heavy, soft

2

1 much
2 kind
3 All
4 mainly
5 in
6 stuff
7 anything

3

b to give some facts about the problem of illegal downloads

4

2 the extent of the problem
4 possible solutions for the future
3 examples of people who have been punished
1 the ways people get music

5

1 'one or two': CDs
2 'This': file-sharing
3 'it': file-sharing
4 'this': music piracy
5 'one of them': people that download music illegally
6 'They': UK Internet providers and the record industry
7 'another possibility': to stop illegal downloaders
8 '80 per cent of them': 80% of downloaders

6

£1 billion cost of illegal downloading
14–24 age range
10,000 songs
48 per cent of a music collection
$222,000 fine given to Jamie Thomas
1, 702 number of songs Jamie Thomas had downloaded and distributed

7

1 A recent survey, The research also showed
2 The average
3 Nowadays
4 It is estimated

Vocabulary Builder Quiz 4

1

1 It's important to warm *up* before you do any exercise.
2 I'm so unfit. I don't think I could run *round* the block without stopping.
3 This song reminds me *of* a holiday I had in Rome.
4 My friend always sings *along* to the songs on her iPod.
5 I've still got a scar from when I fell *off* my bike when I was a kid.

2

1 unfit
2 unlikely
3 unfair
4 unexpected
5 unreliable
6 uninspiring / uninteresting
7 unsuccessful
8 undecided / uncertain / unsure

3

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

4

1 injury
2 energetic
3 recover
4 confidence
5 patience
6 repetitive

UNIT 5
Workbook pages 28–29

1

1 civil servant
2 planner
labourer
electrician
3 programmer
engineer
4 lawyer
accountant
5 graphic designer
6 surgeon
7 estate agent
security guard

2

civil servant
planner
labourer
electrician
graphic designer
surgeon
estate agent
security guard
programmer
engineer
lawyer
accountant

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

4
1 stressful, rewarding, surgeon
2 insecure, physically demanding, labourer
3 creative, varied, graphic designer
4 well paid, competitive, accountant
5 responsibility, paperwork, lawyer

5
1 e 2 d 3 c 4 b 5 a

6
1 sales, the rep
2 human, with
3 accounts, for
4 marketing, do, involved
5 warehouse, do

7
1 That must be stressful.
2 That must be rewarding.
3 That can't be very motivating.
4 That can't be legal.
5 That must be great fun.
6 That can't be easy.

8
1 3 3 2 5 2 7 1
2 1 4 1 6 3 8 2

9
1 He invited a group of us to go for a meal.
2 When I looked at my watch, I couldn't believe it was 11.30.
3 My alarm went off at 6.30 but I just ignored it and went back to sleep.
4 Every time the interviewer asked me something, my mind just went blank.
5 It sounded really good, so I decided to go for it.
6 I remembered I'd skipped breakfast.
7 The head of sales looked a bit surprised but handed them both over.
8 I answered it because it was one of my co-workers.

Workbook pages 30–31

1
1 are not allowed to drink
2 are allowed to buy
3 are supposed to clear
4 shouldn't really send
5 aren't supposed to leave
6 should really turn off

2
1 You are not allowed to die in the Houses of Parliament in London.
2 You aren't supposed to put a stamp showing the British king or queen's head upside-down on an envelope.
3 In Scotland, if someone knocks on your door and asks to use your toilet, you have *to* let them come in.
4 In Ohio, you *aren't* allowed to get a fish drunk.
5 In Florida, unmarried women *aren't* supposed to parachute on a Sunday.
6 In Vermont, a woman *has* to get written permission from her husband to wear false teeth.
7 In Milan, you have *to* smile at all times, except during funerals or hospital visits.
8 In France, you*'re not* allowed to name a pig 'Napoleon'.

3
1 against the law
2 ban
3 a legal requirement
4 ignored
5 hire and fire people
6 was fined

4
1 discrimination, unpopular
2 found, taking
3 changed, employment
4 enforce, corruption
5 took, won, fine

5
Be concise
Give the full story
Be honest
Be accurate
Send a covering letter

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

7
1 boost your chances
2 stand out
3 makes dull reading
4 getting your foot in the door
5 bend the truth

Workbook pages 32–33

1
1 a 2 a 3 b 4 a 5 b 6 a

2
1 get used to
2 getting
3 wearing
4 'm
5 eating
6 used
7 got
8 to

3
1 *Dear (name)*
2 *Dear Sir or Madam*
3 *Yours sincerely*
4 *Yours faithfully*

4
1 Refer to a specific job with a job title and / or job reference.
2 Confirm your contact details.
3 Show that you have relevant qualifications.

5
1 *I am writing in response to your job advertisement* for a Tourist Information Officer (reference IO1791)
2 *I am available for interview at any time and please do not hesitate to contact me for further information.* I can be contacted on my mobile: 08614 308692, or at home on 01855 593410.
3 *As you can see from my CV,* I have a degree in French and Spanish, and a diploma in Tourism Management. I also have knowledge of several computer programs, and I am currently learning Italian.

6
1 I can be contacted ...
2 I also have knowledge of ...
3 I am available for interview ...
4 I am enclosing my CV for your consideration.
5 I have been in sole charge of ... / I have experience in managing teams of employees ...
6 I am writing in response to ...
7 I look forward to hearing from you.

