

Teacher's Book

Achievers

B2

Eileen Flannigan



Richmond

Richmond®

58 St Aldates
Oxford OX1 1ST
United Kingdom

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Senior Commissioning Editor: Tom Hadland

Managing Editors: Ruth Goodman, Catherine Richards

Editorial Team: Brígido Adán Lozano, Stephanie Bremner, Ben Pincus, Paloma Rodríguez Esteban

Cover Design: Marisela Pérez

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The publisher would like to thank all those who have contributed to the development of this course.

Achievers

Eileen Flannigan

B2

Introduction and course highlights	page 2
Student's Book	page 4
Exam preparation with Achievers	page 8
Workbook	page 10
Teacher support	page 12
Teacher's i-Book	page 14
Student's Book contents	page 16
Starter A and B	page 18
Unit 1 – Brain power	page 30
Unit 2 – Adventurers	page 56
Unit 3 – Here and there, then and now	page 82
Review – Units 1-3	page 108
Unit 4 – Who's watching you?	page 114
Unit 5 – Mirror, mirror	page 140
Unit 6 – Techno-victims!	page 166
Review – Units 4-6	page 192
Unit 7 – Crocodile man	page 198
Unit 8 – In the movies	page 224
Unit 9 – Going for gold	page 250
Review – Units 7-9	page 276
Review – Units 1-9	page 282
Grammar Reference	page 301
Prepare for Cambridge Exams	page 310
Prepare for the TOEFL Junior® Test	page 312
Stories	page 352
Face 2 Face	page 360
Pronunciation	page 361
Verb Zone	page 366
Communication	page 367

ACHIEVERS

Achievers is a multi-level course aimed at ambitious teachers who want their teenage students to achieve their very best in English. **Achievers** aims to motivate and challenge students at every step of the learning process.

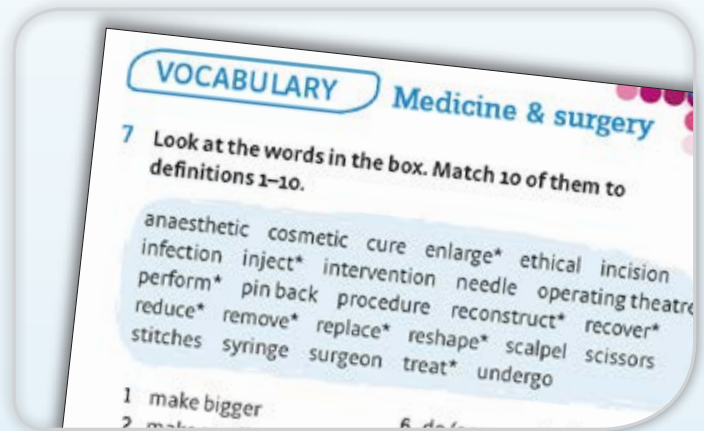
Achievers has an ambitious vocabulary and grammar syllabus and contains thorough and regular practice of all the key skills – Reading, Listening, Speaking and Writing.

Achievers has a full component package including:

- **Student's Book**
- **Workbook**
- **Teacher's Book**
containing complete teaching notes and reference material
- **Teacher's i-book**
for interactive whiteboards
- **Teacher's Resource Book**
containing a complete pack of photocopiable tests and activities as well as further supplementary worksheets
- **Teacher's Audio Material Pack**
containing all the audio for the course on six CDs

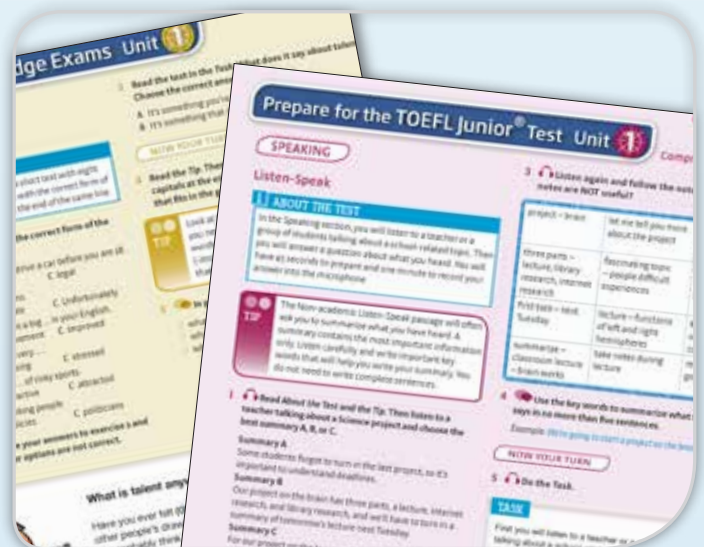
Each **Achievers** unit has a number of key features which make the course unique:

LARGE VOCABULARY SETS



The Vocabulary lessons contain large numbers of items, both revised and new, higher level items, which consolidate and extend students' personal vocabulary.

EXAM PREPARATION



Every unit has Cambridge and TOEFL® exam preparation lessons based on the language learnt in the unit.

FAST FINISHERS



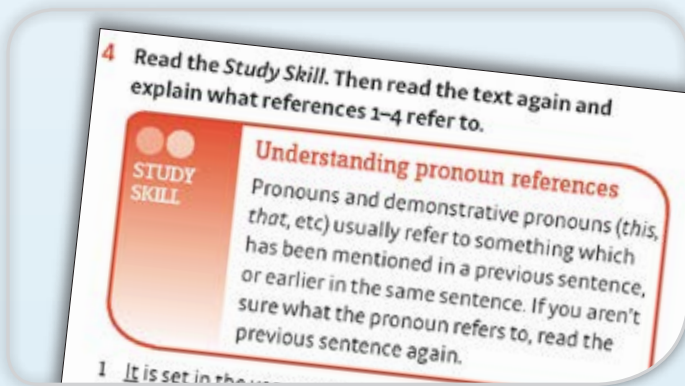
Every **Achievers** unit contains four varied *Fast Finishers* to keep stronger students busy.

WORD ZONE



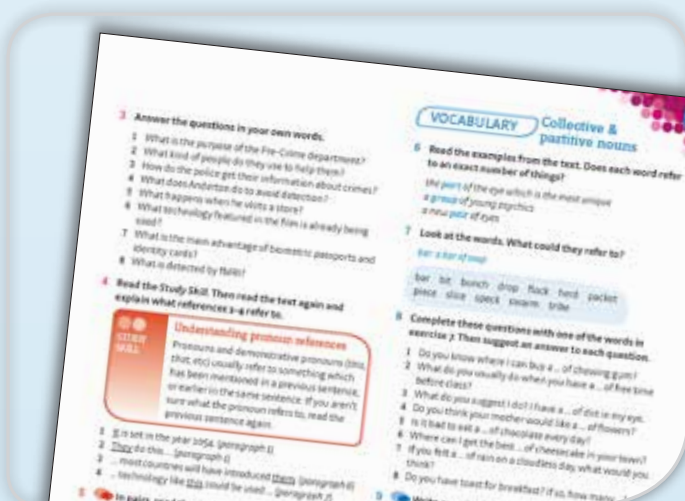
Each Reading text features *Word Zone*, which focuses on a useful vocabulary building area seen in a natural context.

STUDY SKILLS



Each unit contains a fully integrated *Study Skill* which helps students develop good habits in language learning.

LISTENING



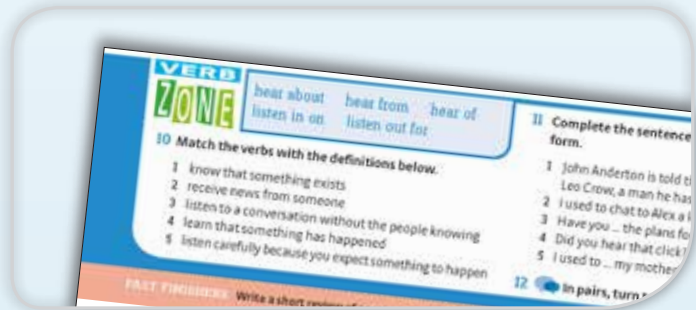
A whole page of Listening helps develop this crucial skill, with challenging, substantial listening situations.

FACE 2 FACE



Face 2 Face pulls out common idiomatic spoken language featured in the Listening scripts.

VERB ZONE



Verb Zone introduces multi-part verbs related to the topic of each unit, increasing students' knowledge and confidence in this crucial area of idiomatic English.

CHALLENGE



The unique *Challenge* lesson gives students the chance to prepare and carry out a variety of enjoyable and ambitious speaking tasks.

Grammar

- There are two Grammar sections, each containing a grammar box with a summary and examples of the grammar area being dealt with. An irregular verb list is also included at the back of the book.
- The *Grammar Reference* is also available on the Teacher's i-book as *Visual grammar presentations* – an animated, step-by-step presentation.
- The lessons always contain oral practice to allow students to practise the language in a spoken context and learn the correct pronunciation.
- The language is practised in a variety of carefully staged activities.



- 1 A complete *Grammar Reference* with detailed explanations of each grammar area can be found at the back of the book.
- 2 Extra interactive practice
- 3 Common spoken language is exploited in *Face 2 Face* – students learn to recognize three idiomatic expressions in each lesson that often occur in spoken English.
- 4 There is also a free, follow-up interactive activity where students produce their own version of the dialogues or give their opinions on a related topic.

Listening

- Each Listening section contains substantial and challenging listening input to really stretch students and develop their listening skills.
- A variety of real-world situations are featured, including radio interviews, sports commentary, cookery shows and game shows as well as everyday conversations.

Challenge

- The Challenge lesson asks students to work in pairs or groups to prepare and carry out an ambitious, fun speaking task that builds on language learnt during the unit.
- Each Challenge lesson has a totally different task. It will feel fresh and motivating.
- The Challenge lessons are in three stages: *Preparation*, *Do The Challenge*, and *Follow Up*. Students have the opportunity to stretch their skills as much as possible.



Interaction

- The Interaction lessons feature a variety of everyday situations.
- Students are given prompts or role-cards to stimulate their speaking, rather than entire dialogues. This gives them the autonomy that is necessary in developing the speaking skills.

1 Common expressions from the situations are given in the *Express yourself* box. This features language that students will need to both use and understand in order to interact successfully.

Writing

- In the Writing section, students work through a model written text, and then write their own version.

2 Students listen to the situations, focus on specific language commonly used in each situation, and then have the chance to interact themselves in *Your Turn To Speak*.

3 Writing skill focuses on an important language area that students need to master, in order to improve their ability to produce good written texts.

4 In *Your Turn To Write*, students are guided step-by-step through the critical stages of planning, taking notes, writing and checking that are needed to produce their own text.

Unit Reviews

- Each unit has an End-of-Unit Review which revises the key grammar and vocabulary.
- The audio for each *Dictation* has built-in pauses to allow students to write as they listen.

1 Each End-of-Unit Review finishes with a *Dictation*. This is a paragraph on a subject related to the topic of the unit. Each *Dictation* becomes progressively longer towards the end of the book.

Three-Unit Reviews

- There are Three-Unit Reviews after units 1–3, 4–6 and 7–9. They revise grammar and vocabulary from the previous three units in a fresh context.
- Each Three-Unit Review contains practice of all the key skills. They consist of a substantial reading text, a listening section, and a follow-up speaking or writing section.

Review Units 1–3

READING

1 Look at the title and the photo. What do you think this man has done? What ability do you think he might be known for?

2 Read the first paragraph of the article and check your answers to exercise 1.

3 Now read the rest of the article. What is the general idea of it? Choose the best description.

A It's mainly about getting better at using calculators.
 B It's mainly about how you can improve at Maths.
 C It's mainly about an astonishing mathematical ability.
 D It's mainly about work in schools.

The Human Calculator

Mathematics, which normally isn't a subject that most people like, has become a subject that some people are very good at. One of these people is a man called Matt Parker. He is known as 'The Human Calculator' because he can calculate anything in his head. He has been on the TV many times and has even been on the radio. He has also written a book about his ability. He says that he is not a genius, but that he has a very good memory for numbers. He can remember a long list of numbers and can do any calculation in his head. He has even been on the TV many times and has even been on the radio. He has also written a book about his ability. He says that he is not a genius, but that he has a very good memory for numbers. He can remember a long list of numbers and can do any calculation in his head.

4 Choose the best answer according to the article.

1 Matt Flamingo can...
 A accurately do the answer to maths questions extremely quickly.
 B work a calculator to solve any maths equation.
 C do complex maths calculations without a calculator.
 D teach Maths to his class.

2 When Flamingo was a child...
 A he was told to memorize things like his teachers.
 B he started away doing calculations mentally.
 C he discovered how useful calculators are.
 D he noticed something was wrong in his brain.

3 Does he enjoy his job, Flamingo has...
 A learnt on TV to attract attention with his ability.
 B become a Guinness World Record.
 C taught others how to be better at maths.
 D got off his job.

4 Flamingo believes...
 A a computer should use a calculator.
 B that maths is a natural ability.
 C that maths has always been taught badly.
 D anyone can be good at maths.

LISTENING

1 Look at the photo and discuss the questions.

What do you know about the Kiwi bird?
 Why do you think someone would want to go there?
 What do you think the challenges and problems might be in maintaining such a reserve?
 What characteristics do you think would make a good adventurer?

2 Listen to the interview about the adventure takes. Answer the questions.

1 Answer the questions in your own words. Then discuss with a partner. Listen again and check.

1 Why did he go to New Zealand?
 2 Why did he go to New Zealand?
 3 What was the most difficult part of the trip?
 4 What do you think was the best and worst thing about the journey?
 5 What was the most interesting or surprising part of the interview for you?

3 Work with another group. Take turns to summarize your plans for your expedition. Listen and identify anything important that the other group has overlooked.

Video New Zealand

1 Watch the video and answer the questions.

1 What is the main reason for New Zealand's success?
 2 What are the main reasons for New Zealand's success?
 3 What are the main reasons for New Zealand's success?
 4 What are the main reasons for New Zealand's success?
 5 What are the main reasons for New Zealand's success?

FIND OUT

1 Work in pairs. Discuss the questions.

1 What do you think were the main sources of conflict between the Maori people and the British settlers?
 2 Why do you think the Maori people are often such successful warriors?
 3 What are the main reasons for the success of the Maori people?
 4 What do you think the Maori people are often such successful warriors?
 5 What are the main reasons for the success of the Maori people?

Video

- Each video contains an original short documentary which introduces a different English-speaking country from around the world.
- Students are introduced to some names, places or other cultural information before they watch. They find out the significance of these, as well as learning more interesting information about each country.

- 1 There is a video lesson after each Three-Unit Review. In this section, students develop their skills in watching and understanding video, which will increase their ability to enjoy English-language films and TV.
- 2 Each video lesson ends with Find Out, where students have the chance to find out more about an intriguing aspect of the country's culture that featured in the video.

Stories

- Each Student's Book contains three original stories. They have been specially written for Achievers, with teenage protagonists, and deal with themes from the Student's Book.
- The stories are rich in new vocabulary. They contain comprehension activities, vocabulary exploitation and follow-up speaking activities in order for students to exploit them as much as possible.

STORY

The Challenge

Karim Malik Temple in Rajasthan in northern India is also known as the Temple of Fate, with good reason. Karim Malik was an Indian warrior hero in 1387 who reputedly disappeared when he was 17 years old, and it was considered by Hindu as a divine miracle. According to legend, Karim Malik disappeared in a forest from which he was trying to drink. Karim Malik began to feel the heat of the sun, so he went back to his house. He was surprised to find his house empty. He was surrounded by a forest of trees. He was surrounded by a forest of trees. He was surrounded by a forest of trees.

1 Listen to the audio and answer the questions.

1 What is the main reason for the challenge?
 2 What is the main reason for the challenge?
 3 What is the main reason for the challenge?
 4 What is the main reason for the challenge?
 5 What is the main reason for the challenge?

2 Work in pairs. Describe everything you can see in the picture and predict what the story might be about.

3 Check you understand the following words.

1. Karim Malik Temple
 2. Rajasthan
 3. Rajasthan
 4. Rajasthan
 5. Rajasthan

4 Read the first paragraph. Then cover it and summarize the legend of Karim Malik in your own words.

5 Read the rest of the story and check if the sentences below are true or false.

1 Karim Malik was in his twenties when he disappeared.
 2 Karim Malik was a very young man when he disappeared.
 3 The story of Karim Malik is very interesting.
 4 Karim Malik was a very young man when he disappeared.
 5 Karim Malik was a very young man when he disappeared.

6 Work in pairs and discuss the questions.

1 Do you think Karim Malik would still be alive if you were his grandfather?
 2 Do you think Karim Malik would still be alive if you were his grandfather?
 3 Do you think Karim Malik would still be alive if you were his grandfather?
 4 Do you think Karim Malik would still be alive if you were his grandfather?
 5 Do you think Karim Malik would still be alive if you were his grandfather?

Exam preparation with Achievers

This section is aimed at teachers who are preparing their students for exams from the Cambridge English Language Assessment range or from ETS. Each level of the Achievers series focuses on the most appropriate exams for the level of the book, so **Achievers B2** prepares students for the **Cambridge First (FCE)** exam and for both the **Standard** and **Comprehensive** versions of the **TOEFL Junior® Test**.

The **Cambridge First (FCE)** exam and the **TOEFL Junior® Test** are internationally recognized qualifications in English.

Prepare for Cambridge Exams

- There are nine lessons in the **Student's Book** – one per unit – covering the Cambridge First exam. The content of the lessons follows the unit topics, so the lessons feel integrated and can be covered at any point during a unit.
- Each lesson focuses on a particular task from one of the papers of the exam; there is a balance of tasks from all papers of the exam throughout the section. There is a series of activities carefully designed to give students practice in the skills they need to perform the task well, and familiarize them with the format of the task.
- The language level required to complete the activities is the level of the corresponding Student's Book unit.
- The **Workbook** contains a complete page corresponding to each Student's Book exams lesson, consisting of further practice of the task focused on in the Student's Book.
- There is accompanying **audio** for Listening tasks.

1 Key information about the task focused on in this lesson

2 Help and advice to allow students to maximize their performance

Prepare for Cambridge Exams Unit 1

USE OF ENGLISH

Word formation

1 ABOUT THE EXAM

In this part of the test, you are given a short text with eight gaps. You need to complete the gaps with the correct form of the word that appears in capital letters at the end of the same line.

1 Complete the sentences with the correct form of the word (A-C).

1. It's very important to be ... before you are ill.
A. single B. legal C. legal

2. ... failed three of my exams.
A. Fortunately B. Surprisingly C. Unfortunately

3. We'd never there has been a big ... in your English.
A. improving B. improvement C. improved

4. Having a lot of events is very ...
A. stressful B. stressy C. stressed

5. I don't understand the ... of this game.
A. attraction B. attraction C. attracted

6. Many ... are hard-working people.
A. politician B. politics C. politicians

7 ... in pairs, compare your answers to exercises 1 and discuss why the other options are not correct.

2 Read the text in the book. What does it say about talent? Choose the correct answer (A or B).

A. It's something you're born with.
B. It's something that comes from hard work.

REMEMBER YOUR TIPS

3 Read the Tip. Then do the Task. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the sentence.

Look at the gaps and decide what kind of word you need to use, with additional advice. Some words may need a prefix, such as UN- or a suffix (-ness, -ly, etc.). There is usually at least one word that has a negative meaning.

3 In pairs, compare your answers. For each one, say what part of speech it is, what prefix/suffix you added and what words needed additional changes.

TASK

What is talent anyway?

Have you ever felt (A) **frustrate** when looking at art? Are other people's drawings always more (B) ... than yours? You probably think this is because you are not (C) ...

The good news is you may be wrong. Recent studies suggest that the (D) ... of being born with natural abilities has been exaggerated. Scientists have been (E) ... to find any specific 'talent gene' that is responsible for people's artistic skills.

In fact, it seems that anyone can (F) ... improve their creativity. First, you should choose an activity you really enjoy. Then you will need enthusiasm and (G) ... After that, it is a matter of practice and hard work. However, you shouldn't be overly (H) ... with (I) ... and keep on trying and you may become (J) ...

FRUSTRATE
IMPRESS
TALENT

IMPORTANT
ABLE

EASY
IMAGINE
PERFECT
SUCCESS

3 An exam-style activity at the end of each lesson. Students attempt this once they have learnt about and prepared for the task. They could do this under exam conditions.

Prepare for Cambridge Exams Unit 1

USE OF ENGLISH

Word formation

Look again at page 122 of your Student's Book. Read about the exam and the Tip. Then do the task below.

For questions 1-8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the same line. There is an example at the beginning (0).

You've got mail.

You can't live with them, and you can't live without them. Professionally, it is virtually impossible to (0) **survive** without an email address today. Most companies will issue one to each free (1) ... while people staffing their own businesses will almost certainly need to use email. After all, without an email address, how could a business (2) ... with its customers? Outside work too, the majority of people want to use emails for (3) ... interaction.

Of course, emails are extremely (4) ... They allow rapid communication across large distances, which was previously (5) ... when sending letters. Emails can be cheaper too, because they allow a (6) ... in stationary and postage costs. However, not everyone is (7) ... with the increased use of email. Many people hate the feeling that they must (8) ... check their accounts for something new, only to find spam or something else unwanted.

SURVIVAL
EMPLOY
COMMUNICATION
SOCIETY
BENEFIT
POSSIBLE
REDUCE
SATISFY
CONSTANT

Prepare for the TOEFL Junior® Test

- There are nine lessons in the **Student's Book** – one per unit – covering both the **Standard** and **Comprehensive** versions of the TOEFL Junior® Test. The content of the lessons follows the unit topics, so the lessons feel integrated and can be covered at any point during a unit.
- Each lesson focuses on a particular task from one of the papers of the test; there is a balance of tasks from all sections of the test throughout the section. There is a series of activities carefully designed to give students practice in the skills they need to perform the task well, and familiarize them with the format of the task.
- The language level required to complete the activities is the level of the corresponding Student's Book unit.
- The **Workbook** contains a complete page corresponding to each Student's Book exams lesson, consisting of further practice of the task focused on in the Student's Book.
- There is accompanying **audio** for Listening tasks.

1 Key information about the task focused on in this lesson

2 Help and advice to allow students to maximize their performance

Prepare for the TOEFL Junior® Test Unit 1 Comprehensive

SPEAKING Listen-Speak

1 ABOUT THE TEST

In the Speaking section you will listen to a teacher or a group of students talking about a school-related topic. Then you will answer a question about what you heard. You will have 30 seconds to prepare and one minute to record your answer into the microphone.

TIP The form on audio Listen-Speak passage will allow you to summarize what you have heard. A recording of the passage will be played again so you can listen carefully and write important information only. Listen carefully and write important keywords that will help you write your summary. You do not need to write complete sentences.

2 **Read About the Test and the Tip. Then listen to a teacher talking about a science project and choose the best summary A, B, or C.**

Summary A
Some students found it hard to do the first part, so it's important to understand directions.

Summary B
Our teacher in the brain had three parts, in three different research, and library research, and we'll have to turn in a summary of Professor's lecture now Tuesday following C.

For our project on the brain, we're going to listen to a lecture, which we'll hear tomorrow.

2 **Listen to the full conversation between the teacher and the students, and answer the questions.**

What is the main purpose of the conversation?

- To answer questions about the day and the brain
- To give information about the test itself
- To talk about the assignment and teach note-taking skills
- To talk about the value of library research

3 **Listen again and follow the notes. Which four notes are NOT useful?**

ground – brain	let me tell you, there's about the project	class summary
three parts – brain, library research, internet research	remembering topics – groups, difficult experiences	not easy to take notes in English
Professor read something – brain needs	groups – research left and right hemisphere	key words: organize – structure
classroom lecture – brain needs	rules notes during lessons	remember – good examples

4 **Use the key words to summarize what the teacher says in no more than five sentences.**

Example: We're going to listen to a lecture on the brain.

NOW YOUR TURN

3 **Do the task.**

TAKE

First you will listen to a teacher or a group of students talking about a school-related topic. Then you will talk about what you heard. You may take notes as you listen. You will have 30 seconds to prepare and one minute to record your answer into the microphone.

Listen to a teacher talking in a Science class. The teacher is talking about a Science assignment.

Science assignment
brain
Washoe
first draft

Imagine that your classmate was not in class today. Tell your classmates about what the Science teacher asked the students to do. Be sure to talk about the following:

- brain
- Washoe
- first draft

Prepare for the TOEFL Junior® Test Unit 1

SPEAKING Listen-Speak

Look again at page 121 of your Student's Book. Read About the Test and the Tip. Then do the task below.

4 **Listen again to the teacher talking in a Science class. The teacher is talking about a Science assignment. Imagine that your classmate was not in class today. Write what you would say to your classmates, explaining what the Science teacher asked the students to do. Be sure to write about the following:**

- brain
- Washoe
- first draft

3 An exam-style activity at the end of each lesson. Students attempt this once they have learnt about and prepared for the task. They could do this under exam conditions.

Teacher's Book

This Teacher's Book is a complete resource for planning your lessons and teaching your classes. It contains:

1 Reproductions of every Student's Book page

2 Ideas for Extra Activities to further exploit the topics

3 Flagging up of Exam-style activities

4 All transcripts from the Student's Book

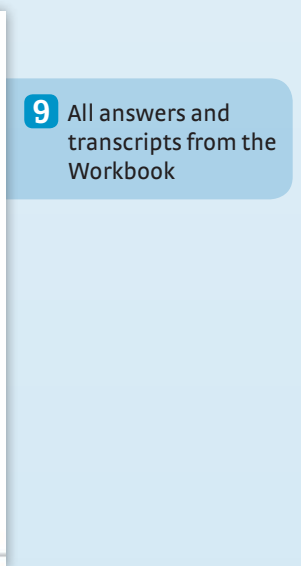
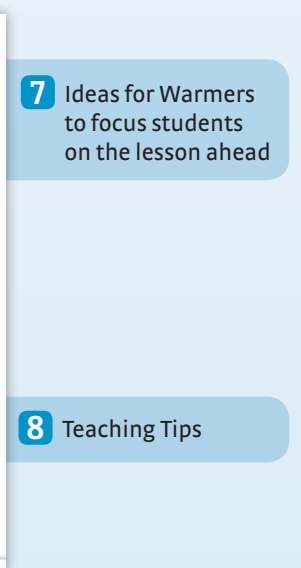
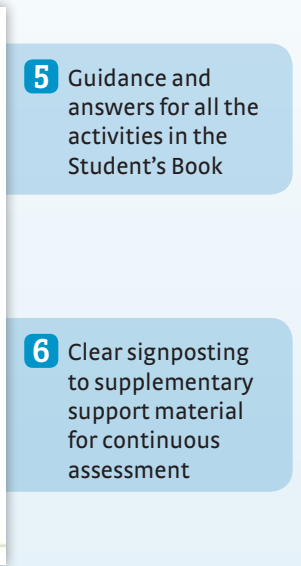
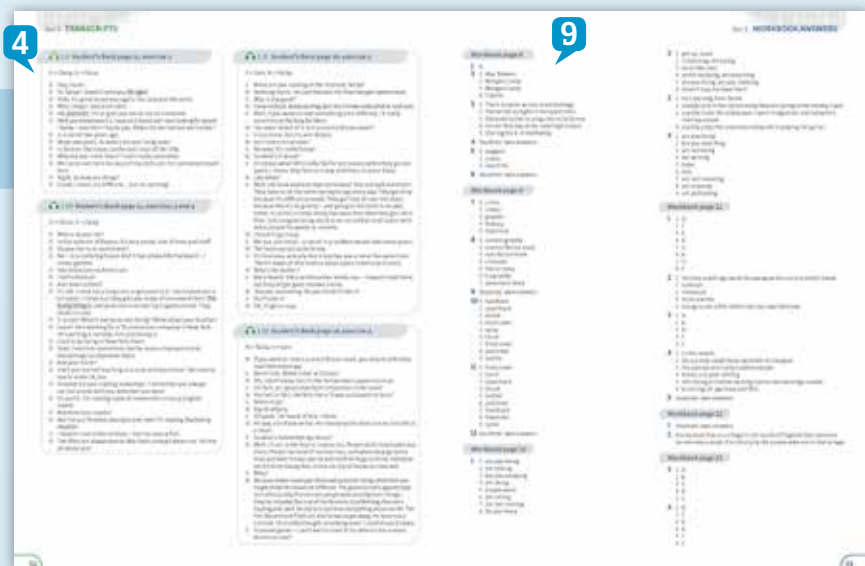
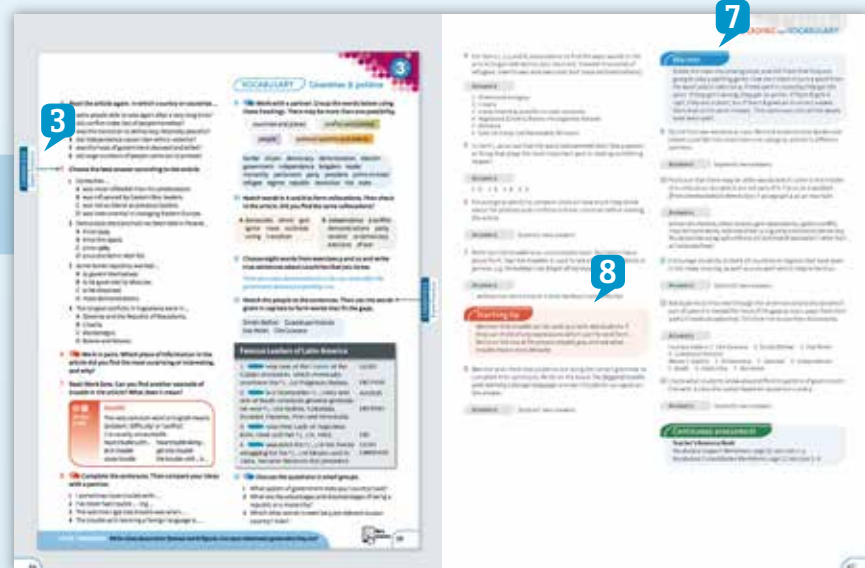
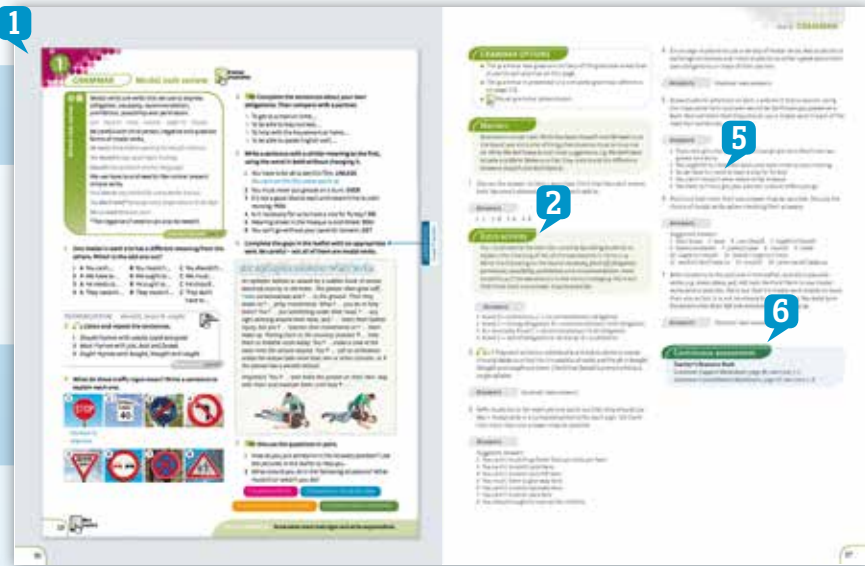
5 Guidance and answers for all the activities in the Student's Book

6 Clear signposting to supplementary support material for continuous assessment

7 Ideas for Warmers to focus students on the lesson ahead

8 Teaching Tips

9 All answers and transcripts from the Workbook



The Teacher's Resource Book contains photocopiable worksheets to supplement the material in each Student's Book unit and support students' learning. The Teacher's Resource Book contains the following sections:



Vocabulary and Grammar Worksheets

- These worksheets provide extra practice of the key vocabulary and grammar from each Student's Book unit.
- They are available at two levels: **Support** for weaker students and **Consolidation** for average-level students.

Speaking Worksheets

- The Speaking Worksheets provide fun and varied speaking activities for all students.

Festivals

- These worksheets contain motivating texts and activities about festivals from throughout the English-speaking world for all students.

Tests

- There is a four-page written Test and a Speaking Test for each Student's Book unit that thoroughly covers key language and skills. There are also Tests for the end of every three units, and two End-of-Year Tests.
- The Tests are available at two levels to ensure that all students are challenged. Use the **Consolidation** level Tests for weaker and average level students, and **Extension** level Tests for stronger students.
- There is a Diagnostic Test to do with students at the beginning of the course. It will help you identify stronger and weaker students.

See the Introduction of the Teacher's Resource Book for more details on how to use each of the sections.

Teacher's Audio Material Pack



The audio for Achievers is provided on 6 CDs in the Teacher's Audio Material Pack.

- Student's Book CD1: Units 1–3 + Review Units 1–3
- Student's Book CD2: Units 4–6 + Review Units 4–6
- Student's Book CD3: Units 7–9 + Review Units 7–9, End-of-Unit Reviews
- Student's Book CD4: Prepare for Exams, Stories, Pronunciation
- Workbook CD
- Teacher's Resource Book CD



Bring your teaching to life in the classroom. The Teacher's i-book is a fully interactive version of the Achievers course for interactive whiteboards, which integrates **all the teaching and learning materials cross-referenced into one single format** for use with a smart board or projector:

- Student's Book
- Workbook
- Teacher's Resource Book
- Teacher's Book
- Interactive Answer key for all the Student's Book and Workbook exercises
- Audio material and transcripts
- Audiovisual material
- Visual grammar presentations
- Extra interactive practice to reinforce the lesson content
- Additional interactive activities



1 Additional smart board activities provide digital alternatives to the lessons.



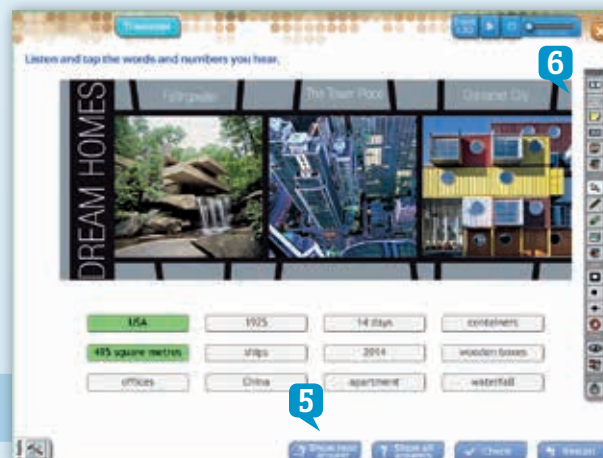
2 Interlinked components at page level

3 Extra interactive practice reinforces the lesson content.

4 All course materials included

The one-touch zoom-in feature guarantees the easiest and quickest access to all the exercises, answers, audio material, transcripts and teaching notes. Touch the exercises or links to other books on the Student's Book pages to access:

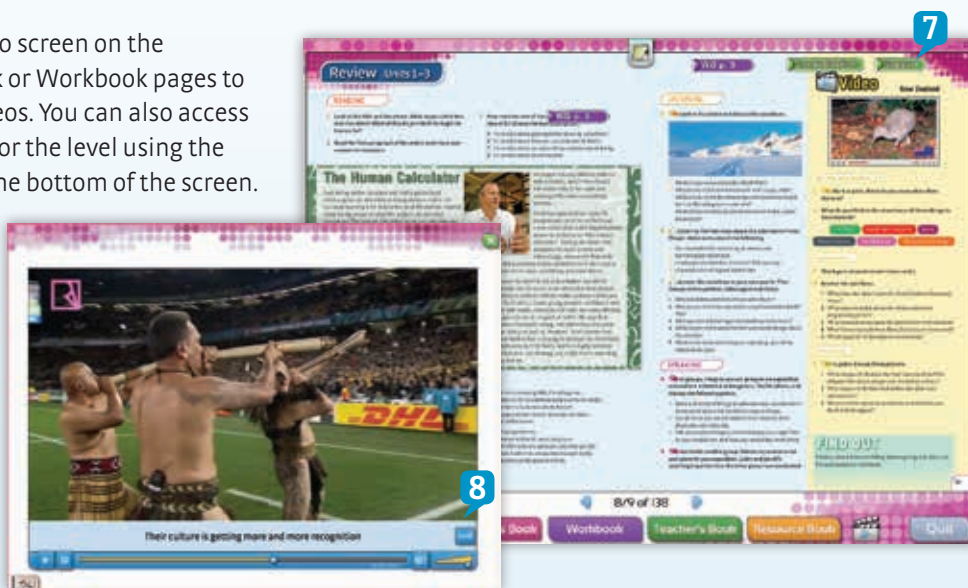
5 Interactive Answer key



6 Use the Richmond i-tools to make the most of the interactive activities.

Audiovisual material


Touch the video screen on the Student's Book or Workbook pages to access the videos. You can also access all the videos for the level using the video icon at the bottom of the screen.



7 Direct access to all the videos for the level.


8 Show and hide subtitles.

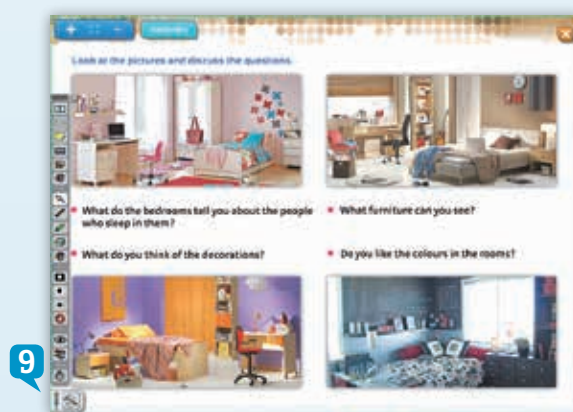
Visual grammar presentations

Touch  on the Student's Book pages to access the grammar animations:




Additional IWB activities

Touch  on the Student's Book pages to access the IWB activities:



9 Use the Richmond i-tools to complete the activities.

Extra interactive practice

Touch  on the Student's Book pages to access the games:



The Richmond i-tools

Take the book and make it yours by inserting notes, links and external files. It is also possible to write or paint on the i-book and in the zoom windows.

Save all your teaching sessions to meet the needs of each individual class.

Contents

STARTER A page 4–5
STARTER B page 6–7

Materials | Activities
Multi-part verbs | Mind verbs

Present tense review
Comparatives & superlatives

UNIT	GRAMMAR	VOCABULARY	READING & LISTENING
1 Brain power page 8	Modal verb review Gerunds & infinitives	Using the brain Adjectives from verbs: <i>-ing, -ed</i> WORD ZONE <i>make and do</i>	<ul style="list-style-type: none"> Use it or lose it! An interview about language learning Why does music make us feel so good? STUDY SKILL Understanding the general idea
2 Adventurers page 18	Past simple, continuous & perfect Contrasting structures Past perfect continuous Narrative tenses	Travel and adventure Common abstract nouns & related words WORD ZONE Expressions that mean 'alone'	<ul style="list-style-type: none"> What a choice! All alone in the jungle ... for ten days The big river man STUDY SKILL Predicting what a text is about
3 Here and there, then and now page 28	Present perfect simple & continuous Relative clauses	Countries and politics People words WORD ZONE <i>trouble</i>	<ul style="list-style-type: none"> A decade of change The icons of a nation So near, but so far STUDY SKILL Searching for specific information

REVIEW UNITS 1–3 page 38 VIDEO page 39









4 Who's watching you? page 40	Uses of <i>will</i> Conjunctions in the future Future continuous & future perfect	Surveillance Collective and partitive nouns WORD ZONE verbs which mean 'increase' and 'decrease'	<ul style="list-style-type: none"> Police state Mugged! Will life really be like this? STUDY SKILL Understanding pronoun references
5 Mirror, mirror page 50	Second & third conditionals Expressing regret Third conditional inversion	Medicine & surgery Expressions with <i>get</i> WORD ZONE Compound adjectives with <i>-ing</i>	<ul style="list-style-type: none"> Facing up to a new life The art of tattooing The Ugly Duckling STUDY SKILL Reading stories you already know
6 Techno-victims! page 60	Uses of <i>could</i> Uses of <i>be able to</i> Modal perfects	Connection problems Nouns ending in <i>-y</i> & their adjectives WORD ZONE Uses of adverbs	<ul style="list-style-type: none"> A thousand pound bill – and she never made a call! The boy who invited two thousand people to his party by mistake Are you connected? You may be in danger ... STUDY SKILL Idioms and sayings

REVIEW UNITS 4–6 page 70 VIDEO page 71

7 Crocodile man page 72	Present, past, future & modal passives Advanced passive structures	Conservation Identical verbs & nouns WORD ZONE Verbs with <i>re-</i>	<ul style="list-style-type: none"> Animals in danger The fur trade A blow for conservation STUDY SKILL Guessing the meaning of a word
8 In the movies page 82	Reported speech: time & location expressions Alternative reporting structures	Idioms which indicate emotions Alternatives to <i>say & tell</i> WORD ZONE Things going wrong	<ul style="list-style-type: none"> What a blooper! Movie scenes Like Peaches and Cream STUDY SKILL Inferring the writer's purpose and attitude
9 Going for gold page 92	Review (1): Narrative tenses Present perfect Conditionals Review (2): Reported speech Passives Modal perfects	People associated with sport Abstract nouns & adjectives WORD ZONE Words which mean 'big' and 'small'	<ul style="list-style-type: none"> The fastest island on the planet Surprising sports Aiming high STUDY SKILL Recognizing facts and opinions

REVIEW UNITS 7–9 page 102 VIDEO page 103 REVIEW UNITS 1–9 page 104–112 GRAMMAR REFERENCE page 113–121

PREPARE FOR CAMBRIDGE EXAMS AND THE TOEFL JUNIOR® TEST page 122–139

CHALLENGE	INTERACTION	WRITING
Learn and teach a new memory-training technique	 Succeeding in an interview Showing polite interest Keeping a conversation going Expressing agreement PRONUNCIATION <i>should, must & ought</i>	A report WRITING SKILL Making a formal recommendation
Do an interview with an adventurer	 Discussing an extreme proposition Being strongly in favour of something Being strongly against something Expressing disappointment PRONUNCIATION /ʌ/ (u as in jungle)	A review WRITING SKILL Modifiers
Plan and conduct a guided tour Giving a tour	 Making a decision Talking about positive factors Expressing doubt Inviting the opinions of other people PRONUNCIATION Stress on suffixes	A profile WRITING SKILL Adding information
Argue for a minute on a topic Expressing agreement with an idea Expressing disagreement with an idea Asking for clarification	 Describing people and places Speculating with a degree of certainty Speculating with uncertainty Asking for or offering more information PRONUNCIATION Asking for clarification	An opinion essay WRITING SKILL Counter arguments
Tell a traditional story with a new twist Telling a traditional story	 Resolving a conflict Expressing astonishment Expressing strong feelings Trying to calm someone down PRONUNCIATION <i>wish & if only</i>	A for and against essay WRITING SKILL Tentative language
Create a TV advert Polite requests Stronger requests Recommendations	 Making a complaint Making a mild complaint Making a strong complaint Apologizing and placating PRONUNCIATION Modal perfects	An article for an online magazine WRITING SKILL Introducing contrasting and opposing ideas
Prepare and give a presentation Introducing a topic Giving more details Closing your presentation / Calling for action	 Getting someone's attention Getting someone's attention Expressing outrage Giving excuses PRONUNCIATION Two-syllable verbs & nouns	An email WRITING SKILL Talking about possible situations
Plan a film and act out a scene Setting the scene	 Reaching a common consensus Expressing a lack of enthusiasm Persuading Reaching a conclusion PRONUNCIATION Using intonation	A story WRITING SKILL Words and expressions for giving reasons
Write and stage a TV quiz show	 Catching up Greeting someone after a long time Asking for and responding to news Arranging to keep in touch PRONUNCIATION Stress in compound nouns	A newspaper article WRITING SKILL Idioms

STORIES *The Birthday Present* page 140

Technotrip page 142

The Challenge page 144

IRREGULAR VERBS LIST page 153

INTERACTIVE RESOURCES:



Vocabulary

- **Materials:** *cardboard, chalk, china, clay, concrete, cork, cotton, glass, limestone, marble, metal, plastic, rubber, stone, titanium, wood, wool*
- **Activities:** *brush up on your German, do a course in, get active, go out for a walk, go to the gym, have a goal, join a running club, ride a horse, sign up for a course in, take up cooking, train for a marathon*
- **Multi-part verbs:** *call out, calm down, carry on, check in, check out, chill out, eat out, give away, give up, grow up, hold on, save up, take up*
- **Mind verbs:** *believe, decide, feel, forget, guess, imagine, know, learn, miss, realize, recognize, remember, understand, want, wonder, worry*

Grammar

- Present tense review
- Comparatives and superlatives

Language objectives

- To learn vocabulary related to materials and activities (page 5) and multi-part verbs and mind verbs (page 7)
- To review the present tense correctly (page 5)
- To use comparatives and superlatives correctly (page 7)

Skills objectives

- To read and understand a blog about a teenager's holiday in Scotland (page 4)
- To talk about free time (page 5)
- To listen to and understand a description of record-breaking buildings (page 6)



Assessment criteria


- Students can use the present simple and comparatives and superlatives correctly.
- Students can recognize and use vocabulary about materials and activities, and use multi-part verbs and mind verbs correctly.
- Students can read and understand a blog about a teenager's holiday in Scotland.
- Students can listen to and understand a description of record-breaking buildings.

Resources


- **Teacher's i-book**
- **Student's Book CD 1**

Starter **A**

READING

1  In pairs, discuss the following questions.

- How often do you have school holidays?
- What do you enjoy doing during school holidays?
- What is your ideal holiday?

2  Read Aimi's blog quickly. Where is she on holiday this year?

3 Read the blog again and answer the questions.

- 1 Where does Aimi usually go on holiday?
- 2 Where is Aimi staying this year?
- 3 What is the place she is staying at like?
- 4 What can Aimi see from where she is writing her blog?
- 5 How long is she on holiday for?
- 6 What does she plan to do while she is on holiday?

Just another boring blog

What are you doing right now? This year, I'm getting active on holiday and having lots of fun. Read on and find out what's going on.

I normally spend August with my family at my grandparents' house in the north of England. I usually end up arguing with my brother and sister and generally feeling like I'd rather be somewhere else. I can't even go online there because there's no wi-fi.

So, it's August again and I can't believe it. I'm not sitting at my grandparents' house feeling miserable. I'm sitting in a bothy in Scotland. (A bothy is a small Scottish cottage, by the way.) My family are here, too, but it's such a cool place and a brilliant location that even they aren't bothering me! The bothy is really modern and looks incredible sitting here right in the middle of a field! The walls are made from a special type of sustainable wood and they have sheep's wool to insulate them! There are wooden beams in all the rooms and the huge glass windows mean there are breathtaking views all around and the whole place is solar-powered. I'm using the power of the sun to write this! It's so cool.

I'm sitting in the living room as I type this, and I can see the beach in the distance. The water is just like the Caribbean, honest! It's so blue and clear and the sand is completely white. Look, here's a photo.

There are also some Highland cows staring at me from over the fence. They look quite friendly, but I'm not sure I want to get too close! What do you think?

We're here for ten days and I definitely want to do a course in windsurfing. One of the farmers runs windsurfing classes in his spare time and he also runs horse-riding lessons every morning. I'm hoping to sign up for those; I've always wanted to know how to ride a horse.

Anyway, I'm about to go out for a walk along the beach and maybe get to know the local wildlife a bit better!

Let me know what you're all up to this summer! Aimi xxx



the bothy



Barbados? No, Scotland!



Are you looking at me?

Starter A and B are optional, self-contained lessons that revise basic language and give students an introduction to the methodology of the course. Choose which language, if any, you feel your students would benefit from revising, and cover those lessons only.


Warmer

Ask students to think individually of something that they do regularly that they are pleased about or proud of, e.g. help at home, do voluntary work, go swimming. Put them in small groups, and have them take it in turns to ask questions in order to find out what the activity is. The questions can only be answered by *yes* or *no*. Continue until the activities of each group member have been guessed correctly.

- 1 Have students read the questions and ask them which tense they would mainly use in their responses (present simple). For the final question, encourage them to reply *My ideal holiday is when I...* rather than using the conditional.

Answers

Students' own answers

- 2  1.2 The text is available to listen to.

Refer to the title of the article and elicit that it is humorous and ironic. Get students to read the text and ask if Aimi enjoyed her holiday. Tell them to find adjectives which support this (*cool, brilliant, incredible, breathtaking*).

Answers

Scotland

- 3 Read the questions and elicit which tenses are used in each one. Point out that question 5 refers to the duration of the holiday in total, not how long she has already spent there. Tell students to write full sentences.

Answers

- 1 She usually goes to her grandparents' house in the north of England.
- 2 This year she is staying in a bothy in Scotland.
- 3 It is in the middle of a field but is really modern. It has huge glass windows and the whole place is solar-powered.
- 4 She can see the beach, the sea and cows.
- 5 She is on holiday for ten days.
- 6 She plans to do a course in windsurfing and sign up for horse-riding lessons.

Teaching tip

Students may need further explanation of *How long* + present simple. Write on the board:

How long are you on holiday for?

How long have you been on holiday for?

Discuss the difference between the two questions. Elicit that the second sentence uses the present perfect, and refers to the past leading up to now. Invite students to give an appropriate answer in a full sentence.

VOCABULARY

Materials | Activities

4 Complete the definitions with materials.

- 1 Sheep's coats are made into a material called w...
- 2 Sports shoes usually have r... soles.
- 3 C... is a soft white stone-like material that is used to write on blackboards.
- 4 To open some bottles, you have to pull out the c....
- 5 Palaces and other grand buildings often have m... floors.
- 6 Boxes are usually made of c....

5 Choose the correct word to complete the text.

VISIT TRANSYLVANIA, THE HOME OF COUNT DRACULA!

Visit Sibiu and experience for yourself some of our unique

architectural treasures. Step inside the huge ¹ **china** / **stone** city walls and explore the old city centre and the lower town. Spend the afternoon in the 18th century Brukenthal Palace, home to the city's museum, and admire the famous paintings or the beautiful ² **limestone** / **glass** ornaments. Visit the church in the Great Square and marvel at the pink ³ **metal** / **marble** columns. Go further afield and visit the Astra open air museum to see the traditional farmhouses with beautiful furniture handmade entirely from local ⁴ **wood** / **plastic**. Discover how our beautiful carpets are designed and made from ⁵ **chalk** / **wool**. Once back in town, don't forget to buy some souvenirs. Try the Hereus Art Bazaar for traditional ⁶ **rubber** / **cotton** clothes, beautifully painted ⁷ **clay** / **titanium** pottery bowls, cups, plates, exquisite glass necklaces and ⁸ **metal** / **concrete** key rings.



Sibiu, Romania

6 Read Aimi's blog again and complete the sentences below.

- 1 This year, Aimi is getting ... on holiday.
- 2 She wants to ... in windsurfing.
- 3 She thinks she will ... for windsurfing and horse-riding.
- 4 She is going to ... along the beach.

7 Match the phrases on the left with the words on the right.

- | | |
|---------------|------------------|
| 1 take up | A a marathon |
| 2 join | B a running club |
| 3 brush up on | C cooking |
| 4 go to | D goal |
| 5 train for | E the gym |
| 6 have a | F your German |

8 Think about your free time, and choose three activities. Then in pairs, discuss your choices.

- one you do already
- one you are keen to do
- one you definitely don't want to do

GRAMMAR

Present tense review

Present tense review

We use the present simple to talk about habits and regular actions, routines, permanent situations and facts.

I see my friends once a week.

Water boils at 100°C.

We use the present continuous to talk about activities in progress at the time of speaking, and temporary situations.

I'm typing this in the living room.

We're spending August at my grandparents' house.

9 Complete the phone conversation with the present simple or the present continuous.

- A: Hi, Eva. ¹ ... you ... (want) to meet me later?
 B: I'd love to, but right now I ² ... (lie) on the beach in Portugal.
 A: No way! What ³ ... you ... (do) there?
 B: Well, if you must know, I ⁴ ... (watch) some boys. They ⁵ ... (play) beach volleyball.
 A: So why ⁶ ... (be) you in Portugal?
 B: Oh, we ⁷ ... (come) here every summer. My parents ⁸ ... (love) Portugal.
 A: Lucky you! I ⁹ ... definitely ... (not sit) on a beach in the sunshine. I'm stuck in the house because guess what?
 It's ¹⁰ ... (rain)!

10 Look at the picture for 30 seconds. Try and remember as much as you can about it.



11 Cover the picture and write a description of it. Write as much information about it as you can remember.

12 In pairs, swap texts and look at the picture again. Who has written the most correct information?

Warmer

With books closed, ask: *What do you know about Count Dracula?* Put students into pairs and give them two minutes to write down as many ideas as they can. Bring students' ideas together as a class.

- 4 Elicit that in item 3, *stone-like* means 'similar to stone'. Point out that we can add *-like* to other nouns when describing something comparatively, e.g. *childlike*, *shell-like*.

Answers

wool
rubber
Chalk
cork
marble
cardboard

- 5 After reading the text, elicit that most of the verbs are in the imperative. Ask why this is (because it is a text aimed directly at tourists).

Answers

1 stone
2 glass
3 marble
4 wood
5 wool
6 cotton
7 clay
8 metal

Extra activity

Ask students individually to write short descriptions of three different objects. Tell them to focus on what it is made of, and encourage them to use *-like* where appropriate. Then get them to read out their descriptions in pairs, and to ask and answer questions until each has correctly guessed the other's items.

- 6 When checking answers, point out the different prepositions used in the expressions *do a course in* and *sign up for* in items 2 and 3.

Answers

1 active
2 do a course
3 sign up
4 go out for a walk

- 7 Draw students' attention to a *running club* and *cooking* in items B and C. Explain that these *-ing* forms are not part of the present continuous, but are nouns. Make sure that they understand that *take up* means to start something new, while *brush up on* means to practise a skill that you haven't done for a long time.

Answers


1 C 2 B 3 F 4 E 5 A 6 D

- 8 Elicit expressions for expressing strong preferences, e.g. *I'm really keen to ...*, *I definitely don't want to ...*, *I'd really like / love / hate to ...*. Write these on the board.

Answers

Students' own answers

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
-  Visual grammar presentation

Warmer

Ask students to underline all the uses of the present simple and present continuous in the article on page 4. Then, with books closed, ask them to create a rule for the use of each. Limit their discussions to the use of these tenses in the present. Tell them to read the text again to check whether their rule is correct. Have the class agree on the best wording for their rules. Make sure that students do not turn to the explanation on page 5.

Teaching tip

Revise the spelling rules for the *-ing* form of verbs before they do exercise 9. Then write the following verbs on the board, and ask the class to spell the *-ing* form of each chorally: *go, grow, make, plan, say, study, cry, die, read* and *travel*. You could point out that in US English, the final 'l' in *travel* is not repeated in the *-ing* form.

- 9 Tell students to refer to the rules for the use of the present simple and present continuous when doing this exercise. When checking answers, have students explain their choice of tense.

Answers

1 Do ... want 2 'm lying 3 are ... doing 4 'm watching
5 're playing 6 are 7 come 8 love 9 'm ... not sitting
10 raining

- 10 Before doing this activity, tell students that they should focus on where people or creatures are and what they are doing.

Answers

Students' own answers

- 11 Pre-teach *jungle*. Tell students to close their books, so that they aren't tempted to look again at the picture. Elicit that they will use the present continuous to describe the actions.

Answers

Students' own answers

- 12 Tell students that they can award points for each correct item of information. Ask them to count the points and see who is the winner.

Answers

Students' own answers

Extra activity

Have students write out another version of their description, this time with the picture in front of them. Tell them that they can bring other elements into their descriptions, e.g. *a woman with blonde hair is taking photos*, *a boy wearing a hat is reading a guidebook*. This could be done as a homework activity.

Starter B

LISTENING



Record-breaking buildings

1 Look at the photos. Where do you think each place is? What record do you think each one holds?

2 Listen and check your answers to exercise 1. Which place wasn't featured? Do you know where it is?

3 Match the numbers to the correct place.

Burj Khalifa Sechin Bajo plaza
Marina Bay Sands Hotel Jiaozhou Bay Bridge

- 1 3500 BC
- 2 2,561 rooms
- 3 10,000 workers
- 4 36 km
- 5 10–12 m
- 6 829.8 m

4 Listen again. Answer the questions.

- 1 What is inside the Burj Khalifa?
- 2 What difficult conditions does the Burj Khalifa have to withstand?
- 3 When did archaeologists discover the Sechin Bajo plaza?
- 4 What do archaeologists think the Sechin Bajo plaza might have been used for?
- 5 What can you do at the Marina Bay Sands Hotel?
- 6 Where is the swimming pool in the hotel?
- 7 When did the Jiaozhou Bay Bridge open?
- 8 How long did it take to build the Jiaozhou Bay Bridge?

YOUR TURN TO SPEAK

5 In pairs, choose an impressive building in your country and make notes about it.

- Why is it famous?
- What do you know about its history?
- What is it made of?
- What function does it have now?
- Do you know any famous statistics about it?

6 Imagine you are making a radio show about amazing buildings in a different country. Practise role playing an interview between the programme's presenter and a reporter, who is at the building.

PRESENTER

Introduce the programme and the reporter. Ask questions about the building that you think the listeners would find interesting.

REPORTER

Talk about the building and answer the presenter's questions. Be as enthusiastic as possible!

7 Work with another pair. Take turns to act out your radio interviews.


Warmer

Put students into pairs. Get them to look at the blog on page 4 and to devise five questions about Aimi's experiences, using the present simple or present continuous. When they are ready, have them join another pair and tell them to take it in turns to quiz each other. Tell them to award two points for each correct answer. One member of the group of four should keep score.

- 1 Check that students understand what a *record* is. Encourage them to use expressions for speculation, e.g. *I think it might be ...*, *It could be ...*, *I'm not sure but ...*.

Answers

Students' own answers

- 2  1.3 **Transcripts page 28** Ask students to listen for how length or height is expressed. Write on the board: *200 miles long*, *350 metres tall* and *six feet across / wide*. Revise shapes, i.e. *circular*, *square*, *rectangular*, *triangular*.

WORDS TO KNOW

Check that students know the words *structure*, *man-made*, *skyscraper* and *storey*. Ask them what the equivalent is in their own language.

Answers

Picture 4 of The Shard in London wasn't featured.

Teaching tip

It may be helpful for students to revise the pronunciation of numbers, including decimals, percentages and years. Write the following on the board and ask students to say the figures:

the year 2001

725.9

45,300

55%

2,738,000

You could also say out loud a further series of numbers and invite individual students to write these on the board. Students will probably need ordinal numbers for the answer to question 6 in exercise 4 (the 55th storey), so it would be a good idea to cover these as well.

- 3 Refer to item 5 and point out that when expressing a range of numbers, 10–12 is pronounced 'ten to twelve'. Check that students understand *BC* in item 1.

Answers

- 1 Sechin Bajo plaza
- 2 Marina Bay Sands Hotel
- 3 Jiaozhou Bay Bridge
- 4 Jiaozhou Bay Bridge
- 5 Sechin Bajo plaza
- 6 Burj Khalifa

- 4  1.3 **Transcripts page 28** Tell students that they should write notes rather than full sentences.

Answers

- 1 More than 1,000 pieces of art.
- 2 Very hot temperatures in summer.
- 3 2008
- 4 A gathering place or a centre for ceremonies.
- 5 See exhibitions, go shopping, ice skating or swimming, visit a museum, go to the theatre or the casino and have meals cooked by celebrity chefs.
- 6 On the 55th storey.
- 7 2008
- 8 4 years

- 5 Point out that the building they choose can be either ancient or modern. If students don't know very many facts about it, encourage them to speculate, or tell them to write about another kind of structure, such as a bridge.

Answers

Students' own answers

- 6 Ask students if they can remember how the radio presenter introduced the programme (*Have you ever wondered ... ? Even if you haven't, why not follow ... ?* and *Here today on Record Radio ...*). Tell the 'reporters' that they can invent a building, or can talk about one that they know in a different country. Have both the reporters and presenters agree on what they will cover in the interview before beginning their role play.

Answers

Students' own answers

- 7 Point out that they should be more familiar with the content and structure of their role plays, and should try not to use notes. Monitor and check that they are using appropriate intonation.

Answers

Students' own answers

VOCABULARY

Multi-part verbs Mind verbs

- 8 Complete the sentences from the radio show with the multi-part verbs in the box. Listen and check again if necessary.

carry on check out give up hold on save up

- 1 **Umar:** 'Let's go and ... some of that art!'
 - 2 **Max:** 'I wonder if I should start to ... and ... my day job.'
 - 3 **Radio presenter:** 'I think you should ... with the day job for the moment!'
 - 4 **Sun-Ji:** 'I've got to ... tight so I don't get blown away!'
- 9 Complete the multi-part verbs in the sentences with the correct prepositions or particles.
- 1 If you give something to someone for free, you give it
 - 2 If you eat in a restaurant or café, you eat
 - 3 When you arrive at a hotel, you check
 - 4 When you get older, you grow
 - 5 Another way to say 'relax' is chill
 - 6 When someone is angry, you could tell them to calm
 - 7 If you start a new sport, language, etc, you take it
 - 8 If you say something in a loud voice, you call

- 10 Complete the sentences below with verbs from the box.

believe decide feel forget guess imagine
know learn miss realize recognize
remember understand want wonder worry

- 1 I didn't ... Janey this morning in town. Her hair is so different like that.
- 2 Hey, Nico. Don't ... about your exams! I'm sure you'll do really well.
- 3 I don't ... it! I can't go out again tonight because I've got so much homework.
- 4 Did you ... that Maths problem today? I thought it was impossible.
- 5 ... what? It's official: Liam is going out with Marcia.
- 6 Hey, Jack. How's the new school? We all ... you loads.

- 11 Now write six sentences about you, your friends and your family using the verbs in exercise 10 that you didn't use. Compare your sentences with a partner.

GRAMMAR

Comparatives & superlatives

Comparatives & superlatives

We can compare two things with comparative adjectives.

*The Maracanã Stadium is **bigger than** the Bernabéu.*

We can compare three or more things with superlative adjectives.

*The Great Pyramid in Egypt used to be **the tallest building** in the world.*

not as ... as

We use *not as ... as* to express comparatives with the opposite meaning to comparatives with *more / -er*.

*It **isn't as long as** the longest railway bridge. (It's shorter than the longest railway bridge.)*

We use *(not) much, a lot, a bit* to show bigger and smaller differences in comparatives.

*I'm **a lot taller than** my older brother.*

- 12 Complete the sentences with the correct comparative or superlative form of the adjectives in brackets.

- 1 The Burj Khalifa is the ... man-made structure in the world. (tall)
- 2 Dubai is one of the ... places in that part of the world. (hot)
- 3 Sechin Bajo plaza is ... the Great Pyramid in Giza. (old)
- 4 The world's ... hotel is in Singapore. (expensive)
- 5 The ... casino in the world is in a hotel in Singapore. (large)
- 6 The Jiaozhou Bridge in China is 174 times ... Tower Bridge in London. (long)


- 13 Complete the facts with the correct form of the adjectives.

- 1 (tall) The One World Trade Center is officially the third ... building in the world. It is ... the Empire State Building, but it is ... the Burj Khalifa.
- 2 (deep) The ... swimming pool in the world is in the San Alfonso del Mar resort in Chile. It definitely is ... the Pacific Ocean, but with a depth of 115 feet, it is still a lot ... any other swimming pool in the world.
- 3 (small) There are three main pyramids in Giza. The Pyramid of Khafre is the ... of the three and it really is a lot ... the other two. The Pyramid of Menkaure is the middle pyramid, and while it is ... the Pyramid of Khafre, it looks tiny beside the Great Pyramid.

- 14 In pairs, take turns to describe a building you know using comparatives and superlatives. Can your partner guess the building?

Warmer

Ask students: *What do you think about very tall buildings such as the Burj Khalifa? Why do you think architects design buildings such as this? Are there any buildings in your town or city that you particularly like or dislike?* Have a class discussion.

- 8  1.4 **Transcripts page 28** Read through the multi-part verbs and ask students to give a synonym for each one (continue, look at, stop doing, hold tightly, stop spending money).

Answers

- 1 check out
- 2 save up, give up
- 3 carry on
- 4 hold on

- 9 Brainstorm a list of prepositions and adverbs that could follow the verbs in this exercise, and write these on the board. Make sure that the actual answers are included. Remind students that different particles can be used with the same verb, but that this changes the meaning completely, e.g. *look out* = be careful, *look away* = to change the direction of your gaze.

Answers

- 1 away 2 out 3 in 4 up 5 out 6 down 7 up 8 out

Teaching tip

Point out that multi-part verbs are an aspect of English that cause problems for learners. Tell students that they should make a separate note of each multi-part verb (or 'phrasal verb') that they come across, along with the meaning and an example sentence.

- 10 If students confuse *know*, *realize* and *understand*, ask them to check the meanings in their dictionaries. Alternatively, have them write definitions then get them to check.

Answers


- 1 recognize
- 2 worry
- 3 believe
- 4 understand
- 5 Guess
- 6 miss

- 11 Tell them that they can use a variety of tenses and contexts. You could ask them to omit the verb when comparing sentences, and to see if their partner can guess the correct verb.

Answers

Students' own answers

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
-  Visual grammar presentation

Warmer

Quickly brainstorm mind verbs from exercise 10. Then put students into small groups and ask them to choose one of the mind verbs from the Student's Book. Tell them to write a short role play that demonstrates the meaning of the word. Tell them that they must not use the verb in their dialogue. Have them perform their role play for the class, and get other students to guess the verb.

Teaching tip

Point out that we can use the comparative to compare more than two things. Write on the board:

I am taller than my brother and sister.

You could also mention that we can omit *than* + object if it is obvious or understood:

I felt terrible this morning, but I feel better now.

- 12 Go through each of the sentences and ask how many words students need to add in each gap (one for items 1, 2 and 5, two for items 3, 4 and 6). Make sure that they understand what *times* means in item 6.

Answers

- 1 tallest 2 hottest 3 older than
- 4 most expensive 5 largest 6 longer than

- 13 Tell students that each item 1–3 uses three different comparative structures. Point out that they need to read the sentences carefully so that they follow the logic of the ideas.

Answers

- 1 tallest, taller than, not as tall as
- 2 deepest, not as deeper as, deeper than
- 3 smallest, smaller than, not as small as

- 14 Tell students to choose a building in their own town or city, to restrict the range of answers. Point out that they should limit their descriptions to the dimensions of the building, rather than say what it is made of or give its location.

Answers

Students' own answers

Extra activity

Ask students to work in pairs, A and B. The As live in the capital of their country and think it's far better to life outside the capital. The Bs think the opposite. Give them time to prepare several reasons and then tell them to compare. Who has the most convincing arguments? You can then develop this into a whole class discussion.

1.3 Student's Book page 6, exercises 2 and 4

P = Presenter, U = Umar, Mo = Monica, M = Max, S = Sun-Ji

P Have you ever wondered where the longest bridge in the world is or the tallest building? Even if you haven't, why not follow our roving reporters and learn something new? Here today on Record Radio, we're looking at some of the world's most amazing structures. If you decide you just don't have time to listen right now, don't worry! Remember, you can always catch up later by downloading our podcast.

So, first we're off to Umar.

Hi, Umar. Where are you?

U Guess where I am today? I'm standing in front of the tallest man-made structure in the world. I'm here in Dubai in the United Arab Emirates in front of the Burj Khalifa skyscraper. It's 829.8 metres tall. The building officially opened in 2010 and it is beautiful. The design uses a mix of styles including a lot of traditional patterns from Islamic architecture. Dubai is one of the hottest places in this region and the building has to cope with extreme summer temperatures. Apparently, there are more than 1,000 pieces of really expensive art inside the building. Let's go and check out some of that art! Catch you later!

P Wow, Umar, that sounds amazing. Now, we're off to find out where Monica is.

Hi, Monica!

Mo Hi there. I'm in Peru and I'm standing beside one of the oldest surviving man-made stone structures in the Americas here at the Sechin Bajo plaza. It dates back to 3,500 BC and archaeologists think it might be one of the oldest buildings in the world – even older than the Great Pyramid in Giza. Archaeologists discovered the ancient circular stone plaza in 2008, 230 miles north of Lima. It's one of the most important archaeological finds in recent years. The plaza itself is about 10–12 metres across, and it might have been used as a gathering place or a centre for ceremonies.

P Thanks, Monica. Incredible! So, Max, what's going on where you are?

M Well, I'm here in Marina Bay Sands Hotel, Singapore – the most expensive hotel in the world! It opened in 2010 and has 2,561 rooms! It's part of a complex that also has an enormous exhibition centre, a shopping centre, a museum, two theatres, seven 'celebrity chef' restaurants, two floating crystal pavilions, an ice skating rink, the world's largest casino ... and best of all, the world's longest outdoor swimming pool! It's 150 metres long, which is about three times longer than an Olympic pool. But beware! The swimming pool is 55 storeys up, so don't go for a swim if you're afraid of heights! I wonder if I should start to save up and give up my day job. I might move out here permanently!

P We'd miss you, Max! I think you should carry on with the day job for the moment! Okay, last but not least, we're going to talk to Sun-Ji. Where have they sent you?

S Hi! Well, it's pretty windy here and I've got to hold on tight so I don't get blown away! I'm standing at one end of the world's longest bridge over the sea. The Jiaozhou Bay Bridge is 36 kilometres long, more than 30 metres wide and it cost almost \$100 million to build. It opened in 2008 and it links the eastern Chinese port of Qingdo with the island of Huangdao. The bridge took four years and 10,000 workers to build! They had to work from each end of the bridge and the work wasn't finished until they met in the middle. The bridge is 174 times longer than Tower Bridge in London. But believe it or not, this bridge still isn't as long as the longest bridge in the world! That's a lot longer and ... China holds that record, too!

P Thanks, Sun-Ji. Well, that just about wraps it up this week on Record Radio. We'll be back next week with more amazing records ...

1.4 Student's Book page 7, exercise 8

P = Presenter, U = Umar, M = Max, S = Sun-Ji

1

U Let's go and check out some of that art!

2

M I wonder if I should start to save up and give up my day job.

3

P I think you should carry on with the day job for the moment!

4

S I've got to hold on tight so I don't get blown away.

Workbook page 4

- 1** 1 metal
2 cardboard
3 Cork
4 concrete
5 China
- 2** 1 wood
2 Cotton
3 Rubber
4 chalk
5 marble
- 3** 1 E
2 C
3 A
4 B
5 D
- 4** 1 palace = not a place of worship
2 tent = not a building nor a place one pays to stay
3 block of flats = not a rural building
4 mall = not a tourist destination
- 5** 1 C
2 B
3 A
4 B
5 C
- 6** 1 up to
2 joined
3 for
4 get
5 taken up
6 how
- 7** 1 on
2 on
3 along
4 in
5 for
- 8** 1 destination
2 bustling
3 head to
4 panoramic
5 exotic
6 spectacular

Workbook page 5

- 9** 1 do, want
2 am studying
3 Can't, go out
4 is
5 are flying
- 10** 1 are you having
2 do your parents do
3 Do you want to
4 Is Luke working
5 is the cooking course going?
- 11** 1 doesn't bother
2 don't agree
3 do, manage
4 spends
5 is staring

- 12** 1 I'm thinking of joining a running club; I want to get fit.
2 The alarm goes off when you press a button.
3 Julie is wearing an incredibly smart dress today.
4 Look at that! It is snowing outside.
- 13** 1 sweeps away
2 cut off
3 blows away
4 scare away
5 hits
- 14** 1 find
2 takes
3 dies
4 has to
5 steals
6 falls
7 becomes
8 can't read it
- 15** 1 spectacular
2 historic
3 famous
4 guided tour
5 vast
6 wooden
7 porcelain
8 magnificent
9 marble
10 Heritage

Workbook page 6

- 1** 1 held on
2 checking out
3 ate out
4 brush up on
5 gave away
- 2** 1 carried on
2 giving up
3 grow up
4 took up
5 saving up
- 3** 1 a scream
2 your email
3 a disaster
4 your glasses
5 an exam
- 4** 1 off
2 up
3 out
4 on
5 with
- 5** 1 reminded
2 imagine
3 understand
4 believe
5 learnt
- 6** 1 miss
2 remember
3 worry
4 wonder
5 forget

- 7** 1 decided
2 believe
3 understand
4 recognize
5 remembered
6 realized
- 8** 1 knowledge
2 decision
3 imagination
4 memory
5 feelings

Workbook page 7

- 9** 1 to
2 than
3 as
4 from
5 much
6 in
- 10** 1 Roses are more common than orchids
2 Rubies are softer than diamonds
3 Glass is weaker than concrete
4 A woollen sweater is thicker than a silk shirt
5 Titanium is lighter than steel
- 11** 1 The Gobi desert is much smaller than the Sahara.
2 Gold was a lot more expensive than silver.
3 The Torre Caja Madrid is a bit taller than the Torre de Cristal.
4 Urumqi is a lot further from the sea than Birmingham.
5 An African elephant is much heavier than a rhino
- 12** 1 hard
2 wrongly
3 shortly
4 fast
5 widely
6 well
- 13** 1 The weather has been very bad lately.
2 The teacher smiled at me in a friendly way when she gave back my exam.
3 Luckily I had kept the receipt of the dress.
4 The flight attendant repeated the safety instructions in a bored way.
5 American sitcoms like Friends are still hugely popular with audiences all over the world.
- 14** 1 wondering
2 decided
3 checked out
4 saving up
5 incredibly
6 fortunately
7 scary
8 imagined
9 held on
10 absolutely

Vocabulary

- **Using the brain:** *deadline, effective, exam, fail, information, long-term, material, memory, pass, process, recycle, short-term, strategy, test*
- **Adjectives from verbs: -ing, -ed:** *bored, boring, confused, confusing, disturbed, disturbing, inspired, inspiring, irritated, irritating, moved, moving, relaxed, relaxing, uplifted, uplifting*
- **Expressions with make and do**
- **Verb Zone:** *get by, go over, look up, take in, think through*
- **Face 2 Face:** *absolutely enough to get by that's all very well but*

Grammar

- Modal verb review
- Gerunds & infinitives

Pronunciation

- *should, must* and *ought*

Recycled language

- Language from previous levels

Language objectives

- To learn vocabulary related to using the brain (page 9) and adjectives from verbs (*-ing, -ed*) (page 13)
- To learn and use modal verbs (page 10) and gerunds and infinitives (page 14)
- To make formal recommendations in writing (page 17)

Skills objectives

- To read and understand a text about the brain (page 8)
- To discuss our brain (page 9) and describe feelings using adjectives from verbs (*-ing, -ed*) (page 13)
- To listen to and interpret information in an interview (page 11)
- To read and understand a text about how music makes us feel (page 12)
- To learn and teach a new memory-training technique (page 15)
- To succeed in an interview (page 16)
- To write a report (page 17)

Assessment criteria

- Students can use modal verbs and gerunds and infinitives correctly.
- Students can recognize and use vocabulary for using the brain and adjectives from verbs (*-ing, -ed*) correctly.
- Students can pronounce *should, must* and *ought* correctly.
- Students can read and understand a text about using the brain and the way that music makes us feel.
- Students can interpret information in an interview.
- Students can learn and teach a new memory-training technique.
- Students can take part in an interview in an appropriate way.
- Students can make a formal recommendation in a report.

Resources

- **Teacher's i-book**
- **Student's Book CD 1**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 1, page 12
 - Vocabulary Consolidation Worksheet Unit 1, page 13
 - Grammar Support Worksheet Unit 1, page 36
 - Grammar Consolidation Worksheet Unit 1, page 37
 - Speaking Worksheet Unit 1, page 60
 - Test Consolidation Unit 1, page 82
 - Test Extension Unit 1, page 86
 - Speaking Test Unit 1, page 219

Prepare for Cambridge Exams

Use of English page 122

- Word formation

Prepare for the TOEFL Junior® Test


Listening comprehension page 123

- Listen - Speak

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 8 and 12

Listening


The **IWB Listening activities** are designed to help students explore the listening dialogues in greater depth.

- Listening extra, page 11


Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 17

 provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 10 and 14
- Vocabulary, pages 9 and 13
- Pronunciation, page 10

 provides a step-by-step visual grammar presentation with a focus on form and use.

- Grammar, pages 10 and 14

1

Brain power

Grammar	Modal verb review Gerunds & infinitives
Vocabulary	Using the brain Adjectives from verbs: -ing, -ed
Challenge	Learn and teach a new memory-training technique
Interaction	Succeeding in an interview
Writing	A report

READING

- 1 Read *Facts about the brain* and complete the number of brain cells with numbers from the box.

5 billion 100 billion 20,000 10 billion 100,000

- 2 Listen and check your answers. Are there any facts that surprise you?

- 3 Look at the title and the photos below. How do you think they're connected with the topic of the brain? Then read the article to check your ideas.

USE IT OR LOSE IT!

Although the human brain is amazingly powerful, most people only use a tiny amount of its power. The brain is like a muscle. If you don't exercise it, it loses its strength and deteriorates. If you want to develop and improve your mind and make the most of it, you need to do regular mental exercises.

In spite of all our potential brain power, we can easily forget 70% of what we learn in 24 hours unless we make a special attempt to remember it. When we learn something new, it goes into our short-term memory. To move it into our long-term memory, we have to recycle the information before it escapes! In his book *Accelerated Learning for the 21st Century*, educational expert Colin Rose says that it's a bit like a sheep dog with a flock of sheep. The dog rounds up the sheep and guides them to the entrance of the sheep pen. If it leaves the sheep there, they can run off and the dog risks having to start the whole process all over again. To make certain that they stay there, the dog must get the sheep actually *into* the pen. It needs to keep them there and stop them from leaving until the gate is shut.



FACTS ABOUT THE BRAIN



- A fruit fly has ¹ ... brain cells.
- A mouse has ² ... brain cells.
- Monkeys have ³ ... brain cells.
- But humans have ⁴ ... brain cells!
- And every cell in our brain connects to ⁵ ... other cells.
- There are more possible connections in a human brain than the number of atoms in the whole universe.

That is a huge amount of brain power!

So how can you help yourself to remember things better in the long term? Well, there are several things you can do. One of them is to make sure you pay attention and take in the information properly in the first place. Others are to do with the effort you make to remember it afterwards. One thing experts agree on is the importance of doing frequent revision. The 24 hour deadline means that it's vital to go over whatever you've learned during the *day that same evening*. Getting a good night's sleep can make a big difference too; experiments show that sleep boosts memory and helps us process recently learnt information. You should look at the material again the next day, then recycle it again after one week, one month and six months. Don't wait to revise until exam time – by then it's too late!

Warmer

Write the following statements on the board. Put students into small groups and ask them to decide which of them are true and which are false:

The average brain weighs around 1.5 kilos. (True)

The brain includes both grey and white cells. (True)

The size of the brain is the most important factor in assessing intelligence. (False—elephants' brains are much larger than humans)

Compare ideas as a whole class.

- 1 Draw students' attention to the photo of the fruit fly and ask them to try to identify it without looking at the facts underneath.

Answers

Students' own answers


Teaching tip

Make sure that students know how to write and say the numbers listed in the word pool. This is also a good opportunity to revise the pronunciation of more complex numbers. Point out that we don't use the plural forms *hundreds*, *thousands*, *millions* or *billions* when we talk about an exact figure, i.e. *There were thousands of people at the concert* but *Eight thousand five hundred and seventy tickets have already been sold*.

- 2  1.5 Refer to the title of the article and invite students to explain the meaning of *Use it or lose it*. Elicit answers but don't confirm or deny any suggestions at this stage.

Answers

- 1 100,000
- 2 5 billion
- 3 10 billion
- 4 100 billion
- 5 20,000

- 3  1.6 The text is available to listen to. Check students' guesses about the meaning of the title. Refer them to the photo at the bottom of the page and ask them which part of the text relates to the picture. Check that they understand the verb *round up*, and the nouns *flock* and *pen*.

Answers

Students' own answers

VOCABULARY Using the brain

- 4** What's the general idea of the article? Choose the best description and say why.
- A It's about improving our short-term memory.
 - B It's about sheep dogs rounding up sheep.
 - C It's about learning more effectively.
 - D It's about getting a good night's sleep.
- 5** Read the article again. Are the sentences true or false? Justify your answers with evidence from the article.
- 1 We normally remember 70% of what we learn, unless we revise it.
 - 2 The sheep dog's main job is to get the sheep into the entrance of the pen.
 - 3 To really learn something, we need to get the information into our long-term memory.
 - 4 Unless we review new information within a day, we're in danger of forgetting it.
 - 5 Going over what we've learnt at regular intervals helps us to retain information.
 - 6 Revision at exam time is more valuable than revision a long time before your exams.
- 6** Discuss the questions with a partner.
- 1 Explain the sheep dog metaphor in your own words. Can you think of another metaphor to describe this process?
 - 2 Do you use any of the study strategies suggested in the article or do you leave everything until the last minute?
 - 3 Has reading the article made you want to try out a different approach?
- 7** Read *Word Zone* and complete the last sentence with *make* or *do*. Then find more expressions like these in the article.

WORD ZONE

make and do

We **do** exercise, activities, sports, puzzles, work, a job, housework

We **make** an omelette, a suggestion, an offer, a booking, a phone call, a living

If we create something, we generally use

- 8** Match the words with *make* or *do* to form collocations.
- | | | |
|-------------------|-----------------|------------------|
| 1 ... a choice | 5 ... an excuse | 9 ... a mistake |
| 2 ... a decision | 6 ... a list | 10 ... judo |
| 3 ... a discovery | 7 ... wrong | 11 ... your best |
| 4 ... an exam | 8 ... progress | 12 ... badly |
- 9** Tell a partner about yourself using expressions with *make* and *do*.

I sometimes make mistakes in my English, but I think I'm making progress!

- 10** Work with a partner. Put the words in the box into pairs to make expressions. You need to use all the words, and all the expressions must make sense.
- long-term memory, fail an exam ...*

deadline effective exam fail information
long-term material memory pass process
recycle short-term strategy test

- 11** Check your expressions with another pair. Have you got any different answers? Do they all make sense?
- 12** Match the words in the box with *brain* or *exam* to form two-part nouns.
- Brain: brain power Exam: exam paper*
- damage death drain disorder paper phobia
power preparation result revision stress teaser

- 13** Choose five expressions from exercise 10 and 12 and write your own sentences.
- Brain teasers can help you to improve your memory.*

- 14** Use the words in capitals to form words to complete the gaps.



Memory world champion Dominic O'Brien has an absolutely ¹ *amazing* **AMAZE** memory.

He can ² ... fifty-four packs of playing cards. That's nearly 3,000 cards! **MEMORY**

And he can do this after ³ ... each card only once. **SEE**

What makes this ⁴ ... all the more astounding is the fact that O'Brien had **ACHIEVE** ⁵ ... difficulties as a child.

He suffered from dyslexia, and consequently developed a fear of ⁶ ... **LEARN**

His success is due to intensive ⁷ ... as well as a strong ⁸ ... to win. **READ**

Nowadays, he uses his ideas to help people who have learning ⁹ ... **TRAIN**

DETERMINE

DIFFICULT

- 4 Remind students that photos which accompany an article can help us to anticipate the content of the text. However, point out that they don't always convey the general idea of the article.

Answers

C

- 5 Draw attention to sentences 1, 4 and 5. Write the verbs *revise*, *review* and *go over* on the board, and point out that they have similar meanings in this context.

Answers

- 1 False (We can easily forget 70% of what we learn.)
- 2 False (The sheep dog must get the sheep into the pen.)
- 3 True
- 4 True
- 5 True
- 6 False (You should revise at regular intervals.)

- 6 Remind students that a metaphor is a word or phrase used in an imaginative way to make a description more powerful. Point out that the sheep dog metaphor describes a process, but that a metaphor can be shorter. Write on the board *She has a heart of stone* and elicit the meaning (She is a cold person).

Answers

Students' own answers

- 7 Mention that not all instances of *make* or *do* in the article are collocations. Write *to do with* (final paragraph) on the board, and elicit that this means the same as *connected with* or *related to*.

Answers

Do: do exercises, do revision
 Make: make certain (that), make sure (that), make an effort, make a difference, make an attempt

- 8 Get students to do this activity individually, then ask them to compare answers with their partner.

Answers

1 make 2 make 3 make 4 do 5 make 6 make
 7 do 8 make 9 make 10 do 11 do 12 do

Extra activity

Give students one minute to look at the expressions with *make* and *do* in exercises 7 and 8. Then, with books closed, divide the class into two groups. Say one of the words from the previous two exercises, and nominate a member of each team to say whether it is used with *make* or *do*.

- 9 Ask students if they can think of any other collocations with *make* or *do*. Write these on the board, and encourage them to use these expressions in the exchanges with their partners.

Answers

Students' own answers

Warmer

Have students work in pairs and tell them to write a list of five nouns that are derived from verbs. Tell them to work with a different pair and test each other. Alternatively, invite individual students to write a noun form on the board. Ask another member of the class to check the spelling of the noun, and to write the infinitive underneath.

- 10 Ask students which words in the word pool can be both a noun and a verb (*fail, pass, process, test*).

Answers

Suggested answers
 short-term deadline, effective strategy, process information, recycle material, pass a test

- 11 Divide the class into two teams. Invite a member of each team to read out a suggested expression from exercise 10 and have the other team decide whether it is valid.

Answers

Students' own answers

- 12 Point out that in all the two-part nouns, the word *brain* or *exam* is to come first.

Answers

Brain: brain damage, brain death, brain drain, brain disorder, brain power, brain teaser
 Exam: exam paper, exam phobia, exam preparation, exam result, exam revision, exam stress

- 13 Encourage students to use more than one expression in each of the sentences.

Answers

Students' own answers

- 14 Remind students that we generally use the *-ing* form of the verb after prepositions, e.g. *He visited the city several times before buying a flat there.*

Answers

2 memorize 3 seeing 4 achievement 5 learning
 6 reading 7 training 8 determination 9 difficulties

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 1–3

Vocabulary Consolidation Worksheet: page 13, exercises 1–3



Modal verb review

Modal verbs are verbs that we use to express obligation, necessity, recommendation, prohibition, possibility and permission.
can have to must need to ought to should
 Be careful with third person, negative and question forms of modal verbs.
He must think before opening his mouth in future.
You mustn't stay up all night revising.
Should I try and learn another language?
 We use *have to* and *need to* like normal present simple verbs.
Paul has to stay behind for extra Maths lessons.
You don't need to study every single minute of the day!*
Do we need to leave now?
 *The negative of *need to* can also be *needn't*.

Grammar reference page 113

1 One modal in each trio has a different meaning from the others. Which is the odd one out?

- 1 A You can't ... B You mustn't ... C You shouldn't ...
- 2 A We have to ... B We ought to ... C We must ...
- 3 A He needs to ... B He ought to ... C He should ...
- 4 A They needn't ... B They mustn't ... C They don't have to ...

PRONUNCIATION *should, must & ought*



2 Listen and repeat the sentences.

- 1 *Should* rhymes with *would, could* and *good*.
- 2 *Must* rhymes with *just, dust* and *fussed*.
- 3 *Ought* rhymes with *bought, thought* and *caught*.

More practice page 147

3 What do these traffic signs mean? Write a sentence to explain each one.



You have to stop here.



4 Complete the sentences about your own obligations. Then compare with a partner.

- To get to school on time, ...
- To be able to stay out late, ...
- To help with the housework at home, ...
- To be able to speak English well, ...

5 Write a sentence with a similar meaning to the first, using the word in bold without changing it.

- 1 You have to be 18 to see this film. **UNLESS**
You can't see this film unless you're 18.
- 2 You must never put grease on a burn. **EVER**
- 3 It's not a good idea to wait until exam time to start revising. **YOU**
- 4 Is it necessary for us to have a visa for Turkey? **DO**
- 5 Wearing shoes in the mosque is prohibited. **YOU**
- 6 You can't go without your parents' consent. **GET**

6 Complete the gaps in the leaflet with an appropriate verb. Be careful – not all of them are modal verbs.

An epileptic seizure: what to do

An epileptic seizure is caused by a sudden burst of excess electrical activity in the brain. The person often goes stiff, ¹ loses consciousness and ² ... to the ground. Then they shake or ³ ... jerky movements. What ⁴ ... you do to help them? You ⁵ ... put something under their head, ⁶ ... any tight clothing around their neck, and ⁷ ... them from further injury, but you ⁸ ... restrain their movements or ⁹ ... them wake up. Putting them in the recovery position ¹⁰ ... help them to breathe more easily. You ¹¹ ... make a note of the exact time the seizure started. You ¹² ... call an ambulance unless the seizure lasts more than two or three minutes, or if the person has a second seizure.

Important: You ¹³ ... ever leave the person on their own: stay with them and reassure them until they ¹⁴ ...



7 Discuss the questions in pairs.

- 1 How do you put someone in the recovery position? Use the pictures in the leaflet to help you.
- 2 What should you do in the following situations? What mustn't or needn't you do?

If someone faints


If someone is stung by a bee

If someone is bitten by a snake

If someone has a nose bleed



GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 113.
-  Visual grammar presentation

Warmer

Brainstorm school rules. Write *You must/mustn't* and *We have to* on the board, and elicit a list of things that students must or must not do. Write *We don't have to* and invite suggestions, e.g. *We don't have to wear a uniform*. Make sure that they understand the difference between *mustn't* and *don't have to*.

- 1 Discuss the answer to item 1 as a class. Elicit that *You can't* means both *You aren't allowed to* and *You aren't able to*.


Answers

1 C 2 B 3 A 4 B

Extra activity

You could extend the exercise 1 activity by asking students to explain the meaning of the all the expressions in items 1–4. Write the following on the board: *necessity, [lack of] obligation, permission, possibility, prohibition* and *recommendation*. Have students put the expressions in the correct category. Point out that more than one answer may be possible.

Answers

- 1 A and B = prohibition; C = recommendation / obligation
 2 A and C = strong obligation; B = recommendation / mild obligation
 3 A = necessity; B and C = recommendation / mild obligation
 4 A and C = lack of obligation or necessity; B = prohibition
- 2  1.7 Play each sentence individually, and ask students to repeat chorally. Make sure that the *l* in *would* and *could*, and the *gh* in *bought*, *thought* and *caught* are silent. Check that *fussed* is pronounced as a single syllable.

Answers

Students' own answers

- 3 Refer students to the example and point out that they should use *You + modal verb* in a complete sentence for each sign. Tell them that more than one answer may be possible.

Answers

Suggested answers
 2 You can't / mustn't go faster than 40 miles per hour.
 3 You can't / mustn't cycle here.
 4 You can't / mustn't turn left here.
 5 You must / have to give way here.
 6 You can't / mustn't overtake here.
 7 You can't / mustn't park here.
 8 You should / ought to look out for children.

- 4 Encourage students to use a variety of modal verbs. Ask students to exchange sentences and invite students to either speak about their own obligations or those of their partner.

Answers

Students' own answers

- 5 Draw students' attention to item 2 and elicit that a version using the imperative form and *ever* would be *Don't ever put grease on a burn*. Remind them that they should use a modal verb in each of the rewritten sentences.

Answers

- 2 If you ever get a burn, you mustn't put grease on it./Don't ever put grease on a burn.
 3 You oughtn't to / shouldn't wait until exam time to start revising.
 4 Do we have to / need to have a visa for Turkey?
 5 You can't / mustn't wear shoes in the mosque.
 6 You have to / must get your parents' consent before you go.

- 6 Point out that more than one answer may be possible. Discuss the choice of modal verbs when checking their answers.

Answers

Suggested answers

- 2 falls/drops 3 have 4 can/should 5 ought to/should
 6 loosen/unfasten 7 protect/save 8 mustn't 9 make
 10 ought to/should 11 should/ought to/must
 12 needn't/don't have to 13 mustn't 14 come round/wake up

- 7 Refer students to the pictures in the leaflet, and elicit possible verbs, e.g. *move, place, put, roll, turn*. Remind them to use modal verbs where possible. Point out that if a modal verb relates to more than one action, it is not necessary to repeat it, e.g. *You must turn the person onto their left side and move the right leg up*.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1–2

Grammar Consolidation Worksheet: page 37, exercises 1–3

LISTENING

Interpret information in an interview

1

BIENVENUS أهلاً وسهلاً
 BEM-VINDOS WITAMY
 добро пожаловать
 HOŞ GELDİNİZ
 欢迎 WILKOMMEN



1 How many of the languages above can you identify?

2 Work with a partner. What do you think are characteristics of good language learners? Add your own ideas to the lists.

- 1 Good language learners tend to be ...
 - highly motivated.
 - cautious and careful.
 - bold and unafraid.
 - focused on an exam.
- 2 They generally have ...
 - short-term goals.
 - long-term goals.
 - a positive attitude.
 - an inquisitive nature.
- 3 They ...
 - think accuracy is the most important thing.
 - take every opportunity to practise speaking.
 - find ways of making learning interesting.
 - try to learn 100 new words a day.

3 Listen to the interview with Professor Percy and answer the questions.

- 1 Which languages does the professor speak?
- 2 Which items in exercise 2 does he mention? Do you agree with him?

4 Listen again. What does Professor Percy say about the following? Make notes.

the advantages of learning a language exams
 how to make learning interesting speaking practice
 making mistakes

5 Choose the best answer, according to the interview. Can you remember without listening again?

- 1 According to Professor Percy, learning another language ...
 - A is difficult unless you live abroad.
 - B is most useful when you go abroad.
 - C can be useful in many different situations.
- 2 Passing an exam ...
 - A is a passport to university.
 - B is often a gateway to other things.
 - C will get you a better job.

3 Good language learners ...

- A value making mistakes.
- B hate making mistakes.
- C avoid making mistakes.

4 You can get more speaking practice by ...

- A watching films or listening to songs.
- B finding people to talk to locally or online.
- C doing both A and B.

6 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



- That's all very well, but
- enough to get by
- Absolutely!

Dialogues page 146

7 Work in pairs. List the characteristics of a poor language learner.

YOUR TURN TO SPEAK

8 In pairs, prepare and act out a radio interview about what makes a poor language learner.

Student A: You are the interviewer. Prepare an introduction to the programme and make a list of the questions you will ask.
Student B: You are a professor of Languages. Use your list from exercise 7 to prepare your answers.

Express yourself

Beginning a question	Beginning an answer
What do you think ... ?	That's an interesting question.
What do you mean when you say ... ?	Well, ...
What else ... ?	In my opinion / experience, ...
(Is there) anything else ... ?	It's my belief that ...
In your view, what ... ?	What I've found is ...

Warmer

Write the following words on the board and ask students what they have in common: *Arabic, Bengali, Chinese, Cyrillic, Hebrew and Latin*. Elicit that they are different writing systems and that they are each used to write more than one language. Ask: *Would you like to learn to speak a language that uses a non-Latin script? Why / Why not? Which one(s) would you learn if you had the chance?*

- 1 Ask students to identify the writing systems as well as the languages. Invite them to suggest five languages that use Chinese script (*Chinese, Cantonese, Japanese, Korean, Vietnamese*).

Answers

From the top: French (Latin), Arabic (Arabic), Portuguese (Latin), Polish (Latin), Russian (Cyrillic), Turkish (Latin), Chinese (Chinese), German (Latin)

- 2 Tell students that it is important that they can support their opinions. Encourage them to give reasons for their answers.

Answers


Students' own answers

- 3  1.8 **Transcripts page 52** After reading the rubric, have students read through the ideas in exercise 2 before playing the audio.

WORDS TO KNOW

Check that students know the words and expressions *fluently, impressive, lose sight of* and *to switch*. Ask them to give a definition of each.

Answers

- 1 German, Spanish, Russian, Dutch, Portuguese, Arabic, Quechua
- 2 He thinks that good language learners need to: be highly motivated, have long-term goals, find ways of making learning interesting and take every opportunity to practise speaking.
- 4  1.8 **Transcripts page 52** Point out that students will hear the information in the same order as the items in the box. Tell them that they can use the same words as Professor Percy in their notes.


Answers

The advantages of learning a language: if you can speak another language, you can communicate with more people in a range of situations.
Exams: you should try to remind yourself why you want to pass an exam.
How to make learning interesting: you can watch a film or listen to songs in the target language.
Speaking practice: it's important to get as much speaking practice as possible, e.g. by doing a language exchange.
Making mistakes: good language learners are not afraid of making mistakes.

- 5 Have students work through this activity in pairs, without playing the audio. Elicit that a *passport to* in this context means 'a means of achieving something more easily'.

Answers

1 C 2 B 3 A 4 B

- 6  1.9 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 146, ask them which one means: I agree. (*Absolutely!*)
I disagree. (*That's all very well, but ...*)
Sufficient skill (or money or resources) for a particular situation. (*enough to get by*)
Ask students if there's an equivalent in their own language.


Answers

1 enough to get by 2 That's all very well, but 3 Absolutely!

- 7 Point out that students will need their list as a basis for the role-play activity in exercise 7. Encourage them to list characteristics that they will be able to talk about in more detail.

Answers

Students' own answers

- 8  1.10 The expressions in *Express yourself* are available to listen to. Play the expressions in the *Express yourself* box. Tell them that they don't need to use all of them in their role play, but that they should use a range that will enable them to ask about and discuss Student B's opinions and experience.

Answers

Students' own answers

Teacher's tip

Before doing exercise 8, refer students to the expressions in the *Express yourself* box. Write the following functions on the board and invite students to suggest which expressions communicate which function:
Asking for someone's opinion. (*What do you think ... ? In your view, what ... ?*)
Asking for clarification or further information. (*What do you mean when you say ... ? What else ... ? Is there anything else ... ?*)
Giving an opinion or sharing an experience. (*In my opinion / experience, ... , It's my belief that ... , What I've found is ...*)
Pausing while thinking about how to answer a question. (*That's an interesting question, Well, ...*)

Fast finishers

Fast finishers could write the interview up, including both the Student A and Student B parts.



READING

- 1 In pairs, discuss what music you think the people in the photos might be listening to, and why.



- 2 Read the *Study Skill*. Then read the text, following the instructions.

STUDY SKILL

Understanding the general idea

- 1 Think: what is this text about?
- 2 Look at the title, the first paragraph and the images. What do they tell you?
- 3 Read quickly from start to finish. Don't stop for difficult words or details.
- 4 When you finish, tell a partner what the text is about in one or two sentences.

Why does music make us feel so good?

As a rock producer, Daniel Levitin worked with Stevie Wonder, the Grateful Dead and Chris Isaak. Then he switched to a career in neuroscience: Levitin is now a professor at McGill University in Montreal. As one of the world's leading experts in cognitive music perception, he has been exploring how our brains process the works of artists from Beethoven to the Beatles and Beyoncé. Why does their music make us feel so good? A reporter from the online technology news website, Wired News, talked to Levitin about his work.

WN: From an evolutionary perspective, why have humans developed music?

DL: Darwin's view was that music was selected by evolution because it signals intellectual, physical and sexual fitness to a potential mate. Thousands of years ago, if people had time to sing, it meant that they'd already taken care of the more important things like finding food and shelter.

WN: Are there any myths about music that neuroscientists have exposed?

DL: I think we've debunked the myth of talent. There doesn't seem to be anything like a 'music gene' that great musicians like Stevie Wonder are supposed to have but nobody else does. There's no evidence that talented people are born with a different brain structure or different wiring from the rest of us.

WN: You study brain disorders and injuries. Have you learned anything about music perception from this?

DL: Yes. We've learnt that musical ability is actually not one ability but a set of abilities. Through brain damage, you can lose one component and not necessarily lose the others. You can lose rhythm, but retain pitch, for example. We see equivalents in the visual domain: people can lose colour perception without losing shape perception.

WN: What have you learnt about the link between music and emotion in the brain?

DL: Music activates the same parts of the brain and causes the same neurochemical cocktail as a lot of other pleasurable activities like eating chocolate or winning a game. Serotonin and dopamine are both involved.

WN: Could music be an antidepressant?

DL: It is already – most people in Western society use music to regulate moods, whether it's playing something upbeat and energizing in the morning or something gentle and soothing at the end of a hard day. It's true that it can make you feel less depressed, and it's a much better alternative to Prozac.

WN: And finally ... what is an 'earworm'?

DL: It's a song that gets stuck in your head and plays over and over again, and you can't get rid of it. If it's really a nuisance, you could try finding an equally annoying song to replace it with!

Warmer

Ask students to suggest as many different types of music as they can think of, and list these on the board. Put the class into small groups. Get them to choose five types of music and to write a description of each type. Invite a member of each group to give a description and have the rest of the class guess which type of music it is. Put a tick next to it on the board so that a different student doesn't describe the same one.

- 1 Extend the discussion by asking: *What do your parents or grandparents think of the kind of music you like listening to? Do you think that there is such a thing as good or bad taste in music?*

Answers

Students' own answers

- 2  1.11 The text is available to listen to.

Point out that the title of a text may describe the content accurately, as here, or may be less self-explanatory, as on page 8. Also, mention that when the first paragraph of a text stands alone, it provides useful background which can act as a summary.

Answers

Students' own answers

Teaching tip

Elicit that another way of saying 'the general idea' is the *gist*. Tell students that being able to read to understand the gist of a text is a skill that is very useful in a variety of real-life situations. Advise them to practise reading for gist when reading texts or articles in their own language.

3 Choose the correct answer, according to the interview.

- 1 Daniel Levitin ...
 - A is a rock producer.
 - B used to be an academic.
 - C is interested only in the effects of modern music.
 - D has become a neuroscientist.
- 2 Levitin thinks that any talent, including musical talent ...
 - A is something a person is born with.
 - B has nothing to do with the brain structure.
 - C is caused by a special gene.
 - D can rewire the brain.
- 3 Musical ability ...
 - A is connected to visual ability.
 - B is composed of several skills.
 - C is lost when one component is lost.
 - D affects how we perceive colour.
- 4 Listening to music ...
 - A isn't an effective antidepressant.
 - B has similar effects on the brain to other pleasurable activities.
 - C may be used as an antidepressant in the future.
 - D stimulates different chemicals from eating chocolate.

4 Answer the questions in your own words. Then discuss them with a partner.

- 1 What is Levitin's theory about talent?
- 2 What is a key finding from people with brain disorders?
- 3 In your own words, what is one of the reasons why music was selected to survive evolution?
- 4 Why do you think Levitin says that music is a better antidepressant than medicines like Prozac?
- 5 What is the most interesting or surprising part of the interview for you?

5 How many of the interviewer's questions can you remember? Write them down. Then go back and add the others.

6 Now use your questions to act out the interview with a partner.

VOCABULARY

Adjectives from verbs: -ing, -ed

We can form adjectives from many verbs to describe things and situations, and how they make us feel. They normally end in *-ing* or *-ed*.

*This rule is really **confusing**.* (a thing or situation)

*I'm **confused**.* *Who are you?* (a feeling)

Sometimes the adjective which describes a situation or thing has a different ending:

stressful, impressive, repulsive, attractive

7 Read the box above. Then in pairs, answer the questions.

- 1 How many adjectives like this can you find in the last two paragraphs of the interview on the previous page?
- 2 How many more adjectival pairs like this can you think of?

8 Use adjectives from the words below to complete the short dialogues.

bore stress relax impress

- A: What a ¹... man! He talked non-stop about himself. I was ²... out of my mind.
 B: Were you? I think being a professional violinist is very ³... At least, I was ⁴... – I can't even sing a note!

- A: I can't cope. I've got three deadlines for Monday morning! It's so ⁵... How can you be so ⁶... and laid back?
 B: Because there's no point being ⁷... It's not helpful. Tell you what – we'll do it together. But first, let's put on some ⁸... music and have a cup of tea.

9 Complete the sentences with the correct form of the verbs in brackets and your own ideas. Then compare with a partner.

- 1 A song I find really ... is ... (irritate)
- 2 A singer I'm ... by is ... (inspire)
- 3 I think ... is very ... (move)
- 4 I find it ... when I hear ... (uplift)
- 5 The most ... film I've seen recently is ... (disturb)
- 6 I get ... when people ... (repulse)

VERB ZONE

get by go over look up
take in think through

10 Match the verbs with the definitions below.

- 1 search for a word or some information
- 2 understand and remember something
- 3 do or have enough to be OK
- 4 read through again or revise
- 5 consider something very carefully

11 Complete the sentences with the verbs in the correct form.

- 1 Don't answer straight away. Take your time and ... your answer.
- 2 If you're not sure how to spell a word, ... it ... in the dictionary or spellcheck.
- 3 I don't speak good German – just enough to ...
- 4 I need to ... my lines for the play again tonight.
- 5 Stop! I can't ... so much information all at once!