7
Student's own answers

Vocabulary Builder Quiz 5

1
1 finances
2 bonus
3 delivery
4 deadline
5 accounts
6 training

2
1 research
2 support
3 charge
4 recruit
5 risk
6 notice

3
1 swearing
2 bonuses
3 accounts
4 order
5 responsible
6 contracted

4
1 put in charge of
2 deadline
3 with more variety
4 handed in my notice
5 put up with
6 handle
7 do any lifting

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UNIT 6
Workbook pages 34–35

1

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

2

1 should upgrade ~~up~~ to the latest version.
2 I'm ~~am~~ with Orange
3 I need to charge ~~up~~ it
4 only lasts ~~during~~ a few hours
5 just tap ~~in~~ this icon
6 up to ~~of~~ 5,000 songs

3

1 S 2 D 3 S 4 S 5 D 6 D

4

1 less user-friendly than
2 is twice as expensive as
3 much more difficult to use than
4 as important to me as
5 is (only) slightly better than
6 far more
7 is (only) a tiny bit better than

5

1 There are 600 free minutes with this deal while that *one* has unlimited calls.
2 This cover is made of leather whereas that *one* is made of plastic.
3 You can get a free gift with this phone contract whereas there's no free offer with that *one*.
4 The first internet providers weren't very competitive whereas the latest *ones* are.
5 These phones are in the sale while those *ones* aren't.
6 I took these photos on my smartphone whereas these *ones* were taken with a camera.

6

a 1 b 1 c 2 d 2 e 1 f 2 g 2

7

1 placed	5 quality	9 regular
2 charge	6 helpdesk	10 unacceptable
3 delay	7 resolve	11 grateful
4 warehouse	8 make	12 courier

8

Student's own answers

Workbook pages 36–37

1

Possible answers

1 jacket, jumper, boots, scarf, gloves, wool hat, thick socks
2 tracksuit bottoms, trainers, T-shirt, leggings
3 chain, belt, ring, scarf, gloves, wool hat
4 skirt, leggings, high heels
5 slippers, trainers, sandals, boots, high heels, thick socks
6 necklace, bracelet, chain, ring, earrings

2

1 bright	5 cool	9 tight
2 colourful	6 suits	10 go
3 smart	7 match	
4 nice	8 fit	

3

b How supermarkets get you to spend

4

Ice cream: 4
Milk: 5
Roses: 2
Trolleys and baskets: 1
Bread: 5
Strawberries: 6
A tin of tomatoes 4
A magazine 3

5

The true (ticked) sentences are 1, 2, 3, 4 and 7.

6

1 free samples	5 picked up
2 special offers	6 queue up
3 trolley	7 checkout
4 aisles	

Workbook pages 38–39

1

1 leather	3 wool	5 silk
2 wooden	4 clay	6 plastic

2

1 A: lovely, handmade
B: nice, little
2 A: handmade, silk
B: horrible, machine-woven
3 A: gorgeous, painted
B: tacky, little
4 B: cute, handmade

3

silk scarf
silk shirt
laptop
iPod
Chinese herbs, spices & sauces
chopsticks
two kites

4

silk scarf Emma
silk shirt Jodie
laptop Nick
iPod Nick
Chinese herbs, spices & sauces Eddie
chopsticks Emma, Eddie and their children
Emma and Eddie's children

5

1 weren't you	3 don't they	5 don't you
2 have you	4 did he	6 isn't it

7

1 weren't you ... falling
2 have you ... rising
3 don't they ... falling
4 did he ... rising
5 don't you ... rising
6 aren't they ... falling

8

1 expensive	4 forever	7 left
2 top	5 make	8 Take
3 genuine	6 ones	9 go

Vocabulary Builder Quiz 6

1

1 Here's the €20 I *owe* you.
2 I don't often wear bright colours. My clothes are pretty *plain*.
3 Which *brand* of coffee do you usually buy?
4 We bought a beautiful *carved* wooden box in Bali.
5 Have you been to the new shopping *mall* yet?
6 She got married in a lovely *silk* dress.
7 Apparently, there are a lot of *fake* £20 notes going around.
8 It's boiling. Why are you wearing such a *thick* jumper?

2

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

3

1 x 2 x 3 ✓ 4 x 5 ✓ 6 ✓

4

1 fit	3 queue	5 mass
2 match	4 label	

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UNIT 7
Workbook pages 40–41

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

2
1 modules
2 assignments
3 tutors
4 final exams
5 seminars
6 overall marks

3
1 struggling
2 making
3 getting
4 leadership, for
5 degree course, keen

4
1 assessed, coursework
2 work, practical
3 feedback, encouraging
4 motivation, relevant
5 assignments, demanding

5
1 I bet. That must be stressful.
2 I can imagine. You need clear feedback.
3 I'm sure. That can't be very encouraging.
4 It sounds it. That must be exhausting.
5 I bet. That must be really frustrating.

6
1 correct
2 What are you planning to do after your evening course finishes?
3 Once I ~~will~~ meet the other students on the course, I'll feel less nervous.
4 I hope to extend the essay deadline once I *speak* to my tutor.
5 correct
6 When the tutor *arrives*, we'll start the seminar.
7 We're going to have a huge party when the final exams *are* over.
8 After I *leave* college, I'll get a part-time job.

7
1 'll be, it's finished
2 'll let, receive
3 'll come, 've done
4 'll feel, 've got
5 hand, 'll catch
6 'll apologise, see

Workbook pages 42–43

1
1 enthusiastic
2 keen
3 pay
4 well
5 patient
6 encouraging
7 ambition
8 well-prepared

2
1 1 social problems
2 strict discipline
3 bilingual school
4 entry requirements
5 school fees
2 1 academic reputation
2 alternative approaches
3 Master's programme
4 research facilities

3
home education 4
'whole child' education 5
the role of teachers 3
the role of parents 6
discipline 2
boarding school 1

4
Opinions 1, 2, 3, 5, and 8

5
1 inspiration encourage
2 education
3 educate
4 encouragement inspire co-operate
5 co-operation

7
b

8
1 T 2 F 3 T 4 F 5 T 6 F 7 F

9
1 on 2 in 3 for 4 for 5 in, at 6 in

Workbook pages 44–45

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

2
1 start, meet
2 might call, have
3 get, won't pass
4 take, get
5 continues, will be suspended
6 might get, download
7 fancy, will be
8 misbehaves, will send

3
A

4
1 thoroughly
2 experience
3 standard
4 run
5 rewarding
6 worksheet
7 support
8 facilities
9 achievement
10 recommend

5
1 I was hoping for some practical sessions, but the three days consisted of long lectures with no group work.
2 Overall, I thought the training was quite poor.
3 The content of the first day was inappropriate for postgraduate students – it was more undergraduate level.
4 the tutors didn't appear to know how to use the interactive whiteboard, or even the microphone.
5 We were given a very tight deadline for the end-of-course essay and I struggled to get it finished.
6 Perhaps you could review the course content and choice of tutors for future courses.

6
Student's own answers

7
a social
b management
c knowledge
d cooking
e appearance
f ability
g communication
h understanding
i relationships

8
Student's own answers

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9

1 education
2 information
3 failure
4 practical
5 calculations
6 treatment
7 elections
8 technical
9 ability
10 arguments

Vocabulary Builder Quiz 7

1

1 assessment
2 reputation
3 interpretation
4 improvement
5 expectations
6 requirement

2

convenient
complete
accurate
experienced
sensitive
decisive

3

1 hand in my assignment
extend the deadline
2 do some revision
go through the notes
3 make progress
fail the module

4

1 N 2 N 3 P 4 P 5 P 6 N 7 N

UNIT 8

Workbook pages 46–47

1

1 steam, boil
2 deep-fry, stir-fry
3 mash, grate
4 slice, marinate
5 roast, grill

2

1 cake
2 sauce
3 bread
4 soup
5 trifle
6 eggs
7 salad
8 oysters
9 rice
10 fruit

3

1 fattening
2 spicy
3 tasty
4 greasy
5 bland
6 filling

4

1 limes
2 tripe
3 trifle
4 peanuts
5 blue cheese

5

1 It's a kind of fruit. It's a bit like a lemon but it's
2 It's a kind of spice but it's not as strong
3 It's a kind of, it's made from mashed
4 It's a bit like cheese but it's made from mashed soya beans
5 It's a kind of sausage from, It's made from pork

6

b

7

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

8

1 bite to eat
2 missed out on
3 from scratch
4 go all day without food
5 proper
6 counts
7 appetite
8 A lack of

Workbook pages 48–49

1

1 I don't tend to / tend not to have a proper breakfast every morning.
2 We wouldn't tend to / tend not to split the bill when we eat out.
3 As kids, we didn't tend to / tended not to eat lots of sugary snacks.
4 Since his illness, he hasn't tended to / has tended not to pay attention to his diet.
5 My mum doesn't tend to / tends not to use a recipe book when she cooks.
6 As a student, she didn't tend to / tended not to eat tinned and frozen food.

2

1 tend to
2 didn't tend to
3 tend to
4 tended to
5 would tend to
6 tended to
7 don't tend to/ tend not to
8 doesn't tend to/tends not to

3

Cheesy pasta with spinach
Serves: 4
Ingredients
a 200 grams
b 450 grams
c butter
d grated
e boiling
f 12
g medium
h spinach
i steam
j olives
k prawns

5

1 /uː/ 2 /iː/ 3 /ɔː/ 4 /ɜː/ 5 /ɑː/

6

1 foreign
2 marinate
3 rich
4 décor
5 tough

8

You can buy sushi all over the world now but it won't be as good as in Japan.
I'm really worried that our traditional cuisine may be changing because of imported food.
It's a silly mistake that foreigners make.

9

1 Pasta is a *staple* of the Italian diet.
2 The Polish eat a large *variety* of pork dishes.
3 Fish and seafood *feature* strongly in the coastal areas of Spain.
4 The best-*known* dishes in Argentina are *asados*.
5 The food in Hong Kong consists *of* a huge range of ingredients.
6 Duck is popular in Singapore served with a range of side *dishes*.
7 Lunch is the *main* meal of the day in Brazil.
8 It's bad *manners* to start eating before the other people at the table.

10

Student's own answers

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Workbook pages 50–51

1

1 At St Germain *all the food is very rich.*
2 The Gallery looks out over some beautiful gardens.
3 Casa Paco is always packed.
4 The Olive Tree has got fashionable décor.
5 Sea and Surf only does seafood.