12 In pairs, turn to page 150 and discuss the questions.

- 3 Elicit that a *rock producer* is a person who helps shape the sounds made by rock musicians in a recording studio. For item 1, warn students to pay attention to tenses and time expressions.

Answers

1 D 2 B 3 B 4 B

- 4 Check understanding of *debunked* (destroyed a myth or theory). When students compare their answers in pairs, ask them to agree on the wording of answers which use as few words or expressions from the text as possible.

Answers

- 1 He thinks that having a special ability can't be explained by differences in brain structure.
 - 2 Musical skill is not a single entity, but involves a number of abilities.
 - 3 One reason is that a person singing or playing an instrument is able to do so because they don't have to worry about survival.
 - 4 Prozac can have harmful effects on people, especially if it causes them to become addicted.
 - 5 Darwin's theory about the evolution of music is surprising, because it ignores the role that rhythm and dance play in attracting a mate.
- 5 Monitor and check that they have written the correct word order before they compare their versions with the original questions.

Answers

Students' own answers

- 6 Divide the six questions between the students in each pair. Give them a few minutes to prepare the relevant questions and answers. If time allows, they could swap roles.

Answers

Students' own answers

Extra activity

Provide more practice of questions by asking students to pretend they are interviewing someone else. Tell them that the interview should give clues about what the person has done, but should not say who the person is. Invite pairs to perform their interviews for the class, and have the other students guess who the person being interviewed is.

Warmer

Write *birthdays* on the board, and elicit a range of adjectives that students associate with birthdays. Write other ideas, e.g. *exams, the countryside, ice cream, the news, friendship* and *falling out with someone*. Put students in pairs or small groups and ask them to write adjectives which describe their attitudes towards the items listed.

- 7 Remind students that words ending in *-ing* may not always be adjectives. Ask them which *-ing* forms from the last two paragraphs of the interview are gerunds rather than adjectives (*playing, finding*).

Answers

- 1 energizing, soothing, depressed, annoying
- 2 Students' own answers

- 8 Point out that each of the verbs in the word pool is used twice, as a different form of adjective. Check understanding of *cope* (deal well with something difficult).

Answers

- 1 boring 2 bored 3 impressive 4 impressed
- 5 stressful 6 relaxed 7 stressed 8 relaxing

- 9 Write *positive* and *negative* on the board. Refer students to the verbs in brackets and ask them to list the verbs under each heading.

Answers

- 1 irritating 2 inspired 3 moving
- 4 uplifting 5 disturbing 6 repulsed

- 10 Check if students recognize any of the multi-part verbs.

Answers

- 1 look up 2 take in 3 get by 4 go over 5 think through

- 11 Point out that students may need to use the verb in different tenses, an *-ing* form, or an infinitive with *to*.

Answers

- 1 think through 2 look... up 3 get by 4 go over 5 take in

- 12 Encourage students to use the multi-part verbs in their discussion.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 4–6

Vocabulary Consolidation Worksheet: page 13, exercises 4–6



GRAMMAR

Gerunds & infinitives



Gerunds & infinitives

We use the *-ing* form (gerund) of verbs:
After certain verbs and expressions.

I don't enjoy getting up early.

I can't stop thinking about her.

It's worth watching.

After prepositions.

I'm thinking about becoming a neurologist.

As the subject of a sentence.

Listening to music is a great way to relax.

We use *to + infinitive*:

After certain verbs.

I decided to learn Polish.

Do you want to study together tonight?

After certain verbs + object (*ask, invite, persuade, teach, tell, want, warn* etc).

The professor advised us to learn some new words every day.

After certain adjectives.

It's impossible to remember everything you learn.

Grammar reference page 113

- 1 Complete the questions using a gerund or *to + infinitive*. Then think about your own answers.

STUDY QUIZ

- 1 Do you consider yourself ... a good student? Why? (be)
- 2 Do you think it's worth ... a lot of time studying? (spend)
- 3 How many hours do you think it's important ... in the evenings? (study)
- 4 Where do you prefer ... your homework? At home or in the library? Why? (do)
- 5 Do you like ... music playing while you're working? (have)
- 6 What kinds of music do you and don't you enjoy ... to? (listen)
- 7 What kinds of career are you thinking about ... ? (go into)
- 8 Is it essential ... to speak English in that career? Why? (can)

- 2 In pairs, ask and answer the questions from the questionnaire in exercise 1.
- 3 Expand the sentences using a gerund or *to + infinitive*.
 - 1 Read / book / help / me / get / to sleep at night
Reading books helps me to get to sleep at night.
 - 2 I want / people / notice / me
 - 3 My parents / would like / me / do / well at school
 - 4 I'm looking forward / to / finish / school / and / go / to university
 - 5 People / often / ask / me / give / them / advice
 - 6 I always avoid / revise / too much right before an exam
 - 7 My friends / convinced / me / get / a tattoo
- 4 Tick the sentences in 3 that are true for you. Correct those that are not. Compare your ideas with a partner.
- 5 Can you guess the missing verbs in these English proverbs? Then listen and check.



- 1 If a job's worth ..., it's worth ... well.
- 2 There's no use ... over spilt milk.




- 3 It is better ... standing than ... kneeling.
- 4 It takes a thief ... a thief.

- 6 Discuss with a partner what you think the proverbs in exercise 5 mean. Do you think they're true? Do you have similar proverbs in your language?
- 7 Complete the sentences with your own ideas. Use a verb each time. Then compare with a partner.
 - 1 I often think about *travelling to South America*.
 - 2 One thing I'd like ... before I'm 20 is ...
 - 3 I really can't stand ...
 - 4 I'm quite afraid of ...
 - 5 I'd love to learn ...
 - 6 I'm not one bit interested in ...
 - 7 I'm really looking forward to ...
 - 8 I can't wait ...



GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 113.
-  Visual grammar presentation

Warmer

Write on the board *I advise you* and *Try*. Elicit that the first expression is followed by *to* + infinitive, and the second by the gerund. Invite students to give examples of each. Tell students to each write down a simple problem, such as *I've had an argument with my best friend* or *I don't know how to do my homework*. Get them to circulate, and to swap problems and advice with another student, using the two expressions above.

- 1 When going through the answers, check that students can explain which rule applies in each case, e.g. verb + object + infinitive or verb / expression followed by *-ing* form.

Answers

1 to be 2 spending 3 to study 4 doing / to do 5 having / to have
6 listening 7 going into 8 to be able

- 2 Give students a few minutes to think about their answers, but tell them not to write anything down. Check that the students answering questions are making the correct changes to possessive adjectives and personal and reflexive pronouns.

Answers

Students' own answers

- 3 Point out that, in item 4, the verbs *finish* and *go* need to have the same verb form as they are both related to *looking forward* earlier in the sentence.


Answers

2 I want people to notice me.
3 My parents would like me to do well at school.
4 I'm looking forward to finishing school and going to university.
5 People often ask me to give them advice.
6 I always avoid revising too much right before an exam.
7 My friends convinced me to get a tattoo.

- 4 Encourage students to use expressions such as *How about you?* to make the exchange of information more natural, and *Really?* to convey interest.

Answers

Students' own answers

- 5  1.12 **Transcripts page 52** Before students attempt the exercise, ask them to describe what is happening in each of the pictures 1–4. Elicit a variety of adjectives to describe how people are feeling.

Answers

1 doing ... doing
2 crying
3 to die ... to live
4 to know

- 6 Point out that the expression *It takes* is often used to refer to the length of time required in order to do something. Point out that here the meaning is more similar to 'It requires', i.e. 'Only a thief can recognize another thief'.

Answers

Students' own answers

Extra activity

Write on the board the proverbs that students suggested from their own language in exercise 6. Use these as the basis for a translation activity. Put the students in groups and have them try to translate the proverbs into English. Monitor, and help with vocabulary where necessary. You could open this out to a whole-class discussion.

- 7 Monitor and correct as necessary. Invite pairs to give sentences about each other, using their partner's ideas, e.g. *Diana would love to learn to fly a plane*.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 3–5

Grammar Consolidation Worksheet: page 37, exercises 4–6

CHALLENGE

Learn and teach a new memory-training technique



PREPARATION

- 1 Read the article. How do memory champions do it?



When journalist Joshua Foer attended the US Memory Championships, he was amazed at the amount of information contestants could remember: thousands of numbers, names, and cards. Three times champion Ben Pridmore could remember 4,140 binary digits in half an hour!

When Foer asked one of the contestants what it was like to be born with such a powerful memory, he was told that no one has a special memory, just an average one. They train themselves to remember using techniques based on those used 2,500 years ago in ancient Greece. These techniques involve using the visual-spatial part of the brain to transform remote, meaningless, easily forgettable information into something personal, meaningful ... and memorable.

- 2 In pairs, discuss the questions.
 - How good is your memory?
 - Have you ever tried to improve your memory? Describe what you did.

DO THE CHALLENGE

- 3 Work in groups of three. You're going to learn a memory-training technique, and then teach it to your partners.
Student A: Go to the bottom of this page and follow the instructions.
Student B: Go to page 150 and follow the instructions.
Student C: Go to page 151 and follow the instructions.
- 4 Work in your groups of three. Take turns teaching each other the memory-training techniques that you've learnt. Follow the instructions, one student at a time.
 - Explain how your technique works.
 - Ask the other students if they have any questions, and answer them.
 - Give the other students an example of how the technique works. Use an example from the section that you read, or use your own example.
 - Test the other students' memory. Did they learn the information successfully?

FOLLOW UP

- 5 In your groups, discuss the questions.
 - 1 Which of the techniques did you find most / least useful? Why?
 - 2 Which school subjects do you think they could be particularly useful for?
 - 3 Which of the techniques will / won't you be trying out in other subjects?

STUDENT A

- 1 Read the text. Make sure you understand the memory-training technique.
- 2 Think of your own story to remember this shopping list:
 - bread, rice, chicken, yoghurts, soap,
 - a toothbrush, two light bulbs,
 - some chewing gum
- 3 Test yourself. Cover the shopping list and use your story to see if you can remember it.

Creating a story

This way of remembering lists of objects comes from Dominic O'Brien, who you read about earlier in this unit. He uses a narrative combined with visual imagery, which is a technique he uses to remember all those cards. If you need to memorize a list of objects, you can weave them into a story – the more bizarre the better. So if you're going shopping, for example, and need to remember eggs, shampoo, cat food, matches, orange juice and chocolate, you might think of a freshly shampooed cat climbing up an orange tree to find a nest made of matches with chocolate-coloured eggs inside!



In this lesson, students learn and teach a new memory-training technique.

Warmer

Tell students to close their Student's Books. Test their memories by asking them how many words they can remember to do with the brain (page 9). It doesn't matter if they come up with relevant words that are not in the book. This could become a team game, with teams awarded points for each one they remember.

- 1 Focus on the expression *binary digits*. Explain that in computing, combinations of the binary digits '0' and '1' are used, e.g. 0, 1, 10, 11, 100, 101, 110, 111, 1000, 1001, 111001, rather than the decimal numbers 0–99.

Answers

They practise special techniques that use the visual-spatial part of the brain. These techniques attach meaning to information and make it easier to remember.

Teaching tip

Focus students' attention on the words *meaningful* and *meaningless* from the article in exercise 1. Use this as an opportunity to practise ways of expressing opposite meanings using suffixes and prefixes. Elicit a range of prefixes (*dis-*, *un-*, *in-*, *il-*, *im-*, *ir-*, *non-*). Write the following on the board and ask students to give the correct prefix for expressing the opposite: *able, alcoholic, certain, direct, honest, impressive, legal, organized, personal, polite, possible, regular, relevant, visible*.

Answers

unable, non-alcoholic, uncertain, indirect, dishonest, unimpressive, illegal, disorganized, impersonal, impolite, impossible, irregular, irrelevant, invisible

- 2 Encourage students to give examples of how good or bad their memory is. Point out that some people are more successful at remembering faces rather than names, for example.

Answers Students' own answers

- 3 Make sure that students are sitting close together in their groups, but are not in a position to read each other's allocated page. Encourage them to paraphrase any sentences in the memory-training technique text that contain unfamiliar vocabulary. For the benefit of Student B in each group, write *mnemonic* on the board and pronounce the word, with the stress on the second syllable. Do not explain the meaning at this stage.

Answers Students' own answers

- 4 Give students time to read through the instructions and prepare their explanations. Encourage them to paraphrase, and to anticipate any questions that their partners might ask about the technique. In addition, ask them to think of a similar example to the one they read about with which to test the memory of the other two students. Say that the latter should write the information down and then memorize it using the relevant technique. Finally, without looking at the information, they are to say what it is.

Answers Students' own answers

- 5 Encourage students to try another of the techniques if they wish to. Open the discussion up to the whole class and have a vote on the most useful technique.

Answers Students' own answers

Fast finishers

Have students write a summary of the three memory-training techniques, inventing a new example for each.

INTERACTION

Succeeding in an interview

 Express yourself

Showing polite interest

Oh really?
That's very interesting.
I'm very pleased to hear that.

Keeping a conversation going

Tell me more about ...
You mentioned that ...
Do you want to elaborate on that?

Expressing agreement

Definitely.
That's exactly what I think.
I'm totally with you on that.
That's just what I was thinking.

A COLLEGE INTERVIEW



-  You're going to hear two interviews for a place on a college course. Before you listen, discuss the advice. Which is good and which is bad? Why?

 - Smile and relax as soon as the interview starts.
 - Try to do some research about the college.
 - Talk about yourself as much as you can.
 - Avoid asking questions yourself.
-  Listen to the first interview. How would you describe the interviewer and the interviewee? Choose from the following adjectives.


arrogant confident enthusiastic intelligent
friendly modest shy unfriendly unenthusiastic
-  Listen to the second interview and make a note of the two people's attitudes to examinations.
-  Now listen to both interviews again and answer the questions.

 - How does the interviewer describe George's exam results?
 - How does the college feel about his decision to apply for a place there?
 - What criticism did George's English teacher make?
 - How does George prefer to study?
 - What is the interviewer's reaction to the way Daisy enters the room?
 - What does Daisy think of the college website?
 - What was disappointing about Daisy's last year at school?

VOCABULARY



- In your own words, say what the following expressions mean. Try to find a context when you might use them.

 - I've been churning out stories ever since.
 - We need to jazz the site up a bit.
 - Have I put my foot in it?
 - Let's get down to business.
 - I woke up on the wrong side of the bed that morning.
- Look at the expressions below. They are all the opposite of remarks in *Express yourself*. Which ones? Can you imagine a situation where you would say something like this?


 - Well, that's all we have time for.
 - That's one of the most boring things I've ever heard.
 - I have to take issue with you about that.
 - That's a shame.
 - I'm not sure I'm with you a hundred per cent.
-  Discuss the questions in pairs.

 - What do you think of the interview techniques of the two students?
 - Which student's study habits are more like yours? Give examples.
 - What things can go wrong during an interview? How can you get out of those situations?

YOUR TURN TO SPEAK


-  Work in pairs. You're going to role play an interview. Decide together what the interview is for – a college place, a job, a grant, etc.
-  Follow the instructions. Then do the interview.

Interviewee: Think about what you might be asked in the interview. Why do you want this place, job, etc? What are your strengths and weaknesses?

Interviewer: Plan the questions you want to ask the interviewee.
-  Swap roles and repeat the activity.

Warmer


To practise question and answer forms, play a variation on *Twenty Questions*. Choose a strong student to model the activity. Have them come to the front and tell them which famous person they are going to be, either living or dead. Get other students to ask questions that can be answered by *yes* or *no*, but tell the student at the front that they should expand on their answers. For example, *Is he or she alive now? No. They died about twenty years ago*. Once the correct answer is obtained, nominate or invite another student to be a famous person of their choosing.

 **1.13** *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

- 1 Ask students to consider how they might change the wording of any advice that they consider bad in order to make it good advice.

Answers

1 and 2 are good advice.
3 could be bad if you don't listen to the interviewer's questions, or if you give a lot of irrelevant information; however, it is good to answer questions about yourself in an in-depth way.
4 is bad advice, as asking suitable questions shows that you have prepared well for the interview and are serious about the course or job.


- 2  **1.14** **Transcripts page 52** Point out that the stress falls on different syllables in *interviewer* and *interviewee*. Ask them which adjectives in the word pool are positive, negative or neutral. Before playing the audio, tell students to decide whether any adjectives could describe both people.

Answers

Interviewer: confident, enthusiastic, intelligent, friendly
Interviewee: arrogant, intelligent, modest, unfriendly, unenthusiastic


Fast finishers

Refer to the word pool in exercise 2. Focus attention on the adjective endings *-ly* and *-ic* and ask which other suffixes can be used to transform a noun into an adjective (*-al*, *-ive*, *-ful*, *-less*, *-ous*, *-y*, *-able* / *-ible*). Elicit examples.

- 3  **1.15** **Transcripts page 53** Elicit the verb which is used by the interviewer to mean 'get rid of' (*scrap*). Point out that *altogether*, used after *scrap*, means *completely*.

Answers

They both dislike written exams, and prefer oral exams.

- 4  **1.14** and **1.15** **Transcripts page 52–53** Pre-teach the following words and expressions: *avid* (very keen on doing an activity) and *appreciation* (understanding). Ask students to note down the expressions which gives them the answers to items 2 and 7 (*over the moon* and *I didn't do myself justice*). When checking answers, write these expressions on the board.

Answers

- 1 She said they were exceptional.
 - 2 They're very happy ('over the moon') about it.
 - 3 He could contribute more to discussions.
 - 4 He prefers to study alone, reading and checking things online.
 - 5 She is surprised but amused that Daisy entered the room without knocking.
 - 6 She thinks it needs to be more colourful, with bigger photos and more of them.
 - 7 She didn't do very well in her written examinations.
- 5 Put students into pairs. Ask them to try to remember who said each of the sentences, and why, before they think of contexts of their own.

Answers

Students' own answers

- 6 Draw attention to the three functions in the *Express yourself* box and elicit the opposite of each (showing lack of interest, ending a conversation, expressing disagreement). Write these on the board and have students work in pairs to link these with the expressions in exercise 6.

Answers

Well, that's all we have time for. = ending a conversation
That's one of the most boring things I've ever heard. = showing lack of interest
I have to take issue with you about that. = expressing disagreement
That's a shame. = ending a conversation
I'm not sure I'm with you a hundred per cent. = expressing disagreement

- 7 If students need a reminder of the two interviewees' personalities, refer them to their answers to exercise 2. Use the adjectives in the exercise 2 word pool to describe the interviewee in the second interview (*arrogant*, *confident*, *enthusiastic*, *intelligent* and *friendly*).

Answers

Students' own answers

- 8 Tell students to make sure they choose a situation that generates vocabulary they both feel comfortable with.

Answers

Students' own answers

- 9 Remind students that they should use expressions from the *Express yourself* box. Tell them that they can also use some of the expressions from exercise 6 if they like.

Answers

Students' own answers

- 10 When swapping roles, encourage the interviewees to use a different interview style to that adopted by their partner. Invite pairs to perform their interviews for the class.

Answers

Students' own answers

Fast finishers

Brainstorm other adjectives that have a similar meaning to those in the word pool in exercise 2, e.g. *over-confident* (arrogant), *assertive* (confident), *keen* (enthusiastic), *bright* (intelligent), *reserved* (modest), *quiet* (shy), *hostile* (unfriendly), *uninterested* (unenthusiastic).

WRITING

A report

- 1 In pairs, read the list of eight ways you can practise your English outside the classroom. For each one, discuss which skill it practises – reading, writing, etc.

- 1 Watch English-language films and TV programmes – with or without subtitles.
- 2 Read English-language newspapers, magazines or blogs.
- 3 Read books or graded readers in English.
- 4 Listen to audio books (and read at the same time).
- 5 Listen to radio programmes in English.
- 6 Listen to songs in English (and read the lyrics at the same time).
- 7 Form an after-school English Club to do activities in English.
- 8 Find an English-speaking pen pal. Write to them and chat to them online.

- 2 Read a report written by one class. What do you think of the recommendations in the report?

The aim of this report is to provide information about what the students in our class do (and don't do) outside the classroom to practise and improve their English. The report also makes recommendations about what more we could do.

Most of us regularly watch English-language films, although usually with subtitles, and most of us listen to songs in English almost every day. Apart from this, several students reported that they often visit English-language websites, and one student said that he occasionally reads out loud and records himself.

However, we were surprised to discover that nobody in the class practises speaking or writing English outside the classroom, apart from homework. It was a shock to realize that we only ever speak English inside the classroom, so this is something we would like to change.

We would very much like to recommend the creation of an English Film Club. Students would take it in turns to present a film each week. After watching the film, students would discuss it in English and then collaborate on writing a short review together.

We also think it would be an excellent idea to set up a network of pen pals, and would like to request that our English teachers support us in this venture.

- 3 Complete the table with the activities mentioned in the report and the number of students who do them.

Activity	A lot	Not many	None
Watch films	✓		

WRITING SKILL

Making a formal recommendation

- 4 Find two different expressions for introducing a recommendation in the report. Then think of more ways of recommending something.
- 5 Write sentences to recommend the following ideas. Use appropriate language for recommending.

go on a class trip to the UK
perform songs and poems in English
read a classic book together in English
watch the news from an English-speaking country

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 6 Work as a class. Record the number of students who do the activities in exercise 1 outside the classroom. Use the headings below.

All of us	Some of us	One of us
Most of us	A few of us	None of us

WRITE NOW

- 7 Read the instructions. Then write a report on your results.

Your teacher has asked you to write a report on how students practise their English outside the classroom. You should explain what the most and least popular methods are, and make a recommendation about what students could do to develop this kind of practice even further.

- 1 Use the report as a model.
- 2 Use your notes from exercise 6 and the plan below.
- 3 Remember to use language for making a recommendation from exercise 4.

Paragraph 1 – introduce the report.

Paragraph 2 – write about activities that people do a lot.

Paragraph 3 – write about activities that people don't do much.

Paragraph 4 – make recommendations.

CHECK AND CORRECT

- 8 Check and correct your report.
- 1 Check you used language for making a formal recommendation correctly.
 - 2 In pairs, swap your reports and check each other's work.

Warmer

Put students into groups. Tell them that you are going to read out some strange situations that they need to solve. Give a time limit of five minutes, then compare answers.

1 *When Harry comes home he finds Sarah is dead, lying in a pool of water and Tom is sitting quietly on the armchair. There is some broken glass on the floor. Tom won't be charged with murder. Why not?*

2 *Five pieces of coal, a carrot and a scarf are lying on the grass. Nobody put them on the grass but there is a perfectly logical reason why they should be there. What is it?*

3 *A man rode into town on Friday. He stayed for three nights and then left on Friday. How come?*

Answers

- 1 Sarah is a fish and Tom is a cat. Sarah was swimming in her bowl. Tom started playing with it and knocked it over.
- 2 They were used by children who made a snowman. The snow has now melted.
- 3 The man's horse was called Friday.

- 1 Check that students understand the word *subtitles* in item 1. Ask students if they know what we call a film that is re-recorded using actors speaking a different language (*a dubbed film*). Point out that the verb *chat* in item 8 can mean informal online written communication, as well as face-to-face communication.

Answers

- 1 reading, listening
- 2 reading
- 3 reading
- 4 reading and listening
- 5 listening
- 6 reading and listening
- 7 reading, writing, speaking, listening
- 8 reading and writing

- 2 Draw attention to the adverbs of frequency *almost*, *often* and *occasionally* in paragraph 2. Remind students that *almost* is not next to the verb because it relates to the time expression *every day*, rather than the verb *listen*.

Answers Students' own answers

Teaching tip

Focus on the expressions in the report that talk about how many students do certain activities (*most of us*, *several*, *nobody*). Write these on the board and ask students *why of* is used after *most* here (because it is followed by a pronoun). Point out that *nobody* can't be followed by *of*. You could elicit other quantifiers that can be followed by *of* + pronoun, as preparation for exercise 6.

- 3 Have students complete this activity individually and then check the answers with their partner.

Answers

Watch films	A lot
Listen to songs	A lot
Visit websites	Not many
Reads out loud and records himself	Not many
Speak or write outside class	None

Extra activity

Put students into groups of five or six. Give them two minutes to prepare sentences using *all of us*, *a lot of us*, *several of us*, *none of us*, *three of us*, etc. These should be based on observations about members of their group that are obvious to the class, but can be expanded to include surprising information, e.g. *three of us have never travelled on a train*. The other groups must say whether the information is true or false.

- 4 Tell students to note down any colloquial expressions, as this will be part of a report. Point out that the conditional tense (*would*, *could*) is often used in formal language.

Answers

We would very much like to recommend ...
We (also) think it would be an excellent idea to ...

- 5 Draw attention to the expression *would like to request that ...* in the report. Tell students that this is a good expression to use when adding further information to a recommendation, but does not introduce a recommendation on its own.

Answers Students' own answers

- 6 Get each student to tick the activities in exercise 1 that they do outside the classroom, even if they only do them rarely. Then, read out each activity and have students raise their hands if they have ticked it. Invite a student to count the raised hands for each activity and write this number on the board.

Answers Students' own answers

- 7 Give students the following checklist to help them complete their reports.
 - *Have you followed the structure of the report?*
 - *Does your report start with the aim of the report?*
 - *Does your report include an explanation of the most and least popular methods of practising English outside the classroom?*
 - *Have you ended your report with your recommendations?*
 - *Have you used formal expressions correctly throughout your report?*

Answers Students' own answers

- 8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers Students' own answers

Fast finishers

Write a paragraph describing the method(s) of practising English which work(s) best for you, and why.

1.8 Student's Book page 11, exercises 3–4

I = Interviewer, P = Professor

- I Good evening and welcome to Five-Minute Interview. I'm Claire Bishop and here with me in the studio tonight is Professor Patrick Percy, professor of Modern Languages at Camford.
Good evening, Professor, and thank you for coming.
- P It's a pleasure to be here with you, Claire. *Encantado de estar aquí contigo. Ya ochen rad chto ya zdes. Ich freue mich hier zu sein.*
- I Oh! Now you're obviously an excellent language learner, Professor. So what languages were those? I recognized the German ...
- P That's right, and I also said it in Spanish and Russian.
- I So do you speak those languages fluently?
- P Yes, I'd say so, and I also speak several more languages – Dutch, Portuguese, Arabic, and some Quechua – not fluently, but enough to get by.
- I That's very impressive. So ... what do you think makes a successful language learner?
- P Well, first of all, you need to be highly motivated. That shouldn't be too difficult as there are so many good reasons for learning a language. The great thing about studying languages is that it gives you a practical skill that you can really use in life. If you speak another language, you can communicate with more people – both when you go on holiday, and at home, when you meet people from abroad.
- I That's all very well, but it's hard to be interested when all you can think about is taking an exam.
- P True, but in my opinion, it helps if you don't lose sight of your long-term goals. Keep them in mind all the time. Constantly remind yourself *why* you want to pass that exam in the first place. Is it a passport to university? Will it get you a better job? A better life in the future? If it will, then it's worth making the effort.
- I Are there ways of *making* it interesting for yourself? More fun?
- P Absolutely! That's another great thing about languages. You can improve your skills by watching a film, or listening to songs. Think of the sort of films or music you like normally, then see if you can find something like that in the language that you're studying. It's great practice – and fun!
- I This is starting to sound more appealing! Any more advice?
- P Well, it's so important to get as much speaking practice as possible. Why not see if there are any people in your town who speak the language you want to practise? You could do a language exchange – chat in your language for half an hour, say, and then switch to the other language for half an hour. You could even do it over the internet!
- I That does sound fun, and you get to meet new people, too.
- P That's right.
- I So, what do good language learners have in common? What sort of people are they?
- P Well, research shows that they believe in themselves: they're confident they can learn. They also tend to have a positive attitude. They're not afraid of making mistakes, because they know they learn from mistakes. It's all part of the learning process. And they don't mind taking risks and sounding a bit silly. They're usually very curious, too. They want to know things.
- I Anything else?
- P Yes. In my experience, good language learners are usually very flexible and creative. They use a variety of learning strategies ... they read, write, listen to CDs, repeat things out loud, make cards to test their vocabulary ... lots of different things.
- I Professor Percy, thank you for being with us on the programme.

1.12 Student's Book page 14, exercise 5

- 1 If a job's worth doing, it's worth doing well.
- 2 There's no use crying over spilt milk.
- 3 It is better to die standing than to live kneeling.
- 4 It takes a thief to know a thief.

1.14 Student's Book page 16, exercises 2 and 4

P = Professor Tanya Green, G = George Simpson

- P Come in!
George Simpson?
- G That's right.
- P Do come in and sit down.
Very pleased to meet you, George.
- G Pleased to meet you, too ... um ...
- P My name's Tanya Green.
- G Pleased to meet you, um... Mrs Green.
- P Do call me Tanya.
- G Um... pleased to meet you, Tanya.
- P Well, it's good to finally meet you, George.
- G Really? Why?
- P Well, your examination results are exceptional.
- G Are they?
- P Yes, indeed. So we're over the moon that you chose to apply for a place at our college.
- G Oh, thank you. That's good to know.
- P Your English teacher has written a very interesting reference for you.
- G Really? What did she write?
- P She wrote that you are one of the school's most talented literature students, you're an avid reader, your literary appreciation is excellent and you're a very good writer. All good!
- G I'm very pleased to hear all that.
- P She also says that you could perhaps contribute more to discussions.
- G Ah. She's probably right about that.
- P Tell me more about this.
- G Well, I'm more of a listener than a speaker. I find I learn more by listening to what other people have to say, even if I don't agree with them.
- P Really? That's very interesting.
- G I'm not that into group work, discussions, things like that.
- P Tell me more. Is it because you're shy?
- G Oh no, not at all. Do you think I look shy?
- P No, I don't think so.
- G I just prefer to study alone, reading, checking things online.
That's when I'm happiest.
- P Your teacher also mentioned that you write stories. Tell me more about that.
- G Well, what more can I say about it? I've written a lot of short stories.
- P Really? How many?
- G Um ... not sure. Probably about fifty.
- P Fifty?? That's incredible! How old are you?
- G Nineteen.
- P And when did you start writing??
- G When I was about ten. I've been churning out stories ever since.
- P Marvellous!

 1.15 Student's Book page 16, exercises 3–4

P = Professor Tanya Green, D = Daisy Watson

- D Can I come in?
 P You seem to be in already.
 D Oh sorry! I should have waited. Should I go out again?
 P No, no, of course not. Come and sit down.
 D You're Professor Green, aren't you?
 P Yes, I am. How do you know that?
 D I saw your photo on the college website.
 P You visited the website?
 D Yes.
 P What do you think of it?
 D Um ... well, do you want me to be completely honest?
 P Yes, of course.
 D It needs more photos, and bigger photos. And in colour! It's a bit grey looking.
 P That's exactly what I think. I keep telling the college principal that we need to jazz the site up a bit.
 D Well, I'm totally with you on that.
 P Are you?
 D Yes. Oh dear, have I put my foot in it again?
 P What do you mean?
 D Well, I've only been here a minute and I'm criticizing the college website.
 P Oh don't worry about that. I do it all the time. Anyway, let's get down to business. Your application is certainly very lively and energetic.
 D Thank you.
 P It looks as if you had a very successful year at school.
 D I think I would agree with that.
 P ... but your examination results were a little disappointing.
 D Definitely.
 P Any reasons for that?
 D I don't know. I guess I woke up on the wrong side of the bed the morning of the main English exam.
 P Do you want to elaborate on that?
 D I know that I didn't do myself justice in the written exam. The fact is, I'm much better at oral exams. I prefer face-to-face communication to having to write stuff down.
 P Oh, I feel exactly the same way.
 D Do you??
 P Absolutely. If I had my way, we would scrap written exams altogether.
 D Are you serious?
 P Completely serious.
 D Do tell me more!
 P Well... wait a minute! I'M the one who's supposed to be interviewing YOU!

Workbook page 8

- 1 B
 2 1 F – During a nightmare your heart pounds, so it beats faster.
 2 T
 3 T
 4 F – Nightmares are a combination of physical factors, such as illness, and mental ones, such as stress or trauma.
 5 T
 6 F – They are not completely avoidable, but there are things you can do to prevent them, such as establishing regular sleep routines.
 3 B
 4 Make: a mess / sense / mistakes / progress / a fool of yourself / a difference
 Do: some reading / an exam / exercise / a favour
 5 Students' own answers

Workbook page 9

- 6 1 deadline
 2 short-term
 3 memory
 4 passed
 5 strategy
 6 drain
 7 1 long-term
 2 process
 3 brain
 8 1 Noun (abstract)
 2 Noun (plural)
 3 Adjective
 4 Adverb
 9 1 memories
 2 memorable
 3 memorise
 4 memorial
 10 A Auditory
 B Visual
 C Tactile
 11 1 Tactile
 2 Visual
 3 Auditory
 4 Visual
 5 Auditory
 6 Auditory
 12 1 brush up on
 2 study
 3 pick up
 4 absorb
 5 find out
 6 revise
 13 Students' own answers

Workbook page 10

- 1 1 can't
 2 have to
 3 need to
 4 can
 5 mustn't
 6 should
 2 A 2
 B 3
 C 6
 D 1/5
 E 4

- 3** Students' own answers
- 4** 1 You shouldn't go out late the night before an exam.
 2 We don't have to wear / don't need to wear a uniform.
 3 Bikers have to put on / must put on a helmet.
 4 If you are under 18, you can't drive.
 5 You should / ought to learn some Japanese before you go there on holiday.
 6 Students can choose a second language.

- 5** 1 can
 2 have to / need to
 3 you have to / need to / must
 4 don't have to / don't need to
 5 mustn't / can't
 6 should
 7 can't
 8 can
 9 don't need to / don't have to

6 Students' own answers

Workbook page 11

- 1** 1 C 2 E 3 H 4 A 5 D 6 F 7 B 8 G
- 2** 1 her father
 2 his sleep
 3 in the bath
 4 he can't concentrate, can't sit still
 5 getting comfortable, moving, drinking
- 3** 1 C 2 F 3 D 4 B 5 A
- 4** 1 Listening to music
 2 By drinking coffee, listening to music, walking around the room, doing some stretching
 3 Sometimes her papers fall in the water and get wet.
 4 Daniel's cat.
 5 He holds his cat on his lap and strokes her.
 6 It's stuffy and uncomfortable and you can't move.
- 5** Students' own answers

Workbook page 12

Language	Sentence	Translation
Klingon (<i>Star Trek</i>)	Zola'u niprte'	Welcome
Na'vi (<i>Avatar</i>)	qaStaH nuq?	What's happening?
Elvish (<i>Lord of the Rings</i>)	Pedig edhellen?	Do you speak Elvish?
Dothraki (<i>Game of Thrones</i>)	Yer zheanae	You're (very) beautiful.

Workbook page 13

- 2** B
- 3** 1 D 2 B 3 C 4 A 5 G 6 F
- 4** 1 B 2 A 3 C 4 C
- 5** 1 annoying
 2 depressed
 3 tiring
 4 moved
 5 uplifting
- 6** 1 impressive
 2 repulsive
 3 stressful
- 7** get by
 go over
 look up
 take in
 think through

- 8** 1 and look up when the last train leaves
 2 go over your mistakes
 3 to get by
 4 take (them) in any more
 5 go over / think through all the options carefully before buying a house. It's a very important decision.

Workbook page 14

- 1** 1 smoking
 2 to drink
 3 have
 4 losing
 5 to start
 6 to stay
 7 to have
 8 to work
 9 to get
- 2** 1 Which tasks around the house do you avoid doing?
 2 What are you looking forward to at the moment?
 3 What kind of things do / did your parents encourage you to do?
 4 What kind of things do / did your parents warn you not to do?
 5 What is the most difficult thing you have managed to achieve in your life so far?
 6 Do you plan to continue studying English next year?
- 3** Students' own answers
- 4** 1 When I first came to the UK, I wasn't used to driving on the left.
 2 I'm looking forward to going on holiday next month.
 3 ✓
 4 I want my friends to celebrate my birthday with me.
 5 ✓
 6 I would prefer to take oral exams, rather than written ones.
 7 I'm pleased to meet you.
- 5** 1 to + infinitive
 2 to + infinitive
 3 gerund
 4 to + infinitive
 5 gerund / gerund
 6 gerund
 7 gerund / gerund
 8 to + infinitive

Workbook page 15

Extra Challenge

- 1 F He found it by accident.
 2 F The nobleman wanted the poem to be dedicated only to him.
 3 T
 4 F The loci method associates numbers (or words) to places.
 Plan of your classroom
 Student's own answer

Webquest

- 1 1.5 kg
 2 hearts, clubs, diamonds, spades
 3 Prince
 4 four
 5 catchy
 6 seconds

Gary & Greg Go Global

But Gary, they don't speak Spanish in Brazil!

Workbook page 16

- 1** 1 I'm very pleased to hear that.
2 Tell me more about ... / Do you want to elaborate on that?
3 Definitely. / That's exactly what I think.
- 2** 1 That's right
2 Yes, you could say that
3 Can you tell me more about that?
4 Well, I guess I am a little shy.
5 That's exactly what I think.
6 What can I say?
7 That sounds very interesting
8 Do you want to elaborate on that?
9 I'm so pleased to hear that!
- 3** 1 did myself justice
2 do very well
3 I'm really into
4 over the moon / I'm so pleased
- 4** 1 C 2 E 3 B 4 F 5 D 6 A
- 5** Suggested answers
1 I'm very pleased to hear that.
2 You're absolutely right about that.
3 Oh, really? / That's interesting.
4 Tell me more about it.
5 Definitely.
6 Do you want to elaborate on that?

Workbook page 17

- 1** 1 B 2 C 3 A
- 2** 1 Improving memory
2 Storytelling
3 Mnemonics
4 Visual imagery
5 Future uses
- 3** Paragraph 2: encouraged to make
Paragraph 3: had to create
Paragraph 5: it was worth participating / suggest carrying on
- 4** Students' own answer

1.2 Workbook page 11, exercises 2–3

Charlie

I used to study with music: pop, rock, disco, any kind of music. But then my dad read this article which said that music was a distractor and that people who studied with music didn't perform as well as those who studied without and so ... I quit. Now I work in silence. I have to admit that my dad was probably right, I'm definitely more productive now, but it sometimes gets pretty boring. What's also really annoying is that I have to drink lots of coffee and tea to keep me awake!

Mohammed

Some of my friends go on studying all night, especially the night before an exam. That's all very well, but I just can't. After about 10 o'clock, I start yawning and my eyelids start dropping. I've tried everything to stay awake: drinking coffee, listening to music, walking around the room, doing some stretching ... but it's hopeless. I've had to accept that I need my sleep. The one advantage is that I always go to my exams well rested.

Lily

Lots of my friends think it's weird, but I study best in the bath! I find that I can carry on longer, late at night, or start earlier in the morning, at around 6 or 7. An additional benefit is that the house is really quiet at those times. Soaking in the bath works especially well when I've got lots of stuff to memorise, like long lists of vocabulary, important dates in history or formulas for chemistry. The only drawback is that my notes sometimes fall in the water!

Daniel

I've always had terrible trouble concentrating. When I was little, I used to drive my parents mad – I was always moving around and never sitting still. Over time, I calmed down a bit, but I'm still pretty restless. Obviously this is not really helpful when you have to get down to some serious work! Then, when I was 14, my parents got me Misty for my birthday. She's a soft Angora cat and I absolutely adore her. She's really affectionate and when I have to study, she lies on my lap and I stroke her. I find it really relaxing. I still don't study that much, but enough to get by.

Karla

For me, when I study, the most important thing is to be comfortable. I don't care if there are voices, or some music in the background – that doesn't bother me. But I have to have a comfortable chair, to be able to stretch my legs and to get something to drink – a coffee or a glass of water – whenever I want. My parents think it's odd, but I really can't stand studying in a library because the seats there are so hard and the air's stuffy and you have to keep really quiet.

1.4 Workbook page 16, exercise 5

- 1 My dad just got a promotion.
2 I think the internet is one of the best inventions ever.
3 My mother works as a photographer.
4 I had a fantastic experience yesterday.
5 Do you think I should buy these jeans?
6 I think I may have found a solution.

2 Adventurers

Unit overview

Vocabulary

- **Travel & adventure:** *boredom, challenge, collision, dehydration, desert, dilemma, equipment, exhaustion, experience, exposure, flooding, frostbite, glacier, goal, isolation, journey, jungle, navigation, ocean, protection, setback, storm, sunburn, voyage*
- **Common abstract nouns and related words:** *big, cold, deep, dry, fast, hard, hot, loud, see, smell, strong, taste, touch, weigh, wide, young*
- **Expressions that mean 'alone':** *on my / your own, by myself / yourself, lone, solo*
- **Verb Zone:** *cope with, give up, keep up, set out, take on*
- **Face 2 Face:** *bound to, I bet, It doesn't bear thinking about*

Grammar

- Past simple, continuous and perfect
- Contrasting structures
- Past perfect continuous
- Narrative tenses

Pronunciation

- /ʌ/ (u as in *jungle*)

Recycled language

- Gerunds and infinitives

Language objectives

- To learn vocabulary related to travel and adventure (page 19) and common abstract nouns and related words (page 23)
- To learn and use the past simple, continuous and perfect, and contrasting structures (page 20), and to use the past perfect continuous and narrative tenses (page 24)
- To use modifiers in writing (page 27)

Skills objectives

- To read and understand a text about a woman who sailed solo around the world (page 18)
- To discuss travel and adventure (page 19) and use common abstract nouns and related words (page 23)
- To listen to and understand an interview with someone talking about an extreme survival story (page 21)
- To read and understand a text about someone who swam the length of the Amazon River (page 22)
- To do an interview with an adventurer (page 25)
- To discuss an extreme proposition (page 26)
- To write a review (page 27)

Assessment criteria

- Students can correctly use the past simple, continuous and perfect, contrasting structures, the past perfect continuous and narrative tenses.
- Students can recognize and use vocabulary about travel and adventure, and common abstract nouns and related words correctly.
- Students can correctly pronounce /ʌ/.
- Students can read and understand a text about a woman who sailed solo around the world and a man who swam the length of the Amazon River.
- Students can listen to and understand an interview with someone talking about an extreme survival story.
- Students can do an interview with an adventurer.
- Students can discuss an extreme proposition.
- Students can write a review.

Resources

- **Teacher's i-book**
- **Student's Book CD 1**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 2, page 14
 - Vocabulary Consolidation Worksheet Unit 2, page 15
 - Grammar Support Worksheet Unit 2, page 38
 - Grammar Consolidation Worksheet Unit 2, page 39
 - Speaking Worksheet Unit 2, page 61
 - Test Consolidation Unit 2, page 90
 - Test Extension Unit 2, page 94
 - Speaking Test Unit 2, page 220

Prepare for Cambridge Exams

Reading page 124

- Matching key words and phrases

Prepare for the TOEFL Junior® Test


Listening comprehension page 125

- Academic talk

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 18 and 22

Listening


The **IWB Listening activities** are designed to provide extra activities to help students explore texts in greater depth.

- Listening extra, page 21


Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 27

 provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 20 and 24
- Vocabulary, pages 19 and 23
- Pronunciation, page 21

 provides a step-by-step visual grammar presentation with a focus on form and use.


- Grammar, pages 20 and 24


2

Adventurers

Grammar	Past simple, continuous and perfect Contrasting structures Past perfect continuous Narrative tenses
Vocabulary	Travel & adventure Common abstract nouns & related words
Challenge	Do an interview with an adventurer
Interaction	Discussing an extreme proposition
Writing	A review

READING

1  In pairs, look at the photo. Describe what you can see and speculate about what might be happening.

2  Guess the answers to the questions, then read the article quickly to see if you are right.

- 1 What was the choice Tania had to make?
- 2 What were some of the problems she encountered?
- 3 What were some of the good things about the trip?
- 4 What did the trip help her to become aware of?

WHAT A CHOICE!

In May 1985, when American Tania Aebi was only 18 years old, she set out from New York in a 10-metre sail boat, *Varuna*, to sail around the world alone. Tania had dropped out of college and her father had offered her a challenge: he would either pay for her to go back to college, or he would give her a boat that she had to sail around the world on her own. Tania had to choose. Even though she only had two years of limited sailing experience, she chose the boat.

'Live for the day, Tania, and always try to do great things,' her mother advised her.

It was raining when Tania left New York, bound for Bermuda. She was actually crying as she waved goodbye to her friends and family. She was petrified. She had never sailed a boat alone in her life until then. Two stormy weeks later, after she'd got lost and had finally taught herself how to navigate, she eventually arrived in Bermuda.

Then, for the next two and a half years, Tania crossed the Caribbean, the South Pacific and Indian Oceans, the Red Sea, the Mediterranean and the North Atlantic, stopping in 23 countries along the way. It wasn't easy, to say the least. Among the problems she encountered were heavy seas and appalling weather, and having to cope with equipment that didn't function properly. While she was



Tania's route



Tania Aebi arrives in New York

sailing through the Mediterranean, she narrowly avoided a collision with a tanker. Being alone for long periods of time was much harder than she'd imagined, too.

But she did meet some wonderful people along the way and formed some very close friendships. During a stop-off in Vanuatu, she met Olivier, the man who was to become her husband. It was also in Vanuatu that she acquired a kitten, Tarzoon, who ended up travelling with her for the rest of the trip.

In November 1987, Tania got back to New York. She was 21 years old and she had sailed solo around the world; the youngest person ever to do so at the time.

Tania Aebi has written that the journey changed her life. She discovered a lot about herself; she had set out as a teenager but she came back an adult. She learned about the importance of having a clear goal and committing to it, despite all the setbacks and in spite of being afraid. 'I came back from my trip knowing what's really important to me: family and friends,' she said, 'And it made me a person who doesn't need "things".'


Warmer

Elicit the adjective *brave* by asking students to say which adjective describes doing something difficult or dangerous but not being scared. Put them in groups and ask them to compare stories of situations in which they or someone they know acted bravely. Ask: *What happened? How did you / they feel? What was the outcome?* Then nominate students to recount one of the stories they discussed in their group. As an alternative, you could have them invent an experience if they prefer. Then, when they present the experience to the class, you could ask other students to say whether they think it is a true story or not.

- 1 Make it clear that students are to base their speculation on the photo only, and are to ignore the map and title for now.

Answers

Students' own answers

- 2  1.16 The text is available to listen to. This time, ask students to consider the photo, map and title together. Have them work in pairs or small groups and elicit a range of ideas.

Answers

- 1 She had to choose between going back to college and sailing round the world on her own.
- 2 Getting lost, heavy seas, terrible weather, equipment that didn't work, a near-collision with a tanker and loneliness.
- 3 She met many good people, including her future husband, and she acquired a kitten that travelled with her for the rest of the trip.
- 4 She learnt more about herself and became aware of the importance of having a clear goal and committing to it. She also learnt the importance of family and friends and the unimportance of possessions.

Teaching tip

You could set a time limit to encourage students to scan the text quickly and prohibit the use of dictionaries. Tell them to ignore any unfamiliar words.

3 Choose the best answer, according to the article.

- Before she set off, Tania had ...
 - a lot of sailing experience.
 - little sailing experience.
 - taught herself to navigate.
- Tania's mother ...
 - disagreed with her decision to go.
 - advised her to go to college.
 - encouraged her to face challenges.
- Tania had problems with ...
 - bad storms at sea.
 - malfunctioning instruments.
 - both A and B.
- When Tania got back, she ...
 - had got married.
 - had grown up significantly.
 - valued her possessions more.

4 Read the article again. What role did the following people, places or things play in Tania's journey?

Tania's father was the one who gave her the sailing boat.

her father New York Bermuda
her mother Olivier Tarzoon

5 Discuss the questions with a partner.

- Would you have made the same choice as Tania? Why / Why not?
- What do you think were the best and worst things about her journey?
- Look at the map of Tania's route. Can you name ten of the twenty-three countries she stopped at along the way?

6 Read *Word Zone*. Then find an example of *solo* in the article. What part of speech is it?WORD
ZONE

Expressions that mean 'alone'

on my / your own by myself / yourself
lone solo

These expressions all mean 'alone'.
Lone is an adjective. *Solo* can be an adjective, a noun or an adverb.

7 Correct the sentences.

- I like taking long walks in the country by my own.
- When I was seventeen, I solo drove across the USA.
- When I'm feeling a bit sad, I like to be by yourself.
- I prefer being alone. In fact, I'm a bit of a lonely wolf.
- My favourite singer has sold millions of records since he went alone.

VOCABULARY Travel & adventure

2

8 Work with a partner. Which words from the box below can be a danger to travellers? Say why.

boredom challenge collision dehydration
desert dilemma equipment exhaustion
experience exposure flooding frostbite glacier
goal isolation journey jungle navigation ocean
protection setback storm sunburn voyage

9 Which words in exercise 8 can you match with each of the verbs below?

avoid a collision, avoid a glacier, ...

avoid

cross

damage

encounter

enjoy

face

suffer from

10 Read the text below and decide which answer best fits each gap. Then compare your answers in pairs.

Twenty-five-year-old Mark Beaumont from Scotland is the fastest person ever to cycle around the world. It took him 195 days and 6 hours. The 18,000-mile¹ ... wasn't easy. Mark cycled about 160 kilometres a day and he had to carry 81 kilos of² ... including his tent. He only had one day off every two weeks.

Mark had a few³ ... along the way. He got water poisoning in Iran and food poisoning in Pakistan. He had three collisions on his bike: he was⁴ ... by a donkey in Pakistan, a motorbike in India and an old woman in a car in Florida. On top of that, he got locked up by police in Pakistan, was almost washed away by flooding in Thailand and got⁵ ... in Louisiana.

But Mark never considered⁶ ... After cycling through 20 countries, he finally crossed the finishing line at the Arc de Triomphe in Paris, having⁷ ... his goal of raising more than £15,000 for charity.

- | | | | |
|-----------------|---------------|---------------|-------------|
| 1 A crossing | B journey | C travel | D voyage |
| 2 A equipment | B machinery | C material | D team |
| 3 A dilemmas | B accidents | C reversals | D setbacks |
| 4 A shocked | B hit | C chased | D bitten |
| 5 A cheated | B mugged | C stolen | D taken |
| 6 A giving away | B giving back | C giving into | D giving up |
| 7 A finished | B achieved | C carried out | D made |

11 Discuss the questions in pairs or small groups.

- Have you ever had an impossible dilemma? What happened?
- Which of the journeys do you think was the most difficult: Tania's or Mark's? Who had the most setbacks?
- What's the most difficult journey you've ever experienced? What made it so challenging?

- 3 Tell students to read the questions carefully and to be careful with the use of past tenses, especially in time phrases.

Answers

1 B 2 C 3 C 4 B

- 4 Tell students that they may need to paraphrase when describing some of the people, places or things, rather than quote from the article.

Answers

- 1 Tania's father was the one who gave her the sailing boat.
- 2 New York was the place she sailed from.
- 3 Bermuda was the first place she stopped on her journey.
- 4 Her mother was the person who gave her some inspiring advice.
- 5 Olivier is the name of her husband, who she met during her journey.
- 6 Tarzoon is the name of the cat she acquired in Vanuatu.

- 5 Ask students what tense is used in question 1 (conditional perfect). Write the following on the board: *I / We would have (+ past participle).*

Answers Students' own answers

- 6 Refer students to *Word Zone* and point out that *alone* can be an adjective or an adverb, but is not used before a noun. Say that *lone* is an adjective which is only used before a noun.

Answers

An adverb

Extra activity

Have students work in pairs. Ask them to write six example sentences that show the meaning of *on my own*, *by myself*, *lone* and *solo* used as an adjective, noun or adverb.

- 7 When checking answers, draw attention to items 4 and 5. Point out that a *lonely wolf* and *went alone* are both grammatically correct, but have the wrong meaning in the context of the sentences.

Answers

- 1 I like taking long walks in the country by on my own.
- 2 When I was seventeen, I ~~sete~~ drove solo across the USA.
- 3 When I'm feeling a bit sad, I like to be by yourself myself.
- 4 I prefer being alone. In fact, I'm a bit of a ~~lonely~~ lone wolf.
- 5 My favourite singer has sold millions of records since he ~~went alone~~ solo.

Warmer

Write in the middle of the board the word *travel*, and put a circle around it. Tell students they are going to make a mind map. Point out that they will need to think of sub-themes and that each sub-theme should include examples. As an example, draw a line from *travel* and write *clothes*, again inside a circle. Draw another line from *clothes* and elicit one or two examples. Once they have the idea, put students in pairs and give them five minutes to continue writing sub-themes and vocabulary. Compare answers as a class.

- 8 Point out that there aren't any right or wrong answers. Tell students that they can use their dictionaries to check the meaning of unfamiliar words.

Answers Students' own answers

- 9 Put students in pairs and advise them to decide first on the type of noun that might follow each verb, e.g. *avoid* + possible danger, *cross* + wide space, *damage* + possession or part of body, etc. Have a class feedback session and see if everyone agrees on the collocations.

Answers Students' own answers

- 10 Ask students to discuss in their pairs the reasons for their choices. Have them explain why the other options are incorrect.

Answers

1 B 2 A 3 D 4 B 5 B 6 D 7 B

- 11 Tell students that question 1 doesn't need to be related to a journey that they have made, but can describe any difficult decision they've had to make.

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 14, exercises 1–3

Vocabulary Consolidation Worksheet: page 15, exercises 1–3

Past simple, continuous & perfect

We use the past simple to talk about finished actions and situations in the past.

In May 1985, Tania Aebi set out from New York.

We use the past continuous to talk about activities in progress in the past.

It was raining when Tania left New York.

We use the past perfect when we talk about two things that happened at different times in the past. We use the past perfect to make clear which action happened first.

When she left, she had never sailed a boat alone in her life.

Grammar reference page 114

- 1 Complete the text with the correct form of the verb in brackets.

A REAL ADVENTURER

Freya Stark ¹ ... (be born) in Paris in 1893 to an English father and an Italian mother. As a young girl, she ² ... (become) fascinated with the Middle East after she ³ ... (read) *A Thousand And One Nights*, and ⁴ ... (dream) of going there.



But she almost ⁵ ... (make) it. At the age of thirteen, while she ⁶ ... (work) in a factory in Italy, Freya's hair ⁷ ... (get) caught in a machine which ⁸ ... (scar) her face for life. Once she ⁹ ... (recover), she ¹⁰ ... (decide) to learn Arabic and Persian, in addition to the English, French, Italian and Latin which she ¹¹ ... (already / learn).

In November 1927, Freya ¹² ... (catch) a ship to Beirut in search of adventure. She ¹³ ... (travel) extensively through the deserts of Persia and the Arabian Peninsula. By the time she was forty, she ¹⁴ ... (go) to remote and wild places that no other explorers ¹⁵ ... (ever go) to before. She ¹⁶ ... (write) over two dozen books about her dangerous adventures.

Freya Stark ¹⁷ ... (die) on 9th May 1993 in Asolo in Italy, at the age of a hundred.

- 2 Write out the sentences in full. Use the past simple and past continuous with *when* or *while*.

- Tania / cry / wave goodbye / family
Tania was crying when she waved goodbye to her family.
- she / meet / her husband / stay / Vanuatu
- Ellen MacArthur / sail / Atlantic / almost / collide / whale
- Ranulph Fiennes / get frostbite / fingers / walk / North Pole / 2000
- Jason Lewis / rollerblade / across / States / car / crash / him / break / both legs

- 3 Combine these sentences using the past simple and past perfect. Use the word in brackets to link them.

- Tania's father offered her a challenge. She dropped out of college. (after)
Tania's father offered her a challenge after she'd dropped out of college.
- She set out. She sailed only a few times. (before)
- Mark Beaumont crossed the finishing line in Paris. He cycled through 20 countries. (when)
- Ranulph Fiennes cut off his fingertips himself, using a saw. He got frostbite in his fingers. (because)
- He recovered from a heart attack. He ran seven marathons in seven continents. (once)

Contrasting structures

We use *even though*, *although*, *in spite of* and *despite* when a situation contrasts with another, but doesn't prevent it.

Even though / Although she only had two years of sailing experience, she chose the boat.

She learned about the importance of having a clear goal, despite / in spite of all the setbacks and in spite of / despite being afraid.

I had a great trip despite / in spite of Dad being ill.

Grammar reference page 114

- 4 Write a sentence with a similar meaning to the first, using the word in bold without changing it.

- She was really tired, but she decided to go out with her friends. **EVEN**
She decided to go out with her friends, even though she was really tired.
- Although it was raining, I had lunch outside. **DESPITE**
- In spite of their protestations, the babysitter made the children go to bed at 9pm. **ALTHOUGH**
- Even though he was nervous, he gave a really good performance. **IN SPITE OF**
- They managed to get in in spite of the tight security. **EVEN**

- 5 Complete the start of the sentences with your own ideas.


- ... in spite of the awful food.
- ... even though he was really rude to me.
- ... despite my sister feeling ill for the entire trip.
- ... even though I played an amazing solo.
- ... in spite of not knowing anyone there before I went.

- 6 Work in pairs. One of you reads the start of the sentences that you wrote in exercise 5 and the other guesses the end of the sentence. Then swap.

I had a great time at the party ...

In spite of not knowing anyone there?

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 114.
-  Visual grammar presentation

Warmer

Put the class into teams and have them test each other on past participles. One student from each team gives an infinitive form, and a member of another team has to come to the board and write the past participle form. Teams earn a point for each correct spelling. Make sure that students can pronounce the form accurately.

- 1 Tell students that one of the verbs in the text needs to be in the negative. Remind students that there are two past participle forms of the verb *go*.

Answers

1 was born 2 became 3 read 4 dreamt/dreamed 5 didn't make
6 was working 7 got 8 scarred 9 had recovered 10 decided
11 had already learnt/learned 12 caught 13 travelled 14 had been
15 had ever been 16 had written 17 died

- 2 Make it clear to students that each sentence needs to include *when* or *while* and a verb in both the past simple and past continuous.

Answers

2 She met her husband while she was staying in Vanuatu.
3 Ellen MacArthur was sailing in the Atlantic when she almost collided with a whale.
4 Ranulph Fiennes got frostbite in his fingers while he was walking to the North Pole in 2000.
5 Jason Lewis was rollerblading across the States when a car crashed into him and broke both his legs. / While Jason Lewis was rollerblading across the States, a car crashed into him and broke both his legs.

- 3 Point out that we can generally put time expressions such as *when* or *before* either at the beginning of the sentence or between two clauses. Suggest that students put them at the start of the sentence here.

Answers

- 2 Before she set out, she had sailed only a few times.
3 When Mark Beaumont crossed the finishing line, he had cycled through 20 countries.
4 Ranulph Fiennes cut off his fingers himself, using a saw, because he had got frostbite (in them).
5 Once he had recovered from a heart attack, he ran seven marathons in seven continents.
4 Have students study the example. Ask them to underline the words in sentences 2–5 which need to be replaced, and to consider what other changes need to be made, e.g. changing a verb to a noun. Elicit that the expression required in item 5 is *even though*.

Answers

2 Despite the rain, I had lunch outside.
3 Although they protested, the babysitter made the children go to bed at 9pm.
4 In spite of being nervous, he gave a really good performance.
5 They managed to get in even though the security was tight / there was tight security.

- 5 In item 5, point out the use of the negative present participle, i.e. *in spite of not knowing*. Tell students to work individually and to check that their sentences make sense.

Answers

Students' own answers

- 6 Tell students to read through items 1–5 in exercise 5 before guessing the ends of their partner's sentences.

Answers

Students' own answers

Extra activity

Write the following on the board:

_____ *my sister is only six, she's a very strong swimmer.*
_____ *all his hard work, his project didn't win.*
_____ *having a French surname, I'm not actually French.*
_____ *they had limited experience, they decided to try climbing the mountain.*
_____ *two of our best players being injured, our team still won the match.*

Ask students to work in pairs, and to decide which of the four contrasting expressions in the grammar box could be used in the spaces. Tell them that more than one answer will be possible in each sentence.

Answers

1 Even though / Although 2 Despite / In spite of
3 Despite / In spite of 4 Even though / Although 5 Despite / In spite of

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 38, exercises 1–3

Grammar Consolidation Worksheet: page 39, exercises 1–3

LISTENING

Follow an interview about an extreme survival story

ALL ALONE IN THE JUNGLE ... FOR TEN DAYS

On 24th December 1971, LANSA Flight 508 took off from Lima Airport, Peru, with 93 passengers on board. Among them was seventeen-year-old Juliane Koepcke, who was studying in Lima to be a zoologist. She and her mother were on their way to Pucallpa in the Peruvian rain forest, to spend Christmas with Juliane's father, who was working there.

The plane was flying over the jungle, when it was engulfed in a fierce thunderstorm. It was shaken violently for about twenty minutes, then, suddenly



1 Read the article and answer the questions.

- Where was Juliane going and why?
- What do you think happened next?

2 Guess what happened next. Complete the sentences, then listen and check.

- The plane was struck by ...
- There was an enormous ...
- The plane ...
- Juliane fell ...
- She crashed into ...
- Amazingly, she ... with just minor ...

3 In pairs, discuss the questions.

- How did Juliane manage to survive alone in the jungle for ten days?
- What kinds of problems do you imagine she had?
- What would you do in that situation? How would you feel?

PRONUNCIATION /ʌ/ (u as in jungle)

4 Answer the questions.

- How many words with this sound can you find in the text in exercise 1?
- How many can you find in this exchange?
How much money have you got? Just enough for lunch!



More practice? page 147

5 Work in pairs. You are about to hear a radio interview with a writer who has just written a book about Juliane's experience. Which words do you think you might hear? Why not the other words?

alligator berry bus canoe cinema egg fly
hamburger heat hut injury insect mobile phone
mosquito piranha road skin snake stream sweet

6 Listen to the interview and check your predictions.

7 Write out the words from exercise 5 in the order in which you heard them. Listen again and check.

8 Look at the expressions in Face 2 Face. Turn to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



- I bet
- bound to
- It doesn't bear thinking about.

Dialogues page 146

9 Work with a partner. Use your list of words in exercise 7 to retell Juliane's story.

10 Listen again to compare your version of the story.

YOUR TURN TO SPEAK

11 In small groups, agree on a shortlist of ten useful things that you would need to survive in the jungle and reach safety.

- Give reasons for your ideas – remember you have to be able to carry them!
- What things wouldn't be helpful?
- Compare your ideas with other groups.

Express yourself

Arguing for something
I think ... would be useful because ...
If we had ..., we could ...
I don't think we could do without ... because ...

Arguing against something
There'd be no point having ... because ...
... would be a waste of time.
... might be useful, but ...

Warmer

With books closed, write *All alone in the jungle* on the board, and invite students to list reasons why someone would find themselves in such a situation. Choose two or three which show potential, and ask the class to expand on the idea. Encourage them with questions such as *How did he / she get lost? Where were they going? What happened in the end?*

- 1 Tell students to cover the page below the article before reading the text, so that they aren't influenced by the sentence stems in exercise 2. Ask the questions in exercise 1 orally, and elicit a simple, one-sentence answer for question 2, e.g. *The plane began to descend rapidly.*

Answers

- 1 She was going to Pucallpa in the Peruvian rain forest, to spend Christmas with Juliane's father.
- 2 Students' own answers

- 2 1.17 **Transcripts page 78** Remind students that the plane was in a thunderstorm. Elicit that in item 6, *Amazingly* means 'despite expectations'. Invite students to read out their sentences before playing the audio.

Answers Students' own answers

- 3 Point out that in question 2, students should think about other problems that Juliane might have encountered, rather than discuss those mentioned in the text.

Answers Students' own answers

- 4 Remind students that in English, sounds do not always relate to spelling. Write *good* and *moon* on the board, and ask them which *oo* sound is the same as the *u* in *jungle* (*good*).

Answers

- 1 among, studying, mother, jungle, engulfed, thunderstorm, suddenly
- 2 How much money have you got? Just enough for lunch!

- 5 Write on the board: *We might hear ... , We're likely to hear ... , We aren't likely to hear ...*. Encourage students to use these expressions in their pairs.

Answers Students' own answers

- 6 1.18 **Transcripts page 78** Remind students that *downstream* is one word, and therefore does not count as an example of *stream*. Point out that they should be careful to only listen for the words in the interview which appear as individual items, and not as part of a longer word.

WORDS TO KNOW

Check that students know the following words: *ordeal*, *countless*, *downstream* and *itch*. Elicit a definition of each.

Answers Students' own answers

- 7 1.18 **Transcripts page 78** Advise students to write both the singular and plural forms of the word if the plural form is used in the interview.

Answers

road(s), stream, heat, snake(s), alligator(s), piranha(s), sweet(s), berry (berries), insect(s), mosquito(es), fly (flies), egg(s), skin, canoe, hut, injury (injuries)

- 8 1.19 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 146, ask them which one means:
I should imagine that ... (*I bet*)
almost certain to ... (*bound to*)
That's a very difficult situation. (*It doesn't bear thinking about.*)
Ask students if there's an equivalent in their own language.

Answers

- 1 bound to
- 2 It doesn't bear thinking about.
- 3 I bet

- 9 Write this sentence on the board: *Following a plane crash, Juliane Koepcke managed to survive alone in the jungle for ten days.* Tell students to continue from this point.

Answers Students' own answers

- 10 1.18 **Transcripts page 78** Check that students have used tenses correctly.

Answers Students' own answers

- 11 1.20 The expressions in *Express yourself* are available to listen to. Refer students to the *Express yourself* box and encourage them to use as many of the expressions as possible.

Answers Students' own answers

Fast finishers

Ask fast finishers to write a paragraph containing advice about what to take and what not to take on a jungle expedition. They could also include advice on how to deal with other risks that might be encountered, drawing on the discussion in exercise 3.

1 Read the *Study Skill* and follow the instructions.



Predicting what a text is about

- 1 Look at the pictures, the title and the first sentence. What do they tell you?
- 2 Look quickly through the whole text. Which are the key words?

2 Discuss the questions with a partner. Then read the article to check and find out more.

- What do you know about the Amazon River?
- Why do you think someone would want to swim it?
- What do you think the dangers might be in undertaking such an adventure?

THE BIG RIVER MAN



Long-distance swimmer Martin Strel was born in Slovenia on 1st Oct 1954. As a child he had always wanted to become a gymnast but then he grew too big. His coach used to tell him he was a born swimmer, so Strel decided to follow his advice and take up swimming. Now he swims the longest rivers in the world to raise awareness for clean water. His motto is: 'Swimming for peace, friendship and clean waters.' He has swum the entire length of the Mississippi, the Danube and the Yangtze, and in 2007, he became the first person to swim almost the entire length of the Amazon. [1]

Amazonian people don't swim in the Amazon if they can avoid it. Apart from being extremely polluted, it is home to some very nasty creatures: piranhas, electric eels, stingrays, anacondas, poisonous snakes, crocodiles and giant catfish. Even bull sharks. But perhaps the most vicious of all is a little fish called the candiru, which gets inside your body and feeds off your blood. [2]

But in spite of the dangers, on the morning of 1st February 2007, in Atalaya in Peru, Strel walked bravely into the water. It had been raining hard overnight, which was good news, as it would make the current flow faster and help him on his way. To protect him from the candiru, he was wearing a wetsuit, but that would not work against other dangers in the water. [3]



For the next 66 days, Strel would swim for hours, all day every day, with a short break for lunch and a few hours of sleep on the boat at night. The water was black and murky. He could hardly see his arm in front of him.

As he was swimming, he would have imaginary conversations with his daughter, so that he didn't think too much about what might be lurking in the water below him. [4]

In the end, one of the biggest problems was not anything actually in the water, but what was above him. It had been raining non-stop for days, causing the worst flooding in the Amazon for 100 years. Tarantulas, scorpions, millipedes, ants and wasps were knocked off the leaves on the trees and fell into the water where they stung him. And if that wasn't enough, large black birds attacked his face and the sun burnt him so badly that he had to wear a pillowcase over his head, with slits for his eyes and mouth for protection. [5]

But finally, on 7th April 2007, after a gruelling journey, Strel crossed the finishing line at Ponta De Pedras in Brazil. He was completely exhausted but he had completed what was possibly the longest and most dangerous swim in human history. [6]



Warmer

With books closed, ask: *What do you know about the Amazon River?* Put students into pairs and give them two minutes to write down as many ideas as they can. Bring students' ideas together as a class.


- 1 Encourage students to say why certain words jump out at them, e.g. whether they are words that are unfamiliar or words that sound more exciting.

Answers

Students' own answers

Teaching tip

Tell students that the title of a text does not always act as a summary, but may highlight part of the text. Refer students to the article on page 18 (*What a choice!*), which relates to the original choice given to Tania Aebi, rather than to the round-the-world solo trip she made.

- 2  1.21 The text is available to listen to. Encourage students to think of the kinds of natural and environmental dangers that might affect someone swimming in the Amazon River, rather than walking through the jungle as Juliane Koepcke did.

Answers

Students' own answers

3 Six sentences have been removed from the article. Complete the gaps with sentences A–G. There is one extra sentence which you do not need.

- A Piranha would be able to bite through it easily.
- B He had made it.
- C He looked very strange but he didn't care.
- D This strategy helped keep them away.
- E It's called the vampire fish for a good reason.
- F It would be a journey of 5,268 kilometres.
- G If he did that he was in danger of giving up.

4 Are the statements true or false? Justify your answers with information from the article. Correct the false statements.

- 1 Martin Strel swims for the sheer pleasure of it.
- 2 Amazonian people don't swim in the Amazon because of the fast currents.
- 3 The recent heavy rainfall was both an advantage and a disadvantage for Martin.
- 4 His wetsuit protected him from the very worst threat in the water.
- 5 Martin would imagine what was in the water to distract himself from swimming.
- 6 His face was burnt by the sun, stung by insects and attacked by birds.
- 7 Martin had no energy left when he completed the swim.

5 Discuss the questions in small groups.

- 1 Would you ever want to swim the Amazon, or any other river?
- 2 What were the worst things for you about Martin's swim?
- 3 Would you be prepared to do the following to raise money for a good cause? Why / Why not?
 - Run a marathon
 - Do a sponsored walk or bike ride
 - Shave off all your hair

VOCABULARY Common abstract nouns & related words

6 Create nouns from the following adjectives and verbs. Then add them to the table.

big cold deep dry fast hard hot loud see
smell strong taste touch weigh wide young

+ -th	+ -t	+ -ness	+ -ing	same	different
long – length	high – height	soft – softness	hear – hearing	quiet – quiet	old – age

7 Use the correct form of words from exercise 6 to complete the sentences.

- 1 Tania Aebi's boat was quite small: just ten metres ...
- 2 She was often ... and miserable on her journey, but she was determined not to lose ... of her goal.
- 3 Mark Beaumont's backpack ... 81 kilos, so he had to have a lot of ... to carry it so far.
- 4 One of Juliane's problems was the tremendous ... in the jungle.
- 5 People were amazed at the ... of time she'd survived.
- 6 How deep is the Amazon? I've no idea of its ... , or how ... it is from bank to bank.
- 7 I don't think Granddad ... you. You need to speak a bit ... His ... isn't very good these days.

8 Correct the ten mistakes in this conversation at an airport check-in desk. Then listen and check.

- A: Could I sight your hand luggage, please?
B: Yes, it's just this case. I know it's the right big: 55 cm height, 40 cm width and 20 cm depth.
A: Hmm. It looks too weigh to me. Put it in the box, please.
B: OK. You see! It fits, look!
A: Only just. Would you mind putting it on the scales?
B: Um ... it weights quite a lot and I'm not very strength. There you go. Oh!
A: 25 kilos! That's underweight, I'm afraid. The maximum heavy is 10 kilos.
B: Oh dear.

VERB ZONE

give up cope with keep up
set out take on

9 Match the verbs with the definitions below.

- 1 decide to do something challenging
- 2 stop doing something when it becomes difficult
- 3 start a journey
- 4 maintain or continue to do something
- 5 deal with a difficulty successfully

10 Complete the sentences with the verbs in the correct form.

- 1 Christopher Columbus ... on his first voyage across the Atlantic in 1492.
- 2 I was finding my classes easy so I decided to ... some extra work.
- 3 She never considered ... , even when she was cold and hungry.
- 4 How can I ... my French during the holidays? I don't want to forget it!
- 5 What's the most difficult problem you've had to ... ?

11 In pairs, turn to page 150 and discuss the questions.

3 Tell students that they need to work out what the pronouns *it* and *them* in sentences A–G relate to in the article.

Answers

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

4 Get students to underline the relevant information in the article before writing out their answers in full.

Answers

- 1 False (He swims to raise awareness for clean water.)
- 2 False (It is polluted and is home to some dangerous creatures.)
- 3 True
- 4 True
- 5 False (He imagined he was having conversations with his daughter.)
- 6 True
- 7 True

5 Monitor and check that students are mainly using past tenses when discussing question 2, and the conditional tense for question 3.

Answers

Students' own answers

Warmer

Refer students to the article on page 22. Tell them in pairs to write as many questions as they can using *How* + adjective, e.g. *How far did Martin swim?* The answers must be in the article.

6 Point out that some adjectives and verbs have more than one related noun form.


Answers

+ -th	+ -t	+ -ness	+ -ing	same	different
depth	drought	coldness		cold	size
strength	heat	dryness		smell	speed
width	sight	hardness		taste	
youth	weight	loudness		touch	

7 Tell students that they need to decide first whether the part of speech in each space should be a verb, adjective or noun.

Answers

1 long 2 cold ... sight 3 weighed ... strength 4 heat 5 length
6 depth ... wide 7 heard ... louder ... hearing

8  1.22 Ask students what the noun form of *heavy* is (*heaviness*) and write this underneath.

Answers

sight see; big size; height high; width wide; depth deep; weigh heavy;
weights weighs; strength strong; underweight overweight; heavy weight

9 Check if students recognize any of the multi-part verbs.

Answers

1 take on 2 give up 3 set out 4 keep up 5 cope with

10 Point out that students may need to use the verb in different tenses.

Answers

1 set out 2 take on 3 giving up 4 keep up 5 cope with

11 Encourage students to use the multi-part verbs in their discussion.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 14, exercises 4–6

Vocabulary Consolidation Worksheet: page 15, exercises 4–6



We use the past perfect continuous for an action or situation that had continued up to a particular moment in the past, or stopped shortly before it.

It had been raining hard overnight when Martin walked into the water.

I'd been feeling really nervous about my trip.

We also use the past perfect continuous to talk about how long something had happened before a particular moment in the past.

She had been planning the journey for weeks before she set out.

How long had Juliane been walking when she found the boat?

Grammar reference page 114

1 Complete sections 1–6 using the past perfect continuous. Then match them with A–F.

- | | |
|----------------------------------|--|
| 1 They / wait / ages / bus | A but then he broke his arm. |
| 2 We / look forward / concert | B shortly before the house burnt down. |
| 3 I / wonder / how / tell / him | C but it turned out that he already knew. |
| 4 She / think / give up / job | D then three turned up at the same time. |
| 5 He / train / marathon / months | E but it was cancelled at the last minute. |
| 6 She / play / matches | F when she was fired. |

2 Complete the sentences. Use the verbs in the past perfect continuous or simple. Then use your own ideas.

cry fall leave look wait

- Emma's eyes were very red. She ... because ...
- Louis was excited. He ... forward to ... for weeks.
- My brother's leg was in plaster. He ... off ... two weeks earlier.
- They ... for ... for ages. When it finally arrived, it was full.
- When I got home, I discovered that I ... my ... in the taxi.

3 In pairs, compare your answers in exercise 2.

4 Write possible explanations for the situations. What do you think had been happening?

The girls were looking really guilty and hiding their hands behind their backs.

Sasha was totally covered in mud.

My parents had obviously just changed the subject when I walked into the room.

The boys were looking tired and they were covered in scratches and bruises.

We use a variety of tenses to tell a story.

I was standing on the platform, about to begin my journey. I'd been planning it for months, and finally I was ready. My family had come to see me off. The train pulled into the station and I got in.

Grammar reference page 114

5 Write the correct form of the verbs in brackets.

On 2nd April 2008, British explorer Ed Stafford ¹ ... (set out) with just a backpack to walk the length of the Amazon River. Ed ² ... (want) to raise money to get people interested in the deforestation of the Amazon Rainforest. When he ³ ... (arrive) at the mouth almost two and a half years later, he ⁴ ... (walk) continuously for 859 days. He was accompanied by Peruvian forestry worker Cho Sanchez, who ⁵ ... (join) him three months into his journey. No one ⁶ ... ever ... (complete) the journey before.

Along the way, Ed and Cho ⁷ ... (encounter) piranhas, electric eels and deadly snakes. Wasps, bees, scorpions and ants all ⁸ ... (sting) them repeatedly. Most frightening of all, while they ⁹ ... (pass) a village in Peru one day, they were chased by angry people with machetes, shotguns and bows and arrows because they ¹⁰ ... (not ask) for permission to pass through the villagers' territory.

6 Imagine you are interviewing Ed Stafford. Complete the questions and answers with your own ideas.

- '... walking the length of the Amazon River a spur-of-the-moment decision?'
'No, I ... about it for a long time beforehand.'
- '... ever ... anything like it before?'
'Well, I ... expeditions into jungles for several years up to then. I ... never ... to the Amazon before, though.'
- 'What kinds of things ... to prepare for your journey?'
'I ... a lot of research online, and I ... sure I ... fit.'
- 'How ... at the end of the journey?'
'I ... to be disappointed, but instead I ... close to tears!'


7 Think of four other questions to ask Ed, then role play the interview, inventing answers where necessary.

8 Go to page 152. Read the text and correct the six tense mistakes.

9 Discuss the questions in pairs.

- Why did Henri end up in Devil's Island?
- Why do you suppose the island was considered impossible to escape from?
- How long had Henri been planning his escape before he got away?
- How do you think he escaped in the end?

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 114.
-  Visual grammar presentation

Warmer

Write on the board the expression *go / be outside your comfort zone*, and elicit that this means to try a new experience that we know will be difficult and / or dangerous. Write underneath: *People who go on dangerous trips are selfish, because they expect to be rescued if something goes wrong.* Ask students if they agree with the statement. In pairs or small groups, get them to list the reasons for and against doing dangerous things.

- 1 Advise students to read through all the options A–F before matching the sentence halves.

Answers

- 1 They had been waiting ages for the bus then three turned up at the same time. (D)
- 2 We had been looking forward to the concert but it was cancelled at the last minute. (E)
- 3 I had been wondering how to tell him but it turned out that he already knew. (C)
- 4 She had been thinking of giving up her job when she was fired. (F)
- 5 He had been training for the marathon for months but then he broke his arm. (A)
- 6 She had been playing with matches shortly before the house burnt down. (B)

- 2 Check that students understand *in plaster* (wearing the protective hard case that a doctor puts on your arm or leg if you break it).

Answers

- 1 had been crying 2 had been looking forward to 3 had fallen off
4 had been waiting 5 had left

- 3 Encourage students to ask follow-up questions to any interesting sentences, using a range of tenses.

Answers Students' own answers

- 4 Check understanding of *guilty*. Ask students where we usually find *mud* (on the ground in a garden or field).

Answers Students' own answers

- 5 Tell students that it is sometimes possible to use either the past simple or past perfect simple.

Answers

- 1 set out 2 wanted 3 arrived 4 had been walking
5 joined / had joined 6 had completed 7 encountered
8 stung 9 were passing 10 hadn't asked

- 6 Point out that *spur-of-the-moment* is an adjective meaning 'sudden, without planning'.

Answers

Suggested answers

- 1 Was ... had thought
- 2 Had you (ever) done ... had been going on ... had (never) been
- 3 did you do ... did ... made ... was
- 4 did you feel ... had expected ... was

- 7 Tell them to take it in turns to play each role, and invite pairs to perform their interview for the class.

Answers

Students' own answers

- 8 Remind students to pay attention to the sequence of events throughout the text.

Answers

Charniere was wrongly charged with a murder he ~~wasn't committing~~ hadn't committed.
One day, Henri ~~had sat~~ was sitting on the cliffs just as he ~~was doing~~ had done for months and months
He ~~was realising~~ realised that
He ~~had begun~~ began to form an idea
He ~~was making~~ made it to Venezuela

- 9 Encourage students to use the speculating language, e.g. *It's likely / possible that ...*, *He may have + past participle*. When checking answers, open up items 2 and 4 to a class discussion.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 38, exercises 4–6

Grammar Consolidation Worksheet: page 39, exercises 4–6

CHALLENGE

Do an interview with an adventurer

2

PREPARATION

- 1 Read the text about Karen Darke and suggest what the missing verbs are. Then listen and check.

In 1993, at the age of 21, Karen Darke ¹... a cliff on the Scottish coast, when she slipped and fell. She ²... her skull, her neck, her ribs and her arms in the fall. Worst of all, she ³... her back, which ⁴... that she was permanently paralyzed from the chest down. After the fall, as she ⁵... in a hospital bed for six months, she ⁶... her life was over. But it wasn't. In fact, in a sense, it ⁷... only just ... , and Karen ⁸... to overcome incredible physical and mental barriers to achieve some extraordinary things.



- 2 Work with a partner. Use the information and pictures to help you continue Karen's story.



- 3 Add at least two more words to each list.



DO THE CHALLENGE

- 4 You're going to prepare for an interview with an adventurer like Karen. Divide into pairs: an interviewer and an adventurer. Read the situation. Then follow the instructions in your role cards.

Student A is an adventurer who suffered a bad accident while engaged in an exciting activity. The accident changed their life. However, they managed to continue living an active life and achieved some extraordinary things.

ADVENTURERS ROLE CARD

Invent details of your life, or research details about a real person on the internet. The interviewer is going to ask you about:

- your life before the accident
- the accident – what happened and how it happened
- how it changed your life
- your achievements (particularly your greatest achievement)
- your plans for the future
- anything else that is interesting about your past, present and future

INTERVIEWERS ROLE CARD

Write questions for your interview with an adventurer. You want to find out as much as possible about:

- their life before the accident
- the accident – what happened and how it happened
- how it changed their life
- their achievements (what has been their greatest achievement?)
- their plans for the future
- anything else you would like to ask

- 5 Imagine you are on a radio or TV chat show. Do your interviews.

- The interviewer introduces and greets the adventurer.
- Be spontaneous. Ask more questions and give more information during the interview if it occurs to you.
- When you finish, round off the interview in a natural way.

FOLLOW UP


- 6 Work in different pairs: two adventurers and two interviewers.

- Take turns to tell each other the story of your lives or the lives of the adventures you interviewed.
- Discuss the similarities and differences between the stories.

In this lesson, students prepare and carry out an interview with an adventurer.

Warmer

Ask students if they have heard of the film *Touching the Void*, based on the real-life story of two friends. They were climbing in the Andes when one (Joe) suffered a broken leg. Initially, his friend (Simon) dragged him along, but they both started to fall, and Simon had to cut Joe's rope. Joe fell a long way, but over several days was able to crawl back to base camp, and survived. Invite students to take it in turns to be Joe or Simon, and have the rest of the class ask questions about the experience, using a range of past tenses.

- 1  1.23 **Transcripts page 78** Elicit or pre-teach *paralyzed* (unable to move). Point out that the missing verbs will be in a range of past tenses.

Answers

1 was climbing 2 injured 3 broke 4 meant
5 was lying 6 felt 7 had... begun 8 managed

- 2 Tell students to think of suitable verbs for each action, and elicit that the past simple is the most appropriate tense here. Encourage them to use linking expressions, such as *Firstly*.

Answers

Suggested answers

Firstly, in 1997, she cycled through mountains in Pakistan, using a special kind of bike. Then, in 2003, she travelled by kayak along the coast of Canada to Alaska, a distance of 2,000 km. In 2006, she skied 600 km across the Greenland ice-cap. Finally, in 2012, she took part in the London Paralympics, where she won a silver medal.

- 3 Go through lists 1–6. Point out that each list contains words that are the same part of speech, and ask students what these are (lists 1, 2 and 5 – nouns; lists 3, 4 and 6 – verbs). Tell them that they can use dictionaries for this activity.

Answers

Students' own answers

Extra activity

Using dictionaries, tell students to go through the words in exercise 3 again, and to write the related noun or verb forms, where possible. The related noun or verb must be able to be used in the same context as the original, e.g. *to coast* or *to desert*, which have meanings that are unrelated to the noun forms listed.

- 4 After deciding on their roles, have students prepare their parts individually. Encourage them to reuse suitable words or expressions from the text in exercise 1 and from exercise 3. Point out to 'adventurers' that they should not copy the details of Karen's life, injuries or achievements. Stress that both roles require additional input from students, and draw their attention to the final bullet point on each role card.

Answers

Students' own answers

- 5 Have students practise their interviews in pairs first. Then set two chairs at the front of the class, at an angle to each other. Elicit phrases that an interviewer might use to introduce a guest, and write these on the board, e.g. *Today, we are very fortunate to have a special guest ... or I'd now like to introduce ...*. Point out that, for a TV chat show, an interviewer might say *Ladies and gentlemen, please welcome ...*. If the interview is for TV rather than radio, you could then have the class applaud when the adventurer is introduced. Invite two or three stronger pairs to perform their role plays.

Answers

Students' own answers

- 6 Ask all the 'adventurers' to raise their hand. Get each interviewer to move so that they are sitting next to an adventurer. Ask the class to arrange their chairs so that each new pair of adventurers / interviewers is facing another pair, forming a group of four. Tell them to discuss their experiences as an adventurer, or to describe those of the adventurer they interviewed. Circulate and monitor. Encourage students to ask further questions, whether for clarity or out of interest. At the end, have each group give a summary of the similarities and differences between the stories they discussed.

Answers

Students' own answers

Fast finishers

Choose one of the stories related by a member of your group. Write about their life before the accident, the nature of the accident and their achievements since.

 **Express yourself**
Being strongly in favour of something

I think that's a brilliant idea.
I can't imagine anything more exciting.
I can't imagine anything I'd rather do more.
I totally support the idea / everything you're doing.

Being strongly against something


I can't imagine anything worse.
You can't be serious.
That is the most ridiculous thing / idea I've ever heard.
Absolutely not.

Expressing disappointment


That's a great shame.
It's a pity that you won't ...
I had hoped you might change your mind.
I would have hoped you might show a little more support.

A POLAR EXPEDITION





- 1  You are going to hear three people talking about an expedition to the South Pole. Before you listen, discuss the questions.

- How would you react if a friend suggested going on a potentially dangerous expedition or adventure holiday?
- What would be the most important things to consider before agreeing to take part?
- Who do you think are the most adventurous people in the class?

- 2  Listen to Part 1 of the conversation. Which of the following is correct?

- 1 Catherine, Jane and Amanda are all old friends.
- 2 Catherine and Jane are friends, and Catherine met Amanda recently.
- 3 Catherine and Amanda have been friends for a long time, but Amanda doesn't know Jane.

- 3  Now listen to Part 2 of the conversation. What is the most surprising thing that Jane discovers when she talks to Amanda on the phone?

- 4  Now listen to both conversations again and complete the sentences.

- 1 Catherine and Amanda have recently ...
- 2 Amanda is looking for women who ...
- 3 Jane thinks the idea is ...
- 4 Jane is surprised when Amanda calls her because ...
- 5 Amanda's reason for organizing the expedition is that ...

VOCABULARY

- 5 Read the sentence from the dialogue. Then complete sentences 1–5 using a noun form of the underlined words. Note that one of them has two forms.

Amanda: The point is to show how adventurous and resourceful a group of inexperienced but determined women can be.

- 1 The trouble with you, Jane, is that you have no sense of ...
 - 2 We can't do it, we simply don't have the money or ... that we need.
 - 3 Her first marathon was hard, but she showed great ... and managed to complete it.
 - 4 In a dangerous situation like that, you really need people with lots of ... around you.
 - 5 Their achievement shows just what you can do if you use all your imagination and ...
- 6 Choose one expression from each of the lists in *Express yourself* and expand it to give it a context.


I can't imagine anything worse than travelling to the South Pole with a group of people I don't know.

YOUR TURN TO SPEAK

- 7  Work in groups of three and read the information.

Student A: You are organizing an incredibly dangerous but very exciting expedition. Decide where you are going to, and some details about the expedition. Why is it such an exciting opportunity? How can you persuade your friends to join you?


Students B and C: Your friend is organizing an expedition, but you don't know anything about it. Think of some questions to ask him / her about it.

- 8  Imagine you have met to discuss the expedition. Role play the situation.

So Lucas, what's this I hear about you organizing an expedition? ...


Warmer

Refer students to the photo on page 26. Ask them where they think it is. Write the following headings on the board: *Landscape, Climate, Food and drink, Everyday activities*. Go around the class, asking students to say something about one of the categories. Tell them to guess if they aren't sure. Ask them whether they would like to visit, eliciting a range of reasons why / why not.

 **1.24** *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.


- 1 Point out that the *potentially dangerous expedition* mentioned in the first bullet point may not necessarily be to the South Pole. Elicit other kinds of expeditions or adventurous trips.

Answers Students' own answers

- 2  **1.25** **Transcripts page 78** Ask students to give evidence for their answer.

Answers

2 Catherine and Jane are friends, and Catherine met Amanda recently.

- 3  **1.26** **Transcripts page 79** Elicit the two phrases that Jane uses to express surprise (*I'm lost for words. That just takes the biscuit!*). Point out that both are fixed expressions.

Answers

She is most surprised by the fact that Amanda isn't actually going on the expedition herself.

- 4  **1.25** and **1.26** **Transcripts page 78–79** Tell students that they should use words and expressions from the dialogue where possible, but that they may need to paraphrase.

Answers

Suggested answers

- 1 ... been to / attended a lecture about an expedition to the South Pole.
- 2 ... are interested in the adventure of a lifetime.
- 3 ... foolish.
- 4 ... she didn't realise that Jane had her number.
- 5 ... she wants to write an article about it.

- 5 Tell students to try to do this exercise without dictionaries, if they can. Point out that the expression *The trouble with ... is that* is used to introduce a criticism of a person or thing.

Answers

- 1 adventure
- 2 resources
- 3 determination
- 4 experience
- 5 resourcefulness

- 6 Read the example and point out the use of the *-ing* form after *than*. Mention that this expression can also be followed by a noun.

Answers Students' own answers

- 7 Make sure that the three students work together, as Student A will have the most to say. Tell them to list the advantages and disadvantages of the trip before preparing the roles. Point out that Student A will need to make it sound as attractive as possible, and encourage Students B and C to take a much more realistic position.

Answers Students' own answers

- 8 Advise students to use expressions from the *Express yourself* box. Monitor and check.

Answers Students' own answers

Fast finishers

Play the audio for the *Express yourself* box. Draw attention to the pronunciation and intonation required for the three different functions, and have students practise chorally. At random, shout out *in favour, against* and *disappointed*, and invite individual students to choose and say one of the expressions in the appropriate list.

WRITING

A review

- 1  Work in pairs. Can you remember what happened to Juliane Koepcke in 1971?
- 2 What became of her afterwards? Read and find out.

Juliane Koepcke recovered fully from her injuries after her ordeal in the jungle, and was finally able to return to Germany to go on with her studies. Following in her parents' footsteps, she got a PhD in zoology in 1987 and is now a mammologist, specializing in bats! Her experience in the jungle was the subject of two films: *Miracoli Accadono Ancora* (Miracles Still Happen), a US/Italian film made in 1974, and *Wings of Hope*, a film directed by German director, Werner Herzog, made in 2000.

- 3 Read a review of the 1974 film about Juliane. What did William like and not like? What is his overall opinion?



What a disappointing experience! This could have been an excellent film, because it's incredible to think that anyone could actually survive a plane crash like that. The story of a young girl fighting to stay alive in the rain forest, surrounded by wild animals and insects, is **absolutely** amazing.

But in spite of such promising material, the film was unbelievably awful. The special effects were **utterly** ridiculous and the plane crash was, quite frankly, a joke. It was like something out of *Thunderbirds*! As for the music, it was **completely** inappropriate for the mood of the film. The camera work was terrible too and there were strange flashbacks all the time. The whole thing just looked and felt **quite** amateur.

And then – after all that – the film ended suddenly. There was no proper ending. I **really** wanted to know what happened afterwards but I was left **totally** in the dark.

In fact, the only good feature of the film was the acting. Susan Penhaligon is a superb actor and she gave a great performance as Juliane.

All in all, the film was a huge disappointment. I felt **rather** let down and I wanted my money back! I wouldn't bother to go and see it if I were you.

William from Weymouth, UK

WRITING SKILL

Modifiers

- 4 Look at the highlighted words in the text. What is their function? Can you think of any more words like these?
- 5 Classify the modifiers in the text.

Very strong:
Not very strong:

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 6 Choose a film you have seen recently. Make notes.

Background information
Things you liked
Things you didn't like
Would you recommend it? Why / Why not?

WRITE NOW

- 7 Write a report.
 - 1 Use William's review as a model.
 - 2 Use your notes from exercise 6 and the framework below. You can add your own ideas.
 - 3 Use modifiers to express how strongly you feel.

Paragraph 1 – introduction to the film

I recently saw the film (name of film), *directed by* (director's name), *with* (names of actors), *It was about* (subject), *I thought it was* (adjective + -ing).

Paragraphs 2 / 3 / 4 – your opinions

What I really liked / didn't like about the film was ...
The story / beginning / ending was ...
The acting / camera work / music / photography was ...
The special effects / action sequences / love scenes / flashbacks were ...

Final paragraph – conclusion

All in all, I was very (adjective + -ed).
I would / wouldn't recommend it to ...

CHECK AND CORRECT

- 8 Check and correct your review.
 - 1 Check that you've used modifiers correctly.
 - 2 In pairs, swap your reviews and check each other's work.

Warmer

If you used the Warmer activity for the Challenge lesson (page 73), refer to the film *Touching the Void* again. If not give or elicit a brief synopsis. Put students in groups and get them to imagine how the story continued when Joe eventually reached base camp. Ask: *Had Simon already left the base camp? Did Joe meet some other climbers? How did he get back to the local town?*

Ask students to present their stories, and have the class vote on the most interesting one.

- 1 With books closed, invite one student to give a fact that they can remember about Juliane Koepcke before putting them in pairs.

Answers Students' own answers

- 2 Still with books closed, ask students to give ideas about what may have happened to her after the accident. Then have them read the text to check if they were right.

Answers

She recovered and returned to Germany, where she got a PhD in zoology. Two films have been made about her.

- 3 Point out that to describe something as a joke does not mean that it is funny, but rather is a comment expressing criticism.

Answers

He didn't think it was very good and he felt disappointed by it.

Extra activity

Write two headings on the board: *Positive* and *Negative*. Write underneath the words *amazing* and *disappointing*, respectively. Ask pairs of students to think of further examples of adjectives that could be used when reviewing a film. Then ask a member of the class to say one of their words and invite a different student to write it under the correct heading.

- 4 Tell students that they need to determine how the item is used in the sentence. Elicit that they should look at what comes immediately before and after the word.

Answers

They change the strength of a noun, adjective or verb.
Other examples: a bit, fairly, pretty, slightly, very, extremely.

- 5 Point out that the words have different stress patterns.

Answers

Very strong: absolutely, utterly, completely, really, totally
Not very strong: quite, rather

Fast finishers

Ask students in pairs to write five sentences, each including a modifier. Tell them that the sentences must make it clear how strong the modifier is. Tell them that they can use their own opinions or experiences, if they prefer. Monitor and check.

- 6 Encourage students to choose a film that they have a very positive or negative opinion of. However, mention that there can be elements that they feel less strongly about.

Answers Students' own answers

- 7 Give students the following checklist to help them complete their reviews:
 - *Does your review begin with an introduction?*
 - *Have you included background information about the film's content or subject?*
 - *Have you mentioned what you liked and didn't like about the film?*
 - *Does your review include modifiers?*
 - *Does your review end by saying whether you would recommend the film?*

Answers Students' own answers

- 8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers Students' own answers

Fast finishers

Rewrite your review from the point of view of someone with the opposite opinion to yours.

 1.17 Student's Book page 21, exercise 2

On 24th December 1971, LANSA Flight 508 took off from Lima Airport, Peru, with 93 passengers on board. Among them was seventeen-year-old Juliane Koepcke, who was studying in Lima to be a zoologist. She and her mother were on their way to Pucallpa in the Peruvian rain forest, to spend Christmas with Juliane's father, who was working there.

The plane was flying over the jungle, when it was engulfed in a fierce thunderstorm. It was shaken violently for about twenty minutes, then, suddenly ... , it was struck by lightning. A fuel tank caught fire, there was an enormous explosion and the plane disintegrated. Juliane, still belted into her seat, fell three thousand metres through the air and crashed into the jungle.


Amazingly, she survived, with just minor injuries: a broken collarbone, a nasty cut in her foot, and the loss of sight in one eye. She felt terrible and she was exhausted ... but she had survived the plane crash. She was alive! And she was all alone in the Amazon jungle ...

 1.18 Student's Book page 21, exercises 6, 7 and 10

I = Iris, D = Dan

- I Good afternoon, listeners, and welcome to this week's Super Survivors. Some of you may remember the story of the terrible plane crash in the Amazon in the early 70s where a young woman managed to survive alone in the jungle for ten days before being rescued. Well, I'm talking today to Dan Crosby, who has just written a book about surviving terrible ordeals. In one of his chapters, he explores just how Juliane managed to stay alive for so long. Welcome to the show, Dan.
- D I'm delighted to be here, Iris.
- I So Juliane was able to survive alone in the jungle for ten days, right? And she was only 17, wasn't she? So how on earth did she do that?
- D Well, it's worth remembering that Juliane's family had lived in the Peruvian jungle for years and her father had made sure she learned survival skills. He had told her countless times: 'Rivers are the roads of the jungle. Do all you can to find a river and follow it downstream. It's bound to lead you to people eventually.' So that's what she did. She followed a small stream. And of course, she was able to drink the water too, otherwise she'd almost certainly have died.
- I It wasn't easy for her though, was it?
- D No, it was terrible. The heat was tremendous. There were dangerous animals, too – snakes, alligators and piranhas – but she knew to make a lot of noise to scare them off.
- I Did she have anything with her at all?
- D Just a bag of sweets. She ate one from time to time to make them last. But she was careful not to eat brightly-coloured berries.
- I What ... because they could be poisonous?
- D Yes, absolutely. They look delicious but they can kill you.
- I Hmm. So ... what was the worst thing?
- D The insects, definitely. Both mosquitoes and flies. She had mosquito bites all over, which itched terribly, and there were nasty big flies which stung her and laid their eggs under her skin.
- I Oh that's disgusting.
- D Yes, horrible. She had to cut the eggs out with a piece of metal. It was a very courageous thing to do, but if she hadn't done it the wounds could have become infected.
- I Ouch! It doesn't bear thinking about. So how did she get help in the end then?
- D Well, eventually, after she'd been walking for ten days, she saw a canoe near a hut. So she sat down and waited, and several hours later, the people came back.

- I I bet they were amazed to find her!
- D Yes, and astounded that she'd survived for so long. After they'd treated her injuries, they took her down the river in their canoe. That was a seven-hour journey in itself. And finally she was flown to hospital in Pucallpa, where her father was waiting for her. Against all the odds, she had survived!
- I Incredible!


 1.22 Student's Book page 23, exercise 8

A = Attendant, P = Passenger

- A Could I see your hand luggage, please?
- P Yes, it's just this case. I know it's the right size: 55 cm high, 40 cm wide, and 20 cm deep.
- A Hmm, it looks too heavy to me. Put it in the box, please.
- P OK. You see! It fits, look!
- A Only just. Would you mind putting it on the scales?
- P Um ... it weighs quite a lot and I'm not very strong. There you go. Oh!
- A 25 kilos! That's overweight, I'm afraid. The maximum weight is 10 kilos.

 1.23 Student's Book page 25, exercise 1

In 1993, at the age of 21, Karen Dark was climbing a cliff on the Scottish coast, when she slipped and fell. She injured her skull, her neck, her ribs and her arms in the fall. Worst of all, she broke her back, which meant that she was permanently paralyzed from the chest down. After the fall, as she was lying in a hospital bed for six months, she felt her life was over. But it wasn't. In fact, in a sense, it had only just begun, and Karen managed to overcome incredible physical and mental barriers to achieve some extraordinary things.

 1.25 Student's Book page 26, exercises 2 and 4

J = Jane, C = Catherine, A = Amanda

- J Catherine! Over here!
- C Oh, hi Jane, sorry to keep you waiting.
- J That's OK.
- C Jane, can I introduce you to Amanda?
- A Hello, Jane.
- J Hi, Amanda.
- A Catherine has told me all about you.
- J Has she? What did she tell you?
- A She said you were the adventurous type.
- J Adventurous? Me?
- C Jane, Amanda and I met last week at the Geographical Society.
- J Really?
- C Yes, it was a lecture about an expedition to the South Pole.
- J Interesting ...
- C And Amanda has come up with the most wonderful idea.
- A Yes. I'm looking for a group of woman who are interested in the adventure of a lifetime.
- J And what's that?
- A Going on a women-only trip to the South Pole.
- J What??
- C Isn't it a great idea?
- J How are you planning to get there?

- A The same way as the man who gave the lecture. With a team of dogs.
- C Isn't it the most wonderful idea you've ever heard?
- J Are you planning to take some experienced guides with you?
- A Oh no, this will be much more adventurous than that.
- C What do you think, Jane? Would you like to take part?
- J Me?? You can't be serious!
- C I am serious. I can't imagine anything more exciting.
- J I can't imagine anything worse. I have no experience of anything like that.
- A Oh, that isn't a problem. Everyone will be in the same boat from that point of view. The point is to show how adventurous and resourceful a group of inexperienced but determined women can be.
- J I can't believe what I'm hearing. Catherine, you aren't planning to be part of this, are you?
- C Of course! It's the most wonderful idea I've ever heard. Think of the sense of achievement. Think of the stories you'll be able to tell when you get back.
- J IF you get back!
- A Jane, think about it and maybe you'll change your mind.
- J I doubt it!

 1.26 Student's Book page 26, exercises 3–4

J = Jane, A = Amanda

- J Hello, Jane Hamilton.
- A Hello, Jane, this is Amanda.
- J Oh. How did you get my number?
- A Catherine gave it to me.
- J Hmm.
- A I was wondering if you'd changed your mind about the expedition.
- J No, I haven't. I think it's a foolish idea.
- A Well, that's a pity. I'm sorry you feel that way. I had hoped you might show a little more support for what your friend wants to do.
- J Amanda, I'm Catherine's best friend. I totally support everything she does. But ...
- A I mean, it will be the most wonderful experience. I'd go like a flash if I had the chance.
- J What did you say – if you had the chance ... Aren't you going?
- A Oh no! I'm much too old to go. I just want to write an article about how they get on.
- J Huh!! I'm lost for words. That just takes the biscuit!

Workbook page 18

- 1 B
- 2 1 K 2 E 3 Z 4 E 5 K 6 Z
- 3 1 He was interested in the film crew's equipment.
2 He wants to return home and help his tribe survive in the modern world.
3 They hadn't seen each other since her husband had left for England on his own.
4 Living in such a wet climate, without her family
5 A group of Spanish talent scouts came and watched him play.
6 Eto'o is his hero and compatriot.
- 4 1 single-handed 2 sole 3 alone 4 lonely
- 5 Students' own answer

Workbook page 19

- 6 1 challenge 2 voyage 3 dilemma 4 goal 5 journey
- 7 1 damaged 2 avoid 3 suffers from 4 crossed
5 learnt 6 Faced 7 encountered 8 enjoyed
- 8 1 boredom
2 challenging
3 enjoyable
4 experienced
5 equipment
6 protective
- 9 1 J 2 I 3 H 4 D 5 A 6 B 7 G 8 E 9 F 10 C 11 K
- 10 1 castaways 2 cargo ship 3 sinks 4 drowns 5 shipwreck
6 drifting 7 lifeboat 8 raft 9 oars 10 seasick 11 washes up

Workbook page 20

- 1 1 had already retired
2 had found
3 had always dreamt
4 got on
5 invited
6 collapsed
7 took
8 said
9 had suffered
10 was crossing
11 hit
12 went
13 spent
14 finally left
15 returned
16 fired
17 had missed
18 soon got
- 2 1 Carl was jogging in the park when a dog bit him.
2 My horse stumbled over a rock when I was galloping across the fields.
3 We saw many exotic animals while we were trekking through the jungle.
4 Alice sprained her ankle when she ran the race.
5 My mother was having dinner when the phone rang.
- 3 Students' own answers
- 4 1 Although it was bitterly cold, they went for a walk. / They went for a walk although it was bitterly cold.
2 In spite of losing the first few games, she remained positive. / She remained positive in spite of losing the first few games.
3 Even though he had worked hard, he didn't get the promotion. / He didn't get the promotion even though he had worked hard.
4 Despite suffering a lot of setbacks, she managed to finish the race. / She managed to finish the race despite suffering a lot of setbacks.
5 In spite of Juan being afraid of heights, his mother took him to the Eiffel Tower. / Juan's mother took him to the Eiffel Tower in spite of him being afraid of heights.