2

1 home-style
2 huge
3 greasy
4 bland
5 limited
6 organic
7 inviting

3

1 deserted
2 generous
3 deserves
4 outstanding
5 overcooks it
6 overpowers it
7 beautifully presented
8 very fancy, very posh

4

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

5

1
1 would
2 invited
3 might
4 was
5 wouldn't

2
6 was running
7 I'd
8 was
9 I'd expect

3
10 wouldn't
11 were
12 wasn't driving
13 I could

6

1 I'd love to work with food if I ~~would~~ *could* retrain in a different industry.
2 if we ~~would have~~ *had* more time.
3 I'd ~~would~~ love to take you to a posh restaurant.
4 if you want**ed** to make a good impression
5 If I ~~am~~ were you,
6 where ~~do~~ would you go?
7 I think Greg can ~~could~~ be a professional chef.
8 I ~~didn't~~ wouldn't come to this café again.
9 if you could ~~had~~ have anything?
10 If you ~~was~~ were living on the minimum wage

Vocabulary Builder Quiz 8

1

tasty
filling
juicy
raw
bland
tender

2

1 juicy
2 crunchy
3 spicy
4 chewy
5 crunchy / salty

3

1 appetite
2 transfer
3 overpower
4 go for
5 sugary

4

1 stock
2 banned
3 bland
4 side
5 packed
6 bare
7 deserve
8 host
9 hold

UNIT 9
Workbook pages 52–53

1

1 garage
2 back garden
3 swimming pool
4 roof terrace
5 gas central heating
6 basement

2

1 tiled
2 fire
3 attic
4 balcony
5 patio

3

1 a shared apartment, affordable
2 convenient, bright
3 run-down, spacious
4 newly built, compact
5 central, cramped

4

1 tiny, half, size
2 as, one, wider
3 cramped, maybe, little
4 about, twice, mine
5 huge, three, yours
6 spacious, similar, bigger

5

1 two women in Vancouver
2 a young guy / Kyle
3 the development officer
4 Kyle
5 Kyle and his girlfriend
6 Corbin Bernsen
7 A number of people including 500 people from Kipling
8 Kyle
9 Corbin Bernsen

6

search
Keep
vacant
face to face
attract
warm welcome

Workbook pages 54–55

1

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

2

1 of
2 do
3 sharp
4 prices
5 to
6 must

3

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

4

1 Unemployment has gone up to five million.
2 Our profits have risen by about 20 per cent.
3 mortgage payments have increased dramatically
4 Food prices have been going up over the last year
5 property prices have fallen dramatically
6 the cost of energy has been dropping steadily

5

1 29
2 ten
3 affordable
4 Lylle
5 doesn't tell

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6
The flat was:
too expensive 6
tiny 1
very cold 2
in bad condition 4
quite a long way from the underground 3
not very clean 5

7
1 You couldn't call it compact; it was just cramped.
2 It wasn't chilly; it was freezing.
3 The agent said it was ten minutes from the tube, but it was more like 20.
4 It was supposed to be affordable but that's just overpriced.

9
1 d 2 e 3 a 4 b 5 c

Workbook pages 56–57

1
1 lively, multicultural, dead
2 rough, filthy, smart
3 isolated, connected

2
1 rougher 3 more 5 as
2 than 4 more 6 lively

3
1 Life is more complicated than it used to be.
2 The air in the town is much less polluted.
3 House prices are not as high now.
4 There is much more traffic than in the past.
5 There are far fewer businesses in the city centre.
6 There is less tourism than there was.

4
1 more 4 was 7 more 10 fewer
2 than 5 much 8 much 11 less
3 be 6 longer 9 before 12 are

5
1 Is, as
2 mind, Not at all
3 Can, not
4 Would within
5 Would, depends
6 have, Obviously

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

7
quiet
located
consists of
bright
central
looking for
noisy

8
Student's own answers

Vocabulary Builder Quiz 9

1
1 posh 2 green 3 separate 4 compact

2
The roof is leaking.
There's a shortage of affordable housing.
There were hardly any volunteers for the clean-up campaign.
The building project has gone over budget.
The central heating needs fixing.
The graffiti in the area put off potential buyers.

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

4
1 rent 2 aim 3 rise

5
1 within, of
2 down, to
3 to, in

UNIT 10
Workbook pages 58–59

1
Aspects of a film
soundtrack
special effects
plot
photography
Types of painting
portrait
landscape
Exhibitions
photography
installation
sculpture
Types of play
drama
comedy
tragedy
historical play
Jobs
DJ
sculptor
stand-up comedian
director

2
1 musical, lighting, audience
2 director, acting, costumes, staging
3 trailer, thrillers, comedy, documentary
4 painting, painter, modern

3
1 What's on?
2 What kind of exhibition is it? / What is it a collection of?
3 What's the play about?
4 Where's the exhibition on?
5 When's it on?
6 Who's in it?

4
1 off 5 right 9 out
2 coming 6 in front 10 towards
3 halfway 7 at 11 facing
4 back 8 next

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

6
1 D 2 S 3 D 4 D 5 D 6 D

Workbook pages 60–61

1
1 a lot of, All, no
2 Few, every, Some of
3 little, every, many
4 hardly any, Most, no
5 so many, any, little
6 Every, few, no

2
1 a documentary
2 a comedy
3 a soundtrack
4 a musical
5 an exhibition
6 a film

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3

1	a little	b a little
2	a every	b All
3	a no	b aren't
4	a Some of	b Some
5	a Not many	b Not much
6	a few	b a few

4

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

5

a

6

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

7

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

Workbook pages 62–63

1

1 overrated, saying, moving, tears, out
2 through, rubbish, atmosphere, everything
3 trendy, place, packed, hot, crazy
4 weird, why

2

1 She said she was going to meet some friends at the cinema.
2 He promised he'd get the theatre tickets online.
3 She didn't think the show would be very good.
4 He promised he wouldn't be late for the party.
5 The manager said the concert would probably finish at about 11.30.
6 She thought that all the clubs were going to be packed.