- 5** 1 Despite his qualifications, he didn't get the job.
Despite being highly qualified, he didn't get the job.
2 In spite of her tiredness, Amelie couldn't sleep.
In spite of being tired, Amelie couldn't sleep.
3 Despite getting injured, Sami was able to get back to the base camp.
Despite his injury, Sami was able to get back to the base camp.
4 In spite of their planning, a lot of things went wrong.
In spite of planning the expedition carefully, a lot of things went wrong.
- 6** Students' own answers

Workbook page 21

- 1** A dive mask
B wetsuit
C flippers
D snorkel
E coral reef
F fangs
G jellyfish
- 2** clothes
glasses
snakes
turtles
- 3** 1 sun cream
2 wetsuit
3 optically corrected
4 touch (or step on)
5 your distance
6 colourful coral
7 really bad sting
8 sea
9 look at them directly
- 4** 1 you don't want to get burnt
2 wetsuits, flippers
3 wear their lenses underneath the mask
4 you can swim along with them; they are shy and easily scared
5 they tend to keep away from people
6 it might see its own reflection in the mask and follow you around
- 5** Students' own answers

Workbook page 22

- 1** 1 From Afghanistan to Pakistan on foot and by lorry.
2 From Pakistan to Iran by pick-up truck.
3 From Iran to Turkey by bus, on foot and by lorry.
4 From Turkey to Greece in an inflatable dinghy.
5 From Greece to Italy by cargo ship.

Workbook page 23

- 2** brave, independent, lucky, persistent, resourceful
- 3** 1 C 2 B 3 D 4 A 5 B 6 C
- 4** 1 His mother took him to Pakistan from Afghanistan.
2 People traffickers took him from Pakistan to Iran and then from Iran to Turkey.
3 Some Greek people helped him get to Athens.
4 His friend in Italy put him in touch with the Office for Foreign Minors and later with an Italian family.
5 Fabio Geda is a journalist who told Enaiat's story.
- 5** depth, hearing
- 6** 1 heat, cold 2 strengths 3 taste, smell
4 weight 5 youth 6 lengths
- 7** give up, cope with, keep up, set out, take on

- 8** 1 took on
2 to cope with
3 set out
4 to keep up
5 gave up

Workbook page 24

- 1** 1 had gone 2 had been writing 3 had left
4 had been fighting 5 had been standing 6 had left
- 2** 1 We had only been playing tennis for half an hour when it started raining.
2 Natasha was exhausted because she had been studying all day.
3 It had been raining for weeks when the river flooded.
4 Nellie had been trying to fix her computer herself for hours but she was not able to.
5 My uncle had only been working in the company for 3 months when he got a promotion.
6 My mother came home furious because she had been arguing with her boss all day.
- 3** Students' own answers
- 4** 1 left
2 had been planning
3 gave
4 was intending / intended
5 endured
6 suffered
7 faced
8 was crossing
9 defended
10 had been watching
11 were waiting
12 broke
13 fell
14 was fighting
15 starved
16 thought
- 5** 17 arrived
18 had been cycling
19 had covered
20 stayed
21 was helping out
22 took
23 returned
24 wrote
25 had kept
26 continued.

Workbook page 25

Extra Challenge

Suggested answers

- 1 What did you use to do in New Zealand?
2 What were you doing in 1982 / when the accident happened?
3 When were you rescued? How long was it before you were rescued?
4 What had happened to your legs?
5 What did you do / what happened on May 15 2006?
6 How high is Mount Everest?
7 What did you use for the ascent?
8 How did you feel about your achievement?
- 1 He was a mountain rescue guide.
2 He was climbing New Zealand's Mount Cook.
3 He was finally rescued after two weeks.
4 His legs had become so badly frostbitten that they had to be amputated below the knee.
5 He became the first ever double amputee to reach the summit of Everest.
6 Everest is 8,848 metres high.

- 7 He used specially adapted carbon-fibre, artificial legs.
8 He felt proud of his achievement.

Webquest

- 1 Joshua Slocum
- 2 Ralph Fiennes
- 3 No, the Amazon is the second longest river in the world. (The longest river is the Nile.)
- 4 Manaus
- 5 Tokyo
- 6 The whole world!

Gary & Greg Go Global

No, they're not looking at the same thing. Gary is looking at the water while Greg is looking at the view.

Workbook page 26

- 1 I think that's a brilliant idea. / I totally support the idea.
2 That's a great shame.
3 You can't be serious. / That is the most ridiculous thing I've ever heard.
- 2 1 anything more exciting
2 can't be serious
3 Think of
4 anything worse
5 great shame
6 it's a brilliant idea
7 Absolutely not
- 3 1 I dare you
2 resourceful
3 bury
4 achievement
- 4 1 E 2 C 3 B 4 A 5 D
- 5 Suggested answers
1 I can't imagine anything I'd rather do more.
2 That's the most ridiculous thing I've ever heard.
3 I had hoped you might change your mind.
4 I think that's a brilliant idea.
5 That's a great shame.

Workbook page 27

- 1 1 C
2 C
3 A
4 B
5 B
- 2 1 very / rather / extremely
2 really
3 extremely / utterly
4 absolutely / utterly
5 utterly / rather / very
6 rather / very
- 3 1 giant
2 moving
3 amazing
4 epic
5 brave
6 idyllic
- 4 Students' own answers

1.5 Workbook page 21, exercises 2–3

I = Instructor, T = Tourists

- C OK. Everybody ready to go snorkelling?
T Yeah!
I Great! Well, first of all a bit of preparation. As you know, the sun is pretty strong here, so I recommend plenty of sun cream – you don't want to get burnt! You might also want to wear a T-shirt and a pair of shorts to cover your back and the backs of your legs, because you'll be face down in the water for quite a while.
T What if I haven't got a spare T-shirt and shorts?
I Well, you could hire a wetsuit. We've got wetsuits to fit all sizes. And that reminds me: we've also got loads of different flippers in all shoe sizes. Just take your pick. Now, do any of you wear glasses?
T Yeah, I do.
I We've got some optically corrected dive masks for short-sighted and long-sighted people. We may not have your exact lens strength, but we have a fair variety to improve your underwater vision.
T What about contact lens wearers?
I In my experience, they tend to wear their lenses underneath the mask without any problems. As long as your mask fits properly, you'll be all right.
Moving on, there are several things to take into account once you get into the water. Rule number 1: you must never touch the coral, or step on it! Coral is very easily damaged. What's more, you can really hurt yourself as it's very sharp. Rule number 2: should we be lucky enough to see turtles, don't touch them! You can swim along with them, but keep your distance. They are shy animals and easily scared.
T What fish will there be?
I There are lots of colourful coral fish such as lionfish, bannerfish, pufferfish and the almost transparent glassfish. And then there are bigger fish, like manta rays and reef sharks, as well as shrimps, crabs and octopus ...
T Are any of them dangerous?
I Not really. Occasionally we get jellyfish, depending on the currents. They can give you a really bad sting. My colleagues and I will be on the lookout and will warn you if we see any. Then, there are sea snakes...
T Snakes?! Are they poisonous?!

I They are actually. Very. But their fangs are very short and luckily they tend to keep away from people. However, if you're frightened of snakes, remember not to look at them directly.
T Why is that?
I Because when they look into your mask, they see their own reflection. They may think there's another snake there, and they're naturally very curious, so they're bound to follow you around to find out what's going on. Well, folks, that's about it. Let's get started.

1.7 Workbook page 26, exercise 5

- 1 Would you like to come skating with us?
- 2 My sister and her boyfriend want to get married and they're only sixteen!
- 3 Sorry, but I've thought about it and I'm not going to come.
- 4 What about buying her a ticket to London?
- 5 I'm afraid I won't be able to come to the wedding.
- 6 How about we all give some money and get her a joint birthday present?

3

Here and there, then and now

Unit overview

Vocabulary

- **Countries and politics:** *border, citizen, democracy, demonstration, economist, election, government, independence, kingdom, leader, monarchy, parliament, party, president, prime minister, refugee, regime, republic, revolution, riot, state*
- **People words:** *architect, book writer, border guard, competitor, consultant, employee, employer, European, German, lawyer, musician, pianist, resident, sculptor, student, survivor, trainee, trainer, winner, villager*
- **Expressions with trouble:** *be in trouble, cause trouble, get into trouble, have trouble doing, have trouble with, the trouble with ... is ...*
- **Verb Zone:** *break away, break out, break up, get through, go on*
- **Face 2 Face:** *I should have guessed! I suppose so What on earth*

Grammar

- Present perfect simple and continuous
- Relative clauses

Pronunciation

- Stress on suffixes

Recycled language

- Past simple, continuous and perfect
- Travel and adventure

Language objectives

- To learn vocabulary related to countries and politics (page 29) and people (page 33)
- To learn and use present perfect simple and continuous (page 30) and relative clauses (page 34)
- To add information in writing (page 37)

Skills objectives

- To read and understand a text about changes in Central and Eastern Europe (page 28)
- To discuss countries and politics (page 29) and people (page 33)
- To listen to and understand a discussion about national icons (page 31)
- To read and understand a text about a village which was divided in half (page 32)
- To plan and conduct a guided tour (page 35)
- To make a decision (page 36)
- To write a profile (page 37)

Assessment criteria

- Students can use present perfect simple and continuous and relative clauses correctly.
- Students can recognize and use vocabulary about countries and politics, and about people correctly.
- Students can put the correct stress on suffixes.
- Students can read and understand a text about changes in Central and Eastern Europe and a divided village.
- Students can listen to and understand a discussion about national icons.
- Students can plan and conduct a guided tour.
- Students can make a decision.
- Students can write a profile.

Resources

- **Teacher's i-book**
- **Student's Book CD 1**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 3, page 16
 - Vocabulary Consolidation Worksheet Unit 3, page 17
 - Grammar Support Worksheet Unit 3, page 40
 - Grammar Consolidation Worksheet Unit 3, page 41
 - Speaking Worksheet Unit 3, page 62
 - Test Consolidation Unit 3, page 98
 - Test Extension Unit 3, page 102
 - Speaking Test Unit 3, page 221

Prepare for Cambridge Exams

Listening page 126

- Listening for specific information

Prepare for the TOEFL Junior® Test


Reading comprehension page 127

- Academic text: Narrative (Story)

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 28 and 32

Listening


The **IWB Listening activities** are designed to provide extra activities to help students explore texts in greater depth.

- Listening extra, page 31


Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 37

 provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 30 and 34
- Vocabulary, pages 29 and 33
- Pronunciation, page 33

 provides a step-by-step visual grammar presentation with a focus on form and use.


- Grammar, pages 30 and 34

3

Here and there, then and now

Grammar Present perfect simple & continuous
Relative clauses
Vocabulary Countries & politics | People words
Challenge Plan and conduct a guided tour
Interaction Making a decision
Writing A profile

READING

1  Look at the map of Central and Eastern Europe in 1989. Discuss the questions with a partner.

- How has Europe changed since 1989?
- Which countries ...
 - no longer exist?
 - have come into existence since 1989?
 - are members of the European Union?
 - have not yet joined the EU?
- What famous events happened in this region in the 1980s?




A DECADE OF CHANGE

The map of Central and Eastern Europe has changed more in recent years than any other region in the world. After the end of the Second World War, most Central and Eastern European countries had communist governments, and were strongly influenced by the Soviet Union. But in the 1980s, a series of events began which led to an outbreak of nationalism and calls for independence across the region.

In 1985, Mikhail Gorbachev became the leader of the ruling Communist Party of the Soviet Union. He was more liberal and less hard-line than previous Soviet leaders, and he began a programme of reform which loosened Soviet control over the other Eastern Bloc countries. After years of the Iron Curtain, a new era was about to begin.

In 1989, the communist governments of Poland and Hungary organized democratic elections for the first time in over 40 years, and the communist regime in Bulgaria ended. There were mass demonstrations in East Germany and Czechoslovakia, and in November 1989, the Berlin Wall fell. Several Soviet republics also wanted independence from Moscow. The Baltic States became independent in September 1991, and on the last day of that year, the Soviet Union dissolved into fourteen separate states.

2 Check your answers to exercise 1 using a map, if possible. How many answers did you get right?

3  Read the article quickly to find answers to these questions.

- Who was Mikhail Gorbachev and how did he open the door to change in Europe?
- Which countries had a difficult transition from communism to democracy?
- What happened in those countries?
- What do you think the terms 'Eastern Bloc' and 'Iron Curtain' mean?



Mikhail Gorbachev

In most countries, the transition from communism to democracy or independence was relatively peaceful. However, in Romania a series of riots and protests spread throughout the country. The Communist Party leader Nicolae Ceaușescu was overthrown and executed, but not before over 1,000 protesters had been killed.

But it was in Yugoslavia, due to its ethnically divided population, where the wave of nationalism sweeping Europe had the most violent consequences. In 1991, Slovenia and the Republic of Macedonia gained their independence without too much trouble. But war broke out in Croatia, which became independent in the same year, and it created hundreds of thousands of refugees. In 1992, Bosnia-Herzegovina declared independence, igniting a bloody conflict that was to last for years. And while Montenegro became independent without a struggle in 2006, ethnic tension made it a very different story in Kosovo; bitter fighting went on there for years. An uneasy declaration of independence was made in 2008.

Warmer

Put students into pairs or small groups. Draw the shape of Italy in the bottom left hand corner of the board. With books closed, have students create a map of Central and Eastern Europe from their memories, beginning with countries to the immediate north and east of Italy. After three minutes, invite members of the class to describe which countries should appear where, and have individual students take it in turns to add them to the map. When the activity is over, erase the map.

- 1 Focus on the different tenses used in the questions. Remind students that the present simple describes a present fact, the past simple refers to a specific time in the past, and the present perfect relates to a time period that continues up to the present.


Answers Students' own answers

- 2 Ideally, check in advance whether students have a map of the region in a Geography book. Otherwise, bring in a large map.

Answers Students' own answers

Teaching tip

Use the opportunity to practise the pronunciation of countries and nationalities. This could be a team activity. Put students into pairs and have them write down ten countries from anywhere in the world. Ask a student from one team to say the country and nominate a member of another team to say the nationality.

- 3  1.27 The text is available to listen to. Refer students to items 1 and 2, and ask them to give synonyms for *transition* and *open the door to* ('the replacement of one situation with another' and 'make something possible').

Answers

- 1 He became the Soviet leader in 1985 and he began a programme of political reform.
- 2 Romania, Croatia, Bosnia-Herzegovina and Kosovo
- 3 There were riots, protests and conflicts.
- 4 Students' own answers



VOCABULARY Countries & politics

4 Read the article again. In which country or countries ...

- 1 were people able to vote again after a very long time?
- 2 did conflict make lots of people homeless?
- 3 was the transition to democracy relatively peaceful?
- 4 did independence cause inter-ethnic violence?
- 5 was the head of government deposed and killed?
- 6 did large numbers of people come out to protest?

5 Choose the best answer according to the article.

- 1 Gorbachev ...
 - A was more inflexible than his predecessors.
 - B was influenced by Eastern Bloc leaders.
 - C was not as liberal as previous leaders.
 - D was instrumental in changing Eastern Europe.
- 2 Democratic elections had not been held in Poland ...
 - A since 1949.
 - B since the 1940s.
 - C since 1989.
 - D since the Berlin Wall fell.
- 3 Some Soviet republics wanted ...
 - A to govern themselves.
 - B to be governed by Moscow.
 - C to be dissolved.
 - D mass demonstrations.
- 4 The longest conflicts in Yugoslavia were in ...
 - A Slovenia and the Republic of Macedonia.
 - B Croatia.
 - C Montenegro.
 - D Bosnia and Kosovo.

6 Work in pairs. Which piece of information in the article did you find the most surprising or interesting, and why?

7 Read **Word Zone**. Can you find another example of **trouble** in the article? What does it mean?

WORD ZONE

trouble

This very common word in English means 'problem', 'difficulty' or 'conflict'. It is usually uncountable.

have trouble with ... have trouble doing ...
be in trouble get into trouble
cause trouble the trouble with ... is ...

8 Complete the sentences. Then compare your ideas with a partner.

- 1 I sometimes have trouble with ...
- 2 I've never had trouble ... -ing ...
- 3 The last time I got into trouble was when ...
- 4 The trouble with learning a foreign language is ...

9 Work with a partner. Group the words below using these headings. There may be more than one possibility.

- countries and places
- conflict and protest
- people
- political systems and events

border citizen democracy demonstration election
 government independence kingdom leader
 monarchy parliament party president prime minister
 refugee regime republic revolution riot state

10 Match words in A and B to form collocations. Then check in the article. Did you find the same collocations?

- A democratic ethnic gain
ignite mass outbreak
ruling transition

B independence a conflict
demonstrations party
tension to democracy
elections of war

11 Choose eight words from exercises 9 and 10 and write true sentences about countries that you know.

There were mass demonstrations in the city centre after the government announced spending cuts.

12 Match the people to the sentences. Then use the words given in capitals to form words that fit the gaps.

- Simón Bolívar Guadalupe Victoria
 Eva Perón Che Guevara

Famous Leaders of Latin America

1 was one of the ¹ <i>leaders</i> of the Cuban revolution, which eventually overthrew the ² (...) of Fulgencio Batista.	LEAD
2 is a Venezuelan ³ (...) hero and one of South America's greatest generals. He won ⁴ (...) for Bolivia, Colombia, Ecuador, Panama, Peru and Venezuela.	DICTATE
3 was First Lady of Argentina from 1946 until her ⁵ (...) in 1952.	NATION
4 assumed the ⁶ (...) of the forces struggling for the ⁷ (...) of Mexico and in 1824, became Mexico's first president.	DEPEND
	DIE
	LEAD
	LIBERATE

13 Discuss the questions in small groups.

- 1 What system of government does your country have?
- 2 What are the advantages and disadvantages of being a republic or a monarchy?
- 3 Which other words in exercise 9 are relevant to your country? How?

- 4 For items 1, 2, 5 and 6, ask students to find the exact words in the article ('organized democratic elections', 'created thousands of refugees', 'overthrown and executed' and 'mass demonstrations').

Answers

- 1 Poland and Hungary
- 2 Croatia
- 3 It was relatively peaceful in most countries.
- 4 Yugoslavia (Croatia, Bosnia-Herzegovina, Kosovo)
- 5 Romania
- 6 East Germany, Czechoslovakia, Romania

- 5 In item 1, point out that the word *instrumental* describes a person or thing that plays the most important part in making something happen.

Answers

- 1 D 2 B 3 A 4 D

- 6 Encourage students to compare notes on how much they knew about the protests and conflicts in these countries before reading the article.

Answers

Students' own answers

- 7 Point out that *trouble* is an uncountable noun, but that it has a plural form. Say that *troubles* is used to talk about our problems in general, e.g. *On holiday I can forget all my troubles.*

Answers

'... without too much trouble' means 'without much difficulty'

Teaching tip

Mention that *trouble* can be used as a verb. Ask students if they can think of any expressions which use the verb form. Write on the board *I'm sorry to trouble you*, and ask what *trouble* means here (*disturb*).

- 8 Monitor and check that students are using the correct grammar to complete their sentences. Write on the board *The (biggest) trouble with learning a foreign language*, and see if students can agree on the answer.

Answers

Students' own answers

Warmer

Divide the class into small groups, and tell them that they are going to play a spelling game. Give each team in turn a word from the word pool in exercise 9. If they spell it correctly, they get the point. If they get it wrong, they get no points. If Team B gets it right, they win a point, but if Team B gives an incorrect answer, Team A wins the point instead. This continues until all the words have been spelt.

- 9 Do the first two words as a class. Remind students that *border* and *citizen* could fall into more than one category, and elicit different opinions.

Answers

Students' own answers

- 10 Point out that there may be other words which come in the middle of a collocation but which are not part of it. Focus on *transition* (*from communism*) to *democracy* in paragraph 4 as an example.

Answers

democratic elections, ethnic tension, gain independence, ignite a conflict, mass demonstrations, outbreak of war, ruling party, transition to democracy
Yes, except that paragraph 1 refers to an 'outbreak of nationalism' rather than an 'outbreak of war'.

- 11 Encourage students to think of countries or regions that have been in the news recently, as well as ones with which they're familiar.

Answers

Students' own answers

- 12 Ask students to first read through the sentences and to decide which part of speech is needed for most of the gaps (a noun, apart from item 3 which needs an adjective). Tell them not to use their dictionaries.

Answers

Famous leaders: 1 Che Guevara 2 Simón Bolívar 3 Eva Perón
4 Guadalupe Victoria
Words: 1 leaders 2 dictatorship 3 national 4 independence
5 death 6 leadership 7 liberation

- 13 Check what students know about different systems of government. End with a class discussion based on questions 2 and 3.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 16, exercises 1–3

Vocabulary Consolidation Worksheet: page 17, exercises 1–3



We use the present perfect simple for:
Events or situations within an unfinished or unspecified time period.

Emma's already visited three continents this year.

Has your country ever been a monarchy?

Recent events that have a present result.

You look as though you've just seen a ghost!

States that started in the past and are still true.

I've always had trouble with phrasal verbs.

We use the present perfect continuous for:

Activities that started in the past and are still happening.

People have been fighting there for centuries.

Activities that were in progress recently and have a present result.

Look, the ground's wet. It's been raining.

Grammar reference page 115

- 1 Complete the text with the past simple or present perfect simple of the verb in brackets.



The Berlin Wall no longer exists. It ¹... (separate) West Berlin from East Berlin for 28 years. But in November 1989, it ²... (fall). Thousands of East Germans ³... (cross) into West Berlin, where they ⁴... (join) West Germans in a huge celebration.

On 3rd October 1990, the GDR (German Democratic Republic) ⁵... (be) incorporated into the FRG (Federal Republic of Germany), and East and West Berlin ⁶... (become) one city again.

But things ⁷... (not all be) easy since then. Some East Germans ⁸... (struggle) since unification. Unemployment ⁹... (increase) and thousands of young people ¹⁰... (move) away. Some people feel they ¹¹... (lost) their old way of life.

- 2 Which of the sentences is correct? Can you explain why?

- Good news!
A He's just sold his motorbike.
B He's just been selling his motorbike.
- You look out of breath.
A Have you run?
B Have you been running?
- I don't believe it!
A My computer has crashed again.
B My computer has been crashing again.

- Guess what?
A I've passed my driving test!
B I've been passing my driving test!
- Her eyes are all red.
A She's obviously cried.
B She's obviously been crying.

- 3 Read the dialogue between a receptionist (R) and a patient (P) at a dental surgery. Which is the correct tense? Sometimes more than one is possible.

R: Hello. Dental surgery.

P: Oh, at last! ¹I'm trying / I've been trying / I've tried to get through to you all morning.

R: I'm sorry about that. ²We're having / We've been having / We've had a lot of patients today. How can I help you?

P: ³I'm having / I've been having / I've had a lot of trouble with my wisdom tooth at the moment. ⁴It hurts / It's been hurting / It's hurt really badly for several days.

R: ⁵Did you see / Have you been seeing / Have you seen a dentist here before?

P: No, ⁶I don't live / I haven't been living / I haven't lived in the area very long. ⁷I've last seen / I'd last seen / I last saw my old dentist about a year ago.

R: Just a moment. I'll see if I can fit you in this afternoon ...

- 4 Listen and check your answers to exercise 3.

- 5 Work in pairs. The pairs of sentences are both correct. Can you explain the difference in meaning?

- A I've read all of Lee Child's books.
B I've been reading all of Lee Child's books.
- A She's lost her hair since the treatment.
B She's been losing her hair since the treatment.
- A They've seen Sam recently.
B They've been seeing Sam recently.

- 6 Write six names on a piece of paper, but not in order!

The name of a person you've been thinking about a lot recently.

The name of a person you haven't seen for over a year.

The name of a place you've never visited but always wanted to.

The name of a place you've just been to.

The name of an activity you've been doing regularly recently.


The name of an activity you've done once ... but never again!

- 7 Swap your names with a partner and ask him / her about them.

Why did you write 'Lucy'?

She's my cousin, but I haven't seen her since 2012.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 115.
-  Visual grammar presentation

Warmer

Refer students to the photo on page 30. Tell them to cover the text below it, and ask: *Where was the photo taken? What is happening? Why? What has changed in that country since then? Can you think of ways in which your town or country has changed recently? How is it different from when your parents or grandparents were young?* Elicit a range of replies.

- 1 Elicit that one of the main rules about the past simple is that it is generally used with fixed points of time in the past, or describes a period of time in the past with no present connection.

Answers

1 separated 2 fell 3 crossed 4 joined 5 was 6 became
7 have not been 8 have struggled 9 has increased
10 have moved 11 have lost

- 2 Ask which tenses are used in these sentences (present perfect simple and present perfect continuous). Mention that the first sentence provides the context to help them decide between A and B.


Answers

1 A 2 B 3 A 4 A 5 B

- 3 Advise students to look for and use any clues that may be present in the dialogue, such as time expressions. Remind them that *have* can be used in continuous tenses when it has an active sense, such as *have a problem*.

Answers

1 I've been trying
2 We've had
3 I'm having
4 It's been hurting
5 Have you seen
6 I haven't been living / I haven't lived
7 I last saw

- 4  1.28 **Transcripts page 104** After students have checked their answers, point out that *I don't live here very long* is a common error. Elicit the reason for this.

Answers

Students' own answers

- 5 Monitor and check that students are aware that *see* is used differently in the two sentences in item 3. Elicit that in 3B, *see* means *meet up*, while in 3A it has the conventional meaning.

Answers

Students' own answers

- 6 Point out that they should prepare themselves to justify why they haven't seen that person, done a particular activity or visited a particular place in the next exercise.

Answers

Students' own answers

- 7 Encourage students to use a range of questions to elicit the information, such as *Who is he / she? Why have you been thinking about them? Why haven't you done that activity since then?*

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 40, exercises 1–3

Grammar Consolidation Worksheet: page 41, exercises 1–3

LISTENING

Understand a discussion about national icons



- 1 Look at the photos above. How many can you identify? What do they have in common?
- 2 In pairs, write a definition for the word *icon*. Then listen to Part 1 of a conversation between Tim and Elin. Do they have the same idea as you?



- 3 Listen again and answer the questions.
 - 1 Which items in the photos does Elin mention?
 - 2 Elin mentions one thing which is not in exercise 1. What is it?
- 4 Complete the sentences, then listen and check.
 - 1 According to Elin, an icon is someone who represents a specific ... or idea.
 - 2 Tim thinks icons are things that are instantly
 - 3 An English icon is something which is ... English.
 - 4 On the icon website, the items with the most ... become icons.
 - 5 Tim thinks the Queen is the most famous ... of all.
 - 6 Elin thinks the most obvious thing on the list is ...

- 5 In pairs, discuss the questions.
 - 1 Are there any English icons that you would add to the photos in exercise 1?
 - 2 Are there any that you would remove? Why?
 - 3 Why do you suppose 'the weather' is on the list?
 - 4 What items would you include on a similar list for the USA?

- 6 In pairs, read and answer the questions. Then listen. Did Elin mention anything you hadn't thought of?



- Elin comes from Iceland. What do you know about Iceland?
- Tim asks Elin about Icelandic icons. Can you guess what things she might mention?

- 7 Look at the expressions in Face 2 Face. Turn to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



- I suppose so.
- What on earth
- I should have guessed!

Dialogues page 146

YOUR TURN TO SPEAK

- 8 Work with a partner and make a list of ten icons for your country or region. Then work with another pair to agree on a final list of ten icons.

Express yourself

Useful questions

- Do we all agree on ...?
- Does everybody think ... should be on the list?
- Does anyone disagree on ...?

Useful answers

- I (don't) think ... should be on the list because ...
- I (don't) agree with ... because ...

Warmer

Put students in small groups and ask them to think of a list of things or ideas that they think are special to their country. Advise them to focus on positive aspects that a tourist agency might want to promote. When bringing ideas together, write down any words or expressions, and encourage other students to correct or expand on these. When you have finished this activity, tell them to imagine they are a tourist who is thinking of visiting their country. Ask: *What ideas do you think people from other countries have about this country? Are they different from the first list?*

- 1 Make sure that students can at least identify the content of the photos, even if they do not understand what they represent.

Answers

1 a red double-decker bus 2 a rose 3 a cup of tea 4 Robin Hood
5 Sherlock Holmes 6 cricket 7 Big Ben 8 a pub 9 fish and chips
10 Stonehenge 11 The Beatles 12 a Mini car
These all represent aspects of British / English culture.

- 2 1.29 **Transcripts page 104** Point out that the noun *icon* has different meanings. Tell students to write a definition for each meaning they know (e.g. a symbol on a computer screen; a famous person or thing that is admired and considered symbolic).

Answers

Students' own answers

- 3 1.29 **Transcripts page 104** Give students a minute to look through the photos in exercise 1, and ask them to tick each photo as they hear it.

Answers

1 bus, rose, cup of tea, Sherlock Holmes, Big Ben, the pub, fish and chips, Stonehenge, Mini, cricket
2 the Queen

- 4 1.29 **Transcripts page 104** Tell students that they need to write the exact words used in the conversation. When checking answers, point out that in item 4 Elin could have used *nominations*.

Answers

1 time 2 recognizable 3 typically
4 votes 5 Englishwoman 6 the weather

- 5 Open this to a class discussion. Check if any students have visited England, and if so whether they would challenge any of the stereotypes usually associated with it.

Answers

Students' own answers

- 6 1.30 **Transcripts page 104** After comparing students' impressions of Iceland with the information on the audio, check understanding by asking about: Iceland's natural features (geysers, hot springs, glaciers, active volcanoes), houses (they're wooden and brightly coloured) and seafood (they eat lobster and rotten shark).

WORDS TO KNOW

Check that students know the following adjectives: *stunning* (extremely beautiful), *geyser* (a natural spring of hot water or steam) and *rotten* (food that has gone bad). Ask them to use each word in a sentence in such a way that demonstrates its meaning.

Answers

Students' own answers

- 7 1.31 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 146, ask them to give a definition or synonym for each. Then ask if there's an equivalent in their own language.

I suppose so. (You might be right.)

What on earth...? (The question *What...?* expressed with great surprise)

I should have guessed! (That's so obvious!)

Ask students if there's an equivalent in their own language.

Answers

1 I suppose so. 2 I should have guessed! 3 What on earth

- 8 1.32 The expressions in *Express yourself* are available to listen to. Refer students to the *Express yourself* box and play the audio. Focus attention on the questions that invite all members of the group to give their opinions. Monitor the discussions and check that all students are participating.

Answers

Students' own answers

Fast finishers

Write out the final, agreed list of icons and give a brief explanation of why they are included.

3

READING

- 1 In pairs, describe the photos and look at the title of the article. What do you imagine happened there?
- 2 Read the *Study Skill*. Then read the article quickly. What happened to the Hungarian village of Szelmenc ... A in 1944? B in the 1990s?

STUDY SKILL

Searching for specific information

Have a clear question in your mind for which you would like an answer. Look at the text only to find an answer to your question – as quickly as you can. (Don't read any other parts of the text yet.)

SO NEAR, BUT SO FAR



After the Second World War, much of Central and Eastern Europe was devastated. Many of those who survived found themselves living in a totally different country from before, as treaties were signed, territories were expanded and divided up and borders were changed. Few people were more affected by Europe's changing boundaries than the citizens of Szelmenc, a tiny Hungarian village, which was divided in half by a new border. In 1944, Szelmenc officially became two villages: Vel'ké Slemence in Czechoslovakia and Mali Selmentsi in the Soviet Union. [1]

On 31st August 1946, the villagers awoke to find a three-metre-high fence dividing their village, which was soon fortified with electric sensors and watch towers. [2] In order to visit each other, they had to go to the nearest large town on each side to apply for an expensive visa, which took weeks to be approved. They then had to travel 80 kilometres to the nearest border crossing. [3]

The border guards were strict, and wouldn't allow people to approach the fence. [4] As the villagers worked in the fields near the fence, they would sing loudly in Hungarian, which most border guards didn't understand. This way, they could pass on news of a marriage, a new baby, someone leaving the village, or a death.

[5] The standard of living gradually increased in Czechoslovakia, but those on the Soviet side found things harder under the Soviet regime. In the 1990s, the villagers again found themselves in two newly independent countries – Slovakia and Ukraine. The Slovaks were preparing to join the EU, while the Ukrainians watched on. After many years of campaigning, a border crossing was finally created between the villages in 2005. [6] They had been waiting to be reunited with their loved ones for over 60 years. But it wasn't quite a happy ending for everyone. Just three years later, Slovakia joined the Schengen Agreement, which once again prevented Ukrainians from crossing without a visa. One thing is certain – this isn't the end of this remarkable story.


Warmer

Draw an outline map of Western and Eastern Europe on the board, with France, Spain and Italy clearly labelled. Then ask students to name other countries that are in Europe. Write the names at the side of the board, and encourage students to agree or disagree. Then invite students to come to the front to write on the map where they think the countries are, and to draw an approximate border. Again, encourage the class to participate. When the activity is over, tell them to check in their atlases.

- 1 Ask students: *What is the language?* (Russian) *What does the sign mean?* (Ukraine). When discussing the title, point out that *So near, but so far* is a saying. Ask if any students know what the saying means, but don't confirm or deny any suggestions at this stage.

Answers

Students' own answers

- 2  1.33 The text is available to listen to. Refer students to the *Study Skill*. Point out that the article contains a lot of dates, and suggest that they first skim the text to look for the dates mentioned in questions A and B.

Answers

- A Szelmenc was divided into two villages, one in Czechoslovakia and one in the Soviet Union.
 B Szelmenc became part of two newly independent countries: Slovakia and Ukraine.

Extra activity

Encourage students to use the correct pronunciation of difficult geographical names. Even if the names are relatively obscure, such as Vel'ké Slemence and Mali Selmentsi, the use of correct pronunciation encourages a respect for other languages.



- 3 Discuss the questions with a partner.
- How did you find the answer to the question in exercise 2?
 - Did you start reading at the beginning and progress through the text?
 - Did you look at the whole text to spot the years 1944 and 1990s?
 - Did you search for the name 'Szelmenc'?
 - What is your initial reaction to the article?

- 4 Six sentences have been removed from the article. Complete the gaps with sentences A–G. There is one extra sentence.

- However, the villagers did find ways to communicate.
- At last, the villagers could cross freely.
- A journey that used to take seconds had become a round-trip of over 300 kilometres.
- Many friends and family members were stranded on different sides.
- On rare occasions, border guards would let some villagers cross unofficially.
- Over the years, the villages grew apart.
- There was no physical border to begin with, and the villagers had no idea of what was to come.

- 5 Complete the notes below. Each gap is the name of a country.

Before 1944: Szelmenc = village in ¹ ...
 After World War II: Szelmenc = Vel'ké Slemence in ² ... + Mali Selmentsi in ³ ...
 In 1946: Soviets/fence/visa/over 300 kilometres
 In the 1990s: Vel'ké Slemence → ⁴ ...
 Mali Selmentsi → ⁵ ...
 In 2004: ⁶ ... → EU
 2005: border crossing
 2008: ⁷ ... → Schengen Agreement/Ukrainians/visa

- 6 Work in pairs. Use the notes from exercise 5 to retell the story in your own words.

VOCABULARY People words

- 7 Look at the 'people' words in the table. Can you think of at least two other words which follow each pattern?

-er	-or	-ant/-ent	-ee	-ist	-an/-ian
leader	survivor	consultant president	refugee	economist	Chilean musician

- 8 Add the following words to the table in exercise 7. What do you call someone who ...

- | | |
|-----------------------|---------------------------------|
| 1 lives in a village? | 8 employs people? |
| 2 comes from Europe? | 9 takes part in a competition? |
| 3 makes sculptures? | 10 lives in a particular place? |
| 4 plays the piano? | 11 is being trained? |
| 5 studies a subject? | 12 writes books (2 words!)? |
| 6 trains people? | 13 is employed by someone? |
| 7 practises law? | 14 has won something? |

- 9 Many people nouns do not fit the patterns in exercise 7. What do you call someone who ...

guards a border? cooks food? designs buildings?

PRONUNCIATION Stress on suffixes

- 10 Say the words aloud and answer questions 1–3. Then listen and check.



Italian interviewee cyclist actor physician insist builder
 resist divorcee doctor dentist tyrant referee chemist
 consist absentee Brazilian participant tourist ruler

- Which ones aren't people nouns? What part of speech are they?
- Which words are stressed on the last syllable?
- Can you form two stress rules related to these words?

More practice? page 148

- 11 In pairs, discuss the people words from exercises 7–9. Which are you, or have you ever been? Think of five more people words to describe yourself.

VERB ZONE

break away break out
 break up get through to go on

- 12 Match the verbs with the definitions below.

- start suddenly (something negative, such as war or fighting)
- contact or reach a person or place
- split into different parts
- continue to do something
- become separated or escape from

- 13 Complete the sentences with the verbs in the correct form.

- War ... in this country ever since I can remember.
- Red Cross supplies were unable ... the refugee camps.
- The USSR ... into fourteen separate states in 1991.
- This isn't the first time that war ... in that part of the world recently.
- Slovenia was the first country to ... from Yugoslavia.

- 14 In pairs, turn to page 150 and discuss the questions.

FAST FINISHERS Make a list of all the occupations on this page. Which would you most/least like to be?



- 3 Point out that questions 1A, B and C all relate to how they approached the task, and that question 2 is asking for their impressions of the article itself.

Answers Students' own answers

- 4 Check that students understand *round-trip* (a journey there and back) and *stranded* (left isolated). Remind them to look carefully at what comes before and after the individual sentences when deciding where to place them in the article.

Answers

1 G 2 D 3 C 4 A 5 F 6 B
Sentence E is not needed.

- 5 Have students read the notes. Check that they understand the function of the arrows and slashes. Point out that they can look back at the article to check the sequence of events.

Answers

1 Hungary
2 Czechoslovakia
3 Soviet Union
4 Slovakia
5 Ukraine
6 Slovakia
7 Slovakia

- 6 If necessary, model and practise pronunciation of the place names. When students have prepared their accounts, invite pairs to read out their versions.

Answers Students' own answers

Warmer

Write on the board *What do you call someone who...?* and model with *What do you call someone who plays the guitar?* (a guitarist). Award points for each correct answer.

- 7 Encourage them to use their dictionaries.

Answers Students' own answers

- 8 Elicit that a one-word equivalent for item 12 is *author*.


Answers

1 villager 2 European 3 sculptor 4 pianist 5 student
6 trainer 7 lawyer 8 employer 9 competitor 10 resident
11 trainee 12 book writer 13 employee 14 winner

- 9 Tell students that they should never assume that they can form nouns by adding the suffixes from exercise 7 to the end of verbs.

Answers

a border guard, a cook / a chef, an architect

- 10  1.34 When playing the audio, have them tick the words that were pronounced differently from the way they expected.

Answers

1 insist, resist, consist
2 insist, resist, consist, interviewee, divorcee, referee, absentee
3 For most two-syllable verbs, the stress is on the second syllable. For most words ending in *-ee*, the stress is on the final syllable.

- 11 Before starting the discussion, ask students if they know the difference between a *cook* and a *chef* from exercise 8.

Answers Students' own answers

- 12 Check if students recognize any of the multi-part verbs.

Answers

1 break out 2 get through to 3 break up 4 go on 5 break away

- 13 Point out that students may need to use the verb in different tenses.

Answers

1 has been going on 2 to get through to 3 broke up
4 has broken out 5 break away

- 14 Encourage students to use the multi-part verbs in their discussion.

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 16, exercises 4–6

Vocabulary Consolidation Worksheet: page 17, exercises 4–6

We use defining relative clauses to identify which thing or person we mean.

The man that served me was very rude.

Do you remember the summer when it rained every day?

Is that the girl whose parents are both psychiatrists?

We use non-defining relative clauses to add extra information.

Ukraine, which became independent in 1991, used to be part of the Soviet Union.

When the relative clause refers to a situation, not a specific thing, we always use *which*.

I overslept, which meant that I arrived really late.

We can use quantifiers such as *all, a lot, some, most + of which / whom* in non-defining relative clauses.

She's got loads of clothes, most of which she never wears.

I've got four brothers, all of whom live in London.

Grammar reference page 115

Complete the text with relative pronouns. Which can be replaced by *that*? Which can be omitted?

Stonehenge, a prehistoric monument in the south of England, is an icon¹ ... people from all over the world have heard of. Because it's not just a tourist attraction. It's a mysterious place² ... pagans go to worship the sun or the moon. People³ ... want to celebrate the midsummer solstice also go there on 21st June to see the sun rise.

No one is quite sure why Stonehenge was built, but its name, ⁴ ... comes from Old English, possibly means 'hanging stone'. It probably served as a burial ground, ⁵ ... adds to its fascination.

Another thing ⁶ ... makes Stonehenge so intriguing is that nobody can understand how it was built. At the time ⁷ ... they built it, more than four thousand years ago, there was no obvious way of transporting the gigantic stones, ⁸ ... weighed anything from 4 to 50 tons. Perhaps they got supernatural help?



2 Match the correct information to each person. Then write out full sentences using *who* or *whose*.

Sherlock Holmes	born in Bay City, Michigan	under house arrest for almost 15 years until 2010
Mother Teresa	promoted non-violent protest in India	assassinated in 1948
Madonna	originally from Albania	created by Sir Arthur Conan Doyle
Gandhi	campaigns for democracy in Burma	won the Nobel Peace Prize in 1979
Aung San Suu Kyi	powers of deduction are legendary	the most successful female singer of all time

3 Listen and check your answers in exercise 2. Then tell a partner which of the people interests you most / least and why.

4 Rewrite the two sentences as one using a relative clause and the verb in brackets.

1 I drank too much coffee. I became really hyper. (make)
I drank too much coffee, which made me really hyper.

2 John pulled a muscle in the gym. He can't take part in the marathon on Sunday. (stop)

3 Slovakia joined the Schengen Agreement. Ukrainians can't go there without a visa now. (prevent)

4 Mary forgot to warn them she'd be late. Because of this, they had to wait for ages for her. (mean)

5 Sarah looks exactly like her sister. I found this confusing when I first met them. (confuse)

6 My brother failed most of his exams. My parents were really shocked. (shock)

7 There was a lot of ethnic tension in my country. This meant that fighting went on there for years. (cause)

5 Connect the sentences using *some, all, etc + relative pronouns with which or whom*.

1 We saw the documentary. A lot of it was pure speculation.
We saw the documentary, a lot of which was pure speculation.

2 Many spectators missed the beginning of the match. Some had queued for hours.

3 Sue gave away all her old toys. She loved some of them.

4 He's got some new teachers this year. They're all strict.

5 Life is difficult for my friends. A lot of them are unemployed.

6 There are a lot of online courses, but I don't find any of them appealing.

6 Write your own endings for these sentences. Use an alternative to *that*, if possible.

A place *where* I go to chill out is *the café in the park*.

One of the reasons ... I'm learning English is ...

A person ... I get on very well with is ...

A teacher ... teaching I especially enjoy is ...

Something / Someone ... really annoys me is ...


The time of day ... I feel most energetic is ...

I'm not very good at ... , ... means ...

I've got a lot of ... , most of ...

7 Compare your ideas in exercise 6 with a partner.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 115.
-  Visual grammar presentation

Warmer

Write the word *Stonehenge* on the board. Ask students what they know about it. If necessary, allow them to open their books briefly to look at the photo on page 34. Elicit all ideas, but don't confirm or deny at this stage. Encourage them to use the expression *It's somewhere that ... / It's a place where ...*.

- 1 Tell students that they should not limit their choice to *which*, *who* and *that*. Elicit the other relative pronouns (*whose*, *where*, *when*), and point out that some or all of these will be needed.


Answers

1 that / which 2 where 3 that / who 4 which
5 which 6 that / which 7 when 8 which

- 2 Tell students that some of the verbs may need to have an auxiliary verb. Remind them that *whose* is used to indicate possession or a connection.

Answers

Sherlock Holmes, whose powers of deduction are legendary, was created by Sir Arthur Conan Doyle.
Mother Teresa, who was originally from Albania, won the Nobel Peace Prize in 1979.
Madonna, who was born in Bay City, Michigan, is the most successful female singer of all time.
Gandhi, who promoted non-violent protest in India, was assassinated in 1948.
Aung San Suu Kyi, who campaigned for democracy in Burma, was under house arrest for almost 15 years until 2010.

- 3  1.35 Encourage students to use expressions for reacting (*Really?*) and agreeing or disagreeing (*So do / am I, That's exactly what I think, I partly agree, I don't see it that way*).

Answers

Students' own answers

- 4 Read the example and ask students which parts of the original two sentences are changed in order to make one using a relative clause. Tell them they may need to add a preposition or make other changes after adding some of the verbs in brackets.

Answers

- 2 John pulled a muscle in the gym, which stopped him taking part in the marathon on Sunday.
- 3 Slovakia joined the Schengen Agreement, which prevented Ukrainians from going there without a visa.
- 4 Mary forgot to warn them she'd be late, which meant they had to wait ages for her.
- 5 Sarah looks exactly like her sister, which confused me / I found confusing when I first met them.
- 6 My brother failed most of his exams, which shocked my parents.
- 7 There was a lot of ethnic tension in my country, which caused fighting to go on for years.

Teaching tip

To provide further practice of non-defining relative clauses, write the following sentence on the board:

The princess kissed the frog.

Elicit ways in which the sentence could be expanded by using relative clauses, e.g. *The princess, who lived in a big castle, kissed the frog* or *The princess kissed the frog, which turned into a prince*.

Put students into pairs or small groups. Write the following sentences on the board, and ask students to expand them using relative clauses:

He went swimming straight after lunch.

The mayor drove a very expensive car.

The football team's captain cried after the match.

After a few minutes, compare answers as a class.

- 5 Point out that in item 2, it would be more natural to add the relative clause after *Many spectators* rather than *the match*.

Answers

- 2 Many spectators, some of whom had queued for hours, missed the beginning of the match.
- 3 Sue gave away all her old toys, some of which she loved.
- 4 He's got some new teachers this year, all of whom are strict.
- 5 Life is difficult for my friends, a lot of whom are unemployed.
- 6 There are a lot of online courses, none of which I find appealing.

- 6 Ask students to do this activity individually. Monitor and assist with any vocabulary issues.

Answers

Students' own answers

- 7 Encourage students to use expressions for expressing agreement and disagreement.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 40, exercises 4–6

Grammar Consolidation Worksheet: page 41, exercises 4–6

CHALLENGE

Plan and conduct a guided tour

3

PREPARATION

- 1 In pairs, describe the photos. Which part of the world do you think this city is in? Why?
- 2 Listen to someone taking a tour around the city in the photos. Follow the instructions. If you don't know the city, listen out for clues and see if you can guess.
 - 1 Number the photos in the order of the tour.
 - 2 Which sights mentioned in the tour are not shown?



DO THE CHALLENGE

- 3 Work with a partner and plan your own guided tour. Follow the instructions.
 - 1 Decide where and what kind of tour it will be.
 - It can be your own town or city, or another city in your country or abroad.
 - Your tour can be a walking tour, a bus tour, or even a cycling tour.
 - 2 Do some research and make a shortlist of places to include. Choose from the following, or your own ideas.

a church or cathedral

an important or unusual building

the location of a key historical event

the birthplace of someone famous

a monument

- 3 Decide where the tour is going to start and finish and the order of visits.
- 4 Rehearse what you are going to say. Use the language in *Express yourself* and the prompts below to help you.
 - Greet tourists at the beginning of the tour.
 - Tell them what to do and look out for.
 - Explain what's happening.
 - Describe the different sights.

Express yourself

Giving a tour

If you have any questions, please don't hesitate to ask.
 If you'll all gather round, I'll tell you about ...
 Since ..., this ... has been ...
 Now we're going to head towards / over to ...
 If you look up / to your right / to your left, you'll see ...
 We're going to stop here and ...
 We're just driving down ...

- 4 Invite another pair to come on your tour. Act it out. When you finish, swap roles.

FOLLOW UP

- 5 Work with a new partner.
 - 1 Tell each other about the tour you went on. Try to remember as much detail as possible.
 - 2 Which parts of your tour did you find most / least interesting?
- 6 Write a blog entry or postcard about the tour you went on. Don't name the place. Then read it out to other students. Can they guess where it is?


In this lesson, students plan and conduct a guided tour.

Warmer

With books closed, ask: *What is a guided tour? Have you ever been on one? If so, what did you think of it? What are the advantages / disadvantages of being part of a tour group rather than visiting places independently? Would you like to work as a tour guide? Why / Why not?*
Have a whole-class discussion.


- 1 Begin by asking which continent the city is in before having them guess individual countries. Accept a range of suggestions and write the most popular on the board. Don't confirm or deny any at this stage.

Answers Students' own answers

- 2  1.36 **Transcripts page 104** Ask students to note down the clues which tell them the location (it gained independence in 1991 and views of Tbilisi are mentioned, which places it in Georgia).

Answers

- 1 A, B, E, D, C
- 2 The Parliament Building and the hot sulphur baths.

- 3  1.37 The expressions in *Express yourself* are available to listen to. Tell students that the tour doesn't have to be of somewhere they know well. However, point out that they must be prepared to research the streets as well as sites, so that they can provide a credible commentary.

Answers Students' own answers

Teaching tip

Although exercise 4 will require students to work as two pairs, the activity is likely to be quite a noisy one, as more confident students may perform as though speaking to a larger group. Make sure that the groups are well spread out through the classroom. Monitor, and make sure that students are using a friendly and engaging tone of voice. Remember that shyer students may work better at the task in exercise 5.

- 4 Tell students to be prepared to ask questions based on what the tour guide tells them. Point out that in the next activity, they will be required to tell a different partner about the tour. Discourage them from taking notes.

Answers Students' own answers

- 5 Point out that they are not expected to remember every aspect of the tour. Elicit expressions for expressing degrees of certainty, e.g. *I'm not sure but I think we saw ...*, *I can't quite remember ...*, *I'm pretty sure we ...*. Tell them to use time expressions such as *then*, *after that* and *afterwards*.

Answers Students' own answers

- 6 Have students work individually when writing the blog / postcard. Then tell them to form small groups of students that they haven't worked with before on this activity.

Answers Students' own answers

Fast finishers

Write a tour guide commentary about your own town or city. Choose four or five places or attractions that you think would be appealing to a visitor.

Express yourself

Talking about positive factors

You'll be able to practise your ...
It's a once-in-a-lifetime opportunity.
Apparently, some of the ... are ...
... has something for everyone.

Expressing doubt

I'm not sure about / not too keen
on / not very excited about that idea.
That doesn't really grab me.
What's the point of ... ?

Inviting the opinions of other people

We need your input on this.
What's your take on this?
Let's wait and hear what ... has to say.
... might have something to say about that.

A BIG DECISION



-  You're going to hear some high school students who have won a travel prize in a national school blog competition. Before listening, discuss the questions.

 - If money were no object, which place in the world would you most like to visit?
 - What factors would influence your choice?
 - Which are the most popular destinations chosen by the class and why are they so popular?
-  Listen to Part 1 of the conversation and find the following information:

 - the name of the winning blog
 - the reason why one of the winners isn't at the ceremony
 - the places where the other two winners would like to go
-  Listen to Part 2 and make a note of three positive things that Charlie says about the place he wants to visit.
-  Now listen to both parts again and answer these questions.

 - What does the presenter like about the winning blog?
 - How long do they have to decide where they're going?
 - What's Brian's main reason for wanting to go to Russia?
 - What was Andy's main objection to this idea?
 - What is Brian's main worry about going to the Amazon?
 - What are Charlie's views on Russia and Brazil?
 - What is Andy and Brian's reaction to Charlie's suggestion?
 - What do they eventually decide to do?



VOCABULARY


- Look at *Express yourself* and find an expression that means the same as the following:
 - What do you think about this?
 - I don't find that idea appealing.
 - You'll never get another chance to do this.
 - I don't see the sense in ...

YOUR TURN TO SPEAK

- Find positive and negative factors about visiting places in the following list:

The Amazon Rainforest
Positive: the wildlife is amazing
Negative: you may catch a tropical disease


	The Amazon Rainforest	The Sahara Desert
	Siberia, Russia	China
	South Africa	India
	New Zealand	California, USA
-  Compare your notes in exercise 6 with a partner and discuss the questions.

 - Where did you get your information about the places in exercise 6 from? TV news? Films?
 - How much of your information is based on old stereotypes of these places and the people who live there?
-  Work in groups of three. Imagine that you have won a trip to an exotic location. Follow the instructions.

 - Each student chooses a different possible destination. You can use the places in exercise 6 or choose your own.
 - Prepare arguments for your destination.
 - In a group, discuss each destination one by one. The student who chooses it should try to convince the others. The others should express doubts.
 - Finally, agree on a destination. Which student had the best arguments?


Warmer

Put students into small groups. Ask them to think of unattractive places that a tourist would not normally want to visit. Tell them that they must write a list of positive factors about visiting this place. Monitor and check that there is variation between groups on the place chosen. After a few minutes, ask each group to list the positive points, and ask the rest of the class to guess where it is.

 **1.38** *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

- 1 Have students discuss the questions in pairs. Then ask them to find another pair to compare answers with, before opening this up to a whole-class discussion.

Answers Students' own answers

- 2  **1.39** **Transcripts page 104** Pre-teach or elicit the meaning of the noun *grant* (a sum of money given by an official body that is to be used for a specific purpose). Point out that *he sends his apologies* is a formal phrase that we say on behalf of another person who cannot attend an event.


Answers

The ABC Blog
One of them has a hospital appointment.
Russia (the Trans Siberian railway) and Brazil (the Amazon Rainforest)

- 3  **1.40** **Transcripts page 105** Ask students to listen for a way of asking for a person's opinion (*What have you come up with so far?*).

Answers

Any of the following:
It has new megacities, ancient historical sites, the Great Wall and amazing food. Also, the fact that it is a large country means that there are lots of places to go.

- 4  **1.39** and **1.40** **Transcripts page 104–105** Point out that they will hear the information in the same order as the questions. Tell them that in questions 3, 4 and 5, they will need to decide on the most significant reason from the information given.

Answers

- 1 He says it's well written, witty and informative.
- 2 A few days – until the end of the week.
- 3 He wants to take the Trans Siberian Express from Moscow to Vladivostok.
- 4 They've been to Russia before.
- 5 He thought they might catch a tropical disease.
- 6 He thought Brazil would be too hot, and he didn't like trains.
- 7 They are very surprised.
- 8 They decide to ask their Geography teacher.

- 5 When checking answers to question 1, focus on *We need your input on this*, and point out that not all questions or requests end in a question mark.

Answers

- 1 What's your take on this?
- 2 (Any of the following;) I'm not sure about / not too keen on / not very excited about that idea. / That doesn't really grab me.
- 3 It's a once-in-a-lifetime opportunity.
- 4 What's the point of ... ?

- 6 Tell students to work individually. Read through the list of places and tell them that they should be able to note down positive points about a place even if they don't want to go there.

Answers Students' own answers

- 7 Tell students not to feel embarrassed if they feel they don't know very much detail about some of the places. Point out that it is common to have stereotypical ideas. If necessary, refer them to the listening text on page 31.

Answers Students' own answers

- 8 Ask what they understand *exotic* to mean by eliciting examples of exotic places. Tell them that, once in their groups, all of them should use at least one of the expressions under each heading in the *Express yourself* box. Monitor to make sure that all students are participating. Get them to vote on the most convincing argument in their groups, and then ask each 'group winner' to try to persuade the class as a whole.


Answers Students' own answers

Fast finishers

Write on the board: *unique, is suitable for different kinds of people and contribution*. Ask students if they can remember the three words or expressions used by Andy, Brian and Charlie which have those meanings (*once-in-a-lifetime, has something for everyone and input*). Alternatively, write the expressions from the audio and ask for an explanation.

WRITING

A profile

- 1  Read the introduction and make a list of five names of people you admire the most. Then as a class, make a list of five names you all agree on.

In a poll published in December 1999 by the Gallup Organization, Americans were asked which 20th century people they admired the most. Names on the list included Mother Teresa, Martin Luther King and Pope John Paul II.

- 2 Read the text about Eleanor Roosevelt, one of the top ten names. What were her achievements?

The 20th century person I admire the most is Eleanor Roosevelt because she was such an extraordinary woman for her time and did so much for people who were poor or disadvantaged.



In 1905, Eleanor married Franklin D. Roosevelt, so when he became President of the United States in 1933, she became the First Lady. Franklin was in a wheelchair, which meant that Eleanor took over many of his duties.

Not only was Eleanor the longest-serving First Lady of the United States (from 1933 to 1945) but she was also the most controversial and outspoken one. She campaigned tirelessly for racial equality, women's rights, housing reform and child welfare, writing a daily newspaper column as well as travelling all over the country to hold press conferences and give lectures.

In 1947, two years after Franklin's death, Eleanor became the first chairman of the Commission on Human Rights and helped to draft the Universal Declaration of Human Rights, which is still followed today.

She died in 1962, having received thirty-five honorary degrees from different universities. At the time of her death, UN Ambassador Adlai Stevenson said 'The United States, the United Nations, the world, has lost one of its great citizens. She would rather light a candle than curse the darkness, and her glow has warmed the world.'

- 3 Read the text again and decide if the sentences are true or false.
- 1 Eleanor was unlike many of her contemporaries.
 - 2 She wasn't afraid to voice her opinions.
 - 3 She was untypical of most First Ladies.
 - 4 She did a lot of work on behalf of wealthy people in society.
 - 5 She became less active after Franklin died.

WRITING SKILL


Adding information

- 4 What expressions for giving additional information can you find in the text?

not only was ...

- 5 Rewrite each sentence using the expressions in exercise 4. Do you know who is being described?

- 1 She was president of a children's hospital and many other charities.
- 2 She did a lot to raise awareness of AIDS and campaigned hard against land mines.
- 3 She visited Bosnia and Angola as part of her campaign against land mines.

- 6  In pairs, cover the text. Summarize Eleanor Roosevelt's life achievements.

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 7 Choose a 20th century person that you admire.
- 8 Find out and make notes about their life, their achievements and why you admire them.

WRITE NOW

- 9 Write your profile.

- 1 Use the text about Eleanor Roosevelt as a model.
- 2 Use your notes from exercise 8 and the plan below.
- 3 Remember to use a variety of ways of adding information.

Paragraph 1 – introduce the person.

Paragraph 2 – talk about their early life.

Paragraph 3 – talk about their achievements.

Paragraph 4 – talk about a different achievement.

Paragraph 5 – talk about the end of their life and conclude.

CHECK AND CORRECT

- 10 Check and correct your profile.

- 1 Check that you've used a variety of ways of adding information.
- 2 In pairs, swap your profiles and check each other's work.

Warmer

Write on the board *OBE*. Ask if anyone knows what the abbreviation stands for, and what it is (Order of the British Empire, a title given to British nationals or anyone to reward them for personal bravery, achievement or service to the United Kingdom.) Ask: *Do you think it is right or a good thing to have a special honours system like this? Why? / Why not? Are people in your country rewarded in any way?* Elicit a range of responses.

- 1 Point out that the names they choose should be of famous people, but that the people don't need to have done something that is necessarily heroic.

Answers Students' own answers

- 2 Point out that adjectives which have similar meanings are sometimes presented in pairs, which can help if one of the words is unfamiliar. Ask students to find examples in the text (*poor or disadvantaged, controversial and outspoken*) but don't discuss their meaning at this stage.

Answers

She campaigned on many issues, such as racial equality, women's rights, housing reform and child welfare. She wrote a daily newspaper column and gave lectures all over the world. She also helped draft the Universal Declaration of Human Rights.

- 3 Tell students to justify the answers that are true as well as those that are false, using evidence from the text.

Answers

- 1 True (She was 'an extraordinary woman')
- 2 True (She was 'outspoken')
- 3 True (She was not only the 'longest-serving First Lady', she was 'the most controversial and outspoken one')
- 4 False (She 'did so much for people who were poor or disadvantaged')
- 5 False (She became the first chairman of the Commission on Human Rights.)

- 4 Point out that these expressions are more emphatic than *and*, and give equal importance to both facts mentioned.

Answers

not only was ... but
as well as

- 5 Tell students to rewrite each expression twice, using both of the expressions in exercise 4.

Answers

- 1 Not only was she president of a children's hospital, but she was also president of many other charities.
She was president of a children's hospital as well as (being president of) many other charities.
- 2 Not only did she do a lot to raise awareness of AIDs, but she also campaigned hard against land mines.
She did a lot to raise awareness of AIDs as well as campaigning hard against land mines.
- 3 Not only did she visit Bosnia but she also visited Angola as part of her campaign against land mines.
She visited Bosnia as well as Angola as part of her campaign against land mines.
Princess Diana is the person being referred to.

- 6 Encourage students to use time and sequence expressions, such as *Then, After (that), She went on to ...* to make the summary flow.

Answers Students' own answers

- 7 You could brainstorm ideas as a class before students work individually.

Answers Students' own answers

- 8 Have students do this as a homework activity. Tell them that they must choose someone who is no longer alive, and who had a good number of achievements.

Answers Students' own answers

- 9 Give students the following checklist to help them complete their profiles.
 - Have you followed the structure of the text about Eleanor Roosevelt?
 - Does your profile introduce the person clearly?
 - Does your profile use different paragraphs to talk about their early life, main achievements and any other achievement?
 - Have you talked about the end of their life, and included a conclusion?
 - Have you used a variety of ways to add information?

Answers Students' own answers

- 10 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers Students' own answers

Fast finishers

Write a profile of the person that your partner wrote about.

1.28 Student's Book page 30, exercise 4

R = Receptionist, P = Patient

- R Hello. Dental surgery.
 P Oh, at last! I've been trying to get through to you all morning.
 R I'm sorry about that. We've had a lot of patients today. How can I help you?
 P I'm having a lot of trouble with my wisdom tooth at the moment. It's been hurting really badly for several days.
 R Have you seen a dentist here before?
 P No, I haven't lived in the area very long. I last saw my old dentist about a year ago.
 R Just a moment. I'll see if I can fit you in this afternoon ...

1.29 Student's Book page 31, exercises 2–4

T = Tim, E = Elin

- T Hi, Elin. What are you doing?
 E Oh hey Tim. I'm just checking out a website about icons. It's incredibly interesting.
 T Icons? What do they mean by that?
 E Well, I think icon usually means someone, or something, who represents a specific time or idea. For example, someone very well-known like Gandhi or Mother Teresa or Madonna. But this website's actually about *English* icons – things which sort of represent England.
 T Oh yeah, like what exactly?
 E Well, like a red double-decker bus or a cup of tea or fish and chips or cricket or the Mini or a rose.
 T Oh I see, so it's things that are instantly recognizable? Special things that you associate immediately with England?
 E Yes, I suppose so. Something which is typically English.
 T So who decides what's an icon for this website?
 E I'm not sure. I think people who are interested write in and nominate things. Things which get the most votes become icons.
 T Can places be icons, too?
 E Yes, Stonehenge is on the list.
 T And buildings?
 E Yep. Big Ben's included, and so's 'the pub'.
 T What about people? English people who are really famous?
 E Um ... no ... no people. Oh hang on, yes. Sherlock Holmes is here!
 T Sherlock Holmes! Aren't the Beatles there? They're more famous than Sherlock Holmes, aren't they? Or how about the Queen? She's the most famous Englishwoman of all!
 E No. That's strange, isn't it? No Beatles. No Queen. But guess what the most obvious thing on the list is, in my opinion?
 T What?
 E The weather!
 T Of course! I should have guessed!

1.30 Student's Book page 31, exercise 6

T = Tim, E = Elin

- T Anyway Elin, how about icons where you come from? I don't know anything much about Iceland. What's typical from there?
 E Now that's a good question. I haven't ever thought about it really. Um ... (longish pause) ... well ... Iceland is stunning, geographically. There's a lot of natural things that are unique ... you don't find them anywhere else. Geysers and hot springs and glaciers and active volcanoes.
 T Yes, I've heard about those. They're very famous.
 E Our houses are special, too. Wooden and brightly coloured. Very iconic.

- T What about food? Anything typical?
 E Oh our seafood is wonderful. Icelanders love lobster. Mmmmm. And in fact we eat shark – *rotten* shark – that's a bit unusual I think.
 T Anything else?
 E Um ... oh yes! There's Björk!
 T Björk! What on earth's Björk?
 E Not what ... who! She's a singer. And she's probably our most famous export ... the biggest icon we've got!

1.36 Student's Book page 35, exercise 2

A = Ani, T1 = Tourist 1, T2 = Tourist 2, T3 = Tourist 3, T4 = Tourist 4

- A Hello? Hello? Can you hear me?
 So good afternoon, everybody, and welcome to our tour of the city. My name's Ani and I'm your tour guide for this afternoon. I'm here to look after you and show you some of our lovely city. If you have any questions along the way, please don't hesitate to ask. So, just sit back and enjoy the ride – and the music. We're just driving down our the main street, Rustaveli, and if you look on the right, you'll see the Parliament Building. That's where independence was declared on 9th April 1991 ... a very special day for us ... and now we're coming up to Freedom Square. Can anyone recognize the figure right at the top of the column?
 T1 Oh, it's St George killing the dragon!
 A Yes, that's right. Because St George is of course our patron saint. Right, we're going to stop here a little while and take a walk around the old town ... as you can see, the streets here are very narrow and things haven't changed much for centuries.
 T2 What's that old church up ahead of us?
 A Oh that's the Sioni Cathedral. It was originally built in the 6th and 7th centuries but it's been destroyed and rebuilt lots of times since then. Would you like to take a quick look inside? Great. Let's go in then. This way ... Now if you look up, you'll see the eighteenth-century wooden balconies on the houses – which are so beautiful and so typical of the old town. If you'll all gather round, I'll tell you a little bit about them ... and right over there are the hot sulphur baths dating from the seventeenth century. Make sure you get to have one of those during your stay here – it's a very relaxing experience and you can have a massage, too. You should remember to take your own towel and flip-flops though.
 T3 Is it very expensive?
 A No, just a few lari. OK! Let's make our way back to the bus. Now we're going to head across the bridge where you'll have some wonderful views of the whole of the city of Tbilisi, including the castle.
 T4 Will we be going to the flea market?
 A Yes, that's where we're going to finish up. You can buy all sorts of things there ... jewellery, antiques, musical instruments ... even an old sword ...

1.39 Student's Book page 36, exercises 2 and 4

P = Presenter, A = Andy, B = Brian

- P And now we come to the main prize, for Best School Blog of the Year, and the prize is a very special one, £5,000 to be spent on travel. The winner of this year's competition is a blog written by three high school students. It's well written, witty and informative. And the original photographic content is very impressive. The winning blog is ... The ABC Blog! I'd like to invite the three winners, Andy Smith, Brian Elliot and Charlie Roberts, to come onstage and claim their prize. Well done. You are ...?
 A Andy Smith.
 B And Brian Elliot.

- P So where is the third one? Um, Charlie ...
 A Charlie Roberts. I'm afraid he had a hospital appointment today.
 B He sends his apologies.
 P OK ... well, remember, you have to tell the organizing committee what you're going to do with the grant by the end of this week.
 A The end of this week? Oh, right.
 P Ladies and gentlemen, Andy Smith and Brian Elliot.
 A So, Brian, we have to make a few decisions. Where do you want to go?
 B Well, I think we should go to Russia.
 A Why? We've been there before. Have you forgotten that we went on a school trip?
 B We've been to Moscow. There's a lot more to see than that. I think we should take the Trans Siberian Express from Moscow all the way to Vladivostok.
 A How long does that take?
 B About a week.
 A A week?? What's the point of staying on a train for a week?
 B Apparently some of the views are quite stunning.
 A I'm not too keen on that idea.
 B Where do you want to go?
 A Brazil – the Amazon Rainforest.
 B Hmm ... I'm not so sure about that.
 A Why not?
 B Well, what if we catch a tropical disease or something?
 A Oh come on, Brian! This is a once-in-a-lifetime opportunity. And you'll be able to practise your Spanish!
 B They don't speak Spanish in Brazil, they speak Portuguese.
 A Great! You'll be able to learn Portuguese!
 B Still not sure. I think we should wait and see what Charlie has to say.

1.40 Student's Book page 36, exercises 3–4

A = Andy, B = Brian, C = Charlie

- C Hi, guys ...
 A Charlie!
 B How was it at the hospital?
 C Oh, it was fine.
 A Charlie, we've been talking about the travel grant.
 C Right.
 B We need your input on this.
 C Right. What have you come up with so far?
 A I want to go to Brazil. To the Amazon Rainforest.
 C Brazil, right. A bit too hot for me.
 B And I want to take the Trans Siberian Express from Moscow to Vladivostok.
 C Right. I'm not good on trains. They make me ill.
 A So what's your take on it?
 C Right. Well, I think we should go to China.
 A/B China???
 A Are you serious?
 C Definitely.
 B Why China?
 C Because China has something for everyone.
 A For example?
 C New megacities, ancient historical sites, the Great Wall, amazing food. And it's huge – lots of places to go.
 A Hmm ... so we all want something different.
 B Do you know what I think?
 A No, Brian, what do you think?
 B I think we should talk to Mrs Adams.
 A The Geography teacher?
 B Yes, why not? She might have something interesting to suggest.
 C OK, why not. Good idea.

Workbook page 28

- 1 B
 2 1 A 2 C 3 C 4 B 5 D
 3 1 C 2 B 3 A

Workbook page 29

- 4 1 border
 2 riots
 3 monarchy
 4 demonstration
 5 president
 6 independence
 5 1 country
 2 money
 3 a war
 4 prison
 5 citizen
 6 1 democratically
 2 undemocratic
 3 democratization
 4 leadership
 5 leader
 6 leading
 7 governmental
 8 governor
 9 dictatorship
 10 dictatorial
 7 1 universal suffrage
 2 cast their votes
 3 electoral laws
 4 right to vote
 5 suffragettes
 6 female voters
 7 granted
 8 stand for parliament

Workbook page 30

- 1 1 have, known 2 met 3 have, got on 4 Was, born
 5 has spent 6 came 7 set up 8 has, been 9 has, joined
 10 arrived 11 did, decide 12 had 13 sent 14 has, lived
 15 loved 16 didn't enjoy
 2 1 I have never been anywhere in Eastern Europe.
 2 Harriet has been studying in Russia for a year.
 3 Have you ever sold anything on the internet?
 4 Dad has been having trouble starting the car.
 5 What have you been doing lately?
 3 1 demonstrated / were demonstrating
 2 have been
 3 have been / were protesting
 4 has fired
 5 said
 6 has done
 7 disagreed / disagrees
 8 have announced
 4 1 I have written ten emails this morning.
 2 I have had this car for two years now.
 3 My grandfather has never been abroad.
 4 They have been working all morning, but they still haven't finished the project.
 5 My parents got married 25 years ago.
 6 What have you been doing for the last two hours?
 7 When did you last buy a CD?
 8 We can't get her that book because she has already read it.

Workbook page 31

- 1 C 2 E 3 D 4 A 5 B
- 1 politicians
2 singer
3 sportsman / athlete
4 film / movies / cinema; director, actor
- 1 B 2 C 3 C 4 B 5 A 6 C
- 1 Barack Obama
2 Angela Merkel
3 David Bowie
4 Usain Bolt
5 Ang Lee
6 Javier Bardem
- 1 Indonesia
2 Chemistry
3 Ziggy Stardust
4 Three
5 Taiwan
6 Skyfall
- Students' own answers

Workbook page 32

- 1 D

Workbook page 33

- 1 H 2 L 3 H 4 L 5 L
6 H 7 P 8 K 9 K 10 P
- 1 B 2 D 3 C 4 C 5 B
- 1 lawyer
2 actor
3 cyclist
4 interviewee
5 politician
6 resident
- 1 cook / chef
2 scientist
3 inhabitants
4 trainees
- 1 brother, sister
2 niece, nephew
3 member
4 sportsman / sportswoman
5 musician
- break away
break out
break up
get through to
go on
- 1 ✓
2 I couldn't get through to the company because the line was always busy.
3 ✓
4 Although he lost three elections, he went on trying.
5 Doctors are doing everything they can to stop an epidemic from breaking out.

Workbook page 34

- 1 A Sentences 1, 3 and 5 are defining; 2 and 4 are non-defining.
B In Sentence 3.
C In sentence 5, because it's the object.

- 1 which
2 which
3 where
4 who
5 when
6 which
7 who
8 where
9 who
- 3 Suggested answers
1 I lost my notebook, which meant I couldn't revise my vocabulary before the exam.
2 My father is trying to stop smoking, which makes him really nervous.
3 We visited a village on the coast, which reminded me of the place we used to go on holiday.
4 Many children eat too many sweets, which is bad for their teeth.
5 The population was divided into different ethnic groups, which is why the fighting went on for so long
- 1 B 2 C 3 A 4 E 5 D
- 1 The house where / in which I was born is in a small village.
2 I have had a lot of different English teachers, some of whom were very funny.
3 The president, whose wife had been a singer, won the elections with a vast majority.
4 There have been times when I have felt very stressed at work.
5 The Aviator, which starred Leonardo di Caprio, is a film about the life of Howard Hughes.
6 My friend wouldn't stop talking during the film, which really annoyed me.

Workbook page 35

Extra Challenge

- gather
 - outdoor
 - delicious
 - right
 - pedestrian
 - on
 - local
 - raw
 - stop
 - unusual
 - to
 - modern
 - irregularly
 - up
 - boat
 - pleasure
- The name of the city is Maastricht.

Webquest

- Glasnost was a policy introduced in Russia by Mikhail Gorbachev designed to increase openness and transparency in politics.
- medicine
- 155 km
- The Sugarcubes
- 15 years
- Wiltshire

Gary & Greg Go Global

Then we can't be in Sweden, they don't use the euro.
He knows they're not in the Sweden because the sign is in euros and the Swedish currency is Krona.

Workbook page 36

- 1 It's a once-in-a-lifetime opportunity.
2 Let's wait and hear what ... has to say.
3 I'm not sure about / not too keen on / not very excited about that idea.
- 1 doesn't really grab me
2 Apparently
3 wait and hear
4 your take on that
5 the point
6 Sounds good to me
7 might have something to say
8 something for everyone
9 what if
- No, they don't decide to go to the spa. This discounts are only available for older / retired people.
- 1 head for heights
2 stunning
3 mod cons
4 you name it
5 bargain
- 1 B 2 F 3 A 4 D 5 C 6 E
- Suggested answers
1 Great, I'll be able to practise my English.
2 That doesn't really grab me. / Fantastic! / That would be a once-in-a-lifetime experience.
3 What if we took them to the park?
4 Let's wait and hear what he has to say then.
5 I've heard it has something for everyone: beaches, history, good food.

Workbook page 37

- 1 Not only is the hotel quite close to the beach, but my friends will be staying there.
2 I'll get a salary, a company car as well as some other perks. / As well as a salary and a company car I will get some other perks.
3 She has three children and works part-time in a school – and in addition she's doing a Master's degree. / In addition to having three children and working part-time she's doing a Master's degree.
- Correct order: C, A, D, E, B
1 E 2 C 3 B 4 D 5 A
- 1 ... as well as lead his country to democracy
2 Mandela not only worked as a lawyer, fighting unjust racial laws, but he was also involved in ...
3 ... studied law, along with Afrikaans, hoping ...
- Students' own answers

1.8 Workbook page 31, exercises 2–3

P = Presenter, I = Isabel, R = Rob

P OK, and now it's time for our regular two-minute quiz. Today it's on icons of our time! As always, we've got two contestants keen to prove themselves, so hello to Isabel and Rob.

I/RHi. Hello.

P Hi there. OK, you two. So you know how it works. Shout out when you think you know who I'm talking about. Ready? OK, here we go. So, our first icon was born in Honolulu, of mixed American and Kenyan parents. After their divorce, he moved to Indonesia, his stepfather's native country, where he went to primary school and learnt to speak Bahasa, the national language. Later, he attended school in Hawaii, living with his maternal grandparents. He studied law and used his degree to move into politics ...

I Er, it must be

P Well done, Isabel! OK, icon number two coming up. This person's actually another politician, but a woman. She was born in Hamburg, and has Polish ancestry. At school, she learnt to speak Russian fluently and was very good at Maths. She studied Chemistry at university and worked as a researcher for a while, but then she got involved in politics. Today, she's the ...

I Is it ... ?

P Who? No, sorry Isabel. I was talking about

I Oh, of course. I was trying to be too clever!

P Yes, maybe – never mind. OK. Icon number three is a singer. Born in Britain, he became famous in the 1970s, taking on the androgynous stage personality: Ziggy Stardust. Known for his outrageous costumes and for having eyes of two different colours ...

R OK. It has to be ...

P Correct, Rob – one for our older listeners there. OK. Icon number four is a sportsman from Jamaica who, at the 2008 Olympic Games in Beijing, broke three world records and became the first man in Olympic history to win both the 100m and 200m races in record times at the same games ...

R That's ...

P Correct again, Rob! That puts you one ahead. OK. Our fifth icon is a film director from Taiwan who has made an incredible variety of films, including romantic comedies, costume dramas and martial arts movies. In 2012 he won the Oscar for Best Director for *Life of Pi*, an adaptation of the prize-winning novel ...

I Yes, I know – it's ...

P Correct, Isabel! OK. That makes it two each. So whoever gets the next one wins. Are you ready? Our sixth and final icon is also from the world of film. He was the first Spanish actor to be nominated for an Oscar, and the first to win one eight years later. In 2012, we were able to admire his acting skills as the villain in the Bond adventure ... *Skyfall* ...

I/ROh / Oh, it's ...

P Whoa, I'm not really sure who said that first, so let's call it a draw today.

1.10 Workbook page 36, exercise 3

Maya Wow – look at those photos!

Sandra Amazing, aren't they?

Giacomo Hold on ... those people are at least 70 years old!

Rob Hmm. No wonder, look, it says there: *Special discounts available for retired people*. I mean, no offence to older people, but shouldn't we look for something more for people our age?

Sandra Oh. Yeah, I suppose so.

1.11 Workbook page 36, exercise 6

- 1 How about going to Ireland for the holidays?
- 2 Do you fancy going on a cruise in the Caribbean?
- 3 Do you have any idea what we could do with the kids at the weekend?
- 4 I really don't know what to do. I've asked everyone except Tony.
- 5 What's Turkey like?
- 6 Shall we just stay in tonight and read a book or something?

Review Units 1–3

READING

- 1 Look at the title and the photo. What do you think this man has done? What ability do you think he might be known for?
- 2 Read the first paragraph of the article and check your answers in exercise 1.
- 3 Now read the rest of the article. What is the general idea of it? Choose the best description.
 - A It's mostly about getting better at using calculators.
 - B It's mostly about how you can improve at Maths.
 - C It's mostly about an astonishing mathematical ability.
 - D It's mostly about world records.

The Human Calculator

Best-selling author, educator and maths genius Scott Flansburg has an absolutely amazing ability in maths. He has been teaching it for most of his adult life and has inspired many young people to enjoy the subject. He has been nicknamed 'The Human Calculator' as he can calculate any mathematical equation in his head faster than a calculator. What makes this achievement even more astounding is the wide range of calculations which he can perform, seemingly effortlessly – subtraction, division, addition, multiplication, square roots – all in his head almost instantly with the accuracy of a calculator. Now that is ultimate brain power!

In 2001, he took on his first Guinness Book of World Records challenge, of which he still holds the record. He had to keep adding the same number, chosen at random, to itself more times in 15 seconds than someone could do with a calculator. He passed the test and the Guinness Book of World Records listed him as the 'Fastest Human Calculator' both in 2001 and in 2003, when he broke the record again.

American-born Scott has been fascinated by numbers ever since he was a child. He was nine years old when he first discovered his mental calculation abilities. He had been able to solve his teacher's questions without needing to write down the calculations.



He began noticing different patterns with numbers, which then helped him make links in his brain and subsequently make calculations quicker.

Scott has appeared on many TV programmes such as an American show called *Stan Lee's Superhumans*, where he featured as 'The Human Calculator'. During the show, they analysed his brain activity and, interestingly, discovered that while

Scott was doing complex maths problems he in fact used a different part of his brain, something unknown before.

Scott also uses his talent to not only entertain but also to educate people. He set out to show others that they already have the ability to perform difficult maths problems without a calculator. Scott aims to boost young people's confidence and self-esteem with maths, believing that there are many effective strategies you can use to be good at maths. He says that many children find maths boring, and when they encounter a challenge, they just give up. However, Scott believes that children just need to find a strategy to process the information in a way that works best for them. Maths is highly personal, and if you find your own strategy, you might find it rewarding, stimulating and fun.

- 4 Choose the best answer according to the article.
 - 1 Scott Flansburg can ...
 - A estimate the answers to maths equations extremely quickly.
 - B use a calculator to solve any maths equation.
 - C do complex maths calculations without a calculator.
 - D teach maths to anyone.
 - 2 When Flansburg was a child, ...
 - A he realized he was smarter than his teachers.
 - B he found a way of doing calculations mentally.
 - C he discovered how useful calculators are.
 - D he noticed something changing in his brain.
 - 3 Due to his amazing skill, Flansburg has ...
 - A been on TV to entertain people with his ability.
 - B broken a Guinness World Record.
 - C taught others how to be better at maths.
 - D all of the above.
 - 4 Flansburg believes ...
 - A everyone should use a calculator.
 - B he's the only one who can calculate quickly.
 - C that maths has always been taught badly.
 - D anyone can be good at maths.

Warmer

Refer students to the photos on page 32. Put students in pairs, and tell them each to choose one of the photos. Give them one minute to memorize their chosen photo. Then tell them to test each other's memory. Encourage them to ask questions such as: *How many people are wearing hats? What is the weather like? What colour jacket is the man in the front of the picture wearing?*

- 1 Check that students understand what *a calculator* is. Ask them what types of calculations it is possible to do with one, e.g. multiplication, division.

Answers Students' own answers

- 2 After reading the first paragraph, get students to give examples of an equation, a square root, subtraction, division, addition and multiplication.

Answers Students' own answers

- 3 Remind students that they do not need to understand every word when reading for gist. Set a time limit of ninety seconds for them to read the remainder of the article.

Answers

C

- 4 Point out that in a multiple-choice activity, they can usually discount one or two of the choices quickly. Tell them to quickly identify the plausible answers, and then to compare them carefully with the relevant part of the article. When checking answers, ask them to say why the other choices are incorrect.

Answers

1 C 2 B 3 D 4 D



LISTENING

- 5  Look at the photo and discuss the questions.



- What do you know about the North Pole?
 - Why do you think someone would want to go there?
 - What do you think the challenges and problems might be in undertaking such a venture?
 - What characteristics do you think would make a good adventurer?
- 6  Listen to the interview about the adventurer Helen Thayer. Make notes about the following.
- her inspiration for becoming an adventurer
 - her first great adventure
 - challenges she faced on the North Pole journey
 - characteristics of a good adventurer
- 7  Answer the questions in your own words. Then discuss with a partner. Listen again and check.
- 1 Why did Helen want to become an adventurer?
 - 2 Why do you think she wanted to travel solo to the North Pole?
 - 3 Why was she advised against travelling there alone?
 - 4 What do you think were the best and worst things about her journey?
 - 5 What is the most interesting or surprising part of the interview for you?

SPEAKING


- 8  In groups, imagine you are going on an expedition somewhere isolated and dangerous. Decide where, and discuss the following points.
- Make a shortlist of things to take with you. Decide which items you'd physically be able to carry with you.
 - Decide what you would need to do to prepare, both physically and mentally.
 - Talk about what dangers and challenges you might face on your expedition, and how you would deal with them.
- 9  Work with another group. Take turns to summarize your plans for your expedition. Listen and identify anything important that the other group have overlooked.

Video

New Zealand



BEFORE YOU WATCH

- 1  Work in pairs. What do you know about New Zealand?
- 2 What do you think is the importance of these things to New Zealand?

the Maori

the British monarch

kiwis

Mount Everest

the All Blacks

The Lord of the Rings

NOW WATCH

- 3 Check your answers to exercises 1 and 2.
- 4 Answer the questions.
 - 1 What does the Maori name for New Zealand, 'Aotearoa', mean?
 - 2 What two examples are given of New Zealand's progressive politics?
 - 3 What two names are given for people from New Zealand?
 - 4 What famous people from New Zealand are mentioned?
 - 5 Which types of landscapes are mentioned?

FOLLOW UP

- 5  In pairs, discuss the questions.
 - 1 What do you think were the main sources of conflict between the Maori people and the British settlers?
 - 2 Why do you think New Zealanders are often such adventurers?
 - 3 What extreme sports do you know and what do you think is their appeal?

FIND OUT

Find out about Edmund Hillary. Write a paragraph about his life and expedition to Everest.

Warmer


Refer to the photo and ask students where they think it is. Brainstorm nouns and adjectives relating to the landscape, climate and wildlife of the region. Have students say a word that another student then has to write on the board. Alternatively, get students to spell their words and get another member of the class to write it.

- 5 After students have compared what they know about the North Pole, encourage them to use modal verbs for speculating on the remaining questions. Point out that in the final question, they should think about adventurers in general, rather than focussing on those who travel to the North Pole.

Answers Students' own answers

Teaching tip

Students can feel overwhelmed by longer listening texts. Remind them that they will always hear the track more than once if there is more than one listening exercise. When first hearing the text, they don't need to understand every word, but should focus on the general meaning.

- 6  1.41 **Transcripts page 112** Give students time to read through the four points they are to make notes on before playing the audio. Point out that they should focus on listening for the key information, and not try to include too much detail in their notes.

WORDS TO KNOW

Check that students know words such as *turning point*, *struggle through* and *cope with*. You could pre-teach them or get the students to guess from context afterwards.

Answers

Inspiration: her parents
First adventure: climbed her first mountain at the age of nine
Challenges faced at the North Pole: raging winds, snow storms, frostbite
Characteristics of a good adventurer: highly motivated, inquisitive, expect the unexpected, able to cope with isolation

- 7  1.41 **Transcripts page 112** Ask students to compare their answers.

Answers

1 Because she was inspired by her first mountain climb at the age of nine.
2 Students' own answers 3 She would be more vulnerable to the danger of polar bears. 4 Students' own answers 5 Students' own answers

- 8 Tell students that doing a shortlist involves making a full list of all potential equipment and supplies, then deciding on those items that are essential. Encourage them to use language and expressions for agreeing and disagreeing.

Answers Students' own answers

- 9 Emphasize that each person in the group should participate in summarizing. Monitor and check that all students are contributing. Encourage them to take brief notes while the members of the other group are talking, to use later as a basis for their comments.

Answers Students' own answers

Warmer

Ask the class to write down five answers to questions about themselves, on the theme of travel experiences or holidays. After writing down the answers, ask students to form pairs or small groups and try to find out the questions to each other's answers. You could limit each person to three attempts, or continue until someone has guessed the question correctly.

- 1 Write some topics on the board to stimulate students' ideas: e.g. *landscape, famous people, exports, language, events*.

Answers Students' own answers

- 2 Model the pronunciation of *Maori*.

Answers Students' own answers

- 3 Tell the students to watch the video without writing anything down and to concentrate on what they see and hear.

Answers Students' own answers

- 4 In pairs, first get students to answer the questions from memory. Then play the video again for students to fill in any gaps.

Answers

- 1 It means 'the land of the long white cloud'.
- 2 It was the first country to give women the right to vote, and to introduce the eight-hour working day.
- 3 New Zealanders and kiwis
- 4 Sir Edmund Hillary, Peter Jackson, Russell Crowe, Sam Neill and Anna Paquin
- 5 glaciers, volcanoes, fjords, rivers and beaches

- 5 For the final question, invite pairs to share their ideas and take a vote on which extreme sports most students would like to try.


Answers Students' own answers

Extra activity

Divide the class into two teams. With books closed, get students from each team to quiz each other on facts about New Zealand, awarding two points for each correct answer. When a student from Team A answers, someone from Team B can challenge the guess and win extra points.

FIND OUT

Make sure students know what a *sherpa* is (a member of a Himalayan people, who often guide people in the mountains). Point out that they should not overlook the role played by Sherpa Tenzing in the ascent of Mount Everest.

 1.41 Student's Book page 39, exercises 6–7

I = Interviewer, L = Laura

- I New Zealander Helen Thayer has walked 4,000 miles across the Sahara Desert, kayaked 2,200 miles in the Amazon and also at the age of 50 became the first woman to travel solo to the magnetic North Pole, pulling her own sled. She was also named 'One of the Great Explorers of the 20th Century' by National Geographic magazine.
- With me is Laura Oldham, who is writing a book about extreme explorers and adventurers. Laura is a big fan of Helen in particular, and wants to follow in her footsteps one day. Hi Laura.
- L Hello
- I I know you've followed Helen's story closely. Was there any turning point in Helen's life when she knew she wanted to become an adventurer rather than simply pursuing a normal career or living a normal life?
- L No, I don't think there was one specific moment. Exploring has always been in her blood. Both her parents were adventurers and they inspired her to take up her passion. When she was 9, she climbed her first mountain, a dormant volcano, about 8,200 feet high, which sort of sealed her lifestyle as a person who feels much happier outdoors than indoors.
- I Why did Helen decide to take on the challenge of travelling alone to the North Pole?
- L I think she'd always been interested in exploring the most remote places of the world. She'd been planning the journey for a couple years when she set out in 1988. She'd wanted to travel alone, but locals convinced her to take along a husky dog named Charlie. They said that as she was likely to encounter polar bears, she should take some sort of protection.
- I Yes, I'd say that was a good idea!
- L Definitely! So over the next 27 days, she struggled through raging winds, snow storms and suffered from frostbite but she never gave up. She covered 370 miles on foot and achieved every goal she'd set herself.
- I And finally ... I know you've followed the achievements of many different explorers and adventurers, as well as Helen.
- L Yes, that's right.
- I What are the characteristics of a great adventurer?
- L Well, I've been able to identify a number of similarities in the personalities of the adventurers I've written about. Good adventurers must be highly motivated and they need to have an inquisitive nature. They need to be able to expect the unexpected. They also need to be able to cope with different mental challenges, such as isolation. Being alone for long periods of time is much tougher than many people would expect. All great explorers have learnt the importance of committing to a goal and sticking to it despite the setbacks.

 Video Student's Book page 39, exercises 3–4

In the southwestern Pacific Ocean, about 1,500 kilometres east of Australia, lies a land that was one of the last to be settled by humans: New Zealand. When Dutch explorers first arrived in New Zealand in the seventeenth century, the indigenous Maori people had been living there for less than 600 years, a very short time compared with settlers in the Americas and Australia. The Maori called the country *Aotearoa*, or the 'land of the long white cloud', and Dutch cartographers called it Nova Zeelandia, after the Dutch province of Zeeland. This name became 'New Zealand' when British settlers started arriving in the nineteenth century.

Although the first hundred years of co-existence between Maoris and British settlers were marked by conflict and difficult negotiations, and although the country still doesn't have full independence as its head of state is still the British monarch, New Zealand is now considered one of the world's most stable and well-governed nations. And it has a history of quite progressive politics. It was the first country to give women the right to vote and to give its citizens an eight-hour working day.

And what about the people of New Zealand? New Zealanders are often referred to as 'kiwis', after the bird of the same name. However, unlike the bird, which cannot fly, New Zealanders have a reputation for loving travel and adventure. Many New Zealanders spend months or even years backpacking around the world. And in 1953 New Zealand's most famous adventurer, Sir Edmund Hillary, together with fellow mountaineer Tenzing, became the first people to climb Mount Everest. Kiwis also love their sport. They invented bungee jumping, and there are loads of other extreme sports you can do here. And the All Blacks, their national rugby team, have produced some of the best rugby players in the world. Are there any other famous New Zealanders? Well, you'll almost certainly know the faces of actors Russell Crowe, Sam Neill and Anna Paquin. And we mustn't forget director Peter Jackson. It was he who made the scenery of New Zealand famous with the *Lord of the Rings* movies. And what scenery it is! As well as its wide range of birds and other wildlife, New Zealand has some of the most breathtaking views you can imagine. Glaciers, volcanoes, fjords, wild rivers and beautiful beaches – New Zealand has it all. You can see why locals proudly call it 'God's own country'. If you get a chance to travel to this beautiful land, you certainly won't regret it.

Workbook page 38

- 1**
- | | |
|-----------------|------------------|
| 1 A do | B make |
| 2 A himself | B his own |
| 3 A embarrassed | B embarrassing |
| 4 A had trouble | B caused trouble |
- 2**
- | | |
|---------------|--------------|
| 1 setbacks | 4 transition |
| 2 overthrown | 5 exposure |
| 3 achievement | 6 Riots |
- 3**
- | | |
|-------------|--------------|
| 1 stressful | 4 impressive |
| 2 height | 5 economist |
| 3 boredom | |
- 4**
- 1 You don't have to wear uniform to work in an office.
 - 2 ✓
 - 3 Playing music is great way to relax.
 - 4 Despite his talent, he never became famous.
 - 5 That film isn't worth seeing; it's really boring.
 - 6 ✓
- 5**
- 1 felt / always hated / wasn't looking
 - 2 Have you ever eaten / tried / took
 - 3 got up / had already watched
 - 4 have been working / have only written
 - 5 has been melting / started
- 6**
- 1 Isak Dinesen, whose real name was Karen Blixen, was a famous writer.
 - 2 My car broke down, which is why I arrived late for my interview.
 - 3 The waiter who served me my food was very polite.
 - 4 She has lots of shoes, most of which she doesn't wear.
 - 5 I have two uncles and three aunts all of whom live in Australia.
 - 6 The coast of Croatia, where we went on holiday last year, is very beautiful.

Workbook page 39

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

Video

- 1** Students' own answers
- 2**
- 1 They arrived 800 years ago in a big canoe called a *waka*.
 - 2 Extinction of the Moa, climate cooling, earthquakes and tsunamis.
 - 3 A war dance
 - 4 Tattoos, *hangi*, carvings in jade and wood, *hongi*
 - 5 A traditional greeting which involves pressing noses and foreheads together.
- 3** 1 D 2 A 2 E 2 C 2 B
- 4** Students' own answers

Video Workbook 39, exercise 2

The Maori are a Polynesian people, like the natives of Hawaii and Tahiti. They are thought to have originated somewhere round modern-day Taiwan, and arrived in New Zealand probably about 800 years ago in big canoes that they call 'waka'. They arrived in a land with a wide variety of birds, including the giant Moa, which were an important source of meat. After a few hundred years, however, the Moa became extinct, the climate became cooler, and a series of earthquakes and tsunamis made life more difficult for the early Maori. This may be the reason why they developed the warrior culture they have become famous for. European settlement brought conflict, and also weapons like the musket that the Maori used in wars among themselves, but in the twentieth century things began to get significantly better for them. They have representation in parliament and their culture is getting more and more recognition. So what is their culture like? Well the past is very important to them. Some Maori tribes can trace their history back to the waka their ancestors arrived in. And the waka themselves are very important in their society. There are regular competitions that are becoming more and more popular. They also maintain something of the warrior spirit. The 'haka', a kind of war dance, is famous around the world as it is performed before international rugby matches. And the tradition of the tattoo, a Polynesian word, continues, sometimes in the old traditional way.

They maintain a lot of other traditions too. Some Maori still fish in the old way, and they sometimes cook their food in a 'hangi', a kind of underground oven that uses hot stones and leaves or sacks to wrap the food in. And they do a lot of carvings in jade, a precious green stone, and in wood, especially for their meeting halls, which are places of great importance.

When visitors come, they are usually given a long and complex welcome. These usually start with a warlike dance, followed by speeches and singing. Then visitors are given the traditional Maori greeting, the 'hongi', which involves pressing noses and foreheads. And finally there may be a huge feast. If you ever have the chance to experience it, you can be sure you'll feel well and truly welcome!

4 Who's watching you?

Unit overview

Vocabulary

- **Surveillance:** *capture, biometric information, closed circuit television, computer chip, detect, identify, identity card, iris recognition, monitor, radio frequency identification, scan, scrutinize, spy on, survey*
- **Collective and partitive nouns:** *bar, bit, bunch, drop, flock, group, herd, packet, pair, part, piece, slice, speck, swarm, tribe*
- **Words which mean 'increase' and 'decrease'** *decline, mushroom, nose-dive, plunge, plummet, sky-rocket, soar, tumble*
- **Verb Zone:** *hear about, hear from, hear of, listen in on, listen out for*
- **Face 2 Face:** *out of my mind Phew! pretty sure*

Grammar

- Uses of *will*
- Conjunctions in the future
- Future continuous and future perfect

Pronunciation

- Asking for clarification

Recycled language

- Gerunds and infinitives

Language objectives

- To learn vocabulary related to surveillance (page 41) and collective and partitive nouns (page 45)
- To learn and use *will* and conjunctions in the future (page 42) and future continuous and future perfect (page 46)
- To use counter arguments in writing (page 49)

Skills objectives

- To read and understand a text about security cameras (page 40)
- To discuss surveillance (page 41) and talk about groups of things (page 45)
- To listen to and identify key information in a dialogue about a theft (page 43)
- To read and understand a text about futuristic technology (page 44)
- To argue for a minute on a topic (page 47)
- To describe people and places (page 48)
- To write an opinion essay (page 49)

Assessment criteria

- Students can use *will* and conjunctions in the future, future continuous and future perfect correctly.
- Students can recognize and use vocabulary about surveillance and collective and partitive nouns correctly.
- Students can correctly ask for clarification in pronunciation.
- Students can read and understand a text about security cameras and futuristic technology.
- Students can listen to and identify key information from a dialogue about a theft.
- Students can argue for a minute on a topic.
- Students can describe people and places.
- Students can write an opinion essay.

Resources

- **Teacher's i-book**
- **Student's Book CD 2**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 4, page 18
 - Vocabulary Consolidation Worksheet Unit 4, page 19
 - Grammar Support Worksheet Unit 4, page 42
 - Grammar Consolidation Worksheet Unit 4, page 43
 - Speaking Worksheet Unit 4, page 63
 - Test Consolidation Unit 4, page 106
 - Test Extension Unit 4, page 110
 - Speaking Test Unit 4, page 222

Prepare for Cambridge Exams

Listening page 128

- Matching multiple statements

Prepare for the TOEFL Junior® Test


Writing page 129

- Opinion

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 40 and 44

Listening


The **IWB Listening activities** are designed to provide extra activities to help students explore the listening dialogues in greater depth.

- Listening extra, page 43


Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 49

 **More practice** provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 42 and 46
- Vocabulary, pages 41 and 45
- Pronunciation, page 43

 **Grammar presentation** provides a step-by-step visual grammar presentation with a focus on form and use.

- Grammar, pages 42 and 46

4

Who's watching you?

Grammar	Uses of <i>will</i> Conjunctions in the future Future continuous & future perfect
Vocabulary	Surveillance Collective & partitive nouns
Challenge	Argue for a minute on a topic
Interaction	Describing people and places
Writing	An opinion essay

READING

1 In pairs, look at the photos of a CCTV (Closed Circuit Television) surveillance system and answer the questions.

- Are there many CCTV cameras near where you live?
- If there are, where are they located?

2 Read the article and explain in your own words what these numbers refer to.

4,000,000 20% 10,000 300 200,000,000

POLICE STATE

There are estimated to be more than four million security cameras in Britain, which is twenty per cent of the world's total. There are more than ten thousand in Central London alone. By the end of a normal day, people who live and work in London will have been captured on camera more than three hundred times.

Middlesbrough, a large town in the north east of England, recently installed the first talking CCTV cameras in the city centre. If someone drops litter in the street, and the security officers see them, they will be able to tell the culprit to pick up the litter.

After 9/11, the number of security cameras in New York City sky-rocketed, and cities all over the world are following suit. So the big question is ...



Do we need to be watched all the time?

Yes

Jeremy Thorne,
retired bank manager

I used to work in the centre of the city and I used to enjoy being there. Not any more. I no longer feel safe walking in the streets of my own city. They're full of the worst kind of people. Every day, there are beggars demanding money, young hooligans behaving in a drunken way, and even people openly selling drugs. Why should I have to put up with that? Thank goodness for the cameras. If anything bad happens to me – if I get mugged for example – the person who did it will be caught on camera. Also, I'm completely in favour of the new talking CCTV system. I can't bear litter, and I think it's right that people who drop litter in the street should be told to pick it up.



No

Gina Baptiste,
primary school teacher

I work in a primary school and the safety of my children is the most important thing in my working life. We have security cameras in the school and I don't have a problem with them. But I DO have a problem with cameras on the street where I go shopping. Why do they need to film me when I'm shopping? Apparently, the cameras in London cost two hundred million pounds. Yet in spite of all this so-called extra security, crime has gone up in some of the areas where there are a lot of cameras, while convictions have plummeted. And the idea of talking cameras is ridiculous. Can you imagine how people will react if they hear someone telling them to pick their litter up? They will just laugh and walk away.



Warmer

Put students into small groups and get them to think of as many crimes as they can. Then tell them to scramble the letters. Invite a student to come to the board and write the scrambled word. When a student from another group says they think they know the answer, ask them to come to the front and write the word underneath the anagram. Students gain two points – one for guessing accurately and another for spelling it correctly.

- 1 Refer students to the photos before reading the rubric, and ask students if they know what the photos show.

Answers

Students' own answers

- 2  2.1 The text is available to listen to.

Before reading the text, elicit suggestions about the meaning of the title. Don't confirm or deny any ideas at this stage. Point out that both words in the title can be used as nouns as well as verbs, and say that in this case *police state* is a compound noun.

Answers

4,000,000: the number of security cameras there are estimated to be in Britain

20%: the above figure as a percentage of the world's total number of security cameras

10,000: the number of security cameras in central London

300: the number of times people who live and work in London will have been captured on security cameras in a day

200,000,000: the total number of security cameras in the world (on the evidence of the first two figures)


Teaching tip

If you think it is necessary, practise a variety of numbers, including percentages and fractions, both numerically and verbally. Read a list of numbers, e.g. *17 million, 105 thousand, three-fifths, two-thirds, 475 million, 61.9 per cent*. Ask students to write them down as figures and in words.

- 3 Read the two opinions again. Which of the following statements reflect the opinions of the speakers?
- Jeremy Thorne feels very differently now about going into the city centre than he used to.
 - He is worried that in the event of an attack on him, the cameras won't help to catch the person responsible.
 - He thinks people who drop litter need to be told they have done wrong.
 - Gina Baptiste is in favour of the use of security cameras in schools.
 - As far as she understands, security cameras have not led to a reduction in crime.
 - She thinks people will be amused if they hear someone telling them to pick up their litter and that they will do it.

- 4 Find words and expressions in the article with the following meanings.

- the person responsible for a crime
- ask for something in a rude or aggressive way
- robbed in the street
- dislike intensely
- the process of finding criminals guilty

- 5  In small groups, discuss the questions.

- Do you think the presence of cameras affects people's behaviour where you live?
- Do you think surveillance cameras in city centres are a good thing or a bad thing? Give your reasons.

- 6 Read **Word Zone** and complete the sentences with verbs from the article.



Verbs which mean 'increase' and 'decrease'

The number of security cameras in New York City ¹... (went up a lot)
 Crime has gone up, but convictions have ²... (gone down a lot)

- 7 Read the sentences. Do the words in **blue** mean 'increase quickly' or 'decrease quickly'?

- The number of asylum seekers has **declined**.
- Interest in her music **mushroomed** after the concert.
- After the increase in fees, college applications will probably **nose-dive**.
- Food prices are expected to **tumble** when the new supermarket opens.
- Support for the candidate **plunged** after her poor performance in the televised debate.
- It is estimated that criminal activity will **soar** if the cameras are removed.