3

1 was going to ring
2 would come
3 were going to arrive
4 wouldn't spend

4

A 1 know	2 coming	3 get		
B 1 dull	2 reviews	3 excuses	4 tickets	
C 1 come	2 make	3 way		
D 1 nice	2 kind	3 ever		
E 1 supposed	2 fancy	3 on	4 out	

5

A 5 B 3 C 4 D 2 E 1

6

Student's own answers

Vocabulary Builder Quiz 10

1

1 cast	4 sculpture
2 audience	5 trailer
3 portrait	6 plot

2

1 congratulations	4 possessions
2 decorations	5 suggestion
3 demonstration	6 option

3

1 I'm not very *keen* on modern art.
2 I'll give you a *lift* to the station if you like.
3 She burst into *tears* when she heard the news.
4 The late *showing* of the film doesn't finish until after midnight.
5 Take the next *turning* on the left.
6 He always *fails* to understand what I'm trying to say.

4

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

UNIT 11
Workbook pages 64–65

1

1 circling
2 moving, buzzing
3 lying
4 leapt, disappeared
5 raced
6 crawling

2

1 couldn't, managed to
2 had to, could
3 could, managed to
4 had to, couldn't
5 couldn't, had to

3

Conversation 1

A: You'll never guess what happened last night.
B: Go on. What?
A: Well, I was driving home from the office when I suddenly saw a deer in the road.
B: Seriously? In the middle of all the traffic?
A: Yeah! It was a huge animal with really big antlers. It was actually a bit scary. I thought it might run into one of the cars.
B: But what was it doing there?
A: I guess it had come out of the forest that stretches along the side of the road. The poor animal looked really scared and confused.
B: So what happened in the end?
A: Well, the police and wildlife officers were going to tranquilise it, but they couldn't shoot at it because there was still a lot of traffic around. As far as I know, they haven't caught it yet.

Conversation 2

A: Did you hear about that cat that spent a week stuck in a car engine?
B: No, where was that?
A: I think it was in Austria. This guy heard something coming from his Mercedes so he looked under the bonnet and found his neighbour's cat.
B: But what was it doing there?
A: Nobody knows. But it had hidden so deeply inside the engine that they had to take it apart to get the cat out. It had been there for a week without food or water and the guy had driven 300 miles!
B: Seriously? Not hurt or anything?
A: No, it was amazing. It just had a few minor burns on its fur.
B: So what happened in the end?
A: They guy gave the cat back to his neighbour. Apparently, it was fine, despite what had happened.

4

4, 6, 2, 3, 1, 5

5

1 son, sun
2 weather, whether
3 break, brake
4 red, read
5 write, right
6 wait, weight

Workbook pages 66–67

1

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

2

1 ambition, peaks
2 toughest, achieve
3 determination, overcome
4 disabled, goal
5 true, of

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3
wheat cotton papyrus foxglove

4
Which plant
1 D
2 A B
3 B
4 C
5 A
6 D
7 A B C
8 C

5
1 vital
2 made
3 originated
4 portable
5 crops
6 had

Workbook pages 68–69

1
1 is covered B
2 is known A
3 are known C
4 are used C
5 have been developed A
6 were bred A
7 was adopted A
8 are threatened B

2
1 produces
2 are being built
3 has installed
4 predicted
5 will be produced
6 are often criticised
7 complain

3
1 A new shopping centre is being built in the centre of town.
2 The diamonds were smuggled out of the country in bags of sugar.
3 The photocopier was being repaired all yesterday morning.
4 Students are graded according to their age and ability.
5 All civil servants have been given a pay rise.
6 The new president will be interviewed on live TV.

4
1 against
2 point
3 me
4 make
5 treat
6 What
7 see
8 couldn't
9 get
10 mean
11 fact
12 forget
13 like
14 take

5
Student's own answers

Vocabulary Builder Quiz 11

1
1 c 2 e 3 d 4 a 5 b

2
1 point
2 under
3 free
4 role

3
1 scratch
2 tank
3 grass
4 habitat
5 breeds
6 destruction

4
1 got us *out*
2 running *out*
3 well *on* the way
4 yourself *out* of
5 set *off* up

5
1 manufacturing
2 controversy
3 imports
4 territory
5 ropes

UNIT 12
Workbook pages 70–71

1
1 direct
2 charming
3 intense
4 calm
5 ambitious
6 bright
7 sensitive
8 modest
Hidden word: creative

2
1 hard
2 competitive
3 relaxed
4 diplomatic
5 focused
6 smart
7 popular
8 loyal

3
Student's own answers

4
1 b 2 e 3 c 4 d 5 a

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

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

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

Workbook pages 72–73

1
1 was
2 used to
3 would
4 played
5 didn't
6 was
7 would
8 wasn't

2
1 f Amy used to be very competitive. She would spend / spent hours preparing for tests
2 b My dad used to work shifts. He would leave / left the house while we were all asleep.
3 a Elisa used to collect coins. She had about 500 from different countries
4 c I used to be very close to my granddad. We would spend / spent hours together working in his garden.
5 d Adam used to be quite spoilt. He would get / got anything he asked for.
6 e This area used to be quite rough. People would throw / threw their litter all over the place.

3
1 Although
2 when
3 as
4 Because of
5 While
6 so that
7 despite

4
1 Although I was quite naughty at school, my parents still believed in me.
2 My coach made me a determined person so that I became a professional footballer.
3 Despite having a lot of problems, my friends always supported me.
4 While I was missing my parents, my sister was always there for me.
5 I never lost hope because my dad had been such a good role model.
6 When I was feeling down, she would always cheer me up.