VOCABULARY Surveillance

- 8 Connect the words and phrases from the two boxes. Then complete the missing words in the text.

closed circuit biometric
 identity radio frequency
 computer iris

information card
 television recognition
 identification chip

Although the most visible surveillance method is CCTV ¹ (...), the most effective method is ² Soon all our passports and ³ ... will contain masses of information about us, including ⁴ ... technology, which is much more accurate and individual than fingerprints. This is possible because of RFID technology. RFID stands for ⁵ The information is stored in a tiny ⁶ ... , about the size of a grain of rice, which can be placed inside any products, from clothes to cars. In the future, it will be possible to track your movements because of the jeans you're wearing!

- 9 Check the meaning of the words in the box. Then complete the sentences with the correct form of the verbs.

capture detect identify monitor
 scan scrutinize spy on survey

- From his viewpoint at the top of the tower, he was able to ... the surrounding countryside.
 - As soon as she stepped outside, she was ... on camera.
 - The man had been dead for more than thirty years. But it was possible to ... him using just his dental records.
 - 'Don't worry about the man who called on you,' said the officer. 'His movements will be ... by the authorities.'
 - 'This is state-of-the-art technology,' she explained. 'It really can ... a needle in a haystack.'
 - We think they're using the satellite to ... the military installations of neighbouring countries.
 - She waited anxiously as the machine ... her luggage.
 - The border guards ... every centimetre of my passport. Then, almost reluctantly, they let me through.
- 10  Work in groups. Listen to three people talking about surveillance and make notes. Then discuss who you agree with and why.



Hazel



Marc



Lloyd

- 11 Imagine the sentences in exercise 9 are extracts from short stories. Choose one and write a paragraph to continue the story.

Teaching tip

Remind students that scanning is a useful technique for finding information quickly, as in exercise 3. Tell them that they need to always bear in mind what information they are looking for, and to anticipate what form it will take, e.g. a proper noun, a number, a reason that might be introduced with *because*, etc. Point out that they don't need to take in all the details of a long text, but when they find the relevant information, they should read the entire sentence.

- 3 Have students read items 1–6, then tell them to skim-read the 'Yes' and 'No' texts in order to get a general idea of the two opinions.

Answers

1 Yes 2 No 3 Yes 4 Yes 5 Yes 6 No

- 4 Point out that, as items 1–5 are specific words and expressions rather than ideas, they should decide what part of speech they need to look out for before reading the text.

Answers

1 culprit
2 demand
3 mugged
4 can't bear
5 conviction

- 5 First check whether students all live in an area where there are cameras. If any do not, ask them to give a hypothetical argument, e.g. *I (don't) think cameras would affect... because...*

Answers

Students' own answers

- 6 When checking answers to *Word Zone*, model the stress and pronunciation of the verb forms *sky-rocketed* and *plummeted*. Point out that the stress falls on the first syllable when the verbs are used in any tense.

Answers

1 sky-rocketed 2 plummeted

- 7 Tell students to work out the meanings from the information in the sentences, if they can. In item 1, advise them to think of other contexts in which they have come across the verb *decline* (health or population).

Answers

1 decrease quickly
2 increase quickly
3 decrease quickly
4 decrease quickly
5 decrease quickly
6 increase quickly

Warmer

Put students in pairs or small groups, and have them perform a brief role play in which one of them is wrongly accused of committing a crime, e.g. shoplifting, theft, vandalism. If performed in a group, one or two of the students could be witnesses. The role play should end with the 'police officer' saying what action (if any) they are going to take.

- 8 Put students in pairs and tell them to try to work out the complete noun phrases without using their dictionaries. Mention that one of the countable nouns in the right hand box is used in the plural.


Answers

1 closed circuit television
2 biometric information
3 identity cards
4 iris recognition
5 radio frequency identification
6 computer chip

- 9 Ask what the verbs all have in common (they are to do with looking at something or someone). Have students work individually, using their dictionaries.

Answers

1 survey 2 captured 3 identify 4 monitored
5 detect 6 spy on 7 scanned 8 scrutinized

- 10  2.2 **Transcripts page 136** Tell students to pay attention to the way that the people speak as well as to what they say, e.g. whether they sound impatient, worried, etc. Afterwards, ask them to comment on how well each speaker's opinion matched their tone of voice. Invite them to speculate on aspects such as the person's age and personality.

Answers

Students' own answers

- 11 Students can do this exercise individually or in pairs. Once they have finished their paragraph, they could read them out loud and vote on which is the most exciting or interesting.

Answers

Students' own answers

Continuous assessment**Teacher's Resource Book**

Vocabulary Support Worksheet: page 18, exercises 1–3

Vocabulary Consolidation Worksheet: page 19, exercises 1–3

Uses of *will*

We can use *will* for a variety of situations:
To make a prediction.

In the future, everyone will carry an identity card containing biometric information.

To talk about something you've just decided to do.

I'm bored. I think I'll do some homework.

To make an offer or promise.

I'll open the window if you like.

To make a request.

Will you come to court with me tomorrow?

We can't use *will* with *can* or *must*. Instead, we can use *will be able to* and *will have to*.

Security officers will be able to tell the culprit to pick it up.

We'll have to fill in a form if we want to travel to the USA.

Grammar reference page 116

- 1 Make predictions about the following topics. Then share your ideas with your partner.

I think there won't be any newspapers in twenty years' time.

surveillance

the media

security

transport

- 2 Respond to each statement with an offer of help.

I'll get some on my way home from school.

We haven't got any coffee.

I need to get a message to my brother at his school.

I can't go to the party because I haven't got enough money for the bus.

The guide doesn't speak English, so she doesn't understand what I want.

I'm so annoyed! The chain on my bike has broken again.

I really need something to eat.

- 3 Complete the following sentences, using affirmative and negative forms of *will be able to* and *will have to*.

- In the future, everyone ... carry identity cards containing biometric information.
- We ... travel without new biometric identity cards.
- Travelling in the European Union will be much easier. We ... show any ID at all.
- In the future, we ... drive a car even if we haven't passed a driving test!
- People ... go abroad unless they have a letter of invitation.
- The station is closed today. We ... get to the airport.
- We ... finish this exercise soon. Otherwise, the teacher will be annoyed.
- The website is down. We ... buy tickets online until later.

Conjunctions in the future

We can use a variety of conjunctions to link sentences in the future. With *if*, we call this structure first conditional.

If she wins the Oscar, she'll have to make a speech.

I'll write to him after I read his email.

She won't go to the party unless she hears from you.

We won't be able to buy tickets until they fix the site.

I'll call you as soon as I get home.

We can also use the present perfect after the conjunctions.

They will be able to arrest 'criminals' before they have committed a crime.

Grammar reference page 116

- 4 Complete the sentences with a suitable verb in the correct tense.

- I'll talk to him when he ... home.
- We'll look at the project after we ... dinner.
- Unless they improve security, the situation ... worse.
- I ... the train times online as soon as I've found an internet café.
- I ... the washing-up before we leave. Dad can do it later.
- You ... the website unless you know the password.
- The lesson won't start until the teacher ...
- If the government ... a ransom, the terrorists won't release the prisoners.

- 5 Read the two mini-stories. Then replace the *if* clauses with phrases beginning with *unless*.

You will not be allowed to enter the country unless you have a visa.


A The guard looked at Felicity's passport. 'No visa,' he said. 'You will not be allowed to enter the country if you don't have a visa.' She panicked. 'Listen,' she said. 'You have to let me in. I'll lose everything if I'm not at the White House within one hour!'

B The phone rang again. Cara picked it up. 'Listen, Jason,' she said. 'I won't come to your party on Friday if you keep ringing me every five minutes!' But it wasn't Jason, it was her boss. 'If you don't get to work in the next half hour,' he said, 'you won't have a job on Friday.'

- 6 Complete the sentences with future statements which are true for you. Then compare them with a partner.

- As soon as this class ends, I ...
- ... unless I get really good marks in the end-of-year exam.
- If I do well in English, ...
- After I finish studying, ...
- ... before I'm 30.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 116.
-  Visual grammar presentation

Warmer

Put students in pairs or small groups, and ask them to make predictions about what they think some of the big news stories will be over the next twelve months. Advise them that the stories can be on a national or international level, or could be a combination. Tell them to write their suggestions down at the back of their exercise books, so that they can look back at them in a year's time. Open this up to a whole-class discussion.

- 1 Check that students understand the topics by asking them to give an example of each. Read the example sentence and point out that we can also say *I don't think there will be ...*

Answers Students' own answers

Teaching tip

Students may have difficulties with the pronunciation of *we'll* and *will*. As the contracted form *'ll* is used very frequently, take the opportunity to have them practise the pronunciation of the full form.

- 2 Give students time to think about the situations in pairs. While they are practising, monitor and check. Make sure that they don't use a rising intonation at the end of the statement or response.

Answers Students' own answers

Teaching tip

Have students think of new situations that require an offer of help. Encourage them to continue the dialogue with follow-up questions. Invite individual pairs to perform their mini-dialogues in front of the class. You could ask stronger students to swap partners and offer spontaneous responses.

- 3 Check that students understand that *have to* is used to talk about obligation or necessity, and *be able to* refers to ability or possibility.

Answers

- 1 will have to
- 2 won't be able to
- 3 won't have to
- 4 will be able to
- 5 won't be able to
- 6 won't be able to
- 7 will have to
- 8 won't be able to

- 4 Tell students to read both clauses in each sentence before deciding which tense will be needed. Refer them to the example sentences in the grammar box at the top of the column.

Answers

Suggested answers

- 1 gets / arrives / has got / has arrived
- 2 have / have had
- 3 will get
- 4 will check
- 5 won't do
- 6 can't / won't be able to access
- 7 arrives
- 8 doesn't pay / offer

- 5 Point out that *unless* means *if... not*. Refer students to the example and the first *if* clause in paragraph A.

Answers

I'll lose everything unless I'm at the White House within one hour.
I won't come to your party on Friday unless you stop ringing me every five minutes.
Unless you get to work in the next half hour, you won't have a job on Friday.

- 6 Have students read sentences 1–5 and ask them what they have in common (they all refer to a future time but use verbs in the present simple).

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 42, exercises 1–3

Grammar Consolidation Worksheet: page 43, exercises 1–3

LISTENING

Identify key information in a dialogue about a theft



- Identify the items in the photos above and answer the questions.
 - Which of the items do you possess?
 - Which of the items would you take with you on holiday?
 - Which of them would you be most upset to lose?
- Listen to the conversation and answer the questions. Give as many details as you can.
 - Where is the conversation taking place?
 - Describe the emotional state of the two people.
 - Which of the items in exercise 1 are mentioned?
- Listen again and decide if the following statements are true or false. Give reasons for your answers.
 - The tourist is on holiday in his own country.
 - He hasn't used his camera on his holiday yet.
 - The police station is walking distance from the beach.
 - He drove to the police station as quickly as he could.
 - The tourist town is near the border with another country.
 - The tourist's rucksack was found near the border.
 - The police officer thinks that the thief will have tried to use the tourist's credit cards.
 - The police officer has never heard a story like this before.

PRONUNCIATION Asking for clarification

- Listen. Which words in the replies have the main stress? Then practise in pairs.



- A: Someone came up behind me and took it from under my head.
B: Took what from under your head?
- A: Can you describe it?
B: Can I describe what? The taxi?
- A: He will have crossed the border by now.
B: He will have crossed the border?

More practice page 146

- Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



- out of my mind
- Phew!
- pretty sure

Dialogues page 146

YOUR TURN TO SPEAK

- Work in groups of three. Invent a similar scenario about losing something important. First decide on the details, then have the conversation.

Student A: You are a police officer.

Student B: You've lost some very important possessions and you're feeling stressed.

Student C: You're Student B's friend. You're trying to help, give details, calm your friend down, etc.

Express yourself

Asking for details

Where did you lose it?
Can you describe it?
How big is it? What colour is it?

Trying to calm people down

Calm down! Don't panic.
I understand why you're upset, but you need to slow down.

Indicating stress and anxiety

You've got to help me.
I'm going out of my mind.


Warmer

Refer students to the photo on the left and ask them what is happening. Then put them into small groups and ask them to construct a story about how the man in the fawn trousers came to be in that situation. Encourage them to be creative. When they are ready, ask groups to give their imagined version of events.

- 1 Tell students to identify the ten individual items. Encourage them to use phrases that express uncertainty, e.g. *It looks like a ...*, *It could be a ...*.

Answers


rucksack, credit card, wallet, tablet, sunglasses, passport, laptop, mobile phone, MP3 player, camera

- 2  2.3 **Transcripts page 136** Ask students to listen out for an item which is mentioned but not pictured in exercise 1. Invite as many suggestions for answers to question 2 as possible.


WORDS TO KNOW

Check that students know the following words: *stripe*, *fingerprints*, *trust* (verb) by asking them to give a definition (a band of colour, the pattern of lines on the ends of your fingers, have confidence in).

Answers

- 1 In a police station.
2 The man is worried, alarmed, anxious, stressed, angry, impatient; the police officer is calm, casual.
3 rucksack, credit card, wallet, passport, phone, camera, MP3 player, sunglasses
- 3  2.3 **Transcripts page 136** Ask students to compare answers.

Answers


- 1 False (He brought his passport.)
2 False (He says that the camera had pictures of his holiday on it.)
3 False (It took him an hour to get to the police station from the beach.)
4 False (He mentioned that he couldn't afford a taxi, which means that he didn't have a car at the beach.)
5 True (It is only half an hour away.)
6 False (It was found in a rubbish bin near the beach.)
7 False (The police officer says that thief won't have tried to use his credit card or passport.)
8 False (He says that this kind of thing happens all the time.)
- 4  2.4 Point out that the responses in items 2 and 3 could be reduced further. Elicit the shortened responses *Describe what?* and *Crossed the border?* Mention that the emphatic stress pattern is the same as in the slightly longer responses.

Answers

- 1 A: Someone came up behind me and took it from under my head.
B: Took what from under your head?
2 A: Can you describe it?
B: Can I describe what? The taxi?
3 A: He will have crossed the border by now.
B: He will have crossed the border?

Extra activity

Practise asking for clarification. Write on the board: *I bought it!* Elicit the response *Bought what?* and write this underneath. Beginning with a stronger student, say *I told you!* to elicit the response *Told me what?* Give an answer, then nominate another student to make a similar statement, going around the class until everyone has participated.


- 5  2.5 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 146, ask them which one means:

mad (*out of my mind*)
That's a relief. (*Phew!*)
quite certain (*pretty sure*)

Ask students if there's an equivalent in their own language.

Answers

- 1 out of my mind
2 pretty sure
3 Phew!


- 6  2.6 The expression in *Express yourself* are available to listen to. Refer students to the *Express yourself* box and play the audio. Tell them to pay attention to intonation and to speak in an appropriate manner, i.e. calm for Students A and C, more animated for Student B. Encourage them to ask for clarification, using shortened responses as in exercise 4.

Answers


Students' own answers

Fast finishers

Write a new conversation between yourself and a police officer. Choose different possessions or a different crime from the one(s) used in exercise 6.

1  Look at the photo and the title of the text and discuss the questions.

- 1 Who are the people and what are they doing?
- 2 Do you know anything about the film *Minority Report*?

2  Read the first part of the text quickly and find the following pieces of information.

- 1 What is John Anderton's job?
- 2 Why does he have to run away from the police?

WILL LIFE REALLY BE LIKE THIS?

Steven Spielberg's film *Minority Report* is based on a story by science fiction writer Philip K Dick. It is set in the year 2054, and describes the activities of a special Washington DC police department called Pre-Crime, which aims to catch criminals before they commit a crime. They do this with the help of a group of young psychics, who are called 'pre-cogs', which is short for 'pre-cognitive thinkers'.

The pre-cogs have the power to see into the future. They know when a crime will be committed and who will commit it. They provide mental images which the Pre-Crime Force have to interpret so that they will be able to arrest the 'criminals' before they commit a crime.

John Anderton, played by Tom Cruise, is a member of the Pre-Crime Force. One day, he discovers to his astonishment that the pre-cogs are indicating that he himself will murder someone called Leo Crow, a man he has never heard of. Anderton spends the rest of the film on the run from the police, desperately trying to prove his innocence. This is even more difficult in 2054 than it would be now because, amongst other things, there is iris recognition technology at work on the doors of offices, stores and apartment buildings, which means the police are able to track his movements.

To reduce the possibility of being arrested, Anderton undergoes a gruelling operation to get himself a new pair of eyes. The operation is performed by an unlicensed back-street surgeon. Shortly afterwards, in one of the few comic moments in this tense thriller, Anderton enters a store, and the store's automated iris recognition system welcomes him with a Japanese name.



Tom Cruise in *Minority Report*

Is this the future?

There are many futuristic technology features in the film, including iris recognition and the possibility of analyzing people's mental activity electronically.

Iris recognition technology is already a reality. It can detect the part of your eye that is the most unique. Biometric passports and identity cards with iris recognition as one of their features are already in use. In the not-too-distant future, most countries will have introduced them. It will be impossible to forge them, so identity theft will be a thing of the past. However, the cards could also contain all kinds of information about you - your criminal record, religious beliefs, sexual orientation and even which local football club you belong to.

Brain imaging technology is not yet as advanced as in the film, but it is already very sophisticated. Functional magnetic resonance imaging (fMRI), for example, is a technique for measuring brain activity which works by detecting the changes in the flow of blood that occur in response to different brain actions. At the moment, it is used to help doctors cure brain disease. In the future, technology like this could be used to detect certain types of personality disorder and to predict potentially criminal behaviour patterns. Then we really will be living in the world of *Minority Report*.


Warmer

Refer students to the title of the text on page 44. Write the word *genre* on the board and explain that this means a type of book or film. Elicit examples, and ask what kind of genre would match the title of the text (science fiction). Ask: *Do you like science fiction? Why? / Why not?* Discuss the science fiction genre in comparison with other film or book genres. Do a survey of the most popular; if appropriate, break this down according to gender or age.

- 1 Write on the board *What I know* and *What I think I know*. Tell students to discuss question 2 with reference to the headings, as it is likely that some of the class will have seen the film.

Answers

Students' own answers

- 2  2.7 The text is available to listen to. Tell students that they only need to read the first three paragraphs of the text in order to answer the questions.

Answers

- 1 He is part of the Pre-Crime Force. His job is to interpret mental images of those who are going to commit a crime, and then arrest them.
- 2 The pre-cogs have indicated that he himself will murder someone, and he wants to avoid arrest.

Teaching tip

Ask students to look back at the first three paragraphs of the text, and to underline each relative clause that begins with a relative pronoun. Have them decide in each case what the relative pronoun refers to. This will help reinforce the value of using relative pronouns to link ideas as well as to refer back to a specific noun phrase.

Answers

Paragraph 1:

which aims to catch criminals – *which* refers to the Pre-Crime police department

who are called 'pre-cogs' – *who* refers to the group of psychics

which is short for 'precognitive thinkers' – *which* refers to 'pre-cogs'

Paragraph 2:

which the Pre-Crime Force have to interpret – *which* refers to 'mental images'

Paragraph 3:

which means the police are able to track his movements – *which* refers to the existence of iris recognition technology on doors

VOCABULARY

Collective & partitive nouns

3 Answer the questions in your own words.

- 1 What is the purpose of the Pre-Crime department?
- 2 What kind of people do they use to help them?
- 3 How do the police get their information about crimes?
- 4 What does Anderton do to avoid detection?
- 5 What happens when he visits a store?
- 6 What technology featured in the film is already being used?
- 7 What is the main advantage of biometric passports and identity cards?
- 8 What is detected by fMRI?

4 Read the *Study Skill*. Then read the text again and explain what references 1–4 refer to.

Understanding pronoun references

Pronouns and demonstrative pronouns (*this*, *that*, etc) usually refer to something which has been mentioned in a previous sentence, or earlier in the same sentence. If you aren't sure what the pronoun refers to, read the previous sentence again.

- 1 It is set in the year 2054. (*paragraph 1*)
- 2 They do this ... (*paragraph 1*)
- 3 ... most countries will have introduced them. (*paragraph 6*)
- 4 ... technology like this could be used ... (*paragraph 7*)

5 In pairs, read the opinions about the technology described so far. Do you agree or disagree?

- 1 The world will be a safer place when we all have to use biometric passports and identity cards.
- 2 I think it would be very nice to be greeted by name whenever you enter a shop.
- 3 The idea of being recognized wherever I go scares me.
- 4 If new technology means the police will be able to detect criminal behaviour before a crime is committed, I'm all in favour of it.
- 5 I don't think it's right to read someone's brain to see if they might be a criminal.

6 Read the examples from the text. Does each word refer to an exact number of things?

the *part* of the eye which is the most unique
 a *group* of young psychics
 a new *pair* of eyes

7 Look at the words. What could they refer to?

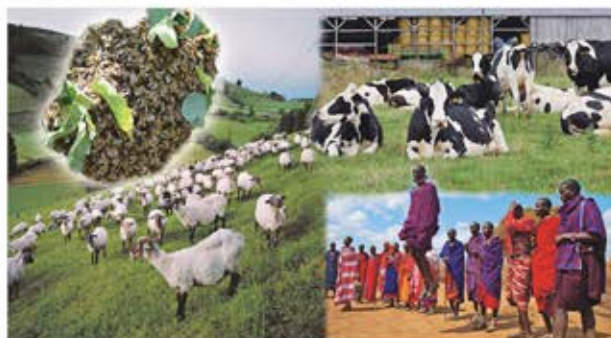
bar: a bar of soap

bar bit bunch drop flock herd packet
 piece slice speck swarm tribe

8 Complete these questions with one of the words in exercise 7. Then suggest an answer to each question.

- 1 Do you know where I can buy a ... of chewing gum?
- 2 What do you usually do when you have a ... of free time before class?
- 3 What do you suggest I do? I have a ... of dirt in my eye.
- 4 Do you think your mother would like a ... of flowers?
- 5 Is it bad to eat a ... of chocolate every day?
- 6 Where can I get the best ... of cheesecake in your town?
- 7 If you felt a ... of rain on a cloudless day, what would you think?
- 8 Do you have toast for breakfast? If so, how many ...?

9 Write questions for the other words in exercise 7. Use the photos to help you. Then ask and answer the questions in exercises 8–9 in pairs.


VERB
ZONE

hear about hear from hear of
 listen in on listen out for

10 Match the verbs with the definitions below.

- 1 know that something exists
- 2 receive news from someone
- 3 listen to a conversation without the people knowing
- 4 learn that something has happened
- 5 listen carefully because you expect something to happen

11 Complete the sentences with the verbs in the correct form.

- 1 John Anderton is told that he will murder someone called Leo Crow, a man he has never ...
- 2 I used to chat to Alex a lot, but I haven't ... him in ages.
- 3 Have you ... the plans for a new airport in the city?
- 4 Did you hear that click? I think someone is ... us!
- 5 I used to ... my mother's car coming down the street.

12 In pairs, turn to page 150 and discuss the questions.

- 3 Tell students that they can use expressions such as *iris recognition*, but should not copy whole phrases from the text. Do the first question as a class, and elicit a range of paraphrases.

Answers

- The Pre-Crime department catches criminals before they commit a crime.
 - They use psychics.
 - The pre-cogs supply them with mental images of crimes being committed in the future.
 - He acquires new eyes in order to evade detection by iris recognition systems.
 - The iris recognition system on the door thinks he is Japanese.
 - Iris recognition and the capacity to analyze our mental activity by electronic means is being used.
 - They are impossible to forge.
 - fMRI detects changes in blood flow that result from different actions in the brain.
- 4 Before students do the exercise, point out that the pronoun *they* can be used to refer to a collective noun if we are thinking of the group as a number of individuals.

Answers

- the Minority Report story
- the Pre-Crime police department
- biometric passports and identity cards using iris recognition
- functional magnetic resonance imaging (fMRI)

Teaching tip

Ask students to give examples of a collective noun, e.g. *class, family, government, team, crowd, army, audience, company group*. Extend the point made in exercise 4 by telling students that collective nouns such as these are followed by a singular or a plural verb. Write the following sentences on the board and ask the class to choose the correct form:

- Her family **has / have** decided to move to Scotland.
- The average family **is / are** smaller than 50 years ago.
- Our team always **make / makes** the most noise after a match.
- If our team **is / are** beaten tomorrow, we'll be at the bottom of the league.

Answers

- have
 - is
 - make
 - is
- 5 Encourage students to use phrases for expressing an opinion, e.g. *I'm (not) in favour of...*, *I (don't) like the idea of...*, *I'm completely against...*. Remind them that prepositions are followed by *-ing* rather than the *to* infinitive. Write on the board:
I don't like the idea of being spied on.
I'm completely against machines taking over.

Answers

Students' own answers

Warmer

Write on the board three sentences about yourself, only two of which are true, e.g. *I was born in Costa Rica. I have never had Chinese food. I'm really good at karate.* Read them out and ask students to guess which of the facts is not true.

- 6 Ask students how many elements are suggested by each of the nouns in blue (*the part* = one, *a group of* = three or more, *a pair of* = two).

Answers

No, 'a group of' doesn't refer to an exact number of things.

- 7 Have students work in pairs to come up with as many items as they can.

Answers

Students' own answers

- 8 Read through the words in exercise 7 again, and ask students whether they come before a countable or uncountable noun.

Answers

- packet
- bit
- speck
- bunch
- bar
- slice / piece
- drop
- slices / pieces

- 9 Tell students to write their questions individually, and advise them to create questions that are reasonably easy to answer. Monitor and help with vocabulary.

Answers

Students' own answers

- 10 Check if students recognize any of the multi-part verbs and can explain what they mean.

Answers

- hear of
- hear from
- listen in on
- hear about
- listen out for

- 11 Point out that students may need to use the verb in different tenses, an *-ing* form, or an infinitive with *to*.

Answers

- heard of
- heard from
- heard about
- listening in on
- listen out for

- 12 Encourage students to use the multi-part verbs in their discussion.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 18, exercises 4–6

Vocabulary Consolidation Worksheet: page 19, exercises 4–6



We use the future continuous for a situation that will be in progress at a particular time in the future.

Next summer, I'll be working in a café by the sea.

We'll be living in the world of Minority Report.

We use the future perfect for an event which will happen before a time in the future. We often use it with *by*.

By this time next week, I will have taken my driving test.

In the future, most countries will have introduced identity cards.

We can also use these tenses to speculate about what we think is happening now or has already happened.

He will have crossed the border by now. (I think he has crossed the border.)

He'll be drinking coffee somewhere. (I think he's drinking coffee somewhere.)

Grammar reference, page 116

- 1 Look at the cartoons. Write captions for each one beginning **This time next week ...**

1 *He'll be lying on a nice beach in the south of Spain.*



- 2 Write 'No' answers to the questions, and give details using your own ideas. Use the future continuous.

- Will Joe be waiting for us at the station when we arrive?
No, he won't. He'll be watching the football on TV at home.
- Will your parents be at home this evening?
- Will your English teacher be working here next year?
- Will your local football team be playing at home this weekend?
- Will your best friend be having a party on Saturday night?
- Will you be studying at eight o'clock tonight?

- 3 Read the action plan. Then write about how Whelford city centre will have changed by the end of the year. Use the future perfect.

By the end of the year, they'll have installed...



REDUCING CRIME IN OUR CITY CENTRE:

5-POINT ACTION PLAN

- install 30 new talking CCTV cameras
- replace all street lights over 10 years old with new brighter ones
- ban people from wearing hoodies and baseball caps in the shopping centre
- increase fines for serving alcohol to underage teenagers
- employ 3 new street patrol police officers to work in the evenings

- 4 Write possible answers to the questions. Use the future continuous and future perfect to imagine what is happening now or has already happened.


- Did your parents leave for Portugal today?
*Yes, they will have arrived in Lisbon by now.
I expect they'll be unpacking in their hotel room.*
- Did your friend catch her train on time?
- Your neighbours went to Australia yesterday, didn't they?
- Your cousin has her driving test tomorrow, doesn't she?
- Did you put a post about your party on Facebook?
- It's your brother's birthday today, isn't it?

- 5 Answer the questions about your own future actions.

- Will you be studying English at this time on Sunday?
- What will you be doing this time next year?
- Will you be working or studying during the summer holiday?
- How many exams will you have taken by the end of this year?
- Where do you think you'll be living in ten years' time?
- What do you think you will have achieved by the time you're 30?

- 6 Ask and answer the questions in exercise 5 in pairs.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 116.
-  Visual grammar presentation

Warmer

Ask students: *What are New Year resolutions? Have you ever made any? How long do you keep them up for? What about other people in your family? Why do people make resolutions at that time of year?* Elicit a range of ideas, and establish if any common themes emerge, e.g. people feeling guilty about not keeping to them, making the same resolutions every year, etc.

- 1 Refer to the example. Point out the use of details such as *nice* and *in the south of Spain*. Tell students to write similarly imaginative captions for the other cartoons.

Answers Students' own answers

- 2 If necessary, refer students to the grammar box. Point out that the sentences in exercise 2 all refer to an action that will be in progress at a specific time in the future.

Answers Students' own answers

- 3 Read the example sentence and elicit that it refers to an action that will be completed before a specific time in the future. Point out that as the time frame is the same for each of the points, it isn't necessary to begin each sentence with *By the end of the year*.

Answers

They'll have replaced all street lights over 10 years old with new brighter ones. They'll have banned people from wearing hoodies and baseball caps in the shopping centre. They'll have increased fines for serving alcohol to underage teenagers. They'll have employed 3 new street patrol police officers to work in the evenings.

Extra activity

Get students to work in small groups. Ask them to decide on an action plan for their own town. Have them create a poster containing four or five points. Tell them to agree on a realistic timescale, and point out that they can have different timescales for different action points if they wish. When they are ready, ask them to come to the front and present their action plan, using the future perfect to talk about the different points.

- 4 Read the example sentences. Tell students that *I expect* is a way to introduce speculation, and can be used with both the future continuous and future perfect. Remind them that *by now* is not used with the future continuous.

Answers Students' own answers

Teaching tip

For variety, encourage students to use other ways to introduce speculation before the future continuous and future perfect. Elicit expressions such as *I imagine*, *I reckon* and *I suppose*, as well as *It's likely / probable that ...*

- 5 Ask students to work individually, and to give full replies. Tell them to anticipate follow-up questions when they come to ask and answer in exercise 6.

Answers Students' own answers

- 6 Advise students to try to give their answers spontaneously, rather than reading them. Encourage them to ask follow-up questions.

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 42, exercises 4–5

Grammar Consolidation Worksheet: page 43, exercises 4–5

CHALLENGE

Argue for a minute on a topic

4

PREPARATION

- 1 Read the statement. Then decide if the comments below are in favour of or against it.

There should be CCTV cameras in every school classroom.

What do YOU think?

Comment Now

- | | |
|---|--|
| 1 Students will not work well if they think they are being watched. | 5 I think it's just a matter of time before this excellent idea is introduced. |
| 2 Teachers deserve to be protected from disruptive students. | 6 Will there be sound as well as images? If not, then I'm not sure what the point is. |
| 3 It seems like a very expensive way to check what's going on in the classroom. | 7 Who will be watching what happens? The head teachers? Don't they have enough work to do already? |
| 4 Students will definitely work harder in a situation like that. | 8 The advantage is that there will be evidence if something bad ever happens in the classroom. |

DO THE CHALLENGE

- 2 Work in groups of four. You're each going to argue in favour of and against a statement. Follow the instructions.

- Decide who is Student A, B, C and D.
- Read which statements you're going to speak about.

Student A: You are IN FAVOUR OF Statement 1 and AGAINST Statement 2.

Student B: You are IN FAVOUR OF Statement 2 and AGAINST Statement 1.

Student C: You are IN FAVOUR OF Statement 3 and AGAINST Statement 4.

Student D: You are IN FAVOUR OF Statement 4 and AGAINST Statement 3.

- Working alone, make notes in favour of and against your two statements.
- Practise speaking in favour of your statement for one minute, using your notes.

1 In 20 years' time, there will be no passports. We will be able to cross borders using iris recognition technology.

2 In the future, everything we buy will be tagged. It will be possible to know exactly where people and goods are all the time.

3 Modern houses should all be protected by CCTV cameras and electric fences.

4 To help prevent crime in the future, all mobile phone messages will be monitored.

- 3 Present your arguments to your group. Use the language in *Express yourself* to help you. Follow the instructions.

- Start with Statement 1.
- Student A argues in favour of it for one minute.
- Student B argues against it for one minute.
- Students C and D will then ask both of them questions.
- Now repeat the process with Statement 2.
- Continue until all the arguments have been presented.

Express yourself

Expressing agreement with an idea

I'm (totally) in agreement with this idea.

I'm (totally) in favour of this idea.

This idea makes a lot of sense to me.

Expressing disagreement with an idea

I (totally) disagree with this idea.

I'm (totally) opposed to this idea.

This idea makes no sense to me at all.

Asking for clarification

Can you explain (exactly) what you mean by ... ?

Could you give us more details about ... ?

FOLLOW UP

- 4 As a class, make a list of the arguments for and against each statement. Then take a class vote on each statement – every student gets one vote for each statement.

In this lesson, students learn to argue for a minute on a topic.

Warmer

Tell students that they are going to play a game based on a radio show called *Just a minute*. Choose, or have the students choose, several topics they are interested in. Write the topics randomly around the board, and invite a student to choose a topic. Nominate a different student to stand at the front of the class, or with shy students behind their desks, and talk for one minute with no repetition or hesitation, (e.g. *um, er*). Other students must monitor this, and shout out if the student repeats or hesitates. You must keep the times, and write the times next to the students' names, which are written on the board. The student who can speak for the longest time without hesitation or repetition wins.

- 1 Have students read through the statements. Elicit or pre-teach *deserve*, *disruptive* and *advantage*. Check that they understand *evidence*.


Answers Students' own answers

Teaching tip

Point out that it is a good intellectual discipline to argue for something that we don't believe in, or against an idea we are in favour of. This may be relevant for exercise 2, when it is possible that all four students in each group may be in agreement on at least one of the statements. You could get them used to the idea by giving a topic and nominating a student to express a brief opinion both in favour and against it. Examples of suitable topics might be assessment of pupils by coursework instead of exams, health and safety legislation, women priests, etc.

- 2 Tell students to work with the nearest three class members to form a four. Tell them to decide between themselves who will take the part of Students A, B, C and D. Say that it is less important to agree with the allocated student's point of view than it is to think of good supporting arguments. While students are writing their notes individually, monitor and help with vocabulary. Then tell all students to stand up and go to another part of the room away from their group, so that they can practise speaking without giving away the content of their argument.

Answers Students' own answers

- 3  2.8 The expressions in *Express yourself* are available to listen to. Ask all students to sit with their original group of four. Draw their attention to the *Express yourself* phrases and play the audio. Point out that this activity involves listening as well as speaking. Remind them that they will be expected not only to give their own arguments, but to listen to those given by their classmates, express agreement or disagreement, and ask for clarification.

Answers Students' own answers

- 4 This can be done as a homework activity. Tell them to try to remember as many of the arguments for and against each statement as possible, rather than just summarizing their own contribution. Tell them to bring their lists for the next lesson, in preparation for the class vote.

Answers Students' own answers

Fast finishers

Think of a new topic and write three opinions for and against it. Use some of the expressions from *Express yourself* on page 47.

Express yourself**Speculating with a degree of certainty**

It looks like ...

I would imagine it's in a ...

It appears to be / have been ...

They seem to be ...

Speculating with uncertainty

I can't be certain if ...

There might have been a ...

He / She could be a ...

As far as I can make out, ...

Asking for or offering more information

What else did you see / notice?

Another thing I noticed was ...

Apart from that, I also saw ...

A MEMORY TEST

- 1 **Read the situation. Then before you listen, discuss the questions.**

You are going to hear two conversations. They take place at a training centre for people who want to work in military intelligence. In each case, the trainee has ten seconds to look at one of the photos on this page and then they have to describe it in detail.

- Would you be a good witness of a crime? Can you remember details about what people were doing?
 - Who needs to have good memory skills in their job?
- 2 **Look at Photo A and listen to the first conversation. How successfully does the trainee complete the task?**
- 3 **Look at Photo B and listen to the second conversation. Is there any difference in the way the second trainee approaches the task?**



- 4 **Listen to both conversations again and answer the questions.**

- 1 How certain is the first trainee about the following things?

the location the description of the scissors
the other security officer

- 2 How successful is the second trainee at giving details about the following?

the house the people things in the garden
surveillance equipment

VOCABULARY

- 5 **Explain the difference between these sets of three statements. Describe when you could use each sentence.**
- 1 A It's in an airport.
B I would imagine it's an airport.
C It may be an airport.
- 2 A There has been a murder.
B There appears to have been a murder.
C There might have been a murder.
- 6 **Look at *Express yourself* and find a phrasal verb that means 'to see or understand with difficulty'.**

YOUR TURN TO SPEAK

- 7 **Work in pairs. You're going to take turns to describe a photo. Follow the instructions.**


Student A: Turn to page 151 and look at the photo for ten seconds. Then close your book.

Student B: Turn to page 151 and look at the photo. Ask Student A to describe it. Then, ask more questions which require him/her to give you specific details about the photo. Give clues, and respond positively when Student A gives a good answer.

- 8 **Swap roles and repeat the activity with the photo on page 152. Follow the instructions in exercise 7.**

Warmer


Invite two students to stand at the front facing one another. Give student A thirty seconds to memorize everything they can about student B's appearance. Then tell student B to turn around while the rest of the class ask student A questions about them, e.g. *What colour are his eyes? What colour shoes is she wearing? How long is her hair? How tall is he?* This works especially well in schools where there is no standard uniform.

 **2.9** *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

- 1 Check that students understand *military intelligence*. For the second question, ask them to think about having a good memory for conversation as well as for physical details and actions.


Answers

Students' own answers

- 2  **2.10** **Transcripts page 136** Pre-teach *scanner*. Tell students to look at Photo A while they are listening to the audio. Get them to write a mark out of ten to indicate how well the trainee remembered the details. Ask them what they think *Dismissed* means at the end of the conversation (permission to leave the room given by an officer).

Answers

She completed the task very well. She was able to answer all the officer's questions, apart from the type of scissors. When asked what else she noticed, she remembered where people were standing in relation to each other.

- 3  **2.11** **Transcripts page 137** Have students look at Photo B while listening to the audio, and again to give a mark out of ten to indicate how well the trainee remembered the details. This time, ask them also to think about the trainee's choice of phrasing and tone of voice.

Answers

The second trainee speaks in an informal style. He speaks quite dramatically and uses colloquial devices such as 'so' to introduce a response, and 'Umm ...' as a delaying tactic. He uses lengthier, more rambling phrasing, and generally addresses the officer in a chatty manner. He uses a lot of expressions for speculating and communicating uncertainty.

The first trainee is much more respectful. She apologizes for not remembering a detail. She is more economical with her phrasing, gives concise answers and speculates with certainty.

- 4  **2.10** and **2.11** **Transcripts page 136–137** Tell students that the conversations are very short, and that they will hear the audio once in this exercise. Give them time to read the questions.

Answers

- 1 The location: she is certain that it is a security check, but is not sure where exactly it takes place
The description of the scissors: not at all certain what they look like
The other security officer: not completely certain, and she did not mention where he was standing
- 2 The house: not fully successful; he remembers that the houses are similar, but is vague, and doesn't recall that they are terraced houses

The people: fairly successful, as he has identified who they are and what they are doing; however, he doesn't remember that one of them has a camera on a tripod

Things in the garden: he remembers the blue tent but he is not certain about it

Surveillance equipment: he is quite sure that there aren't any security cameras, which is correct

- 5 Tell students that only one statement from each of the two sets is from the audio. Ask if they can remember which ones were expressed by the two trainees. Elicit that the second trainee spoke with greater uncertainty (the first trainee said B; the second trainee said C).

Answers

- A This is a direct statement. You use this when you are certain about a fact.
- B This expresses speculation. You use this when you are making a guess about something you are fairly sure of.
- C This expresses possibility. You use this when you are making a guess with less certainty.

- 6 Refer students to the *Express yourself* expressions and have students listen to the audio. Point out that in the phrasal verb *make out*, the object can come before the particle or afterwards, e.g. *I can't make anything out / I can't make out anything*.

Answers

make out

- 7 Elicit what kind of information it is possible to remember about a photo in ten seconds, e.g. place, people, activity, transport, weather. Refer students to the *Express yourself* expressions before beginning the activity. Point out that student B needs to be actively listening to student A, and if necessary, revise expressions that ask for clarification or repetition.

Answers

Students' own answers

- 8 Monitor and check that students are performing their roles in an appropriate way, and are using expressions from the *Express yourself* box.

Answers

Students' own answers

Fast finishers

Tell students to close their books. Put them in pairs and ask each student to describe in as much detail as they can one of the two photos in exercise 3. Their partner can offer suggestions after the first student has finished speaking, and then he or she in turn describes the other photo. Encourage them to use expressions of certainty and speculation.

WRITING

An opinion essay

- 1 List all the information that appears on your ID card or passport. If possible, check.

full name, date of birth, ...



- 2 Discuss the questions in pairs.
 - 1 People in some countries, including the UK and the USA, don't carry identity cards. How would you explain the use of identity cards to people from those countries?
 - 2 Do you know anything about biometric identity cards?
- 3 Read the essay. How many types of crime does the writer mention?

Biometric technology will make the world a safer place. Do you agree?

In recent years, biometric technology has become more and more advanced in many different areas. I totally agree with the use of biometric technology in areas such as payment and ID cards because I think it will dramatically reduce crime.

Firstly, I believe that biometric payment cards are far safer than ordinary ones. Only the person whose physical characteristics match their credit or debit card will be able to use it. Therefore, there will be no point stealing people's cards and credit card theft and identity fraud will plummet.

Secondly, biometric ID cards will put an end to the practice of false passports. At the moment, anyone can have a passport containing a false identity because you only need a photo of yourself. However, if you need to provide your unique biometric information, you will not be able to receive a false passport. This will be crucial in the fight against people smuggling and will stop criminals escaping to foreign countries.

I acknowledge that some people feel uneasy about records of their physical characteristics being held. Nevertheless, I feel that if you haven't done anything wrong, you'll have nothing to fear from biometric technology, and overall it will definitely make the world a safer place.

- 4 Read the essay again and answer the questions.
 - 1 How many arguments for and against the use of biometric technology does the writer give?
 - 2 Does the writer have mixed feelings about this topic? How do you know?

WRITING SKILL

Counter arguments

- 5 Read the last paragraph of the essay again. Then choose which sentence from 1–2 best explains the writer's attitude towards the first argument.
 - 1 I disagree with the first argument.
 - 2 I accept the first argument but it doesn't change my overall opinion.
- 6 Write sentences with *acknowledge* and *nevertheless* to express the following arguments and counter arguments.

Argument	Counter argument
1 CCTV is really expensive	it's more expensive for police to be on the streets
2 it's an invasion of privacy for our private emails to be read	it will put people off committing cyber crimes

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 7 You are going to write an opinion essay. Use one of the following statements, or choose your own.
 - 1 Everyone should have the right to be anonymous online.
 - 2 Airport security is far too strict these days.
- 8 Make notes about what you plan to write.
 - Decide if you are for or against the statement.
 - List the arguments you want to use in your essay. Develop each example, giving reasons and examples.
 - Think of a possible argument against your position, and a counter argument against this argument.

WRITE NOW

- 9 Write your essay.
 - 1 Use the essay as a model.
 - 2 Use your notes from exercise 8 and the plan below.
 - 3 Try to include an argument against your position, and a counter argument against it.

Paragraph 1 – introduce the topic and state your position.
Paragraph 2 – introduce your arguments.
Paragraph 3 – give an argument against, and a counter argument. Repeat your overall position.

CHECK AND CORRECT

- 10 Check and correct your essay.
 - 1 Check that the argument against makes sense, and that you have given a counter argument.
 - 2 In pairs, swap your essays and check each other's work.

Warmer

Put students in pairs or small groups, and ask them to choose a town or city that they know something about. Tell them to describe the place without giving the answer away too obviously. Then have them read their descriptions, and get the other students to guess where the place is. Encourage those guessing to use expressions such as *It sounds like ...*, *It could be ... / Could it be ... ?* and *It must be ...*.

- 1 If some students don't have any ID with them, ask them to sit with a student who does. Alternatively, get them to try to remember as much information as possible.

Answers Students' own answers

Teaching tip

Encourage students to use the language of speculation to talk about the information on their identity cards with greater or lesser certainty. Get them to write a list of the information they are sure is on there, and the information they think is contained there. Then have them exchange ideas in pairs, using phrases from the *Express yourself* box on page 48.

- 2 For question 2, elicit that biometric technology is mentioned in the reading text on page 44. Tell them not to look back at the article when discussing this question, and encourage them to speculate.

Answers Students' own answers

- 3 Have students read the text aloud, and deal with any pronunciation issues. Check that they understand *smuggling*, and elicit that *crucial* in paragraph three is a synonym of *essential*.

Answers

credit card theft, identity fraud, passport forgery / theft, people smuggling

- 4 Point out that the writer will set out their supporting arguments after they have stated whether they are in favour of a statement or idea. Tell them that the opening statement is not included as an argument.

Answers

- 1 The writer gives three arguments for and one argument against.
 - 2 No, it is clear that s/he is in favour of biometric technology because s/he gives more arguments for than against, and supports his / her arguments with reasons and examples. The writer does include an opposing viewpoint, but then uses a counter argument to support his / her position.
- 5 Ask students to discuss the task, then refer to *I acknowledge that ...* at the beginning of the final paragraph. Explain that this is a common expression for introducing an argument that is the opposite of your own.

Answers

2

- 6 Draw attention to *nevertheless* in the final paragraph, and its position in the sentence following *I acknowledge that ...*. Elicit that its function is to counter the previous statement, and to bring the argument back to the writer's main position.

Answers

- 1 I acknowledge that CCTV is really expensive. Nevertheless, it's more expensive for police to be on the streets.
- 2 I acknowledge that it's an invasion of privacy for our private emails to be read. Nevertheless, it will put people off committing cyber crimes.

- 7 Tell students that they can refer to other pages in Unit 4 to help with vocabulary. If they are choosing their own topic, encourage them to select an idea that generates strong arguments for and against.

Answers Students' own answers

- 8 Students could do this as a homework activity.

Answers Students' own answers

- 9 Give students the following checklist to help them complete their essays.
 - Have you followed the structure of the essay in exercise 3?
 - Does your essay start introducing the topic and stating your position?
 - Does your essay include all your arguments?
 - Have you given an argument against, and a counter argument?
 - Have you repeated your overall position?

Answers Students' own answers

- 10 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers Students' own answers

Teaching tip

Write an email from the person you wrote to in exercise 9, responding to your news and ideas or suggestions.

2.2 Student's Book page 41, exercise 10

H = Hazel, M = Marc, L = Lloyd

- H We don't have identity cards in the UK. I can't understand why people think they're so important. If I ever get stopped by the police, I will tell them my name and address, and that will be enough.
- M We are under constant threat of a terrorist attack. It's essential that the security services use state-of-the-art surveillance techniques, particularly at airports, ports and train stations.
- L I don't mind being watched by CCTV; I feel kind of safe because of it. And, let's face it, if you haven't done anything wrong, you haven't got anything to worry about, have you?

2.3 Student's Book page 43, exercises 2–3

T = Tourist, P1 = Police officer 1, P2 = Police officer 2

- T Excuse me ...
- P1 How can I help you?
- T I've been robbed! It's terrible! I was ...
- P1 Calm down, sir, and then I ...
- T Calm down? Calm down? Don't you understand? I've lost everything! I'm going out of my mind with worry!
- P1 OK. Tell me what happened.
- T I was lying on the beach, with my head on my rucksack. And suddenly someone came up behind me and took it from under my head.
- P1 Took what from under your head?
- T My rucksack!
- P1 So your rucksack has been stolen.
- T Yes! But it had everything in it!
- P1 Everything?
- T My passport, air ticket, wallet, all my money was in it, my credit cards, my camera! All the wonderful pictures of my holiday!
- P1 Anything else?
- T My phone and my MP3 player.
- P1 When did this happen?
- T About an hour ago.
- P1 So why didn't you report it earlier?
- T Because it took me an hour to get here from the beach!
- P1 Why didn't you take a taxi?
- T Because the thief stole my wallet! I didn't have any money for a taxi.
- P1 Can you describe it?
- T Can I describe what? The taxi?
- P1 The rucksack.
- T It's red with yellow stripes.
- P1 Red with yellow stripes. OK – I'll send that information to my colleagues at Lost and Found. But I'm afraid it may be too late to find the thief.
- T Why?
- P1 He will have crossed the border by now.
- T He will have crossed the border? Really? Why do you say that?
- P1 Well, the border is only half an hour away. I'm pretty sure he'll have gone straight there. He'll be having a beer somewhere on the other side by now.
- T Ring the border police! Tell them to stop him!
- P1 Didn't you hear what I said? The border is only forty minutes away! He'll be on the other side by now.
- T You can't be sure of that. He could still be here in the town, spending my money!
- P1 Come in.
- P2 We found a red bag.
- P1 Oh. Is this yours?
- T Yes! That's it! Phew! Where was it found?

- P2 In a rubbish bin near the beach.
- T Let me have a look ... My camera is still here, and my sunglasses. But my credit cards and money have gone.
- P1 Ah – he'll have spent the money by now.
- T I don't think that's very funny. And oh no ...
- P1 What's the matter?
- T My passport has gone.
- P1 What kind of passport is it?
- T What do you mean?
- P1 Is it an electronic passport? Does it have your fingerprints in it?
- T Oh, yes it does.
- P1 In that case, he can't use it. He will have thrown it away. And your credit cards. He won't have tried to use them.
- T How do you know?
- P1 Trust me. This kind of thing happens every day.

2.10 Student's Book page 48, exercises 2 and 4

A = Army officer, W = Watson, spy recruit

- A Ready, Watson?
- W Yes, sir.
- A You have ten seconds to look at the photo and absorb as much information as you can.
- W Yes, sir.
- A Then I will ask you questions about it. Your ten seconds start now ... remember to make a mental note of absolutely every detail ... five seconds left ... memorize as much as you can. Time is up – NOW.
- W Thank you, sir.
- A Describe the picture.
- W It's a security check, with people putting their bags through a scanner.
- A Where is it happening?
- W I would imagine it's at an airport, but it could also be a train station or a ferry port.
- A Who can you see in the picture?
- W There are two people in the foreground, a male passenger and a female security officer.
- A What are they doing?
- W The passenger's suitcase is open, and the security officer is talking to him.
- A She is holding something. Can you remember what?
- W Yes, sir. It's a pair of scissors.
- A Describe them.
- W Um ... sorry, I don't remember what they look like. I just remember that she was holding scissors.
- A What else did you notice?
- W There were some more people in the background. There was a female passenger right behind the male passenger. I think there was another passenger who hadn't passed through the scanner yet. There might have been another security officer, but I'm not sure.
- A Thank you. That's all. Dismissed.
- W Thank you, sir.

2.11 Student's Book page 48, exercises 3–4

A = Army officer, M = Morton, spy recruit

- A OK, Morton, time's up! Describe the picture.
 M So. The picture shows the garden of a house. It looks like there's been a crime scene because there is yellow tape stopping people getting in, and there's a policeman in the foreground wearing a yellow coat.
 A What sort of house is it?
 M Umm ... it appears to be a typical family house, not too big; there are some similar houses next door.
 A Who else is in the photo?
 M There are two people in the background. They look like they work in forensics. As far as I can make out, they seem to be looking for clues on the ground. There might have been a murder in the garden!
 A And have they found any clues?
 M I'm afraid I couldn't make that out. The picture isn't terribly clear. Or at least, I don't remember.
 A Does the house have any surveillance equipment?
 M Surveillance equipment ...
 A Close-circuit television cameras, that kind of thing.
 M I know what surveillance equipment is, sir. I was just giving myself some thinking time. No, I don't recall seeing anything like security cameras.
 A Did you see anything else in the garden?
 M No. Oh, wait a minute, yes. There was something. There might have been a blue tent. Is there a blue tent?
 A Thank you. That is all. Dismissed.
 M Oh! So soon, I was starting to enjoy it!
 A Goodbye, Morton.

Workbook page 40

- 1 1 Hospital wristband with bar code
 2 Infant warmer
 3 Quake-resistant bed
- 2 1 F – Hospitals have started using scanners in patients' treatment.
 2 T
 3 F – About 3 million premature babies die every year.
 4 T
 5 T
 6 T
- 3 15 million: babies born prematurely throughout the world every year
 20,000: price of incubators (in dollars)
 60: maximum amount of debris the bed can shelter the occupants from (in tonnes)
 30–40: age of trees that provides wood for the bed (in years)
 5,600: price of bed (in dollars)
- 4 ↑ shoot up, sky-rocket
 ↓ crash, drop, sink, plummet
- 5 1 plummeted
 2 sky-rocketed
 3 dropped
 4 shot up

Workbook page 41

- 6 A: electronic fingerprint machine
 B: iris recognition
- 7 1 B
 2 E
 3 F
 4 C
 5 D
 6 A
- 8 1 6
 2 1
 3 2
 4 4/3
 5 5
 6 3
- 9 Students' own answers
- 10 1 safety
 2 security
 3 security
 4 safety
 5 safety
 6 security
- 11 safety belt, food safety, safety helmet, safety net, safety pin
 security camera, security guard, national security, social security, top security
- 12 Students' own answers
- 13 1 E 2 B 3 D 4 A 5 C

Workbook page 42

- 1 1 E 2 D 3 C 4 A 5 B
- 2 Suggested answers
 1 In ten years' time all houses will be full of computer chips and networked. (B)
 2 In the future, we won't need to use cars to get round the city. (D)
 3 I think ordinary citizens will write the news stories. (C)
 4 It will be easier to trace missing children, because all children will wear electronic tags. (E)
 5 As for the weather, there will be a lot more floods and heatwaves. (A)

3 Suggested answers

- 1 I'll answer it.
- 2 It won't last long.
- 3 I'll come!
- 4 I'll go to the shops.
- 5 OK – I won't tell him.
- 6 I'll wait.

- 4**
- 1 As soon as I get home from work I'll send you an email.
 - 2 Until my dad gets home, my mum won't go to bed.
 - 3 After my sister finishes university in June, she'll take a gap year.
 - 4 Unless we hear from you, you won't get the job.
 - 5 If you study hard, you won't fail the exams / if you don't study hard you will fail your exams.

- 5**
- 1 ✓
 - 2 Unless they / If they don't release the hostages, the police won't negotiate with the terrorists.
 - 3 ✓
 - 4 If there aren't any cameras, the police won't be able to catch the culprits.
 - 5 Unless they take more measures, the crime rate will continue to rise.
 - 6 ✓

Workbook page 43

- 1** 1 D 2 B 3 E 4 G 5 A 6 F 7 C
- 2** 2, 5, 6, 7, 8
- 3** 1 C 2 A 3 B 4 A 5 C 6 B 7 C
- 4**
- 1 stylish enough to be able to pass for one of their friends
 - 2 be polite and discreet
 - 3 they may travel with hundreds of security people
 - 4 mobile phones, walkie-talkies, CCTV cameras, alarms, telescopes
 - 5 take a photo of a suspect, send it to a database and check if the person has got a criminal record
 - 6 fit, agile
- 5** Students' own answers

Workbook page 44

- 1** Students' own answers

Workbook page 45

- 2** D
- 3** 1 G 2 F 3 A 4 D 5 E 6 B
- 4** 1 B 2 C 3 A 4 B
- 5** 1 tissues 2 biscuit 3 milk 4 bread 5 dogs
6 ants 7 jam 8 seagulls 9 mice
- 6** 1 bread 2 jam 3 tissues/biscuits 4 milk 5 dogs/tissues
- 7**
- 1 a bunch of flowers
 - 2 a swarm of locusts
 - 3 a speck of dust
 - 4 a bar of soap
- 8** hear about
hear from
hear of
listen in on
listen out for
- 9**
- 1 have heard of
 - 2 to listen in on
 - 3 to hear from
 - 4 heard about
 - 5 listen out for

Workbook page 46

1 Suggested answers

- 1 At 2.30 pm, Joe will be getting ready for the match.
At 3.30pm, he'll be playing football.
At 7pm, he'll be relaxing.
- 2 On Thursday at 10am, Carmen will be attending classes.
On Saturday at 11pm, she'll be dancing in a club.
On Sunday at 11am, she'll be sleeping.
- 3 On Wednesday at 3pm, Livia will be pushing the pram in the park.
At 9pm, she'll be resting.
On Thursday night at 3am, she'll be feeding the baby.

2 Suggested answers

- 1 This time next year, Carlos will have found a job.
- 2 Eva will have given birth.
- 3 Liam will have passed his exams and graduated.
- 4 Ali's band will have played their first gig.
- 5 Ian and Isabella will have got married.
- 6 Peter will have retired.

- 3**
- 1 won't be working
 - 2 'll be taking
 - 3 won't have started
 - 4 'll still be lying
 - 5 'll be enjoying
 - 6 'll be travelling
 - 7 'll be eating
 - 8 'll be dancing
 - 9 won't be going
 - 10'll be staying
 - 11'll have finished
 - 12'll still be doing
 - 13'll have found
 - 14 won't be writing
 - 15'll have set up
 - 16'll be hiring /'ll have hired

Workbook page 47

Extra Challenge

- 1 For: E
Against: G
- 2 For: C
Against: F
- 3 For: B
Against: H
- 4 For: A
Against: D

Webquest

- 1 The launch of rockets in Germany.
- 2 Three from the following: Australia, Denmark, India, Ireland, New Zealand, Norway, the Philippines, the UK
- 3 Blade Runner (adapted from the novel by Philip K Dick, Do Androids Dream of Electric Sheep?)
- 4 fish, whales, dolphins, sharks (pod can also be used for whales and dolphins)
- 5 speech pattern, signature, typing rhythm (keystrokes), gait (walking style)
- 6 burgundy / burgundy-red

Gary & Greg Go Global

Please, officer. While we're here we're going to a fancy dress party. He and Gary might be carrying these things because they're part of their costume.

Workbook page 48

- 1** 1 Apart from that, I also saw ...
2 I can't be certain if ...
3 He / She could be (a) ...
- 2** 1 there might have been four
2 Could you describe them
3 make out
4 I can't be certain if
5 What else did you notice
6 I don't remember
7 looking for clues
- 3** 1 witness
2 tight-fitting
3 make out
4 features
5 bother
- 4** 1 E 2 A 3 B 4 D 5 C
- 5** Suggested answers
1 Apart from that, I also saw a suspicious-looking man.
2 They seem to be waiting for somebody.
3 There might have been a storm.
4 I can't be certain if she was blond.

Workbook page 49

- 1** 1 C
2 B
3 A
- 2** 1 3A
2 1C
3 2B
- 3** I acknowledge that governments have a duty to take measures to protect national security. Nevertheless, I feel that no innocent person can ever be totally safe in a surveillance society.
- 4** 1 surveillance
2 security
4 privacy
5 liberties/freedoms
6 proof/evidence
7 unlawful/criminal
10 indiscriminate
11 monitoring
- 5** 3 strongly
8 easily
9 simply
12 extremely
13 ultimately
- 6** Students' own answer

1.12 Workbook page 43, exercises 2–3

I = Interviewer, P = Paul

- I** Our guest today is a bodyguard. For obvious reasons, we can't disclose his name, so I'm just going to call him 'Paul'. So, Paul, it's fair to say you don't look like a typical bodyguard. I'd say you're about average height and build. Would you agree?
- P** Absolutely. People tend to think of bodyguards as big hunks with bulging muscles, and there are plenty of those. But we're not all like that. Actually, in my line of work, which is called close protection, it is important not to stand out – you have to blend in with the entourage of the person you're protecting.
- I** How do you mean 'blend in'?
- P** Let's say I'm protecting a celebrity. In that case, I'll need to look stylish enough to be able to pass for one of their friends.
- I** Do you mostly work with famous people?
- P** Not really. That's another misconception. There are lots of extremely wealthy or powerful individuals, like business leaders or politicians, who are unknown to the general public, but may need protection.
- I** And how do you get on with them?
- P** Obviously, you've got to know how to behave if you're dealing with people at a high level – you've got to be polite and discreet. And, of course, you must never ever reveal any details about their private lives.
- I** So how do you go about protecting them?
- P** First of all, you've got to be alert at all times. You need to be constantly on the look-out for anybody suspicious, or any sudden, unusual movements. Of course, you won't be doing this alone – a top-level client in a high-risk situation may travel with hundreds of security people.
- I** Hundreds?! Really?
- P** Yeah. So you've got to be a team player, sharing information with other body guards and covering each other's backs. You've got to know that you can rely on your colleagues.
- I** I suppose you use a lot of technology.
- P** That's right. We use mobile phones, walkie-talkies and other surveillance gadgets when we're on the move. If we stay in one place, it'll be protected by CCTV cameras and alarms. There may also be people with powerful telescopes posted outside, etc.
- I** That sounds very sophisticated. Can you think of any other gadget or device that would make your job easier?
- P** I've heard they're developing a new wearable computer that records anything you see in real time. Imagine, you could take a photo of a suspect, send it to a database and check if the person has got a criminal record – all in a matter of minutes.
- I** So would you say your job has become technical, rather than physical?
- P** Not quite. We still see a lot of action, and there are moments when we have to fend off one, two or even three attackers. So you have to be fit and agile, which is why many of us are martial arts specialists and know how to deal with a variety of ...

1.14 Workbook page 43, exercise 5

- 1 You say you saw a car driving away rapidly. Did you see anything else?
- 2 What do you think those people are doing sitting in the car?
- 3 What could have knocked over those trees?
- 4 Would you say the woman was blonde?
- 5 The front door's wide open. I wonder what's happened.
- 6 Would you say there were three or four people outside the shop?

Vocabulary

- **Medicine and surgery:** *anaesthetic, cosmetic, cure, enlarge, ethical, incision, infection, inject, intervention, needle, operating theatre, perform, pin back, procedure, reconstruct, recover, reduce, remove, replace, reshape, scalpel, scissors, stitches, syringe, surgeon, treat, undergo*
- **Expressions with *get*:** *get a cup of tea, get an email, get an impression, get a present (for someone), get a tattoo, get a visa, get bigger, get breakfast, get bullied, get cold, get cosmetic surgery, get facts, get fined, get here, get home, get ill, get locked out, get nightmares, get tickets*
- **Compound adjectives with *-ing***
- **Verb Zone:** *fit in, look like, put up with, stand out, take after*
- **Face 2 Face:** *gosh, yes I've seen it all now! shoot*

Grammar

- Second and third conditionals
- Expressing regret
- Third conditional inversion

Pronunciation

- *I wish* and *If only*

Recycled language

- Modals
- Past simple

Language objectives

- To learn vocabulary related to medicine and surgery (page 51) and expressions with *get* (page 55)
- To learn and use second and third conditionals (page 52), express regret and use third conditional inversion (page 56)
- To use tentative language in writing (page 59)

Skills objectives

- To read and understand a text about a face transplant (page 50)
- To discuss medicine and surgery (page 51) and use expressions with *get* (page 55)
- To listen to and understand an interview about an ancient tradition (page 53)
- To read and understand the story *The Ugly Duckling* (page 54)
- To tell a traditional story with a new twist (page 57)
- To resolve a conflict (page 58)
- To write a for and against essay (page 59)

Assessment criteria

- Students can use second and third conditionals, express regret and use third conditional inversions correctly.
- Students can recognize and use vocabulary about medicine and surgery and expressions with *get* correctly.
- Students can correctly pronounce *I wish* and *If only*.
- Students can read and understand a text about a face transplant and the story of *The Ugly Duckling*.
- Students can listen to and understand an interview about an ancient tradition.
- Students can tell a traditional story with a new twist.
- Students can resolve a conflict.
- Students can write a for and against essay.

Resources

- **Teacher's i-book**
- **Student's Book CD 2**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 5, page 20
 - Vocabulary Consolidation Worksheet Unit 5, page 21
 - Grammar Support Worksheet Unit 5, page 44
 - Grammar Consolidation Worksheet Unit 5, page 45
 - Speaking Worksheet Unit 5, page 64
 - Test Consolidation Unit 5, page 114
 - Text Extension Unit 5, page 118
 - Speaking Test Unit 5, page 223

Prepare for Cambridge Exams

Reading page 130

- Putting the sentences back into a text


Prepare for the TOEFL Junior® Test

Language form and meaning page 131

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 50 and 54

Listening


The **IWB Listening activities** are designed to provide extra activities to help students explore texts in greater depth.

- Listening extra, page 53


Writing

The **IWB Writing activities** are designed to give students controlled practice **with some basic support** before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 59

 provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 52 and 56
- Vocabulary, pages 51 and 55
- Pronunciation, page 56

 provides a step-by-step visual grammar presentation with a focus on form and use.



- Grammar, pages 52 and 56

5

Mirror, mirror

Grammar Second & third conditionals | Expressing regret | Third conditional inversion
Vocabulary Medicine & surgery | Expressions with get
Challenge Tell a traditional story with a new twist
Interaction Resolving a conflict
Writing A for and against essay

READING

- 1  Look at the photos of an American man called Richard Norris. In pairs, discuss the questions.
 - 1 Can you guess what happened to Richard Norris?
 - 2 What's your first reaction when you see photos like this?
- 2  Read the article and check your answer to question 1 in exercise 1.

Facing up to a new life

If you'd heard Richard Norris's story just a few years ago, you might have assumed that it was the plot of some science fiction movie. But his is just one of a growing number of incredible examples of possibly the most jaw-dropping development in surgical history – the facial transplant.

When Richard Norris first saw his new face in a mirror, three days after a 36-hour operation to complete the world's most extensive face transplant to date, he was lost for words.

But doctors conveyed wonder on his behalf as Norris continued relearning to talk – 'this is so cool,' one of his surgeons kept repeating. Norris, 37, had lived behind a mask since a gun accident took away his lips, nose and the front part of his tongue 15 years ago.

Unusually for victims of facial gun injuries, his vision was largely unaffected, and so, as soon as possible after his surgery at the University of Maryland Medical Centre, he asked to see the results, doctors reported. On the same day, Norris, of Hillsville, Virginia, told them that he could smell, too.

The operation took place on 19 and 20 March. A week later, he was able to brush his teeth and shave. His new face, said lead surgeon Eduardo Rodriguez, is 'a combination of two individuals, a true blend'. A picture of how he looks now shows just how his face has changed since his high-school graduation in 1993, and since the gun accident that destroyed much of his face. Stitches along his hairline and neck and scarring round the eyelids showed the extent of his surgery.

Norris had been living as a recluse, avoiding eating in public and shopping for groceries at night. Since the accident, of which the hospital revealed few details, he has not had a full-time job and has already undergone numerous life-saving and reconstructive operations.

'This accidental injury just destroyed everything,' said Rodriguez. 'His friends and colleagues went on to start getting married, having children, owning homes. He wants to make up for all that.'

The operation, which involved more than 150 doctors, nurses and other staff, was just part of a remarkable 72 hours in which surgeons also transplanted a heart, both lungs, a liver and a kidney from the same anonymous donor, to other patients. For Norris, the surgeons transplanted teeth, the upper and lower jaw, a portion of the tongue and all facial tissue from the scalp to the base of the neck.

Rodriguez described Norris's reaction to seeing a mirror 'as one of the most emotional moments for him as well as for all of us. He put down the mirror and thanked me and hugged me, which was a wonderful gift.'

'It is a surreal experience to look at him. It's hard not to stare. Before, people used to stare at Richard because he wore a mask and they wanted to see the deformity ... Now they have another reason to look at him, and it is really amazing.'



Richard before the accident



After the operation



A recent photo showing how Richard's new face has developed

Warmer

Write on the board: *Beauty is in the eye of the beholder*. Tell students that this is a famous saying, and ask what they think it means (everyone has their own opinion on what makes another person seem attractive). If they are struggling, mention that the verb *to behold* is an old-fashioned way of saying *to look*. Once class agreement is reached on the meaning, ask: *Is there a similar saying in your language? Do you agree with the saying? Why / Why not?* Elicit a range of opinions.


- 1 Encourage students to use expressions for speculating, e.g. *It looks like ...*, *He might have ...*, *I would imagine ...*.

Answers

Students' own answers

Extra activity

Refer students to the three photos again. In pairs, get them to write a description of the man in the first photo. Then ask them to write four or five sentences about how different his face is in the second and third photos.

- 2  2.12 The text is available to listen to. When students have checked their answers, ask how *face / facial transplant* is expressed more informally (*his new face*).

Answers

Students' own answers

VOCABULARY

Medicine & surgery

3 Read the article again. Are the following sentences true, false, or not mentioned?

- 1 It's common for people who have been shot in the face to suffer problems with their sense of hearing.
- 2 It took three days after the operation for Richard to regain his sense of smell.
- 3 Richard wasn't particularly self-conscious about his appearance after the accident.
- 4 Richard Norris's accident happened when he was on a hunting trip.
- 5 The donor of the new face also donated other body parts to different people.
- 6 Before the operation, people were generally considerate about not looking at Richard too much.

4 Find a sentence or part of a sentence in the article that means the same as the following.

- 1 he couldn't say anything *he was lost for words*
- 2 he hadn't lost the ability to see
- 3 Norris had been avoiding all people
- 4 he is keen to move forward after all that he's lost
- 5 it feels very strange when you see him
- 6 you want to look at him all the time, even though it's impolite

5 Read **Word Zone** and find two more examples of compound adjectives with *-ing* in the article.**Compound adjectives with *-ing***

We can make adjectives by combining words with an *-ing* form.

Claire wore an eye-catching dress to the party. (a dress which catches your eye)

Our new neighbours have got a scary-looking dog. (a dog which looks scary)

6 Rewrite the sentences using a compound adjective with *-ing*.

- 1 Bamboo is a plant which grows fast which is the sole diet of pandas.
Bamboo is a fast-growing plant which is the sole diet of pandas.
- 2 Do you have any friends who speak Russian?
- 3 The industry of manufacturing cars in the UK declined some years ago.
- 4 A bite from a tarantula doesn't usually threaten your life.
- 5 I think Italian is a language that sounds really nice.
- 6 I like my new phone because its battery lasts a long time.

7 Look at the words in the box. Match 10 of them to definitions 1–10.

anaesthetic cosmetic cure enlarge* ethical incision
infection inject* intervention needle operating theatre
perform* pin back procedure reconstruct* recover*
reduce* remove* replace* reshape* scalpel scissors
stitches syringe surgeon treat* undergo

- | | |
|-----------------------|---------------------|
| 1 make bigger | 6 do (an operation) |
| 2 make smaller | 7 knife |
| 3 get better | 8 take away |
| 4 operation | 9 rebuild |
| 5 have (an operation) | 10 cut (n) |

8 Write sentences containing at least two of the words and expressions in the box in exercise 7. Can you include every word in a sentence?

*Otoplasty is the procedure to pin back someone's ears.
Scissors are used to remove stitches.*

9 What are the nouns that correspond to the verbs marked with an asterisk (*) in exercise 7?

enlarge - enlargement

10 Complete the text with the words in the box. There are two words that you don't need.

aesthetic damage health intervention medical
operate procedure removal repair replacement
reshaping suffering undergo

COSMETIC SURGERY

Patients choose to have cosmetic surgery done for ¹ ... reasons. Some of the most common types of this sort of surgery are nose ² ... and hair ³ ... or ⁴ ...

RECONSTRUCTIVE SURGERY

Patients who have to ⁵ ... reconstructive surgery do so for ⁶ ... or ⁷ ... reasons. Surgeons ⁸ ... on burn or accident victims, for example, or patients ⁹ ... from cancer. They ¹⁰ ... the ¹¹ ... caused to skin, nerves and tissue.

11 Discuss the questions with a partner.

- What do you think the benefits of cosmetic surgery are?
- Do you think there are any risks associated with it?
- Are you scared of needles?
- Have you ever had an operation? What happened? What was the procedure?

- 3 Ask students to justify their answers, where possible, using evidence from the article. Don't answer any queries about vocabulary at this stage.

Answers

- 1 False (It's common for them to suffer problems with their sight.)
 - 2 False (He regained his sense of smell on the same day as the operation.)
 - 3 False (He stayed at home without seeing anyone and shopped for groceries at night.)
 - 4 Not mentioned (We know it was a gun accident, but the text doesn't give the circumstances.)
 - 5 True
 - 6 False (People used to stare at him because he wore a mask.)
- 4 Advise students to think about where in the article they expect these phrases to occur and to scan the text for similar examples, rather than read the article again in detail.

Answers

- 2 his vision was largely unaffected
- 3 Norris had been living as a recluse
- 4 he wants to make up for all that
- 5 it is a surreal experience to look at him
- 6 it's hard not to stare

Teaching tip

In exercise 4, write *make up for* from item 4 on the board. Point out that students came across *make out* (see a detail with difficulty) in Unit 4. Advise them to keep a list of phrasal verbs, categorized according to the root verb, e.g. *make*. Tell them that they should also note whether the phrasal verb can be separated or not. Say that *make up for* is always one unit. NOT ~~to~~ ~~make up~~ ~~everything for~~.

- 5 Refer students to *Word Zone*. Point out that compound adjectives with *-ing* can replace a relative clause, and therefore make a sentence more concise. Advise them to make sure that the *-ing* form they choose is an adjective and not a verb.

Answers

jaw-dropping development
live-saving operations

- 6 Remind students to use a hyphen between the two words that make up the compound adjective. Warn them to be careful about their choice of verb in items 4 and 6.

Answers

- 2 Do you have any Russian-speaking friends?
- 3 The car-manufacturing industry in the UK declined some years ago.
- 4 A bite from a tarantula isn't usually life-threatening.
- 5 I think Italian is a nice-sounding language.
- 6 I like my new phone because it has got a long-lasting battery.

Warmer

Divide the class into two teams. Tell them that each team must name a part of the body beginning with the final letter of the word given by the other team. Award two points for a correct word that is correctly spelt.

- 7 Have students read the vocabulary items and focus on any pronunciation issues.

Answers

1 enlarge 2 reduce 3 recover 4 procedure 5 undergo
6 perform 7 scalpel 8 remove 9 reconstruct 10 incision

- 8 Have students work in pairs. Tell them they can use their dictionaries. Write on the board helpful structures such as *involves* + noun / *-ing* and *is necessary / used (in order) to*.

Answers

Students' own answers

- 9 Tell students to try to do the activity without using dictionaries, and then have them check their answers.

Answers

enlarge – enlargement, inject – injection, perform – performance, reconstruct – reconstruction, recover – recovery, reduce – reduction, remove – removal, replace – replacement, reshape – reshaping, treat – treatment

- 10 Tell students to read the texts and decide whether there should be an adjective, noun or verb in each gap. Point out that some words that function as different parts of speech don't change their spelling. Remind them that an *-ing* form can be an adjective, noun or verb.

Answers

1 aesthetic 2 reshaping 3 removal / replacement
4 replacement / removal 5 undergo 6 medical / health
7 health / medical 8 operate 9 suffering 10 repair 11 damage

- 11 Encourage the students to use as much vocabulary from exercises 7 and 10 as they can.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 20, exercises 1–3

Vocabulary Consolidation Worksheet: page 21, exercises 1–2



We use the second conditional to talk about situations that are imaginary or not likely.

*If he **didn't have** such big feet, he'd be a better dancer.*

*If Japanese **wasn't** so difficult, I **might start** learning it.*

We can use *unless* instead of *if* to mean *if not*.

*I **wouldn't pick up** that snake **unless** I was absolutely sure it wasn't poisonous.*

We use the third conditional to talk about hypothetical situations in the past.

*If you'd (**had**) **put** the chicken away in the fridge, the cat **wouldn't have eaten** it.*

*If she'd **told** the teacher about the bullying, they **could have stopped** it sooner.*

Grammar reference page 117

1 Complete the sentences, then compare your ideas with a partner.

- If I won the lottery, I'd ...
- I wouldn't be learning English if ...
- If I didn't have to go to school, I'd ...
- I would never ... unless ...
- If I could change one thing about myself, I'd ...
- If I had the courage, I'd ...

2 Read the text and complete it with your own ideas. Then listen and check what Nadine Stair actually said. Which do you find most intriguing? Why?

Nadine Stair was an ordinary lady from Louisville, Kentucky. On her 84th birthday, she asked herself what she would do differently if she had her life to live over again. Here are some of the things she said:

- I ... sillier.
- I ... more chances.
- I ... more mountains and ... more rivers.
- I ... more ice cream and fewer beans.
- I ... more actual troubles, but ... imaginary ones.
- I ... to more dances.
- I ... more merry-go-rounds.
- I ... more daisies.



3 Rewrite the sentences using *unless* instead of *if*. Make any other changes necessary.

- I would only have a tattoo if my friend got one too.
- I wouldn't go to the cinema if I were on my own.
- If I thought it was absolutely necessary, I'd have cosmetic surgery, but not otherwise.
- If I didn't know you, I wouldn't accept a lift from you.
- The only reason I would go to an art gallery is if there was nothing else to do.

4 Which sentences in exercise 3 are true for you? Rewrite the other ones to make them true.

I'd go to the cinema if I was on my own. In fact, I often go on my own!

5 Convert the pairs of sentences into one third conditional sentence. Then say what you think happened next.

- They arrived late. They missed the train.
*If they **hadn't arrived late**, they **wouldn't have missed** the train.*
- She went to the party. She met the captain of her favourite football team.
- Lucy was in the bank. She witnessed the robbery.
- Ben wasn't wearing a helmet. He hurt his head when he fell off his bike.
- They didn't take a map with them. They got lost in the suburbs.
- The shelves fell down. He didn't read the instructions on how to put them together.
- We didn't know about the guard dog. We opened the gate.

6 Read this traditional Chinese story. Discuss it in pairs. What do you think the meaning of it is?



Long ago in a village in China, there lived a farmer. One day, his horse ran away. All the villagers said 'How terrible!' But the farmer just said 'Maybe, maybe not.'

Eventually, the horse came back, bringing two wild horses with it. All the villagers said 'How wonderful!' But the farmer just said 'Maybe, maybe not.'

The farmer's son tried to ride one of the horses but he fell off and broke his leg. All the villagers said 'How terrible!' But the farmer just said 'Maybe, maybe not.'


One day, the army came to the village to find young men to fight. The farmer's son couldn't go because of his broken leg. All the villagers said 'How wonderful!' But the farmer just said 'Maybe, maybe not.'

7 Write three conditional sentences based on the story in exercise 6.

*If the farmer's horse **hadn't run away**, it **wouldn't have come back** with two wild horses.*

8 What do you think happened next? Write one more part of the story. Then compare with a partner.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 117.
-  Visual grammar presentation

Warmer


Write the following questions on the board:

- 1 How would your life have been different if you had been born a girl / boy?
- 2 If you could change three things about the world today, what would you change?

Put students in small groups. Divide the class in half and ask the groups in one half to discuss the first issue, and the others to discuss the second. Then invite individual students to report back on their discussions, and encourage all students to comment or ask questions.

- 1 Remind students that we can use a negative form in both clauses, in either clause, or in neither. Refer them to item 4 and elicit that unless means *if... not*. Explain that it is never followed by *would* (or *will* in first conditional sentences).

Answers Students' own answers

- 2  **2.13 Transcripts page 162** Have students read the rubric then ask which conditional they would expect to use and why (second conditional, because she is imagining what she would do if she were living her life again now).

Answers Students' own answers

- 3 Have students work in pairs. Tell them to first identify the *if... not* element of the sentence that needs to be replaced with *unless*. Then get them to decide what other changes need to be made. Say that some sentences require more substantial changes than others.

Answers

- 1 I wouldn't have a tattoo unless my friend got one, too.
 - 2 I wouldn't go to the cinema unless someone was with me.
 - 3 I wouldn't have cosmetic surgery unless I thought it was absolutely necessary.
 - 4 I wouldn't accept a lift from you unless I knew you.
 - 5 I wouldn't go to an art gallery unless there was / were nothing else to do.
- 4 Tell students that if they agree with almost all of the sentences in exercise 3, they can contrast their views and preferences with those of their friends and family, e.g. *I wouldn't go to the cinema if I were on my own, but most of my friends would.*

Teaching tip

Refer to the example sentence in exercise 4 and draw attention to the use of *In fact*. Elicit that this introduces a contrast. Write *What's more* on the board, and ask if they know what this expression does (it introduces further information about something). Ask students to give more connecting expressions for contrasting and adding information. Advise them to use these when writing about personal experiences in order to make their sentences sound more natural.

- 5 Tell students to write the sentences with the *if* clause first. When checking answers, ask them to give the same sentence but with the clauses reversed.

Answers

- 2 If she hadn't gone to the party, she wouldn't have met the captain of her favourite football team.
 - 3 If Lucy hadn't been in the bank, she wouldn't have witnessed the robbery.
 - 4 If Ben had been wearing a helmet, he wouldn't have hurt his head when he fell off his bike.
 - 5 If they'd taken the map with them, they wouldn't have got lost in the suburbs.
 - 6 If he'd read the instructions on how to put the shelves together, they wouldn't have fallen down.
 - 7 If we'd known about the guard dog, we wouldn't have opened the gate.
- 6 Before reading, ask students for a synonym of *maybe* (*perhaps*). After they have discussed the story, ask them if they think there is a moral to the tale, or whether they can think of any sayings that might summarize the story.

Answers Students' own answers

- 7 Get students to do this activity individually. Tell them to use only *if*, not *unless*, in their sentences.

Answers

- If the farmer's son hadn't tried to ride one of the horses, he wouldn't have fallen off.
 If the farmer's son hadn't fallen off the horse, he wouldn't have broken his leg.
 If the farmer's son hadn't broken his leg, he would have had to / been able to fight.
 If the farmer's son had gone to fight, the villagers wouldn't have said 'How wonderful!'
- 8 Invite pairs to read out their versions of the story, and have a class vote on the most interesting or imaginative.

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 44, exercises 1–3

Grammar Consolidation Worksheet: page 45, exercises 1–3

LISTENING

Follow an interview about an ancient tradition

- 1 Discuss the questions with a partner.
- Look at the statistics about tattoos in the USA. Do you think they would be the same in your country?
 - 40% of people aged between 18 and 29 have got tattoos.
 - 84% are glad they did it.
 - 16% wish they hadn't done it.
 - Have you ever had or would you ever have a tattoo? Why / Why not?
- 2 You will hear five different people talking about a tattoo they had done. Listen and number the pictures in the order that you hear them.



- 3 Listen again and choose from the list (A–H). There are 3 extra letters. Which person ...
- A regrets having had their tattoo?
 B got an infection after having their tattoo?
 C has got to know people through their tattoo?
 D went ahead and got their tattoo in spite of parental disapproval?
 E got a heart tattoo because it was cheap?
 F knew it would be painful but went ahead anyway?
 G would certainly have another tattoo?
 H wouldn't have another tattoo because it hurt?
- 4 What do you know about the history of tattooing? Try to guess the answers, then listen to check if you are right.
- When and where did tattooing begin?
 - Was it for men, women or both?
 - Why did people have it done?
- 5 Choose the best answer, A, B or C. Then listen again to check.
- Tattooing in Samoa ...
 - A has only recently become trendy.
 - B has evolved a lot since its beginnings.
 - C still uses the same ancient methods.
 - In the past, tattoos ...
 - A were an important badge of honour.
 - B were performed on society leaders.
 - C were done by chiefs in ceremonies.
 - Refusing to have a tattoo could mean ...
 - A being branded by the tribe.
 - B becoming an outcast.
 - C being incredibly brave.
 - The tattoo ...
 - A was painful to apply, but safe.
 - B covered the person's upper body.
 - C took a long time to apply and to heal.



- 6 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



- Shoot.
- I've seen it all now!
- gosh, yes

Dialogues page 146

YOUR TURN TO SPEAK

- 7 In small groups, debate for and against having a tattoo. Use the ideas below and / or your own ideas.

FOR:

- freedom of choice
- way of expressing your personality / individuality
- aesthetically beautiful
- shows passion and commitment to something

AGAINST:

- possibility of future regret
- expensive and painful to have removed
- social stigma / job prospects
- it's painful
- takes a while to heal

COMPROMISE: have a temptoo (a rub-on temporary tattoo which lasts 3-5 days)

Express yourself

Giving an opinion

I personally think ...
 In my view ...
 This is just my own feeling, but ...

Agreeing

I absolutely agree with you.
 I think that's right.
 That's just what I think.
 That's a good point.

Disagreeing politely

I can see what you're saying, but ...
 I think there's some truth in that, but ...
 On the other hand ...

Warmer

Refer students to the two photos on page 53. Write the headings *Positive* and *Negative* on the board and brainstorm any nouns, adjectives or verbs that they associate with the images. Get them to spell the words and ask them which heading they should go under. Tell them they don't need to express their feelings in sentences at this stage. Try to make sure that all students contribute.

- 1 Encourage students to use conditional sentences when discussing question 2. Do a quick survey of the class to determine a rough percentage of those in favour of / against tattoos.

Answers Students' own answers

- 2 2.14 **Transcripts page 162** Focus attention on the pictures and give students time to work out what each of them represents. Then play the audio.

Answers

1 B 2 E 3 D 4 A 5 C

- 3 2.14 **Transcripts page 162** When checking answers, point out that in the fifth dialogue, the word *cheap* means 'common and not very elegant', rather than 'inexpensive'. Say that this is why the answer to item 5 is 'D' rather than 'E'.

Answers

1 C 2 A 3 G 4 H 5 D

- 4 2.15 **Transcripts page 162** Get students to work in pairs to guess the answers to the questions. After checking their answers against the audio, ask them if they are surprised by what they have heard.

WORDS TO KNOW

Check that students know the adjectives *mainstream*, *trendy* and *hierarchical*, and the noun *coward*. Ask them to put the words in a sentence.

Answers

- 1 Tattooing began in Polynesia 2,000 years ago.
 - 2 It was for both men and women.
 - 3 It was part of the process for young men to become chiefs or society leaders.
- 5 2.15 **Transcripts page 162** Check that students understand *badge of honour* and *outcast*. Point out that the verb *brand* can mean to apply very hot metal to skin, such as to cows to indicate ownership, or can be a synonym for *label* or *name*.

Answers

1 C 2 A 3 B 4 C

- 6 2.16 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 146, ask them which one means:
 - Go ahead. (*Shoot.*)
 - That's really unusual! (*I've seen it all now!*)
 - Of course (*gosh, yes*)
 Ask students if there's an equivalent in their own language.

Answers

1 gosh, yes 2 Shoot. 3 I've seen it all now!

- 7 2.17 The expressions in *Express yourself* are available to listen to. Refer students to the *Express yourself* box and play the audio. Read the *For* and *Against* lists and encourage them to include arguments and ideas that they discussed in exercise 1. At the end of the task, ask if any students have changed their mind about tattoos over the course of the lesson. Re-do the class survey, as for exercise 1, and see if the percentages are the same.

Answers Students' own answers

Fast finishers

Ask students to prepare mini role plays in which they use expressions from *Face 2 Face*. This will help them to remember the expressions, and will provide a natural context for using colloquial language. They can then perform the role plays in front of the class.

- 1 Look at the pictures. Do you know the story of *The Ugly Duckling*? Read the *Study Skill*. Then work in pairs and briefly tell each other the story.



STUDY SKILL

Reading stories that you already know

Reading stories that you know in a foreign language is very useful. You're familiar with the content, so you can concentrate on learning new vocabulary and expressions, as well as enjoying the story.

The Ugly Duckling



The original story went something like this ...

Once upon a time, a mother duck was sitting on her eggs, waiting for them to hatch. One by one, the eggshells broke open and a cute little duckling popped out. But the very last egg was much larger than the others. It took ages for its shell to break open and the baby bird which finally emerged was very different from the other little ducklings. Had he been a cute little duckling like the rest of them, things would have been very different (and there would have been no story to tell). But he wasn't a cute little duckling. He was big, grey ... and ugly. He certainly wasn't one of them. He stood out from the rest. He didn't fit in one bit. His family just couldn't accept him, and they were all really horrid to him. They constantly jeered at him and called him names. 'Ugly duckling, ugly duckling!' they would shout, again and again.

- 2 Read the introduction. Then read the whole story and answer the questions.

- 1 What do you learn about the origins of the story?
- 2 What new information do you learn from the story itself?

The Ugly Duckling is a fairy tale written in 1843 by the Danish writer Hans Christian Andersen. Andersen himself got bullied as a boy because of his height, his looks (he had a large nose) and his big feet. He is rumoured to have been the illegitimate son of the Crown Prince of Denmark, which makes the swan metaphor rather interesting, because, apart from being Denmark's national bird, the swan also symbolizes royalty.

'I wish they would stop shouting at me,' the poor ugly duckling used to think. 'If only I looked more like them and wasn't so different.' He put up with their taunts week after week, but finally, he couldn't stand it any longer and, one day, he ran away – out of the farmyard, across the fields and into the woods. As he wandered around the countryside that autumn, all the other animals he met – wild ducks, geese, a cat and a hen – were nasty to him because of the way he looked. And they all taunted him: 'Ugly duckling, ugly duckling!'

And then, as if he didn't have enough problems to deal with, winter suddenly arrived. It got colder and colder. The land began to freeze and there was little food to be found. The poor lonely duckling went through months of cold, hunger and misery. He even began to wish sometimes that he was back at the farmyard.

But eventually, spring arrived. One morning, the ugly duckling was woken by glorious sunshine as he lay amongst some reeds by a lake. He looked across the water and saw three beautiful large white birds gliding by.

'Wow,' he said to himself quietly. 'I wish I was that beautiful. They're gorgeous!'

The ugly duckling had spoken louder than he'd intended and one of the swans looked over at him. 'You're quite gorgeous yourself,' said the swan. 'In fact, I don't think I've ever seen a more handsome swan.'

'Swan?' The ugly duckling could hardly speak. 'Swan? Me?' 'Yes, of course I mean you,' said the gorgeous swan. 'Who else is there – you're all alone, aren't you? Why don't you come and join us?'

Suddenly, the ugly duckling understood. The penny dropped, and it all made sense. Of course. He wasn't a duckling at all. As he flew to join the other swans, he saw the reflection of a beautiful swan in the water. It was his own reflection. As the swans greeted him enthusiastically, he heard a child shout from the edge of the lake: 'Look, Mum! There's a new swan! Isn't he super?'

Warmer

Tell the class that they are going to do a chain story. Begin with a sentence, e.g. *A man was walking down the street when he saw something strange*. Nominate a student to continue the story, and go around the class until everyone has participated. Tell them that each sentence should follow logically on from the previous one, and should keep to the theme of the overall story.

- 1 If any students don't know the story of *The Ugly Duckling*, ask them to sit with a student who does. Alternatively, refer them to the picture and ask them to create an outline of the story. Pre-teach *swan*, if necessary.

Answers

Students' own answers

- 2  2.18 The text is available to listen to.

Before reading the introduction, check that students understand *bullied* and *illegitimate*. Ask for a synonym of *looks* (*appearance*). Tell students to try to work out the meaning of any words they don't know in the story itself.

Answers

- 1 The author, Hans Christian Andersen, was bullied because of his appearance as a child, and he was rumoured to be closely related to the Danish royal family.
- 2 The swan symbolizes royalty, and the fact that the ugly duckling becomes a swan might represent the truth about the author's origins.

Extra activity

Ask students to write three sentences based on the information in the introduction, or on the story itself. Tell them to use the third conditional. Write on the board:

If Hans Christian Anderson hadn't..., he wouldn't/mightn't have...
If the ugly duckling had been...,

3 Choose the best answer according to the text.

- Hans Christian Andersen ...
 - was a member of the Danish royal family.
 - had been through a similar experience to the ugly duckling.
 - wasn't bullied for his appearance.
 - wrote the tale exactly as it is told here.
- The ugly duckling ...
 - was not at all unlike his brothers and sisters.
 - came out of his shell much later than the others.
 - was rejected by his siblings, but not his mother.
 - was insulted from time to time by his family.
- The ugly duckling would have liked ...
 - to put up with the taunts.
 - to leave the farmyard.
 - them not to jeer at him.
 - not to blend in so much.
- He learnt he was a swan ...
 - through seeing his reflection in the water.
 - through hearing a child shout out.
 - through being greeted by the other swans.
 - through a remark made by one of the swans.

4 Discuss the questions in pairs.

- What is the real meaning of the story? Suggest what the moral of the story might be.
- Tell a similar story using different characters (people or animals) to take the place of the ducks and the swans.

5 Find words in the story that mean:

- open (an egg, when the baby bird is ready)
- laugh at unkindly, tease (2 words)
- fly very smoothly using the wind
- very beautiful

VOCABULARY Expressions with *get*

6 Look at the box. Which verbs could replace the words in blue?

Get is one of the most common verbs in English. It has many different meanings.

More teenagers are **getting** cosmetic surgery.

I **got** my sister a tattoo for her birthday.

Andersen **got** bullied as a boy.

It **got** colder and colder.

7 Add two words to each of the lists below.

- arrive** – get here, get home
- be** – get fined, get locked out
- become** – get bigger, get ill
- buy** – get a present for someone, get tickets
- have** – get nightmares, get an impression
- make** – get breakfast, get a cup of tea
- obtain** – get facts, get a visa
- receive** – get an email, get a present

8 Complete the sentences. What is the meaning of *get* in each case? Compare your ideas with a partner.

- I ... my best ideas when I'm ...
- The last text message I ... was from ...
- I always ... really annoyed when ...
- I have to ... permission from my parents to ...
- I usually ... to school by ...
- My favourite website for ... information is ...
- What I'd really like to ... for my next birthday is ...
- If I ever had a tattoo, I'd ... a ...

VERB
ZONE

fit in look like put up with
stand out take after

9 Match the verbs with the definitions below.

- have a similar appearance to someone or something else
- accept a difficult or annoying situation
- be noticed because you're different in some way
- be similar to and accepted by other people in a group
- be similar to someone older in your family

10 Complete the sentences with the verbs in the correct form.

- A: My neighbours were playing music until 4am last night.
B: You shouldn't have to ... that. Have you talked to them?
- A: Who do you ... in your family?
B: My dad, I think. We've both got a really short temper.
- A: How's Karl getting on at his new school?
B: I think he's finding it hard to They tease him because of his accent.
- A: Have you seen Julie's new purple hair? It's great!
B: I know! I wish I had her confidence. But I hate ... in a crowd.
- A: Look – is that the Prime Minister?!
- B: No, it isn't. It's just a woman who ... a bit ... her.

11 In pairs, turn to page 150 and discuss the questions.

- 3 Tell students to read the story carefully, as more than one option may appear to be correct for a particular item. You could point out that in the first paragraph, the sentence beginning 'Had he been a cute little duckling ...' is a third conditional which could equally be expressed as 'If he had been ...'

Answers

1 B 2 B 3 C 4 D

Teaching tip

Point out that it is helpful to make a note of any new sayings, idioms and metaphors. In exercise 3, item 2B, the expression *to come out of your shell* is also a metaphor that means to become more confident. Ask students if they came across any other metaphors in the story on page 54, e.g. *the penny dropped* = the duckling finally realized.

- 4 Ask students if they can think of any famous sayings that might summarize the story, e.g. *You can't judge a book by its cover* and *Appearance is only skin deep*.

Answers

Students' own answers

- 5 When checking answers, point out that there are two other words in the story on page 54 that refer positively to the way a person or thing looks (*cute* and *handsome*).

Answers

1 hatch
2 jeer at
3 glide
4 gorgeous

Warmer

Put students in pairs, and get them to re-tell the story of *The Ugly Duckling* to each other. Then recreate the story as a whole-class exercise.

- 6 Tell students to use an equivalent verb that is in the same tense as *get* in each sentence.

Answers

having, bought, was, became

- 7 Tell students to try to give examples that show the difference between the meanings *buy*, *obtain* and *receive*.

Answers

Suggested answers
arrive – get there, get to the station
be – get married, get embarrassed
become – get worried, get better
buy – get a car, get a pair of shoes
have – get a haircut, get a shower
make – get dinner, get lunch
obtain – get information, get directions
receive – get a text, get an invitation

- 8 Tell students to complete the first gap with a suitable form of *get* and then determine its meaning.

Answers

1 get (have) 2 got (received) 3 get (become) 4 get (obtain)
5 get (arrive) 6 getting (obtain) 7 get (receive) 8 get (have)

- 9 Check if students recognize any of the multi-part verbs and can explain what they mean.

Answers

1 look like 2 put up with 3 stand out 4 fit in 5 take after

- 10 Point out that students may need to use the verb in different tenses.

Answers

1 put up with 2 take after 3 fit in 4 standing out 5 looks like

- 11 Encourage students to use the multi-part verbs in their discussion.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 20, exercises 4–6

Vocabulary Consolidation Worksheet: page 21, exercises 3–5

Expressing regret: *I wish* / *if only*

We use *I wish* and *if only* + **past simple** or **past perfect** when we'd like something to be different, in the **present** or in the **past**, but it can't be.

I wish my mum didn't work so hard. (My mum works very hard.)

If only I spoke English better. (I don't speak English very well.)

I wish I hadn't got a tattoo. (I got a tattoo.)

If only Sarah hadn't told him. (Sarah told him.)

We can use *I wish* and *if only* with *would* when we want something to change.

I wish he wouldn't text me so often.

I wish everyone would stop staring at me.

If only they would go away.

You cannot use *I wish* / *I would*.

I wish I didn't bite my nails. NOT *I wish I wouldn't bite my nails.*

Grammar reference page 117

Third conditional inversion

In formal styles, we can start third conditional phrases with *had*, rather than *if*.

Had I known that yesterday, it would have made a big difference. (OR *If I'd known ...*)

Had she not opened that letter, she would never have found out. (OR *If she hadn't ...*)

Grammar reference page 117

1 Rewrite the sentences using *wish*.

- I'm so slow at running and I'm not happy about it.
- She's cross that you borrowed her bike without asking.
- It was such a pity it rained all day yesterday.
- I want them to go away and leave me alone.
- Lenny is so sorry you weren't at the party.
- He doesn't like the way his parents kiss him in front of his friends.

2 Look at the photo and complete the lines in the poem using your own ideas. Compare with a partner.



BERTHA'S WISH

by Judith Viorst

I wish that I didn't ...

I wish that my ...

I wish that he ...

One more wish: I wish ...

3 Listen to the poem. Don't write anything down yet. Did any of your ideas coincide with the original poem? Shut your book and write out the whole poem from memory.

4 In small groups, discuss the questions.

- Look again at *Bertha's Wish*. Do you share any of Bertha's wishes?
- Is there any part of you that you wish was different?
- Is there anything people do that annoys you? It can be people you know, or people in general. Use *I wish*.
- Do you have any regrets about anything you did or didn't do last year? Describe the situation and use *if only*.



5 Invert the sentences and complete them with your own ideas.

- If the government had done what it promised, ...
Had the government done what it promised, rail fares would not have gone up.
- If I'd known it would be so difficult, ...
- If I hadn't eaten so much ice cream, ...
- If he hadn't been so scared, ...
- If she'd thought about it first, ...
- If we hadn't bought tickets in advance, ...

6 Compare your ideas in exercise 5 with a partner.

7 Work with a partner. Guess the missing verbs and complete the quotations with your own ideas. Then check the actual quotes on page 151.

If only we ¹ ... (can) put ketchup on our memories, they ... (anon)

I ² ... (not live) my life the way I did if I ... (worry) about what people ... (Ingrid Bergman)

I wish they ³ ... (accept) me ... (Vincent Van Gogh)

If only our tongues ⁴ ... (be) made of glass, we ... (be) much more careful ... (anon)

I wish I ⁵ ... (invent) ... (Yves Saint Laurent)

I wish they ⁶ ... (have) electric guitars in the ... (Jimi Hendrix)

If only I ⁷ ... taller and thinner, but at least I can do something about ... (Hillary Clinton)


PRONUNCIATION *I wish* & *if only*

8 Listen and repeat the sentences.

- If only things had turned out differently.
- I wish we hadn't been so cruel to him.
- If only she wasn't so sensitive about her hair.
- I wish you'd be more supportive.

More practice page 148

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 117.
-  Visual grammar presentation

Warmer

Put students in pairs and tell them to role play a situation in which one of them is caught out for having told a lie. Tell students to decide what the situation was, and who is to play which role. Nominate individual pairs to perform their role play in front of the class. End the activity by asking *What do you think s/he should have done?* and elicit responses using the third conditional.


- 1 Tell students that these sentences include both present and past situations. Tell them they can use either *'d* or *would*, where necessary. Remind them that we can use *were* or *was* after *wish* for the first and third person singular, as in the second conditional.

Answers

- 1 I wish I wasn't / weren't so slow at running.
- 2 She wishes you hadn't borrowed her bike without asking.
- 3 I wish it hadn't rained all day yesterday.
- 4 I wish they'd / would leave me alone.
- 5 Lenny wishes you'd / had been at the party.
- 6 He wishes his parents wouldn't kiss him in front of his friends.

- 2 Refer students to the photo and ask them to describe the girl, and speculate on her age, personality and mood. Tell them that they are to write the poem from her perspective, not their own.

Answers Students' own answers

- 3  2.19 **Transcripts page 162** Pre-teach *freckles*, if necessary. Remind students that poems do not always rhyme, and can be very short. Ask them to write the poem from memory before comparing their own ideas.

Answers Students' own answers

- 4 Begin this activity by asking them for their opinions of the poem. Elicit a range of vocabulary, and write any interesting words on the board, e.g. *poignant, emotive, reflective, sentimental*.

Answers Students' own answers

- 5 Point out that it is not possible to use the contracted form of *had* or *had ... not* in this structure. NOT 'D ~~He arnt that yesterday ... / Hadn't she opened that letter ...~~

Answers

- 2 Had I known it would be so difficult ...
- 3 Had I not eaten so much ice cream ...
- 4 Had he not been so scared ...
- 5 Had she thought about it first ...
- 6 Had we not bought tickets in advance ...

- 6 Tell students to check the grammar of each other's sentences, as well as comparing the similarities and differences.


Answers Students' own answers

- 7 Tell them to think about the person who created the quotation when deciding how to complete it. Check that everyone knows what the named individuals are famous for.

Answers Students' own answers

Extra activity

Refer students to the vocabulary that was generated when describing the poem in exercise 4. Once students have checked the sentences in exercise 7 against the actual quotes, ask them what effect the quotations had on them. Encourage them to stretch their vocabulary rather than relying on standard adjectives such as *funny, sad*, etc.

- 8  2.20 Make sure that students reproduce as accurately as possible the rhythm of the sentences. Point out that *only* and *wish* are emphasized in each case.

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 44, exercises 4–6

Grammar Consolidation Worksheet: page 45, exercises 4–5

CHALLENGE

Tell a traditional story with a new twist

5

PREPARATION

- 1 Read the short text. Then discuss the questions in small groups.

Once upon a time ...

Stories like *The Ugly Ducking* are wonderful vehicles for delivering powerful and empowering metaphors to people, from three-year-olds to ninety-three-year-olds. They are a brilliant way of giving indirect advice or of suggesting solutions to problems. They can also make us question old ways of thinking and offer new perspectives, without being preachy or dogmatic about it. *The Ugly Ducking*, for example, can make us think about our own capacity for accepting people or things that are very different from us. But it also makes us consider our own responses to the possibility of being rejected.



- 1 Do you agree that stories can be both powerful and empowering?
- 2 What childhood stories have had an impact on you?
- 3 What are some of your favourite and least favourite stories? Why?
- 4 Are there any stories with endings you don't like?
- 5 Do you ever read or tell stories to anyone else?

DO THE CHALLENGE

- 2 You're going to retell a traditional story in pairs.
Student A: Go to the bottom of this page and follow the instructions.
Student B: Turn to page 151 and follow the instructions.
- 3 Now close your books and work in pairs to tell the story again. Use language in *Express yourself* to help you.

FOLLOW UP

- 4 Work in small groups. Discuss the questions.
 - 1 How did your stories end? Were they similar / different to each other?
 - 2 How do you think *Little Red Riding Hood* would have been different if ...
 - Little Red Riding Hood had been a boy?
 - the wolf had been a fox?
 - Grandmother hadn't opened the door?
 - 3 Changing appearance is a common theme in fairy tales. Can you think of any more stories where this happens?

Express yourself

Telling a traditional story

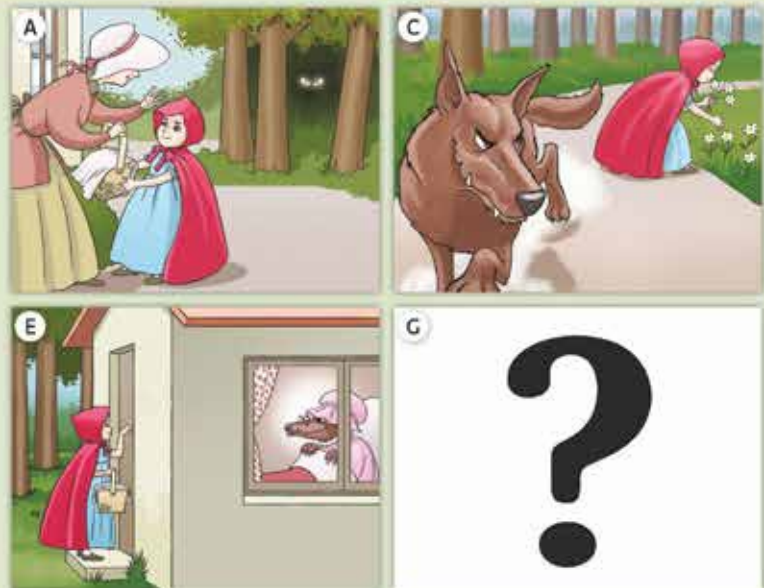
Once upon a time, there lived ...
 One day, ...
 Suddenly, ...
 And they lived happily ever after.

Little Red Riding Hood

STUDENT A

- Work with Student B.
- Take it in turns to tell the story in sections using your pictures.
- Include dialogue as well as narrative.
- The pictures don't tell the end of the story. Work together and invent a new ending to the story.
- You start.

Once upon a time, ...




In this lesson, students tell a traditional story with a new twist.

Warmer

Write on the board the following words, placed at random: *arrive, be, become, buy, have, make, obtain* and *receive*. Point to *receive* and say *I got a watch for Christmas*. Say to a student: *Tell me a true fact about yourself, using 'get' with one of these meanings*. Elicit a response then continue around the class. Tell them they can't repeat an idea that has already been used. Make sure that students don't use *have got*.

- 1 Draw attention to the picture and ask which famous story it shows (*Cinderella*). After reading the text, point out that *Once upon a time* is a common way to begin a traditional story or tale. Deal with any vocabulary issues by having students guess any unfamiliar words from the context. For the discussion, have students sit quite close together in groups of three or four.

Answers Students' own answers

- 2  2.21 The expressions in *Express yourself* are available to listen to. For this activity, put students back in their original pairs. Make sure that the students in each pair are facing each other, and therefore cannot see what their partner is looking at. Point out that Student A will begin to tell the part of the story labelled as picture 'A', and then Student B will continue with the part on their page labelled 'B'. Explain that when they get to part 'G', both will have a blank box, which they should work on together. Refer students to the *Express yourself* box and encourage them to use the words and phrases there in order to make the story flow.

Answers Students' own answers

- 3 Monitor and check that they are not simply describing what they remember, and that they are using the language from the *Express yourself* box. Encourage them to speak in an animated tone, as though they were telling a story to a child. Invite stronger students to perform their story in front of the class.

Answers Students' own answers

Teaching tip

It would be useful to brainstorm fairy tales in preparation for exercise 4, question 3. See how many fairy tales students know in their own language and write the titles on the board. Then ask if anyone knows the English versions, or alternatively ask them to suggest a translation.

- 4 Have pairs of students work with a new pair, so that the small groups are not formed of the same people as in exercise 1. This will help to generate new ideas. If necessary, remind them of the third conditional structure by modelling the following sentence: *If Red Riding Hood had been a boy, the story would have been different*.

Answers Students' own answers

Fast finishers

Write up your version of the *Little Red Riding Hood* fairy tale, including the ending you developed with your partner.

Express yourself

Expressing astonishment

You can't be serious!
I can't believe you actually did that!
I'm astonished to hear that.
What is the world coming to?

Expressing strong feelings

I totally disapprove of that.
There's no way in the world that I will allow you to do that.
I absolutely forbid you to ...

Trying to calm someone down

Can we try to be reasonable about this?
You have to admit that ... has a point.
Let's try to talk about this calmly.
It's no big deal, honestly.

A FAMILY DISAGREEMENT



- You're going to hear a conversation between a teenage girl and her parents. The girl wants to get a tattoo. Before you listen, discuss the questions.**

 - Are tattoos popular in your country? What kind of people have them?
 - What are the most common kind of tattoos?
- Listen to Part 1 of the conversation. What surprise do the parents get at the end?**
- Now listen to Part 2. What do you discover about the father?**
- Listen to the whole conversation again and choose the correct ending to these statements.**

 - Deborah has just come home after ...
 - staying late at school.
 - spending time with friends.
 - Deborah's mother wants Deborah ...
 - to think carefully before getting a tattoo.
 - to change her mind about getting one.
 - Her father is astonished because ...
 - the tattoo is a shocking image.
 - she didn't ask for permission first.
 - Deborah points out that her father also ...
 - has an Oriental tattoo.
 - got a tattoo because everyone else did.
 - Her parents are surprised to hear that ...
 - Deborah's teachers don't approve of tattoos.
 - the teachers also have tattoos.

VOCABULARY

- Deborah says to her father: *There's no need to get hot under the collar.* What do you think she means by this?
- Here are some other idiomatic expressions involving clothing. Can you work out the meaning from the given context?

 - Jack has to go and see the head teacher. I wouldn't want to be in his shoes!
 - Put a sock in it! You're making too much noise!
 - Keep this under your hat: we're leaving next month, but we don't want anyone else to know about it yet.
 - She's a bit upset – her boss just gave her the boot.
 - The chess champion looks to be in trouble, but I bet he has something up his sleeve.

YOUR TURN TO SPEAK


- Discuss the questions in small groups.**

 - What would happen if you had a tattoo without consulting your parents?
 - In general, do you think that parents and school have a positive influence on your behaviour?
 - What are the most likely sources of conflict between a teenager and his / her parents?
- You're going to role play a conflict in a family. In your groups, choose one of the situations you discussed in exercise 7.**
- Decide on your roles and role play the situation. Try to resolve the situation as a family.**

Student A: You are the teenager.
Student B: You are a parent. You're very unhappy about what your son / daughter has done.
Student C: You are Student B's other parent. You aren't happy about what your son / daughter has done, but you want to try to resolve the situation peacefully.


Warmer

Ask students: *What is your attitude to conflict? Do you try to avoid confronting people if possible? Do arguments serve any purpose? How do you feel after an argument? When was the last time you argued with someone, and what was it about?* Elicit a range of replies.

 2.22 *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.


- 1 Tell students that they may already have discussed similar issues in a previous lesson of this unit. Say that this will help them to give their opinions fluently, but remind them that they should still agree and disagree where appropriate.

Answers Students' own answers

- 2  2.23 **Transcripts page 162** Refer students to the photo. Remind them that they will hear a conversation between a teenage girl and her parents, in which the girl is expressing her desire to get a tattoo.


Answers

Their daughter has already had the tattoo done.

- 3  2.24 **Transcripts page 163** Ask students to listen for the phrase that Deborah uses to suggest that her father has double standards (*It's a bit rich ...*).

Answers

He has two tattoos.

- 4  2.23 and 2.24 **Transcripts page 162–163** Tell students to try to do this without listening to the whole conversation again. Then play the audio so that they can check their answers.

Answers

1 B 2 A 3 B 4 B 5 B

- 5 Ask students: *Does this come from the first or second part of the dialogue? At what point does she say this in the conversation?* (It is from the first part, and comes after Deborah's father has strongly forbidden her to have a tattoo.)

Answers

She is telling him that there is no need to get so angry.

- 6 Point out that these are not in the dialogue, but that all of them are common expressions. Have students underline the relevant idioms before working out their meaning.

Answers

- 1 I think he is going to be in a lot of trouble!
- 2 Be quiet!
- 3 Don't tell anyone.
- 4 Her boss just sacked her.
- 5 I bet he has a plan that will save him.

- 7 Warn students that their discussion of question 3 will form the basis for their role play in the exercises that follow. Ideally, there should be groups of three students for the remaining activities.

Answers Students' own answers

Teaching tip

It will be useful for students to learn and practise colloquial expressions for introducing and comparing observations. Mention the verb *find*, and write on the board: *I find / I've found that ... , Do you find that ... ? In my experience.* Model by saying *I find that most teenagers argue with their parents at some point.*

- 8 Point out that students should use their answers to question 3 of exercise 7 as the source of their chosen situation. Tell them to bear in mind the number of people in their group before deciding on a specific type of conflict, as there will have to be enough roles for each group member. Monitor and check that every student in each group will be required to participate in the chosen conflict.

Answers Students' own answers

- 9 Refer students to the *Express yourself* box and play the audio. Make sure that students are clear on their roles, so that more confident students are not allowed to take over. You could get weaker or shyer students to make notes in preparation for the role play. Remind them that each student should use at least one of the expressions from the *Express yourself* box.

Answers Students' own answers

Fast finishers

Invite students to perform their role plays in front of the class. You could involve the rest of the class / other groups by asking them to make notes on how well they think the situation was resolved in each case, or whether they think the parents and / or teenager in each group should have acted differently.

WRITING

A for and against essay

- 1 In pairs, look at the photos. What is your reaction? Would you ever consider having a piercing?



- 2 Read the essay and answer the questions.

- 1 What are the reasons for and against body piercing?
- 2 What is the writer's conclusion?

Getting a piercing can be a mistake

Body piercing has existed in many cultures for hundreds of years but celebrities like Scarlett Johansson and Miley Cyrus have helped to make it fashionable in recent times. It is possible to have anything and everything pierced, from your ears, nose, eyebrows and tongue to your knees, ankles and toes!

So why have a piercing? Well, some people feel, as they do with a tattoo, that body piercings are a way of expressing their individuality and making a statement. In some cultures, people have body piercings done for spiritual or religious reasons. And, last but not least, many people simply think they're very beautiful and eye-catching.

However, body piercing has its risks. First of all, if the instruments are not properly sterilized, there could be a danger of infection and of getting HIV, hepatitis or tetanus. There may also be complications caused by poor-quality jewellery, which can provoke a serious allergic reaction in some people. Added to these potential problems is the fact that it can actually be very painful to have a piercing done.

Society's attitudes to body piercing are still very conservative. Having an obvious piercing might cause people to judge you negatively, just on your appearance. Given all the possible risks and consequences, I believe that young people should think very carefully before having a body piercing done.

- 3 Which ideas about body piercing mentioned in the text are also applicable to tattooing? Are any of the ideas not applicable?

WRITING SKILL

Tentative language

- 4 Look at the statements below and find how they are expressed in the essay.
 - There is a danger of infection.
 - There are also complications.
- 5 Find more examples of ways of expressing language tentatively in the essay.
- 6 Express the following ideas more tentatively, using language from exercises 4 and 5.
 - 1 Dyeing your hair is really bad for it.
 - 2 Plastic surgeons are paid large salaries.
 - 3 People who have had plastic surgery regret it afterwards.
 - 4 *The Ugly Duckling* is the best known traditional story in the world.

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 7 Think of a simple cosmetic procedure and make notes on the reasons for and against having it done. Use an idea below or your own idea.

hair replacement teeth whitening wrinkle removal

WRITE NOW

- 8 Write an essay with the following title:
People should accept themselves the way they are.

- 1 Use the text about body piercing as a model.
- 2 Use your notes from exercise 7 and the plan below.
- 3 Use tentative language where appropriate to show that your ideas are not 100% concrete facts.

Paragraph 1 – introduce the topic
Paragraph 2 – write about the advantages
Paragraph 3 – write about the disadvantages
Paragraph 4 – conclude with your own opinion

CHECK AND CORRECT

- 9 Check and correct your essay.
- 1 Check that any tentative language is expressed correctly.
 - 2 In pairs, swap your essays and check each other's work.

Warmer

Put students into groups of three or four. Ask them to write down five sentences about different members of the group. Say that three must be true, and two false. Make sure that they write about aspects that are not generally known, so that the correct answers are not too obvious. When everyone is ready, have the class play this as a game. The person guessing the incorrect statements must say which two are wrong. If only one of their guesses is correct, they win a point but are not told which is the true fact.

- 1 Tell students not to reflect too long on the photos, but to give their initial impression. Ask: *Do you think these people are using piercings to send a message to other people? If so, what kind of message?* At the end of the discussion, ask if any students have changed their minds about either of the photos.

Answers Students' own answers

- 2 Have students do this activity individually or in pairs. Advise them to think about the structure of an essay when looking for the information, and to decide in which order they might find the advantages, disadvantages and conclusion.

Answers

- 1 For: piercings are a way of expressing a person's individuality; they are sometimes done for spiritual reasons; they are considered beautiful by some people.
Against: if the instruments are not sterilized this could lead to infection; poor-quality jewellery could cause a severe allergic reaction; piercings can be painful.
- 2 People should be cautious about having a piercing done, in view of the potentially serious risks and the fact we live in a very conservative society.
- 3 Advise students to think about what the respective processes of having a piercing and a tattoo involve. Tell them to focus on what they have in common and in what ways they are different.

Answers Students' own answers

- 4 Point out that students are not looking for a completely different phrase which has the same meaning. Tell them to focus on a modification of the structure of the two sentences given which expresses the idea more tentatively.

Answers

There could be a danger of infection.
There may also be complications.

- 5 Tell students that if they find more than one example of the same type of language or structure, they should note down each instance. Point out that it is not necessary or desirable to express every idea or argument in a tentative way, but that including some examples softens the tone of the essay.

Answers

Getting a piercing can be a mistake
... which can provoke a serious allergic reaction
... it can actually be very painful
Having an obvious piercing might cause people to judge you ...

- 6 Point out that *can* is used to make a generalization sound more tentative, while *could*, *may* and *might* refer to a possibility.

Answers

- 1 Dyeing your hair can be really bad for it.
- 2 Plastic surgeons can be paid large salaries.
- 3 People who have had plastic surgery may regret it afterwards.
- 4 *The Ugly Duckling* could / may be the best known traditional story in the world.
- 7 Tell students to make their choice carefully. Explain that it should be one that they know enough about in order to write plausible arguments for and against it. Make sure that they hold a strong opinion on the chosen procedure which they can use in their conclusion.

Answers Students' own answers

- 8 Give students the following checklist to help them complete their essays.
 - Have you followed the structure of the essay in exercise 2?
 - Does your essay start by introducing the specific cosmetic procedure?
 - Does your essay include the advantages and disadvantages of the procedure?
 - Have you ended your essay with a conclusion?
 - Have you included language that expresses your ideas more tentatively?

Answers Students' own answers

- 9 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers Students' own answers

Fast finishers

Refer to the photos at the top of the page. Write a paragraph summarizing your initial reaction and general feelings about the piercings shown.

2.13 Student's Book page 52, exercise 2

If I had my life to live over again ...
 I'd be sillier.
 I would take more chances.
 I would climb more mountains and swim more rivers.
 I would eat more ice cream but less beans.
 I would have more actual troubles but I'd have fewer imaginary ones.
 I would go to more dances.
 I would ride more merry-go-rounds.
 I would pick more daisies.

2.14 Student's Book page 53, exercises 2–3

- 1 People come up to me all the time to ask about the scorpion tattoo on my arm. It's a real talking point. If I hadn't had it, I wouldn't have made so many friends. In fact, it's how I met my girlfriend!
- 2 A lot of people have since told me it's bad luck to have your partner's name tattooed on you. I wish I'd known that before I had it done! Now I'm stuck with it because they're incredibly expensive to have removed.
- 3 I've no regrets about my tattoo. It represents who I am and what I believe in. I'd definitely do it again. I think it's really important to have a strong sense of identity and be true to yourself. That's why I got a tiger.
- 4 If I'd known in advance how painful it was going to be to have the dragon done, I wouldn't have gone ahead. But once he'd started I couldn't back out so I just had to grin and bear it.
- 5 I'd always wanted to get a heart tattoo but my dad told me it was cheap. Now that I've got it though, he loves it. He's always telling me how beautiful it is. And he's right!

2.15 Student's Book page 53, exercises 4–5

J = Jake, S = Stephanie

- J Good evening, listeners and welcome once again to Looking Back. I'm Jake Small, and joining me tonight in the studio is tattoo artist, Stephanie Lin, who's going to be giving us a bit of a historical perspective on something which we might think of as something very modern ...
 Evening, Stephanie. Good to have you here.
- S Nice to be here, Jake.
- J Tattooing's totally mainstream now, isn't it, Stephanie? Every Tom, Dick and Harry seems to have a tattoo these days. Why is that?
- S Well, we think of tattooing as something very modern and trendy, but actually it goes way back and the tradition of tattooing is thought to have begun over 2,000 years ago in Polynesia. In fact, in Samoa, the skill is often passed from father to son and there's been very little change over the years as far as tools and techniques are concerned.
- J So how did it start in Samoa?
- S It was part of the process for young men to become chiefs or society leaders. Samoa has always been a very hierarchical society, and tattooing was an important ritual in ceremonies to celebrate their worthiness to take on that role. The tattoos would be a lasting mark of their dedication to their culture and their courage.
- J Courage? Did the process hurt a lot then?
- S Oh gosh, yes. They would have been in agony. The tattoos were huge: they would normally cover their body from mid-torso to the knees. And there was a very big risk of infection, too.

- J So why did they put themselves through it?
- S Well, refusal wasn't really an option. If they hadn't gone through with it, they would have been branded a coward and rejected by the tribe. So they didn't have much choice. And they were incredibly brave. A tattooing session would last all day from dawn to dusk ... then start again the next day. The whole process would usually last about three months.
- J Three months, gosh! So it's not like these days when you can pop in for a quick tattoo on your lunch break!
- S No way. Three months and day after day, all day. And the healing process would take months, too – it could sometimes take a year to heal completely.
- J That is brave. What about women? Didn't they have tattoos, too?
- S Yes, they did, but their patterns were generally smaller – a design on their thighs, legs or hands. That doesn't mean to say they didn't hurt. They were extremely painful, too. But at least they were smaller.
- J And just to finish, do you mind if I ask you a very personal question?
- S Of course not. Shoot.
- J How many tattoos do you have yourself? I can't actually see any!
- S I have one enormous tattoo that goes all the way from the back of my neck down to my waist. I'm very happy to show you. Look.
- J Wow, that's extraordinary! I've seen it all now!

2.19 Student's Book page 56, exercise 3

BERTHA'S WISH by Judith Viorst
 I wish that I didn't have freckles on my face.
 I wish that my stomach went in instead of out.
 I wish that he would stand on top of the tallest building and shout:
 'I love you, Amanda.'
 One more wish: I wish my name was Amanda.

2.23 Student's Book page 58, exercises 2 and 4

D = Daughter, M = Mother, F = Father

- D Hi, Mum, hi Dad.
- M Hello, Deborah. You're a bit late home from school.
- F Yes, where have you been?
- D Oh, I was with Tamsin and Olivia.
- F It's nearly seven o'clock. What have you been doing?
- D Um ... I want to ask you something.
- M Go on.
- D I want to get a tattoo.
- M A tattoo?
- F What kind of tattoo?
- D Nothing too elaborate – just an oriental character. You know, like a Chinese word?
- F No, sorry, I won't allow it.
- M Just a minute, Eric. Let's hear what she has to say. Where do you want to have it, Deborah?
- D On my shoulder.
- F No, sorry. There's no way in the world I will allow you to do that.
- M Let's try to talk about this calmly, shall we?
- D There's no need to get so hot under the collar, dad. It's no big deal.
- M Well, it is quite an important decision, Deborah.
- F I don't think so – there's no decision to make. I absolutely forbid you to have a tattoo on your shoulder.
- D Well, I'm afraid it's too late.
- M Too late?
- D I've already had it done.
- F What??
- D Look!

 2.24 Student's Book page 58, exercises 3–4

D = Daughter, M = Mother, F = Father

- F I can't believe you did that without telling us.
 D Dad! It's just a little tattoo.
 F Are you serious?? It's half way down your arm!
 D Don't exaggerate.
 F Well, I'm very upset about this, Deborah. I really am. I expected better from you.
 M Can we try to be reasonable about this, Eric? It is actually rather nice.
 D Yes, Dad. And I think it's a bit rich that you don't want me to have a tattoo because YOU have one. In fact, you have TWO!
 F That's different.
 D Why?
 F I got them when I was in the Navy. I didn't really want one, but we all got tattoos when we were in Hong Kong.
 D You see? You didn't want to be the odd one out. Now you understand. I was the only girl in the class without one.
 F The only girl without one? I'm very surprised to hear that.
 D Well, it's true. Tattoos are totally normal these days.
 M That's true, Eric. It's not like when we were younger.
 F What do your teachers think about it?
 D The teachers? Dad, they all have tattoos, too!
 F Do they?
 D Yes!
 F Goodness, what is the world coming to?

Workbook page 50

- 1 They live in south-west China and they are famous for their striking hairstyle.
 2 1 B
 2 A
 3 C
 4 D
 5 C
 3 1 weird-looking
 2 eye-catching
 3 hard-working
 4 Students' own answer

Workbook page 51

- 5 1 injections
 2 removal
 3 surgery
 4 recovery
 5 treatment
 6 needles
 7 cure
 8 reduction
 6 1 A surgeon works in an operating theatre.
 2 A general anaesthetic is used to make a patient unconscious.
 3 A scalpel is used to make an incision.
 4 ✓
 5 ✓
 6 People with very big noses may choose to have a reduction.
 7 People who choose to have a face-lift do so for aesthetic reasons.
 8 ✓
 7 Students' own answers
 8 1 throat
 2 armpit
 3 chest
 4 shoulder
 5 waist
 6 thigh
 7 wrist
 8 elbow
 9 calf
 10 shin
 11 ankle
 12 heel
 9 1 forehead
 2 cheek
 3 temple
 4 eyebrow
 5 eyelash
 6 eyelid
 7 nose
 8 jaw
 9 lip
 10 1 ache
 2 pain
 3 hurts
 4 hurt
 5 pains
 6 pain
 11 1 hurt
 2 ache
 3 pain
 4 hurt
 5 ache

Workbook page 52

1 Suggested answers

- 1 If we didn't have laptops or tablets, we wouldn't be able to work in different places.
- 2 If there weren't any universities, people couldn't study degrees.
- 3 If we didn't use money, we would have to exchange goods and services.
- 4 If everyone lived to a hundred, we would need to work much longer.
- 5 If no-one had to work, we would all be free to do whatever we wanted.
- 6 If I went to live abroad, I would have to learn another language.

2 Suggested answers

- 1 If Arthur hadn't been good at science, he wouldn't / couldn't / mightn't have studied medicine.
- 2 If he hadn't studied medicine, he wouldn't / couldn't have become a surgeon.
- 3 If he hadn't gone to Africa, he wouldn't have witnessed the accident.
- 4 If he hadn't witnessed the accident, he wouldn't / couldn't have saved Felice.
- 5 If he hadn't saved Felice, he wouldn't have been able to marry her.

3 1 A 2 C 3 C 4 D 5 B 6 B

- 4**
- 1 When Tony got to the class, the exam had already started.
 - 2 ✓
 - 3 The mountaineers might have survived if they had been found earlier.
 - 4 Unless he told me himself, I wouldn't believe it.
 - 5 ✓
 - 6 ✓
 - 7 If I had been able to study something different, I would have studied chemistry.
 - 8 If she had known he was coming to the party, she would have stayed at home.
 - 9 ✓
 - 10 If the weather were nice, I might go to the beach.

Workbook page 53

1 1 E 2 G 3 F 4 A 5 D 6 B 7 C 8 H

- 2** Caller 1 – C
 Caller 2 – B
 Caller 3 – A
 Caller 4 – D

3 1 A 2 C 3 C 4 B 5 C 6 A 7 B 8 A

- 4**
- 1 A hip replacement.
 - 2 Politician.
 - 3 Botox; it's injected near the sweat gland.
 - 4 Because she's getting married and wants to look perfect.
 - 5 She thinks they're tacky.

5 Students' own answers

Workbook page 54

- 1** Pairs: 7/4 / 3/2 / 6/8 / 1/5

Workbook page 55

2 Students' own answers

3 1 A 2 D 3 C 4 B

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

- 5**
- 1 The best-quality cowboy hats are made exclusively of felt.
 - 2 Felt is both stronger and more water-resistant than wool.
 - 3 ✓
 - 4 Yaks are kept as transport animals and for meat, as well as for their hair.
 - 5 The Venkateshwara Temple attracts many more devotees than both Rome and Mecca.

- 6 Indian pilgrims donate their hair and the temple sells it.
- 7 Regular house painters can also use horsehair brushes to paint walls.
- 8 ✓

6 1 cactus 2 pillow 3 sand 4 water

7 1 to get 2 to get 3 got 4 getting 5 get 6 getting

8 1 1, 3, 6

2 2

3 4

4 5

9 fit in

look like

put up with

stand out

take after

10 1 look like

2 take after

3 to stand out

4 put up with

5 fit in

Workbook page 56

1 1 weren't / wasn't

2 spoke

4 earned

5 knew

6 could

2 1 He wishes he hadn't gone skiing.

2 She wishes she hadn't had her hair cut.

3 They wish they had stayed at home / they hadn't gone to the beach.

4 She wishes she had passed / hadn't failed the exam.

5 They wish they hadn't eaten so much.

3 1 I wish my brother would stop taking my tablet.

2 I wish my sister would stop talking so I could concentrate.

3 I wish my dad would stop telling me to tidy my room.

4 I wish it would stop raining because I'm fed up with it.

5 I wish the girl in my history class would speak to me, because I really like her.

4 1 If the company had taken measures, it wouldn't have gone bankrupt.

2 If the police hadn't let the terrorist go, he wouldn't have blown up the building.

3 If I had set my alarm clock, I wouldn't have overslept.

4 If he had worn a suit to the interview, he wouldn't have made a poor impression / he would have made a better impression.

5 If the government had warned residents about the storm, they would have evacuated their houses.

5 1 Had the company taken measures, it wouldn't have gone bankrupt

2 Had the police not let the terrorist go, he wouldn't have blown up the building.

3 Had I set my alarm clock, I wouldn't have overslept.

4 Had he worn a suit to the interview, he wouldn't have made a bad impression / he would have made a better impression.

5 Had the government warned residents about the storm, they would have evacuated their houses.

6 1 would stop

2 didn't have to

3 had known

4 would take / had taken

5 hadn't got

6 hadn't painted

7 wouldn't spend / hadn't spent

8 would find

7 Students' own answers

Workbook page 57

Extra Challenge

- 1 C (Cinderella)
- 2 D (Rapunzel)
- 3 A (Gretel)
- 4 B (Snow White)

Webquest

- 1 Spain
- 2 Rainer Maria Rilke
- 3 Witches, trolls, goblins, wolves
- 4 Rapunzel
- 5 Charles Dickens
- 6 Elaine Davidson

Gary & Greg Go Global

to cramp someone's style: to stop someone from acting or expressing themselves freely
to be born yesterday: to say you're not stupid or easily deceived

Workbook page 58

- 1 1 I can't believe you actually did that!
2 I absolutely forbid you to ... / There's no way in the world that I will allow you to do that.
3 It's no big deal, honestly.
- 2 1 Go on.
2 no way in the world
3 That's a bit rich
4 no big deal
5 fit in
6 to get upset
7 very surprised
8 What is the world coming to
- 3 1 That's a bit rich.
2 Go on.
3 seeing someone
4 get upset
5 act
6 odd one out
- 4 B
- 5 Suggested answers
1 You can't be serious!
2 I absolutely forbid you to go out. You've got to study.
3 You have to admit she's got a point.
4 I can't believe you actually did that!
5 I totally disapprove of that.
6 I'm very upset about this.

Workbook page 59

- 1 Suggested answers
1 Actresses who are attractive may get more roles.
2 Bad weather conditions have been mentioned as the possible cause of the accident.
3 Employment opportunities might not improve until economic conditions get better.
4 Ageing nuclear power plants are a potential danger to public safety.
5 The use of pesticides could lead to the destruction of wildlife.
- 2 possibly, can be, may, potential, might not, might be
- 3 1 Not surprisingly
2 Even so
3 Furthermore
4 Obviously
5 Last but not least
- 4 Students' own answers

1.15 Workbook page 53, exercises 2–3

C = Caller, D = Doctor

- 1
- C1 Hi, yes, I'm calling about my grandma. She's got severe arthritis and she's in agony most of the time. The doctors have said she needs a hip replacement.
D Yes?
C1 The thing is, well, we're very worried about her. She's 80 years old and it's a big operation. I mean, what if something goes wrong and she'll never walk again ... ?
D There's no need to worry. People in their eighties and nineties are actually having hip replacements all the time. The Queen Mother had one at 95! It isn't a life-threatening procedure, in fact it's pretty much standard. Your grandma will be up and walking within days, with crutches of course.
- 2
- C2 Hello. Er, I've got a bit of a problem. It's quite embarrassing actually.
D Go on.
C2 You see, I sweat a lot, but really a lot. Most days, I need to change my shirt three or four times. I use plenty of deodorant, shower twice a day, you know, but nothing helps. I'm a politician and I know that people already have a low opinion of us. If I'm dripping with sweat all the time, they'll just think I'm lying ... What do you recommend?
D You could try Botox.
C2 The anti-wrinkle stuff?
D Scientists have discovered that if you inject Botox near the sweat glands, it blocks the release of the chemical responsible for stimulating them. It won't cure your condition, but it'll stop the sweating. It is temporary and expensive though.
C2 Never mind the cost.
- 3
- C3 Hi there. Well, I'm getting married soon and I want to look my best. The problem's my hair. Whatever I do, it just looks straggly and thin. I've tried different shampoos and masks, taking vitamins, whatever.
D Do you dye your hair? Do you use the hairdryer a lot?
C3 Yes. Yes I do actually.
D Well, you'll have to give all that up. Chemicals and heat are very harmful. Try using natural products only, don't wash your hair more than three times a week and protect it from the sun. You'll see, in a couple of months it'll look so much better.
C3 But the wedding's in three weeks!
D Well, you could have extensions. Most are made of natural hair and they won't damage your own. They're quite affordable as well.
- 4
- C4 My case is quite typical I suppose. I thought. I'd surprise my girlfriend, so I had this heart tattooed on my arm, with her name in it ...
D Let me guess, you and your girlfriend split up and ...
C4 No, not exactly. It turns out my girlfriend hates tattoos – she thinks they're tacky. She's a bit old-fashioned that way. So, what can I do?
D Well, it goes to show. You can't just pop in for a quick tattoo in your lunch break. Fortunately, tattoos are not permanent anymore. You can have them removed with lasers that break down the ink. It's a bit painful, so a topical anesthetic is usually applied, but the results are good.

1.16 Workbook page 58, exercise 5

- 1 I've decided to dye my hair blue.
- 2 Mum, can I go clubbing this weekend?
- 3 What do you think of Trisha's argument?
- 4 Look – I got a new dragon tattoo.
- 5 How do you feel about young people smoking?
- 6 I'm sorry Dad. I just wasn't thinking.

Vocabulary

- **Connection problems:** *access, account, be infected (with a virus), be corrupted, buffer, delete, freeze, get a signal, hack into, password, software, spam email, sync, top up (a phone), webcam*
- **Nouns ending in -y and their adjectives:** *clarity, democracy / democratic, electricity / electric / electrical, family / familiar, history / historical, industry / industrious, library, luxury / luxurious, mystery / mysterious, psychology / psychological, remedy / remedial, supply, technology / technological, tendency, theory / theoretical*
- **Use of adverbs**
- **Verb Zone:** *be taken in, hack in / into, log on / onto, pay off, set up*
- **Face 2 Face:** *I second that! Let me get this right Oh boy!*

Grammar

- Uses of *could*
- Uses of *be able to*
- Modal perfects

Pronunciation

- Modal perfects

Recycled language

- Modals
- Past simple and continuous
- Present perfect

Language objectives

- To learn vocabulary related to connection problems (page 61) and nouns ending in -y and their adjectives (page 65)
- To learn and use *could* and *be able to* (page 62) and modal perfects (page 66)
- To introduce contrasting and opposing ideas in writing (page 69)

Skills objectives

- To read and understand a text about the consequences of someone having their phone stolen (page 60)
- To describe connection problems (page 61) and use nouns ending in -y and their adjectives (page 65)
- To listen to and identify key events from a news story (page 63)
- To read and understand a text about your computer's security (page 64)
- To create a TV advert (page 67)
- To make a complaint (page 68)
- To write an article for an online magazine (page 69)

Assessment criteria

- Students can use *could* and *be able to* and modal perfects correctly.
- Students can recognize and use vocabulary for connection problems and nouns ending in -y and their adjectives correctly.
- Students can pronounce modal perfects correctly.
- Students can read and understand a text about the consequences of someone having their phone stolen, and your computer's security.
- Students can identify key events from a news story.
- Students can create a TV advert.
- Students can make a complaint in an appropriate way.
- Students can write an article for an online magazine.

Resources

- **Teacher's i-book**
- **Student's Book CD 2**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 6, page 22
 - Vocabulary Consolidation Worksheet Unit 6, page 23
 - Grammar Support Worksheet Unit 6, page 46
 - Grammar Consolidation Worksheet Unit 6, page 47
 - Speaking Worksheet Unit 6, page 65
 - Test Consolidation Unit 6, page 122
 - Test Extension Unit 6, page 126
 - Speaking Test Unit 6, page 224

Prepare for Cambridge Exams

- Use of English** page 132
- Choosing the right word


Prepare for the TOEFL Junior® Test

- Writing** page 133
- Listen - Write

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 60 and 64

Listening


The **IWB Listening activities** are designed to provide extra activities to help students explore texts in greater depth.

- Listening extra, page 63


Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 69

 **More practice** provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 62 and 66
- Vocabulary, pages 61 and 65
- Pronunciation, page 66

 **Grammar presentation** provides a step-by-step visual grammar presentation with a focus on form and use.



- Grammar, pages 62 and 66

6

Techno-victims!

Grammar	Uses of <i>could</i> Uses of <i>be able to</i> Modal perfects
Vocabulary	Connection problems Nouns ending in -y & their adjectives
Challenge	Create a TV advert
Interaction	Making a complaint
Writing	An article for an online magazine

READING

- 1  Read the headline and the first paragraph of the reading text. What is it about? Discuss with a partner.
- 2 Find the key words and phrases in **bold** in the text. Then answer the questions.
 - 1 A **pay-as-you-go** phone. How can you control costs with a phone like this?
 - 2 Connie was **stunned**. How did she feel?
 - 3 I **couldn't bring myself** to ask my parents. Was she reluctant or relaxed about asking them?
 - 4 They **waived** it completely. Do you have to pay if your bill is waived?
- 3  Make questions. Then read the text quickly and answer them.

1 Why did Connie	A she hadn't made the phone calls?
2 Did she know	B the expert's advice to her?
3 How could she prove that	C when and where her phone was stolen?
4 What happened when	D the national newspaper became involved?
5 What was	E decide to buy a pay-as-you-go phone?

A nine thousand pound bill – and she never made a call!

Connie Klein, 21, is South African and lives in London. Recently, she returned to her native country to visit family and friends. 'I knew it would be terribly expensive to use my British phone in South Africa, and there was no way I could afford it,' she said. 'So I decided to buy a pay-as-you-go phone there to control my costs.'

She took her British phone with her but didn't use it. When she was about to return to the UK, she realized that she couldn't find it. 'Someone had stolen my phone,' she said, 'but I couldn't imagine when or where they had been able to steal it.'

She reported the theft to her network provider straight away. Two weeks later, her phone bill arrived. Connie was stunned to see that it was more than £9,000! Someone had made twenty-six calls to a mobile number in Indonesia, and one call had lasted nearly twelve hours! The phone had also been constantly connected to the internet, and someone had downloaded over 80 expensive new apps.

She hadn't been in the places where the calls were made and she could prove it. Even so, the company said she had to pay for the calls that were made before she reported the theft.



'I started to panic,' she said. 'There was no way in the world I could pay such a massive bill. I couldn't bring myself to ask my parents for help and I'm still paying off my student loan, so I only had a slim chance of getting my bank to give me an amount like that upfront.'

Fortunately, Connie was able to get help from a national newspaper. When a reporter called the company to ask for more details, they reluctantly agreed to reduce the bill by half. Eventually, they waived it completely.

However, the company insisted that they had every right to charge Connie for the

calls. 'As soon as Ms Klein informed us that her phone had been stolen, we put a block on her account,' said a spokeswoman. 'We appreciate that she wasn't able to inform us more quickly, but we are within our rights to charge her for calls made before she told us.'

A mobile phone industry expert added 'Actually, it's quite easy to avoid this problem. If you aren't going to use your phone, take out the SIM card and keep it somewhere absolutely safe. But frankly, she was asking for trouble by taking it with her in the first place.'

Warmer

Ask: *Which gadget would you find it hardest to live without? Why? Have you ever tried to live without it? Do you think people are too reliant on technology for making connections or staying in touch with people? What do you use your phone for most, i.e. talking, texting, social media, sharing music / videos, etc.?* Elicit a range of responses.

- 1 Before getting students to read the first paragraph, refer them to the headline and photo only. Invite them to speculate on the reasons for receiving such a high bill.


Answers

Students' own answers

- 2 Tell students that they may need to read beyond the sentence containing the key words and phrases in order to work out the meaning from the context.

Answers

- 1 You only pay for the calls you make, rather than being on an expensive contract.
- 2 Very surprised and shocked.
- 3 Reluctant.
- 4 No.

- 3  2.25 The text is available to listen to.

Tell students to write the questions out in full. After checking answers, ask *Was the expert sympathetic to her situation?* (No, they said that she was asking for trouble by taking it with her.)

Answers

- 1 E – She wanted to control how much she was spending.
- 2 C – No, because she didn't use it while on holiday.
- 3 A – She could prove that she wasn't in the places where the calls were made.
- 4 D – When a reporter asked for more details, the company agreed to reduce, then waive the bill.
- 5 B – Take the SIM card out of the phone if you aren't using it, and keep it safe.

Teaching tip

Exercise 3 provides a good opportunity to check if any students are still having problems with the structure of questions and statements. To provide further practice, you could ask them to write questions for the statements in exercise 4.

VOCABULARY

Connection problems

- 4 Read the article again. Are the sentences true or false? Justify your answers with evidence from the article.

- 1 Connie was in the country where she was born when her phone was stolen.
- 2 She often used her British phone while she was in South Africa.
- 3 She informed her network provider of the theft of her phone after she arrived back in London.
- 4 She was able to prove that she didn't make the calls because she wasn't in the places where the calls were made.
- 5 She got no help from the national media.
- 6 The network provider immediately admitted that they were wrong to charge her for the calls.

- 5 What do the underlined words refer to?

- 1 There was no way I could afford it. (paragraph 1)
- 2 I couldn't imagine where or when they had been able to steal it. (paragraph 2)
- 3 ... and she could prove it. (paragraph 4)
- 4 Eventually, they waived it completely. (paragraph 6)
- 5 It's quite easy to avoid this problem. (paragraph 8)
- 6 She was asking for trouble by taking it. (paragraph 8)

- 6 Read *Word Zone*. Then match uses A–C with sentences 1–3 from the text.



Uses of adverbs

We use adverbs ...

- A to describe a verb.
- B to give an opinion or indicate an attitude.
- C to describe an adjective.

- 1 I knew it would be terribly expensive.
 - 2 They waived it completely.
 - 3 Fortunately, Connie was able to get help from a national newspaper.
- 7 Find two more examples of each kind of adverb in the article.
- 8 Work in pairs. Discuss the questions.
- 1 Have you ever had to report a theft?
 - 2 Have you ever had a bill waived?
 - 3 When was the last time you were stunned by something? Give details.
 - 4 Has anything like Connie's story ever happened to you? What happened?
 - 5 In your opinion, what's the most surprising aspect of this story?

- 9 Work in pairs. Ask and answer questions about the meanings of the words in red.

What are spam emails?

Emails that you don't want – adverts, for example.



- 10 The wrong words have been used in these sentences. Correct them.

- 1 We're in the forest and I can't get a decent *password* on my phone.
- 2 My computer screen has gone blank. I think I have a *signal*.
- 3 I have no *credit* – I need to *hack into* my phone.
- 4 Someone is sending spam emails from my account. I think it's been *frozen*.
- 5 This new software isn't working – I think it's *buffered*.
- 6 I'm not enjoying watching this video, it keeps *infecting*.
- 7 I can't see you – the image has *synced*. Let's restart Skype.

- 11 Imagine that the comments in exercise 9 have been posted on an online advice website. Write advice for at least two of the problems.

My account has been hacked into.

Create a new email account and only use it for close friends and family. Don't give it to any companies! But even this won't guarantee that your inbox won't get clogged up with spam.

- 12 In pairs, discuss the connection problems. Answer the questions below.

- Have any of these situations ever happened to you?
- What did you do?
- What's the easiest way to fix each of the problems?
- Can you think of any other common connection problems?

- 4 Tell students that they should use phrasing from the article to highlight the appropriate evidence, rather than answering in their own words.

Answers

- 1 True (The text mentions that she was returning to her 'native country'.)
 - 2 False (Connie said she knew it would be very expensive to use her British phone in South Africa.)
 - 3 False (She realized that her phone was missing when she was about to return to the UK, and she reported the theft straight away.)
 - 4 True (She hadn't been in the places where the calls were made and she could prove it.)
 - 5 False (The text says that she was able to get help from a national newspaper.)
 - 6 False (According to the text, 'the company insisted that they had every right to charge Connie for the calls'.)
- 5 Remind students that pronouns can refer to situations and ideas, not just nouns. Point out that they should read as much of the preceding information as necessary to determine what is being referred to.

Answers

- 1 To use her British phone in South Africa.
 - 2 Her pay-as-you-go phone.
 - 3 That she hadn't been in the places where the calls were made.
 - 4 The bill.
 - 5 Having someone steal your phone and then run up a large bill on it.
 - 6 Her pay-as-you go phone.
- 6 Point out the different positions that adverbs can have in the clause, according to what they modify. Mention that the adverbs in 'B' are sometimes called 'comment adverbs', because they relate to a situation rather than just a verb or adjective.

Answers

- 1 C 2 A 3 B
- 7 Mention that there is some flexibility in the position of adjectives in a sentence, especially if we want to alter the emphasis. Point out that an adverb can come before, as well as after, a verb.

Answers

To describe a verb:
The phone had also been constantly connected to the internet (paragraph 3)
they reluctantly agreed (paragraph 6)

To give an opinion or indicate an attitude:
Actually, it's quite easy to avoid ... (paragraph 8)
But frankly, she was asking for trouble ... (paragraph 8)

To describe an adjective:
It's quite easy ... (paragraph 8)
absolutely safe (paragraph 8)

- 8 Refer to questions 1 and 2. Point out that *had* is used differently in each case, and ask students to explain this (in question 1, *had to* is a modal of obligation; in question 2, *had* + object + past participle means to arrange for something to happen).

Answers

Students' own answers

Warmer

Put students in small groups. Tell them to imagine that they are on a desert island, with no phone signal or wi-fi. Ask them to devise a list of five items that they think would be most useful in that situation, giving reasons. Encourage them to use second conditionals, e.g. *If you took ..., you would be able to / could ...*. When they have finished, use students' suggestions to create a final set of five items, as agreed by the class.

- 9 Give students time to read the speech bubbles. Tell them to use a dictionary if necessary, so that they are able to give the meanings when asked. To help students, write on the board: *What does ... mean? What does it mean when someone ... ?*

Answers

Students' own answers

- 10 Point out that the correct words may not be preceded by exactly the same words as in the speech bubbles. Tell them to think about the meaning of the entire sentence.

Answers

1 signal 2 virus 3 top up 4 hacked into
5 corrupted 6 buffering 7 frozen

- 11 Students can do this exercise individually or in pairs. Read the example and elicit that the imperative is the main form used to give instructions. Elicit that *you should / you can* are also possible when giving advice or suggesting options, respectively.

Answers

Students' own answers

- 12 Once students have discussed the issues, invite pairs to describe a problem that their partner had, and explain what they did. Write on the board *switch it off* and *switch it back on again*, and do a quick survey of how many of the class attempt this as a first option.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 22, exercises 1–3

Vocabulary Consolidation Worksheet: page 23, exercises 1–3

Uses of *could*

We can use *could* to do the following:

- To ask for permission or make a request.
Could I make a quick call?
Could you lend me your phone for a second?
- To express ability or possibility in the past.
She could tell that she hadn't been in the places where the calls were made.
- To express a possibility in the present or future.
If you buy a phone from Phones For U, you could get three months' free texts.
- We don't use *could* for an action that happened once in the past. We use *was / were able to* or *managed to* instead.
She was able to get a refund after her phone broke.

Grammar reference page 118

Uses of *be able to*

Sometimes we need to use *be able to* because the modal verbs *can / could* don't have certain forms:

- with the present perfect and past perfect
They haven't been able to find a new place to live yet.
I couldn't imagine where they had been able to do it.
- with other modal verbs
You must be able to swim if you want to be a lifeguard.
They might be able to fix your computer for you.
- as an alternative future form of *can*
I won't be able to do my homework this weekend.
- with *to* and as an *-ing* form
I would love to be able to play the guitar.
I really enjoy being able to get online whenever and wherever I want.

Grammar reference page 118

1 Choose the correct sentence endings to complete the examples of the uses of *could*.

- Do you think I could ...
 - use this phone?
 - swim across the lake last week?
- I could hear her ...
 - tomorrow if I want to.
 - but she couldn't hear me.
- I was thinking that we could visit the internet café ...
 - before we went to the cinema yesterday.
 - before we go to the cinema.
- Before I got my own phone, I could use my mum's ...
 - any time I wanted.
 - to call the police when my bike was stolen once.

2 Complete these sentences using positive or negative forms of *could* and *be able to*.

- I ... study English when I was at primary school because there weren't any English teachers.
- I didn't have a phone when I was a child, so I ... call my parents if I needed anything.
- I ... play tennis well when I was a child; in fact, I won the school cup.
- I ... do my English homework last night, because I had left my book at school!
- I ... meet my friends last weekend because we didn't have any homework.
- My little brother and sister ... stay up really late last night because it was our dad's birthday.

3 Rewrite at least two of the sentences in exercise 2 so they are true for you.

4 Complete the cartoon captions.



Your English teacher says she hasn't been able to mark your test because ...



The best thing about my new phone is being able to ...

5 Complete the sentences with the correct form of *be able to*.


- If we both get smartphones, we ... chat on Messenger whenever we like.
- I love having a job, but I hate not ... stay in bed all day!
- Oh, come on! You ... find the link to the website – it's easy!
- Since I lost my phone, I ... send or receive any texts.
- I was worried because I ... contact Emily since the previous evening. Luckily, she came home an hour ago.

6 Write a possible answer to the questions. Use the word in brackets and the correct form of *be able to*.

- What's the best thing about speaking a foreign language? (enjoy)
I really enjoy being able to understand foreign films.
- Which musical instrument would you like to play? (would love)
- Is there any chance of accessing the internet here? (might)
- What computer skills does the job require? (need)
- What's the advantage of using a tablet in class? (will)
- How are they doing with repairing your laptop? (haven't)

7 Work in pairs. Imagine that your questions and answers in exercise 6 are the start of conversations. Continue the conversations for as long as you can.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 118.
-  Visual grammar presentation

Warmer

Tell students that they are going to create a group story, to follow on from a word written on the board. Point out that every student in each group should write another word, without repeating what has come beforehand. This will work better if the groups are in a circle. Write *Yesterday* on the board (or *Yesterday I couldn't*, to introduce the grammar of the lesson). Monitor and advise on punctuation, if necessary. After five minutes, get someone from each group to read their story.

- 1 Tell students to explain the reasons for their choices. You could refer them to the grammar box and tell them to match items 1–4 to each of the uses.

Answers

1 A (use 1) 2 B (use 2) 3 B (use 3) 4 A (use 2)

- 2 Make it clear that we can use *couldn't* to talk about an action that happened once in the past. Tell them to only use a form of *be able to* when they think *could* or *couldn't* is not possible.

Answers

- 1 couldn't
- 2 couldn't
- 3 could
- 4 wasn't able to
- 5 was able to
- 6 were able to

- 3 Point out that at least one sentence should contain a positive verb about an action that happened once in the past.

Answers

Students' own answers

- 4 Have students complete the sentences individually, and then compare their answers with their partner.

Answers

Students' own answers

Teaching tip

Refer to the second of the cartoons in exercise 4 and point out that the expression *The best thing about ...* can be followed by an *-ing* form as well as a noun. Mention that we use *The worst thing about ...* to express the opposite. Give the class topics such as money, school, work, holidays, exams, playing sport, learning a foreign language, and invite students to give sentences beginning *The best / worst thing about ...*

- 5 Tell students that in one of the items, more than one form of *be able to* is possible.

Answers

- 1 'll be able to
- 2 being able to
- 3 're able to / 'll be able to
- 4 haven't been able to
- 5 hadn't been able to

Teaching tip

To reinforce the flexibility of *can* and *could*, ask students which sentences in exercise 5 could also have *can* or *could* as the answer (1 and 3). Point out that *can't* is a possible alternative in item 4. Emphasize that *can* refers to present or future time, and *could* refers to present, past and future possibility.

- 6 Read the example sentence and remind students about the structure *enjoy + -ing* or noun. Tell them to look carefully at the verb in brackets when deciding which form of *be able to* to use.

Answers

Suggested answers

- 2 I would love to be able to play the guitar.
- 3 You might be able to access the internet here. I'll need to check.
- 4 For this job, you need to be able to use spreadsheets.
- 5 By using a tablet in class, you'll be able to do exercises in a more dynamic and interactive way.
- 6 They haven't been able to repair it yet.

- 7 Encourage students to use suitable *yes / no* and *wh-* questions in order to find out more information. Tell them to use expressions for showing interest and agreeing, where necessary, in order to continue the conversation.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 46, exercises 1–3

Grammar Consolidation Worksheet: page 47, exercises 1–3

LISTENING

Identify key events from a news story



The boy who invited two thousand people to his party *by mistake*

- 1 Look at the photos and the headline. Predict the news story you are going to hear.
- 2 Read the sequence of events and put them in order. Numbers 1 and 8 are correct.
 - 1 Sam Russell from Devon in the south west of England decided to have a party to celebrate his birthday.
 - 2 The gatecrashers damaged furniture and nearly set the house on fire.
 - 3 A radio DJ announced the details of the party on his music show.
 - 4 More than 2,000 people turned up at the party.
 - 5 Sam's parents decided to sue the radio station for announcing the party.
 - 6 Other pupils at the school spread the information on social networking sites.
 - 7 He put up a notice at his school to advertise the party.
 - 8 The radio station denied causing the problem, saying that the address had not been mentioned on the show.
- 3 Listen to the story being told on a radio programme and check your answers.
- 4 Listen again. Correct the false information in each sentence.
 - 1 Sam was celebrating his seventeenth birthday.
 - 2 He wanted to have a pool party with his friends.
 - 3 Sam published his address on the internet.
 - 4 The security guards were able to prevent serious damage to the house.
 - 5 The guests smashed up the neighbours' gardens.
 - 6 They estimated that the damage would cost about £10,000 to repair.
 - 7 The DJ admitted that he'd advertised the address and date of the party.
 - 8 Sam's parents expect Sam to pay for all the repairs himself.

- 5 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



- Oh boy!
- I second that!
- Let me get this right.

Dialogues page 146

YOUR TURN TO SPEAK

- 6 Work in pairs or groups of three. Read the text message. Then role play the situation.

Hi, party at my place, Saturday, no parents, bring a friend!
See you at 9pm.

Student A: You sent the text to 50 friends. Your friends have forwarded it to 2,000 people. You decide to tell your parents.
Student B (and C): You are the parent(s). You are not happy, but you realize that you must do something.

Mum, Dad, I've got something important to tell you.

Express yourself

Reacting to the situation
How on earth did you allow this to happen?
It was an accident.
Well, there's no point getting angry.

Deciding what to do
Let's not panic.
I suggest that we ...
We could ...
Let's try ...

- 7 Listen to a family trying to solve the problem. What solutions do they suggest? What do you think of them?

Warmer

Put students in small groups. Focus attention on the three photos on page 63, but don't refer to the headline. Tell them to write the headings *Photo 1*, *Photo 2* and *Photo 3* in their books, and to list as many adjectives as possible related to what they can see in each. Say that they should only write down words that the group agree on. Encourage them to be imaginative in their vocabulary choices. After five minutes, invite students to give their words and ask other groups to compare and, if appropriate, to challenge.

- 1 Before students predict the news story, ask them to describe the type of houses and landscape in photo 1, and to describe the scenes in photos 2 and 3.


Answers

Students' own answers

- 2 Tell students to read the sentences. Ask what they think *gatecrashers* are in item 2 (people who come to a party that they are not invited to). Elicit that *sue* means to take legal action against someone.

Answers

1, 7, 6, 3, 4, 2, 5, 8


- 3  **2.26** **Transcripts page 188** Tell students to ignore any words or expressions that are unfamiliar to them. Ask them to focus on listening out only for the information they need to do this task.

WORDS TO KNOW

Check that students know the nouns *exclusive*, *secure*, *forward (v)* and *publish*. Ask them to give a definition of each.

Answers

Students' own answers


- 4  **2.26** **Transcripts page 188** Tell students to make notes while they are listening. Then give them two or three minutes to write the correct information using full sentences.

Answers

- 1 He was celebrating his eighteenth birthday.
- 2 He wanted to have a fancy-dress party.
- 3 His friends published his address on the internet.
- 4 There weren't enough security guards to deal with so many people.
- 5 They left litter in the neighbours' gardens.
- 6 The estimated cost was £100,000.
- 7 The DJ said he hadn't mentioned the address or date.
- 8 They expect him to pay a contribution towards the cost of repairs.


Teaching tip

You could point out that *Oh come on!* from the dialogue is a very common expression, which is used in conversation when we don't think another person is being serious or genuine.

- 5  **2.27** These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 146, ask them which one means: That's unbelievable! (*Oh boy!*)
I want to clarify what you just said. (*Let me get this right.*)
I completely agree! (*I second that!*)
Ask students if there's an equivalent in their own language.


Answers

- 1 Let me get this right
- 2 Oh boy!
- 3 I second that!

- 6  **2.28** The expressions in *Express yourself* are available to listen to. Encourage the students to use the phrases in the *Express yourself* box and have them discuss the issues together.



Answers

Students' own answers

- 7  **2.29** **Transcripts page 188** Tell students to note down what suggestions are made and who makes them. Ask: *How would you resolve the situation?*


Answers

Mum first suggests that the teenager texts everyone to say that the party has been cancelled, and advises telling them to text their friends with the news. She then says that they could phone the people they really want to be there in order to limit the number of guests, rather than sending texts.

- 1  Read the *Study Skill*. Then find the following sayings in the text. Briefly discuss with your partner what you think they mean.
 - There's no use crying over spilt milk.
 - There's one born every minute.
- 2  In pairs, look at the title, the images and the sub-headings. Discuss what information you expect to read in each section.


STUDY SKILL
Idioms and sayings

Idioms and sayings are often difficult to understand, even if you know all the words. If you don't understand the meaning straight away when you see one in a text, don't stop to think about it. Instead, check the meaning online after you finish reading.

- 3  Read the text. Make a note of the information you already knew and any new information you find.

Are you connected? You may be in danger ...

Free wi-fi? Watch out!

Free wi-fi is a very attractive idea, especially in a café or other meeting place. But free wi-fi without a password means an unsecured network, and that means unwanted predators may be able to access your data.

How can they do this? There are two ways: (1) they can hack into the café's unsecured network or (2) they can set up their own network, also unsecured, and give it the same name as the café.

If you join a fake network, you are in deep trouble. If you log on to a site which requires a password – a social media site or a bank, for example – the hacker is in. Within minutes, he or she can get access to all your personal information.

This is what happened to journalist Mark Kennedy. 'When I checked my bank balance online later, I found there was no money in my account. I called my bank to ask what was going on, and they said my account must have been hacked into. It must have happened while I was in the café near the office where I work.'



computer to the local recycling centre, his credit card details were still on the hard drive. Thieves stole the computer and within days they had spent thousands of pounds using his card. 'I should have taken it to the store where I bought it,' Tom said. 'The people who work there told me they could have wiped the hard drive. It's too late now,' he said. 'There's no use crying over spilt milk.'

Beware of phoney text messages and emails

When Martha West received a text saying 'Congratulations! Your lottery ticket is a winner!' she was a bit surprised. She couldn't remember buying a lottery ticket. Then she thought that someone in her family must have bought a ticket without telling her. So she called the freephone number to claim her 'prize'.

'A man told me I had won several hundred thousand euros,' she said. 'So as you can imagine, I was already dreaming of a life of luxury and I wasn't thinking straight. He told me he needed my bank account details so he could put the money directly into my account.' Martha's embarrassed by the memory. 'I even gave him my online banking password. I know, I know, I shouldn't have done that,' she said sadly. 'But there's one born every minute.'

Incredible as it may seem, thousands of people are still taken in by scams like this. Another scam involves telling people they have won an expensive gift from a fancy department store. The scammers provide a phone number to call in order to claim the prize. When anyone calls, they are asked for their credit card number 'to pay for shipping and handling'.

As Martha West said: 'There's one born every minute.' Don't be the one who gets taken in!

**Getting rid of your computer? Be careful!**

If you think that pressing the 'delete' button deletes a file completely, think again! It can stay on your hard drive and be retrieved later.

When medical student Tom Donovan took his



Warmer

Dictate the following proverbs and sayings, and ask students to write them down. The explanations are in brackets.

- 1 *Out of the frying pan, into the fire.* (By trying to escape a bad situation, someone has ended up in a worse one.)
- 2 *The grass is always greener on the other side.* (We always think that other people's lives are better than our own.)
- 3 *One man's meat is another man's poison.* (We don't all like the same things.)
- 4 *You can't judge a book by its cover.* (You shouldn't base your opinions of people or things only on first impressions.)
- 5 *Live and let live.* (Be tolerant towards people who are very different to yourself.)

In pairs or small groups, have students discuss the meanings of the above, then bring all their ideas together as a class. Ask if they can think of equivalent sayings in their own language.

- 1 After students have read the *Study Skill*, point out that it is sometimes possible to work out the meaning of an idiom from its context within an article or story, for example if the idiom appears to be supporting a point that has just been made. Tell students to try to do this in exercise 1. Don't answer any questions about vocabulary at this stage.

Answers

There is no point regretting something that we can't change.
Many people can be very naive. ('one' in the idiom = a fool)


Teaching tip

Monitor while students are making notes in exercise 1, to ensure that they are using punctuation correctly.

- 2 Ask students for another phrasal verb that means *get rid of* (*throw away*). Check that they understand the meaning of *beware of* (*watch out for*) and *phony* (*false or fake*).

Answers

Students' own answers

- 3  2.30 The text is available to listen to. Tell students not to use a dictionary for this exercise. Instead, ask them to make a list of any new vocabulary, and to try to work out the meaning from the context.

Answers

Students' own answers

Extra activity

Put students into small groups and give them three minutes to discuss how people can avoid having their account hacked into in a public zone that has free wi-fi. Write their suggestions on the board and agree as a class on the best or most useful ones. Then ask the same groups to write similar advice for people who:

- 1 are about to get rid of their computer.
- 2 have just had an email telling them they've won a prize.

Discuss all suggestions as a class.

VOCABULARY

Nouns ending in -y
& their adjectives

4 Answer the questions and give reasons or extra information.

- Can there be two wi-fi options with the same name?
- What is the problem with joining a fake free wi-fi site?
- What did Tom Donovan NOT do before recycling his computer?
- What was the advice that he received?
- Why was Martha surprised when she got the text?
- Did she behave rationally when she called the number?

5 Choose the sentence which means more or less the same as the original.

- They can set up their own network.
 - They can use their own computer in the café.
 - They can ask the owner of the business if they can operate there as well.
 - They can start a bogus wi-fi network which may cause problems.
- A site which requires a password.
 - A site which you need a code to enter.
 - A site which you are not allowed to enter.
 - A site which is open to everyone.
- If you think pressing the 'delete' button deletes a file completely, think again.
 - Pressing the 'delete' button deletes files.
 - Pressing the 'delete' button doesn't delete files.
 - You have to press the 'delete' button twice to completely delete a file.
- I wasn't thinking straight.
 - I was acting like a criminal.
 - I was using my imagination.
 - I was confused.
- People are still taken in by scams like this.
 - People like to take advantage of scams like this.
 - People are fooled by scams like this.
 - People understand that these scams are not real.

6 Read these sentences aloud. Can you write a rule for the stress on nouns ending in -y? Then listen and check.

- The **company** insisted that they had every right to charge her for the calls.
- Everyone needs to take their online **security** seriously.
- The band was taken by surprise by the **popularity** of their new website.

7 Read the words aloud. Do they all conform to the same stress rule?

democracy history industry luxury electricity
mystery technology library psychology family
remedy supply tendency theory clarity

8 In pairs, create adjectives from as many of the nouns in exercise 7 as you can.

9 Say the adjectives that you created out loud. Try to write a general stress rule for adjectives from nouns ending in -y. Then listen and check.

10 Now complete these sentences with one of the adjectives from exercise 8.

- Free elections are a basic requirement of a ... society.
- Police say they have no clues to the ... disappearance of the work of art.
- The movie star has just moved into a ... apartment overlooking Central Park.
- The ... Revolution changed the urban landscape of the western world forever.
- Many events of great ... importance happened during the ten years that she was Queen.

VERB
ZONE

be taken in hack in/into*
log on/onto* set up pay off

*use *in/on* without an object
and *onto/into* with an object

11 Match the verbs with the definitions below.

- create or establish
- believe something untrue
- enter a computer network
- pay for something bit by bit
- enter a computer network illegally

12 Complete the sentences with the verbs in the correct form.

- I can't afford any virus protection. I'm still ... my student loan!
- Can you believe this article? Some 14-year-old kid in Finland has ... the US government bank accounts!
- I can't believe you ... by that story. It was so obvious that it wasn't true.
- I don't trust free wi-fi. What if it's been ... by a hacker?
- Sorry I didn't reply to your email. I forgot my password and couldn't ...

13 In pairs, turn to page 150 and discuss the questions.

FAST FINISHERS Write a paragraph containing as many adjectives from exercise 8 as possible.



- 4 Have students work individually and then compare answers in pairs.

Answers

- 1 Yes. Someone may set up their own unsecured network which has the same name as the original one.
 - 2 If you log onto a site that requires a password, the hacker will be able to see your data.
 - 3 He didn't delete his credit card details.
 - 4 He was advised to take it back to the store to have the information on the computer's hard drive deleted.
 - 5 She hadn't entered a lottery.
 - 6 No. She gave her bank details and online banking password, because she was too excited about getting the prize money.
- 5 Make sure that students look at the context of sentences 1–5 in the article. If they come across any vocabulary problems in 1–5, tell them to try to eliminate other options first, and then to work out the meaning of the unfamiliar word.

Answers


1 C 2 A 3 B 4 C 5 B

Teaching tip

Encourage students to reflect on their learning by compiling lists of vocabulary items with similar meanings. Have them close their book and ask them to try to remember nouns, adjectives and verbs from pages 64 and 65 that relate to something that is false and deceptive (*fake, phoney, scam, scammer, bogus, take someone in, fool someone*).

Warmer

Give students a few minutes to look at the article on page 64, to choose five words and write a definition.

- 6  2.31 Point out that this is a good rule to follow for many words ending in -y which have more than two syllables.

Answers

The stress falls on the third-to-last syllable.

- 7 Nominate individual students to read each word aloud.

Answers

The word 'supply' and 'theory' have two syllables.

- 8 Ask students to do this exercise without a dictionary.

Answers

democratic, historic / historical, industrial, luxurious / luxuriant, electric / electrical, mysterious, technological, psychological, familial, remedial, theoretical, clear

- 9  2.32 Get students to continue working in their pairs.

Answers

In adjectives of three syllables, the stress falls on the second syllable from last. In adjectives of more than three syllables, the stress falls on the third syllable from last.

- 10 Tell students to use their dictionaries.

Answers

1 democratic 2 mysterious 3 luxurious 4 Industrial 5 historical

- 11 Check if students recognize any of the multi-part verbs.

Answers

1 set up 2 be taken in 3 log on / onto 4 pay off 5 hack in / into

- 12 Point out that students may need to use the verb in different tenses.

Answers

1 paying off 2 hacked into 3 were taken in 4 hacked into 5 log on

- 13 Encourage students to use the multi-part verbs in their discussion.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 22, exercises 4–6

Vocabulary Consolidation Worksheet: page 23, exercises 4–6

Modal perfects for speculation

We can use modal verbs *must*, *can't*, *couldn't*, *might*, *may* + *have* + past participle to speculate about what we think happened in the past.

It must have happened when I was in the café.
(I'm certain that this happened.)

He can't / couldn't have gone home – his bike is still here. (I'm certain that this didn't happen.)

They're late. They may / might / could have missed their train. (It's possible that this happened.)

Report it to the police, quickly. The hacker might not / may not have accessed your account yet. (It's possible that this didn't happen.)

We use *could have* + past participle for an action which was possible but didn't happen.

We could have wiped the hard drive for you if you'd asked us.

Grammar reference page 118

1 Choose the correct second sentence.

- My parents have no idea how their computer got a virus.
 - They downloaded a file with the virus in it.
 - They could have downloaded a file with the virus in it.
- I have no idea why my computer files have been wiped.
 - A hacker did it.
 - A hacker can't have done it, because I wasn't online.
- Does anyone know where Liam and Jenny are?
 - Yes, Liam told me they were leaving earlier today.
 - Yes, Liam told me they must have left earlier today.
- No one has seen Maria for three weeks.
 - She decided to stop taking English classes.
 - She may have decided to stop taking English classes.
- My bank account got hacked into last week. Luckily, only about 50 euros were stolen.
 - I must have lost a lot more!
 - I could have lost a lot more!

2 Write one or two possible explanations for the following situations.

- Bill didn't eat any of his dinner at the restaurant.
He must have been ill. He couldn't have liked it.
- I've just received about 30 texts from people I don't know.
- When I called my parents, I got the busy signal for more than an hour, and then there was no reply!
- I'm panicking a bit – I can't find my passport. I can't remember where I put it when I came back from London.
- Even though it was sunny, the beach was completely empty when we arrived.
- How annoying! The umbrella that I left outside has disappeared!

3 Compare your sentences in exercise 2 with a partner. Did you have the same ideas?



should / shouldn't have

We use *should have / shouldn't have* + past participle to indicate that you or someone else made a mistake or a bad decision.

I should have been more careful.

I shouldn't have given him my bank details.

You should have answered all the questions, not just the first one.

She shouldn't have said that to the police officer.

Grammar reference page 118

PRONUNCIATION Modal perfects

4 Listen and repeat the sentences.

- I should have been more careful.
- You shouldn't have done that.
- The email must have contained a virus.
- She might not have arrived yet.
- It can't have been my fault.



More practice? page 148

5 Read the scenarios. What did the people do wrong? Write a sentence for each scenario using *should / shouldn't have*.

He shouldn't have transferred any money without checking that the guy was genuine.

ADVICE COLUMN

Post your questions now. Our readers will solve all your problems. Click on each problem to give advice.


- I bought some old comics from a guy on the internet and they haven't arrived yet. I've transferred the money to his account, but I have no idea where he lives.
- I met a nice girl online and asked her out, but she said 'No'. What did I do wrong?
- I'm so angry! I was in the middle of writing my project and my computer froze. I lost all my work!
- I've lost my diary with all my computer passwords in it.
- I had an online conversation with a boy I don't know and I gave him my phone number.

6 In pairs, compare your ideas and discuss each scenario. Why do you think it happened? Then, give advice about what to do next, using *should*.

The girl might have been shocked because she wanted to get to know him online first.

Yeah, if he's got her number, he should text her to apologize.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 118.
-  Visual grammar presentation

Warmer

Write on the board:

Why don't you ... ?

If I were you, I'd ...

One thing you could do is ...

Brainstorm other expressions and structures for giving advice. In pairs, tell students to think of three or four scenarios, e.g. losing their dog or finding some money. Get them to do mini role plays, taking it in turns to give and receive advice. Monitor and check.

- 1 Point out that both sentences are grammatically correct on their own, but that only one can logically follow the first sentence.

Answers

1 B 2 B 3 A 4 B 5 B

- 2 Read the example, and tell students that they need to use one of the modal verbs in the grammar box.

Answers

Suggested answers

- 2 Someone must have got hold of my number from somewhere.
- 3 One of them could have been having a long chat with a friend before they both went out. They can't have got the message that I left.
- 4 I could have put it anywhere, or it might still be in the side pocket of the suitcase.
- 5 It might have been raining before we arrived.
- 6 It may have blown away. Someone might have stolen it.

- 3 Invite students to report back on one or two of their suggested sentences. Write on the board: *For item 1, we both wrote ...* and *One of us put ...*

Answers

Students' own answers

Extra activity

To provide further practice of using modals for speculation, read the following scenarios. Ask students to write a response for each, using *can't have*, *must have* and *might / may / could have* in the affirmative or negative.

- 1 Your brother is in the U.S. and always phones you on your birthday. Yesterday was your birthday but he didn't phone you.
- 2 Some relatives have travelled a long way to see you and your parents, and arrive late, looking very tired.
- 3 You are usually at the top of the class for spelling in your English lessons, but the teacher tells you that all your answers are incorrect. You don't believe it.
- 4 Your cousin told you she was going to marry a Hollywood actor.
- 5 A friend said she'd be at home all day. When you visit, the lights are on but nobody is answering the door.

- 4  2.33 Make sure that, when repeating the sentences, students put more emphasis on the modal perfect form.

Answers

Students' own answers

Teaching tip

Make sure students understand that *should have* refers to the past and is a comment, while *should* refers to the present or future and offers advice. Point to yourself and say: *I'm going to miss my train.* Elicit responses, using *should* or *should have*, e.g. *You should run / take a taxi* and *You should have left the house earlier.*

- 5 Read the first problem and the example sentence. Tell students to work individually. Point out that they are not to give advice at this stage.

Answers

Students' own answers

- 6 Read through the examples. Point out that students can use any of the modal perfect forms when speculating about the situation responses, but that *should* (without *have*) is to be used for giving advice.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 46, exercises 4–6

Grammar Consolidation Worksheet: page 47, exercises 4–6

CHALLENGE

Create a TV advert

6

PREPARATION

- 1 Read the questionnaire. Then discuss the questions in pairs.

Are you a mobile phone NUISANCE?

Mobile phones are essential to modern life, but we all regularly encounter SOMEONE who is a mobile phone nuisance. Are you that someone?

Do you ...

- 1 have a ringtone that really annoys other people?
- 2 talk on your mobile on buses and trains?
- 3 send texts, chat or check the internet when someone is talking to you?
- 4 talk more loudly on your mobile than you do at other times?



Or do you ...

- 5 move somewhere quiet if someone calls you when you are with other people or in public?
- 6 automatically switch off your phone when you are in a cinema or another public place?
- 7 put your mobile on silent or vibrate in class?
- 8 ignore your vibrating phone if you are in the middle of an interesting conversation?

DO THE CHALLENGE

- 2 Work in groups of four. You are going to prepare a short TV advert to highlight inconsiderate use of mobile phones. Follow the instructions.
 - Choose one of the roles on the role cards.
 - Decide where your scene will take place.
 - Plan your advert. Decide how it will start and end. Decide at which point the TV presenter will begin talking.
 - Think about what you will say in your role. Use language from *Express yourself* to help you.
- 3 Practise your advert in your groups. Discuss how you could improve your performance, then repeat it.

Express yourself

Polite requests

Excuse me, could you keep your voice down?
Could I ask you to speak a bit more quietly?

Stronger requests

Do you realize how loud your voice is?
You are making this journey a nightmare for the other passengers!

Recommendations

Have you tried asking him / her to ... ?
You need to be ...

- 4 Act out your scene to the rest of the class or another group.

PASSENGER A

ROLE CARD

You are on public transport and you are having a loud conversation on your mobile phone. You don't care that you are disturbing other passengers, even when they ask you to stop.

PASSENGER B

ROLE CARD

You are on public transport and are sitting near a passenger who is talking very loudly on his / her phone. It is disturbing you, but you are a shy person. Ask him / her politely to talk more quietly.

PASSENGER C

ROLE CARD

You are sitting near Passengers A and B and witness the situation. You are a confident person who can be rude at times. First, give Passenger B some advice. Then address Passenger A directly.

TV PRESENTER

ROLE CARD

You address the TV audience. Introduce the situation. When the scene has finished, talk about what the passengers should / could have done differently to improve the situation.

FOLLOW UP

- 5 Discuss the questions in your groups.
 - 1 Which group had the most persuasive advert? Why?
 - 2 Has this lesson made you consider changing the way you use your mobile phone in public? Why / Why not?

In this lesson, students create a TV advert.

Warmer

Ask students: *What do you think about TV adverts? Are there too many of them? Do you enjoy watching them? Do adverts really persuade you to buy things? Which advert(s) do you like best?*

Elicit a range of replies.

- 1 Refer students to the photo without looking at the title or content of the questionnaire. Ask them what they think is happening in the picture, and what people are thinking.


Answers

Students' own answers

- 2 Ask students to take into account when deciding on roles the personalities of the different people. Ask them to decide in more detail what they will say, but tell them not to write a script. You may need to remind them that they will be judged on how persuasive the content of their advert is, rather than on their acting ability.

Answers

Students' own answers

- 3  2.34 The expressions in *Express yourself* are available to listen to. Refer students to the *Express yourself* box and play the audio. Get students to move their chairs so that the three 'passengers' are seated appropriately, as though on a train, bus, etc. For now, the presenter can be seated. Monitor and check that all students are participating, and that they are not reading from notes.

Answers

Students' own answers

Teaching tip

After playing the audio for the *Express yourself* phrases, remind students that questions don't always end with a rising intonation. Point out that when we make a request, the voice usually falls at the end of the question. Mention that we tend to use a rising intonation when we are checking a fact or expecting an answer.

- 4 Clear an area at the front of the class, containing three or four chairs. When you invite a group to perform their role play, get them to arrange the chairs in the most appropriate way for their own particular scenario. Tell the rest of the class to make notes about which advert they felt to be the most persuasive.

Answers

Students' own answers

- 5 After students have discussed these issues in groups, open it up as a whole-class discussion.

Answers

Students' own answers

Fast finishers

Write a paragraph about an advert that you thought was particularly persuasive or effective. Say what it achieved and why you liked it.

Express yourself

Making a mild complaint

I want to complain about ...
I want to make a complaint about ...
I'm not happy about this.
It isn't good enough.

Making a strong complaint

I want / wish to complain in the
strongest possible terms.
This is an absolute disgrace.
This is an outrage.

Apologizing and placating

I completely understand your reaction.
I can only apologize if that's the case.
Can you leave it with me and I'll get back to you?
On behalf of ..., let me repeat how sorry we are.

A PHONE PROBLEM



- 1** You're going to hear two people complaining about an increase in the cost of using their mobile phones. Before you listen, discuss the questions.

 - Have you ever had to make a complaint about anything? Give details.
 - Are you good at complaining?
 - Do you prefer complaining to someone face-to-face or on the phone? Which is easier, and why?
 - Do people in your country complain a lot? Do they like doing it or do they feel embarrassed about it?
- 2** Listen to the first conversation. Did the caller use his phone more or less than usual last month?
- 3** Now listen to the second conversation. Find out what the caller does for a living.
- 4** Listen to both conversations again and decide if these comparisons are true or false.

 - The two callers are about the same age.
 - The second caller is more confident than the first.
 - The two callers used their phones about the same amount this month.
 - Both callers are rude to the company employees.
 - The first caller is more determined than the second.
 - Both callers make the phone company employees feel uncertain about what to say next.

- 5** In pairs, discuss the questions about the two phone conversations.

- What is the difference in style between the first and second callers?
- Are either of them rude or abusive at any point?
- Which of them is more successful?
- Which of them are you most similar to?
- What complaining strategies did you learn from listening to the two conversations?

VOCABULARY

- 6** Try to complete the following multi-part verbs from the dialogue. If necessary, listen again and check.

 - bear ... me (be patient)
 - put you ... (connect you)
 - cut ... (reduce)
 - hold ... (wait)
 - go ... (increase)
 - call ... (call again later)
- 7** Look at *Express yourself*. Can you add any more expressions to the lists?


YOUR TURN TO SPEAK

- 8** Listen to 5 complaints. What kind of company or organization is receiving the complaint?
- 9** Work in pairs. You are going to act out a complaint call. First, follow the instructions. Then role play the call.

 - Decide what kind of company you are calling. It can be one of the ones from exercise 8, or your own idea.
 - Decide what the complaint is.
 - Decide who is the customer and who is the employee.
 - Discuss the levels of politeness to be shown by each speaker.
- 10** Choose another scenario. Swap roles and repeat the activity.


Warmer

Elicit adjectives to describe negative feelings and write these on the board. Put students into small groups, ask them to choose one of the feelings – or a different one entirely – and write a short role play that demonstrates the word. Tell them that they must not use the word in their dialogue. Have them perform their role play for the class, and get other students to guess the adjective.

 2.35 *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

- 1 Ask the general questions about how people go about complaining in their country before finding out about the students' own experience and attitudes.

Answers Students' own answers

- 2  2.36 **Transcripts page 188** Ask students if they know the American term for *mobile phone* (*cell phone*). Point out that they will hear this word used in the audio.


Answers

Less. He said he hardly used it at all.

- 3  2.37 **Transcripts page 189** Point out that students will hear a completely different phone conversation this time, but about a similar complaint.

Answers

She appears to be a journalist. She says she works for a national newspaper and can expose the telephone company.

- 4  2.36 and 2.37 **Transcripts page 188–189** Tell students that in this exercise they only need to listen for gist. Advise them to think about the impression they get of each speaker, not just the two people calling to complain.

Answers

- 1 False (The first is a student.)
- 2 True
- 3 True
- 4 False (The first caller is very polite.)
- 5 False (The second caller is more determined.)
- 6 False (Only the second caller makes the employee feel uncertain.)

- 5 After their discussions, elicit any specific expressions that students remember from the dialogues. Write these on the board, but don't confirm or deny any suggestions at this stage.

Answers Students' own answers


- 6 Check the expressions against any suggestions made by students in exercise 5. You could point out that *cut back* can also mean *reduce*.

Answers

1 with 2 through 3 down 4 on 5 up 6 back

- 7 Refer students to the *Express yourself* box and play the audio. Have students repeat each phrase, and encourage them to reproduce the tone of voice used for complaining and apologizing.

Answers Students' own answers

- 8  2.38 **Transcripts page 189** Warn students that the complaints are quite brief, so that they will need to listen carefully to the content in order to do the task.

Answers

- 1 a roadside recovery company
- 2 hotel
- 3 TV station
- 4 a shop that sells computer ink
- 5 clothes shop

- 9 As the complaint is being made over the phone rather than face-to-face, you could ask students to sit with their backs to each other when performing the role play.

Answers Students' own answers

- 10 Get stronger students to change the way in which they make the complaint, i.e. using milder or stronger expressions.

Answers Students' own answers

Fast finishers

Ask pairs of students to role play a complaint in a deliberately inappropriate way. Tell other students to listen and to decide why the style or language used is not suitable.

WRITING

An article for an online magazine

- 1 In pairs, look at the photos and discuss the questions.



- Is it more important to have some of the items in exercise 1 than others? Which ones, and why?
 - What do you think about people who choose not to have a mobile phone?
- 2 Read the magazine article and answer the questions.

- What are Debbie's main reasons for not wanting a mobile phone?
- What did her friends use to do that annoyed her?
- Do you think Debbie's a freak? Why / Why not?

Am I a freak?



I'm seventeen years old and I don't have a mobile phone. I had one when I was ten and I never used it. Even though my parents have been offering to buy me a new one ever since, I have consistently said 'no thanks'.

Why don't I want one? Because I'm fed up with listening to people using their phones in public places, going on and on in incredibly loud voices about absolutely dull things. People who do this look stupid and I don't want to look stupid.

In addition, I get quite annoyed when my friends start checking the internet when we're talking to each other. I think it's very rude. My real friends don't do it anymore because I insist that they don't. As a result, life is great when we're together.

Having said that, I'm aware of all the arguments in favour of mobile phones. My parents always worry when I'm out - they would prefer to be able to call me. Thankfully, they have accepted my position, although they're very reluctant about it. My friends complain that they can't get in touch if I'm going to be late to meet them. I'm never late, so what they really mean is - 'I want to be able to call you when I'm late'!

In spite of all the arguments in favour, I remain firmly opposed to mobile phones. Phone conversations should be private. I love chatting with friends when I'm sitting comfortably, alone in my room.

Debbie

WRITING SKILL

Introducing contrasting and opposing ideas

- 3 Look at the expressions for contrasting and opposing ideas. Can you find two different ones in the article?

However, ...
On the other hand, ...
Even though ... ,
Although ... ,

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 4 Complete the following sentences about using mobile phones.

- Mobile phones are incredibly important for me and my friends because ...
- On the other hand, there are several problems with the use of mobile phones ...
- One of my friends commented that ...
- My conclusions are as follows: ...

WRITE NOW

- 5 Write an article with the following title:
Being connected – the importance of mobile phones in the lives of my friends and me.
Include positive things, negative things, the opinions of other people, and a conclusion.

- Use the text *Am I a Freak?* as a model.
- Use your sentences from exercise 4 and the plan below.
- Remember to use expressions which introduce contrasting and opposing ideas.

Paragraph 1 – introduce the topic.

Paragraph 2 – write about positive aspects.

Paragraph 3 – write about negative aspects.

Paragraph 4 – state your conclusions.

CHECK AND CORRECT

- 6 Check and correct your article.

- Check you used a variety of ways of contrasting and opposing ideas.
- Check that your conclusion is clearly stated.
- In pairs, swap your articles and check each other's work.

Warmer

Put students in small groups of four or five. Tell them to imagine that they are in an editorial meeting to plan a new online magazine that is to be marketed at both teenage girls and boys aged 15–16. Ask them to decide on the content of the magazine, and to agree on a list of features and articles. Invite a member of each group to report back to the class, and end with a vote on the best-sounding proposal.

- 1 Get students to identify the objects, and do a quick survey to find out how many of them own one of the items.

Answers

Students' own answers

- 2 Refer to the title and ask students what a *freak* is (someone who is considered to be unusual and strange because of the way they behave or think).

Answers

- 1 She thinks people using their phones in public look stupid; she doesn't want to be someone who constantly checks their phone while out with friends; she prefers chatting to friends in private.
- 2 They would check the internet when talking to their friends.
- 3 Students' own answers

- 3 Ask students to look at what follows the expressions. Elicit that some are followed by a comma, while others introduce a clause.

Answers

Having said that, ...
In spite of ...

Extra activity

In pairs, tell students to write five sentences using the expressions for contrasting and opposing ideas in exercise 3. Tell them they can look back at the article to remind themselves of how the expressions are used, but that they should use their own ideas. As an alternative, students could write the sentences with gaps instead of the expressions, then swap them with another pair of students so that they complete each other's sentences.

- 4 If any students disagree with sentence 1, tell them to change *incredibly* to *not at all*, and in item 2, to change *problems with the use of* to *benefits of using*.

Answers

Students' own answers

- 5 Give students the following checklist to help them complete their articles.

- Have you followed the structure of *Am I a Freak?*
- Does your article start with an introduction of the topic?
- Does your article include both positive and negative aspects?
- Have you included expressions for introducing contrasting and opposing ideas?
- Have you ended the article with your conclusions?

Answers

Students' own answers

- 6 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Students could choose one of the other gadgets from exercise 1, and write several sentences about the positive and negative aspects to using them.

 2.26 Student's Book page 63, exercises 3–4


N = Nicky, S = Sally

- N Welcome back to The Morning Show with me, Nicky Garton ...
 S ... and me Sally Mortimer. Good morning to those of you joining us for the first time. Now we have a story that will shock parents everywhere.
 N Yes, indeed. It's the story of Sam Russell, who has just turned eighteen. Sam and his family live in a big Georgian house in Devon in the south west of England.
 S Nice! Well, last week, he decided to have a fancy-dress party to celebrate his eighteenth birthday.
 N Now, Sam is a pupil at Wellington Academy, a very exclusive private school, which is about ten miles from where he lives.
 S Obviously, he wanted to invite his best friends from school to his party so he put a note on the classroom wall to advertise it. The other pupils were very enthusiastic about the party.
 N But one or two of them were a little too enthusiastic.
 S That's for sure! A couple of Sam's classmates advertised the party on some social media sites – to let everybody know.
 N So let me get this right. Did the friends write the time and date of the party on their personal page?
 S Apparently so. And the address.
 N Well, that isn't the end of the world, I mean, if the page is secure.
 S Oh come on – think about it! The two friends have maybe a thousand friends between them, and their friends all have five hundred friends. Imagine what would happen if they all forwarded the message!
 N I see what you mean.
 S But that isn't all. One of his friends, a boy called Andy Hunter, actually phoned a local radio DJ, Jim Fitzpatrick, so that he could advertise it, too!
 N Oh boy! That is absolutely unbelievable.
 S I agree. That was not a very bright thing to do.
 N So how many people turned up?
 S Well, when the police arrived, they reckoned there must have been two thousand uninvited people at the party. Sam's mother had employed four security men so there wouldn't be any trouble – well, you can imagine how much they could do to stop two thousand people!
 N Right!
 S The gatecrashers behaved very badly. They damaged furniture, valuable paintings – carpets – they basically trashed the house. They broke windows, doors – they even smashed up the wooden floor. The list goes on and on! They left litter all over the garden, and in the neighbour's gardens as well. They painted graffiti in the house, and nearly set it on fire!
 N That's terrible – there's absolutely no excuse for that.
 S Apparently the initial estimate was that the damage cost over 100,000 pounds.
 N I'm speechless. Can you imagine having to explain that to your parents!
 S Yes ... well Sam's parents were furious, and they expect Sam to contribute some money towards the repairs to the house. But they've also decided to sue the radio station for advertising the party.
 N Aha. And what happened?
 S Well, the DJ did admit talking about the party but he said that he didn't give the address of the house or indeed the date of the party.
 N Well, I guess there's a simple lesson here. If you publish something on the internet, it can be instantly accessed by millions of people! So always think twice, and never publish your address online!
 S I second that! Anyway, what have we got coming up, Nicky?
 N Well, we've got an amazing morning actually ...

 2.29 Student's Book page 63, exercise 7

T = Teenager, M = Mum, D = Dad

- T Mum, Dad, I've got something important to tell you.
 M What is it, dear?
 T Well, you know I asked you if I could have a party on Saturday.
 M Yes?
 T I'm afraid I've invited more people than I intended to.
 D How many?
 T I don't know. Maybe ... two thousand.
 D What??? How on earth did you invite two thousand people to a party??
 T I'm really sorry, it was an accident.
 M But how did it happen?
 T Well, I texted about fifty people, and most of them seem to have forwarded it to all THEIR friends.
 D This is terrible! I'm very annoyed with you!
 T I said I was sorry!
 M Come on, there's no point in getting angry. We have to do something.
 D What do you suggest we do?
 M Well first of all, I suggest that we all calm down a bit. First of all, I suggest that you text everyone and tell them that the party has been cancelled. And tell them to text their friends with the news.
 D Good idea!
 T Cancelled! But I really wanted to have a party!
 M Well, then you could CALL the people you really want to come. Phone calls, no more texts.
 D Excellent idea.

 2.36 Student's Book page 68, exercises 2–4


C1 = Call Centre Employee 1, Ca = Caller A,
 C2 = Call Centre Employee 2

- C1 Good morning, Superior Phone Network. How can I help?
 Ca I want to make a complaint.
 C1 What's it in connection with?
 Ca My cell phone bill.
 C1 OK, just bear with me for a moment, I'll put you through to our Customer Services Department.
 Ca OK, thank you.
 C2 Hello, Customer Services, how can I help?
 Ca I'm calling to complain about my cell phone bill.
 C2 OK, go ahead. What seems to be the problem?
 Ca My bill is double what it was last month.
 C2 I see. Did you use your phone twice as much?
 Ca No, that's the point! I hardly used it at all. I'm a student – I'm trying to cut down on my phone use, so I'm not happy about this at all.
 C2 Well, sir, a new tariff was introduced at the end of last month.
 Ca Why didn't you tell me about this?
 C2 I think you'll find you were told about it, sir. By email.
 Ca I didn't get an email about anything.
 C2 Well, I can only apologize if that's the case. But I'm afraid the new tariff is in place and your bill is correct. Would you like me to put you through to the payments office? That'll save you having to pay it online or by post.
 Ca OK ...

 2.37 Student's Book page 68, exercises 3–4

C1 = Call Centre Employee 1, Cb = Caller B, M = Manager

- C1** Good morning, Superior Phone Network. How can I help?
Cb Good morning. I have received a bill for my cell phone which is twice the amount I paid last month, when I hardly used my phone at all. I wish to complain about it in the strongest possible terms.
C1 Bear with me for a moment, I'll put you through to Customer Services.
Cb No, thank you.
C1 I'm sorry?
Cb You won't put me through to Customer Services. You'll put me through to the Managing Director of the company.
C1 I'm afraid I can't do that.
Cb I think you can. I want to speak to the Managing Director, immediately.
C1 No, really, I can't. I don't have a number for the Managing Director.
Cb Well I'd like you to find one. Or I will report you for being unhelpful.
C1 Um ... I can put you through to my line manager. Just hold on a sec.
M Hello?
Cb I'm calling to complain about the increase in my cell phone bill.
M Ah, you've come through to the wrong department. I'll transfer you to the Customer Services Department.
Cb No, thank you. I want to speak to you. You're a manager, aren't you?
M Um ... yes?
Cb Kindly explain why my cell phone bill is twice as high this month as it was last month. I've hardly used my phone at all this month.
M It's because of the change of tariff.
Cb What you mean is: it's because prices have gone up astronomically.
M Um, well ...
Cb This is an absolute disgrace. Why was I not informed about the increase?
M You were informed, madam. We sent an email.
Cb I didn't receive it.
M Well, I can only apologize if that's the case.
Cb Not good enough. I am very angry about this.
M Well, as I say, on behalf of the company, let me repeat how sorry I am that you didn't get the email.
Cb I want to know what you're going to do to compensate me. I work for a national newspaper and I can expose your company's outrageous prices and appalling customer service.
M I'm sure we can resolve this, madam. Would you let me speak to our Finance Department and call you back?

 2.38 Student's Book page 68, exercise 8

- We've been waiting for five hours and you promised that a mechanic would be here in less than an hour!
- I'm sorry but the people in the next room are making too much noise. I can't sleep.
- I'm calling to complain about the programme that you showed about my country last night.
- I'm not happy. I only bought it yesterday and it's already run out, so I can't use my printer.
- I only washed it once, and the photo of the band on the front has completely disappeared. Your stuff is a disgrace!

Workbook page 60

- Most Internet users ...
 - Whatever the reason given ...
 - Unfortunately, what many people don't realize ...
 - This means that you have fallen victim to phishing ...
 - Is there any way users can know a link is fake?
 - Why are people taken in by these scams?
 - Secondly, although these emails are sent out randomly ...
 - What can people do to protect themselves?
- Suggested answers
 - Problems with a credit card / account being hacked into / company updating their data base.
 - They set up a fake website, direct you to it and ask you to type in your data.
 - Like in fishing, you throw out a bait and wait for a fish to bite. You have to do this many times and wait patiently before you catch anything.
 - A phishing link just has http://; without the final (s); a genuine address has https://.
 - They are made to look authentic, plus people may have used the bank or company utilized by the scammers.
 - Call the bank or shop to confirm the authenticity.
- adverb
 - adverb
very much 2
almost not 1
- typically, unfortunately, fortunately, extremely, carefully, randomly, firstly, secondly
- Students' own answers

Workbook page 61

- 1 A 2 H 3 J 4 F 5 C 6 D 7 B 8 E 9 I 10 G
- a credit card, your computer, a phone, a file, a letter, ear
- Answers at bottom of page 61

Workbook page 62

- 1 D 2 B 3 A 4 E 5 C
- Suggested answers
 - Could I open the window?
 - Could you lend me some money?
 - Could I hand in the essay a bit later?
 - Could you tell me what time the last train leaves?
- was able to
 - could
 - was able to
 - was able to
 - could
- Particular situation: 1, 3, 4
General ability: 2, 5
- Students' own answers
- | | | |
|---|---------------------------|---|
| 1 | won't be able to | F |
| 2 | need to be able to | A |
| 3 | haven't been able to | C |
| 4 | must / have to be able to | D |
| 5 | had been able to | B |
| 6 | being able to | E |
- Students' own answers

Workbook page 63

1 1 D 2 H 3 E 4 B 5 A 6 G 7 C 8 F

2 Suggested answers

listening to music, playing online games, surfing the internet, doing online shopping

3 1 cyberloafing

2 surfing the internet

3 60 or even 80%

4 distracting

5 time-waster

6 young people

7 looking for jobs

8 block or restrict

9 fire

4 1 \$50bn

2 About every ten minutes

3 Basketball, tennis, cycling, cricket

4 During the sales or when they are planning a wedding or holiday

5 Managing their finances, investing online, filling in their tax returns

6 When they feel undervalued, underpaid, demotivated, bored, or tired

7 Because workers feel refreshed after a little break surfing the internet

5 Students' own answers

Workbook page 64

1 an appreneur: a business person who invents and creates computer applications for mobile devices

Workbook page 65

2 1 G 2 F 3 A 4 C 5 D 6 B

3 1 A 2 C 3 C 4 A 5 B

4 1 luxurious 2 popular 3 history 4 secure 5 remedy

6 technology 7 tendency 8 theoretical 9 mysterious

10 industrial

5 be taken in, log on / onto, hack in / into, set up, pay off

6 1 Bill Gates was only 20 years old when he set up Microsoft.

2 He managed to hack into the company database illegally and then leaked the information to the media.

3 Many people are taken in by online scams and some lose a lot of money.

4 You need a password in order to log onto the website.

5 I won't be able to go on holiday until I've paid off all the money I borrowed from the bank.

Workbook page 66

1 1 A 2 E 3 B 4 F 5 D 6 C

2 1 A 2 D 3 C 4 B 5 C 6 A

3 1 must have given up; can't/couldn't have done; may/might have gone

2 must have left; may/might have stepped out

3 can't/couldn't have committed; might/could; have instructed

4 must have found; may/might have won

5 must have forgotten; may/might not have known

4 1 shouldn't have sunbathed / lain / stayed

2 shouldn't have logged on

3 should have closed / shut / locked

4 should have booked / reserved

5 should have tried; on

6 should have asked / called

7 Should; have taken / accepted

8 shouldn't have parked / left

5 1 He should have got dressed.

2 He should have washed the dishes.

3 He should have taken down that poster.

4 He should have shaved.

5 He should have made his bed.

6 He should have hung up his clothes.

7 He should have combed his hair.

8 He should have emptied the bin.

Workbook page 67

Extra Challenge

Neighbours who play loud music at all hours.

1 Have you got any idea ...

2 Look, it's only 7 o'clock ...

3 My son is studying ...

4 Why doesn't he go to a library ...

Parents who bring young children to a restaurant and let them run wild.

1 I'm sorry but your children ...

2 They're just kids ...

3 Well, could I please ask ...

4 Oh, they're just burning off a bit of energy ...

Dog owners who don't clean up after their pets.

1 Excuse me. Are you going to clean that up?

2 Are you talking to me?

3 Yes, I am. Look what your dog ...

4 I don't see what the fuss is about ...

Extra dialogue

Student's own answers

Webquest

1 a) technophile, b) technophobe

2 Students' own answers

3 a) telefon (which translates as 'wonder phone'), b) handy, c) keita

4 Dom Joly became famous for a regular sketch showing a man who shouts into a giant mobile phone in quiet public places (on his show Trigger Happy TV).

5 No, it's actually a trademark of the Wi-Fi Alliance and is used to refer to 'local area wireless technology'.

6 Students' own answers

Gary & Greg Go Global

Gary has fallen victim to an internet scam called phishing, which sounds just like fishing.

Workbook page 68

1 1 I want to make a complaint / want to complain about ...

2 This is an absolute disgrace / an outrage.

3 Can you leave it to me and I'll get back to you?

2 1 to complain about 2 seems to be 3 report the problem

4 get back to 5 happy about this 6 understand your reaction

7 if that is the case 8 On behalf of 9 disgrace

10 in the strongest possible terms 11 if you leave it with me

12 good enough

3 1 arrange 2 fix 3 pack up 4 sort out

4 1 back 2 up 3 with 4 on 5 through

5 Suggested answers

1 Yes, I want to make a complaint about the meat – it's cold.

2 On behalf of (the company), let me repeat how sorry we are.

3 I can only apologize.

4 I completely understand your reaction.

5 That isn't good enough.

6 I can only apologize if that's the case.

Workbook page 69

- 1
 - 1 In spite of their usefulness / being useful / the fact that they are useful, mobile phones can also disturb people.
 - 2 Even though my friends all claim they aren't addicted, most of them check their phones all the time. / All my friends claim they aren't addicted, even though most of them check their phones all the time.
 - 3 Although texting is much cheaper than calling, it is also more impersonal.
 - 4 I love reading, whereas most of my friends think it's boring.
 - 5 Despite the heavy wind, the sailing boat left the harbour.
 - 6 His friends warned him about the risks. Nevertheless, Jim set off alone.
 - 7 The sector of renewable energy is still expanding. On the other hand, construction has declined.
- 2 Suggested answers
 - 1 In spite of / Despite
 - 2 Although / Even though
 - 3 whereas
 - 4 Having said that
 - 5 Nevertheless / However
 - 6 In spite of / Despite
 - 7 although
- 3 Paragraph 2: could / might be fun
Paragraph 3: aren't able to / are unable to / can't cope
Paragraph 4: have been able to organize
Paragraph 4: are unable to / can't let me know
Paragraph 5: might / may be able to persuade
- 4 Students' own answers

1.18 Workbook 63, exercises 2–3

I = interviewer, L = Logan


- I With me today is Logan Phillips, an employment consultant. So Logan, you deal with bad usage of the internet at work. What do you mean by that? Don't most companies need their employees to use the internet?
- L Of course they do. But recently companies have become concerned about a new trend, called Cyberloafing.
- I Cyberloafing? What's that?
- L Basically, it means surfing the Net while at work, doing non work-related things that range from checking emails, to purchasing items on eBay.
- I That doesn't sound too serious.
- L If it's done with moderation, it isn't. However, research has shown that up to 60 or even 80% of some employees' time is spent on other things than work. Some studies estimate that employers are losing up to \$50 billion annually in wasted employee time ...
- I That's incredible! So what do they do all that time?
- L The possibilities are almost unlimited. Apart from personal emails, which I already mentioned, social media like Facebook and Twitter are particularly distracting. Some workers are interrupted about every 10 minutes by tweets and messages. Then there are online games and videos. There's plenty of distraction on YouTube, from music videos like 'Gangnam Style' to cute panda cubs in a zoo. Sport is another big time-waster. In the USA, millions of employees can spend up to three hours per day streaming the NCAA basketball games. In other countries people might be glued to their screens watching Wimbledon, the Tour de France, or five-day cricket matches. As for shopping, time spent on that can increase considerably during the sales, or when an employee is planning a wedding or holiday.
- I Do all employees cyberloaf?
- L Apparently so. Young people especially, but not exclusively. Older employees are more likely to spend time managing their finances; doing a bit of online investing, or filling in their tax returns. And of course, employees across the board surf the internet looking for jobs.
- I It seems incredibly complex.
- L The bottom line is, many cyberloafers feel undervalued, underpaid, demotivated and bored. If companies want to have happy, hard-working employees they have to improve labour conditions. On the other hand, many employees only cyberloaf when they are tired.
- I Let me get this right, it's like going for a cigarette or a coffee?
- L Precisely. A bit of cyberloafing can actually make people feel refreshed and more productive.
- I But what if a company feels the situation has got out of hand?
- L They can ban, block or restrict certain websites. Almost half the IT companies in the US are already doing this. However, employers should be careful to maintain a sense of perspective. Monitoring employees with Big Brother methods may be counter-productive.
- I Can employees get the sack for cyberloafing?
- L They can actually. A quarter of US employers admit to having fired a worker for cyberloafing.
- L Well, there you go ... so those of you listening to us via the internet at your office right now, you'd better watch out!

1.20 Workbook page 68, exercise 5

- 1 I gather you're unhappy with the food.
- 2 I have never received such terrible service before.
- 3 The room is filthy, the beds aren't made and there are hairs on the bathroom floor!
- 4 We've been waiting here for over three hours. We're absolutely furious!
- 5 We'd like to offer you a 10% discount for the inconvenience.
- 6 We were never told that the swimming pool was closed. If we'd known, we wouldn't have booked this hotel.

Review Units 4–6

READING

- 1  What social media websites do you use? Do you post a lot of information about yourself online? Why / Why not? Discuss with a partner.

Think before you tweet!



Unless you've been living under a rock, you will have probably used some sort of social media. From sharing the latest videos of your favourite bands on your friends' wall, telling everyone where you will be going on holiday this summer to tweeting photos of your lunch, we have been able to use social media for all our sharing and declaring. Today, it seems that we will pretty much share anything if we think someone may be interested. But could sharing too much be dangerous? And how much information is too much information?

If you've used social media, you will have, at some point, set up an account and added basic information about yourself such as your name, date of birth, where you go to school, whether you have a job etc. Someone couldn't hack into your bank account by knowing this information, but they may be able to get to know you. Anyone could do a quick online search and access this data. This means that complete strangers or even unwanted predators could already know a lot about you. What if someone could use this information for their own benefit?


- 2 Read the article. Is the information true, false or not given?

- 1 If you've set up an account on a social network, this information will be secure.
- 2 Anyone with a social network could be searched for and found online.
- 3 Posting messages on social media sites will definitely get you in trouble at work.
- 4 Burglars use social networks to find people's addresses.
- 5 People have been taken in by people who have stolen others' identities and posed as them online.

We've all heard about people getting themselves into trouble online, saying 'I wish I hadn't posted that' or 'I shouldn't have said that'. Either they've been burgled because they announced on Facebook they were 'having a great time on holiday in Florida!' or they have missed out on job opportunities because they posted on Twitter they've 'just had an interview with the biggest pair of weirdos you've ever seen!' If they hadn't been so open online, they wouldn't have made such mistakes.

There have been stories where people's identities have been stolen. Hackers have pretended to be people they are not and others have been taken in by predators posing as their friends. There's also been a recent trend in company recruiters and school admissions officials monitoring social network sites – spying on potential candidates, essentially, to scrutinize them to see if they are suitable. This may not be very ethical, but this just goes to show – what you write online could be seen by anyone.

It hasn't got to the point where people are setting limits as to how much information is too much information, but it might be worth thinking twice about sending your next tweet or post. It's said that if you wouldn't feel comfortable saying something in front of your mum or teacher, then don't post it online. You never know how, when or where people will be using this information in the future.

- 3  In pairs, look at the following expressions from the text. In your own words, try to explain what they mean.

- 1 Unless you've been living under a rock...
- 2 ... an interview with the biggest pair of weirdos you've ever seen!
- 3 ... spying on potential candidates ... to scrutinize them to see if they are suitable.
- 4 ... others have been taken in by predators posing as their friends.
- 5 ... this just goes to show – what you write online could be seen by anyone.

Warmer

Get students to review and discuss the reading texts in Units 4–6. Tell students to look through the reading texts from the last three units and to pick one that they liked the most. Give them ten minutes to read through the text and make notes about the following: *What is the text about? What did you learn from the text? Why did you like it?*

Organize students into groups of three or four and get them to discuss the texts that they liked, using their notes to guide the discussion.

- 1 Ask students to talk about what kind of information they share. Encourage them to use expressions for agreeing, disagreeing and contradicting such as *So do I, Neither do I, Me too, I do / don't*.

Answers

Students' own answers

- 2 Have students read through the questions. Ask them to give synonyms for *secure* in question 1 (*safe*) and for *posed* as in question 5 (*pretended to be*). Tell students to correct any false statements.