5
Student's own answers

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6
1990s
150
five
Internet
thousands
famous
five
friendships

7

1 T	3 T	5 F	7 F
2 F	4 T	6 T	8 F

8
1 I have hundreds of friends all over the world.
2 I have friends at college that I meet up with every day.
3 I have a lot of colleagues and a big circle of acquaintances.
4 We keep in touch as much as possible.
5 Well, I'm a bit of a loner.
6 My circle of friends is quite small.
7 I'm quite outgoing and chatty.
8 I've also made a lot of new friends on my course.

Workbook pages 74–75

1

1 'd gone	5 'd never tried
2 'd never met	6 'd put in
3 'd never bought	7 'd chosen
4 hadn't fried	8 had warned

2
1 I wish I hadn't fallen out with my dad.
2 I wish I had visited Brazil.
3 I wish I'd married the love of my life.
4 I wish I hadn't been late for my son's graduation.
5 I wish I hadn't left my degree course.
6 I wish I had spent time with my kids.

1 f Not resolving arguments
2 d Not seeing important places
3 e Not choosing the right partner
4 b Missing experiences
5 a Not achieving potential
6 c Missing family growing up

3
1 we were very close ~~to~~ all through school.
2 Who do you keep in ~~to~~ touch with
3 My kids are always falling ~~themselves~~ out
4 they've remained ~~together~~ friends
5 when good friends drift ~~it~~ apart
6 I ~~was~~ bumped into my best friend

4

1 hang	5 met up
2 for	6 awkward
3 dating	7 got
4 ended up	

Vocabulary Builder Quiz 12

1
1 x 2 ✓ 3 x 4 ✓ 5 ✓ 6 x

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

3
1 down 2 out 3 in

4

1 diplomatic	4 competitive
2 ambitious	5 sweet
3 calm	

5

1 complications	4 personality
2 spoilt	5 diplomatic
3 personally	

UNIT 13
Workbook pages 76–77

1

1 day	4 school
2 light	5 travelling
3 journey	6 shopping

2
1 platform, line, carriage
2 crossing, deck, harbour
3 traffic lights, bend, tyre
4 take-off, check-in desk, security

3
1 Why didn't you ask me for a lift?
2 How come there was such a long delay?
3 Why do people overtake in such dangerous places?
4 How come you were stopped by security?
5 How come we have to change trains?
6 Why was there so much traffic on the motorway?

4
b

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

6
1 ev**e**ryday
2 profess**i**onal busi**n**ess
3 av**e**rage trav**e**lling
4 diff**e**rent
5 trav**e**llers

7
1 carr**i**age
2 pref**e**rably
3 sev**e**ral
4 uncomf**o**rtable
5 int**e**resting

9

1 hanging around	5 pour down
2 check in	6 calm down
3 worked out	7 got back
4 set off	8 go through

Workbook pages 78–79

1

1 'd	3 could	5 wouldn't
2 hadn't	4 hadn't	6 have

2
1 B: If he'd checked the details before, he would *have* caught his plane.
2 B: If she hadn't emigrated to Canada, we might have *kept / stayed* in touch.
3 B: If I *had* been able to get a signal on my mobile, I would have let you know.
4 B: We could have caught the bus to the hotel if you *hadn't* hung around for so long.
5 B: To be honest, we'd have stayed in the UK if there hadn't *been* so much unemployment.
6 B: If I hadn't agreed, they wouldn't *have* allowed me on the plane.

3
1 c 2 d 3 a 4 b

5
1 Gorongosa National Park, Mozambique
2 Mount Elgon, Kenya
3 Bikini Atoll, an island in the Pacific Ocean
4 The Panama Railway
5 Bikini Atoll, an island in the Pacific Ocean
6 Mount Elgon, Kenya
7 The Panama Railway
8 Gorongosa National Park, Mozambique

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6
The year the nuclear tests ended on Bikini Atoll
Length of the train ride on the Panama Railway
The drive from Nairobi to Mount Elgon National Park
Depth of the caves in the mountain in Mount Elgon, Kenya
Visitors to Gorongosa National Park, Mozambique in 1971
Height of Mount Gorongosa, Mozambique

7
1 trek
2 turned
3 tensions have eased
4 hikers
5 feature
6 unspoilt

Workbook pages 80–81

1
1 delicious
2 boiling
3 fascinating
4 furious
5 brilliant
6 starving

2
1 really fantastic
2 completely soaked
3 absolutely exhausted
4 really filthy
5 absolutely packed
6 absolutely freezing

3
1 We should've set off earlier.
2 You shouldn't have worn high-heels.
3 He should have applied for it earlier.
4 I shouldn't have packed so much stuff.
5 You shouldn't have stayed up so late.
6 She should've asked for an extension.
7 You should've asked someone for directions.
8 We shouldn't have made so much noise.

4
1 me
2 fault
3 kids'
4 told
5 blame
6 should've
7 hers
8 she'd
9 fault
10 should've
11 nobody's
12 happened

5
see (underlined)
hear (bold)
smell (italics)

Our journey started on [1] an empty railway platform. The temperature had dropped to minus 3° the night before and it was still [2] very cold. I was [3] very tired after a [4] bad night's sleep and I wasn't looking forward to the trip. **The station was [5] very quiet until the train arrived a few minutes later.** The sun started to rise as we set off and I could see [6] nice stripes of red and orange across the sky. *Suddenly, I could smell hot coffee.* We had skipped breakfast and I realised I was [7] very hungry. At that moment a man appeared selling coffee and [8] big pieces of sweet bread – it was [9] very nice. After a few stops along the line, **we could hear people talking** and laughing. Moments later, our carriage was [10] full of local people going to market. They wore traditional clothes in [11] nice colours and they were very friendly. **They told us [12] interesting stories and gave us advice about the next part of our trip**. By the time we reached our stop, we had made lots of [13] nice new friends.