Answers

- 1 False (Strangers will be able to access the basic information.)
 - 2 True
 - 3 False (It only happens if you are indiscreet.)
 - 4 Not given
 - 5 True
- 3 Tell the class to find the underlined phrases in the article in order to see how they are used in context. Tell them to try to understand what the phrases as a whole communicate, rather than breaking them down into individual elements.

Answers

- 1 Completely unaware of what's been going on in the world.
- 2 Two extremely strange people.
- 3 Finding out things about someone who has applied for a job, without their knowledge.
- 4 Deceived by people who are pretending to be their friends, but who actually want to deceive you.
- 5 This reinforces a very valid point.

Extra activity

Tell students to find one example of a first conditional sentence, one of a third conditional, and three examples of a type of conditional using a mix of tenses which are neither first, second or third conditional sentences.

Answers

First conditional: Today, it seems that we will pretty much share anything if we think someone will be interested.

Third conditional: If they hadn't been so open online, they wouldn't have made such mistakes.

Mixed conditionals: Unless you've been living under a rock, you will probably have used some sort of social media.

If you've used social media, you will have ... set up an account ...

(It's said that) if you wouldn't feel comfortable saying something in front of your mum or teacher, then don't post it online.

LISTENING

- 4 Look at the photos and statistics. Discuss with a partner if you find them surprising.



In a survey of young people from 12 different countries ...

- 57% of people between 18 and 30 wanted to have cosmetic surgery because they are unhappy with the way they look.
- 35% said they would have an operation to make themselves more confident.
- 31% said they would keep it a secret if they had surgery.

- 5 Listen to a discussion on a radio programme and write the correct name beside the sentence – Sam, James or Ann. Which person ... ?

- 1 thought Alison's parents were irresponsible.
- 2 wouldn't have cosmetic surgery unless it was safe.
- 3 believed surgery could have affected Alison's health.
- 4 said Alison didn't think about how serious surgery was.
- 5 thought Alison's mum could have done more to help her daughter.

- 6 Read the extracts from the programme. One word or expression in each line is wrong. Correct the words, then listen again and check your answers.

- 1 We were talking about the upward trend in adult cosmetic surgery.
- 2 Now she will stand out from all the other students.
- 3 What most people found interesting was the number of cosmetic procedures she had.
- 4 It might have had long-lasting positive effects on her.
- 5 If looking good wasn't the main focus of teenage magazines and websites, there might be fewer teens with high self-esteem.

WRITING

- 7 Imagine that a friend of yours is considering having similar surgery to Alison. Write to them with your own opinion and advice about what to do, and why.

Video

Wales



BEFORE YOU WATCH

- 1 Work in pairs. What do you know about Wales?
- 2 What do you think is the importance of these things to Wales?

King Arthur castles the World Alternative Games

rugby choirs language

NOW WATCH

- 3 Check your answers to exercises 1 and 2.
- 4 Answer the questions.
 - 1 Where is Wales?
 - 2 What features of the Welsh landscape are mentioned?
 - 3 What strange events are shown from the World Alternative Games?
 - 4 What percentage of the population speak Welsh?
 - 5 What Welsh writers are mentioned?

FOLLOW UP

- 5 In pairs, discuss the questions.
 - 1 Are there any parts of your country that deserve more recognition abroad? How could you give them more publicity?
 - 2 Does your country have any legendary figures like King Arthur? Do you know their stories?
 - 3 The video says that Welsh identity can be partly defined by rugby, song, and their language. What do you think defines your country?

FIND OUT


Find out about the legend of King Arthur. Write a paragraph about his life and cultural significance.

Warmer

Ask students: *What is the difference between cosmetic and reconstructive surgery? Which cosmetic procedures can you name? What do you think is the main reason why people have this kind of surgery? Are there any risks?* Accept a range of responses. Do a quick class survey to see how many students think they might consider cosmetic surgery when they are older, and under what circumstances.


- 4 Ask students what is happening in each of the photos. Elicit their responses to the age and percentage of people holding those views. Tell them to think about why someone might keep their surgery a secret if they wanted to change the way they look. Encourage them to use the language of speculation.

Answers Students' own answers

- 5  2.39 **Transcripts page 196** Get students to read through items 1–5 before playing the audio. Check that they understand *irresponsible*.

Answers

- 1 Ann
- 2 Sam
- 3 James
- 4 Sam
- 5 Ann

- 6  2.39 **Transcripts page 196** Go through each of the incorrect and correct words and expressions. Ask students to give another word for *adolescent* (*teenage*). Then ask them to define both *stand out from* and *fit in with* ('be obviously different' and 'have things in common with', respectively).

WORDS TO KNOW

Check that students know words such as *trend*, *spark*, *opt for* and *indictment*. You could pre-teach them or get the students to guess from context afterwards.

Answers

- 1 ~~adult~~ adolescent
- 2 ~~stand out from~~ fit in with
- 3 ~~interesting~~ shocking
- 4 ~~positive~~ negative
- 5 ~~high~~ low

- 7 Point out that as they are writing to a friend, the tone of the email or letter should be supportive. Tell them to decide if they are for or against their friend having the surgery, before listing the arguments they want to use. Advise them to give reasons and examples. Make sure they include a recommended course of action which is consistent with the arguments they have already stated.

Answers Students' own answers

Warmer

Put students in pairs and tell them that they are going to pretend to be a travel agent and an indecisive customer. Say that the customer is keen to go somewhere unusual on holiday, but doesn't have any idea where. Tell them that the travel agent can come up with an unusual or unlikely place to spend a holiday, and is keen to promote this as a viable option. Have students take it in turns to perform each role.

- 1 Write some topics on the board to stimulate students' ideas, e.g. *landscape, famous people, exports, language, events*.

Answers Students' own answers

- 2 Write on the board *legend*. Ask if students know what a *legend* is, and how it differs from *history*. Ask them to give an example of each.

Answers Students' own answers

- 3 Tell the students to watch the video without writing anything down and to concentrate on what they see and hear.

Answers Students' own answers

- 4 In pairs, first get students to answer the questions from memory. Then play the video again for students to fill in any gaps.

Answers


- 1 In the west of Great Britain.
- 2 A wild coastline and rugged mountains.
- 3 Wife carrying and bog snorkelling.
- 4 20% (a fifth).
- 5 Ken Follett, Roald Dahl and Bertrand Russell.

- 5 For the final question, invite students to share their ideas and take a vote on what students think is the most special thing about their country.

Answers Students' own answers

FIND OUT

Make sure students understand what is meant by *cultural significance* (the impact that the legend of King Arthur has had on the language, history and culture of the country).

 2.39 Student's Book page 71, exercises 5–6

C = Connie, R = Richard, A = Ann

- C Welcome back to the Breakfast Show, with me Connie Hodge ...
- R ... and me Richard Turnbull. Good morning to those joining us this morning for the first time. Now, earlier we were talking about the upward trend in adolescent cosmetic surgery.
- C Yes, in particular, we were discussing the story of Scottish teenager Alison McGregor who went under the surgeon's knife, paid for by her parents, just so she could look like her favourite celebrity. Her mum defended her choice saying, 'If she hadn't had the surgery, she would have continued feeling bad about her appearance.' 'I did what any other parent would do.' 'Now she will fit in with all the other students.'
- R What most people found shocking was the number of cosmetic procedures she had. Let me just list what she has had done. In total she spent over 6 hours in the operating theatre having procedures ranging from a tummy tuck, to having her nose shaped and even her ears pinned back. And she's only 16!
- C Alison's story has sparked much debate, and we've had lots of text messages, emails and tweets from you on the issue.
- R This tweet is from SamCassidy52, she writes: 'That silly girl. She couldn't have thought about the consequences. 'I wouldn't undergo plastic surgery unless I knew it was completely safe.'
- C James Allen from Manchester wrote in by email, 'She should have been more careful,' he said. 'Having general anaesthetic and going under the knife could have put a lot of unnecessary stress on her body. It might have had long-lasting negative effects on her.'
- R We have Ann Wright on the phone from Northampton. Ann, please share your thoughts on the matter.
- A Well, firstly, it gets me so angry when parents say 'I did what any other parent would do'. How irresponsible! Her mum just took the easy way out. She should be teaching her to be self-confident, rather than allowing her to opt for surgery. It's a sad indictment of society nowadays. If looking good wasn't the main focus of teenage magazines and websites, there might be fewer teens with low self-esteem.
- C Lots of good points here today. Thank you everyone for contacting us. If you've been troubled by any of the issues on today's show please visit our website. That's it for today's show. Join us again next time.
- R Bye.

 Video Student's Book page 71, exercises 3–4

In the west of the island of Great Britain is a country not many people outside of Britain seem to know much about: Wales. And that is a shame, because Wales is well worth knowing a bit about.

For one thing, Wales has some beautiful scenery, including wild coastline and rugged mountains. Said to be the birthplace of the legendary King Arthur, Wales also probably has more castles per square kilometre than anywhere else in the world. And it has a very remote and unspoilt feel to it, with flocks of sheep dotting the landscape everywhere. You can even catch an old steam train to watch it all go by. Or you can join the millions of British tourists who go hiking there every year.

Or perhaps you fancy something a little bit more energetic? Wales has become a popular destination for various adventure sports. It also hosted the first World Alternative Games in 2012, with strange events like wife carrying, and bog snorkelling, which as you can see involves swimming, and sometimes cycling, through very muddy water with a snorkel. And if you want a proper Welsh sporting experience, you could go and see a game of rugby, which to many Welsh people is an expression of national identity.

And what else could we say is characteristically Welsh? Well, Wales is often referred to as the 'land of song'. They have a strong tradition of singing, especially in choirs. The country has also produced some great bands, and two famous singers with big voices: Tom Jones, who has sold over 100 million records, and Shirley Bassey, who sang not one but three Bond film theme songs.

They also have their own language. Although it is only spoken by around a fifth of the population, most road signs are in both English and Welsh. And here's a sign that shows one of the longest place names in the world. It's pronounced something like: Llanfairpwllgwyngyllgogerychwyrndrobwlllantysiliogogoch. Do you think you can say it?

Finally, although it seems a quiet, relaxed and perhaps modest place, Wales has produced some important writers, including Ken Follett and Roald Dahl, and thinkers like Bertrand Russell. So, now that you know a little bit more about it, if you're thinking of going for a trip somewhere in Britain, perhaps to see something different and not be surrounded by tourists from your country, maybe you should consider visiting Wales.

Workbook page 70

- 1** 1 survey
2 soar
3 bunch
4 lonely
5 ring tone
- 2** 1 B
2 A
3 C
4 A
5 C
- 3** 1 replacement
2 performance
3 reconstruction
4 recovery
- 4** 1 psychological
2 industrial
3 secure
4 popular
- 5** 1 unless
2 until
3 when
4 before / as soon as
- 6** 1 If the weather wasn't very bad, we could go to the beach.
2 If they hadn't lost the battle, their country wouldn't have been invaded.
3 I wish I were / was strong enough to be a professional football player.
4 Had she not posted that photo on social media, the school would never have found out what she'd done.
- 7** 1 haven't been able to
2 be able to
3 to be able to
4 being able to
- 8** 1 can't / couldn't have been
2 shouldn't have eaten
3 must / might / may have decided
4 could have given
- 9** Students' own answers

Workbook page 71

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

Video

- 1** Students' own answers
- 2** 1 The school boy who supposedly invented rugby.
2 To allow schoolboys to play a game that would be an outlet for their energy and aggression.
3 Rugby league was made professional earlier and is largely a working class sport, rugby union stayed amateur and is mostly upper class.
4 It is a unifying force that gives people a sense of identity.
5 Because players have more respect for the referees and for each other.
- 3** 1 B
2 D
3 E
4 A
5 C
- 4** Students' own answers

Video Workbook page 71, exercise 2

In 1823, during a game of football in a prestigious independent school in England, a boy named William Webb Ellis caught the ball with his hands and started running towards the goal. The school was called 'Rugby' and so, therefore, was the sport. Or so the story goes. In fact the story of this sport, which to the outsider can look a little like some kind of tribal war, is a bit more complicated.

Different versions of football have existed throughout history, many of which involved entire villages fighting over the ball as part of special celebrations. In 1845, the first written rules for Rugby football were written down at Rugby School, partly to allow schoolboys to play a game that would be an outlet for their energy and aggression. The sport became popular with people of all social classes, but in most of Britain it didn't help bring the classes together. In 1895, a group of people who wanted to allow players to be paid decided to form a different code, called 'Rugby League', which would become largely working class, and the original sport was to be called 'Rugby Union' and stayed amateur and mostly upper class.

In Wales and New Zealand, however, Rugby Union, which is still mostly just called rugby, became a unifying force that gave the people a sense of identity. The first time that a country's national anthem was sung before a sporting event was during a New Zealand Wales rugby match in 1905, sung by a Welshman in response to the patriotic New Zealand haka. And in South Africa, their victory in the Rugby World Cup of 1995 was a celebration of the beginning of a new era of racial harmony.

But how do you play the game? Rugby is a full contact sport played by two teams of 15 players on a rectangular field with H-shaped goalposts. Players can only pass backwards, and must try to put the ball down behind their opponents' goalposts. This is called a 'try' and is worth 5 points. Players on the opposing team have to try to stop them by 'tackling' them. Points are also scored by kicking the ball into the top part of the H-shaped goal. Despite the apparent aggressiveness of the game, and the sometimes chaotic-looking scrums, mauls and line-outs, rugby is often considered a gentleman's game, and certainly players generally seem to have a lot more respect for referees and each other than in football.

And now that participation in the sport has increased significantly in the last few decades, why don't you join in a game? Or maybe you'd prefer to just watch one!

Vocabulary

- **Conservation:** *agriculture, conservation, danger, death, destruction, development, ecology, environment, extinction, farming, hunting, mountain, poison, protection, threat, tourism, trade, value*
- **Identical verbs and nouns:** *attack, ban, cost, decrease, export, farm, feed, hunt, import, increase, object, permit, poison, present, record, research, respect, threat, trade, use, work*
- **Verbs with re-** *reboot, rebuild, recharge, redecorate, rediscover, redo, reheat, relive, rename, renew, replay, retake, rethink, rewrite*
- **Verb Zone:** *carry on, cut down, die out, look after, wipe out*
- **Face 2 Face:** *an awful lot Oh my goodness! What a rip off!*

Grammar

- Present, past, future and modal passives
- Advanced passive structures

Pronunciation

- Two-syllable verbs and nouns

Recycled language

- Modal verbs
- Gerunds and infinitives
- Third conditional

Language objectives

- To learn vocabulary related to conservation (page 73) and identical verbs and nouns (page 77)
- To talk about conservation (page 73) and identical verbs and nouns (page 77)
- To learn and use present, past, future and modal passives (page 74) and advanced passive structures (page 78)
- To talk about possible situations in writing (page 81)

Skills objectives

- To read and understand a text about endangered animals (page 72)
- To discuss endangered animals (page 73) and the fur trade (page 75)
- To listen to and understand a discussion about the fur trade (page 75)
- To read and understand a text about the naturalist Steve Irwin (page 76)
- To prepare and give a presentation (page 79)
- To get someone's attention (page 80)
- To write an email (page 81)

Assessment criteria

- Students can use present, past, future and modal passives and advanced passive structures correctly.
- Students can recognize and use vocabulary about conservation and identical verbs and nouns correctly.
- Students can correctly pronounce two-syllable verbs and nouns.
- Students can read and understand a text about endangered animals and the naturalist Steve Irwin.
- Students can listen to and understand a discussion about the fur trade.
- Students can prepare and give a presentation.
- Students can get someone's attention.
- Students can write an email.

Resources

- **Teacher's i-book**
- **Student's Book CD 3**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 7, page 24
 - Vocabulary Consolidation Worksheet Unit 7, page 25
 - Grammar Support Worksheet Unit 7, page 48
 - Grammar Consolidation Worksheet Unit 7, page 49
 - Speaking Worksheet Unit 7, page 66
 - Test Consolidation Unit 7, pages 130
 - Text Extension Unit 7, pages 134
 - Speaking Test Unit 7, page 225

Prepare for Cambridge Exams

- Writing** page 134
- Writing a report


Prepare for the TOEFL Junior® Test

- Speaking** page 135
- Academic Listen - Speak

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 72 and 76

Listening


The **IWB Listening activities** are designed to provide extra activities to help students explore texts in greater depth.

- Listening extra, page 75


Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 81

 provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 74 and 78
- Vocabulary, pages 73 and 77
- Pronunciation, page 77

 provides a step-by-step visual grammar presentation with a focus on form and use.

- Grammar, pages 74 and 78

7

Crocodile man

Grammar	Present, past, future & modal passives Advanced passive structures
Vocabulary	Conservation Identical verbs & nouns
Challenge	Prepare and give a presentation
Interaction	Getting someone's attention
Writing	An email

READING

- 1 Look at the photos. How many of the animals can you name?
- 2 In pairs, discuss the questions before you read the article.
 - 1 What do you know about any of the animals in the photos?
 - 2 What are the similarities and differences between any of them?
 - 3 All these species are endangered. What do you think some of the reasons are?

- 3 Read the article quickly. Which animal is being described in each paragraph? Choose from the words in the box. Which words helped you guess?

brown bear eagle lynx macaw panda whale



ANIMALS IN DANGER



1 With only about a hundred of them left, the Iberian is closer to extinction than any other big cat in the world. It is hunted for its valuable fur and its meat, and poisoned by farmers, who see it as a serious threat. Action to protect the is now being taken, but can it be saved in time?

2 Large have been hunted for their oil, meat and other products for centuries, and most species are now endangered. Commercial hunting was banned in 1986, but some countries, like Japan, Iceland and Norway, have ignored the ban and carried on. Around 2,000 are still being slaughtered every year.

3 The Spanish Imperial also used to be in danger. Its woodland habitats were threatened by land development and for many years there were fewer and fewer rabbits – its main source of food – because the rabbit population was nearly wiped out by a fatal disease called myxomatosis. But since 2005, efforts to protect the have begun to work.

4 There were so many in Europe in the Middle Ages that travellers and animals were often attacked by them. But over the years, the have been killed by hunters for their skins and meat and shot by farmers to protect their animals. By 1991, the population in Western Europe had completely died out. Since 1995, from Slovenia have been reintroduced in the Pyrenees but their future is uncertain; they will not be tolerated by farmers for long if they start attacking their livestock.

5 A large part of the 's tropical rainforest habitat has been destroyed in recent years, and they have been hunted for their brightly coloured feathers as well as for food. They have also been victims of the illegal animal trade; their beauty and their ability to mimic human speech have made them highly sought after as pets. But importation of wild birds to the United States is being phased out gradually, so the 's future now looks brighter.

6 The is the rarest member of the bear family and thought of as a national treasure. Between 1974 and 1988, its mountainous bamboo habitat was halved because of agriculture, deforestation and land development due to China's population explosion. Even though you can be sentenced to death in China for killing , they are still being hunted for their skin.

Warmer

Put students in small groups and have them work as teams. With books closed, ask them to write a list of five animals, then to rewrite the words as anagrams. Get each team to write the anagram on the board and ask the other teams to guess the word. When a student has guessed correctly, their team wins a point. Write the correct spelling at the side of the board, and tell them that each word is to be used only once.

- 1 Encourage students to use expressions for speculating, e.g. (*I think it might / could be ...*, *It looks like a / some kind of ...*), rather than shouting out the names of animals. Make a note of all ideas, but don't confirm or deny any suggestions at this stage.

Answers

Students' own answers


Teaching tip

Before discussing the questions in exercise 2, revise descriptive vocabulary relating to animals, e.g. *skin, fur, feathers, stripes, spots, patches* and *markings*. It might also be a good idea to remind them of ways to modify description, using phrases such as *sort / kind of, a bit* and *completely*. If necessary, check students' awareness of comparative structures by asking them to compare two people or items in the room, and to contrast them using *while* or *whereas*, e.g. *Mario is taller and darker than David / Mario is tall and dark, whereas David is a bit shorter and has fairer hair*.

- 2 Write on the board *endangered*. Check that students understand the meaning. Elicit information and make notes on the board.

Answers

Students' own answers

- 3  2.40 The text is available to listen to. Read the list of words and have students check that they identified them correctly in exercise 1. When checking answers, ask what clues in the relevant paragraphs helped them to decide on the correct answer.

Answers

1 lynx 2 whale 3 eagle 4 brown bear 5 macaw 6 panda

4 Read the article again. Which animal(s) ...

- 1 are hunted for food?
- 2 are hunted for their skin?
- 3 are considered a threat by agriculturalists?
- 4 live in the mountains?
- 5 were once extinct in a particular region?
- 6 are affected by cutting down trees?
- 7 have suffered because their food has become less available?
- 8 are less endangered than they used to be?

5 Discuss the questions in pairs.

- 1 Which countries are mentioned in the article and why?
- 2 Which of the animals are most / least in danger and why?
- 3 Why do you think ...
 - A farmers feel threatened by lynxes?
 - B some countries have carried on whaling?
 - C the tropical rainforest is being destroyed?
- 4 What action do you suppose is being taken to protect the lynx?
- 5 What do you think can be done to help the other animals in the text?

6 Read **Word Zone**. Can you find another example in the text? What does it mean?

WORD ZONE

Verbs with re-

The prefix *re-* means 'do something again'.

reboot rebuild recharge redecorate
rediscover redo reheat rename
renew replay rethink

7 Write sentences using five different verbs from **Word Zone**.

Cold spaghetti? Ugh! You could reheat it in the microwave. I forgot to recharge my mobile so I can't ring home.

8 Answer the questions in pairs.

- 1 Have you ever had to ...
 - rewrite an essay?
 - retake an exam?
 - renew your membership to something?
- 2 What experiences in your life would / wouldn't you like to relive?
- 3 When did you last rethink your attitude to something? Describe what happened.

VOCABULARY Conservation

9 Look at the words in the box. Which words can be used to create 'people' words?

agriculture – agriculturalist

agriculture conservation danger death destruction
 development ecology environment extinction
 farming hunting mountain poison protection threat
 tourism trade value

10 Write adjectives that correspond to the words in exercise 9. There may be more than one.

danger – dangerous, endangered

11 Match words from each box to make collocations.

close to extinction

close to	endangered	illegal	species	habitat	fur
land	natural	responsible	trade	threat	extinction
serious	valuable		development	tourism	

12 Listen and check. How is the letter **a** pronounced?

agriculture trade habitat conservation valuable
 danger animal natural any many

13 Look at the photos and write a description. Use vocabulary from exercises 9–11. For each situation, say:

- What is happening and what are the consequences?
- Is the situation changing? How?



This photo shows exotic birds – maybe macaws – at a market. The traders may be acting illegally ...

- 4 Explain or elicit that the Pyrenees is a range of mountains that separates Spain and France. Pre-teach *slaughter (to kill)*.

Answers

- 1 Iberian lynx, whale, brown bear, macaw
- 2 Iberian lynx, brown bear, panda
- 3 Iberian lynx, brown bear
- 4 brown bear, panda
- 5 brown bear
- 6 Spanish Imperial eagle, macaw, panda
- 7 Spanish Imperial eagle
- 8 Spanish Imperial eagle, macaw

- 5 Tell students to make notes of their discussions, including any points on which they disagree with their partner.

Answers

Students' own answers

- 6 Point out that not all words beginning with *re-* are verbs with a *re-* prefix. Elicit that *recent* in paragraph 5 of the text is an adjective.

Answers

Reintroduce (paragraph 4); to introduce again or, when talking about animals that were extinct in a particular region, to bring back.

Teaching tip

After students have found the correct example of a verb with *re-* in the text, model the pronunciation of the words in *Word Zone*. Point out that when *re-* precedes a word that is a verb in its own right, the stress tends to fall on *re-* as well as the usual part of the verb, e.g. *decorate, redecorate; introduce, reintroduce*. Contrast this with *renew*, in which the stress is on the second syllable.

- 7 Have students compare their sentences and correct any mistakes.

Answers

Students' own answers

- 8 Remind students about the different stress in *renew*. Point out that this also applies when the verb is used in other tenses.

Answers

Students' own answers

Warmer

Play *What's my line?* Nominate one student to sit at the front of the class, and invite another student to write a job title on the board. The student in the chair asks the class yes / no questions in order to try to work out what the job is.

- 9 Ask students to do as many as they can without dictionaries.

Answers

conservation – conservationist, destruction – destroyer, development – developer, ecology – ecologist, environment – environmentalist, farming – farmer, hunting – hunter, mountain – mountaineer, poison – poisoner, protection – protector, tourism – tourist, trade – trader, value – valuer

- 10 Have students use their dictionaries for this activity.


Answers

agriculture – agricultural, death – deathly, destruction – destructive, development – developing, ecology – ecological, environment – environmental, extinction – extinct, mountain – mountainous, poison – poisonous, protection – protective, threat – threatening, tourism – touristy, trade – trad(e)able, value – valuable

- 11 Point out that more than one collocation can be formed from the same two words.

Answers

endangered species, illegal trade, land development, natural habitat, responsible tourism, serious threat, valuable fur

- 12  2.41 Ask students how many different ways of pronouncing *a* there are in the list (four).

Answers

Students' own answers

- 13 Elicit that the present continuous, present perfect and *going to* future are appropriate tenses in this exercise.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 24, exercises 1–3

Vocabulary Consolidation Worksheet: page 25, exercises 1–3



We use the passive when the agent is obvious, unimportant or unknown. We can use the passive with any tense or structure that contains a verb.

Pandas are still hunted for their skin.

Action is now being taken.

Whaling was banned in 1986.

A lot of rainforest has been destroyed.

Bears will not be tolerated by farmers.

You can be sentenced to death in China.*

*Also: could, should, must, have to, may, might, etc.

Grammar reference page 119

- Find all the examples of the passive in the article on page 72. What tense or structure are they?
- What's the missing word in each sentence? Is the information true or false? Correct the false information.

- Macaws *are* valued as pets because they are grey and unintelligent.
False. They are valued as pets because they are brightly coloured and can mimic human speech.
- The Iberian lynx seen as a threat by farmers.
- Bears were often attacked travellers in southern Europe.
- In recent years a lot of the rainforest has destroyed.
- Whales been hunted for centuries.
- Commercial whaling banned in 1996.
- Action to protect the lynx is now taken.
- People can sentenced to life imprisonment for killing pandas in China.

- Complete the article using a passive form of the verbs in brackets.

KING OF THE MOUNTAINS

The magnificent solitary snow leopard ¹ *has been hunted* (hunt) for hundreds of years for its beautiful fur. This threat ² ... (reduce) in recent years, with the decrease in the international fur trade, but there are fewer than 7,000 snow leopards left in the wild, and the species ³ ... still ... (threaten) in other ways.

Snow leopards ⁴ ... (often kill) by local farmers, for instance, because they prey on their sheep, goats, horses and yak calves. Also, more and more snow leopards ⁵ ... (kill) for their bones. These ⁶ ... (use) in Traditional Chinese Medicine (TCM), as substitutes for the tiger bones that ⁷ ... (use) in the past.

But perhaps the greatest long-term threat to snow leopards is climate change. Their mountain habitat ⁸ ... (transform) by global warming and 30% of their habitat ⁹ ... (lost) in the next few years unless action ¹⁰ ... (take) fast.



- Listen and check your answers.



- Convert these sentences from active to passive. Do we need to state the agent? Why / Why not?

- People hunt macaws for their feathers.
Macaws are hunted for their feathers. (We don't need to state the agent because it isn't important in this sentence.)
- They hunt the lynx for its valuable fur.
- Illness killed a lot of rabbits between 1992 and 2004.
- Farmers will kill lynxes if they attack their livestock.
- Land development has affected the panda's habitat.
- Police have arrested some illegal ivory traders in Paris.
- People are still killing large numbers of whales.
- Can they save the lynx in time?

- Expand these sentences. Some are active and some are passive. Keep the words in the same order and make any necessary changes.



Spanish Imperial eagle

- Spanish Imperial eagle / only / find / Southwest Spain and Portugal / nowadays
The Spanish Imperial eagle is only found in Southwest Spain and Portugal nowadays.
- most Imperial eagles / feed / mainly on rabbits
- between 1992 and 2004 / many rabbits / kill / disease
- eagles / poison / hunters / as well
- at one time / they / critically / endanger / as a species
- in recent years / they / protect / Doñana National Park
- now / their numbers / increase / again
- but they must / protect / future / or / may / become extinct


- Discuss the questions in groups.

- What animals are native to your country or region?
- Are any of these animals endangered? In what ways?
- What measures are already being taken to protect them?
- In your view, what other measures could be taken?

Lots of species in our region are threatened ... jaguars, for example.

Yes, a lot of the forest is being destroyed to make way for roads and farms.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 119.
-  Visual grammar presentation

Warmer

Have students test each other on the names of animals. Tell them to describe the animal and to give details of its habitat and behaviour. This could also be a team activity, with groups testing each other.

- 1 Write on the board *The animals were shot and captured*. Point out that *were shot* and *captured* are both past simple passives, but that to avoid repetition, the relevant form of *be* is not repeated a second time. Ask students to include any examples of passive structures such as this.

Answers

Paragraph 1: is hunted / (is) poisoned – present simple passive; is now being taken – present continuous passive; can ... be saved? – passive with can

Paragraph 2: have been hunted – present perfect passive; are ...

endangered – present simple passive; was banned – past simple

passive; are ... being slaughtered – present continuous passive

Paragraph 3: were threatened / was ... wiped out – past simple passive

Paragraph 4: were ... attacked – past simple passive; have been killed

/(have been) shot / have been reintroduced – present perfect passive; will not be tolerated – future passive

Paragraph 5: has been destroyed / have been hunted – present perfect

passive; is being phased out – present continuous passive

Paragraph 6: (is) thought of – present simple passive; was halved –

past simple passive; can be sentenced – passive with can; are ... being hunted – present continuous passive

- 2 Get students to do this exercise in pairs, and to write down their answers, including any corrected sentences. Ask them to try to do this without looking back at the article on page 72. Then have them check before going over their answers as a class.


Answers

- The Iberian lynx is seen as a threat by farmers. True.
- Bears were often attacked by travellers in southern Europe. False. Travellers were often attacked by bears.
- In recent years a lot of the rainforest has been destroyed. True.
- Whales have been hunted for centuries. True.
- Commercial whaling was banned in 1996. False. It was banned in 1986.
- Action to protect the lynx is now being taken. True.
- People can be sentenced to life imprisonment for killing pandas in China. False. People can be sentenced to death there for killing pandas.

- 3 Have students work individually. Advise them to look at clues in the text that tell them which tense to use, such as time expressions. Point out that more than one answer may be correct for items 8 and 9.

Answers

- 2 has been reduced 3 is ... threatened 4 are often killed
5 are being killed 6 are used 7 were used 8 has been / is being transformed 9 may / might / could / will be lost 10 is taken

- 4  2.42 After playing the audio, ask students what other answers might be possible for items 8 and 9, and get them to explain why those tenses can be used.

Answers

Students' own answers

- 5 Tell students to consider the following as possible reasons for including / not including the agent: *Does the agent add any new information to the sentence? Is the agent obvious?*

Answers

- The lynx is hunted for its valuable fur.
- A lot of rabbits were killed by illness between 1992 and 2004.
- Lynxes will be killed by farmers if they attack their livestock.
- The panda's habitat has been affected by land development.
- Some illegal ivory traders have been arrested in Paris.
- Large numbers of whales are still being killed.
- Can the lynx be saved in time?

- 6 Tell students to consider the sentences as part of a short paragraph when thinking about tenses, especially for item 4, rather than as isolated items.

Answers

- Most Imperial eagles feed mainly on rabbits.
- Between 1992 and 2004, many rabbits were killed by disease.
- Eagles were / have been poisoned by hunters as well.
- At one time, they were critically endangered as a species.
- In recent years, they have been protected in / by the Doñana National Park.
- Now their numbers are increasing again.
- But they must be protected in the future or they may become extinct.

- 7 Students could be asked to prepare for this as a homework activity, so that they are not prevented from participating in the discussion by lack of knowledge.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 48, exercises 1–4

Grammar Consolidation Worksheet: page 49, exercises 1–3

LISTENING

Follow a discussion about the fur trade



- 1 🗨️ Look at the photos. Write down all the words you can think of that are connected with fur coats. Then compare with a partner.

mink, expensive, winter...

- 2 Read the questions and guess the correct answers.

- The worldwide illegal trade in animal products is worth ... annually.
A US\$1–2 billion B US\$3–4 billion C US\$5–10 billion
- Roughly ... animals are killed annually for the fur trade.
A 4,000,000 B 40,000,000 C 14,000,000
- Fur coats can be made from ...
A different animal skins B one large tiger C eighty squirrels
- On average, ... animals are killed to make one fur coat.
A 8 B 15 C 40
- A 'good' fur coat costs at least
A €1,000 B €5,000 C €10,000
- Wild animals killed for their fur are usually ...
A kept in cages B caught in traps C shot by hunters

- 👂 Listen to the conversation and check your answers.
- 👂 Listen again. Note down any new information that you hear. Then compare with a partner.
- 👂 Read the expressions in *Face 2 Face*. Go to page 147 and put them into the dialogues. Listen and check.

FACE 2 FACE



- What a ripoff!
- Oh my goodness!
- an awful lot

Dialogues page 147

- 6 🗨️ Say the adjectives in *Express yourself* out loud and mark the stress. Then listen and check.

👂 Express yourself

Expressing strong feelings

That's...! How...!

awful dreadful unbelievable astounding appalling
barbaric sickening disgusting shocking incredible

- 7 Which adjectives have a strong negative meaning?

YOUR TURN TO SPEAK

- 🗨️ Read the opinions about the fur trade. Are they for or against the fur trade, or are they ambiguous? Compare your ideas with your partner.
 - 🗨️ I think it's understandable. People need to earn money somehow.
 - 🗨️ I really can't get excited about this issue.
 - 🗨️ It's appalling. It's barbaric. It's sickening.
 - 🗨️ In my opinion, people should be able to wear what they like.
 - 🗨️ It's totally unjustifiable to make animals suffer.
 - 🗨️ I think there are much more important things to worry about.
 - 🗨️ If people want to exhibit their wealth, they should stick bank notes to their clothes!
 - 🗨️ I don't see the problem. People have been wearing animal skins for thousands of years.
- 👂 Listen to people being asked what they think of the fur trade. Which two opinions above *don't* you hear?
- 🗨️ In pairs, discuss what you think about the fur trade. Give examples to support your opinion.

Warmer

Divide the class into three groups. Write a sentence containing errors of punctuation, spelling and / or grammar. Ask group A to make the necessary changes for thirty seconds. Give them a point for each accurate correction. Then allow students from groups B and C to point out any missed or incorrect changes. They receive two points for each correct answer. Continue with a new sentence and allocate this to group B, and so on.

- 1 Tell students that their words can belong to any part of speech. Point out that *mink* and *winter* are both nouns that can combine with *coat* to form a compound noun.

Answers Students' own answers

Teaching tip

In preparation for exercise 2, write a variety of random numbers on the board. These can include years, weights, quantities, amounts of currency and large numbers in the thousands and millions. Ask students in groups to write sentences which contain these figures.

- 2 Before doing the activity, check that students understand *squirrel* and *trap*. Ask what they think *good* in item 5 means, and why it is in inverted commas (it means *good quality*, and is in inverted commas because *good* usually indicates something positive).

Answers Students' own answers

- 3 2.43 **Transcripts page 220** Tell students that they will hear a conversation between two young people discussing an article in a magazine. Tell them to be careful with the numbers, as they may not hear the correct figure straight away.

WORDS TO KNOW

Check that students know the following words: *be worth*, *roughly* and *sickening*. Ask them to give a synonym (*to cost*, *approximately*, *terrible*).

Answers

1 C 2 B 3 A 4 C 5 C 6 B

- 4 2.43 **Transcripts page 220** After they have compared their answers, ask how they feel about some of the facts, and if any of the information surprised them.

Answers

It takes about eight big cats, fifteen lynx, fifty five mink or a hundred squirrels to make one fur coat.
If the animals are on fur farms, they are kept in cages.

- 5 2.44 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 147, ask them which one means:
That's more than it's worth! (*What a rip off!*)
That's a shock! (*Oh my goodness!*)
a huge amount (*an awful lot*)
Ask students if there's an equivalent in their own language.

Answers

1 Oh my goodness! 2 an awful lot 3 What a rip off!

- 6 2.45 The expressions in *Express yourself* are available to listen to. Encourage students to run on the *s* and *w* sound before an adjective beginning with a vowel.

Answers

awful, dreadful, unbelievable, astounding, appalling, barbaric, sickening, disgusting, shocking, incredible

- 7 Point out that the adjectives convey different strengths of feeling, and that some can express both negative and positive feelings (*unbelievable*, *astounding*, *incredible*).

Answers

dreadful, appalling, barbaric, sickening, shocking

- 8 Check understanding of *ambiguous*, *unjustifiable* and *exhibit*.

Answers

1 for 2 ambiguous 3 against 4 for
5 against 6 ambiguous 7 against 8 for

- 9 2.46 **Transcripts page 220** Ask students to listen for an expression that means *I think (I reckon)* and two which mean *become angry about (get excited about / get all worked up about)*.

Answers

4 and 8

- 10 Tell students that they can prepare by reading through their answers to exercises 2, 3 and 4, as well as the opinions in exercise 8. However, make it clear that they should be expressing their own views.

Answers Students' own answers

Fast finishers

Ask fast finishers to write as many sentences as they can in support of the fur trade.

1  In pairs, discuss the questions.

- Describe the photos in detail.
 - What do you think the man's job might be?
 - Can you identify the other photos?
- Suggest a possible connection between the photos.

2  Read the article quickly and answer the questions.

- What is the article about?
- Why do you think it's called *A Blow for Conservation*?

A BLOW FOR CONSERVATION

'I consider myself a wildlife warrior. My mission is to save the world's endangered species.'

On Monday 4th September 2006, the Australian naturalist and television personality Steve Irwin was killed by a stingray while he was making a documentary about the Great Barrier Reef. During a diving expedition off the Australian coast, he was swimming over a large stingray when he was stabbed in the chest by the stingray's barb. His heart was pierced and he died almost immediately.

Steve Irwin, who was only 44 and was married with two young children, did a lot of work with native Australian wildlife and was famous for his television show *The Crocodile Hunter*. His khaki shorts and his catchphrase 'Crikey!', which he shouted when he got excited, were well known worldwide.

The Australian Prime Minister at the time, John Howard, said that the country had lost an 'amazing and colourful son'. He said that Irwin's death was a huge loss to Australia. He had been a wonderful character and a passionate environmentalist who had brought entertainment and excitement to millions of people. Howard said Irwin would be sorely missed.

Irwin founded the Steve Irwin Conservation Foundation, later renamed Wildlife Warriors Worldwide, as well as a number of other projects, including International Crocodile Rescue. Described by one person as a 'modern-day Noah', he turned a small reptile park in Queensland into what is now Australia Zoo, a major centre for Australian wildlife. He was famous for handling dangerous creatures such as crocodiles, snakes and spiders, and his documentaries were watched by audiences all over the world.



Irwin was not universally admired, however. Considered a showman and an entertainer rather than a serious conservationist by some people, he was criticized for disturbing animals and invading their habitats just to get sensational photos and make exciting films.

But Irwin really loved animals and thought they ought to be treated with the greatest respect. He was really concerned about the conservation of endangered species and the loss of many natural habitats, but he didn't believe people should be preached at and told what to do. He felt that he could promote environmentalism just by sharing his excitement about the natural world. He wanted us all to realize that we can each make a difference, even in small ways. He encouraged everyone to take part in responsible tourism: to stop supporting illegal trade by refusing to buy things like turtle shells or eat shark fin soup.

'Gorilla-paw ashtrays? Wastepaper baskets that were once elephant feet? Ivory ornaments? Cheetah fur? Don't buy these things!' he would say. Then there would be no market and the animals won't be killed.

The stingray is a flat, triangular-shaped fish commonly found in tropical waters. It gets its name from the razor-sharp barb at the end of its tail which is coated in toxic venom. Stingrays rarely attack humans. They're thought to do so as a defensive mechanism when they feel threatened. It's believed that only one other person in Australia has been killed by a stingray and that was way back in 1945.


Warmer

Play word association. Say the word *conservation*, and ask individual students to give a noun that is connected with it. Encourage the class to challenge any words that they think are not connected with the theme, and ask the student who nominated the word to explain its association. The class as a whole agrees whether the word is valid.

- 1 Encourage students to describe the man's job rather than to try to think of a specific job title. Monitor and check that students are using language for speculation, and tell them to give reasons for their guesses.

Answers

Students' own answers

- 2  2.47 The text is available to listen to. Give a time limit of three minutes. Remind students that they should read for gist only, and should ignore words or expressions that they are unfamiliar with.

Answers

- 1 It is about the professional life and achievements of the Australian naturalist Steve Irwin.
- 2 Because 'a blow' means a step backwards, and suggests that Steve Irwin's death may reduce the impact of the environmental projects that he promoted.

Teaching tip

Remind students that titles often use words that have more than one meaning. Give students a few minutes to generate other possible titles for the article, and write the best suggestions on the board.

3 Read the article again. Are the statements true or false? Justify your answers.

- 1 Steve Irwin died because he struck a stingray in the heart.
- 2 Irwin was little known outside of Australia.
- 3 Opinions about Irwin and his work are divided.
- 4 He was criticized for using animals to promote himself.
- 5 Australia Zoo has always been a major centre for Australian wildlife.
- 6 Irwin believed in communicating ideas through being enthusiastic about them.
- 7 He didn't think that individuals had any power to change things.
- 8 He believed that illegal trade can only survive if people buy its products.

4 Read the *Study Skill*. Then find some words in the text that you don't know, and try to guess their meanings. How did you work it out?



Guessing the meaning of a word

When you see a new word, ask yourself:

- 1 Does the context make the meaning clear?
- 2 Do you recognize any parts of the word?
(*wildlife* = *wild* + *life*)
- 3 Do you recognize a prefix or a suffix?
(*naturalist* = a person)
- 4 Does the form of the word tell you the part of speech? (*pierced* = a verb)

5 Think about answers to the questions in your own words. Then discuss them with a partner.

- 1 What biographical details about Steve Irwin are given?
- 2 How was his death unusual?
- 3 Why do you think he was described as a 'modern-day Noah'?
- 4 What do you think 'Crikey!' means?
- 5 What is the writer's opinion of him? How do you know?

VOCABULARY

Identical verbs & nouns

6 Look at the words in the box. Which of them are **not** both verb and noun? What is the corresponding noun for these?

attack ban cost decrease die export farm feed hunt import increase lose object permit poison present record research respect survive threat trade use work

PRONUNCIATION Two-syllable verbs & nouns

7 Which two-syllable words in exercise 6 are pronounced differently as a verb and as a noun? Listen and check. What is the pattern?



More practice? page 149

8 Use the correct form of words from exercise 6 to complete the sentences.

- 1 A good balance of ... is when a country ... more than it ...
- 2 A lot of people ... to any sort of ... that involves cruelty to animals.
- 3 In the UK, people used to ... foxes with dogs. It's ... now, but some people still do it illegally.
- 4 Usain Bolt broke the 100-metre Olympic ... at the Games in 2012 and was ... with a gold medal for Jamaica.
- 5 You sometimes need a ... to get a job in another country.
- 6 She gave me an incredible birthday It must have ... a fortune.

9 Choose five identical nouns / verbs from exercise 6. Write pairs of sentences, using the word as a noun and a verb in each sentence.

- 1 *Stingrays rarely attack humans.*
- 2 *The last attack was in 1945.*

10 Work in pairs. Read your pairs of sentences to each other, but don't say the verb / noun which is the same. Can your partner guess the missing word?

VERB ZONE

carry on cut down die out
look after wipe out

11 Match the verbs with the definitions below.

- 1 become extinct
- 2 continue or go on
- 3 destroy (a tree) or reduce an amount
- 4 exterminate
- 5 take care of

12 Complete the sentences with the verbs in the correct form.

- 1 Wolves were ... in England in the fifteenth century.
- 2 Dodos finally ... in 1681.
- 3 The illegal wildlife trade seems to be ... in spite of all the bans.
- 4 If we ... our demand for wood, fewer trees would be ...
- 5 We should all help to ... the habitat of endangered species.

13 In pairs, turn to page 150 and discuss the questions.

- 3 Remind students that they should give evidence for both true and false sentences. Tell them that they can use phrases from the article.

Answers

- False (He died because he was stabbed in the chest by a stingray's barb.)
 - False (He was known worldwide.)
 - True (Although admired by many for his work, he was also criticized for being a showman.)
 - True (He was criticized for invading animals' habitats just to make exciting films.)
 - False (Australia Zoo used to be a small reptile park.)
 - True (He felt that he could promote environmentalism just by sharing his excitement about the world.)
 - False (He wanted to communicate that we can each make a difference, even in small ways.)
 - True (He advised people not to buy souvenirs made from animals.)
- 4 Point out that the advice in the *Study Skill* does not always work, but that it is a useful guide. Invite a student to give one word from the text that they don't know, and work out as a class whether any of the suggestions can be applied to it.

Answers

Students' own answers

Extra activity

Play *Call My Bluff*. Put students in small groups and make sure that each group has a dictionary. Ask them to choose a word that they don't know, and have them write three possible definitions, only one of which is to be correct. Each group takes it in turn to read out the new word, spelling it for the class to write down, and then the class must agree on which they think is the correct definition. Monitor and check that the definitions are plausible.

- 5 Advise students that the questions to discuss are not necessarily in the same order as the information in the article.

Answers

- His age, marital status and family details, a description of his work and the date of his death.
- Only one other person is known to have been killed by a stingray.
- He brought a lot of different types of animals together in one place in order to protect them.
- It is an expression of surprise, similar to 'Oh my goodness!'
- S/he provides a counter argument before returning to his / her main argument, which is that the world lost someone who contributed a great deal to environmentalism.


Warmer

Have a class debate. Ask: *Do you think that animals should have the same rights as humans?*

- 6 Point out that *research*, *respect* and *work* are uncountable.

Answers

die – death; lose – loss; survive – survival

- 7  2.48 Explain that there are many two-syllable words which function as a verb and noun, and the stress pattern must be learnt for each one.

Answers

decrease, export, import, increase, object, permit, present, record, research
The pattern is that the stress for the verb is on the second syllable, while for the noun form it is on the first syllable.

- 8 Tell students that they may need to change the tense of any verbs.

Answers

1 trade, exports, imports 2 object, research 3 hunt, banned
4 record, presented 5 work permit 6 present, cost

- 9 Advise students to give enough context to enable their partner to guess the missing verb / noun in exercise 10.

Answers

Students' own answers

- 10 Check that students are pronouncing any two-syllable words correctly.

Answers

Students' own answers

- 11 Check if students recognize any of the multi-part verbs.

Answers

1 die out 2 carry on 3 cut down 4 wipe out 5 look after

- 12 Point out that students may need to use the verb in different tenses.

Answers

1 wiped out 2 died out 3 carrying on 4 cut down, cut down
5 look after

- 13 Encourage students to use the multi-part verbs in their discussion.

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 24, exercises 4–6

Vocabulary Consolidation Worksheet: page 25, exercises 4–6



Instead of saying *People say that / They think that* etc, we often use the following structures in writing and formal speech:

It's said / thought / believed that ...*

It's thought that global warming is happening more quickly than anticipated.

It's believed that lynxes attack sheep and goats.

A person or thing + *be said / known / considered* + to + infinitive*

Stingrays aren't considered to be dangerous.

Borneo is said to be incredibly beautiful.

We can use the present perfect with this structure for an event in the past.

Da Vinci is believed to have invented the first submarine.

*Other verbs often used in these structures: *expect, estimate, understand, feel, fear, assume*

Grammar reference page 119

- 1 Complete the text with the correct passive form of the verbs in brackets.

Should shark fin soup be banned?

The future for sharks looks bleak. The shark fin industry is very profitable and demand is going up all the time. It¹ ... (estimate) that one hundred million sharks² ... (kill) annually for their fins to be made into soup. Shark fin soup³ ... (eat) by 300 million people today, and it⁴ ... (think) that in a few years' time, demand will have doubled.

Shark finning is very cruel and very wasteful. The fins⁵ ... (cut) off living sharks. The rest of the shark⁶ ... (throw) into the sea where it dies a slow death.

Sharks are a very important part of the food chain. If they disappear, the whole marine ecosystem⁷ ... (affect). At present, one hundred and forty three species of shark⁸ ... (fear) to be at high risk of extinction. Something must⁹ ... (do) urgently.

It¹⁰ ... (argue) that sharks are dangerous to humans, but it is highly unlikely that you¹¹ ... ever ... (bite) by a shark. In fact, you're 16 times more likely to be struck by lightning.

Steve Irwin¹² ... (know) to have walked out of restaurants whenever he saw shark fin soup on the menu. Maybe we should do the same?



- 2 Find all the passive structures in the text like the ones in the grammar reference.

It's estimated that one hundred million sharks are killed annually.

- 3 In pairs, discuss what you found most surprising or shocking in the text.



- 4 Choose a verb from the top box for each situation below, and write sentences beginning with *It's ...*. There may be more than one possibility.

It's said that this church is haunted by a headless ghost.

assume believe estimate expect know say

this church is haunted by a headless ghost
the weather will improve next week
as many as 50,000 species are becoming extinct every year
naturally brightly coloured foods are good for you
everyone in Sweden speaks good English, but that isn't completely true
there's a large colony of badgers living in those woods

- 5 Complete the sentences using the verbs in brackets.

- Black bears *are known to attack* people if they feel threatened. (know, attack)
- Millions of animal species ... in the Amazon rainforest. (estimate, live)
- Shakespeare ... over 2000 new words. (repute, invent)
- Badgers ... with tuberculosis and pass it on to cattle. (think, be infected)
- Poison arrow frogs ... an extremely toxic venom. (say, have)
- The last dodo ... in the late 1600s. (believe, die)


- 6 Complete the second sentence so that it means the same as the first.

- People consider the worldwide animal trade to be worth \$3–9 billion a year.
The worldwide animal trade *is considered to be worth* \$3–9 billion a year.
- Experts think the wildlife trade is second only to the illegal drug trade.
It's ... is second only to the illegal drug trade.
- People know that customs officers have confiscated thousands of live birds and animals.
Customs officers ... thousands of live birds and animals.
- There are reports that a wildlife crime centre has been set up in Scotland.
It's ... has been set up in Scotland.
- They say the organization's aims are the prevention of persecution of rare birds and animals.
The organization's ... the prevention of persecution of rare birds and animals.

- 7 Look at the sentences in exercise 6 again. Can you rewrite them using a different passive structure?

It's considered that the worldwide animal trade is worth \$3–9 billion a year.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 119.
-  Visual grammar presentation

Warmer

Write the following sentences up on the board.

Th_r_/a__/_r_p_rts/t__t/_he/n_m__r/_f/br__n/
b_ar/i_/in__e_si_g.

S_m_/a__m_l_/a_e/n/_lo_g_r/c__s_d__e_/o/b_/i_
d__ge_.

l_/_s/th__g_t/t__t/___e/lb__i_n/l__x/i/_v__y/
cl__e/_o/_xt__c_i_n.

The symbol ‘_’ shows where a vowel or consonant is missing, and the symbol ‘/’ indicates where a word ends. Put students into pairs or small groups, and give them a time limit of two minutes to do the first one. Ask if they have any strategies for solving the puzzle, such as looking for patterns of vowels and consonants, or filling in the words they can work out most easily first.

Answers

There are reports that the number of brown bears is increasing. Some animals are no longer considered to be in danger. It is thought that the Iberian lynx is very close to extinction.

- 1 Have students read the text quickly and ask which tense they expect to use most (present simple passive). Point out that there may be more than one answer in some cases.

Answers

1 is estimated 2 are killed 3 is eaten 4 is thought 5 are cut
6 is thrown 7 is/will be affected 8 are feared 9 be done
10 is argued 11 will/would, be bitten 12 is known

- 2 Refer students to the grammar reference, and make sure that they look for examples of all three types of passive structures.

Answers

It is thought that in a few years’ time, demand will have doubled. At present, one hundred and forty three species of shark are feared to be at high risk of extinction.
It is argued that sharks are dangerous to humans ...
Steve Irwin is known to have walked out of restaurants whenever he saw shark fin soup on the menu.

- 3 Give students time to read the text again and get them to underline any facts they find surprising. Tell them to use language for agreeing and contradicting, e.g. *So do I / I don’t*.

Answers Students’ own answers

- 4 Point out that the example sentence gives the contracted form *It’s...*, but that this structure is commonly used with the full form *It is...* in written texts. Accept either.

Answers Students’ own answers

- 5 Tell students to read carefully the full sentence, particularly the tense of any other verbs. Remind them that the perfect infinitive in this structure refers to a completed action, rather than one that is generally true in the present.

Answers

- 2 are estimated to live
3 is reputed to have written
4 are thought to be infected
5 are said to have
6 is believed to have died

- 6 Explain that the sentences cover all three types of structure in the grammar reference.

Answers

- 2 thought that the wildlife trade
3 are known to have confiscated
4 reported that a wildlife crime centre
5 aims are said to be

- 7 Tell students not to include a phrase with *by*, even if they think it is important to the sentence.

Answers

- 2 The wildlife trade is thought to be second only to the illegal drug trade.
3 It is known that customs officers have confiscated thousands of live animals and birds.
4 A wildlife crime centre is reported to have been set up in Scotland.
5 It is said that the organization’s aims are the prevention of persecution of rare birds and animals.

Teaching tip

Refer students to the sentences they found from the text in exercise 2. Point out that the sentence *It is thought that in a few years’ time, demand will have doubled* cannot use the alternative passive structure *In a few years’ time, demand is thought to...* because the verb *double* is in the future. Say that we would use the verb *expect* instead, i.e. *In a few years’ time, demand is expected to double*.

Continuous assessment

Teacher’s Resource Book

Grammar Support Worksheet: page 48, exercises 5–6

Grammar Consolidation Worksheet: page 49, exercises 4–5

CHALLENGE

Prepare and give a presentation



PREPARATION

- 1 Read the text about seals and guess the figures. Then listen to the short presentation and check.
- 2 Listen again and make notes. How many sections does the presentation consist of? What does each section deal with? How is the presentation structured?

More than 1... baby seals are killed every year for their skins. At least 2... of them are less than 3 months old, and most of them are just a few weeks old – some as young as 3... days old. Canada's annual seal hunt, which is permitted by the Canadian government, is the largest slaughter of marine mammals on the planet.



DO THE CHALLENGE

- 3 Divide into pairs – half the class is Pair A and half is Pair B. Follow the instructions below.

Pair A: Go to the bottom of this page and read the information.

Pair B: Go to page 152 and read the information.

- Use your notes from exercise 2 to help to structure your presentation.
 - Use language from *Express yourself* to help you.
 - Make notes to help you with your presentation, but don't write it all out.
 - Practise the presentation in pairs.
- 4 Work in a group of four: Pair A and Pair B. Each pair gives their presentation, and the other pair is the audience. Decide who will go first.

Presenters: You can use your notes, but engage with your audience. At the end, ask your audience if they have any questions.

Audience: Give the presenters your full attention. Don't interrupt. At the end, applaud and ask questions if you have any.

Express yourself

Introducing a topic

I'd like to talk to you today about ...

You might be surprised to learn that ...

Giving more details

What's really disturbing / interesting is that ...

So what does this mean?

Closing your presentation / Calling for action

So, to conclude ...

A good first step would be to ...

FOLLOW UP

- 5 Go back into your original pairs and discuss how your presentations went.
 - Did you enjoy giving them?
 - What went well? What went less well?
 - Would you change anything if you had to do them again?

'We seek to be the voice of those creatures who have no voice.'

The letters WWF stand for World Wildlife Fund, which aims to help protect wildlife everywhere.



PAIR A

Chimpanzee

Status	Endangered
Number left in the wild	172,700–299,700 – they have completely disappeared from four countries.
Number killed	Thousands every year
Habitat	Forests and savannahs in Central Africa
Why this animal is special	Chimps are our closest cousins. They share 98% of our genes. They are highly intelligent, can walk on two or four legs, hunt cooperatively and use tools.
Threats	Hunted for their meat – called bush meat. Baby chimps captured for pets. Thousands killed by disease (Ebola).
Parts used	Skin and bones used by witch doctors and in traditional medicine.
How the WWF helps	Working with governments to protect national parks + promote chimpanzee ecotourism. Raising money through its 'Adopt a chimpanzee' programme.
How we can help	Your own ideas!




In this lesson, students prepare and give a presentation.

Warmer

Divide the class into small groups. Tell them that they are to use the article on page 72 to write five quiz questions. Set a time limit of four minutes, then have students test each other. Students must answer in full sentences, and they win two points for each correct answer. If they get the answer wrong, the question is offered to the other groups for one point.

Answers Students' own answers

- 1  2.49 **Transcripts pages 220** Before playing the audio, write 1, 2 and 3 down on the board. Invite individuals to shout out their guesses and make a note of the different suggestions


Answers

- 1 300,000
- 2 95%
- 3 twelve

- 2 Remind students that they are going to be preparing their own presentations in this lesson. Advise them to make notes on anything in the audio that they think may be significant, such as how the speakers relate to the audience and each other.

Answers

Four sections:
 Section 1: introduction to the topic and first argument
 Section 2: second argument
 Section 3: third argument
 Section 4: conclusion & action(s)

- 3  3.1 The expressions in *Express yourself* are available to listen to. After dividing the class into A and B, tell students to sit with someone of an opposite pairing. Draw their attention to the *Express yourself* phrases and play the audio. Point out that *So what does this mean?* is what is called a 'rhetorical question', which is used for effect and often introduces a new point. Refer them to the Pair A and Pair B information and help with any vocabulary issues. Emphasize that they should think of as many valid action points as possible. Monitor pairs as they practise, to ensure that they are using notes properly, rather than reading from a prepared script.

Answers Students' own answers

- 4 Ask students to turn so that they are facing another A and B pair. Try to make sure that the groups are evenly spaced throughout the classroom, as it will be quite noisy when the various pairs are talking at the same time. Tell the 'listening' pair that they can make notes of any comments they would like to feed back to the 'presenters' in exercise 5.

Answers Students' own answers

- 5 Before getting students to go back to their original pairs, ask them to give feedback on the other pair's presentation. Tell them that this should be positive and constructive, i.e. giving advice rather than being critical.

Answers Students' own answers

Teaching tip

Some students are not comfortable about giving presentations on their own. It is a good idea to give them time to reflect on their performance and encourage them to apply what they have learnt from the experience when preparing presentations in future.

Express yourself

Getting someone's attention

I'm sorry to trouble you, but ...
Ladies and gentlemen, if I could have your attention, please ...
Hello there! Can I just have two minutes of your time?

Expressing outrage

I absolutely disagree with that.
I'm completely opposed to that.
That's scandalous / ridiculous / outrageous!
I think it's a shocking idea.

Giving excuses

I'm really sorry, I'm in a hurry.
I'm afraid I haven't got any cash on me.
I can't afford to support anything at the moment, I'm afraid.
Can I think about it for a bit?

SAVE OUR PARK!



1 You're going to hear three different conversations, with campaigners trying to tell people about a local development. Before you listen, discuss the questions.

- Do people stand in the streets in your country campaigning and raising money?
- What do you do if someone tries to talk to you about a campaign or asks you to donate to a charity?

2 Listen to the first conversation and make a note of what the campaign is about.

3 Now listen to the second conversation and find out what the campaigner wants people to do.

4 Listen to the third conversation and describe the passerby's reaction to the campaigner's information. Does his reaction change?

5 Now listen to all three conversations again and answer the questions.

- 1 What is the first campaigner raising money for?
- 2 How much money do the couple give?
- 3 What is the second campaigner campaigning against?
- 4 Why does the government want to make the changes they have announced?
- 5 How do they plan to do it?
- 6 Why is the third campaigner's information not particularly interesting to the man she speaks to?
- 7 What does she say that makes him change his mind?

6 In pairs, discuss the questions with other students.

- 1 Which of the three campaigners did you think was the most effective?
- 2 Have there been any campaigns about local amenities in your area? What were they about? Were they successful?
- 3 What do you think is necessary to make a successful campaign?

VOCABULARY

7 Look at the words below, which all express strong disapproval. Can you think of any similar words? Use a thesaurus or dictionary to help you if possible.

outrageous ridiculous scandalous

8 In pairs, discuss what would make you angry enough to use the words in exercise 7.

YOUR TURN TO SPEAK

9 Work in pairs: a campaigner and a member of the public. First, work alone and follow the instructions.

Campaigners: Think of an important cause that you want to try and raise money for, or get people to sign a petition for. For example, something that is going to be closed, changed or destroyed.

Members of the public: Decide if you're in a hurry, or if you've got time to talk to the campaigner. Plan how to express yourself.


10 Do the role-play. The campaigner stops the member of the public to explain what they're doing.

11 Now work as a whole class. The campaigners stand around the classroom and the members of the public walk around. The campaigners try to get the attention of different members of the public.

Hello! I'm sorry to trouble you ...


Warmer

Refer students to the photo on page 80. Ask: *What do you think is happening in the picture? Who are the people? How do you think they are feeling? Do you ever give to charity? Why / Why not?* Write the expression *a cause* on the board, and explain that this is an idea or organization that people support or fight for, such as animal rights. Ask them if there are any causes that they feel particularly strongly about. Write the most popular on the board.

 3.2 *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.


- 1 Ask students what term is used for trying to raise money for a charity campaign (*fundraising*). Elicit that the noun *fundraiser* refers to people who do this, and ask them to include this word in their discussions.

Answers Students' own answers

- 2  3.3 **Transcripts page 221** Check that students understand *donate* (*give money to a cause*).


Answers

It is about saving a park from being closed and redeveloped.

- 3  3.4 **Transcripts page 221** When checking answers, elicit that a *petition* is a campaigning document that supports an idea or a change. Members of the public are asked to sign it, and it is then sent to someone in authority to show how strongly people feel about the issue.

Answers

He wants them to sign a petition.

- 4  3.5 **Transcripts page 221** Advise students that they should be aware of the ways in which the campaigners attempt to get people's attention. This includes their tone of voice as well as the expressions used.

Answers

Yes. His reaction changes when he realizes that the situation will affect him.

- 5  3.3–3.5 **Transcripts page 221** Ask students which expression they hear means *for a long time* (*for donkey's years*) and who says it (a passer-by in the second conversation).

Answers

- 1 A leaflet.
- 2 They give him 'some change', so this is probably a few coins.
- 3 They are campaigning against banning birds from the local park.
- 4 The park is near an airport, and the birds are a hazard for planes.
- 5 They plan to play tapes of bird distress calls.
- 6 He doesn't have children.
- 7 She says that if the children's play area in the park closes, the children might play football outside his house instead.

Extra activity

As an alternative to exercise 5, put students in pairs and get them to answer as many of the questions as they can before hearing the three conversations again. Tell them to guess if they aren't certain. Then play the audio and have them check to see if their guesses were correct.

- 6 When discussing the first issue, ask students to support their opinions with their impressions of the three campaigners from the audio. Tell them to link this with item 3 before discussing item 2.

Answers Students' own answers

- 7 Tell students not to look back at page 75. Before allowing them to use their dictionaries, ask how many adjectives with a strong negative meaning they can remember from there. Elicit suggestions and write these on the board.

Answers Students' own answers

- 8 Ask students to put forward a number of different issues. Point out that they do not necessarily have to have the same strength of feeling, and encourage them to use expressions for agreeing and disagreeing.

Answers Students' own answers

- 9 Tell students that the issue they choose can be of local, regional or national significance, but that it should be something that they feel strongly about. Ask the 'campaigners' to include notes about what they are doing / intending to do in order to achieve their aims. Tell the 'members of the public' that they can allow themselves to be persuaded to listen or donate.

Answers Students' own answers

- 10 Point out that the students should not use their notes as a script. Advise them to respond to each other, i.e. the members of the public should reply to the campaigner's specific points or persuasive tactics.

Answers Students' own answers

- 11 Begin this activity with stronger and / or more confident students. Shier students will feel less self-conscious if they are able to join in once the noise level has increased.

Answers Students' own answers

Fast finishers

The final activity could be turned into a game played by fast finishers, in which a campaigner has to sit down after receiving three rejections from members of the public. This will mean that those with the most persuasive skills will last longer.

WRITING

An email

- 1 In pairs, look at the photo, read part of an email you have received and answer the questions.



Found a terrific website about volunteering in Antarctica ... counting penguins! Shall I go? What do you think?

- 1 What do you think the advantages and disadvantages of this trip would be?
 - 2 What would your advice be? Would you go?
- 2 Read the email. What advantages and disadvantages does the writer mention? What advice is given?

From: Mel
To: Chris
Subject: RE: penguins!!!!!!

Hi Chris,

Thanks for your email. What a surprise! It's typical of you to make a decision on the spur of the moment, but I think you should consider this one very carefully before deciding. Here's what I think.

It would certainly be a wonderful opportunity to visit Antarctica, and that's a place which is not easy – and not cheap! – to get to normally. I imagine you'd have some amazing experiences and see some incredible things. I bet you'd be working with some interesting people too. I think people who volunteer for these kinds of things are often really nice.

But counting penguins? Are you joking? Have you thought about how boring that could be? There are so many of them! And remember how cold it can be in Antarctica. Temperatures can drop below minus 80 degrees. If you didn't like it, it would be very difficult to get away or come back.

My advice would be to find out a lot more about it before you make your final decision. Why don't you contact the organizers to ask for more details? How long would it be for? A couple of months would probably be great. Two years could be challenging! Maybe talk to someone who's been out there? They would be able to tell you what it's like first hand.

I hope this helps. Good luck whatever you decide.

All the best,
 Mel

WRITING SKILL

Talking about possible situations

- 3 Look at the following extracts from the email. What tenses or structures are used? Why?
- Have you thought about how boring that could be?
 - It would certainly be a wonderful opportunity.
 - I imagine you'd have some amazing experiences.
 - If you didn't like it, it would be very difficult to get away.
 - I bet you'd be working with some interesting people.

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 4 Here is a part of a friend's email that you have received. Make notes of the possible advantages and disadvantages.

Oh, I nearly forgot to say there was a poster on the school notice board today. SOS Rhino is looking for volunteers to join their team in Borneo to help save the Sumatran rhino. The work would involve building camp sites and a lot of walking to collect data. And I know the jungle's very hot and humid, and there are lots of dangerous animals and insects but I'm tempted! What do you think? See you on Saturday.
 Fran

WRITE NOW

- 5 Write an email back to Fran.
- 1 Use the email from Mel as a model.
 - 2 Use your notes from exercise 4 and the plan below.
 - 3 Try to use language from exercise 3 to talk about possible situations.
- Paragraph 1** – start your email. Give your initial reaction.
Paragraph 2 – write about possible advantages.
Paragraph 3 – write about possible disadvantages.
Paragraph 4 – finish your email. Give your overall thoughts.

CHECK AND CORRECT

- 6 Check and correct your email.
- 1 Check the language for talking about possible situations is correct.
 - 2 In pairs, swap your emails and check each other's work.

Warmer

Write the following on the board:

A *Excuse me. I'm sorry to trouble you, but* _____

B _____

A _____

B _____

A _____

B *But it really is a wonderful opportunity for you to get involved!*

Put students in pairs and get them to complete the dialogue, using their imaginations. Then invite pairs to act out their dialogue in front of the class.

- 1 Refer students to the part of the email below the photo and elicit that the subject *I* is missing. Explain that this sometimes occurs in informal writing.

Answers

Students' own answers

- 2 Ask: *Is Mel in favour of Chris going on the trip? (No) How is this reflected in the structure of the email? (Mel begins with positive comments before listing the disadvantages on which his / her advice is based.)*

Answers

Advantages: it's a wonderful opportunity to visit somewhere you'd never have the chance to visit; you'd have some amazing experiences; you'd meet some interesting people.
Disadvantages: it would be boring; it would be cold; it would be difficult to get back home quickly.
Advice: find out more by contacting the organizers, or speaking to someone who has been there.

Extra activity

Have students work in small groups. Ask them to think of an unusual and amazing project that they would like to take part in. Tell them to draw up a list of the advantages and disadvantages. After five minutes, get one student from each group to talk about the project and the advantages. Invite other members of the class to suggest any possible disadvantages, and encourage a class discussion on the relative merits of each project. The class could vote on the one which sounds the best and is most practical.

- 3 Point out that even in informal writing, we still use language for distancing or polite speculation, especially if we don't want to sound too critical or offensive.

Answers

present perfect question (politely drawing attention to something)
conditional tense (hypothetical situation)
I imagine that ... (speculation)
third conditional (hypothetical situation)
I bet you'd be + -ing (speculation)

- 4 Elicit that Fran uses the expression *I know* to acknowledge possible disadvantages. Point out also that the disadvantages are presented as a counter argument before Fran's conclusion that s/he wants to go on the expedition.

Answers

Suggested answers

Advantages: they would become very fit, with all the physical activity; it would be for a good cause; it would be a wonderful experience; they would see a part of the world they'd never normally visit; they'd meet some interesting people.

Disadvantages: it would be hard work; it would be hot and humid; there would be lots of dangerous animals and insects; they'd be a long way from home and / or help if anything went wrong.

- 5 Give students the following checklist to help them complete their emails.

- *Have you followed the structure of Mel's email?*
- *Does your email start with a positive response to Fran's email?*
- *Does your email include all the advantages and disadvantages you noted down in exercise 4?*
- *Have you ended your email with your overall thoughts and advice?*
- *Have you used a range of structures for talking about possible situations?*

Answers

Students' own answers

- 6 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Write an email from Fran to Mel, responding to the email you wrote in exercise 5. Say whether you are happy with Mel's reaction and whether you are going to act upon their advice.

 2.43 Student's Book page 75, exercises 3–4

A = Alex, B = Barbara

- A Do you want to come out for a coffee, Barbara?
 B Oh hi, Alex! Um ... in a bit. I'm just reading this fascinating article about the illegal wildlife trade.
 A Oh you mean rhinos and whales and tigers and that sort of thing? That sounds interesting.
 B Yeah, it is. Did you know that the worldwide illegal trade in animal products is worth about 5–10 billion dollars every year?
 A Five to ten *billion*! Really? That's a huge amount of money. How shocking.
 B Isn't it!
 A It shouldn't be allowed.
 B Oh my goodness! Listen to this! Roughly 40 million animals are being killed for the fur trade every year.
 A Fourteen million?
 B No, *forty* million! Four oh.
 A Oh! That's an awful lot of fur coats!
 B Well actually, it isn't. 40 million animals doesn't mean 40 million fur coats. Apparently it takes about *eight* big cats to make just one fur coat!
 A Does it? That's sickening. Poor tigers!
 B And that's just big cats. Coats can be made from *other* animal skins, and then it takes even more animals.
 A Such as?
 B Such as ... um ... well fifteen lynx, because they're smaller than other big cats ... fifty five mink ...
 A ... because they're even smaller
 B Yep. And if *squirrel* fur is being used it takes ...
 A Twenty squirrels?
 B No! A hundred!
 A Just to make one fur coat?
 B Yes, just to make one fur coat. They say the average number of animals is around forty.
 A Forty! That's **an awful lot** of dead animals. Do you think people know that?
 B I shouldn't think so. I didn't know that myself until just now. I didn't know how much a fur coat cost either.
 A So how much does one cost?
 B Have a guess.
 A Um ... I've got no idea. A thousand euros? Two thousand euros?
 B Well, it says here that a good quality one costs at least *ten* thousand euros.
 A No! **What a rip off!** You won't be buying one in a hurry then.
 B No, I certainly won't. I wouldn't want one. I think the whole thing should be stopped. 'Cos it's not just about the number of animals killed ... it's *how* they're killed. Apparently, if they're on fur farms, they're kept in cages – and that's a horrible life – and if they're wild, they're caught in traps – and that's a horrible death. The whole thing is pretty barbaric ... and all in the name of 'beauty'.
 A That's not beautiful. That's very ugly. Let's go and have that coffee.

 2.46 Student's Book page 75, exercise 9

I = Interviewer, I1–6 = Interviewees

- I I'm in Oxford Street in central London, and I've been asking shoppers what they think about the fur trade.
 Excuse me ... could I ask you what you think about the fur trade?
 I1 Well, I don't like the thought of animals being killed, but ... I think it's understandable. People need to earn money somehow – maybe in some countries the fur industry is the only place people can get jobs.
 I2 Oh my goodness. The fur trade makes me so angry, it's appalling. It's barbaric. It's sickening ... I can't express how much I hate it. The people who wear fur should spend a day in a fur farm, and

see exactly the barbarity that happens in order for them to get their coat.

- I3 The fur trade? We can't solve all the world's problems, and I think we should put human beings first. Let's solve starvation, war, genocide. I think there are much more important things to worry about.
 I4 Well, I'm a vegetarian and I'm completely against any unnecessary killing of animals. And fur – and leather for that matter as well – is totally unnecessary. It's not like we're living in caves any more. We don't need to make clothes out of animals!
 I5 I really can't get excited about this issue. I mean I've got a dog, but ... well, I'm just not one of those people who gets all worked up about animal rights, know what I mean? They're only animals at the end of the day.
 I6 I reckon people only buy fur coats to show off about how rich they are. You never see them around the part of town where I live, I can tell you! If people want to exhibit their wealth, they should stick bank notes to their clothes!

 2.49 Student's Book page 79, exercise 1

K = Kevin, C = Cindy

- K Hello everyone. I'm Kevin, and this is Cindy. We would like to talk to you today about the seal trade. Now, I'm sure you know that baby seals are really cute – they are white and fluffy, and they only become grey and lose their fur when they are adults. I was shocked to find that every year, hundreds of thousands of them are killed for their fur, in order to make hats, jackets, and other items of clothing. Cindy.
 C That's right, Kevin. More than 300,000 baby seals are killed every year for their skins. 300,000! Were you aware of that? That's a huge number. What's really disturbing is that most of these seals – at least 95% of them – are less than 3 months old. In fact most of them are only a few weeks old – with some of them as young as twelve days.
 K So which countries are behind it? Well, Canada is the biggest culprit. I know it can be cold there, but I don't think that such a developed nation needs to allow this barbaric practice in the 21st century. And seals are also hunted in Russia, Norway and Greenland. The furs are mostly exported to northern Europe and the US.
 C So to conclude, let's think about what can we do to try and stop this terrible trade. Most importantly, we have to let people know what's happening. A good first step would be to raise people's awareness – we could put up a poster, write an article in our school newspaper, design a T-shirt ... so that people see what is happening, and pass the message onto their friends. We're sure that most people would be against this, and if the government know how strongly people feel, maybe they'll do something about it.
 K And that's the end. Thank you very much.

 3.3 Student's Book page 80, exercises 2–5

C = Campaigner, P1 = Passer-by 1, P2 = Passer-by 2, P3 = Passer-by 3

- C Excuse me ... sorry to trouble you, but ...
 P1 I'm really sorry, I'm in a hurry ...
 C Excuse me, can I just ...
 P2 Sorry, we're on our way to lunch.
 C It'll only take a moment.
 P2 OK. How can we help you?
 C Would you like to donate something to the Save Our Park campaign?
 P3 The what campaign?
 C Save Our Park.
 P2 Which park are we talking about?
 C Bishops Park.

- P3 And what's the problem with Bishops Park?
 C Well, the local authority is planning to close it and sell the land to property developers.
 P2 What?
 P3 That's outrageous!
 C So would you like to donate to the cause?
 P2 Maybe. What are you going to do with the money you raise?
 C We're going to produce a leaflet to tell people about it.
 P3 What's the use of that?
 C Pardon?
 P3 A leaflet isn't going to do anything, is it?
 C Well, it's better than nothing.
 P2 I'm not sure that it is, actually.
 C Well, can you donate something to the fund anyway?
 P2 No, I can't. I haven't got any money on me, actually.
 P3 I've got some change. Here you go.
 C Thanks! We really appreciate the help of people like you.

3.4 Student's Book page 80, exercises 3–5

- C = Campaigner, P1 = Passer-by 1, P2 = Passer-by 2, P3 = Passer-by 3
- C Hello!!!! Can you PLEASE sign my petition?
 P1 Sorry, I'm rushing to catch a train.
 C I will try again. Hello there, madam!
 P2 Sorry?
 C Can I have just two minutes of your precious time to sign a petition?
 P2 Not really, I'm late for work as it is.
 C Wait! Madam, you look like someone who cares passionately about birds.
 P2 About what?
 C Birds. Those things that fly around.
 P2 I know what birds are. But what are you talking about?
 C Did you know that the government wants to stop birds flying around in Bishops Park?
 P2 What??
 C That's right. The government wants to stop birds from flying to the park, landing in it or coming anywhere near it.
 P2 Why?
 C Because the park is on the flight path into the airport and, according to the government, the birds constitute a hazard to planes.
 P2 Well, that's ridiculous! The airport's been there for donkey's years. They've never suggested there was a problem before.
 C Absolutely right, madam.
 P2 And how are they going to stop them?
 C Apparently, they're going to play tapes of bird distress calls.
 P2 Oh, that's scandalous! Those poor birds!
 C Would you like to sign the petition?
 P2 Definitely!
 C Thanks! We really appreciate the help of people like you.

3.5 Student's Book page 80, exercises 4–5

- C = Campaigner, P1 = Passer-by 1, P2 = Passer-by 2, P3 = Passer-by 3
- C Ladies and gentlemen, if I could have your attention, please?
 P1 Excuse me?
 C Yes?
 P1 Can you keep the noise down a bit? You'll wake up my baby.
 C What?
 P1 Can you keep the noise down??
 C Oh, sorry. Um ... ladies and gentlemen. Sir! Can I just have a word with you?
 P2 Well actually ...

- C It's very important.
 P2 I'm in a bit of a hurry.
 C Sir! Just stop for a moment and hear what I have to say.
 P2 Oh, all right ...
 C Have you heard the terrible news about Bishops Park?
 P2 No? What about it?
 C They're going to close the children's play area.
 P2 Are they? Why?
 C To save money.
 P2 I see. Well, that makes sense.
 C What?
 P2 Well, it probably costs a lot of money to supervise it, clean it, all those things. The local authority has to save money somewhere.
 C But sir! What about the children? The children won't have anywhere to play!
 P2 Yes, well, I'm sure they'll find somewhere. It doesn't seem to be too much of a problem to me. Anyway, I haven't got any children, so it doesn't really affect me.
 C It doesn't affect you?
 P2 No.
 C What if the children decide to play football outside your window?
 P2 They won't do that, surely.
 C They will if they can't play in the park.
 P2 Ah.
 C Then it may affect you.
 P2 Oh right, you've got a point there. Oh, well, I don't agree with this at all. What can I do to help?
 C Take one of these posters and put it in your front window.
 P2 Right, I will. I think it's a shocking idea.

Workbook page 72

- The charity works with bears and big cats. They rescue them from sub-standard zoos, circuses or the entertainment industry.
- F Four Paws wants to save any animals that are kept in bad conditions.
 - F They were released into a sanctuary.
 - F People watched video footage of the operation, for example on the internet.
 - T
 - F There is still little awareness of animal rights.
 - T
 - F They were closed because they didn't comply with European standards.
 - T
 - F They also make zoos sign legal agreements that they won't keep big cats in future.
 - T
- 2012: year when 4 lions were rescued from a Romanian zoo
2007: year Romania joined the EU
2: the two adults and two cubs rescued in 2012
15: number of years they have been working with homeless animals
42: number of zoos in Romania
- four verbs with prefix re-: remove(d), release, recover, rejoice(d)
one noun with prefix re-: reunion (verb: reunite)
- Students' own answers

Workbook page 73

- 1 mountainous 2 poisonous
 - 3 agricultural 4 dead 5 touristy
 - 6 Developing 7 dangerous 8 farmed
 - 9 natural 10 protective
- 1 threats 2 Ecologists 3 conservation
 - 4 protection 5 destruction
 - 6 farming 7 development 8 hunters
 - 9 endangered 10 valuable
 - 11 irresponsible 12 environmental
 - 13 illegal 14 extinct
- 1 paw, claw 2 mane, whiskers
 - 3 feathers, beak, wings, tail
 - 4 trunk, tusk 5 hoof
- 1 bark 2 scratch, purr 3 web
 - 4 ivory 5 furry 6 hairy 7 sting
 - 8 bite 9 nest 10 spots, stripes
- 1 foal 2 kid 3 puppy 4 kitten
 - 5 cub 6 calf 7 lamb 8 chick

Workbook page 74

- 1 B are grown
 - 2 B is, grown
 - 3 B is being held [by NGOs]
 - 4 A stole
 - 5 A were taking
 - 6 B have been arrested [by the police]
 - 7 A had shot
 - 8 B will be banned [by the authorities]
 - 9 A can prevent

- 1 N, N
 - 2 by
 - 3 present perfect continuous passive / past perfect continuous passive
- 1 are kept
 - 2 own
 - 3 will be attracted to
 - 4 can make
 - 5 is known
 - 6 have been seen
 - 7 can be killed
 - 8 have been reached
 - 9 were put
 - 10 fight over; is called

True / False answers at the bottom of page 74
- 1 are cut down / are being cut down
 - 2 has been decreasing
 - 3 are harming
 - 4 must be protected
 - 5 had become
 - 6 were declared, haven't gone up yet / haven't yet gone up

Workbook page 75

- 1 G 2 H 3 E 4 B
 - 5 C 6 F 7 A 8 D
- Speaker 1 C
 - Speaker 2 A
 - Speaker 3 D
 - Speaker 4 B
- 1 A 2 B 3 A 4 C
 - 5 B 6 C 7 B 8 A
- 1 Wolves
 - 2 Vets and zoo keepers
 - 3 Horses
 - 4 Battle scenes and roads with busy traffic
 - 5 Three from: cats, dogs, reptiles, sheep, birds, rabbits, cows
 - 6 Because they had to pose with a tarantula.
 - 7 He inspects pet shops, companies that work with animals, animal residences to make sure that people respect animal rights and comply with government regulations.
 - 8 Law and criminology
- Students' own answers

Workbook page 76

- Students' own answers

Workbook page 77

- Students' own answers
- 1 D 2 D 3 C 4 B 5 D
 - 6 A 7 A 8 B 9 A 10 C
- 1 A 2 B 3 B 4 C 5 A
- Students' own answers
- 1 cost, costs 2 banned, ban
 - 3 presented, present
 - 4 Research, research 5 recorded, records
 - 6 respect, respected 7 working, work
 - 8 poisoned, poison

- 7 carry on, cut down, die out, look after, wipe out
- 8 1 cut down 2 carry on 3 had looked after 4 died out 5 were wiped out

Workbook page 78

- 1 A 2 C 3 B 4 D 5 D
 - 6 A 7 B 8 C 9 A 10 B
- 1 is believed to be
 - 2 is thought to have been
 - 3 is assumed that
 - 4 was expected to come
 - 5 is considered that
- 1 It is believed that the escaped criminal is living in France.
The escaped criminal is believed to be living in France.
 - 2 It is estimated that up to a thousand people have lost their homes in the storm.
Up to a thousand people are estimated to have lost their homes in the storm.
 - 3 It is feared that the missing racehorse may be dead.
The missing racehorse is feared to be dead.
 - 4 It is felt that early treatment is extremely important to cure the disease.
Early treatment is felt to be extremely important to cure the disease.
 - 5 It is assumed that all scientists are good with technology, but this isn't always the case.
All scientists are assumed to be good with technology, but this isn't always the case.
 - 6 It is known that sloth bears are extremely lazy creatures.
Sloth bears are known to be extremely lazy creatures.
 - 7 It is thought that Chinese sailors arrived on the coast of North America first.
Chinese sailors are thought to have arrived on the coast of North America first.

Workbook page 79

Extra Challenge

- 1 A 2 B 3 B 4 B 5 A
 - Water shortages 5B
 - Profits don't go to local people 1B / 4A
 - Pollution 2A
 - Bad working conditions / waste of resources 3A

Suggested answers

- 1 Coral reefs are damaged by snorklers or divers who might be stepping on them or pulling bits off.
 - 2 Forest fires caused by tourist having a picnic / barbecue, or throwing away a cigarette.
 - 3 Birds stop nesting because they are disturbed by noisy tourists.
 - 4 Seas and lakes are polluted by boats and ships, or people throwing things away.

- 5 Monuments deteriorate or are damaged by the number of visitors walking on them, or graffiti and people scratching/stealing the stones.

Webquest

- 1 vermiculturist: someone who breeds worms to make compost for garden centres and nurseries; snake milker: someone who extracts venom to make anti-venom to treat snake bites around the world; ostrich babysitter: someone who looks after ostriches so they don't fight each other or get stolen
- 2 Students' own answers
- 3 Students' own answers
- 4 Students' own answers
- 5 spider leg soup
- 6 Chi Chi

Gary & Greg Go Global

Gary has climbed onto a hippo (potamus) that was in the river.

Workbook page 80

- 1 1 That's scandalous / outrageous!
2 Ladies and gentlemen, if I could have your attention, please....
3 I'm afraid I haven't got any cash on me.
- 2 1 a minute of your time
2 completely opposed
3 ridiculous
4 strongly
5 to trouble you
6 heard the terrible news
7 That's
8 absolutely disagree
- 3 1 flight path
2 get laid off
3 not be able to sleep a wink
4 be in a rush
5 hand (me)
6 runway
- 4 sensible: rational and practical
terrific: wonderful, great
appealing: attractive
- 5 Suggested answers
1 Have you heard the terrible news about the oil spill?
2 I think it's a shocking idea.
3 I'm really sorry, I'm in a hurry.
4 Can I think about it and get back to you?
5 No, I absolutely disagree with that.
6 I can't afford to support anything at the moment, I'm afraid.

Workbook page 81

- 1 A 1 First conditional; 2 Second conditional
B Real: First conditional; Hypothetical: Second conditional
- 2 1 would certainly be
2 you'd learn
3 might even be
4 you'd make
5 could be
6 wouldn't be able
7 'd have to
8 would be difficult
- 3 I think you should consider; If I were you, I'd find out; Why don't you; How about
- 4 1 Tortoise – very quiet; boring, sleeps half of the year
2 Hamster – cute and easy to keep; keeps you awake at night
3 Cat – independent; scratches the furniture
4 Parrot – attractive and lively; noisy
5 Ferret – lively and playful; smelly and can be aggressive
- 5 Students' own answers

1.21 Workbook page 75, exercises 2–3

- 1 I teach at a wolf school: a centre dedicated to the conservation, protection and better understanding of wolves. We shelter several packs of endangered wolves, and we teach specialist courses to professionals who work with wolves – people like vets or zookeepers. What do we teach? Imagine one of the wolves in your zoo or park is ill and needs treatment. How do you immobilize it? What drugs and dosages should you use? Or, what if a wolf escapes from a zoo? How do you capture and handle it? We also offer educational courses to the general public, though you have to book them well in advance. People who are interested can attend lectures and presentations, watch videos and observe our wolves in the wild – from a safe distance, of course!
- 2 I look after horses, but not just any horses – my speciality is horses in films. I have to take care of their physical needs, make sure they're well-fed, comfortable, clean, and so on. Apart from that, I have to train and prepare them for special scenes, such as battle scenes, or shoots that involve traffic – anything that might make horses nervous. People always assume my work is glamorous, but it's far from it. I always tell everybody: if you want to work with horses, you shouldn't be afraid of getting dirty or of ending up on the floor! And you should forget about regular hours: my horses need 24-hour care and quite often we'll be travelling between locations at night.
- 3 I run a small company that provides animals for advertising, photo shoots and all kinds of publicity events. We mostly work with small to medium-sized animals like dogs, cats, birds, or reptiles, though we can also provide farm animals such as rabbits, sheep or cows. I have to comply with an awful lot of rules about animal welfare and safety and I've had to learn how to deal with all kinds of creatures. The hours are long and the money isn't that good, but at least it's never dull. One funny situation? I remember a photo shoot for summer clothes. The theme was the tropics and the girls had to pose with a tarantula ... Oh my goodness! Some of the poor things really freaked out!
- 4 I'm what's called an Animal Control Officer. We make sure that people respect animal rights and comply with government regulations. This means we inspect pet shops, companies that work with animals, animal residences, etc. We may also have to deal with stray animals or issues of public health. Unfortunately, we don't always work directly with animals. These days, there's a lot of paperwork involved, and many hours spent behind a computer. You can do this kind of work at different levels: some of my colleagues only have high-school diplomas, while others may have a degree in law or criminology.

1.23 Workbook page 80, exercise 5

- 1 Was there anything interesting on the news?
- 2 What do you think of the idea to lift the ban on whaling?
- 3 Excuse me, do you have a minute?
- 4 I'm not sure if I want to sign up to become a volunteer ...
- 5 Do you agree with the plans to build more hotels on the beach?
- 6 Would you like to sponsor a child in a developing country?

Vocabulary

- **Idioms which indicate emotions:** *blush to the roots of your hair, down in the dumps, get hot under the collar, like watching paint dry, over the moon, put a spring in your step, sick to the back teeth, wake up in a cold sweat*
- **Alternatives to say and tell:** *admit, advise, agree, announce, apologize, blame, confess, confirm, deny, explain, insist, offer, promise, propose, recommend, refuse, suggest, wonder*
- **Things going wrong:** *blur, fluff lines, go haywire, out of focus*
- **Verb Zone:** *catch up with, come up with, get away with, line up to, stand in for*
- **Face 2 Face:** *Are you trying to be funny? So what's new? you're overreacting*

Grammar

- Reported speech: time and location expressions
- Alternative reporting structures

Pronunciation

- Using intonation

Recycled language

- Reported speech
- Second and third conditionals

Language objectives

- To learn idioms which indicate emotions (page 83) and alternatives to *say* and *tell* (page 87)
- To learn and use time and location expressions in reported speech (page 84), and alternative reporting structures (page 88)
- To use words and expressions for giving reasons in writing (page 91)

Skills objectives

- To read and understand a text about movie bloopers (page 82)
- To use idioms which indicate emotions (page 83) and alternatives to *say* and *tell* (page 87)
- To listen and follow the events in different scenes from films (page 85)
- To read and understand a text about famous film actor–director partnerships (page 86)
- To plan a film and act out a key scene (page 89)
- To reach a common consensus (page 90)
- To write a story (page 91)

Assessment criteria

- Students can use time and location expressions in reported speech and alternative reporting structures correctly.
- Students can recognize and use idioms which indicate emotions and alternatives to *say* and *tell* correctly.
- Students can use intonation correctly.
- Students can read and understand a text about movie bloopers and famous film actor–director partnerships.
- Students can listen to and follow the events in different scenes from films.
- Students can plan and act out a key scene.
- Students can reach a common consensus.
- Students can write a story.

Resources

- **Teacher's i-book**
- **Student's Book CD 3**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 8, page 26
 - Vocabulary Consolidation Worksheet Unit 8, page 27
 - Grammar Support Worksheet Unit 8, page 50
 - Grammar Consolidation Worksheet Unit 8, page 51
 - Speaking Worksheet Unit 8, page 67
 - Test Consolidation Unit 8, pages 138-141
 - Test Extension Unit 8, pages 142-145
 - Speaking Test Unit 8, page 226

Prepare for Cambridge Exams

- Writing** page 136
- Writing an essay


Prepare for the TOEFL Junior® Test

- Reading comprehension** page 137
- Academic text

Go digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 82 and 86

Listening


The **IWB Listening activities** are designed to provide extra activities to help students explore texts in greater depth.

- Listening extra, page 85


Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 81

 provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 84 and 88
- Vocabulary, pages 83 and 87
- Pronunciation, page 90

 provides a step-by-step visual grammar presentation with a focus on form and use.

- Grammar, pages 84 and 88

8

In the movies

Grammar Reported speech: time & location expressions | Alternative reporting structures

Vocabulary Idioms which indicate emotions
Alternatives to *say & tell*

Challenge Plan a film and act out a scene

Interaction Reaching a common consensus

Writing A story

READING

1 Look at the picture and read the title of the article. Then answer the questions.

- 1 What is the problem in the picture?
- 2 What do you think the word 'bloopers' in the title means?
- 3 Have you ever seen something like this in a movie or on TV?



Have you ever seen a movie blooper? A blooper is a mistake where something has gone haywire in the continuity, editing or indeed in the writing – people using mobile phones before they were invented, for example.

Accidental bloopers can happen during filming, and a classic example can be seen in the movie *Troy* (2004), which is set more than three thousand years ago. When the legendary warrior Achilles, played by Brad Pitt, comes out of the Temple of Apollo, a plane can be seen in the sky. A quick online search will reveal hundreds of mistakes of one kind or another in this error-strewn film.

The Godfather (1972), the Mafia movie rated as one of the best Hollywood movies of all time, contains a truly classic blooper. Most of the action takes place in the 1950s. But when one of the characters, Michael Corleone, is making his way into a restaurant, you can clearly see two long-haired hippies from the 1970s through the window in the street. Director Francis Ford Coppola once said that he still woke up in a cold sweat most mornings because he hadn't noticed this mistake during the editing process.

2 Read the article. How many examples of movie bloopers does it contain?

What a blooper!

How did they let THAT happen?

Titanic (1997), one of the biggest-grossing movies of all time, has a list of avoidable bloopers so long that the screenplay writers and editors must blush to the roots of their hair every time they think about it.

We will ignore the fact that the movie's central romance between Rose (Kate Winslett) and Jack (Leonardo di Caprio) could not have happened on an ocean liner in 1912. Jack, a third-class passenger, would never have been allowed anywhere near the first-class deck where Rose was staying. So they would never have even seen each other, let alone met. And there are plenty of other *Titanic* bloopers that get movie buffs hot under the collar:

- Jack said that he and his father had gone ice-fishing on Lake Wissota, in the state of Wisconsin. The problem is that Lake Wissota is a man-made reservoir that didn't exist until 1915, three years after the *Titanic* sank.
- The map of the world in the radio room showed countries with their 1997 names and borders.
- Rose said she admired a painting by Claude Monet called *Water Lilies*, which was actually painted in 1915.
- After the boat sank, the crew searched for survivors using flashlight torches. They must have been ahead of their time, as flashlights weren't invented until 1914!
- A close-up of the ship's captain clearly revealed that he was wearing contact lenses.
- Passengers smoked cigarettes with filter tips, which weren't introduced until the 1940s.

So – *Titanic* is a disaster movie in more ways than one. But let's face it, if there weren't any bloopers in movies, we'd miss out on the pleasure of spotting them, wouldn't we?


Warmer

Have students work in small groups, and get them to try to agree on the top three best films that they have seen. Tell them they should make suggestions and agree or disagree politely. After a few minutes, ask a member of each group to report back. Write on the board any film titles that are mentioned by more than one group, and list the number of times they are mentioned. Bring the class together and discuss the results of the mini-survey.

- 1 Ask students to describe the photo, and elicit suggestions regarding the type of clothing the actor is wearing and which era it represents.

Answers

Students' own answers

- 2  3.6 The text is available to listen to. Give students a time limit of three minutes to read the article. Point out that they can answer the question without reading the text in great detail.

Answers

nine

Teaching tip

Encourage students to be aware of the different kind of language they come across in reading texts. Ask them what they notice about the style of the article (it is chatty and informal). Point out that the article begins and ends with a question addressing the reader directly.

3 Read the article again. Are the sentences true or false? Correct the false sentences.

- The plane bloopers is the only one in the movie *Troy*.
- In *The Godfather* you can see people who lived two decades after the film was set.
- The director has never really got over that mistake.
- The romance between Jack and Rose in *Titanic* is very authentic.
- The reference to Lake Wissota is wrong because you can't go ice-fishing there.
- The map of the world has countries in the wrong locations.
- There could not have been a print of *Water Lilies* on board the Titanic.
- Passengers are seen smoking cigarettes on board, which was not allowed at the time.

4 Choose the correct ending to these definitions.

- Avoidable bloopers* refer to mistakes in films ...
 - which should have been foreseen.
 - made by the actors during filming.
- A *legendary warrior* probably refers to ...
 - someone famous from mythology.
 - someone who played the central role in a film.
- If people are *ahead of their time*, they ...
 - are trying to do things too quickly.
 - think in an innovative way.
- Continuity problems* in a film could include ...
 - an actor's hair or clothing looking different in consecutive shots.
 - thinking of ideas for the sequel to the film.

5 Read Word Zone. The expressions in blue all mean things that can go wrong in the making of a movie. Can you explain their meaning?

WORD ZONE

Things going wrong

- Bloopers are where something has **gone haywire** in the making of the movie.
- Everything was going so well, but then the actor **fluffed his lines**.
- That last shot was **out of focus**.
- The second take was **ruined** by a dog barking.
- In the final shot, the background was in focus, but the actor's face was **blurred**!

6 In pairs or small groups, discuss the questions.

- Which bloopers in the article amused you most? Why?
- Were these bloopers avoidable, in your opinion? How?
- Does knowing about bloopers change your opinion about a movie? Why / Why not?

VOCABULARY

Idioms which indicate emotions

7 Read the sentences. Describe what the expressions in blue mean, using the words in the box.

angry fed up anxious in a good mood
bored delighted depressed embarrassed

- I **woke up in a cold sweat** – what if the dream was true?
- Martin **gets hot under the collar** when we talk about Scottish independence.
- She **blushed to the roots of her hair** when the teacher read out her story.
- I was **over the moon** when I heard I'd got my place at university.
- Something had clearly **put a spring in her step**. She looked transformed.
- Looking at his boring PowerPoint presentation was **like watching paint dry**.
- I'm **sick to the back teeth** of your excuses. If you're late again, you'll be fired.
- Sorry, but I'm feeling a bit **down in the dumps** today.

8 Rewrite the sentences. Replace the underlined sections using one of the expressions in exercise 7.

- I often **panic** about my examination results.
- My sister has been accepted at drama school and she's **absolutely thrilled**.
- This film is **making me fall asleep**. Can we watch something else?
- When I told my parents I'd been to the party, my father **started yelling**.
- What's wrong? You look **really miserable** today.
- My friend **looked really uncomfortable** when she received the prize in front of the whole school.
- I must say that hearing the good news about my uncle **cheered me up** when I left home.
- I've **totally had enough** of my flatmates, but I can't move out for another two months!

9 Write about a time when you experienced one of the emotions in exercise 7. Use the expressions in blue.

I was really down in the dumps a couple of years ago because ...

10 Work in pairs. Devise a scene in which the expressions in exercise 7 can be used. Use one of the beginnings below, or write your own. Then act it out.

- Hi! How are things?
Things are absolutely great!
- Hey, what's the matter?
I don't want to talk about it.
- What are you up to?
I've been trying to write this essay all day. Please, rescue me!

- 3 Focus on the expression *gone haywire* in the first paragraph, and elicit that this means *gone wrong*. Tell students to try to work out the meaning of words or expressions they don't know, rather than use a dictionary. In item 3, check understanding of *get over* (*recover from*).

Answers

- False (There are hundreds of mistakes in the film.)
 - True
 - True
 - False (On the Titanic, the first- and third-class passengers would never have met.)
 - False (It is wrong because the Lake Wissota reservoir wasn't created until 1915, three years after the Titanic sank.)
 - False (The map shows modern-day borders, rather than those which would have existed in 1912.)
 - True
 - False (Passengers are seen smoking cigarettes with filter tips, which did not exist before the 1940s.)
- 4 Point out that *continuity* is an uncountable noun, but we can talk about a *continuity problem / error*.

Answers

1 A 2 A 3 B 4 A

- 5 Read the sentences and ask students to explain the difference between a *shot* and a *take* in items 3 and 4. (N.B. they both refer to a length of film that is taken by a single camera without a break, but a *take* is one of a series of *shots*, of which only the best one will be included in the film).

Answers

- gone badly wrong
- didn't say his script properly
- not clear
- negatively affected
- not clear

Teaching tip

Encourage students to build vocabulary sets of individual words or expressions that are related to the theme of the unit. The text on page 82 and the questions on page 83 generates the nouns *action*, *bloopers*, *characters*, *continuity*, *editing*, *lines*, *movie buff*, *sequel*, *shot* and *take*, and the expression *out of focus*.

- 6 Point out that in the question *Does knowing ...?*, the word *knowing* is an *-ing* form that is used as a noun. Model the sentence *Knowing about these bloopers doesn't change my opinion*. Encourage students to give reasons for their views in the discussion.

Answers

Students' own answers

Warmer

With books closed, brainstorm adjectives that describe emotions. Point out that these sometimes end in *-ed*, but encourage students to suggest more interesting words. Have them spell the words and write these on the board. Invite willing students to come to the front of the class and to mime one of the words—or a different one. Ask the rest of the class to guess which adjective is being mimed.

- 7 Tell students to try to write descriptions that would be an exact replacement for the expressions in blue, rather than paraphrasing them.

Answers

- woke up feeling anxious / felt anxious when I woke up
 - gets angry
 - was / felt embarrassed
 - delighted
 - put her in a good mood
 - something that bored me / made me feel bored
 - fed up
 - depressed
- 8 Point out that in expressions which include a verb, students may need to use a different tense from those used in exercise 7. Tell them to be careful with the tense in item 8.

Answers

- wake up in a cold sweat
 - over the moon
 - like watching paint dry
 - got hot under the collar
 - down in the dumps
 - blushed to the roots of her hair
 - put a spring in my step
 - 'm sick to the back teeth
- 9 Advise them that it may be more natural to describe a situation in which they experienced a stronger emotion such as anger, fear, joy or embarrassment, rather than boredom or a particular mood.

Answers

Students' own answers

- 10 Point out that they don't need to use all the expressions.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 26, exercises 1–2

Vocabulary Consolidation Worksheet: page 27, exercises 1–2

Reported speech: time & location expressions

When we report what someone said, we usually change the tense(s) of the verbs.
'I'm sure I saw the Prime Minister at the cinema,' said Tom.
 Tom said he **was** sure he **had seen** the Prime Minister at the cinema.
'What were you doing when I called you?' asked Yuna.
 Yuna asked (me) what I **had been doing** when she **had called** me.
 We also sometimes change the words used to express time and location. This depends on where and when you are, when you report the conversation.
'I can try to rent a DVD of that movie tomorrow,' said Claire.
 Claire said that she could try to rent a DVD of the movie **the following day**. (it's a different day now)
 Claire said she could try and rent a DVD of the movie **tomorrow**. (it's the same day)
 See page 87, exercise 6, for other verbs you can use to report what other people say.

Grammar reference page 120

1 Match the time expressions in box A with their equivalent in indirect speech in box B. Some expressions have more than one equivalent.

A here now today yesterday
last week tomorrow next week

B then that day the following week the following day
the day before the previous week there the next week
the previous day the week before the week after

2 Read the statements from a teacher to his class and the time settings in brackets. Then report the statements.

He said that he wanted to know where we had been yesterday.

- 1 I want to know where you were yesterday. (same day)
- 2 I'm going to give you your homework back tomorrow. (a week later)
- 3 I want to see the project work you did last week. (same day)
- 4 I expect you to finish the work before you go home this afternoon. (same day)
- 5 You will all do very well if you keep on working hard next year. (two months later)



6 I've lost the homework that you gave me yesterday. (a day later)

3 Rewrite the conversation in reported speech. Imagine that it happened a few weeks after Emily and Alex went to the cinema.

Emily asked Alex what he thought of the film. Alex replied that ...



Emily: What did you think of the film?
Alex: I liked it. What did you think about it?
Emily: I didn't like it.
Alex: Is it because it didn't have a happy ending?
Emily: No. I didn't like it because it had a boring beginning, middle and ending.
Alex: It wasn't the best film we've ever seen.
Emily: Apparently the sequel is coming out next year.
Alex: We must remember not to go and see it! I preferred the film we saw yesterday.
Emily: I preferred the one we saw last week.
Alex: I suppose we'll never agree about films.
Emily: Do you want to go and see another film tomorrow?
Alex: Of course I do!

4 Read the scenario, then listen to the conversation and complete the questions that you hear.

Helen is a freelance journalist who works for an online film review magazine. She was given the chance to interview the star of an independent movie which has been a big hit. After the interview, she meets a friend called Robert in a café and tells him what happened.

- 1 Where ... ?
- 2 Who ... ?
- 3 Was ... ?
- 4 Why ... ?
- 5 What kind ... ?
- 6 What ... ?
- 7 When ... ?

5 Now rewrite the questions from exercise 4 in reported speech.


Robert asked Helen where ...