6
1 a deserted
2 absolutely freezing
3 absolutely exhausted
4 terrible
5 absolutely silent
6 beautiful
7 absolutely starving
8 huge
9 really tasty
10 packed with
11 wonderful
12 fascinating
13 fantastic

7
Student's own answers

Vocabulary Builder Quiz 13

1
1 line
2 fence
3 platform
4 bump

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

3
1 up
2 up
3 out
4 for
5 down
6 through

4
1 set *off* for
2 squeezed *into* a tiny
3 go *through* anything
4 check *in* for
5 hanging *around* the station
6 to calm *down*

5
1 desk
2 travel
3 security

UNIT 14
Workbook pages 82–83

1
1 scanner
2 socket
3 hard drive
4 screen
5 file
6 cable

2
1 menu
2 cursor
3 printer
4 mouse
5 plug
6 keyboard

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

4
1 checking, do, maybe
2 doing, success, have, else, I'll
3 rebooting, make, have, yet, I should, try, better

5
b

6
Para 1
The use of computers in education has increased enormously over the last decade.

Para 2
So what are the pros and cons of this revolution in education?

Para 3
On the other hand, there are also problems with computers.

Para 4
In conclusion, I think there is an important role for computers in education, but students also need other learning opportunities.

7
The use of computers in education has increased enormously over the last decade.

There are obviously several benefits to using computers.

On the other hand, there are also problems with computers.

In conclusion, I think there is an important role for computers in education, but students also need other learning opportunities.

8
1 a
2 b
3 a
4 a

9
Student's own answers

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Workbook pages 84–85

1

1 Basically, it's a construction game but there's also a survival mode where you gather ~~of~~ resources to build a new world. You can play alone but I prefer interacting ~~up~~ with other players. The creative possibilities are ~~very~~ endless.
2 In this one, you take ~~it~~ on the role of a space captain and go on a mission ~~for~~ to recover important minerals to save the earth. You have to shoot down every ~~the~~ enemy to protect your ship.
3 This is the best driving game. You can make your own modifications ~~up~~ to your car. You can play alone and try to beat your best time ~~down~~ or you can race against up to eight opponents ~~in~~ live.
4 It allows ~~that~~ you to experience the daily life of a superstar. You can make changes to enhance ~~up~~ the look of the game and make it ~~be~~ more realistic.
5 This is one for kids. You move shapes so you have three of the same ~~in~~ colour in a row. You ~~go~~ advance to the next level by using all the shapes before the time runs out ~~of~~.

2

1 The, an, the
2 The, an
3 the, the
4 a, an
5 a, X, X
6 the, the, a
7 X, the
8 X, a
9 The, X
10 X, X, the

3

b

4

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

5

1 moved
2 access
3 virtual
4 digitally
5 naked
6 an armchair

Workbook pages 86–87

1

1 recognise
2 allows
3 runs
4 interface
5 automatically
6 built in

2

screen, picture
set, switch
save, automatically
run, greener
save, efficient
use, straightforward

3

1 trying
2 to get
3 to sort out
4 buying
5 using, driving
6 having
7 using
8 to accept
9 to send
10 to throw away, to work

4

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

5

1 F
2 T
3 F
4 T
5 T
6 F
7 F
8 T
9 F

6

1 D 2 S 3 S 4 S 5 D 6 S

Vocabulary Builder Quiz 14

1

1 a cable
2 a switch
3 a key
4 a bulb
5 a plug

2

1 technology
2 make
3 back
4 socket
5 leave
6 run

3

1 solar
2 spilled
3 fan
4 trip
5 log
6 scan
7 cool
8 bitter

4

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

UNIT 15
Workbook pages 88–89

1

1 a nasty cough, swallow, temperature, painkillers
2 chest infection, flu, allergy, medication
3 dizzy, sprained, X-ray, stitches

2

1 rash
2 X-rayed
3 some cream
4 an upset stomach
5 high blood pressure
6 cut
7 swollen
8 arthritis
9 antibiotics

3

1 She *first* complained of feeling ill about a month ago.
2 Have you been waiting *long* for the nurse? / Have you been waiting for the nurse *long*?
3 I'm going to press your stomach *quite hard*.
4 I don't think she was *badly* injured in the accident.
5 You've *hardly* slept all night.
6 The doctor will see you soon, *hopefully*. / *Hopefully*, the doctor will see you soon.
7 Have you been feeling ill *lately*?