6 Work in pairs. Can you remember Helen's answers to the questions? Can you remember anything else that Helen or Robert said?

Helen said that she'd interviewed a film star called Ricky Dacosta.

Yes, and Robert said that he'd never heard of him.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 120.
-  Visual grammar presentation

Warmer

Play *Sentence Hangman*. Write on the board:

(1) _____ / (2) _____ / (3) _____ / (4) _____ /
 (5) _____ / (6) _____ / (7) _____ / (8) _____

The lines represent the individual words in the following sentence:

(1) You / (2) told / (3) me / (4) you / (5) hadn't / (6) been / (7) here / (8) before.

Divide the class into teams, and have them decide on a word to suggest. If that word is included in the sentence, they win a point. They win two points if they guess correctly which numbered space it goes in, but lose a point if their suggested word is not in the sentence.

- 1 Ask students what they notice about the expressions in box B (most of them begin with *the*). Point out the difference between *next week* in box A and *the next week* in box B.

Answers

here – there
 now – then, that day
 today – that day
 yesterday – the day before, the previous day
 last week – the previous week, the week before
 tomorrow – the following day
 next week – the following week, the next week, the week after

- 2 Read through sentence 1 and the example. Make sure that students understand why *yesterday* is used here rather than *the previous day* / *the day before*. Point out that more than one answer may be possible for some of the sentences.

Answers Students' own answers


- 3 Refer students to the example, and check that students understand when to use a question word or *if* in a reported question. Point out the affirmative word order.

Answers

Alex replied that he had liked it. He asked Emily what she had thought about it. She replied that she hadn't liked it. Alex asked her if it was because it hadn't had a happy ending. Emily said that she hadn't liked it because it had had a boring beginning, middle and ending. Alex said that it wasn't the best film they'd ever seen. Emily said that the sequel was coming out next year. Alex said that they must remember not to go out and see it, and that he preferred the film they had seen the day before / the previous day. Emily said that she preferred the one they had seen the week before / the previous week. Alex said he supposed that they would never agree about films. Emily asked if he wanted to go and see another film the next / following day. Alex said that of course he did.

Teaching tip

You could point out that we sometimes use the same tense as in the direct speech version, if the verb relates to a situation or feeling that is still true now. Refer students to the first line of dialogue in exercise 3 (*Emily: What did you think...?*). Mention that this can be rendered in reported speech as *Emily asked Alex what he thought...*, because we assume that Alex's opinion is the same now as it was then.

- 4  3.7 **Transcripts page 246** Tell students to write down the questions exactly as they hear them in the conversation. Elicit or pre-teach *jetlag*.

Answers

- 1 Where have you been?
- 2 Who were you interviewing?
- 3 Was he nice to interview?
- 4 Why do you think he was difficult?
- 5 What kind of things did you ask him?
- 6 What did he say?
- 7 When was the last time someone said that to you?

- 5 Refer students to items 1–7 in exercise 4. Ask if any of the reported questions would use *if* (item 3). Monitor and check that students do not use question marks.

Answers

- 1 Robert asked Helen where she had been.
- 2 Robert asked Helen who she had been interviewing.
- 3 Robert asked Helen if he had been nice to interview.
- 4 Robert asked Helen why she thought he had been difficult.
- 5 Robert asked Helen what kind of things she had asked him.
- 6 Robert asked Helen what he had said.
- 7 Robert asked Helen when was the last time someone had said that to her.

- 6 Play the audio again, if necessary. After students have practised in pairs, get them to swap partners.

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 50, exercises 1–3

Grammar Consolidation Worksheet: page 51, exercises 1–3

LISTENING

Follow the events in different scenes from films



1 Work in groups. Listen to five short extracts of film music and discuss the questions.

- 1 What kind of film genres do the extracts make you think of?
- 2 Make a list of words that you associate with each of the genres you've identified.

spy films - secret agent, plot, danger

2 You're going to hear a short extract from three films. Look at the pictures. What kind of film do you think they are?

3 Now listen and explain who the following people are.

Carla Vincente Antonio Garibaldi Mercer
Sandra Atkins, Brown and Coggins

4 Listen again and decide if the sentences are true or false. Correct the false sentences.

- 1 Carla is surprised when she discovers that her father knows about Antonio.
- 2 Carla's father is good friends with Antonio's father.
- 3 Sandra doesn't agree with Mercer's plan.
- 4 If Mercer goes ahead with his plan, he won't get any support from his colleagues.
- 5 Coggins likes to speak politely.
- 6 He thinks it wouldn't make any difference if they were more polite with the enemy.

5 Choose the correct answers. Listen again and check if necessary.

- 1 Carla first met Antonio ...
 - A when she was with her parents.
 - B when she was at a concert.
 - C when she was having a coffee.
- 2 Carla thinks her father is overreacting, since ...
 - A she doesn't want to marry Antonio.
 - B Antonio is not a friend of the family.
 - C she's known Antonio for a long time.
- 3 Sandra is annoyed with Mercer because ...
 - A he was planning to stop a diplomat at the airport.
 - B he had the Viking computer disks.
 - C he thought that Watson was a spy.

4 The soldiers laughed when ...

- A the sergeant said 'Attention!'
- B Coggins said 'Sir?'
- C the sergeant imitated Coggins.

5 Coggins told the sergeant that ...

- A his job was to defend the country against the enemy.
- B if they were polite, the enemy might be more friendly.
- C they couldn't be both polite and defend the country.

6 Read the expressions in *Face 2 Face*. Go to page 147 and put them into the dialogues. Listen and check.

FACE 2 FACE



- So what's new?
- you're overreacting
- Are you trying to be funny?

Dialogues page 147

YOUR TURN TO SPEAK

7 Work in pairs. Choose A or B. Read the situation and invent the conversation. Then act out the scene.

A Carla and Antonio

After Carla had talked to her father, she called Antonio. What do you think she said to him? Choose from these ideas, or invent your own:

- A We must never meet again.
- B I told my father I wouldn't stop seeing you.

B Mercer and Petrovski

Mercer went to the airport and approached Petrovski as he was standing in the queue to check in. What do you think he said? Choose from these ideas, or invent your own:

- A Excuse me, sir, do you want to come with me? We have a special fast-track entrance for diplomats.
- B Petrovski? How are you? Do you remember me?



Warmer

With books closed, brainstorm different film genres, e.g. *comedy*, *science fiction*, *romantic*, *thriller*, *horror* and *animation*. Put students in small groups and ask them to decide on a genre that each group member knows fairly well. Ask them to create a list of attributes that make for a good and / or successful film in that genre. When they have finished, invite a member of each group to give their ideas. Don't talk about individual film or genre preferences at this stage, as this is covered in the Challenge section.

- 1 3.8 Before starting the activity, ask students to give a famous example of each of the film genres covered in exercise 1.

Answers Students' own answers

- 2 Ask students to describe what is happening in each of the pictures. Encourage them to use idioms which indicate emotion from page 83 where appropriate.

Answers

- 1 spy film
- 2 gangster film (Mafia)
- 3 comedy

- 3 3.9 **Transcripts page 246** Tell students not to provide too much detail at this stage. Ask them to briefly identify each person's role in the extracts.

WORDS TO KNOW

Check that students know the words *programme* (for the theatre), *overreact*, *diplomat* and *computer file*. Ask them to give a definition of each.

Answers

Carla Vincente is the daughter of the Italian–American man who is speaking in the first extract. Antonio Garibaldi is a male friend of hers. Mercer is a spy. Sandra works for the same organization but is based at HQ. Atkins, Brown and Coggins are soldiers.

- 4 3.9 **Transcripts page 246** Ask students to listen for two expressions which communicate the lack of support for Mercer in the second extract (*we will have nothing to do with you and you are on your own*).

Answers

- 1 True
- 2 False (Carla's father and Antonio's father are enemies.)
- 3 True
- 4 True
- 5 True
- 6 False (He thinks that being polite might affect the way the enemy sees them.)

- 5 3.9 **Transcripts page 246** When playing the audio again for students to check their answers, ask them to work out how many types of conditional sentences are used in the second extract (two: second and third conditional).

Answers

- 1 B 2 A 3 A 4 C 5 B

- 6 3.10 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 147, ask them which one means:
It's the same old situation. (*So what's new?*)
There's no need to be so angry / shocked. (*you're overreacting*)
That's a sarcastic remark. (*Are you trying to be funny?*)
Ask students if there's an equivalent in their own language.

Answers

- 1 you're overreacting
- 2 So what's new?
- 3 Are you trying to be funny?

- 7 Tell students to choose the scenario that interests them both and which they think would generate the most interesting dialogue. Point out that they should try to convey emotion when performing the role, where appropriate. Invite individual pairs to act out their roles at the front of the class, and have students vote on the best scene.

Answers Students' own answers


Teaching tip

Shier students may be reluctant to act out scenes in front of the class. Point out that the emphasis is on the creativity and plausibility of the dialogue, rather than on individuals' acting skills. Tell them that they can use notes if they prefer, but that they should not read from a script.

Fast finishers

Put students in pairs and ask them to create a dialogue that uses two of the three expressions in *Face 2 Face*. Stronger students could try to include all three, in a longer dialogue. Monitor and check that the expressions are being used in the correct context. Ask some pairs to perform their dialogues in front of the class.

READING

- 1 Look at the photos in the article. Who are the people and what do you know about them?
- 2  Read the article quickly and find the names of six films. In pairs, say what you know or think about them.
- 3 Now read the article more carefully and match the words and expressions in bold with the definitions below.

...is a film starring ...

I've never seen or even heard of that film.

Like Peaches and Cream

Some actors and directors are inseparable. Connie Watson describes three famous partnerships from the last five decades of world cinema.

All film directors have their favourite actors.

Veteran director Martin Scorsese once admitted that he could hardly imagine making a film that didn't feature at least a **cameo role** from Robert De Niro. De Niro has appeared in no fewer than eight Scorsese films, including *Taxi Driver* (1976), the movie that shot De Niro to superstardom. Scorsese also has a soft spot for Leonardo di Caprio and Harvey Keitel but De Niro is his 'special one'. They have regularly worked together for nearly 40 years, with De Niro making an appearance in Scorsese's 2013 film, *The Irishman*.

Scorsese once remarked that nobody could surprise him on screen the way De Niro did. 'No other actor comes to mind who can provide such power and excitement,' he added.



When Spanish filmmaker Pedro Almodóvar thinks about a new movie, Penélope Cruz is the first actor he talks to. They go together like peaches and cream. Almodóvar and Cruz have worked together on four films so far,

including *Volver* and *Broken Embraces*, a love story in the style of a 1950s American film noir.

The relationship between the two is based on trust and respect. Almodóvar was once asked how he helped Cruz to show the intense emotions necessary for her character Raimunda in *Volver*.



'She doesn't need any help from me, she can do it,' he said, casually. 'If she wasn't an actor, she would be a madwoman.'

Cruz, for her part, appreciates how Almodóvar values her ability to act above her looks, unlike other directors. 'The most difficult thing in this business is to be known only for your looks and then to try to become a serious actor,' she said. 'If you are known as "that pretty woman", no one will take you seriously.'

Alejandro González Iñárritu is another director who **relishes** working with the same actors. The first

Mexican film director ever to receive an Oscar nomination, González Iñárritu is a huge fan of Gael García Bernal, and he has directed him in both Spanish- and English-speaking roles. In *Amores Perros* (2000), the central incident is a car accident caused by García's character Octavio. In *Babel* (2006), García plays Santiago, who is once again in trouble at the wheel of a car. In both films, García's characters are involved in situations which get out of control, with tragic consequences.



González Iñárritu gets inspiration for the **mayhem** and disorder in his films from the reality of life in his home town, Mexico City, and he advises people to take care when they visit. 'I love my city, but it's crazy, crazy,' he said. 'The streets are like Dante's *Inferno*. If you go out for dinner, you don't know if you will return.' He admitted over-dramatizing the situation, but explained that this was because he was a film director, who always needed to think of new storylines.

Warmer

Refer students to the title of the article, *Like Peaches and Cream*. Tell them that this is a simile, and elicit that this is an expression beginning with *like* which compares one object, person or idea with another. Ask if they know, or can guess, what this simile means (it describes two people or things that are well matched in the same way that peaches and cream go together very well). Write the following famous similes on the board, and ask students to suggest meanings for them:

like a bull in a china shop (= very clumsily)

eat like a horse (= have a big appetite)

have a memory like a sieve (= be forgetful)

stand out like a sore thumb (= be conspicuous)


like two peas in a pod (= identical)

as clear as mud (= not clear at all)

- 1 Ask students to speculate if they don't know who all the people are. Tell them to base their guesses on the connection between the two people in each photo.

Answers

Students' own answers

- 2  3.11 The text is available to listen to.

Point out that film titles are often written in italics in articles. Mention that italics are used for other reasons. Elicit that *film noir* in the third paragraph is an example of an expression italicized because it is borrowed from another language.

Answers

Taxi Driver, The Irishman, Volver, Broken Embraces, Amores Perros, Babel

- 3 Write the infinitive form *relish* on the board. Model and practise pronunciation of the four words and expressions in bold, making sure that students place the stress correctly on the first syllable in each case. Point out that *to cause mayhem* is a common collocation.

Answers

- 1 mayhem
- 2 veteran
- 3 a cameo role
- 4 relish

Teaching tip

Point out that it is good practice to write definitions, both as a means of helping students to learn new vocabulary and as an opportunity to use a range of structures. Tell students to find the following expressions in the article, and to write definitions for them:

superstardom (being very famous and successful)

have a soft spot for (to be fond of)

over-dramatizing (to make more exciting than it is in reality)

4 Read the text again and complete these statements.

- 1 Martin Scorsese would prefer to make films ...
 - A that have Robert De Niro in a starring role.
 - B that don't have a cameo role for De Niro.
 - C that De Niro plays at least some part in.
- 2 Scorsese once said that ...
 - A De Niro surprised him in a way no other actor could.
 - B he was never surprised by De Niro's acting power.
 - C nobody surprised him on the screen any more.
- 3 Almodóvar believes that ...
 - A Penélope Cruz's looks are an advantage for her.
 - B his intense emotions help Penélope Cruz.
 - C Penélope Cruz's personality is an advantage for her.
- 4 In the two films, Gael García Bernal ...
 - A speaks Spanish all the time.
 - B is in control of serious situations.
 - C gets into difficult situations.
- 5 González Iñárritu's view of Mexico City is that ...
 - A it's a dangerous place to live.
 - B it isn't easy to travel around in the evening.
 - C it has some great restaurants.

5 Read the Study Skill. Answer questions 1–3 about the article.

STUDY SKILL

Inferring the writer's purpose and attitude

When you read an article, think about the following questions:

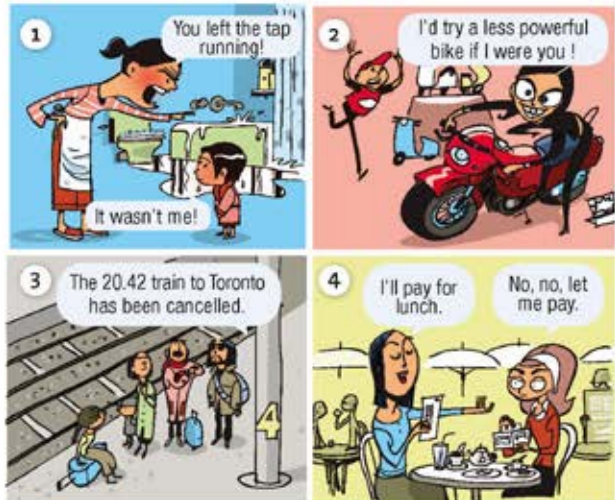
- 1 Is the writer being (a) serious (b) humorous (c) a combination of both?
- 2 Can you tell when you read the text if the writer likes the people she is writing about or not? What kind of words do they use?
- 3 What was the writer's purpose in writing the piece? To amuse the reader? To criticize the people? To be controversial?

VOCABULARY

Alternatives to say & tell

6 Choose verbs from the box to describe what people are doing in these illustrations.

admit advise agree announce apologize blame confess confirm deny explain insist offer promise propose recommend refuse suggest wonder



7 Listen. Each conversation contains a wrong verb. Identify them. Then in pairs, suggest the correct verbs.

8 Rewrite the second sentence so that it means the same as the first. Use a verb from exercise 6.

- 1 'Will he come and see us?' she thought to herself. She ... if ...
- 2 'I was the one who broke the vase,' he said, ashamed. He ... that ...
- 3 'If I were you, I'd get someone to help you revise.' She ... me to ...
- 4 'You should try the new Greek restaurant – it's great.' He ... that we ...
- 5 'Why don't we find out more by googling it?' she asked. She ... that we should ...

VERB ZONE

catch up with come up with
get away with live up to stand in for

9 Match the verbs with the definitions below.

- 1 not be punished or discovered when you've done something wrong
- 2 think of an idea
- 3 get up to date with something
- 4 replace someone in a play, film, etc
- 5 achieve expectations that someone has for you

10 Complete the sentences with the verbs in the correct form.

- 1 You have to feel sorry for comedy scriptwriters - having to ... dozens of funny ideas every week.
- 2 His parents wanted him to be successful, but he was never able to ... their expectations.
- 3 I like reading film websites to ... all the Hollywood gossip.
- 4 He works as a stunt man; he has to ... the star.
- 5 In the movie, my character commits a dreadful crime and nearly ... it.

11 In pairs, turn to page 150 and discuss the questions.

- 4 Tell students to try to answer the questions without reading the article, and to check their answers against the text. Make sure they understood the difference between a *starring role* and a *cameo role* in question 1.

Answers

1 C 2 A 3 C 4 C 5 A

- 5 Refer students to the *Study Skill*. Ask if they know the difference between *infer* and *imply* (*infer* = to reach an opinion on something based on what has been said; *imply* = to suggest an idea or fact without mentioning it directly).

Answers

- 1 C, because it is a factual article but it uses some light-hearted words and expressions such as 'like peaches and cream' and 'mayhem'.
- 2 Yes, because she uses 'veteran' rather than the more blunt 'old'. The affectionate expression 'have a soft spot for' suggests greater sympathy than the more impersonal 'like' or 'enjoy working with'.
- 3 The writer's purpose was to inform and amuse the reader.


Warmer

Play *Chinese Whispers*. Nominate a student and ask them to think of a sentence. Tell them to whisper it to the person next to them. That person will then whisper what s/he heard to the next person. When the message reaches the end of the chain, ask the final person to say the sentence out loud.

- 6 Have students read the verbs quietly and ask which verbs have the stress on the first syllable (*offer*, *promise* and *wonder*).

Answers

1 blame / deny 2 advise / suggest 3 announce 4 offer / refuse

- 7  3.12 **Transcripts page 247** When going over the answers, point out that *propose to someone* means to ask them to marry you. The verb *propose + that* means the same as *suggest*.

Answers

1 propose apologize 2 refuse blame 3 advise deny 4 admitted refused

- 8 Mention that students will need to change the tense when writing their reported sentences. Tell them to be careful about using personal pronouns. In item 1, both *them* and *us* are possible.

Answers

- 1 She wondered if he would come and see them / us.
- 2 He admitted that he was the one who had broken the vase.
- 3 She advised me to get someone to help me revise.
- 4 He recommended that we try the new Greek restaurant.
- 5 She suggested that we should find out more by googling it.

- 9 Check if students recognize any of the multi-part verbs.

Answers

1 get away with 2 come up with 3 catch up with
4 stand in for 5 live up to

- 10 Point out that students may need to use the verb in different tenses.

Answers

1 come up with 2 live up to 3 catch up with
4 stand in for 5 gets away with

- 11 Encourage students to use the multi-part verbs in their discussion.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 26, exercises 3–5

Vocabulary Consolidation Worksheet: page 27, exercises 3–5



We often report speech by using a verb + to + infinitive or verb + gerund. You need to remember which structure follows each verb.

'If I were you, I'd be careful what you say.'
He **advised me to be careful** what I said.

'Why don't we all go out for a pizza?'
She **proposed / suggested going out** for a pizza.

Verb + to + infinitive: *offer, promise, agree, refuse*
He **offered to give me a lift home**.

Verb + object + to + infinitive: *warn, advise, convince*
She **warned us to stay away from the busy road**.

Verb + gerund: *admit, propose, recommend, suggest, deny*
He **admitted sending the letter to the president**.

Verb + preposition + gerund: *insist (on), apologize (for), confess (to), blame (for)*
He **insisted on walking me home**.

Grammar reference page 120

- Read the sentences. Imagine what each person originally said. You can add more dialogue before or after, to make it more realistic.
 - Louise refused to say where she'd found the 500 euros.
'Louise, where did you find those 500 euros?'
'I'm not telling you. Leave me alone!'
 - My sister denied breaking the vase. She said it must have been the dog.
 - Her grandmother persuaded her to have a piece of cake, even though she wasn't hungry.
 - Igor warned us not to laugh or joke with the police.
 - The teacher suggested sitting on the floor to do the exam – you can imagine how astonished we were!
 - My uncle advised me not to trust anyone who offers you something for nothing.
- In pairs, compare your answers to exercise 1. Did you have the same ideas?
- Complete the sentences so that they mean the same as the first sentences. Use 2–5 words, including the verb in bold at the end of each line.
 - He told us that it would be a good idea to take the train.
He **recommended taking** the train. **RECOMMENDED**
 - My aunt said she would pay for everyone's ticket.
My aunt ... everyone's ticket. **OFFERED**
 - The farmer told us it would be better not to walk through the forest at night.
The farmer ... through the forest at night. **WARNED**
 - Christine said that we should meet outside the Town Hall.
Christine ... outside the Town Hall. **PROPOSED**

- Denis said he would definitely give back the money he owed us the next day.
Denis ... the money he owed us the next day. **PROMISED**
 - My brother said that it was Andy who had left the tap running.
My brother ... the tap running. **BLAMED**
- Imagine that someone said the following things to you. Report what they said, using different verbs from the grammar reference.
 - If I were you, I wouldn't buy that new bicycle.
My best friend advised me not to buy that bicycle.
 - If you need a bike, I'd buy one from Dan's Second Hand Bike Shop.
 - I'll lend you my bicycle, if you like.
 - I was the one who borrowed your old bicycle.
 - You'd better not say anything to the police about it.
 - If you keep quiet, I won't say anything about the window you broke.

- Read part of a scene from a film. Then write a summary of it using as many reporting verbs as you can.

Harry suggested robbing a bank ...



Harry Maybe we should rob a bank.

Dan Yeah, very funny.

Tessa Shall I be the getaway driver?

Dan and Tessa laugh

Harry Actually, I'm serious. The fact is, I'm broke. It's my parents' fault for not giving me any money.

Dan Be careful, Harry. Robbing a bank is not a sensible solution.


Tessa That's right, it's a stupid idea.

Harry Well, if you like, I can tell you how I plan to do it ...

Dan I can't believe you're serious.

Tessa Come on Dan, let's listen to what he has to say. Harry?

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 120.
-  Visual grammar presentation

Warmer

Get each student to prepare a direct statement, similar to those used in the cartoons on page 87. Point out that these statements should take the form of an apology, confession, offer, suggestion, etc. When they are ready, nominate a strong student and say: *I'll carry your bag for you.* Tell them to report the sentence using an appropriate verb (*She offered to carry my bag for me*). Ask students to stand up, then invite a member of the class to say their sentence to another student. Encourage the rest of the class to confirm that the sentence is correct. The students swap roles, then sit down. Continue until all have participated.

- 1 Have students read through the sentences. Draw attention to the negative form *warned us not to* in item 4, and elicit that this would be an imperative in direct speech because it is a command. Tell them to work individually.

Answers Students' own answers

- 2 Point out that there is more than one correct answer. Encourage students to exchange ideas by using expressions such as *I think that's a better option because ... / This might be better choice because ...*

Answers Students' own answers

Teaching tip

Encourage students to make a list of expressions by function, e.g.
Suggesting: *Maybe we should ... / Let's ... / Why don't we ...?*
Offering: *Shall I ...? / I'll ... / Let me ...*

- 3 Remind students to refer back to the grammar explanation if they are unsure about the correct form to use after the verbs.

Answers

- 2 offered to pay for
- 3 warned us not to walk
- 4 proposed meeting
- 5 promised to give back
- 6 blamed Andy for leaving / having left

- 4 Tell students to decide first on the best verb to convey each statement. Say that they should try to remember the correct form that follows their chosen verb, and to check the grammar explanation only if necessary. Mention that rather than beginning *My best friend*, they can use *He* or *She*, but that they must be careful to change any other pronouns where necessary.

Answers

- 2 He / She recommended buying one from Dan's Second Hand Bike Shop.
- 3 He / She offered to lend me his / her bike.
- 4 He / She admitted borrowing / having borrowed my old bicycle.
- 5 He / She recommended not saying anything to the police about it. / He / She warned me not to say anything to the police about it.
- 6 He / She promised not to say anything about the window I broke if I kept quiet.

Teaching tip

Students may find it more natural to use a *that* clause for some of the sentences in exercise 5. Point out that we can use *that* + clause after many reporting verbs, in the same way as we do after *say* and *tell*. Refer them to the word pool in exercise 6 on page 87, and ask which verbs can't be followed by *that* (*apologize, blame, offer, refuse, wonder*).

Mention that there is a difference between *agree to / agree that*, and *insist on / insist that*:

agree to + infinitive = to say that you will do something that another person has suggested

agree that + clause = to have the same opinion as someone else

insist that + clause = to repeat a claim or statement that you have already made

insist on + *-ing* = to repeatedly do something which causes annoyance

- 5 Ask students to underline the functional expressions in the dialogue, e.g. *Maybe we should ...*, *Shall I ...?*, etc. before deciding on which reporting verbs to use.

Answers

Harry insisted that he was serious. He confessed to being broke. He blamed his parents for not giving him any money. Dan warned him to be careful. He advised him not to rob a bank. Tessa agreed that it was a stupid idea. Harry offered to tell them how he planned to do it. Dan refused to believe that he was serious. Tessa suggested / proposed / recommended listening to what Harry had to say.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 50, exercises 4–6

Grammar Consolidation Worksheet: page 51, exercises 4–6

CHALLENGE

Plan a film and act out a key scene

8

PREPARATION

- 1 Look at these stills from four classic films. What film genre do they belong to?
- 2 In pairs, discuss which genres of film you like, and which you absolutely hate. Say why.
- 3 Now discuss which of the following aspects of film-making are the most important in making a film a success.
 - an established star
 - a well-known director
 - a good title
 - a great storyline
 - great special effects
 - exciting action sequences
 - an exotic / unusual location
 - a memorable soundtrack

DO THE CHALLENGE

- 4 You are going to plan a film, act out a key scene and produce a film poster. First, get into a group of 4–6 students who all prefer the same genre of films.
- 5 Read the guide on planning a film. For each section, decide on the basic details of your film in your groups.

PLANNING A FILM

What's the title?

This is more important than you think! Half of film-goers are attracted to films because of the title. So - 'The Los Angeles Bank Robbery' is a better title than 'Today At School'.

Who are the main characters?

Choose two or three main characters for your film. Too many, and it becomes complicated.

What's the location?

Again, most film-goers like to see a film set in a place which is more interesting than the place where they live. Choose somewhere unusual if you can.

What's the storyline?

You don't have to write the entire film script! But a general storyline is important – when it takes place, who the main characters are, etc.

What's in the key scene?

Think about a key scene in the film, which involves all the main characters.

What's in the poster?

You need to advertise the film with a poster, which will also be an online and newspaper advertisement. It will be the way that a lot of people become aware of the film, so think of a really memorable tag line* for the film.

*A *film tag line* is the line that you see on the posters advertising the film. One of the most famous is from the movie *Jaws*: 'Just when you thought it was safe to go back in the water...'



- 6 Decide which students will act out the key scene, and who will produce the poster. Follow the instructions.

KEY SCENE

- Decide what happens during the key scene. You can write a short script, or improvise around the basic idea.
- Choose students to be the characters and choose a director.
- Practise the scene. Use props to make it realistic.

POSTER

- Decide what image will be on the poster. Include the film's title and the tag line. Then draw it.

- 7 Take turns to act out the scene for the rest of the class. Follow the instructions.

- Arrange the room the way you want it.
- Present the poster before you start the scene.
- The director introduces the scene by giving some key information about the film. Use the language in *Express yourself* to help you.

Express yourself

Setting the scene

The film is called ... and is about ...

It's set in ...

The main characters are ...

What you're going to see is a scene where ...

Before this happens, the two characters have been ...

FOLLOW UP

- 8 Write a review of the scene that you liked most.
- 9 Pin the reviews around the room next to the film posters. Then walk around and read them. Which film got the best reviews?

In this lesson, students plan a short film, then write and perform a scene from it.

Warmer

Put students into small groups. Give them a few minutes to choose a film and to write a brief synopsis. Tell them not to mention the names of the actors directly, but to give clues, e.g. by saying another film that he / she has acted in. Write on the board: *It stars an actor who also appeared in ... , It features ... , It's about ...*. Ask each group to read out their summary, and invite the class to ask up to ten yes / no questions. When students guess the name of the film encourage them to use the English title, if the film has one.

- 1 Check that students understand the words *stills* by asking for a definition. When students give their answers, take the opportunity to revise other film genres, and write these on the board.

Answers

Jaws: action film

Gladiator: historical film / period drama

Star Wars: science fiction

Snow White and the Seven Dwarves: cartoon / animation

Extra activity

Tell students to imagine they don't know the films in the photos. Ask them to discuss in pairs which aspects of each photo give clues to the genre. Invite suggestions as a class.

- 2 Get students to share their ideas in a small group and try to agree on the most likely explanation.

Answers

Students' own answers

- 3 Remind students that they discussed this at the beginning of the unit. Ask them to read through the list in exercise 3 and to decide whether there are any other aspects that they would add. Get them to produce a final list, with the various elements in order of importance if they can.

Answers

Students' own answers

- 4 Tell students to take their notebooks containing their lists from exercise 3. Have them conduct a survey by circulating around the class and asking *What kind of films do you like?* When they find someone who enjoys roughly the same type of films, tell them to try to 'recruit' other students to join them until they are in a group of 4–6.

Answers

Students' own answers

- 5 Tell the groups to read the guide and ask them to compare it with their own lists from exercise 3. Ask if they think the list in exercise 5 shows a strict order in which they need to plan their film (no), and elicit that it would be better to think of a title once they are certain of the storyline and location.


Answers

Students' own answers

- 6 Point out that planning the marketing for the film is as important as acting in it. Make sure that shier students are not coerced into a performing role. Emphasize that everyone must have a clearly defined role in the task, whether acting, directing, having editorial control on the poster or drawing it. Encourage each member of the group to contribute ideas, however.

Answers

Students' own answers

- 7  3.13 The expressions in *Express yourself* are available to listen to. Before they act out their key scene, check that each group has considered how they are going to arrange the furniture. Make sure that this can be done relatively easily and quickly for each group. Check also what everyone has fully understood their role, i.e. that the director has prepared his / her speech, the student presenting the poster is well briefed and the actors have learnt their lines. Tell them to try not to read from a script.

Answers

Students' own answers

- 8 This could be done as homework. Tell them to try to keep the reviews to a single page, so that they are easier to read when walking around the class. Point out that they can comment on any aspect of the film, not just the scene that was acted, and to mention the poster under 'marketing'. Emphasize that they should give fair reviews that are not overly critical.

Answers

Students' own answers

- 9 Ask students how easy or difficult it is to criticize someone else's creative work. Invite them to comment on how they feel about receiving criticism for their own efforts.

Answers

Students' own answers

Fast finishers

Students write a paragraph reflecting on their experience of planning a film, including which aspects they found easier or more difficult, and whether they would approach the task differently next time.

INTERACTION

Reaching a common consensus

 Express yourself**Expressing a lack of enthusiasm**

I can't be bothered.
I'm not really in the mood.
I'm not convinced about that.
I don't like the sound of...

Persuading

Come on! It'll be exciting!
I'm sure you'll love it.
This is right up your street!

Reaching a conclusion

So what have you decided?
So what's the plan?
Have you come to a conclusion?
Did you make a decision?

PLANNING A NIGHT OUT



-  You're going to hear three people trying to decide which film to go and see. Before you listen, discuss the questions.
 - If you're going somewhere with friends, are you an easy person to make decisions with? Or are you the one who is hard to please?
 - Are you a good organizer of people? Who are the best organizers that you know?
-  Listen to Part 1 of the dialogues. What details do we learn about the films that Adam suggests watching?
-  Now listen to Part 2. Is Marisa enthusiastic at first about going to the cinema? Why / Why not? Why does her attitude change?
-  Listen to Part 3. What does Julie demand? And does Adam agree?
-  Listen to all three dialogues again and decide if the statements are true or false.
 - Julie isn't keen on seeing a French film.
 - Adam says that Spencer Kirkwood's films are normally quite light and easy to watch.
 - Neither Julie nor Marisa have ever heard of Spencer Kirkwood.
 - Julie doesn't need to persuade Marisa to see the film.
 - Julie still isn't totally convinced about the film when she phones Adam back.
 - Adam promises to buy Julie a coffee if she doesn't enjoy the film.


VOCABULARY

- Tick the word in each of these pairs that you heard in the dialogues. Listen again to make sure, if necessary.

enthusiasm / enthusiastic excited / exciting
globe / global guess / guessed
incomprehensible / incredible interested / interesting

- Now use one word from each pair to complete these sentences.
 - The film is about the effect of terrorism on the ... financial markets.
 - The reviews of the film don't fill me with ...
 - I tried to understand what the actor was saying, but he was completely ...
 - I think his decision to appear in a movie directed by his mother is very ...
 - You would never have ... that the actor wasn't a native speaker of French.
 - I'm so ... about the film premiere that I can't sleep.


PRONUNCIATION Using intonation

-  Look at *Express yourself*. In pairs, practise saying the expressions in *Expressing a lack of enthusiasm* and *Persuading*. Use intonation to convince the other person of how you are feeling.




More practice? page 149

YOUR TURN TO SPEAK

-  Work in groups of three or four. Follow the instructions. Use language from *Express yourself*.
 - On your own, choose a recent (or classic) film that you like. Imagine that the film is on at the cinema tonight.
 - Think of arguments why you and your friends should go and see the film that you've chosen.
 - Now, take turns to talk about the film that you've chosen. You can address individual students with details that will appeal to them personally if you want.
 - As you're listening, decide which of the other films you would agree to go and see, and which you wouldn't.
 - After all students have talked about their film, discuss as a group which films you're going to see.


Warmer

Ask: *How often do you go to the cinema? Do you enjoy your experience there? What could be done to improve cinemas?* Elicit ideas on the improvements that students would like to make, and make a note of these on the board.

 3.14 *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.


- 1 Before discussing the questions, refer students to the three photos. Ask: *Who do you think might be hard to please? Who do you think might be a good organizer? Why?*

Answers Students' own answers

- 2  3.15 **Transcripts page 247** After listening to the audio, ask if their ideas about who might be hard to please were right.


Answers

The one on at the Horizon cinema is a French film with subtitles. The one on at the Globe is directed by a young Scottish man called Spencer Kirkwood, who usually makes deep and complex films.

- 3  3.16 **Transcripts page 247** Ask which expression Julie uses in both Parts 1 and 2 of the conversation that expresses doubt (*I'm not convinced*).


Answers

No, she isn't, because she feels very tired. She changes her mind once she hears that Adam is going, because she likes him.

- 4  3.17 **Transcripts page 247** Point out that *sort of* is a way of modifying an affirmative answer to make it sound less certain. Ask which expression Adam uses to express agreement (*Deal!*).

Answers

She demands that Adam buys her a coffee if she ends up not enjoying the film he's suggested. He agrees, and says that he would buy her one whether she likes the film or not.

- 5  3.15–3.17 **Transcripts page 247** Have students read through all the questions before playing the audio, and resolve any vocabulary issues.

Answers

- 1 True
- 2 False (They are deep and complex.)
- 3 False (Marisa has heard of him, and likes him.)
- 4 True
- 5 True
- 6 True

- 6 Have students read the pairs out loud, and make sure that they place the stress correctly in *enthusiasm* / *enthusiastic* and *incomprehensible* / *incredible*.


Answers

enthusiastic, exciting, globe, incomprehensible

- 7 Check that students understand the difference between *-ing* and *-ed* endings by asking students to give true statements that illustrate the meaning of *bored* and *boring*.

Answers

- 1 global
- 2 enthusiasm
- 3 incomprehensible
- 4 interested
- 5 guess
- 6 excited

- 8  3.14 Let students hear the *Express yourself* expressions again. Point out that *I'm not convinced about that* can be shortened to *I'm not convinced*, and that we often use *that* after *I don't like the sound of...* Monitor and check for correct intonation.

Answers Students' own answers

Extra activity

Still in their pairs, ask students to write a short role play in which one of them is trying to convince the other to go somewhere or do something. Explain that they should use expressions for persuading and expressing a lack of enthusiasm. Have them practise their conversations, and encourage them to use correct intonation. Invite pairs to perform their role plays for the class.

- 9 Have students sit together in their groups from the beginning of this exercise. Emphasize that each should choose a film that they feel strongly about, as they will need to try to convince the rest of the group of its good points. Tell the other students in the group to take brief notes while listening in order to remind themselves of the merits of the films being described.

Answers Students' own answers

Fast finishers

In pairs, ask students to write sentences using the words from exercise 6 which were not used in exercise 7. Tell them that their sentences should illustrate the meaning of the words.

WRITING

A story

1 In pairs, look at the photo and answer the questions.

- 1 What events do you think led to the young woman being on the red carpet?
- 2 What is a 'golden opportunity'?
- 3 Which type of golden opportunities would most appeal to you? Why?



2 Read the story and find the following information.

- the name of the film
- The connection between the producer and the school
- the name of the main character
- Lou's line

**Famous for a day:
The day I became a movie star**

by Lou Smith

Last month, I was in a Hollywood movie!
How did it happen? About two months ago, we were in the middle of a drama class when the head teacher walked in. 'I have just been talking to a film producer,' she announced. 'She asked if she could use the school as a location for her next film.'
We all gasped with surprise and everyone started talking at once. 'Calm down,' said the head. 'They will film a scene here and it requires five 16-year-old girls ...'
She went on to explain that the film was called *Anger*, about a teenage boy who gets into trouble. At one point, the boy's mother visits his school and asks a group of girls if they have seen her son.
We were really pleased that the head offered it to the drama class because there are only five girls who do drama, so we were all in the film. I got to be in a movie because of my decision to take the drama option! And we also discovered that the producer chose our school because she had been a pupil here.
On the day of the filming, we stood nervously together in the playground. The director shouted 'Action!' The mother approached us. 'Have any of you seen Martin Stevens today?' she asked.
This was it, my first-ever line in a film. I looked at her, thought for a moment and delivered my line.
'No, we haven.'

3 In pairs, cover the story and describe what happened in as much detail as you can.

WRITING SKILL

Words and expressions for giving reasons

4 Complete the sentences with the words and expressions in the box. There are two possible expressions for each sentence.

because of because due to That's why
due to the fact that Because of this

- 1 The producer chose our school ... she had been a pupil here.
- 2 She'd been a pupil at our school. ... she chose to film part of her film here.
- 3 I got to be in a movie ... my decision to take drama!

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

5 You are going to write a story called *A Golden Opportunity*. Think about what the story could be about.

- a real event in your life or someone else's life
- an invented story
- one of the golden opportunities in exercise 1

6 Make notes about the different stages of the story.

- 1 How did the opportunity occur?
- 2 What happened before the main event, during it, and afterwards?
- 3 How did other people react?

WRITE NOW

7 Write your story.

- 1 Use the *Famous for a day* text as a model.
- 2 Use your notes from exercise 6 and the plan below.
- 3 Try to make your story vivid and exciting.
- 4 Include different words and expressions for giving reasons if you can.

Paragraph 1 – describe how the golden opportunity first happened.

Paragraphs 2 / 3 / 4 – include information about how it developed and what happened.

Final paragraph – describe how it ended.

CHECK AND CORRECT

8 Check and correct your story.

- 1 Check you used a variety of words and expressions for giving reasons.
- 2 In pairs, swap your stories and check each other's work.

Warmer

Write on the board: *My life would never be the same again.*
Put students into small groups and tell them to write a short story which ends with this sentence. Tell them that the story could be about a missed opportunity, an amazing chance or an unfortunate event. Have them read out their stories, and ask the class to vote on the best one.

- 1 Refer students to the photo and ask what a *red carpet event* is (one that used to be for heads of state, but which now describes events attended by celebrities, such as film award ceremonies).

Answers Students' own answers

- 2 Tell students that they should read the whole story before deciding on the connection between the producer and the school.

Answers

Anger
She had once been a pupil there.
Martin Stevens
'No, we haven't.'

- 3 Mention that students can use the answers that they noted down in exercise 2 as the basis for retelling the story. Point out that they will need to use reported speech to convey the gist of the spoken words.

Answers Students' own answers

- 4 Read the expressions and tell students to think about whether they would expect each one to be followed by a noun phrase or a clause.

Answers

- 1 because / due to the fact that
2 Because of this / That's why
3 because of / due to

Teaching tip

If students have difficulty with the expressions above, point out that some of them introduce a cause and others introduce a result:

Cause: *because of, because, due to, due to the fact that*

Result: *Because of this, That's why*

Explain that we can express the same idea in two different ways, by referring to either the cause or the result. In the sentences below, the result is underlined:

I didn't go out all day because of / due to the rain.

I didn't go out all day due to the fact that / because it was raining.

It was raining. Because of this / That's why I didn't go out all day.

- 5 Point out that, if choosing a real event, it should be one that students know enough about to describe vividly. Mention that they can mix real details with invented ones, if they prefer.

Answers Students' own answers

- 6 Point out that direct speech can make a story more vivid, but that they should use reported speech to convey how different people reacted.

Answers Students' own answers

- 7 Give students the following checklist to help them complete their stories.

- *Have you followed the structure of the Famous for a day text and used your notes from exercise 6?*
- *Does your story start by describing how the golden opportunity happened?*
- *Have you included information about how it developed and what happened?*
- *Have you described how the golden opportunity ended?*
- *Have you made your story vivid and exciting?*
- *Have you given reasons by using different words and expressions correctly?*

Answers Students' own answers

- 8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers Students' own answers

Fast finishers

Students can try to retell another student's golden opportunity story in as much detail as they can remember.

3.7 Student's Book page 84, exercise 4

R = Robert, H = Helen

- R Hi Helen! Where have you been?
 H Hi Robert! Sorry I'm so late! I've just been interviewing an actor for my magazine.
 R Don't worry. Sit down and get your breath back. Here, I got you a coffee.
 H Thanks. Mmm.
 R So, who were you interviewing?
 H His name is Ricky Dacosta.
 R I've never heard of him.
 H No, I hadn't either. He's the star of a film called *The War Zones*.
 R Never heard of THAT, either. Was he nice to interview?
 H No, he was very difficult. I couldn't get much information out of him.
 R Oh dear! Why do you think he was difficult?
 H Well, he said he was tired and he'd just arrived from New York. He said he was suffering from jetlag.
 R Well, maybe he was.
 H I'm not sure. His agent said he'd been in London for a week. That's a long time to feel jet lagged.
 R That's true. What kind of things did you ask him?
 H Well, when I researched the interview, I could only find information about him in *The War Zones*. So I asked him if it was his first film.
 R What did he say?
 H Well, he got very annoyed and told me he'd been in lots of films. He said I should have done my homework.
 R Oh dear. When was the last time someone said that to you?
 H Last week!
 R Oh ...

3.9 Student's Book page 85, exercises 3–5

1

F = Father, D = Daughter

- F Come in. Ah. Carla ...
 D You wanted to see me, Papa?
 F Yes. Come over here. Sit down.
 D What do you want to see me about?
 F Carla, your momma tells me that you have a new boyfriend.
 D A friend, Papa, not a boyfriend. Or at least I don't think he is. His name is Antonio. He's Italian.
 F I know that.
 D You know? You know about a boy I've just met?
 F It's my job to know everything that goes on in this family. Where did you meet him?
 D Papa, he's just a friend.
 F Where did you MEET him?
 D Calm down ... OK, he and his friends were sitting next to Momma and me at a concert we went to a few weeks ago. He asked me if he could look at my programme for a moment.
 F And then what happened?
 D Then Momma and I went to the coffee shop next to the Opera House and he and his friends were there. Do you have a problem with that?
 F Carla, he's a Garibaldi.
 D I know that.
 F Darling, you know that the Vincente family and the Garibaldi family are not friends. You should have talked to me before you started seeing this guy.
 D Papa, you're overreacting. I'm not planning on marrying him – I've only known him for a month!
 F I am NOT overreacting! He's a Garibaldi!! Don't you understand what that means? You have to stop seeing him. Or I'll lock you in your room.
 D Goodbye, Papa.

2

M = Mercer, S = Sandra

- M Hello?
 S Mercer? This is HQ.
 M Well, hello Sandra. How are you?
 S Stop the small talk, Mercer. Where are you?
 M I'm on my way to the airport.
 S Why?
 M Because Petrovski is about to leave the country and he has the Viking computer files.
 S And what are you planning to do?
 M I'm going to get the files from him.
 S Mercer, how many times do I have to tell you? Petrovski is a diplomat. You can't just stop him at the airport and ask him to give you some disks.
 M Oh come on, Sandra. He isn't a diplomat, he's a spy!
 S Mercer, listen to me ... I will not allow you to do this.
 M No, Sandra, you listen to me. Remember it was you who told Watson to give him the files. I warned you not to do that.
 S Watson was just doing his job. Anyway, you should have tried to get the files while he was still inside the embassy. You shouldn't have let him leave the building before you got them.
 M I did try, you know that. It wasn't possible.
 S You could have avoided all this if you'd followed the instructions.
 M You think so? I think it might have been worse if I had. Anyway, don't worry about me Sandra, I'll think of a way of getting the files back.
 S Mercer, if you start a diplomatic incident at the airport, we will have nothing to do with you. You are on your own.
 M So what's new? You always run for cover when the going gets tough Sandra, and now you're doing it again.
 S Mercer, I'm warning you, if you ...
 M Bye Sandra.

3

S = Sergeant, A = Atkins, B = Brown, C = Coggins

- S AttenTION! Atkins!
 A SIR!
 S Brown!
 B SIR!
 S Coggins!
 C Yes, sir?
 S Coggins?
 C Yes, sir?
 S When I say your name, you just say 'SIR'
 C I did say 'sir', sir.
 S No, you didn't. You said 'Yes, sir?'
 C Yes, sir.
 S Why did you do that, Coggins?
 C Because I think it sounds more polite, sir.
 S Are you trying to be funny?
 C No, sir, I'm completely serious. I think it sounds more polite.
 S More polite? More POLITE?? You aren't in the army to be POLITE, Coggins!
 C Aren't we?
 S No, you aren't!
 C Well, why ARE we in the army then?
 S You are in the army to defend the country against the enemy!
 C Can't we be polite while we're doing that?
 S What did you say?
 C I said: can't we be polite when we do that?
 S I heard what you said, Coggins!
 C I mean, if we're polite, then maybe the enemy won't think we're so bad after all. In fact, if we're all polite to each other, maybe they won't be our enemies at all.
 S Coggins?
 C Yes, sir?
 S Shut up!
 C Yes, sir.

3.12 Student's Book page 87, exercise 7

S = Simon, M = Mum, L = Lucy, D = Dad

- 1
 S Ow!
 M Lucy, did you just hit your brother?
 L No!
 M Yes you did, I saw you!! I think you should propose to him right now.
 L I'm not saying sorry. He deserved it!
- 2
 D Simon. Come down here now.
 S What is it?
 D Look at this ice cream all over the table. When you drop something, will you clean it up, please?
 S It wasn't me!! You always refuse me for everything in this house! Actually, it was Lucy and her friend, they are in Lucy's room right now eating ice cream if you don't believe me.
 D Oh really? Sorry, Simon.
 S Hmm.
- 3
 D So, did you find out which of the kids finished off your nice birthday chocolate?
 M Not yet. I've asked them both, and they both advise it. Lucy says it was Simon. Simon says it was Lucy's boyfriend!
- 4
 L How about renting a DVD tonight? I feel like watching a film.
 S OK great. Have you got any money?
 L No. I asked Dad but he admitted to give me any. He still thinks I ate Mum's chocolate!
 S Well, I've got no money either. So no DVD then, I guess!

3.15 Student's Book page 90, exercises 2–5

J = Julie, A = Adam

- J Hello?
 A Julie?
 J Yes?
 A It's Adam.
 J Oh, hi Adam.
 A Are you up to anything this evening?
 J Um ... well, I was thinking of seeing a movie with Marisa.
 A Oh, great! It's been ages since I've been to the movies.
 J Oh, would you like to come with us, Adam?
 A Thanks, I'd love to! So, what are you planning to see?
 J We haven't decided yet.
 A Well, there's a new French movie on at the Horizon.
 J French? I don't speak much French.
 A Well, you could improve it by watching a film!
 J No, it will be totally incomprehensible to me.
 A No, it won't. There will be subtitles!
 J No, thanks. What else is on?
 A The new Spencer Kirkwood film is on at the Globe.
 J Who's Spencer Kirkwood?
 A He's a young Scottish guy. His films are quite deep and complex.
 J Hmm, I've never heard of him, and I don't really like the sound of something deep and complex. I want something light and funny.
 A He's funny as well!
 J I'm not convinced.
 A So do you have any other suggestions?
 J Look, let me call Marisa and get back to you.
 A OK. Catch you later.

3.16 Student's Book page 90, exercises 3–5

M = Marisa, L = Julie

- M Hey Julie.
 J Hi Marisa. So are you still up for going to the movies?
 M I don't know. Actually, I'm not that bothered. I'm feeling wiped out.
 J Adam rang. He wants to come with us.
 M Adam! Oh, that's different. In that case, count me in.
 J Oh, I wonder why you're suddenly so enthusiastic!
 M So, what are we going to see?
 J Well, Adam says there's a French film on at the Horizon.
 M Hmm not sure that's my thing. What else?
 J Well, he also suggested seeing a film by some Scottish director who I've never heard of at the Globe.
 M What's the director called?
 J Some guy called Spencer Kirkwood or something.
 M Spencer Kirkwood! He's brilliant! We have to go and see it.
 J Adam said his films are deep and complex. I'm not really interested in deep films.
 M Oh, yes, but he's funny, too. I'm sure you'll love it!
 J I'm not convinced.
 M Oh come on! It'll be exciting!
 J OK, we may as well. That was the plan, after all.

3.17 Student's Book page 90, exercises 4–5

A = Adam, L = Julie

- A Hi Julie. So, are we on for a film?
 J Hi, well I talked to Marisa and she's still up for seeing a movie, yes.
 A Great!
 J Actually she became much more enthusiastic when I told her that you were coming.
 A Did she? Cool!
 J Yes ...
 A Did you make a decision about what you'd like to see?
 J I guess we did.
 A So, what's the plan?
 J Marisa tried to persuade me to see that Stanley Karford film that you told me about.
 A Spencer Kirkwood. Oh great.
 J I'm still not totally sure about this. Are you sure it isn't going to be too serious for me?
 A No, you'll love it, I promise.
 J OK, well if I don't love it, then you can get me a coffee at that new Italian coffee place next to the theatre!
 A Deal!
 J You promise?
 A Promise. In fact, I'll get you a coffee whether you like the film or not.
 J OK, I'll take you up on that. But let's not tell Marisa, she might get jealous.
 A Whatever you say! OK, so see you tonight at about ... ten to eight at the theatre?
 J See you there.

Workbook page 82

- 1 A film extra is an actor who has takes part in crowd scenes in films.
- 2 1 C 2 D 3 A 4 C 5 B
- 3 1 B 2 E 3 A 4 D 5 C

Workbook page 83

- 4 1 B 2 G 3 D 4 E 5 F 6 C 7 A
- 5 1 are sick to the back teeth
2 woke up in a cold sweat
3 blushed to the roots of his hair
4 watching paint dry
5 gets hot under the collar
6 has been down in the dumps
7 was over the moon
- 6 1 guilty
2 hurt
3 proud
4 moody
5 enraged
6 ashamed
7 ecstatic
8 thoughtful
9 envious
- 7 1 proud
2 enraged
3 ashamed
4 moody
5 ecstatic
6 hurt
7 envious
8 guilty
9 thoughtful

Workbook page 84

- 1 1 worked
2 am studying
3 had gone
4 had been dancing
5 have written
6 had been writing
7 had seen
8 had been travelling
9 would help
10 can
11 had to
12 should
- 2 Past perfect simple / Past perfect continuous
- 3 Modal verbs
- 4 1 He asked (me) where I was from.
2 She asked (me) what I did.
3 She asked (me) if / whether I was married.
4 He asked (me) if / whether he could help me.
- 5 1 Subject, verb
2 N
3 if / whether
- 6 1 The teacher told the students to be quiet.
2 The teacher told the students not to copy.

- 7 1 I have to wear a uniform for this job.
2 I won't be able to attend the meeting tomorrow.
3 I didn't see any films last week.
4 I can't meet you (there) today.

Workbook page 85

- 1 1 E 2 B 3 A 4 H
5 F 6 D 7 C 8 G
- 2 B,C,D
- 3 Students' own answers
- 4 Students' own answers
- 5 1 stunt performers, women
2 specialist training
3 mentally prepared
4 to fight, to fall
5 semi-professional
6 explosives
7 saloon
8 stand in
9 credit
10 Oscar, 1991
11 a thousand
- 6 1 Serious injury
2 Fit, strong, agile
3 Judo, Kung Fu, Karate
4 The high fall, skydiving
5 Car chases, crashes
6 Rock climbing, scuba diving, swimming
7 Breaking tables, bottles being smashed, people thrown out of windows, etc.
8 Tom Cruise
9 Steven Spielberg, Arnold Schwarzenegger
10 Sprains, broken bones, burns
- 7 Students' own answers

Workbook page 86

- 1 Actors: Bruce Lee (Enter the Dragon); Jackie Chan (Drunken Master); Michelle Yeoh (Crouching Tiger, Hidden Dragon) Hong Kong is famous for martial arts films.

Workbook page 87

- 2 C
- 3 1 B 2 D 3 A 4 C 5 A 6 D
- 4 10 Paul suggested that we should go and see a play.
11 Danny promised that he would tidy his room and do the dishes every day.
12 Marcella apologized for forgetting my birthday.
9 Hector insisted that he wanted to pay.
3 My brother denied that he had broken the window.
2 My friends blamed me for not going away that weekend.
8 Lara admitted that she had told Louise all about me.
5 Eva and Luke announced that they were going to get married.
6 Emilio offered to help me.
7 Rupert refused to do any more overtime this month.

- 5 catch up with
come up with
get away with
live up to
stand in for
- 6 1 came up with
2 to stand in for
3 to catch up with
4 live up to
5 (has) got away with

Workbook page 88

- 1 1 B 2 A 3 C 4 B 5 A
6 C 7 C 8 B 9 B 10 C
- 2 1 My brother promised to phone as soon as possible.
2 He advised me not to get such a large dog.
3 He recommended taking / that I take the early train.
4 Christie apologised for revealing my secret.
5 My uncle offered to pay for our ice creams.
- 3 A 7 B 4 C 3 D 2 E 1 F 5 G 6
- 4 Suggested answers
1 Yoda insisted on / recommended doing or not doing, because there was no 'try'.
2 Dumbledore suggested that it took a great deal of bravery to stand up to one's enemies, but a great deal more to stand up to one's friends.
3 Jack announced that he was 'the king of the world!'
4 Forrest explained that his Mama had always said life was like a box of chocolates. You never knew what you were going to get.
5 Terminator threatened to be / come back // promised that he would be back.
6 Don Corleone promised to make him an offer he couldn't refuse.
7 Rafiki admitted that the past could hurt, but (he said) that you could either run from it, or learn from it.

Workbook page 89

Extra Challenge

Students' own answers

Webquest

- 1 A white van
- 2 Students' own answers
- 3 The Netherlands
- 4 Sean Connery
- 5 Two hours every day
- 6 Students' own answers

Gary & Greg Go Global

When you stand in for someone, you take their place.

Workbook page 90

- 1** 1 I'm sure you'll love it. / Come on! It'll be exciting!
2 So what have you decided? / Have you come to a conclusion?
3 I'm not really in the mood.
- 2** 1 up to
2 like the sound
3 Come on
4 convinced
5 Catch
6 the plan
7 in the mood
8 that
9 fancy
10 make a decision
11 Sort
12 you'll love
- 3** 1 come up with
2 wiped out
3 messy
4 count someone in
5 give something a go
6 (be) keen on
- 4** Suggested answers
1 And did you make a decision?
2 I'm sorry. I'm not really in the mood.
3 I'm sure you'll love it.
4 So what's the plan?
5 I don't really like the sound of that.
6 And have you come to a conclusion?

Workbook page 91

- 1** 1 because she fell
because of / due to her fall
2 because / since / as there was a demonstration
because of / due to the demonstration
- 2** because, as, because of, That's why, due to the fact that, because of
- 3** 1 persuaded
2 refused
3 insisted
4 agreed
5 apologised
6 explained
7 remarking
- 4** Students' own answers

1.24 Workbook page 85, exercises 4–5

Stuntman

I'm a stuntman, though nowadays we're called stunt performers, because there are plenty of women out there risking their lives as well. We do all kinds of dangerous stuff, from falls to car crashes and fights – anything that requires specialist training and the knowledge of how to avoid serious injury. What does it take to become a stuntman? First of all, you've got to be fit, strong, agile, and mentally prepared to work in a high-risk environment. You also require a whole range of skills, such as the ability to fight. Some stuntmen are experts in combat fighting or boxing – others do martial arts like Judo, Kung Fu or Karate. There's a whole arsenal of basic moves, steps, punches and kicks you have to execute. Then you have to master the art of falling. The high fall, with the stuntman falling from a multi-storey building, is one of the most demanded stunts, though skydiving is becoming increasingly popular. Riding and driving are essential too. You should be a specialist horseback rider, as well as a semi-professional racing driver for cars and motorbikes, because many films contain high-speed chases and crashes. Rock climbing, swimming and scuba diving are also very popular sports. Finally, a stuntman who has learnt how to set himself on fire and is an expert at handling explosives will never be short of work.

So where do stuntmen originate from? Some of the earliest stunts appeared in westerns. Just think of the typical saloon brawl: breaking tables, bottles being smashed, people thrown out of windows ... or the big gunfight, with cowboys dropping from roofs left, right and centre. Make no mistake – a stuntman is no star. Basically, as a stuntman you stand in for the star. You get beaten up and shot at, you add a dose of drama and realism to the movie and (now there's a surprise!) you seldom get any of the credit. It's true that some lead actors, like Tom Cruise, like to do part of their own stunts. But there is always a stunt performer or coordinator behind the scenes, designing the action scenes, trying them out, training and advising the stars, making sure they're safe and sound. So, why is there no Oscar for stunt performers? We've been asking that question for years. A group of us have been petitioning the Academy since 1991, but we've been rejected each time, even though we were backed by real heavyweights like Steven Spielberg or Arnold Schwarzenegger. People often ask how dangerous our job is. Obviously, there are risks. Very roughly speaking, about a thousand people a year get hurt while making films, and there are about four fatalities (mostly involving helicopters). But there's no need to overreact – sprains, broken bones, stitches and burns are far more common side-effects.

1.26 Workbook page 90, exercise 4

- 1 Dad and I have been talking about what to do for the holidays.
2 Do you fancy going shopping with me?
3 I'm not sure skiing is my thing.
4 Pablo and I have sorted out all the details for the party.
5 How about going to a spa this weekend?
6 We've discussed your case from all possible angles.

Vocabulary

- **People associated with sport:** *ball boy / girl, caddy, cheerleader, coach / trainer, commentator, cox, fan, manager, mechanic, physiotherapist (physio), referee, reporter, stadium announcer, umpire*
- **Abstract nouns and adjectives:** *aimlessness, aspiration, contentment, determination, eagerness, energy, enterprise, hope, indifference, passion, resourcefulness, satisfaction*
- **Words which mean 'big' and 'small':** *colossal, enormous, giant, gigantic, huge, immense, massive, microscopic, minuscule, minute, monumental, tiny*
- **Verb Zone:** *kick off, put off, send off, stick at, take up*
- **Face 2 Face:** *Are you kidding me? No way the long way round*

Grammar

- Review (1): Narrative tenses, present perfect, conditionals
- Review (2): Reported speech, passives, modal perfects

Pronunciation

- Stress in compound nouns

Language objectives

- To learn vocabulary related to people associated with sport (page 93) and abstract nouns and adjectives (page 97)
- To revise narrative tenses, present perfect and conditionals (page 94) and reported speech, passives and modal perfects (page 98)
- To use idioms in writing (page 101)

Skills objectives

- To read and understand a text about the success of Jamaican athletes (page 92)
- To discuss people associated with sport (page 93) and talk about unusual sports (page 95)
- To listen and interpret information in dialogues and monologues (page 95)
- To read and understand a text about people's ambitions (page 96)
- To write and stage a TV quiz show (page 99)
- To catch up with people at a school reunion (page 100)
- To write a newspaper article (page 101)

Assessment criteria

- Students can use narrative tenses, present perfect, conditionals, reported speech, passives and modal perfects correctly.
- Students can recognize and use vocabulary for describing people associated with sport and abstract nouns and adjectives correctly.
- Students can use stress in compound nouns correctly.
- Students can read and understand a text about the success of Jamaican athletes and people's ambitions.
- Students can listen to and interpret information in dialogues and monologues.
- Students can write and stage a TV quiz show.
- Students can catch up with people at a school reunion.
- Students can write a newspaper article.

Resources

- **Teacher's i-book**
- **Student's Book CD 3**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 9, page 28
 - Vocabulary Consolidation Worksheet Unit 9, page 29
 - Grammar Support Worksheet Unit 9, page 52
 - Grammar Consolidation Worksheet Unit 9, page 53
 - Speaking Worksheet Unit 9, page 68
 - Test Consolidation Unit 9, pages 146-149
 - Test Extension Unit 9, pages 150-153
 - Speaking Test Unit 9, page 227

Prepare for Cambridge Exams

- Speaking** page 138
- Describing a photograph


Prepare for the TOEFL Junior® Test

- Listening comprehension** page 139
- Short conversations

Go digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 92 and 96

Listening


The **IWB Listening activities** are designed to provide extra activities to help students explore texts in greater depth.

- Listening extra, page 95


Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 101

 **More practice** provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 94 and 98
- Vocabulary, pages 93 and 97
- Pronunciation, page 93

 **Grammar presentation** provides a step-by-step visual grammar presentation with a focus on form and use.

- Grammar, pages 94 and 98

9

Going for gold

Grammar	Review: Narrative tenses Present perfect Conditionals Reported speech Passives Modal perfects
Vocabulary	People associated with sport Abstract nouns & adjectives
Challenge	Write and stage a TV quiz show
Interaction	Catching up
Writing	A newspaper article

READING

- 1 Find Jamaica on the map. Describe its location and size relative to other islands and countries in the region.

The fastest island on the planet



Shelly-Ann Fraser-Pryce



Usain Bolt

Jamaica is an island in the Caribbean Sea, about 150 kilometres south of Cuba, with a population of less than three million people. In recent years, athletes from this tiny island have performed amazing athletic **feats** at international tournaments and events.

At the 2008 Olympic Games in Beijing, Jamaican men and women won almost all the sprint medals. Usain Bolt won the 100 metres and 200 metres, and broke the world record in both events. Shelly-Ann Fraser-Pryce won the women's 100 metres; and two other Jamaicans, Sherone Simpson and Kerron Stewart, dead-heated in second place and were both awarded the silver medal. This was the first time in the history of the event that the same nation had won all three medals.

At the 2012 London Olympics, in the most eagerly-awaited event of the Games, Bolt successfully defended his title, sprinting to glory in an Olympic record time of 9.63 seconds. A global TV audience of two billion people **tuned in** to watch his **epic** achievement. His fellow Jamaican, Yohan Blake, claimed silver with a time of 9.75 seconds. Shelly-Ann Fraser-Pryce also retained her 100 metres title, with Veronica Campbell-Brown from Jamaica (where else?) taking the bronze.

So the big question is ...

Why are Jamaicans so good at sprinting?

Some experts think that they have a natural advantage. Seventy per cent of Jamaicans have a strong form of the ACTN3 gene, which helps athletes produce **explosive** bursts of speed. The gene is rare in people of other nationalities. In addition, most Jamaicans are Afro-Caribbean. For the last thirty years, sprint medals have almost always been won by **talented** athletes of Afro-Caribbean descent from many different countries, including the USA, Canada and Great Britain. By 2004, Afro-Caribbean athletes had registered 495 of the top 500 times at 100 metres.

- 2 Read the article quickly, and match the words in bold with the definitions.

- | | |
|-----------------------|--------------------------|
| 1 very memorable | 4 low quality |
| 2 powerful and sudden | 5 very good at something |
| 3 achievements | 6 watched on TV |



Before 2008, Jamaicans had never won Olympic sprint gold medals. Why not?

Actually, athletes from Jamaica **HAD** won Olympic medals before, but they weren't representing Jamaica. Three men who won the Olympic 100 metres - Ben Johnson in 1988*, Lynford Christie in 1992 and Donovan Bailey in 1996 - were born in Jamaica but represented other countries. Christie ran for Great Britain; Johnson and Bailey represented Canada.

It is generally agreed that athletes living in Jamaica didn't do so well in the past because the island used to have **poor** training facilities. Because of this, top athletes would leave the island to train in other countries, often changing their nationality after a number of years. However, the Jamaican government was determined to stop this happening and there is now a scholarship scheme which encourages talented young athletes to stay. Performances by Jamaicans look certain to get even better.

The athletes from this tiny island have enormous talent, and their exceptional performance at major sporting events provides people all over the world with entertainment and inspiration.

* Ben Johnson lost his gold medal after testing positive for anabolic steroid use.

Fact box



Marian Woronin



Christophe Lemaitre

Very few non Afro-Caribbean athletes have ever run the 100 metres in under ten seconds. The first was Marian Woronin from Poland, who managed the feat in 1984. The youngest was Frenchman Christophe Lemaitre, who equalled the achievement at the age of 20 in 2011.

Warmer

Put students into small groups and ask them to list as many Caribbean countries as they can. Take it in turns to invite a member of each group to write the name on the board, spelt out by another member of that group. Tell them to name the countries in alphabetical order. Any group that seems to miss out a country or spells it wrong can be challenged. This could be turned into a game, with points lost or awarded as appropriate.


Answers

Anguilla, Antigua, Aruba, Barbuda, Bahamas, Barbados, British Virgin Islands, Cayman Islands, Cuba, Dominica, Dominican Republic, Dutch Antilles, Grenada, Guadeloupe, Haiti, Jamaica, Martinique, Montserrat, Puerto Rico, Saint Barthelemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin, Saint Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, US Virgin Islands

- 1 Ask: *Is Jamaica about the same size as any of the other islands?* Write *much bigger / smaller* on the board. Elicit other ways of modifying adjectives, e.g. *slightly, a bit, a lot, not much*.

Answers

Students' own answers

- 2  3.18 The text is available to listen to. Tell students to read the article for gist, but to focus in more detail on the sentences containing the words in bold. Don't answer any questions about vocabulary at this stage.

Answers

1 epic 2 explosive 3 feats 4 poor 5 talented 6 tuned in

Teaching tip

Use the text as an opportunity to practise numbers. Tell students to underline all the numbers and have students pronounce each one chorally, after you shout *Next* for each number.

Remind them that in English decimals are written with a point, not a comma, and are pronounced *point*. Mention also that numbers are pronounced individually, e.g. *nine point six three seconds*.

VOCABULARY

People associated with sport

3 Answer the questions according to the article.

- 1 What's so surprising about Jamaica?
- 2 What happened for the first time in the women's 100 metres at the Beijing Olympics?
- 3 Why is the ACTN3 gene so important?
- 4 Why did Jamaican athletes use to train in other countries?
- 5 How is the government helping to develop sprinting in Jamaica?
- 6 Who are the most successful sprinters?

4 Read the *Study Skill*. Then find five facts and five opinions in the text. How do you know which they are?

STUDY SKILL

Recognizing facts and opinions

A fact should be indisputable. *Jamaica is an island.* Sometimes writers try to disguise their opinions as fact, by writing things like *White men can't run fast, and that's a fact.* Always check 'facts' like this. Extreme adjectives, eg. *astonishing, outstanding*, indicate an opinion, not a fact.

5 Work in groups. Make a list of three facts and three opinions about sporting success or failure in your country.

6 Read *Word Zone*. Do the words in the box mean 'very big' or 'very small'?

WORD ZONE

Words which mean 'big' and 'small'

Athletes from this *tiny* island have *enormous* talent.

colossal enormous giant gigantic huge immense massive microscopic minuscule minute monumental tiny

7 Complete the sentences with words meaning 'big' or 'small' from *Word Zone*. If possible, check if the collocations you have chosen are used regularly.

- 1 The achievements of the Jamaican athletes are ...
- 2 There's an absolutely ... statue of the President in the main square.
- 3 I was very hungry, but sadly the meal they brought me was ...
- 4 They're building a ... new athletics stadium for the Olympics. It will seat over 100,000 people.
- 5 'Oh no, I've got a stain on my new pair of jeans!' 'Don't be ridiculous – it's ... I can hardly see it!'

8 Look at the 'people' words in the box and answer the questions.

- 1 Which of the people can you see in the photos?
- 2 What does each of the people in the box do?
- 3 Are they associated with a particular sport? Which?

ball boy / girl caddy cheerleader coach / trainer commentator cox fan manager mechanic physiotherapist (physio) referee reporter stadium announcer umpire



9 Read the descriptions of three people. Which jobs from exercise 8 are being described?

- 1 They announce the names of the players and tell you what the score is. Their contribution to the game is minuscule. I'd rather watch without them, to be honest.
- 2 They sit on a chair, watch two people hit a ball across a net to each other and announce the score. It must be the most mind-numbing job in sport.
- 3 They are the people who make motor sport tick. Without them, the drivers would be helpless. Their contribution to the sport is monumental.

10 In pairs, discuss the descriptions in exercise 9. Do you agree with them? Why / Why not?

11 Choose another person from exercise 8 and write a description. Then read them out in pairs and guess them.

PRONUNCIATION Stress in compound nouns

12 Listen and repeat the pairs of sports.

What do you notice about the stress in the second sport?

racing – horse racing hockey – ice hockey
polo – water polo skiing – waterskiing



More practice? page 129



- 3 Tell students to see how many of the questions they can answer before they re-read the article. Point out that some answers will need to be paraphrased rather than copied from the text.

Answers

- 1 It is a small country and yet it has been so successful in international athletics.
 - 2 It was the first time that one nation had won all three medals in the women's 100 metres event.
 - 3 It helps athletes produce explosive bursts of speed, and is found more commonly in Jamaicans than in any other nationality.
 - 4 The island used to have poor training facilities.
 - 5 They have introduced a scholarship scheme for promising young athletes.
 - 6 The most successful non Afro-Caribbean sprinters are Marian Woronin from Poland and Christophe Lemaitre from France.
- 4 Point out that some statements of fact may also include words that may indicate an opinion, e.g. *A global TV audience of two billion people tuned in to watch* (fact) *his epic achievement* (opinion). Tell students to list these parts of the sentence separately, if necessary.

Answers

Opinions

... performed amazing athletic feats ...

... in the most eagerly-awaited event of the Games ...

... his epic achievement

the Jamaican government was determined to stop this happening ...

Performances by Jamaicans look certain to get even better.

The athletes from this tiny island have enormous talent, and their exceptional performance at major sporting events provides people all over the world with entertainment and inspiration.

We know the difference between facts and opinions because the information in facts can be checked in other sources and will always stay the same. Opinions contain words that express a subjective view of a situation, or else they may be speculative, e.g. *look certain to*. They can also suggest that they are expressing a view on someone else's behalf, e.g. *the government was determined to ...*

- 5 Brainstorm some famous sporting successes or failures as a class before putting students into their groups.

Answers

Students' own answers

- 6 Write the headings *Very big* and *Very small* on the board. Have students guess which heading each of the words comes under.

Answers

Students' own answers

- 7 If students need help, tell them that *gigantic* tends to be used more to describe something physical, while *giant* often refers to a larger form of a particular creature, e.g. a giant snake.

Answers

- 1 colossal / enormous / huge / immense / massive / monumental
- 2 gigantic / colossal / enormous / huge / immense / massive / monumental
- 3 minuscule / minute / tiny
- 4 colossal / enormous / gigantic / huge / immense / massive / monumental
- 5 microscopic / minute / tiny

Warmer

Brainstorm as many sports as possible. Begin with sports that start with the letter *a*, then move onto *b*, etc. You could turn this into a game by dividing the class into two teams.

- 8 Allow students to do question 1 and check answers before having them move onto questions 2 and 3.

Answers

- 1 (clockwise, from top left) referee, ball boy / girl, umpire, fan, mechanic, coach / trainer
- 2 Students' own answers

- 9 Point out that the people whose jobs are being described do not all necessarily feature in the photos in exercise 8.

Answers

- 1 commentator
- 2 umpire
- 3 mechanic

- 10 Elicit that *mind-numbing* in item 2 of exercise 9 means *very boring*.

Answers

Students' own answers

- 11 Tell students to write their descriptions individually. Encourage them to give their own opinions, as in the statements in exercise 9.

Answers

Students' own answers

- 12  3.19 Check that students understand what the listed sports are, by asking them where the sports are played.

Answers

The stress falls as follows: racing – horse racing; hockey – ice hockey; polo – water polo; skiing – waterskiing

The stress in the second sport falls on the same part of the word that is mentioned in the first sport, i.e. the first syllable.

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 28, exercises 1–3

Vocabulary Consolidation Worksheet: page 29, exercises 1–3



Narrative tenses

Grammar reference page 121

- 1 Read the sentences 1–6 in pairs. For each one, discuss questions A–D.
- How many actions or events happened in this scenario?
 - Do we know when this happened?
 - If there is more than one, in what order did the actions or events happen?
 - Was each action or event completed?

- Usain Bolt won the 100 metres at the London Olympics.
- Until 2008, Jamaica had never won a sprint gold medal.
- I bought my first video game when I was eleven.
- I had never heard of Jamaica until I saw the Olympics.
- I met Sandra for the first time last summer.
- I was working as an Olympic volunteer when I met Ian.

- 2 Read the pairs of sentences. Then complete the second sentences so that they mean the same as the first.

- Japan won the Women's World Cup in football in 2011. This was the first time an Asian team had won it.
No Asian team *had won the Women's World Cup until Japan in 2011.*
- Andy Murray won the US Men's Singles final in 2012. This was his first Grand Slam win.
Until he won ...
- My sister Karin attended the European Cup final in London in May 2013. It was her first visit to the UK.
Karin hadn't ...
- The police arrived at Peter's house at breakfast time.
While Peter ...

Present perfect

Grammar reference page 121

- 3 Complete the captions with the illustrations. Use the present perfect simple in your sentences.



1 Do you eat snails a lot?
No, this is the first time ...



2 Have you had this car long?
No! It's ...



3 Do you know Rome?
Yes, it's the second time ...



4 Have you played the oboe for a long time?

- 4 Write sentences giving the following information about yourself. Try to expand your ideas.

- Something you have never done.
I've never played rugby. I think it sounds too dangerous.
- Something that you want to do but haven't done yet.
- Something you have just done.
- Something you have been doing for a long time.
- Something interesting that a friend has done, or that has happened to someone you know.

Conditionals

Grammar reference page 121

- 5 Match the two parts of the sentences. Then complete the second part.

- If a player handles the ball in football,
- If my cousin had trained harder,
- If I were ten centimetres taller,
- If I hadn't noticed the advertisement for extra tickets,
- If an athlete is guilty of two false starts,
- If I didn't have a season ticket,

- I ... for my local basketball team. (try out)
- I don't think I ... to watch my local team. (pay)
- he or she ... disqualified. (be)
- the other team ... a free kick. (get)
- we ... to go to the Cup final. (not be able)
- she ... a medal. (might / win)

- 6 Rewrite the text, replacing *if* with *unless* and vice versa.

I've got a friend who thinks you can't call an activity a sport unless a ball is involved ...

I've got a friend who thinks you can't call an activity a sport if a ball isn't involved. I think this is ridiculous. She also says that you can't call it a sport if there


isn't a team. Unless I'm mistaken, there are sporting activities which are both individual and don't use a ball, like motor racing and all kinds of athletics. I think anything is a sport if it's competitive. Although I must admit that darts and archery aren't really a sport, as far as I'm concerned. Unless you have to be physically fit, then I agree that an activity should be called a pastime, not a sport. Do you agree?



- 7 Now complete the following sentences about you.

- If the Olympic Games are ever held in my country ...
- I couldn't have become a professional athlete ...
- If I could meet any famous sportsperson in the world ...
- I won't be able to watch a World Cup final ...
- My friends and I would give anything ...
- If my school hadn't encouraged me ...

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 121.
-  Visual grammar presentation

Warmer

Ask students: *What's the best moment that you can remember seeing in sport? Have you ever felt inspired by watching any other events? Have you had any moments when you were very proud of something you have done?* Invite them to boast about their successes, and encourage the rest of the class to give a round of applause after each account.

- 1 Read questions A–D and point out that in A, the number of actions or events relates to the tense(s) used in each of the statements 1–6. Mention also that B does not refer to the students' knowledge of the situation, but again relates to how the statement is worded and use of tense.

Answers

- 1 A one; B no; C -; D yes
 - 2 A one; B before 2008; C -; D yes
 - 3 A two; B when he / she was eleven; C they happened at the same time; D yes
 - 4 A two; B up to when he / she saw the Olympics; C he / she had not heard of Jamaica, then he / she saw the Olympics; D yes
 - 5 A one; B last summer; C -; D yes
 - 6 A two; B when she met Ian; C they happened at the same time; D 'was working' not completed / 'met Ian' is completed
- 2 Have students read the example, and draw their attention to the time expression used. Elicit that *no... until* is used because the original sentence pair says *this was the first time ...*. Ask them to use a similar analysis when reading sentences 2–5.

Answers

- 2 Until he won the US Men's Singles final in 2012, Andy Murray had never won a Grand Slam.
 - 3 Karin hadn't been to / visited the UK before she attended the European Cup final in London in May 2013.
 - 4 While Peter was having breakfast, the police arrived at his house.
- 3 Have students read the questions in items 1–4. Ask what they notice about the tenses used (they are in both present simple and present perfect). Elicit that the answers need to be in the present perfect because they talk about something that has or hasn't happened up to now.

Answers

- Suggested answers
- 1 No, this is the first time I've eaten / had them.
 - 2 No! It's the first time I've driven it.
 - 3 Yes, it's the second time I've been here.
 - 4 No, I haven't played it very long at all. / Yes, I've played it for ages.

Extra activity

As a follow-up to exercise 3, ask students to write five questions, which can be in the present perfect or present simple, but which require an answer in the present perfect. In pairs, ask and answer the questions. Monitor and check.

- 4 Refer students to the example sentence. Point out that the second sentence is an opinion or justification for the first statement. Suggest that they do the same for items 2–5.

Answers

Students' own answers

- 5 Do the first sentence as a class. Discuss why the answer is *gets* rather than *will get* (zero conditional for a general rule, first conditional for an actual prediction).

Answers

- 1 D, gets
 - 2 F, might have won
 - 3 A, would try out / would have tried out
 - 4 E, wouldn't have been able
 - 5 C, is
 - 6 B, would pay
- 6 Write this sentence on the board: *I wouldn't go to football matches if I didn't have a season ticket.* Ask students to rephrase the *if* clause using *unless* (... *unless I had a season ticket*).

Answers

I think this is ridiculous. She also says you can't call it a sport unless there is a team. If I'm not mistaken, there are sporting activities which are both individual and don't use a ball, like motor racing and all kinds of athletics. I think anything is a sport unless it isn't competitive. Although I must admit that darts and archery aren't really a sport, as far as I'm concerned. If you don't have to be physically fit, then I agree that an activity should be called a pastime, not a sport. Do you agree?

- 7 Students check their answers in pairs.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 52, exercises 1–3

Grammar Consolidation Worksheet: page 53, exercises 1–3

LISTENING

Interpret information in dialogues and monologues



Man versus horse marathon



Underwater hockey



Disc golf

1 In pairs, describe what you see in the three photos.

2 Match the sports in the photos with the descriptions. What do you think of the sports?

1 requires players to throw a round flat plastic object into a basket. There are a series of baskets at different points, like the holes on a golf course. The object of the game is to complete the course in the fewest number of throws.

2 also known as Octopush, is a non-contact sport in which two teams compete to move a puck across the bottom of a swimming pool into a goal. A group of British divers invented the sport in the 1950s as a way to keep their diving muscles toned during the winter months.

3 The takes place every year in and around Llanwrtyd Wells in Wales. Runners compete against riders over 40 kilometres. The race started in 1980 after a discussion about whether men could compete against horses. The race was won by a man – Huw Lobb – for the first time in 2004.

3 You are going to hear Part 1 of a news item about one of the sports. Listen and answer the questions using the word in brackets in your answer.

- 1 What made the Australian journalist suspicious? (equipment)
- 2 How did the Moldovan men's team perform? (embarrassing)
- 3 What happened at the end of the Sydney tournament? (remained)
- 4 What was different about the women's performance in Calgary? (turn up)
- 5 What did the Canadian journalist find out? (unable)
- 6 What was the broadcaster's final message to the Moldovans? (wishes)

4 Part 2 is about a different sport. Before you listen, explain what you think the following expressions mean.

- 1 My dad is a sports freak.
- 2 I take after him.
- 3 It was unreal.
- 4 I take my hat off to you.
- 5 It was so neat!

5 Now listen and answer the questions.

- 1 Who is being interviewed?
A A player. B A fan. C An organizer.
- 2 How did she get interested in the sport?
A Her father suggested it. B Her mother suggested it. C She read about it in a newspaper.
- 3 What gave her the chance to attend a tournament?
A A wedding. B A school visit. C A family reunion.
- 4 Where did they finish in the tournament?
A First. B Second. C Third.

6 Listen to Part 3 and make notes about the following. Then compare your notes in pairs.

- 1 information about the eventual race winner
- 2 the kind of terrain where the race takes place
- 3 the description of the winner after he finishes the race

7 Read *Face 2 Face*. Go to page 147 and complete the dialogues. Listen and check.

FACE 2 FACE



- No way
- the long way round
- Are you kidding me?

Dialogues page 147

YOUR TURN TO SPEAK

8 Work in small groups. Each group chooses ONE of the sets of questions to discuss. Make notes of your conclusions, and report them to the rest of the class.

A Which other unusual sports have you heard of? What's the most unusual sport you've ever tried? Are there any you'd like to try?

B What do you think about unusual sports? What does it say about the people who participate in them? What is your attitude to people who do dangerous or physically challenging sports?

C Is it ever appropriate to mix sport and politics? Give examples. If there is any doubt about a team's motives for attending a sporting tournament, should they be banned?

Warmer

Have students work in pairs. Tell them that they are going to do a role play in which one student is to take the part of a famous sportsperson (they choose). Say that their partner will be a reporter who is interviewing them. Ask them to decide why the sportsperson is being interviewed at this moment. Give them a few minutes to prepare, then ask them to perform their role plays. The rest of the class is to try to guess which sportsperson it is.


- 1 Don't ask students to describe the sports themselves at this stage. Get them to say exactly what they can see, e.g. *A man riding a horse and a man running next to him. Some people underwater in a swimming pool wearing breathing equipment. A man in a grassy field throwing some kind of disc.*

Answers Students' own answers

- 2 Don't answer any vocabulary questions until students have matched the descriptions to the photos. Then ask them to guess any words they don't know.

Answers

- 1 Disc golf
- 2 Underwater hockey
- 3 Man versus horse marathon

- 3  **3.20** **Transcripts page 272** Go through the words in brackets and ask students to name the parts of speech. Point out that in question 6, the word *wishes* is to be used as a noun rather than as a present simple form.

WORDS TO KNOW


Check that students know the words and expressions *fins* (as in underwater equipment for your feet), *apply for* (officially request) and *refugee status* (legitimate right to stay in a country because your own country is unsafe). Ask them to give a definition of each.

Answers

- 1 Some of the Moldovans didn't know how to put their equipment on.
 - 2 They suffered an embarrassing defeat.
 - 3 They remained in Australia.
 - 4 They didn't turn up to the championship.
 - 5 Most of the team were unable to swim.
 - 6 She sent them her best wishes.
- 4 Invite the class to give their ideas, but don't confirm or deny any suggestions at this stage. Point out that items 3 and 5 could have a range of meanings, depending on the context.


Answers

- 1 My dad is very keen on all kinds of sport.
- 2 I am very similar to him.
- 3 It was amazing.
- 4 I admire you.
- 5 It was great.


- 5  **3.21** **Transcripts page 272** Pre-teach *trophy* and *worthy*. After doing the exercise, have students check the guesses that they made in exercise 4. Point out that *freak* usually means someone who is very different from the rest of the community or society, but that it is a colloquial word for *fan*.

Answers

- 1 A 2 A 3 C 4 A

- 6  **3.22** **Transcripts page 272** Advise students to listen carefully when making notes about the eventual race winner. Tell them that they don't need to use full sentences for their notes.

Answers

- 1 Carl Rogers – aged 27 – fitness trainer from Cardiff
 - 2 40-kilometre course – steep hills, high walls, streams and trees – difficult for horses
 - 3 delighted – with huge grin on his face – but exhausted
- 7  **3.23** These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 147, ask them which one means:
There's no chance. (*No way*)
via the longer of two possible routes (*the long way round*)
Is this a joke? (*Are you kidding me?*)
Ask students if there's an equivalent in their own language.

Answers

- 1 No way
 - 2 Are you kidding me?
 - 3 the long way round
- 8 If a group chooses A, tell them that they don't need to agree on one sport that they would all like to try, but they should reflect the diverse opinions of the group members. Tell students choosing B that they could also include in their discussion unusual sports that are dangerous.

Answers Students' own answers

- 1  Look at the photos and read the headlines of the three texts. In pairs, briefly discuss what you think of the people's ambitions.
- 2  Read the three texts quickly and find the occupations of the people who advised the three students.

Aiming high

I want to run away with the circus!

I could have been born in a circus – my great-grandfather was a lion-tamer in Romania! I only found this out a few weeks ago, but now I can't think of anything I'd rather do for the rest of my life. It's in my blood! I've already checked out a local circus training school. When I rang for information, the advisor I spoke to was incredibly helpful.

She told me that circus performers don't just work for traditional touring circuses; nowadays, they're also involved in a lot of theatre performances, especially in musicals. There are even circus acts on cruise ships and resident shows in hotels and cabaret venues. Circus acts include aerial performances on the trapeze and high wires, acrobatics, tumbling and balancing acts involving two performers. Other circus acts involve juggling, still-walking and clown and mime work.

The advisor from the training school emphasized that I would find it easier to get work if I learned a lot of skills. Multi-talented circus performers are always in demand.

I can't wait to audition for the school!



Kirsten



Terry

I love drawing and I want to be a cartoonist.

When I was eleven years old, my art teacher told me that I had a very special talent as a cartoonist, and since then that's all I've ever wanted to be, even though it's an incredibly competitive job. There are literally hundreds of professional cartoonists trying to get published in newspapers and magazines.

I want to create a cartoon strip with engaging characters and lots of visual and verbal jokes. I want to be world famous and have my cartoon syndicated in newspapers around the world. My art teacher tried to make me be a bit more realistic. He reminded me that animators for film and TV work are always in demand. Animation sounds good. Another burgeoning market is greetings cards, particularly e-cards available online – but I'm not interested in that at all! It's competitive and the chances of success are minuscule. But I still want to do it. I've already applied to five art schools. It's the only thing I want to do.

When I first watched a soap opera, I thought 'I could do that!'

When I was little, I was a story-teller and everyone I met became characters in my stories. If I was watching a TV soap and a new character appeared, I would confidently sketch in details of his or her backstory.

I understand how soaps work (yes, I'm THAT arrogant!) and I sent an idea for a brand new one to our local TV company. To my amazement, I was invited to talk to the Deputy Head of Programming, a really nice lady called Sylvia. Sylvia explained that most soaps were written by a team of writers, and that storylines were usually developed at script conferences. Ideas are thrown around like confetti and then one of the writers is sent away to write the first draft of the script. This is then presented at another script meeting and often torn to shreds! If she was expecting this to put me off, it didn't work. It sounded like the most exciting thing I could imagine. I pleaded with her to let me attend a scriptwriters' meeting. She said she would think about it.



Paula

Warmer

Ask: *What do you know about circuses? What can you expect to see at a circus? Have you ever been to one? If yes, did you enjoy it? Were there performing animals there? What do you think of circuses now that you are older? Have there been any changes to circuses over the past ten years or so?* Elicit a range of responses and have a class discussion.

- 1 Focus attention on the title and ask for the literal and figurative meaning ('aiming a gun or arrow at something that is high up' and 'having an ambition that may be difficult to achieve').

Answers

Students' own answers

- 2  3.24 The text is also available to listen to.

Tell students not simply to look out for a job title, but to make sure that the person with that job title did actually advise the student.

Answers

Kirsten – advised by the circus training school advisor

Terry – advised by his art teacher

Paula – advised by the Deputy Head of Programming at a local TV company

Extra activity

Ask students to look again at the headlines. Remind them that these are all literal, and only have one meaning. Put students into pairs or small groups, and have them think about alternative headlines for each of the three texts that might work on more than one level – as in the title *Aiming high*. Ask students to give their ideas, and write the best suggestions on the board.

- 3 Read the text and find who said or did the following.
- Who said that it was important for a circus performer to be multi-talented?
 - Who suggested that it might be a good idea to consider other options?
 - Who described what went on at a script conference?
 - Who decided on their future profession at a young age?
 - Who has identified the best place to study?
 - Who tried to persuade someone to let him or her attend a meeting?
- 4 In pairs, discuss the questions.
- What can one see at a traditional touring circus?
 - What entertainment would you expect on a cruise ship?
 - What do people do on a trapeze and high wire?
 - What is a syndicated cartoon strip?
 - What does it mean if a market is burgeoning?
 - What are the characteristics of a TV soap?
- 5 Read the following quotations about ambition and discuss the following questions.
- What do you know about the people who are quoted?
 - Which quotation is the most effective for you? Why?

We need to steer clear of this poverty of ambition, where people want to drive fancy cars and wear nice clothes and live in nice apartments but don't want to work hard to accomplish these things. Everyone should try to realize their full potential. **Barack Obama**

Ambition is a dream with a V8 engine. **Elvis Presley**

Women who want to be equal with men lack ambition. **Marilyn Monroe**

At the age of six, I wanted to be a cook. At seven, I wanted to be Napoleon. And my ambition has been growing steadily ever since. **Salvador Dali**

**VERB
ZONE**

kick off put off send off
stick at take up

- 10 Match the verbs with the definitions below.
- discourage someone from doing something
 - tell a player they have to leave a match because they've committed an offence
 - start playing a match
 - start practising a certain sport or hobby
 - continue to do something even though it's difficult

VOCABULARY Abstract nouns & adjectives

- 6 Look at the words. Which do you associate with *ambition*, and which do you associate with a *lack of ambition*?
- aimlessness aspiration contentment determination
eagerness energy enterprise hope indifference
passion resourcefulness satisfaction
- 7 Create adjectives related to each of the words in exercise 6. Match them to the suffixes below. Some of the words have more than one adjective.
- | | | |
|--------|--------|-------------|
| 1 -ate | 4 -ing | 7 -ent |
| 2 -ed | 5 -ic | 8 -less |
| 3 -al | 6 -ful | 9 no suffix |

- 8 Complete each paragraph with a noun from exercise 6 and its related adjective.
- I work in a refuge for homeless young people. It's hard work, but my job gives me a lot of ... I find it really ... when I can bring a ray of hope into people's lives.
 - The interviewer asked me to tell her what got me going, what I was ... about. I smiled and told her that the greatest ... in my life was my local football team. I became very animated as I described why I love it so much.
 - When the teacher put on a video about education in Africa, the students didn't seem very excited. In fact, there was an air of ... about the class. But the students didn't remain ... for long. In fact, they couldn't tear their eyes away from the screen!
 - When I told my teachers about my ambition to be an actor, they tried to put me off. But I was ... to go to drama school, so I applied to several places. My ... paid off when I was accepted by the country's top academy for actors.
- 9 Match the words with example situations A–C. Then write example situations for the rest of the words in exercise 6 in a way that means something personal for you.

eagerness indifference resourcefulness

- A being so excited about something that you can't sleep
B making a meal for ten people with only three ingredients
C saying 'Whatever!' when someone suggests a plan

- 11 Complete the sentences with the verbs in the correct form.
- The game ... five minutes ago, and it's already Brazil 2 Italy 0!
 - My parents tried to ... me ... becoming a drummer, but it didn't work.
 - I decided I wanted to get some self-defence lessons, so I've ... karate.
 - I'm learning Chinese. It's really hard, but I'm going to ... it.
 - The goalkeeper was ... after he punched the referee!
- 12 In pairs, turn to page 150 and discuss the questions.

- 3 Tell students to consider whether any of the questions could apply to more than one of the people in the article on page 96.

Answers

- 1 the advisor from the circus training school (Kirsten)
 - 2 Terry's art teacher
 - 3 the Deputy Head of Programming at a local TV company (Paula)
 - 4 Paula (when she was little) and Terry (when he was eleven)
 - 5 Kirsten
 - 6 Paula
- 4 Point out that the answers to these questions don't appear in the article.

Answers

Students' own answers

- 5 Check that students can explain what *poverty of ambition* means in the quotation from Barack Obama. Ask them what Elvis Presley meant by a *V8 engine* (a very powerful engine). Find out which of the quotations they found most humorous.

Answers

Students' own answers

Extra activity

Ask students these questions. Students can answer from memory, then check their answers quickly by scanning the article.

- 1 *Where do circus performers work, apart from in traditional touring circuses?*
- 2 *How easy is it to get a job as a cartoonist?*
- 3 *How is a script for a TV soap developed?*

Answers

- 1 They work in the theatre, on cruise ships, in resident shows in hotels and in cabaret venues.
- 2 It's very competitive.
- 3 Storylines are developed at script conferences, the script is written and then it's criticized at another script meeting.

Warmer

In pairs, get one student to look back at page 93 and choose a noun from the Vocabulary section. Explain that they are to define the word and their partner will guess what it is.

- 6 Invite students to give a definition of each word.

Answers

Ambition: aspiration, determination, eagerness, energy, enterprise, hope, passion, resourcefulness, satisfaction
Lack of ambition: aimlessness, contentment, indifference

- 7 Point out that some nouns generate more than one adjective.

Answers

1 passionate 2 contented, determined, satisfied 3 aspirational
4 aspiring, energising, enterprising, satisfying 5 energetic
6 hopeful, resourceful 7 indifferent 8 aimless, hopeless, passionless
9 eager, content

- 8 Tell students that they may need to choose between two adjective forms for one of the paragraphs.

Answers

1 satisfaction; satisfying 2 passionate; passion
3 indifference; indifferent 4 determined; determination

- 9 Tell students to use the same structure as for definitions A–C.

Answers

A eagerness B resourcefulness C indifference

- 10 Check if students recognize any of the multi-part verbs.

Answers

1 put off 2 send off 3 kick off 4 take up 5 stick at

- 11 Point out that students may need to use the verb in different tenses.

Answers

1 kicked off 2 put me off 3 taken up 4 stick at 5 sent off

- 12 Encourage students to use the multi-part verbs in their discussion.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 28, exercises 4–6

Vocabulary Consolidation Worksheet: page 29, exercises 4–6



Reported speech

Grammar reference page 121

1 In pairs, read situations A-C and answer the questions.

A Alex called. He asked me where we were watching the match tonight, but I said we hadn't decided yet.

- 1 Did the first conversation happen on the same day?
- 2 What was Alex's exact question?

B Did I tell you I saw Suki at the cinema? She told me she'd got a Saturday job there.

- 3 Where did the first conversation happen?
- 4 Is the speaker in that place now? How do you know?

C I bumped into Larry. He said he's just moved into a new flat, and that we should go and see it.

- 5 Imagine the original conversation. Do you think the verbs are the same as in the situation above? Why / Why not?
- 6 Is it possible to change the verbs in the situation above?

2 Rewrite the sentences using the verbs in the box.

agree apologize insist offer refuse warn

- 1 **Dad:** OK, I'll pick you up from the party.
Dad agreed to pick me up from the party.
- 2 **Kelly:** No way am I eating that soup!
- 3 **Sebastian:** No, no, I'll pay for the coffee. I won't take no for an answer!
- 4 **Mr Ellis:** If I were you, I wouldn't cycle home without a helmet. It's really dangerous.
- 5 **Penny:** I'm sorry I'm late.
- 6 **Luke:** I'll lend you my squash racket if you want.

Passives

Grammar reference page 121

3 Why use passives? Match reasons A-D with sentences 1-8. There are two sentences for each reason.

- A We don't know the agent (the person / people or thing that did the action). If we knew, we'd probably mention it.
B We could say who the agent is / are, but it's unnecessary.
C People in general are the agent.
D The agent is new information. Using the passive puts it at the end of the sentence, which emphasizes it.
- 1 My bike was stolen from outside the school.
 - 2 The new swimming pool was completed last week.
 - 3 My uncle took his car to the garage. It was crushed by a falling tree.
 - 4 You were called at 13.45. The caller left no message.
 - 5 It's well known that Formula 1 drivers earn huge salaries.
 - 6 I went for a check-up, but I wasn't seen by my usual dentist.
 - 7 Passengers with children will be asked to board first.
 - 8 The rules of cricket are thought to be complicated.



4 Now make sentences 1-8 in exercise 3 active. Which of them sound unnatural or different? Why?

5 Choose a suitable verb to complete these sentences. Then rewrite them in passive form.

- 1 When I was walking home, I had a terrible feeling that someone ... me.
- 2 Premier League football players ... a record number of goals last month.
- 3 Someone ... you while you were out.
- 4 Fans ... more than a thousand Messi replica shirts since this morning!
- 5 Millions of people ... the Olympic 100 metres final on television.
- 6 Some people ... that football was first played in China, although people in England ... that!

Modal perfects

Grammar reference page 121

6 Look at the verbs. Which ones don't we normally use with *have + past participle*?

must mustn't can can't might might not
may may not should shouldn't could couldn't

7 In pairs, read situations 1-3. For each one, decide which explanation is more likely, A, B or C. Then think of another possible explanation.

1 Faringdon rugby team normally get around 15,000 fans to watch their games. But for an important game against the league leaders, only 5,000 came.

- A They might have changed the kick-off time at the last minute.
B They must have lowered the ticket prices.
C They can't have advertised the game properly.


2 Xander was about to start his first year as a student at Yale University in the USA. But one day before starting, he decided not to go. He got a job working in a local supermarket instead.

- A He could have done badly in his university exams.
B He must have decided to take a gap year.
C He might have thought that the university wasn't a very good one.

3 Lucy had practised every day for months for a violin exam. She could play her pieces really well. But on the day of the exam, her performance was awful and she failed the exam.

- A She can't have been feeling well.
B She mustn't have practised enough.
C She may have learnt the wrong pieces.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 121.
-  Visual grammar presentation

Warmer

Tell students that you are going to say a sentence, e.g. *You're going to review some grammar today*, and then invite a student to use reported speech, e.g. *She said we were going to review some grammar today*. That student then thinks of their own sentence, and the person next to them reports it. This continues around the class until everyone has participated.

- 1 Tell students that, in each case, they need to pay attention to the tense, time and place expressions to determine both when / where the conversations originally occurred and when / where they are being reported.

Answers

- 1 Yes.
- 2 Where are we watching the match tonight?
- 3 At the cinema.
- 4 No, because they say 'there'.
- 5 Yes, because the action has only recently happened; also, 'should' refers to the future in both the direct and reported speech versions, and therefore doesn't change.
- 6 Yes, 'he's just moved' could become 'he'd just moved'.

- 2 Before doing the exercise, go through the verbs and elicit whether they are followed by *to*, object + *to* or preposition + *-ing*.

Answers

- 2 Kelly refused to eat that / the soup.
- 3 Sebastian insisted on paying for the coffee.
- 4 Mr Ellis warned me not to cycle home without wearing a helmet.
- 5 Penny apologized for being late.
- 6 Luke offered to lend me his squash racket.

- 3 Tell students to read through A–D carefully. Make sure that they understand the difference between the reasons. If necessary, ask them to give an example of each.

Answers

- 1 A 2 B 3 D 4 A 5 C 6 D 7 B 8 C

- 4 Point out that they should invent an agent if the agent isn't apparent from the sentences in exercise 3. Tell them that this will further reinforce the uses of the passive.

Answers

- 1 Someone stole my bike from outside the school.
- 2 They / Some people completed the swimming pool last week.
- 3 My uncle took his car to the garage. A falling tree crushed it.
- 4 Someone called you at 13:45. The caller left no message.
- 5 People know the fact very well that Formula 1 drivers earn huge salaries.
- 6 I went for a check-up, but my usual dentist didn't see me.
- 7 We will ask passengers with children to board first.
- 8 People think that the rules of cricket are complicated.

Sentences 2 and 5 sound unnatural because there is no need to mention an agent. Sentence 4 sounds odd because the rest of the message is very formal.

- 5 Point out that students must decide whether they need to include an agent or not. Tell them to refer to reasons A–D in exercise 3, if necessary.

Answers

Suggested answers

- 1 was following; When I was walking home, I had a terrible feeling that I was being followed.
 - 2 scored; A record number of goals were scored by Premier League football players last month.
 - 3 called; You were called / received a call / had a call while you were out.
 - 4 have bought; More than a thousand Messi replica shirts have been bought since this morning.
 - 5 watched; The Olympic 100 metres final was watched by millions of people.
 - 6 think / say ... don't think / say; Football is thought / said by some people to have been first played in China, although it isn't thought / said by people in England.
- 6 For each of the modal verbs listed, ask students to say what we want to express when we use their modal perfect forms, i.e. deduction about a present / past event, speculation. There is only one answer.

Answers

can

- 7 Ask students to explain their reasons for rejecting the two other explanations in each case. Encourage them to use *X is more likely / the most likely explanation because ...*

Answers

- 1 C 2 B 3 A

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 52, exercises 4–6

Grammar Consolidation Worksheet: page 53, exercises 4–6

CHALLENGE

Write and stage a TV quiz show



PREPARATION

1 In pairs, answer the multiple choice questions.

1 Which city were The Beatles from?

- A London
- B Liverpool
- C Manchester
- D Glasgow

2 Who came second in the 2010 football World Cup?

- A Germany
- B Brazil
- C Netherlands
- D Italy

3 Which of these capital cities is NOT on the River Danube?

- A Budapest
- B Bucharest
- C Belgrade
- D Bratislava

4 What is the largest planet in the solar system?

- A Jupiter
- B Saturn
- C Mars
- D Neptune

2 Which category are the questions in exercise 1 from? Choose from this list.

art customs famous people film / television
 food and drink geography history popular culture
 science and technology sport transport

3 Work in groups of 3–5. You are going to produce a quiz of five multiple choice questions. Follow the instructions.

- Write five questions and four possible answers for each.
- The questions must be from the categories in exercise 2. You mustn't write more than one for each category.
- Make your questions fair. At least two people in your group must know the answers.
- Write each question and the four answers on some paper. Make the questions large and attractive.
- For each question, choose two answers to be removed in a '50-50' option (see the description of 50-50).

DO THE CHALLENGE

4 Do the quiz. Follow the instructions.

- Choose a team to be question masters and a team to be contestants. The other teams are the audience. Read the role cards.
- Do the quiz. For any question, the contestants can choose to use *Phone A Friend*, *50-50* and *Ask The Class* to help them. They can only use each option once.
- When a contestant gets an answer wrong, the game stops.

QUESTION MASTERS

ROLE CARD

- Come to the front of the class, and present the quiz. Ask your questions to the contestants, one by one. They can discuss the answers, but you can set a time limit.
- One student can ask all the questions, or you can take turns.

CONTESTANTS

ROLE CARD

- Come to the front of the class, and do the quiz.
- Work as a group, and choose the correct option for each question. You can discuss the answers before you give your final answer.

AUDIENCE

ROLE CARD

- Watch the contestants doing the quiz. Applaud and support them!
- Be ready to participate, if the contestants choose *Phone A Friend* or *Ask The Class*.