4

1 Any dizziness?
2 Any pain?
3 Any stiffness?
4 Any questions?

5

1 c 2 b 3 a 4 b

6

1 /ɒ/ 2 /ʊ/ 3 /ʌ/ 4 /ɪ/ 5 /e/ 6 /ə/ 7 /æ/

7

1 antib**i**otics
2 press**ure**
3 stom**a**ch
4 sw**o**llen
5 f**ee**l
6 **ar**thritis
7 sh**ou**lder

Workbook pages 90–91

1

1 medical
2 viral
3 naturally
4 fatty
5 addicted
6 incurable
7 irritability
8 infectious

2

1 reduction T
2 hyperactive F
3 injection F
4 prevention T
5 regularly F
6 easily T
7 directly T
8 advisable F

3

1 d 2 a 3 e 4 b 5 c

4

1 F
2 F
3 DS
4 T
5 DS
6 T
7 DS
8 T
9 DS

5

1 of 2 of 3 with 4 of 5 in 6 between

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Workbook pages 92–93

1

1 fell down, ended up with sunburn, bit, crashed into
2 stung, got food poisoning, slipped on, had fainted
3 burnt, fell off, tripped over, bruised

2

1 The woman said she wasn't allergic to antibiotics.
2 The surgeon told me the operation would last about an hour.
3 The man said he usually took the medicine at night.
4 The parents said they were waiting for their son's test results.
5 The boy told me he'd broken his leg in a skiing accident.
6 The nurses said they were going to X-ray his ankle as soon as possible.
7 The girl told the nurse the dog had bitten her on the arm.
8 The doctor told us we could visit Melanie whenever we liked.
9 The doctor said I/we had to make an appointment for tests at the hospital.

3

1 Her dad asked if / whether she wanted him to come with her.
2 The receptionist asked what her name and address was.
3 The nurse asked if / whether she had been waiting long.
4 The nurse asked how long she had been feeling dizzy.
5 The nurse asked if / whether she was on any medication.
6 The specialist asked if / whether there was any history of eye problems in her family.
7 The specialist asked what had happened the last time she had felt dizzy.
8 Her mum asked if / whether it had gone OK at the hospital.

4

the situation before the problem happened 1
the doctor's diagnosis 5
how she feels now 6
how she got to hospital 4
the people who helped her 3
what she was doing when the problem happened 2

5

1 ended up	2 set off
3 'd left	4 would need
5 were eating	6 stood up
7 offered	8 insisted
9 persuaded	10 'll be going

6

Student's own answers

Vocabulary Builder Quiz 15

1

1 infection	3 sneeze
2 stimulant	4 sprain

2

1 to	4 off
2 down	5 over
3 up	

3

1 cough	4 bite
2 attack	5 sting
3 cure	

4

1 bug / virus	3 symptoms
2 disease	4 nasty

5

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

UNIT 16
Workbook pages 94–95

1

Crime and justice: be found guilty, investigate
Business and economics: share price, go bankrupt
Celebrities and gossip: be photographed, film premiere
Foreign affairs: peace agreement, hold a summit
National politics: introduce a policy, be elected
Sport: new season, sign a player

2

1 The captain apologised for not leading the team to victory this season.
2 The editor insisted on letting the public know the truth.
3 The directors admitted (that) they had manipulated the share price to make more money.
4 My team manager promised to get United back to the top of the league.
5 The celebrity couple announced they were getting married in LA in six weeks.
6 The journalist accused the directors of telling lies on their CV to get the top jobs.
7 The UN representative told both sides to call an immediate ceasefire.
8 The owner of the paper warned the editors not to print anything without checking all their facts.

3

1 Apparently, it'd been stuck in his jacket pocket for months.
2 Yeah, it's so cute, isn't it?
3 Apparently, it sold out in less than five minutes.
4 Yeah, it's awful, isn't it?
5 Apparently, it was all because he was hungry and he couldn't get a hot meal.
6 Yeah, it's so romantic, isn't it?

4

Hudson River in New York

5

1 1549
2 15 January 2009
3 155
4 three minutes / less than three minutes
5 3 200 feet
6 broken legs
7 US president George Bush
8 day
9 5.5
10 76,000
11 2007
12 219
13 600 million dollars

6

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

8

1 one / nine
2 one / fifty five
3 three / two
4 nine / seventy five
5 five / five
6 seventy six
7 nineteen
8 six / million

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Workbook pages 96–97

1

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

2

1 artist, is considered, founder
2 led, founder
3 activist, campaigned, rights
4 doctor, vaccine
5 mathematician, whose
6 athlete, set
7 politician, important
8 studied, discovered

3

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

4

Christian Dior 2
The Cold War 8
Halloween 5
Erasmus 1
Harrods 6
NASA 7
Aretha Franklin 4
The White House 3

5

1 who / that
2 which / that
3 where
4 whose
5 when
6 who / that
7 which / that
8 whose

6

1, 3, 6

7

c

8

1 Although 5 not 9 influential
2 for 6 appeal 10 awards
3 who 7 way 11 remains
4 when 8 called 12 that

9

1 led, b
2 revolutionised, h
3 was, d
4 left, g
5 raised, a
6 dedicated, c
7 was, e
8 inspired, f

10

Student's own answers

Workbook pages 98–99

1

1 d 2 e 3 b 4 a 5 c

2

1 T 5 T 6 T 8 T

3

he = Mr McGowan
his = Mr McGowan's
it = the helicopter
it = the gift (the trip)
this = 'Earth Hour'
then = 2007
the artist = Michael Jackson
one = statue
it = the Pepsi company

4

1 make 5 raise
2 catch 6 imagination
3 media 7 promotional
4 launch 8 promote

Vocabulary Builder Quiz 16

1

1 c 2 a 3 b 4 d 5 e

2

1 bravery
2 Elderly
3 generosity
4 liberation
5 influential
6 emotional
7 agreement
8 problematic

3

1 d 2 a 3 b 4 c

4

1 hit 5 reviews
2 after 6 barrier
3 founded 7 contestant
4 is considered 8 down

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