PHONE A FRIEND



The contestants choose someone to help them answer the question

50-50



The question masters take away two incorrect answers

ASK THE CLASS



Each audience member puts up their hand to show which answer they think is correct

5 Now repeat the quiz with different teams.

Continue until all teams have been contestants and question masters.

FOLLOW UP

6 Write questions for categories that you didn't use. If possible, go online to find questions and answers. Then test a partner.

In this lesson, students write and stage a TV quiz show.

Warmer

Refer students to the photo on page 99. Ask: *What kind of TV programme is this? Do you enjoy watching this type of programme?* Point out that the name of the programme in English is *Who wants to be a millionaire?* Tell them that there was a controversy a few years ago when a contestant was accused of cheating, with the help of someone in the audience. Tell them that this involved coughing, and invite them to guess how the cheating occurred.

Answers

The contestant had a friend in the audience who was using a mobile phone to look up the answers to the questions. This was possible because of the long time given to the contestant to think about the answer, in order to increase the tension. The question master would always repeat the question and the four multiple-choice answers. When he read out the answer that was actually correct, the accomplice in the audience would cough, as a signal to his friend. The contestant won, but the production team became suspicious and looked again at a recording of the programme.

Teaching tip

As preparation for this lesson, weaker students may find it helpful to revise superlatives and question forms, including word order, question phrases (*what / which + subject*), *which of + subject*, *who as subject and object*.

Write examples on the board:

What colour is the Greek flag?

Which of the following is not a planet: Saturn, Venus, Pluto, Neptune?

Who wrote the New World Symphony?

Who did Germany play in the 2014 World Cup final?

Answers

blue and white
Pluto
Dvorak
Argentina

- 1 If students disagree on the answer, tell them to discuss both possible answers with their partner. Encourage them to use *It can't be / It must be ... because ...*

Answers

1 B 2 C 3 B 4 A

- 2 Read through the categories and ask what students understand by *popular culture* (art, music, literature, etc. that is enjoyed by a lot of people). Point out that the first question could belong to more than one category.

Answers

1 popular culture / famous people
2 sport
3 geography
4 science and technology

- 3 Refer students to the quiz questions in exercise 1. Point out that their own questions should be presented in a similar way. Monitor and assist with vocabulary.

Answers Students' own answers

- 4 Arrange the furniture at the front of the class so that there are a maximum of five chairs for the question masters and five for the contestants. Tell the rest of the class to face forward in their chairs, ideally in rows to replicate the seating plan of an audience. It would be useful to have a digital alarm clock so that teams can set a time limit for the contestants to answer.

Read the role cards and check that students know what they are required to do. Remind contestants that any discussions must be in English, and that the spokesperson for the team should introduce their chosen answer with *We think it's / the answer is ...*

Answers Students' own answers

- 5 Keep a note of the first team's score on the board. Also make a note separately of any grammatical or lexical issues, and address these at the end.

Answers Students' own answers

- 6 This can be done as a homework activity. Ask each student to agree on which categories their team used in their questions earlier.

Answers Students' own answers

Fast finishers

Write a paragraph summarizing the experience. Reflect on what their team might or should have done differently, both in terms of their preparation of questions and as contestants.

Express yourself

Greeting someone after a long time
I hardly recognized you!
You haven't changed at all.
Can you believe it's been ten years?
I remember thinking – I wonder what ... is up to these days.

Asking for and responding to news
How has life been treating you?
We have so much to catch up on.
That must have been ...
It sounds as if you've had a ... time.
That all sounds pretty ...

Arranging to keep in touch
We must keep / stay in touch.
Let's not leave it so long this time.
Don't forget to give me your email address / phone number.
We really must get together again soon.

A SCHOOL REUNION



- 1 You are going to hear a conversation at a school reunion, twenty years after leaving school. Before you listen, discuss the questions in groups.

1 What do you hope to have achieved twenty years from now? Consider these aspects of your future life:

relationships study work travel family

2 What don't you expect to have achieved?

- 2 Now listen to Part 1 of the conversation. How much contact have the people had with each other in the last twenty years?
- 3 Listen to Part 2. Make a note of the main achievements of the three people in the last twenty years.
- 4 Listen to Part 3 and find a possible reason why the three may meet again.
- 5 Now listen to the whole conversation again and answer the questions.
- How have the three people changed physically?
 - How does Jason keep in shape?
 - What surprises Jason at the end of the first part of the conversation?
 - What did Colin and Helen do when they left school?
 - Describe what happened to Jason at the same time.
 - What event changed Jason's life two years ago?

- 6 In pairs, discuss the questions.

- How do you think Helen feels about her life?
- What words would you use to describe Jason and Colin?

VOCABULARY

- 7 In your own words, say what the following expressions mean. Think of a context where you might use them.

built like a boxer *the only bright spot*
all a bit hand to mouth *drop in if you're passing through*

- 8 Look at the expressions below. They are all responses to remarks in *Express yourself*. Which ones could they follow? There may be more than one answer.

Neither have you!
Has it really? As long as that?
We certainly do. It's been so long.
Things have been difficult, I can't deny it.
Yes, we must. What's your phone number?

YOUR TURN TO SPEAK

- 9 Imagine that you're meeting some old friends after twenty years. Which of the following things would you most want to talk about?

- your family
- your job
- your salary
- interesting places you've visited
- the successes you've had
- the failures you've had

- 10 Work in groups. Read the situation, then act it out.

You are at a school reunion after twenty years. Circulate and meet and greet everyone in the group and catch up with what everyone has been doing.

- greet after a long time (make it positive!)
- comment on appearance (again, be positive!)
- ask what the others have been doing
- talk about the achievements you are most proud of

Warmer

Refer students to the photos on page 100. Elicit that the colour photo shows a school reunion. Ask: *How long ago do you think the black and white photo was taken? Do you think both photos are of the same place? What do you think about school reunions? Are they a good idea? Do you think you would go to one? Why / Why not?*

3.25 Express yourself contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

- 1 Point out they should try to be realistic when describing what kind of life they think they will or won't have in twenty years' time, based on their current personality, interests and aspirations.

Answers Students' own answers

- 2 **3.26** Transcripts page 273 Write *work out* on the board. Elicit that this phrasal verb means to exercise in a gym, and, with an object, can also mean to resolve a problem.

Answers

Colin and Helen have not been in touch with Jason at all. Colin and Helen are married.

Teaching tip

Point out that it is easy to become overwhelmed by information when doing a listening activity. Mention that listening skills involve making a decision about which information is relevant. Tell students that if an activity requires them to list a person's main achievements, they should focus on actions or events and the time frame within which they happened. Advise them to listen out for time expressions such as *first, then, after that, X years later / ago*.

- 3 **3.27** Transcripts page 273 Tell students to note down the things that happened to both Colin and Helen as a couple, as well as their individual achievements.

Answers

Colin and Helen: both studied at Oxford University, then got married; they have lived in Istanbul, Bangkok, Lima, Peru and now Cairo.

Colin: works in embassies across the world.

Helen: became pregnant soon after graduating, and has focused on being a mother.

Jason: went travelling in the Far East, then went to drama school; worked in children's theatre for ten years, then got a part in the Spencer Kirkwood film, *Lost Sisters*.

- 4 **3.28** Transcripts page 273 After playing the audio, ask students if they can remember any ways in which emphatic language is used (*We must keep in touch / Do drop in / Make sure to invite us*). Ask what Jason means when he says *It's funny you should say that* (he means that it is a coincidence).

Answers

Jason has got a part in a film which is being shot in Egypt. This is where Colin and Helen are currently based.

- 5 **3.26–3.28** Transcripts page 273 Ask students to explain why Colin says *You could say that* in the first dialogue. (He is being ironic, because Jason asks if he and Helen have kept in touch, when in fact they are married and see each other all the time.)

Answers

- 1 Jason used to be skinny but is now very fit, Colin has put on weight and Helen has hardly changed much at all.
 - 2 He works out three or four times a week.
 - 3 The fact that Colin and Helen are married.
 - 4 They studied at Oxford University.
 - 5 He went travelling in the Far East for two years, then returned and went to drama school.
 - 6 He got a part in a Spencer Kirkwood film, *Lost Sisters*.
- 6 Tell students to consider the intonation as well as the language used by each of the three people when describing their impressions.

Answers Students' own answers

- 7 Advise students to think first of the contexts in which the phrases were used, rather than trying to break down the individual elements straight away.

Answers

Suggested answers

built like a boxer: having a heavy, muscular body

the only bright spot: the only interesting or attractive part

all a bit hard to mouth: a situation in which he didn't have very much money
drop in if you're passing through: visit us if you are near the area where we live

- 8 Tell students to be careful when matching the remarks and responses. Point out that it is not simply a question of matching verbs or phrases, but to think about what the first person is actually saying and the kind of response that would be appropriate.

Answers

You haven't changed at all!

Can you believe it's been ten years?

We have so much to catch up on.

How has life been treating you? / That must have been ... / It sounds as if you've had a ... time / That all sounds pretty ...

We must keep / stay in touch. / We really must get together again soon.

- 9 Ask students to think back to the discussion they had with their partner in exercise 1. Tell them to frame the issues in exercise 9 in the context of the achievements they talked about earlier.

Answers Students' own answers

- 10 Bearing in mind the colour photo on page 100, make sure there is enough space in the classroom for people to mingle as naturally as possible. Tell them to think themselves into the part. Point out that they might not recognize their classmates in twenty years' time, and should therefore approach each other more formally than they do now.

Answers Students' own answers

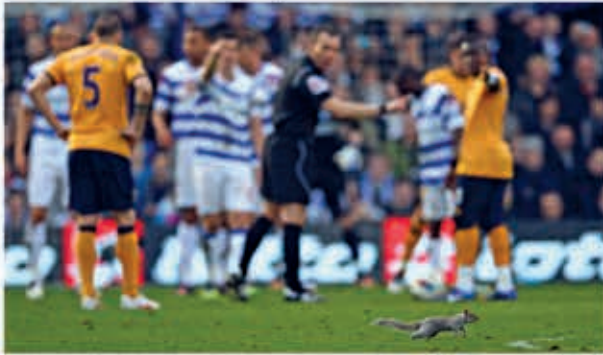
Fast finishers

Students write an account of the 'school reunion' and remember to use reported speech correctly.

WRITING

A newspaper article

- 1 In pairs, look at the photos, the headline of the article and answer the questions.



- Describe what's happening in the photos.
- What do you think the story is about?

- 2 Read the story and check your answers to exercise 1.

Football referee gives parrot a red card

Lola is a parrot who likes football. Her owner Marina Kelly regularly takes her to watch her local amateur football team, Enfield Athletic. Last weekend, Enfield had an important cup tie against local rivals Potters Bar.



With the score 0-0, Enfield striker Jim Gallagher was about to score, but stopped in his tracks when he heard the referee's whistle.

But referee Barry Gordon had not whistled. He told the players to continue playing, but the scoring chance was lost. Two minutes later, the players stopped when they heard the whistle again. When the referee heard someone shout 'Pretty Boy!', he decided enough was enough.

'I was convinced that a woman in the crowd was whistling and shouting, so I told her to stop,' he explained. 'But she claimed that it was her parrot.' Gordon said he had no choice but to send the parrot off. Enfield won the match 5-2 after extra time.

The referee told Ms Kelly that the parrot was banned from all future matches, but the 39-year-old local resident, whose house is a stone's throw from the small Enfield stadium, insisted that she would take no notice of the ban and pulled no punches in her criticism of the referee's decision. 'Banning an innocent parrot is the most stupid thing I have ever heard,' she said. 'Lola loves football and I'll take her to the next match. If they try to stop me entering, I'll stay outside and let Lola fly in and watch it by herself!'

- 3 Identify the following names from the article. Who are they and what is their role in the story?

Jim Gallagher Barry Gordon Lola Marina Kelly

WRITING SKILL

Idioms

- 4 Read the following sentences, which all contain a sport-related idiom. Work out the idiomatic meaning from the context. Then identify the sports.

- When the election results were in, it was clear they had **backed the wrong horse**.
- He wants to stop running the company and **pass the baton** to one of the younger members of his family.
- That's not fair! You can't just **move the goalposts** like that!
- The economy isn't improving - the government is **on the ropes** at the moment.
- I think you're **punching above your weight** at the moment. You may need to modify your plans.

- 5 Find two more sport-related idioms in the article.

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 6 Read the announcement in a newspaper. Then think of a topic for your article, and make notes about it. It can be a real or invented event.

What's the **FUNNIEST / STRANGEST / MOST AMAZING** thing you've ever seen at a sporting occasion? Write an article about it. We will publish the best ones next month.

WRITE NOW

- 7 Write your article.
- Use the text in exercise 2 as a model.
 - Use your notes and the plan below.
 - Include idioms to make your article more interesting.
- Paragraph 1** – describe when the sporting event took place and who was involved.
Paragraph 2 – describe what happened, and how the situation developed.
Paragraph 3 – describe the crowd and their reaction.
Paragraph 4 – talk about what happened at the end.

CHECK AND CORRECT

- 8 Check and correct your article.
- Check any idioms that you've used are correct.
 - In pairs, swap your article and check each other's work.

Warmer

Ask: *Do you often share video clips or memes with your friends? What kind of videos do you share? Have you made any funny video clips? Do you think that we record too much on our phones or tablets? Should such technology be banned from concerts or other events?*

- 1 Tell students to describe exactly what they can see. Pre-teach or elicit *squirrel*. Point out that the headline of the article is not directly related to the photo in exercise 1.

Answers

Suggested answers

- 1 A squirrel has run onto the pitch and the referee has had to stop play.
- 2 Someone's pet parrot kept interrupting a game of football and was banned from the stadium.

- 2 Ask students to underline any unfamiliar words or expressions as they go through, e.g. *cup tie*. At the end, get them to guess the meanings.

Answers

Students' own answers

- 3 Tell students that they don't need to include every piece of information about the characters, but should limit their description to aspects relevant to the story.

Answers

Jim Gallagher: a footballer who plays for Enfield Athletic, and who stopped playing because he thought the referee had blown his whistle.
Barry Gordon: the referee who was in charge of the game in question.
Lola: the parrot which was banned from the stadium for causing confusion by whistling during the game.
Marina Kelly: the person who owns Lola, and who is protesting the ban.

- 4 Tell students to look at how the idioms are used, e.g. in sentence 3, the idiom is expressed as a criticism of an action that is unjustified.

Answers

- 1 supported someone who didn't win – horse racing
- 2 allow someone else to take over the main responsibilities – athletics (relay race)
- 3 change the rules unfairly and / or without consulting others – football
- 4 in a very difficult situation that they may not recover from – boxing
- 5 have aspirations that you won't be able to achieve – boxing

- 5 When students have found the two idioms, ask them to decide which sport the idioms are from.

Answers

stopped in his tracks – athletics
pulled no punches – boxing

Teaching tip

In preparation for exercise 6, you could invite students to talk about famous strange occurrences that they have heard of at a sporting event. Encourage them to mention any video clips of funny sporting situations that they may have seen on YouTube, for example.

- 6 Have students work individually. Whether inventing a story or describing one from real life, say that they should think about what makes it so funny, strange or amazing that they would want to share it with others. Point out that working out the 'angle' is the key element of a story or article.

Answers

Students' own answers

- 7 Give students the following checklist to help them complete their articles.

- *Have you used the text in exercise 2 as a model?*
- *Have you described when the sporting event took place and who was involved?*
- *Have you described what happened, how the situation developed and the crowd's reaction?*
- *Have you talked about what happened at the end?*
- *Have you used some sporting idioms correctly in your article?*

Answers

Students' own answers

- 8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Students could research more sporting idioms and write sentences using the idioms.

3.20 Student's Book page 95, exercise 3

J = Jane, K = Sam

- J Hello, this is CBC radio, I'm Jane Garton ...
 S ... and I'm Sam Springer ...
 J and we're with you until midday.
 S Glad you could join us.
 J So, what have you got for us today, Sam?
 S Well, Jane, I've just been reading an interesting story about the World Underwater hockey championship.
 J Say again??
 S You heard me ... the World Underwater hockey championship.
 J I've never heard of that.
 S I had never heard about it either until I read this article. But it exists. Do you want me to tell you about it?
 J Sure, go ahead.
 S OK, well here's the story. The Underwater hockey world championship takes place in a different country every year. In 2000, it took place in Australia. And a men's team from Moldova turned up.
 J That's marvellous.
 S Well, maybe not. An Australian journalist went to interview the team, and he became a little suspicious. He told his colleagues that some of the Moldovans didn't know how to put their fins on.
 J Really?
 S Really.
 J How did the team do in the championship?
 S Not very well. They played two games and lost them both. The first one 30-0, and the second one 23-0.
 J Not so good.
 S Well, not bad considering that one of the players was 63 years old.
 J Wow. I imagine people weren't happy when they went home.
 S Well, in fact they didn't GO home.
 J No?
 S No. They applied for – and got – refugee status.
 J Interesting ...
 S Yes, very ... so now we go forward to the year 2003, and the Underwater hockey world championship took place in Calgary, Canada.
 J Did the Moldovan team make it to the championships?
 S Not the men's team, no.
 J The women's team?
 S Right.
 J And were they better than the men's team?
 S No one knows. They didn't actually play a game. In fact, they didn't actually come to the championship at all.
 J Did they apply for refugee status?
 S They sure did. And they got it.
 J Did anyone actually meet the team?
 S Oh yes, Joan Brewer, who works for the local newspaper, said that she had spoken to two of the team at their hotel.
 J And what did they tell her?
 S Well, one of them told her that most of the team couldn't swim.
 J That would be a problem underwater.
 S And the other one told her that they were all very happy to be here in Canada.
 J Well, let's hope they enjoy themselves now that they're here.

3.21 Student's Book page 95, exercise 5

An = Announcer, Am = Amy

- An Amy Ostrom is the US East Coast disc golf regional champion. She told our reporter how she got started.
 Am My dad is a sports freak and I take after him. He was the one who discovered disc golf. He said: Do you want to try it? And I said: It looks really interesting. So we started playing and it was so cool. Anyway, last year at Thanksgiving, my mom said: I want us to spend Thanksgiving weekend in Louisiana with my sister. And I said: No WAY am I going all the way to Louisiana for a meal! But then dad said: I just read that the East Coast disc golf championships are taking place in Baton Rouge. That's near where my aunt lives! I said: Are you kidding me? And he said: No, I'm serious. There's a story about it in the paper. So we went down to Louisiana for Thanksgiving, and the next day, my dad and I took part in the East Coast championships. And we won the team event! It was unreal. And this really famous actor gave us the trophy. And he said: I take my hat off to you. You guys really are worthy champions. It was SO neat!

3.22 Student's Book page 95, exercise 6

A = Announcer, B = Bronwen

- A And now we're going over to a very small place in mid-Wales called Llanwrtyd Wells where the annual Man versus horse race is reaching its conclusion. Over to Bronwen Jones.
 B Thank you, Daniel. Well, you join me as we reach the end of this incredible race and it looks as if for only the second time in its history, the Man versus horse race will be won by a man. If you remember, Huw Lobb is the only man who has ever won this race, back in 2004, but now there is a real chance that a man is going to win it again. As I speak, I can see Carl Rogers, a 27-year-old fitness trainer from Cardiff, is running towards us down the final hill of the 40-kilometre course, and there isn't a horse in sight.
 A Bronwen, how is it possible for a man to win a race against a horse?
 B Well, Daniel, you have to bear in mind that parts of the course are very complicated for a horse. There are some high walls to jump over, and some of the horses don't do that, and have to go the long way round to continue the race. Some of the terrain is difficult, there are steep hills, they have to walk along streams and there are areas with a lot of trees. Easy to run through for men, not so easy for horses. And as I speak, Carl Rogers crosses the finishing line!
 A How does he look, Bronwen?
 B He's got a huge grin on his face, he looks absolutely delighted and also absolutely exhausted.
 A Thanks, Bronwen. We'll be back with you later.

3.26 Student's Book page 100, exercises 2 and 5

H = Helen, J = Jason, C = Colin

- H Jason?
 J Yes?
 H It's Helen!
 J Helen!! Gosh! I hardly recognized you!
 H I didn't recognize you at all. You look so ... fit! I mean, you were a skinny little thing at school.
 J That's right. Well, I work out a lot now – three or four times a week. But Helen! You look absolutely amazing! You certainly don't look twenty years older!
 H Thank you. Jason, do you remember Colin?
 J Colin? Oh my goodness, hello, Colin.
 C Hello, Jason.
 J You look ... really well.
 C If what you mean is 'You've put on a lot of weight', you're absolutely right.
 J No, not at all!
 C You look very good, Jason. You're built like a boxer. How do you do it?
 J Oh, I just work out occasionally. So, have you two kept in touch with each other?
 C You could say that.
 H Actually, we're married.
 J Married? Wow, that's ... wow ... amazing!

3.27 Student's Book page 100, exercises 3 and 5

H = Helen, J = Jason, C = Colin

- J So ... what have you both been up to since you left school?
 C Well, we both got places at Oxford. And we got married about a month after we graduated.
 J Amazing! And what then?
 C Well, I got a job working for the government, and I've been working in different embassies around the world ever since. We're based in Cairo at the moment.
 J Cairo? Wow, you really landed on your feet! And what about you, Helen?
 H I got pregnant soon after we were married.
 J Ah, I see.
 H So we've lived all over the world and I've basically been a mum.
 J All over the world?
 C Yes. We've lived in some pretty extraordinary places. We were in Istanbul first, then Bangkok, then Lima, Peru ...
 J Lima. Wow. It must have been amazing.
 H Yes, it's all been absolutely fascinating. What about you, Jason? How has life been treating you? I can't remember what you did when you left school.
 J I went travelling for a couple of years – the Far East mainly – Japan, China. Then I came back and went to drama school.
 H Interesting! So what did you do after drama school?
 J Well, the first ten years were frankly a bit of a struggle, all a bit hand to mouth. I did a lot of children's theatre.
 H Children's theatre. That must have been nice.
 J It was nice, yes, but unfortunately not very well paid. But then a couple of years ago, I had a really lucky break. I got a part in a Spencer Kirkwood film.
 H Spencer Kirkwood! Which one were you in?
 J *Lost Sisters*.
 H *Lost Sisters*! I saw that! Oh right!! You were the farmer! Right??
 J That's right.
 H With that huge beard and that ridiculous hat! No wonder I didn't recognize you! You were brilliant!
 J Thank you.
 C *Lost Sisters*. I don't think I saw that.

3.28 Student's Book page 100, exercises 4 – 5

H = Helen, J = Jason, C = Colin

- J Helen, it's been really good to see you again.
 H It's been wonderful seeing you, Jason.
 J The thing is, I've got to be going now.
 H Oh must you? Seeing you has been the only bright spot of this whole thing. Please stay for a while.
 J I can't. I'm meeting someone for dinner.
 H A girlfriend?
 J Sort of. Ah, here's Colin.
 C You leaving?
 J Yes. Meeting a friend for dinner.
 C Well, we must keep in touch. And make sure to invite us to the premiere of your next Hollywood blockbuster.
 J I will, don't you worry. Let's not leave it so long next time.
 C And do drop in if you're passing through Cairo.
 J Well, it's funny you should say that. I've actually got a small part in a film and they're filming it in Egypt.
 H Really? What's the film?
 J It's a remake of an Agatha Christie novel – *Death On The Nile*. We're filming down in Luxor, so I expect we'll be in Cairo at some point.
 H Oh do come and stay, we have plenty of room.
 C Yes, you must.
 J Well, can I have an email address or something?
 C Here's my card.
 J Colin ... blimey, Colin, you're the ambassador!
 C Yes.
 J You HAVE done well for yourself!
 C Yes, I know.

Workbook page 92

- 1 Mount Everest, 5th May 2013
7,220 metres
Valery Rozov
- 2 1 T
2 F The previous Guinness world record was held by Glenn Singleman and Heather Swan who jumped from Mount Meru in the Indian Himalayas from a height of 6,604 metres.
3 F He jumped from 7,220 metres, but the top of Everest is 8,848 metres.
4 T
5 F Due to low temperatures it took him longer to go from falling to flying.
6 F He fell about 1,270 metres.
7 F He had hit the headlines many times before.
8 F After his jump, Rozov said it was worth it because it was a dream come true.
- 3 Paragraph 3: giant
Paragraph 5: massive
- 4 Very big: huge, colossal, giant, great, monumental, immense, gigantic, vast, enormous, titanic
Very small: tiny, minute, microscopic, diminutive, infinitesimal, miniscule

Workbook page 93

- 5 1 cox 2 umpire 3 caddie
4 ballboy/girl 4 cheerleader
- 6 1 physiotherapist
2 umpire
3 cheerleaders
4 fans
5 cox
- 7 1 announcement
2 physiotherapy
3 mechanical
4 management
5 commentator
6 training
7 reporter
8 Coaching
9 referee
- 8 1 pitch 2 midfielders 3 forwards
4 penalty 5 dribbling 6 half-time
7 injury 8 draw 9 shoot-out
10 free kick 11 foul 12 sending, off
13 rugby 14 nil 15 won
16 beat
- 9 1 B 2 C 3 A

Workbook page 94

- 1 1 had already competed, won
2 were flying, hit
3 had never heard, saw
4 ran, jumped, broke
5 learnt, was studying
6 took, had finished
- 2 Linda has just picked up the tickets from the railway station.
They haven't borrowed the sleeping bags from Sue yet.
Linda has already bought some toiletries.

Laura has already updated the laptop. They haven't bought an extra memory card for the camera yet.
Laura has just sent an email to the hostel in Florence to confirm their arrival.

- 3 1 wouldn't go out
2 pays
3 hadn't missed
4 wouldn't be able
5 hadn't had
6 wouldn't get
- 4 1 have just passed
2 took
3 had never heard
4 wasn't
5 did, happen
6 did, become
7 was helping
8 noticed
9 was walking and moving
10 asked
11 had done
12 told
13 had been going
14 were feeling
15 had to
16 exercise
17 responds / will respond
18 was
19 hadn't seen
20 wouldn't have believed
21 signed up
22 loved
23 hadn't spoken
24 wouldn't know / have known

Workbook page 95

- 1 1 H 2 G 3 F 4 B
5 E 6 A 7 D 8 C
- 2 Speaker 1: E
Speaker 2: A
Speaker 3: C
Speaker 4: B
Speaker 5: D
- 3 Speaker 1: D
Speaker 2: A
Speaker 3: F
Speaker 4: C
Speaker 5: B
- 4 1 Dogs
2 She can walk her boyfriend's Labrador.
3 He was a middle manager.
4 Sociology
5 High blood pressure and cholesterol, problems breathing and overweight
6 He ran his first half marathon.
7 Ballet school
8 Davinia
- 5 Students' own answers

Workbook page 96

- 1 1 One is the tallest man in the world; the other holds 160 records, including the fastest mile on a kangaroo ball.
2 N

Workbook page 97

- 2 A How it all came about
B A surprise hit
C What's in it?
D Will any record do?
E How to get in
F A famous achiever
G A record breaker in its own right
- 3 1 C 2 A 3 D 4 D 5 C 6 D
- 4 1 determination
2 satisfaction
3 aimlessness
4 hope
5 aspirations
6 contentment
- 5 1 determine
2 satisfy
3 aim
4 hope
5 aspire
6 content (yourself)
7 eager
8 energise
- 6 send off, kick off, take up, stick at, put off
- 7 1 The match is scheduled to kick off at 3 o'clock.
2 He wanted to go out but the rain put him off.
3 She's taken up Pilates to improve her fitness.
4 The player was sent off after only five minutes.
5 If you want to become good at a sport, you have to stick at it.

Workbook page 98

- 1 Answers at the bottom of the page
- 2 1 Allan asked Bill what he thought of the film. Bill replied / said / answered that he'd seen it before.
2 Amy asked Bea how long she had been studying in Oxford. Bea replied that she had been there for 2 years.
3 Adam asked Brendan when he would get the results. Brendan replied that he thought he would get them on Monday.
4 Andrew said that he really had to go and that / because he was in a hurry. Barbara said that she could give him a lift. / Barbara offered to give him a lift.
- 3 I, P
- 4 Students' own answers

Workbook page 99

Extra Challenge

- 1 E 2 A 3 C 4 F 5 B 6 D
- Suggested answers
- 1 How many times a day does the average heart beat?
2 When did Persia change its name to Iran?
3 What do 350 million people suffer from?
4 How does a giraffe clean its ears? / What does a giraffe clean its ears with?

- 5 Who appeared for the first time in the novel, *A Study In Scarlet* (1887)?
- 6 Why do some people use patches on their arms?

Webquest

- 1 Manchester United
- 2 Pom-poms
- 3 Soccer, volleyball, gymnastics, a trampoline and an inflatable court. It was invented in Spain.
- 4 green (official warning); white (timed penalty); blue (timed penalty); black (severe rule-breaking or disqualification)
- 5 60
- 6 To be in deep water

Gary & Greg Go Global

Greg doesn't think Gary stands any chance of getting into the Guinness Book of Records.

Workbook page 100

1 Suggested answers

- 1 Let's not leave it so long this time / We really must get together again soon.
- 2 I hardly recognised you!
- 3 How has life been treating you?

2 1 Can you believe

- 2 as long as
- 3 Neither have
- 4 sounds pretty
- 5 bet
- 6 complain
- 7 landed on
- 8 up
- 9 Good
- 10 must have been
- 11 as if
- 12 deny
- 13 catch up
- 14 keep
- 15 get together

3 1 to take on

- 2 tough
- 3 to pass away
- 4 to set up
- 5 in great shape
- 6 Good for you!

4 Suggested answers

- 1 Joanne, I hardly recognized you!
- 2 Wow – he's really had a tough time!
- 3 Don't forget to give me your phone number before you leave.
- 4 That all sounds pretty hectic.
- 5 That must have been fascinating.
- 6 I agree. But let's not leave it so long this time.

Workbook page 101

1 1 score an own goal

- 2 pull no punches
- 3 blow the whistle (on someone)
- 4 take sides

2 1 an own goal

- 2 pulled no punches
- 3 taking sides
- 4 blow the whistle

3 Pandemonium on the pitch

4 The shocked referee said: 'I stopped the match because I was concerned about the players' safety. I've never seen anything like it in my entire career.'

5 Students' own answers

1.27 Workbook page 95, exercises 2–3

1

I used to hide my phobia and say that I didn't like walking or going to parks. In reality, I was terrified of dogs: big ones, small ones, any dogs. Just seeing one would make me panic. My family, who are all big dog-lovers, never took my problem seriously. Finally, I got up my courage and consulted a psychologist. I expected the worst on my first visit, such as being forced to stroke a massive dog, but it wasn't like that, fortunately. Today, I'm pleased to say, I can even take my boyfriend's Labrador for a walk!

2

I had to start work at 17. First, I did manual chores in a company and then I moved to administrative tasks. Gradually, I worked my way up the career ladder. By the time I retired, I'd become a middle manager. I had quite a decent career, but I'd always dreamt of going to university. When my son told me about the Open University and their online courses, I jumped at the opportunity. It was hard going, but now, six years later, I'm proud to say that I've got a degree in Sociology!

3

Two years ago, I had a bit of a health scare. I hadn't been feeling too good, so I went to my doctor for a check-up. He told me to clean up my act – my blood pressure and cholesterol were up, I had trouble breathing and I was overweight. In short, I was the ideal candidate for a heart attack, stroke or diabetes. Though I'd never been into healthy eating or exercising, I made a conscious effort to improve my lifestyle. I quit smoking, shed 15 kilos and took up running. Last Saturday, I completed my first half marathon!

4

When I started, I got a lot of stick from my friends who thought that ballet was girly. Luckily, my dad was fine about it. Even so, when my teacher first suggested that I should try and get into ballet school, I didn't take her seriously. I thought she was kidding me. Once I got through the first round, my attitude changed. I suddenly knew that this was what I really wanted to do, what I was meant to do. In the final audition, I gave it my best shot ... and I got in!

5

Here she is, my little Davinia. She's definitely the best thing I've ever done in my life! You might say any woman can have a baby, but that wasn't my case. We tried everything, went from clinic to clinic and spent thousands of pounds, but nothing worked. At least, not until we heard about this doctor who specialized in hopeless cases. He discovered the underlying cause of my infertility and here's the result, alive and kicking.

1.29 Workbook page 100, exercise 4

- 1 Samantha, over here. It's me, Joanne.
- 2 Poor Phil – first he broke his leg, then his house got broken into and now his son's in trouble with the police!
- 3 I'm going out for a bit of fresh air. I'll catch you later.
- 4 I'm married with four kids and I work as a lawyer.
- 5 I went travelling for a while. I lived in India, Nepal and Vietnam.
- 6 We should have another reunion some time. It's been great fun!

Review Units 7–9

READING

-  In pairs, look at the photos and read the headlines of the two texts. Do you think these are typical ambitions for young people to have?
-  Do you have any passions or aspirations? What would you like to do when you're older? Discuss with a partner.

Passions and Aspirations



I want to be a film director. I know I can be the next Spielberg!

When I was little, I would always think about how I would have directed or how I could improve any films I watched. Some movies were so boring that they were like watching paint dry. I'd always spot the bloopers.

I've been making some short films with some friends. I've entered one of our films into a local film festival. I would be over the moon if we won something. I also sent off some ideas to a movie production company. To my astonishment, I was invited in to chat with the production manager, a nice man called Jeff.

Jeff explained that most directors started out doing other jobs like being a production assistant or lighting technician. He advised me to learn the ins and outs of a film set. He also emphasized that I shouldn't get down in the dumps if my first films aren't too successful. A lot of huge Hollywood stars failed at their first attempt at directing.

It's a competitive industry, but I still want to do it. My dream is to live up to the standards set by great movie directors like Steven Spielberg and James Cameron.




I love chess boxing and I want to compete in the world championship.

When I was eight years old my dad introduced me to chess. I'd competed in my first chess tournament before I was 10 and I even represented my school at international events. However, I was never just an indoors person. I've always been really energetic, so when my parents suggested joining a sports club, I decided to take up boxing.

Last year, my boxing coach told me that I had a special talent for the sport, and as he knew I was also passionate about chess, he recommended chess boxing. Since then that's all I've wanted to do.

Chess Boxing is believed to have started in France by French artist Enki Bilal in 1992. It's played in many countries around the world. My coach emphasised that the sport requires both mental and physical strength, and that players must be skilled in both chess and boxing to win. If I stick at my training, my coach believes I will be able to take part in the European Championship in a few years' time.

- 3 Read the text and find out who said or did the following.**
 - Who said that most directors didn't go straight into directing but had other jobs first?
 - Who suggested that it might be a good idea to take up a sport?
 - Who suggested someone should combine their hobbies and try a new sport?
 - Who wasn't put off by the fact they want to do something that is competitive?
 - Who invented something new during the last century?
 - Who gave some encouragement and reassurance about not succeeding straight away?
- 4  In small groups, discuss the questions.**
 - What do you think it takes to become a film director?
 - What different jobs do people do at a film production company?
 - How would you describe the film industry as a place to find work?
 - What do you think happens during a chess boxing match?
 - What characteristics does someone need to be a good chess boxer?
 - Can you think of any other hobbies or activities which require a combination of very different skills?

Warmer

Ask the class: *What national or international sporting events do you know?* In groups, get students to write a list of these events. Provide some examples if necessary (e.g. Olympics, Football World Cup, New York Marathon).

Elicit feedback from the class and ask further questions about each event, e.g. *What happens at the event? Where does it take place? How many people / teams take part? What prize do people win?*

- 1 Draw attention to the title and check that students understand *aspiration*. Referring to the photos, ask them to describe the equipment they can see in each. Write the words on the board.

Answers

Students' own answers

- 2 Point out that not everybody wants to become famous, and that many people's ambitions are much more modest. If neither has a particular ambition, tell them to discuss the kind of things they were interested in or felt drawn to at a young age.

Answers

Students' own answers

- 3 Check that students understand what *bloopers* are (errors in films, such as continuity, editing or the script). Write on the board the expressions *over the moon* and *down in the dumps*. Ask students to find these in the left hand text, and ask if they know what they mean (*delighted* and *depressed*, respectively).

Answers

- 1 Jeff, the production manager of a movie production company.
- 2 The parents of the boy who does chess boxing.
- 3 The boy's boxing coach.
- 4 The person who wants to be a director.
- 5 Enki Bilal
- 6 Jeff

Extra activity

Refer students to the article on page 82 of Unit 8. Put them in pairs and give them five minutes to read the text. Then ask them to test each other on the bloopers listed.

- 4 Read through the questions. Elicit that *What does it take to ...?* is not the same as *How long does it take to ...?* (The first asks what it is necessary to do in order to achieve something; the second asks how much time is needed to do something.) Point out that the response *It takes ...* is the same for both questions. When students are discussing the questions, ask them to take brief notes to act as prompts in a whole-class feedback session.

Answers

Students' own answers

LISTENING

5 In pairs, discuss the questions.



- 1 Describe the three photos in detail.
 - What is happening in photo A? Why might this be happening?
 - What is the person doing in photo B, and why?
 - What threats are the animals in photo C facing?
 - 2 Suggest a possible connection between the photos.
 - 3 Predict what you think the audio will be about.
- 6 Listen and write down what these figures refer to.

31 46–58 36 millions 20%

- 7 Listen again. Are the statements true or false? Correct the false statements.
- 1 The careers advisor was sceptical about the person's decision to work in conservation.
 - 2 The careers advisor asked what the person thought was the most serious threat to the environment.
 - 3 The trees are cut down to make room for agriculture and land development.
 - 4 Volunteers will be educated by local people on the dangers of deforestation.
 - 5 Volunteers are trained in different areas of conservation.
 - 6 The woman said that the volunteer project is ideally looking for people with experience.

SPEAKING

- 8 In pairs, prepare a presentation on a film that you both know well. Follow the instructions.
- Make notes on the director, actors, and anyone else associated with it.
 - Describe the main characters, plot and a key scene.
 - Think about what makes the film stand out for you, who you'd recommend it to and why.
- 9 Give your presentation to another pair. At the end, the other pair gives their opinion on the film. If you disagree, explain why and try and convince each other of your point of view.

Video

Australia



BEFORE YOU WATCH

- 1 Work in pairs. What do you know about Australia?
- 2 What do you think is the importance of these things to Australia?

Terra Australis Incognita

convicts

Aborigines

mining

Canberra

the Great Barrier Reef

NOW WATCH

- 3 Check your answers to exercises 1 and 2.
- 4 Answer the questions.
 - 1 According to the video, what three things is Australia known for?
 - 2 What is said about the lifestyle of the Aborigines before European settlement?
 - 3 What characteristic are Crocodile Dundee and Steve Irwin said to represent?
 - 4 What is said about Australian cities?
 - 5 What is the Outback?

FOLLOW UP

- 5 In pairs, discuss the questions.
- 1 Does your country have any iconic characters like Crocodile Dundee and the Crocodile Hunter? What do they represent about people in your country?
 - 2 What can we learn from older societies like the Aborigines?
 - 3 To what extent do you think people can be influenced by their physical environment?

FIND OUT


Find out about the Aboriginal culture. Write a paragraph about the traditional way of life and how it is changing.

Warmer

Write *conservation* on the board. Put students in pairs or small groups and get them to think of six to eight words connected with the topic. Don't let them look at the vocabulary list on page 73. Tell them to scramble the words, then invite individual students to write their anagrams on the board for the rest of the class to guess.

- 5 Encourage students to use words generated by the warmer activity, or else refer them to the vocabulary list on page 73. Monitor, and check that students are using language for speculating (items 1 and 2) and predicting (item 3).

Answers Students' own answers

- 6  3.29 **Transcripts page 280** Point out that in the list of figures, 36 and *millions* are two separate items to listen out for. Mention that they need to listen to how the information is connected, e.g. if a sentence begins 'That's the same as 500 tennis courts', they need to know what previously stated fact is being referred to by 'That's'.

WORDS TO KNOW

Check that students know words such as *cut down* and *checked out*. You could pre-teach them or get the students to guess from context afterwards.

Answers

31 = percentage of land on Earth that is covered by forest
 46–58 = the number of square million miles of forest that are lost each year
 36 = the number of football pitches that are equal to the amount of forest lost every minute
 millions = the number of acres of forest around the world that are destroyed by fire
 20% = the percentage of carbon emissions that come from deforestation

- 7  3.29 **Transcripts page 280** Ask students to compare their answers.

Answers

- False (She was encouraging.)
- False (She asked what interested the person most.)
- True
- False (They will help to educate local people on the dangers of deforestation.)
- True
- False (She said that previous conservation experience was not necessary.)

- 8 If necessary, refer students to the information about preparing a presentation on page 79. Encourage them to use expressions from the *Express yourself* box on that page.

Answers Students' own answers

- 9 Point out that the presenters can use their notes while speaking.

Answers Students' own answers

Warmer

Refer students to the photo at the top of the right hand column on page 103. Ask: *How do we know that this is in Australia?* (The Australian flag in the bottom-right corner of the screen.) Then ask them to describe the photo and invite them to say how the photo makes them feel. Encourage them to speculate on who the people are and why they are painted / dressed the way they are.

- 1 Write some topics on the board to stimulate students' ideas, e.g. *landscape, famous people, sports, language, events*.

Answers Students' own answers

- 2 Tell students to compare notes on what they know and what they are guessing about each of the categories. Encourage them to use expressions such as *I'm certain / sure that...*, *I know for a fact that...* and *I'm not sure but I think X could / might be...*, *It's possible that X is...*

Answers Students' own answers

- 3 Tell the students to watch the video without writing anything down and to concentrate on what they see and hear.

Answers Students' own answers

- 4 In pairs, first get students to answer the questions from memory. Then play the video again for students to fill in any gaps.

Answers

- Its massive size, its beautiful scenery and its unusual wildlife.
 - They were mostly nomadic, and had a deep respect for the land and its animals.
 - Toughness.
 - They have a very relaxed feel.
 - It's the huge, arid, mostly uninhabited centre of Australia.
- 5 If students can't think of any characters in their own country, ask them to discuss their opinions and impressions of the fictional Crocodile Dundee and the real-life wildlife expert Steve Irwin, who was killed in 2006 by a stingray while being filmed. For question 3, encourage students to give specific examples.

Answers Students' own answers

FIND OUT

Tell students that, when doing their research, they are likely to read about a programme which once existed to assimilate Aborigine children into the families of European settlers. Tell them they can choose to include this, if they wish.

 3.29 Student's Book page 103, exercises 6 and 7


I first read about conservation work last year and I immediately thought – 'I could help!' When I told my career advisor that I wanted to work in conservation and help to protect endangered species, she was really encouraging.

She explained that there were many different areas of conservation and asked what interested me the most. I said that I wanted to help with one of the most serious threats to the environment, deforestation. Do you know 31 percent of the land on Earth is covered with forest? Some of the most threatened animals live in forests, but they are under threat as trees are cut down for agriculture and land development. Around 46–58 million square miles of forest are known to be lost each year. That's the equivalent to 36 football pitches every minute! Areas of forest have been lost for a number of reasons including illegal logging – where people take wood from protected areas, and also forest fires. Millions of acres of forest around the world are destroyed by fire. It's estimated that up to 20 percent of global carbon emissions come from deforestation. That's greater than emissions from every car and plane on the planet combined. Many animals like the beautiful Golden Lion Tamarin are closer to extinction because their habitats have been destroyed and they are unable to survive anywhere else.

I've already checked out rainforest conservation volunteer projects and I know which one I want to take part in. When I phoned for more information, the woman I spoke to was extremely helpful. She told me that rainforest conservation involves researching different plant and animal species, helping to build sustainable habitats for endangered species and working to educate local people on the dangers of deforestation. Volunteers will be trained by experts in first-aid and basic rainforest survival skills, tropical ecology, conservation and environmental education.

The woman from the volunteer organization emphasized that previous conservation work experience wasn't necessary, but you should show you have a passion for the protection of wildlife. She also warned me that as many volunteer projects are in remote locations, there won't be TV or internet access, and living conditions will be comfortable but basic.

I can't wait to get started on a project!

 Video Student's Book page 103, exercises 3–4

Australia is thought of in the West as the Antipodes, the land on the other side of the world, or 'Down Under'. It's a country known for its massive size, its beautiful and sometimes dramatic scenery and unusual wildlife. It gets its name from the Latin term 'Terra Australis Incognita', meaning unknown southern land. And for many, Australia is still an unknown land. So what is there to know about the country sometimes called the island continent and known affectionately by locals simply as OZ?

The history of Australia as a British settlement began in 1788, when the British government sent a fleet of convicts there because prisons in Britain were too full. Before that, the indigenous Australian population, usually referred to as Aborigines, had lived in the country for over 40,000 years, the longest continuous human occupation of territory of any people in the world. The Aborigines lived a mostly nomadic lifestyle, with a deep respect for the land and its animals. Unfortunately, British settlement had terrible consequences for them, although recently there have been some steps towards reconciliation.

The early British settlers found their new homeland to be a strange and often hostile environment, and they fought hard to adapt. This helped create a toughness that has been made famous by the film *Crocodile Dundee* and the real life Crocodile Hunter Steve Irwin. But with the development of agriculture, in particular wheat and wool, and the mining industry, Australia has become one of the wealthiest nations in the world.

It's also become very urbanized, with over 85% of the population living in cities. But Australian cities have a very relaxed feel. Melbourne, with its wide streets and slow-moving trams, has twice been voted the most livable city in the world. And Canberra, the capital, seems to have far more forest than buildings. But it's probably Sydney, with its beautiful harbour, iconic Opera House and popular beaches, that attracts most visitors.

And what is it that visitors find in Australia? Well, there are beautiful national parks, especially in the north and east. And if you like deserts, there is the huge, mostly uninhabited, arid centre that Australians call the 'Outback'. Then of course there is spectacular coastline, including the Great Barrier Reef with its great diving and stunning islands. But be careful! 25% of Australians, or 'Aussies', were born overseas. Like them, you may find you love the country so much that you want to stay and become an Aussie.

Workbook page 102

- 1** 1 F
2 G
3 I
4 H
5 J
6 A
7 C
8 B
9 E
10 D
- 2** 1 energetic
2 endangered
3 death
4 survival
5 destroy
- 3** 1 E
2 C
3 D
4 G
5 H
6 B
7 F
8 A
- 4** 1 Badgers are being hunted in the UK.
2 Many protected animals have been killed (by poachers).
3 Are a lot of cars produced in Germany?
4 The criminal may be sentenced to life in prison (by the judge).
5 Thousands of fish are said to have been killed.
6 Are a lot of sheep being attacked by wolves?
- 5** 1 My brother denied using my mobile phone.
2 The doctor advised me to take malaria tablets every day.
3 He offered to give me a lift to the airport the following day.
4 My mother told me to stop biting my nails.
5 My sister suggested ordering a take-away.
- 6** 1 hadn't taken / could have stolen
2 hacked / found out / had already stolen
3 must have gone / haven't collected
4 had left / would have avoided
5 were lying / grabbed

Workbook page 103

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

Video

- 1** Students' own answers.
- 2** 1 It is an isolated country that has undergone unique changes in climate and geography.
2 Animals that raise their young in a pouch.
3 Mammals which lay eggs.
4 Saltwater crocodiles and the inland taipan, the most venomous snake in the world.
5 Rabbits, toads and camels
- 3** 1 E
2 C
3 B
4 A
5 D
- 4** Students' own answers

Video Workbook page 103, exercise 2

Australia is one of the largest and most isolated countries on earth. It is believed to have separated from a supercontinent called 'Gondwanaland' over 100 million years ago and has since undergone changes of geography and climate unlike any other land mass. It is because of this that the country has such unique wildlife, the majority of Australian wildlife being endemic, or only existing in Australia.

The most emblematic of Australian animals is undoubtedly the kangaroo. Kangaroos, and their smaller relative the wallaby, are known mostly for their unusual way of getting around – jumping. Red kangaroos can cover 9 metres in just one jump and reach speeds of 60 kilometres per hour. And at these speeds, jumping is one of the most energy-efficient ways of moving. The other famous feature of kangaroos is the pouch, where the animal keeps its young until it's ready to survive on its own. The pouch is the defining feature of marsupial mammals, and the majority of Australian mammals are marsupials. Tasmanian devils, koalas and wombats, a strange-looking relative of the koala, are all marsupials, and so are a range of other native Australian animals, some of which will look quite similar to animals you may recognize in your country. If the kangaroo is the most emblematic, the most unusual is certainly the platypus. The platypus, which looks a bit as if it was made up of various different animal parts, is one of a very small number of monotremes. Monotremes, which only exist in Australia, are like mammals in most respects except that they lay eggs, like birds and reptiles.

And speaking of reptiles, Australia is also home to the largest one on the planet – the saltwater crocodile. These animals, which exist in India and Southeast Asia too, can grow up to 7 metres in length, and are extremely dangerous. Indeed, Australia has a lot of other dangerous creatures, including the most venomous snake in the world, the inland taipan.

With all of these strange animals having inhabited the land for hundreds of thousands of years before European settlement, it may come as no surprise that when British settlers arrived, their environmental impact was dramatic. Australia has the world's worst rate of mammal extinction, the most famous example being the striking-looking Tasmanian Tiger, which is thought to have died out in the 1930s. And we have introduced many species to the country, often with disastrous consequences. However, with increasing interest in Australia's native fauna and the work of conservationists like Steve Irwin, hopefully the future of this amazing range of wildlife will be a bright one.

Review Unit 1

VOCABULARY

- 1 Match words from the box to the words below to make expressions.

an exam a test strategy
your memory material information

- 1 test ... 4 fail ...
2 recycle ... 5 pass ...
3 process ... 6 an effective ...

- 2 Create expressions starting with *brain* or *exam* and the words in the box. Then match them to the definitions.

damage drain paper phobia revision teaser

- 1 When the thought of doing an exam terrifies you.
2 When qualified people leave a country because there are no jobs in their field.
3 Part of an exam, when an exam is divided into several separate sections.
4 A puzzle or mystery, which makes you think and challenges you.
5 This might occur after a serious accident.
6 Reading through your work again before an exam.

- 3 Use adjectives formed from the verbs below to complete the short dialogue.

distract energize depress soothe stress

A: I was reading in an article about how music can help with revision. Having loads of work can be really ¹ ..., but listening to some gentle music, such as Mozart, can be ² ... and help you concentrate.

B: I knew music could help you feel less ³ ..., but I find listening to music is more ⁴ ... than helpful, especially if you're listening to something upbeat and ⁵ ... - I can't focus.

- 4 Complete the multi-part verbs in the sentences with the correct words.

- 1 To help ourselves remember new information, we should go ... what we've learnt again and do frequent revision.
2 If you want to find out more about becoming a neurologist, you can look ... information online - there are lots of interesting websites.
3 I know enough Italian to get ... but I'm not fluent.
4 Don't worry if you can't find answers to the exercises straight away. Give yourself time to think them ...
5 We should make sure we pay attention and take ... new information properly the first time, so it's easier to remember things better in the long-term.

GRAMMAR

- 5 Complete the second sentence so it has a similar meaning to the first, using the word given without changing it.

- 1 It is advised to wear a safety belt while in a car. **SHOULD**
2 Is it necessary to learn English to get a better job? **NEED**
3 You needn't stay up late revising every night. **HAVE**
4 You can't remove the dictionaries from the library without permission. **MUSTN'T**
5 Entrance through this door during an exam is not permitted. **CAN'T**

- 6 Complete the gaps in the medical information leaflet with an appropriate modal verb.

A stroke ¹ **can** occur when the blood supply to part of the brain is cut off. People suffering ² ... get prompt medical treatment. The sooner the treatment, the less damage is likely to happen. Fast action is important, so you ³ ... learn the symptoms. They ⁴ ... be remembered by FAST: Face-Arms-Speech-Time. If you think someone is having a stroke, you ⁵ ... call an ambulance immediately. You ⁶ ... also make a note of the exact time when it happened and you ⁷ ... give them any food or medicine.

Important: You ⁸ ... stay with the person to prevent any further injury and you ⁹ ... panic - stay calm.


- 7 Complete the questions using a gerund or infinitive + to.

- 1 ... what you've learnt helps to retain information. (revise)
2 I was amazed ... that even though our brain is very powerful, we only use a tiny amount of its power. (learn)
3 If a person falls over unconscious, it's best ... them in the recovery position immediately. (put)
4 My teacher always finds ways ... our lessons interesting. (make)
5 It's worth ... films in the language you're learning to improve your speaking ability. (watch)


- 8 Expand the sentences using a gerund or infinitive + to.

- 1 I often think / about / travel / around Asia.
2 The professor / advised / us / go over / what we learned in the lesson that evening.
3 Listen / music / help / me / get / motivate / while I work
4 If you / want / develop / your brain, you / need / do / regular mental exercises.
5 You should value / make / mistakes as it helps you to progress.

DICTATION

- 9  Listen and write.

Student's Book page 104

- 1**
- 1 your memory
 - 2 material
 - 3 information
 - 4 an exam / a test
 - 5 a test / an exam
 - 6 strategy
- 2**
- 1 exam phobia
 - 2 brain drain
 - 3 exam paper
 - 4 brain teaser
 - 5 brain damage
 - 6 exam revision
- 3**
- 1 stressful
 - 2 soothing
 - 3 depressed
 - 4 distracting
 - 5 energizing
- 4**
- 1 over
 - 2 up
 - 3 by
 - 4 through
 - 5 in
- 5**
- 1 You should wear a safety belt while in a car.
 - 2 Do I / you / we need to learn English to get a better job?
 - 3 You don't have to stay up late revising every night.
 - 4 You mustn't remove the dictionaries from the library without permission.
 - 5 You can't enter through this door during an exam.
- 6**
- 2 must
 - 3 should / ought to
 - 4 can
 - 5 must / have to / need to
 - 6 should / ought to
 - 7 mustn't
 - 8 must
 - 9 mustn't
- 7**
- 1 Revising
 - 2 to learn
 - 3 to put
 - 4 to make
 - 5 watching
- 8**
- 1 I often think about travelling around Asia.
 - 2 The professor advised us to go over what we learned in the lesson that evening.
 - 3 Listening to music helps me to get motivated while I work / am working.
 - 4 If you want to develop your brain, you need to do regular mental exercises.
 - 5 You should value making mistakes as it helps you to progress.
- 9**  **3.30** Play the track once through without stopping. Tell students to write what they can remember. Then play the track again and pause for a short time after each sentence.

When we learn something new, we need to go over the information again and again in order to remember it. We can easily forget a large amount of what we learn unless we make an effort to remember it afterwards.

Workbook page 104**Crossword****Across**

- 1 earworm
- 4 strengths
- 6 consciousness
- 7 worth
- 9 over
- 10 deadline

Down

- 2 repulsive
- 3 brain drain
- 5 boost
- 8 foot

Error Correction

- 1 You mustn't shout. The baby is sleeping.
- 2 I stopped watching TV because the programmes are so boring.
- 3 I find interviews really stressful.
- 4 My French isn't brilliant, but it's enough to get by.
- 5 I did my best, but I still failed the exam.
- 6 We look forward to seeing you next week.
- 7 If you don't know the word, you can look it up in the dictionary.
- 8 We don't have to change trains, it's a direct line.

Review Unit 2

VOCABULARY

1 Complete the words for travel and adventure and match them to the definitions.

- | | |
|-----------|------------------------------------|
| 1 e_____n | A loss of water |
| 2 s_____n | B extreme tiredness |
| 3 f_____e | C solar damage to skin |
| 4 s_____k | D consequence of extreme cold |
| 5 v_____e | E problem, obstacle, inconvenience |
| 6 d_____n | F long journey on a ship |

2 Complete the sentences with the words from the box. Then, write the corresponding noun.

hot loud see taste ~~weigh~~ wide

- John's equipment was light and only *weighed* 12 kilos, so he easily carried it. *weight*
- He was amazed by how ... the glacier was that he sailed by. ...
- The animals were so ... that we couldn't sleep on our first night in the jungle. ...
- One of the most difficult parts of the experience I faced was the ... of the strange food we had to eat. ...
- Even though the desert was incredibly ..., Louie and Emma still walked it on foot. ...
- She'd never ... such a big storm as she had when she was out at sea. ...

3 Match the different parts of the multi-part verb. Then complete the sentences with the correct form of the multi-part verbs.

give	with
set	on
take	up
keep	out
cope	up

- The five celebrities agreed to ... the challenge of rowing down the dangerous Zambezi River to raise awareness for clean water.
- Sir Ranulph Fiennes had to ... on his expedition to Antarctica because he suffered from frostbite.
- When Helen ... on her voyage around the world, she'd never been away from home before.
- What's the most difficult problem you've ever had to ... on your own?
- Martin ... his training for his trip throughout the year, despite the number of setbacks he had.

GRAMMAR

4 Choose the correct answer A, B or C.

- In October 2009, Jessica Watson ... to be the youngest person to sail around the globe solo.
A was setting out B set out C had set out
- Before she began her journey, she ... alone for longer than 14 days.
A wasn't sailing B didn't sail C hadn't sailed
- She experienced problems during a bad storm, while she ... the Atlantic Ocean.
A crossed B was crossing C had crossed
- When she returned, critics said she ... far enough into the northern hemisphere to get the record. However she won many fans for her achievement.
A wasn't going B hadn't gone C didn't go

5 Complete the sentences with your own ideas.

- She continued trying to achieve her goal despite ...
- They experienced many setbacks on the journey in spite of ...
- I got bitten by many insects, even though ...
- We travelled all through the night, although ...
- Julia held the snake despite ...

6 Complete the sentences. Use the past perfect continuous and your own ideas.

- Mark / swim / five minutes ...
- It / rain / non-stop / Saturday ...
- She / ride / her horse / road ...
- They / fly / the Bermuda triangle ...
- Jason / look forward / journey ...
- Tania / plan / backpacking trip / Africa ...

7 Write the correct form of the verbs from the box to complete the story.


cycle pack plan rain set out suffer

When I was eighteen, I¹ ... solo across the USA. I² ... my route for six months. I remember the day I³ ... vividly. I was already exhausted with jetlag and it⁴ ... heavily. I⁵ ... too much equipment and my backpack weighed a ton! However, even though I⁶ ... a few setbacks, the journey turned out to be one of the best experiences of my life.

DICTIONARY

8  Listen and write.

Student's Book page 105

- 1**
 - 1 exhaustion, B
 - 2 sunburn, C
 - 3 frostbite, D
 - 4 setback, E
 - 5 voyage, F
 - 6 dehydration, A
- 2**
 - 2 wide, width
 - 3 loud, loudness
 - 4 taste, taste
 - 5 hot, heat
 - 6 seen, sight
- 3**
 - 1 take on
 - 2 give up
 - 3 set off
 - 4 cope with
 - 5 kept up
- 4** 1 B 2 C 3 B 4 B
- 5** Students' own ideas
- 6**
 - 1 Mark had been swimming for five minutes ...
 - 2 It had been raining non-stop all day on Saturday ...
 - 3 She had been riding her horse along the road ...
 - 4 They had been flying into / through the Bermuda Triangle ...
 - 5 Jason had been looking forward to the journey
 - 6 Tania had been planning to go on a backpacking trip to / through / across Africa ...
- 7**
 - 1 cycled
 - 2 had been planning
 - 3 set out
 - 4 was raining
 - 5 had packed
 - 6 suffered
- 8**  **3.31** Play the track once through without stopping. Tell students to write what they can remember. Then play the track again and pause for a short time after each sentence.

In 2006, my cousin successfully rowed solo across the Atlantic Ocean. She had been hoping to do it for years. Despite breaking her oars and her equipment not functioning properly, she completed the journey in 103 days.

Workbook page 105

Crossword

Across

- 2 achievement
- 5 drop
- 6 out
- 7 raise
- 9 bet

Down

- 1 setback
- 2 appalling
- 3 encounter
- 4 thunderstorm
- 6 overcome
- 8 stung

Error Correction

- 1 The special effects were amazing.
- 2 Despite being terrified after the accident, she never gave up.
- 3 He had been walking for hours when he twisted his ankle.
- 4 The explorers had to cope with many extreme weather conditions.
- 5 The width of the river is about two kilometres.
- 6 She had never been to Peru before she joined the expedition.
- 7 He completed the entire journey on his own / by himself.
- 8 Even though he drove carefully, he nearly crashed the car.

Review Unit 3

VOCABULARY

- 1 Put the words below into the groups. Explain why you think they belong in each group.

citizen democracy demonstrations independence
party kingdom riot leader elections refugee
monarchy border

Positive	Neutral	Negative

- 2 Choose the correct word to complete the collocations.

- ethnic
A border B independence C tension
- ignite
A of war B a conflict C to democracy
- mass
A elections B party C demonstrations
- gain
A independence B tension C a conflict
- ruling
A fighting B demonstrations C party
- democratic
A war B elections C independence

- 3 Match the definition with the people words.

- Someone who ...
- | | |
|---|----------------|
| 1 complains publicly | A psychiatrist |
| 2 continues to live despite nearly being killed | B predecessor |
| 3 is an elected member of Parliament | C musician |
| 4 takes part in an event | D absentee |
| 5 plays music | E economist |
| 6 did a job before someone else | F survivor |
| 7 leads a group of people | G protestor |
| 8 treats mental illness | H politician |
| 9 writes about economics | I participant |
| 10 is not at a place they should be | J leader |

- 4 Read the definition and choose the correct preposition to complete the multi-part verbs.

away on out through to up

- continue an activity without stopping go ...
- escape from someone holding you prisoner break ...
- divide something into smaller parts break ...
- start something suddenly (for something negative) break ...
- make contact or reach someone get ...


GRAMMAR

- 5 Complete the sentences with the present perfect simple or continuous of the verbs in the box.

gain organize join struggle vote

- People ... under the regime for decades.
 - Some regions still ... independence yet.
 - The people ... for a new prime minister all day.
 - Since the collapse of the Eastern Bloc, countries ... gradually ... the EU one by one over the last years.
 - ... your country ever... democratic elections?
- 6 Choose a sentence from A–D and a relative pronoun to complete the sentences.
- Nelson Mandela, ..., spent 20 years in jail for his opposition to apartheid.
 - Mikhail Gorbachev, ..., started a reform to change the Soviet Union into a democracy.
 - Berlin, ..., finally united on November 1989.
 - The citizens of Szelmenc, ..., had to apply for an expensive visa to cross from one side of the village to the other.
- A ... ideas were more liberal and less hard-line than previous Soviet leaders
B ... campaigned for justice and freedom in his native South Africa
C ... village was separated in two after the Second World War
D ... a wall separated the west and east for 28 years
- 7 Rewrite both sentences into one using a quantifier and relative pronouns *which / whom*.
- There have been a lot of demonstrations in Europe over the past few months. Not all of them have ended peacefully.
 - Many citizens were overjoyed to be reunited with their family. Some hadn't seen their loved ones for over 60 years.
 - The transition to democracy was peaceful in many countries. Many had wanted free elections for years.
 - Mass demonstrations were held, and fighting broke out. It led to the regime being overthrown.
 - There are a lot of different parties running in the election. I don't feel any could make a difference to the country.

DICTIONATION

- 8  Listen and write.

Student's Book page 106

1 Students' own answers

- 2 1 C
2 B
3 C
4 A
5 C
6 B


- 3 1 G
2 F
3 H
4 I
5 C
6 B
7 J
8 A
9 E
10 D

- 4 1 on
2 away
3 up
4 out
5 through to

- 5 1 have been struggling
2 haven't gained
3 have been voting
4 have ... been joining
5 Has ... organized

- 6 1 B, who
2 A, whose
3 D, where
4 C, whose

- 7 1 There have been a lot of demonstrations in Europe over the past few months, not all of which have ended peacefully.
2 Many citizens were overjoyed to be reunited with their family, some of whom they hadn't seen for over 60 years.
3 The transition to democracy was peaceful in many countries, many of which had wanted free elections for years.
4 Mass demonstrations were held, and fighting broke out, which led to the regime being overthrown.
5 There are a lot of different parties running in the election, none of which I feel could make a difference to the country.

- 8  3.32 Play the track once through without stopping. Tell students to write what they can remember. Then play the track again and pause for a short time after each sentence.

There has been bitter fighting and mass demonstrations over the past few years, which has led to the outbreak of war. Citizens have been struggling to overthrow the regime in their country, which has ruled for decades, to gain independence.

Workbook page 106

Crossword

Across

- 3 disadvantaged
5 earth
6 fence
7 kingdom
9 treaty

Down

- 1 overthrow
2 campaigned
4 awareness
8 out
10 riot

Error Correction

- 1 My son has a lot of trouble doing his math homework.
2 In my country, we haven't had a democratic regime for long.
3 That restaurant is owned by a famous chef.
4 I missed the bus, which meant I arrived late for the exam.
5 Violence has broken out in the capital; people have been fighting for hours.
6 I've got three sisters, all of whom are teachers.
7 Ours is a medium-sized company; we have about 35 employees.
8 My uncle was a well-known human rights lawyer, but he is dead now.

Review Unit 4

VOCABULARY

1 Unscramble the surveillance words.

- 1 The muggers were identified from the ... footage taken from the camera outside the shop. (s c d l o e / c i c t r i u / V T)
- 2 My new passport has a ... that holds masses of information about me. (o c u m p r t e / i h p c)
- 3 There are no ... in the UK. If the police want to find out information about you, they just ask. (y d t n i e t i / a c d s r)
- 4 The current most effective method of surveillance is ... (m b i t e o r c i / i f o a n r t m i n o)
- 5 ... technology is used to detect the part of your eye which is most individual. (r i s i / e c r n g o i t o n i)

2 Find the odd word out. Explain why it doesn't belong.

- 1 scrutinize / identify / capture the criminals
- 2 scan / detect / identify a personality disorder
- 3 identify / survey / scrutinize the faces of the men
- 4 survey / spy on / detect the surrounding area
- 5 spy on / capture / observe suspected terrorists

3 Match the words on the left with the words on the right to make collective and partitive nouns.

- | | |
|-----------------|--|
| 1 a swarm of | A the film where he runs from the police |
| 2 a group of | B the surveillance team |
| 3 a pair of | C wasps and locusts |
| 4 the part of | D freezing cold water |
| 5 the pieces of | E dust in my eye |
| 6 a drop of | F jeans |
| 7 a member of | G young hooligans |
| 8 a speck of | H important information |

4 Choose the correct prepositions.

- 1 I'd never heard **from** / **of** biometric technology until I saw it on the news.
- 2 Alicia hasn't heard **from** / **about** the police about her stolen laptop yet.
- 3 Have you heard **about** / **of** the plan to introduce identity cards?
- 4 The officers secretly listened **out for** / **in on** the terrorists' plot to blow up the airport.
- 5 One criminal broke into the car, while the other listened **out for** / **in on** the police.

GRAMMAR

5 Write a response to the statements with an offer of help using *will*.

- 1 My car's broken down and I need to get to work.
- 2 I lost my passport and I need to get home to my country.
- 3 I really need to check my emails but my computer isn't working.
- 4 All my clothes are dirty.
- 5 I want to do some online shopping but I don't know how to order the products.

6 Write first conditional sentences.

- 1 Unless / they make more convictions / crime on the streets / increase.
- 2 I / apply for a new passport / as soon as / they / introduce biometric ones.
- 3 They can predict criminal behaviour / before / criminals / commit a crime.
- 4 If / the police not release the CCTV footage / they not able to capture the criminals.
- 5 It / still be possible to forge ID cards / until / they put more iris recognition technology in them.

7 Look at the blog posts about what the people will be doing this time tomorrow. Complete the sentences with the future continuous of the verbs in brackets.

- 1 I ... (take) my final Maths exam. *Alex*
- 2 We ... (fly) to Australia on holiday. *Jason and Gina*
- 3 Sarah and I ... (cycle) across Europe for charity. *Hannah*
- 4 I ... (perform) on stage at a local theatre. *Mary-Ann*
- 5 I ... (try) to identify the person who stole my bag in a police lineup. *Jessica*

8 Read the report about plans to use technology to increase public safety. Then write five sentences about how life will have changed by 2020. Use the future perfect.


Using Technology to Increase Public Safety

- use more biometric methods of surveillance
- install iris recognition machines at all airports
- introduce passports and ID cards with iris recognition technology
- start using fMRI technology within the police to help predict possible criminal behaviour patterns
- give government organizations and the police access to information on RFID chips

DICTATION

9 Listen and write.

Student's Book page 107

- 1**
- 1 closed circuit TV
 - 2 computer chip
 - 3 identity cards
 - 4 biometric information
 - 5 iris recognition
- 2**
- 1 scrutinize: it means to look at in minute detail
 - 2 scan: it isn't possible to scan a mental illness
 - 3 survey: this means to look across a landscape
 - 4 detect: we detect people, not places
 - 5 capture: we don't capture people who are suspected of doing something; we monitor them
- 3**
- 1 C
 - 2 G
 - 3 F
 - 4 A
 - 5 H
 - 6 D
 - 7 B
 - 8 E
- 4**
- 1 of
 - 2 from
 - 3 about
 - 4 in on
 - 5 out for
- 5** Suggested answers
- 1 I'll give you a lift.
 - 2 I'll take you to the embassy.
 - 3 I'll lend you my laptop.
 - 4 I'll give you some of mine.
 - 5 I'll show you.
- 6**
- 1 Unless they make more convictions, crime on the streets will increase.
 - 2 I'll apply for a new passport as soon as they introduce biometric ones.
 - 3 They will be able to predict criminal behaviour before criminals commit a crime.
 - 4 If the police don't release the CCTV footage, they won't be able to capture the criminals.
 - 5 It will still be possible to forge ID cards until they put more iris recognition technology in them.
- 7**
- 1 'll be taking
 - 2 'll be flying
 - 3 will be cycling
 - 4 'll be performing
 - 5 'll be trying
- 8**
- 1 We will have used more biometric methods of surveillance.
 - 2 We will have installed iris recognition machines at all airports.
 - 3 We will have introduced passports and ID cards with iris recognition technology.
 - 4 We will have started using fMRI technology within the police to help predict possible criminal behaviour patterns.
 - 5 We will have given organizations and the police access to information on RFID chips.
- 9**  **3.33** Play the track once through without stopping. Tell students to write what they can remember. Then play the track again and pause for a short time after each sentence.

In the next few years, they will have introduced passports and identity cards with biometric technology and iris recognition as a more effective form of surveillance. Iris recognition is more accurate than fingerprints and this feature will help stop people trying to forge passports and ID cards, and identity theft will be prevented.

Workbook page 107**Crossword****Across**

- 4 litter
- 5 spy
- 6 forge
- 7 captured
- 9 with
- 10 store

Down

- 1 skyrocketed
- 2 fingerprints
- 3 gruelling
- 8 track
- 11 tag

Error Correction

- 1 Unless they improve security at airports, terrorist attacks will soar.
- 2 I can't find my passport anywhere; I'm going out of my mind!
- 3 Dear Donna, thanks for your email. It was lovely to hear from you.
- 4 Their plane arrived early in the morning, so they'll probably be lying on the beach now.
- 5 Help, help! Someone has stolen my bag.
- 6 Could I have another slice / piece of bread? I'm still hungry.
- 7 This time next week, I'll have finished my exams.
- 8 I think I'll have my own company before I'm 35.

Review Unit 5

VOCABULARY

1 Match the verbs on the left with the words on the right.

- | | |
|------------|--------------------------|
| 1 treat | A reconstructive surgery |
| 2 replace | B your ears |
| 3 undergo | C stitches |
| 4 pin back | D anaesthetic |
| 5 inject | E an infection |

2 Complete the sentences with the words below.

anaesthetic cosmetic ethical incision inject
operating theatre procedures reconstructive
reshape scalpel surgeon syringe undergo

- 1 A ... is used to ... into the patient to stop them feeling pain.
 - 2 Simon spent five hours in the ... having ... surgery on his face.
 - 3 Many US teens ... to ... their noses.
 - 4 A debate rages over whether ... surgery is an ... solution to problems with bullying.
 - 5 A small ... was made behind the ears with the ...'s ...
- ### 3 What is the meaning of *get* in each sentence? Write a verb which could substitute *get*.
- 1 The number of teenagers getting cosmetic surgery has increased. *have*
 - 2 I get angry with people who condone plastic surgery for young people. ...
 - 3 Julia always got teased about her ears when she was at school. ...
 - 4 I cannot remember getting to the operating theatre after they injected me with general anaesthetic. ...
 - 5 Teenagers under 18 years of age have to get parental permission to have a tattoo. ...
 - 6 I got some flowers for my aunt as she was recovering from surgery. ...
- ### 4 Read the definitions, then complete the multi-part verbs.
- 1 accept something annoying without complaining ... with
 - 2 look or behave like an older member of your family ... after
 - 3 be easily noticed because you are different ... out
 - 4 be similar and easily work or live with other people in a group ... in
 - 5 be similar in appearance to someone else ... like

GRAMMAR

5 Match the sentence halves and then write complete sentences with *if* or *unless*.

- 1 I (not have) cosmetic surgery
- 2 Lizzy (wear) lots of make-up
- 3 I (not travel) abroad for cheaper hospital treatments
- 4 He (not focus) on the negative constantly
- 5 We (not know) the facts

- A she (not look) as natural as she usually does
- B I (know) it was completely safe
- C he (see) how many positive aspects he has going for him
- D I (be) absolutely confident about foreign doctors
- E we (be) in a far worse situation now

6 Write third conditional sentences with the verbs in brackets.

- 1 If I ... (not bring) more pegs for the tent, it ... (blow away) in the strong winds.
- 2 If the dentist ... (not give) me local anaesthetic before the procedure, I ... (be) in a lot of pain.
- 3 If we ... (put) the correct details in the sat-nav, we ... (get lost) on the journey so many times.
- 4 If you ... (speak) to us first, we ... (advise) you against it.
- 5 If they ... (apply) more sunscreen on their faces, they ... (not get) so sunburnt.

7 Change the sentences so that they use *wish* or *if only*.

- 1 I have a big nose and I'm self-conscious about it.
- 2 It was such a disappointment that Ben missed his flight.
- 3 I want them to stop teasing me all the time.
- 4 I don't like the way the hairdresser cuts my hair, but I guess I will just have to put up with it.
- 5 They shouldn't obsess over how they look. It isn't good for them.


8 Rewrite the sentences so that they begin with *had*.

- 1 If Emma hadn't had the surgery, she would have gone on not feeling confident.
- 2 If you had taken the antibiotics after the procedure, you wouldn't have got the infection.
- 3 If he'd had the tattoo, he would have got fired from his job.
- 4 If I had known you were in hospital, I would have come and visited you.

DICTATION

9 Listen and write.

Student's Book page 108

- 1** 1 E
2 C
3 A
4 B
5 D
- 2** 1 syringe ... inject anaesthetic
2 operating theatre ... reconstructive
3 undergo procedures ... reshape
4 cosmetic ... ethical
5 incision ... surgeon's scalpel
- 3** 2 become
3 was
4 arriving at
5 obtain
6 received
- 4** 1 put up
2 take
3 stand
4 fit
5 look
- 5** 1 B, I wouldn't have / wouldn't have had cosmetic surgery unless I knew / I'd known it was completely safe.
2 A, If Lizzy wore lots of make-up, she wouldn't look as natural as she usually does.
3 D, I wouldn't travel abroad for cheaper hospital treatments unless I was / were absolutely confident about foreign doctors.
4 C, If he didn't focus on the negative constantly, he would see how many positive aspects he has going for him.
5 E, If we hadn't known the facts, we would be in a far worse situation now.
- 6** 1 hadn't brought ... would have blown away
2 hadn't given ... would have been
3 had put ... wouldn't have got lost
4 had spoken ... would have advised
5 had applied ... wouldn't have got
- 7** 1 I wish / If only I didn't have a big nose.
2 I wish / If only Ben hadn't missed his flight.
3 I wish / If only they would stop teasing me all the time.
4 I wish / If only the hairdresser didn't cut my hair that way.
5 I wish / If only they didn't obsess over how they look.
- 8** 1 Had Emma not had the surgery, she would have gone on not feeling confident.
2 Had you taken the antibiotics after the procedure, you wouldn't have got the infection.
3 Had he had the tattoo, he would have got fired from his job.
4 Had I known you were in hospital, I would have come and visited you.
- 9**  **3.34** Play the track once through without stopping. Tell students to write what they can remember. Then play the track again and pause for a short time after each sentence.

I wouldn't undergo any cosmetic surgery to change my appearance, unless the surgery was absolutely necessary. I get angry with other teens my age who think that interventions like reshaping the nose or pinning back the ears will boost their self-esteem. If we didn't pursue Hollywood-style looks so much, there wouldn't be a rise in adolescent plastic surgery.

Workbook page 107**Crossword****Across**

- 3 reconstructive
6 stitches
7 jeer
10 regret
12 jaw-dropping

Down

- 1 scissors
2 penny
4 undergo
5 to
8 empower
9 scalp
11 fit

Error Correction

- 1 I wouldn't have cosmetic surgery if I didn't think it was necessary.
2 I wish I didn't have such big feet!
3 The prince and the princess got married and they lived happily ever after.
4 I might consider wrinkle removal if I thought it would make me look better.
5 Lauren always wears the most outrageous clothes and she loves standing out in a crowd.
6 If I had been born in a different century, I wouldn't have lived in a flat.
7 When I was younger, I wasted a lot of time, so now I really want to make up for it and study hard.
8 I still think that politician will win the election; he always has something up his sleeve.

Review Unit 6

VOCABULARY

1 Unscramble the words for connection problems.

- 1 I've forgotten my (a w s p s d o r)
- 2 Someone is sending me (a s m p / m a e l s i)
- 3 My MP3 player won't ... to my laptop. (y s c n)
- 4 My computer screen has (z o f e r n)
- 5 I can't ... my mobile. (o p t / p u)

2 Complete the sentences with the correct words.

- 1 My online banking details were stolen and someone ... my bank account.
A infected B corrupted C hacked into
- 2 I haven't watched the clip; the video keeps ...
A buffering B syncing C accessing
- 3 My computer hard drive has crashed and all my files have been ...
A synced B deleted C frozen
- 4 We'll be going through a tunnel on the train in a minute, so I won't get a decent ... on my phone.
A top up B password C signal
- 5 The files on this USB drive won't open; I think it's been ...
A deleted B corrupted C buffered

3 Complete the sentences with nouns ending in -y from the box.

company lottery property security theory

- 1 The ... charged her for the calls which were made after the phone was stolen.
 - 2 One ... about how the hackers got my passwords is that they accessed them when I connected to an unsecure wi-fi network.
 - 3 You wouldn't leave your ..., like your mobile phone or bag, unattended, so don't leave yourself logged in if you're using a public computer.
 - 4 It is important to take internet ... seriously.
 - 5 I received a text message saying that I had the winning ... ticket. It turned out it was a scam.
- ### 4 Read the online security advice. The multi-part verbs have been mixed up. Swap them around.
- 1 Choose a secure password that people can't guess or *log onto*.
 - 2 Be internet savvy! Don't be the one to *set up* by online scams.
 - 3 If you have to *be taken in* a website using a password, a social media site or bank, make sure you're using a secure Internet connection.
 - 4 Don't trust free wi-fi connections as they could have been *hack into* by hackers.

GRAMMAR

5 Complete the story with the correct form of *be able to*.

Someone had stolen my bank account password, but I couldn't understand how they¹ ... do it. Unfortunately, I² ... inform the bank quickly and I found all the money had been taken from my account. The bank³ ... trace where the money went yet, which is quite disappointing. However, they have informed me that they are working with the police and that they⁴ ... find the thieves soon. Hopefully, I⁵ ... get my money back before I go on holiday next month.

6 Write one or two possible explanations for the following situations. Use modal perfects.

- 1 Maria opened an email that she received from a classmate and now her email account has frozen.
Her classmate can't have sent it intentionally.
- 2 I stood up to get some sugar for my coffee in the café and when I returned to the table my phone was gone.
- 3 Liam said he'd meet me by the library but he didn't come.
- 4 Tom had logged on to his bank account using a free wi-fi connection and the next time he checked his bank account, it was empty.
- 5 Nicky has tried to send the email about ten times, but it keeps coming back saying it can't be delivered.
- 6 I got a text message saying I'd won the lottery, but I hadn't bought any tickets.


7 Read the scenarios. Write what you think the people did wrong using *should / shouldn't have*.

- 1 I received an email that said I'd won an expensive gift, so I clicked on the link.
- 2 I've updated all my details to my social media page and made my profile public.
- 3 I deleted my files from my old computer and took it to the recycling shop.
- 4 I used a free wi-fi connection when I was at the café earlier.
- 5 I bought some new trainers online. The company gave me a bank account to transfer the money into, but I haven't received anything yet.
- 6 I posted the details of my party online to inform all my friends.

DICTATION

8 Listen and write.

Student's Book page 109

- 1** 1 password
2 spam emails
3 sync
4 frozen
5 top up
- 2** 1 C
2 A
3 B
4 C
5 B
- 3** 1 company
2 theory
3 property
4 security
5 lottery
- 4** 1 hack into
2 taken in
3 log onto
4 set up
- 5** 1 were able to
2 wasn't able to
3 hasn't been able to
4 'll be able to
5 'll be able to
- 6** 2 Someone must have taken / stolen it. It might have fallen onto the floor.
3 He must have forgotten. He might have missed his train.
4 Hackers must have set up the free wi-fi connection. Someone may have hacked into his account.
5 She can't have used the correct email address. Someone could have hacked into her email account.
6 It must have been a scam. The email could have been sent to the wrong person.
- 7** 1 They shouldn't have clicked on the link.
2 They should have made their profile private.
3 They should have deleted the files from their hard drive.
4 They shouldn't have used the free wi-fi connection.
5 They shouldn't have transferred their money into the free account.
6 They shouldn't have posted the details of the party online.
- 8**  3.35 Play the track once through without stopping. Tell students to write what they can remember. Then play the track again and pause for a short time after each sentence.

I received an email saying that I'd won thousands of euros. It said I needed to provide my bank details so they could put the money in my account. Stupidly I also gave my online banking password. I now know that I shouldn't have done it. They must have used my details straight away because that same day my bank account was empty. I never thought I'd be taken in by such a scam.

Workbook page 109

Crossword

Across

- 3 waive
5 nuisance
7 reluctantly
9 hold
10 retrieve

Down

- 1 stunned
2 gate crashers
4 persuasive
5 network
6 denied
8 phoney

Error Correction

- 1 He was able to get a refund when his laptop broke down after just one week.
2 I couldn't believe you were taken in by that scam! It was so obvious that it was all a lie.
3 She can't have gone home; her car is still parked outside the office.
4 I really enjoy being able to listen to music wherever I am.
5 You should have answered all the questions in the exam and then you would have passed.
6 Don't you hate people who talk very loudly on their mobile phones in public places?
7 Excuse me; I'd like to make a complaint about the service. It was very slow and when the food arrived, everything was cold.
8 I know I shouldn't have given them my password, but there's no use crying over spilt milk.

Review Unit 7

VOCABULARY

- 1 Complete the words about conservation and match them to the definitions.
- | | |
|-----------|--|
| 1 e_____n | A menace, danger |
| 2 t___e | B surroundings, conditions |
| 3 a_____e | C disappearance or death of a species |
| 4 e_____t | D cultivating land |
| 5 e_____y | E study of the environment and the relationships between organisms |
| 6 t___t | F commerce, exchange of goods |

- 2 Complete the collocations by choosing the correct words from the box. There are two words you do not need to use.

close death fur natural responsible
serious species trade

- | | |
|------------------|---------------------|
| 1 ... tourism | 4 ... to extinction |
| 2 endangered ... | 5 illegal ... |
| 3 valuable ... | 6 ... habitat |
- 3 Choose the correct answer.
- Elephants have been victims of the illegal animal **import / trade**, as their ivory tusks have been highly sought after for centuries.
 - In the UK, fishermen used to be able to catch as many fish as they liked. Now they must have a **record / permit** and fishing in certain places or at certain times of the year is **banned / respected**.
 - Farmers will kill lynxes if they **attack / hunt** their livestock.
 - The threat to snow leopards has reduced in the last few years with the **loss of / decrease in** the international fur trade. However, the species is still **threatened / poisoned** in many other ways.
 - The Western Black Rhino was heavily **hunted / farmed** in the early 20th century and their numbers declined over the years. By 2011 their population had completely **survived / died out**.

- 4 Match the different parts of the multi-part verbs, then match them to the definitions.


carry	out
look	after
die	on
cut	out
wipe	down

- stop existing
- be responsible for or take care of something
- destruction of remove something completely
- reduce in size or destroy a tree
- continue doing something

GRAMMAR

- 5 Complete the passive sentences with the verbs in brackets in the correct form.
- Action to stop the illegal wildlife trade, including poaching of tigers for their fur, ... now ... (take).
 - In the Amazon, 17% of the forest ... (lose) over the past 50 years.
 - Fox hunting in the UK ... (ban) in 2004.
 - More and more animal habitats ... (destroy) if we don't do more to stop threats like deforestation.
 - More conservation work ... (do) around the world to help protect other endangered species. It's really important!
- 6 Change the sentences from active to passive.
- Conservationists consider land development a threat to pandas' habitats.
 - They have successfully reintroduced Alpine ibex into the French, Italian and Swiss Alps.
 - They are slaughtering an increasing number of gorillas each year for the bushmeat trade.
 - Can they do enough to stop the illegal trade of animals?
 - They have put in place laws to establish marine protected areas ensuring turtles have a safe place to nest and feed.
- 7 Complete the sentences with the verbs in brackets.
- The loss of sea ice habitat from climate change ... (think, be) the biggest threat to the survival of polar bears.
 - The amount of ivory that was confiscated from illegal trade in 2011 ... (estimate, weigh) more than 23 tons – that's about 2,500 elephants.
 - Poaching threatens the last of the world's tigers and only as few as 3,200 ... (know, live) in the wild.
 - It ... (expect) that around 5,000 badgers ... (kill) during the badger cull as ministers try to stop the spread of tuberculosis to cattle.
 - It ... (believe) that the World Wildlife Fund for Nature ... (support) around 1,300 conservation and environmental projects around the world.

DICTATION

- 8  Listen and write.

Student's Book page 110

- 1**
- 1 C, extinction
 - 2 F, trade
 - 3 D, agriculture
 - 4 B, environment
 - 5 E, ecology
 - 6 A, threat
- 2**
- 1 responsible
 - 2 species
 - 3 fur
 - 4 close
 - 5 trade
 - 6 natural
- 3**
- 1 trade
 - 2 permit ... banned
 - 3 attack
 - 4 decrease in ... threatened
 - 5 hunted ... died out
- 4**
- 1 die out
 - 2 look after
 - 3 wipe out
 - 4 cut down
 - 5 carry on
- 5**
- 1 is ... being taken
 - 2 has been lost
 - 3 was banned
 - 4 will be destroyed
 - 5 must be done
- 6**
- 1 Land development is considered a threat to pandas' habitats (by conservationists).
 - 2 Alpine ibex have been successfully reintroduced into the French, Italian and Swiss Alps.
 - 3 An increasing amount of gorillas are being slaughtered each year for the bushmeat trade.
 - 4 Can enough be done to stop the illegal trade of animals?
 - 5 Laws have been put in place to establish marine protected areas ensuring turtles have a safe place to nest and feed.
- 7**
- 1 is thought to be
 - 2 is estimated to have weighed
 - 3 are known to live
 - 4 is expected ... will be killed
 - 5 is believed ... supports
- 8**  **3.36** Play the track once through without stopping. Tell students to write what they can remember. Then play the track again and pause for a short time after each sentence.

Nearly all parts of a tiger are traded in illegal wildlife markets. It is reported that poaching is the most immediate threat to wild tigers. Around 93% of their natural environment has also been destroyed because of human activity and developments like agriculture and deforestation. One of the largest populations of tigers can be found in forests on the northern coast of the Indian Ocean. However, rising sea levels threaten to wipe out these forests and the last remaining habitat of this tiger population.

Workbook page 110**Crossword****Across**

- 2 sharks
- 5 squirrels
- 8 stingrays
- 9 endangered
- 10 died

Down

- 1 banned
- 3 habitat
- 4 fur
- 5 slaughtered
- 6 reinstalled
- 7 sickening / appalling

Error Correction

- 1 A conservationist is a person who works to protect animals, plants and natural resources.
- 2 Unless action is taken, many animal species will become extinct in the near future.
- 3 The Tasmanian tiger was wiped out in the twentieth century.
- 4 I would never pay that much for a t-shirt. I think it's a complete rip-off!
- 5 She is believed to have been a model when she was younger.
- 6 Thousands of whales are still being killed by whalers in countries like Japan, Iceland and Norway.
- 7 It isn't a good idea to make an important decision on the spur of the moment.
- 8 It is said that breaking a mirror brings bad luck.

Review Unit 8

VOCABULARY

- 1 Match the two halves of the expressions, then write what type of emotions they are showing.
- | | |
|----------------------|------------------|
| 1 over | A the dumps |
| 2 wake up in | B your step |
| 3 down in | C the back teeth |
| 4 like watching | D of your hair |
| 5 sick to | E the collar |
| 6 put a spring in | F the moon |
| 7 blush to the roots | G paint dry |
| 8 hot under | H a cold sweat |
- 2 Complete the sentences with an expression from exercise 1. Then write sentences for the other expressions.
- 1 Watching that boring documentary was ...
 - 2 We were ... when we passed all our exams.
 - 3 The news that Megan got a place at university really ...
 - 4 When the coach told my brother that he hadn't made the hockey team again, he felt completely ...
- 3 Complete the reporting sentence so that it means the same as the first. Use a verb from the box.
- announce blame promise wonder
- 1 'Will the sequel be as exciting as the original?' he thought to himself.
He ... if ...
 - 2 'Take my word for it. You will all be cast in big roles in the play,' she said.
She ... us that ...
 - 3 'The examinations have been rescheduled until gam on Tuesday,' he said aloud to the class.
He ... to us all that ...
 - 4 'It was Dan who left the door unlocked,' she said.
She ... Dan for ...
- 4 Circle the correct multi-part verb.
- 1 James Cameron is an incredible director. I don't know how he **catches up with** / **comes up with** the ideas and inspiration for his films.
 - 2 The sequel to the film was never going to **live up to** / **stand in for** the expectations of the fans.
 - 3 As a drama student, I like reading movie websites to **stand in for** / **catch up with** the latest news.
 - 4 The play's main actor fell ill and couldn't perform, so I had to **stand in for** / **live up to** her at the last minute.
 - 5 My favourite film is about 11 men who wanted to **catch up with** / **get away with** robbing a casino.


GRAMMAR

- 5 Complete the reported sentences with the verbs in the correct tense.
- 1 'It will be the biggest grossing film of 2013,' said Helen. Helen said that it ... the biggest grossing film of 2013.
 - 2 'Did you spot any bloopers while you were watching the films?' asked Silvia. Silvia asked if I ... any bloopers while I ... the films.
 - 3 'I can't understand why Marion Cotillard has missed out on an Oscar this year. I think she played the role really well,' said Claire. Claire said she ... why Marion Cotillard ... on an Oscar this year. She ... she ... the role really well.
- 6 Read the sentences and time settings, and write reported statements.
- 1 'What film were you watching before I arrived yesterday?' asked Robert (a day later)
 - 2 'Have you already interviewed some of the actors from the theatre production for your homework last week?' asked Max. (same day)
 - 3 'The DVD of the movie will be released next month,' said Denise. (four months later)
 - 4 'Where were you last night?' said Ali. (same day)
- 7 Read the reported sentences and write what you think the people originally said.
- 1 Aaron confessed to cheating in the examination.
 - 2 Christine refused to lend me her new DVD.
 - 3 My dad warned me to stop seeing Michael because he was a bad influence.
 - 4 The man denied downloading thousands of films illegally from the internet.
 - 5 She apologized for talking during the movie.
- 8 Imagine that someone said the following things to you. Report what they said. Use the verbs from the box.
- advise insist(on) promise propose suggest
- 1 You must let me help you with your suitcases.
 - 2 I think you should take a taxi, it will be quicker.
 - 3 If I were you, I wouldn't see that film.
 - 4 I will definitely get you free tickets for the concert.
 - 5 If you choose what film to see, then I'll decide where to eat afterwards.

DICTATION

- 9  Listen and write.

Student's Book page 111

- 1**
- 1 F, delighted
 - 2 H, fear
 - 3 A, depressed
 - 4 G, bored
 - 5 C, fed up
 - 6 B, in a good mood
 - 7 D, embarrassed
 - 8 E, angry
- 2**
- 1 like watching paint dry
 - 2 over the moon
 - 3 put a spring in my step
 - 4 down in the dumps
- Students' own answers
- 3**
- 1 He wondered if the sequel would be as exciting as the original.
 - 2 She promised us that we would all be cast big roles in the play.
 - 3 He announced to us all that the examinations had been rescheduled until gam on Tuesday.
 - 4 She blamed Dan for leaving the door unlocked.
- 4**
- 1 comes up with
 - 2 live up to
 - 3 catch up with
 - 4 stand in for
 - 5 get away with
- 5**
- 1 would be
 - 2 had spotted ... was watching
 - 3 couldn't understand; had missed out; said ... had played
- 6**
- 1 Robert asked what film I had been watching before he arrived the day before.
 - 2 Max asked if I had already interviewed some of the actors from the theatre production for my homework last week.
 - 3 Denise said that the DVD of the movie would be released the following month.
 - 4 Ali's mum asked me where I was last night.
- 7**
- 1 'OK, I admit it. I cheated in the examination.'
 - 2 'No, I won't lend you my new DVD.'
 - 3 'I don't want you to see Michael any more. He's a bad influence.'
 - 4 'I definitely didn't download thousands of films illegally from the internet.'
 - 5 'I'm really sorry I talked during the movie.'
- 8**
- 1 He / She insisted on helping me with my suitcases.
 - 2 He / She suggested taking a taxi.
 - 3 He / She advised me not to see the film.
 - 4 He / She promised to get me free tickets for the concert.
 - 5 He / She proposed that I choose what film to see and they decide where to eat.
- 9**  **3.37** Play the track once through without stopping. Tell students to write what they can remember. Then play the track again and pause for a short time after each sentence.

My sister told me she was really excited to get a part in a Hollywood film that would start filming the following month. The director offered to give her a supporting role after seeing her performance in a play she had done at university. He said she was an excellent actress and would be able to provide the seriousness necessary for the character. That really put a spring in her step. The director proposed flying her out to L.A next week to meet the cast and to see the beginning of production. My parents agreed to let her go and now she's completely over the moon.

Workbook page 111**Crossword****Across**

- 2 soundtrack
- 3 stardom
- 7 relished
- 9 sank
- 10 haywire
- 11 miss

Down

- 1 cameo
- 4 apologized
- 5 enthusiasm
- 6 ahead
- 7 sweat

Error Correction

- 1 She blushed to the roots of her hair when the teacher complimented her on her work.
- 2 He said it had been very cold the day before.
- 3 When questioned by the teacher, the student denied that he had copied in the exam.
- 4 My friends had told me it was a brilliant movie, but it didn't really live up to my expectations.
- 5 She asked where the nearest cinema was.
- 6 He offered to lend me the DVD, so I could watch the film again at home.
- 7 'Let's go and watch a movie!' 'No, I can't be bothered; I'd rather stay at home.'
- 8 My brother blamed me for crashing the computer.

Review Unit 9

VOCABULARY

1 Unscramble the words for people in sport, then match to the sport which the people are associated with.

- | | |
|----------------|---------------------|
| 1 echedrera le | A football |
| 2 ereefre | B tennis |
| 3 ehcacmni | C golf |
| 4 lbal/rgli | D American football |
| 5 adcyd | E rowing |
| 6 oxc | F motor sport |

2 Read the descriptions. Who is being described?

- They are the people who are experts in certain sport and talk about the sport on the television or radio.
- They enjoy watching or listening to their favourite sport very much.
- This person trains a sports person or team in a particular sport.
- They give medical support and help when a sports person is injured.
- This person gives important information about the sports event in a stadium.
- They watch a game to make sure the rules aren't broken and give the score.

3 Complete the endings of the nouns. Then write their related adjectives.

Noun	Adjective
1 determination	determined
2 eager _____	
3 content _____	
4 aspir _____	
5 resourceful _____	
6 indiffer _____	

4 Complete the sentences with a multi-part verb from the box.

kick off put off send off stick at take up

- The manager said I'd need to get up early and practise six days a week, but that hasn't ... me ...
- The player was ... for making a two-footed tackle on his opponent.
- They've been the dominant side since the game ...
- Usain Bolt ... running when he was at primary school.
- To become a gold medallist, you must ... it and never give up.

GRAMMAR

5 Write sentences giving information about yourself.

- a sport that you haven't played yet but want to try
- a sport you have never watched on TV
- a sport you have just played recently
- a sport you have played for a long time
- an exciting sports event you have watched or taken part in

6 Match the sentences, then write complete sentences starting with *if*.

- I (take up) sprinting when I was younger ...
- The referee (see) the foul ...
- I (not have to go) to school ...
- An athlete (fail to) pass the baton within the correct space during the relay ...
- Ashley (warm up) more before competing ...

- A he (send) the player off.
 B the whole team (disqualify).
 C I (may become) an Olympic champion.
 D he (not get) so many injuries.
 E I (train) for the tennis competition all day, every day.

7 Put these sentences and questions into reported speech.

- 'Will you be watching the 100m final on the TV tomorrow?' asked Tom.
- 'Amy is the US golf champion,' announced the commentator.
- 'I went to an audition at the circus training school last week,' said Kirsten.
- 'We've been reporting live from Paris all week,' said Duncan.
- 'Can I join the team?' asked Silvia.


8 Rewrite these sentences in the passive form.

- Talented athletes of Afro-Caribbean descent have very often won sprint medals.
- Over two billion people around the world watched the men's 100m final at the Olympics.
- They will sell tickets for Champions League matches online.
- They are interviewing the winning water polo team now.
- They still play tennis matches on grass at Wimbledon.

DICTIONARY

9 Listen and write.

Student's Book page 112

- 1
 - 1 D, cheerleader
 - 2 A, referee
 - 3 F, mechanic
 - 4 B, ball girl
 - 5 C, caddy
 - 6 E, cox
- 2
 - 1 commentators
 - 2 fans
 - 3 coach / trainer
 - 4 physiotherapist / physio
 - 5 stadium announcer
 - 6 umpire
- 3
 - 2 eagerness – eager
 - 3 contentment – contented
 - 4 aspiration – aspiring
 - 5 resourcefulness – resourceful
 - 6 indifference – indifferent
- 4
 - 1 put ... off
 - 2 sent off
 - 3 kicked off
 - 4 took up
 - 5 stick at
- 5 Students' own answers
- 6
 - 1 C, If I'd taken up sprinting when I was younger, I may have become an Olympic champion.
 - 2 A, If the referee had seen the foul, he would have sent the player off.
 - 3 E, If I didn't have to go to school, I would train for the tennis competition all day, every day. / If I hadn't had to go to school, I would have trained for the tennis competition all day, every day.
 - 4 B, If an athlete fails to pass the baton within the correct space during the relay, the whole team is disqualified / will be disqualified.
 - 5 D, If Ashley warmed up more before competing, he wouldn't get so many injuries. / If Ashley had warmed up more before competing, he wouldn't have got so many injuries.
- 7
 - 1 Tom asked if I would be watching the 100m final on the TV tomorrow / the following day.
 - 2 The commentator announced that Amy was the US golf champion.
 - 3 Kirsten said that she went to an audition at the circus training school last week / had gone to an audition at the circus training school the week before.
 - 4 Duncan said that they'd been reporting live from Paris.
 - 5 Silvia asked if she could join the team.
- 8
 - 1 Spring medals have very often been won by talented athletes of Afro-Caribbean descent.
 - 2 The men's 100m final at the Olympics was watched by over two billion people around the world.
 - 3 Tickets for the Champions League matches will be sold online tomorrow.
 - 4 The winning water polo team is being interviewed now.
 - 5 Tennis matches are still being played on grass at Wimbledon.
- 9  **3.38** Play the track once through without stopping. Tell students to write what they can remember. Then play the track again and pause for a short time after each sentence.

The Champions League has been one of the most prestigious football tournaments since it began in 1955. It is the aspiration of many European teams to compete in the competition and the world's best players are eager to shine in front of the TV cameras. Since its beginning, the cup has been won the most times by Spanish clubs and Real Madrid has been the most successful in the competition's history. This year, the final will be televised to over 300 million people around the world.

Workbook page 112**Crossword****Across**

- 5 scriptwriters
- 6 feat
- 7 glory
- 8 goalposts
- 10 put
- 11 umpire

Down

- 1 epic
- 2 kidding
- 3 awarded
- 4 performance
- 9 puck
- 12 contestants

Error Correction

- 1 I take after my dad; both of us love sport.
- 2 My team had never won an important tournament until we beat the defending champion.
- 3 My brother is a really energetic child; he needs to be doing things all the time.
- 4 This is the third time I've visited Paris, so I know the city well.
- 5 The defender was sent off for insulting the referee.
- 6 If I didn't have a season ticket, I wouldn't be able to afford to watch all the matches.
- 7 Lucy apologized for being late.
- 8 They can't have lost the match. The supporters all look really happy.

Grammar Reference Unit 1

Modal verb review

Modal verbs are verbs which always go with another verb. They generally express obligation, necessity, recommendation, prohibition, possibility and permission. Some of the most common modal verbs have their own particular grammar, which is different from the normal present and past tenses.

can could may might should must ought to

The negative is formed by adding *not* or *n't*. The negative of *can* is *can't* or *cannot*.

You mustn't do that.

Questions are formed by reversing subject and verb.

Should I call him, do you think?

He, she and *it* forms don't have an *-s* ending.

Sarah can sleep on the sofa.

They don't have certain verb forms, such as infinitive with *to*, *-ing* form, past simple form*, past participle. To express possibility (*can*) and obligation (*must*) in these situations, we can use *be able to* and *have to* which have all the verb forms:

Since I arrived in England, I've had to learn to drive on the left.

You'll be able to swim every day if you go and live in Valencia.

**Could* is often used as the past simple form of *can*.

Will and *would* are sometimes considered modal verbs because they follow these grammatical patterns.

Have to and *need to* are modal verbs. We use them like ordinary verbs, in terms of grammar, although *need* has an alternative negative form: *needn't*.

Dare is often considered a modal verb. It is often used in the same grammar patterns as *can*, *must* etc.

Dare I ask her?

We commonly use *How dare you / he / she / they ... !* to express anger at someone's behaviour.

How dare he talk to me like that!

See page 118 for more information about the uses of *could* and perfect forms of modal verbs.

Gerunds and infinitives

Unlike verbs in many other languages, English verbs don't have a special infinitive form. They only have a base form, to which endings can be added.

We use the **base form + -ing** (often called gerund) in many situations where other languages would use an infinitive form. We often use it where we could use a noun as well. Remember that some common nouns, particularly sports and hobbies, are actually *-ing* forms. (*cooking, swimming, sailing, boxing, etc.*)

We use the **base form + -ing**:

- After many verbs. Some common ones are *enjoy, like, hate, love, admit, finish, begin, miss*. *

I love swimming.

He admitted stealing the money.

- After prepositions.

I'm keen on learning languages.

I'm not worried about leaving home.

- As the subject of a sentence and after *be*. This usage is logical, if we bear in mind that gerunds are the equivalent of nouns.

Rowing is popular in private schools in the UK.

Going to language exchange groups is a good way to meet people.

What I like most when I'm on holiday is walking around.

- In certain set expressions.

It's (not) worth visiting the cathedral.

It's no good / no use talking to her. She won't listen.

We use **to + base form** (often called infinitive) in many situations where other languages would use an infinitive form.

We use **to + base form**:

- After many verbs. Some common ones are *want, hope, intend, plan, expect, decide*. *

I hope to study German when I go to university.

We've decided to stay at home tonight.

- After some adjectives.

It was really nice to meet you.

If you need me, I'll be happy to help.

I was interested to learn that Paloma had lived in the US.

We put *not* before both gerunds and *to + base form* to create a negative.

I was thinking about not going to the party, but in the end I went.

I'm trying not to drink so much coffee.

*Some verbs can be followed by both a gerund or *to + infinitive* with no change in meaning, but sometimes there is a change in meaning.

I've started to go to the gym. / I started going to the gym. (no change in meaning)

I remembered to buy some milk. (before I did it)

I remembered buying some milk. (after I'd done it)

Grammar Reference Unit 2

Past simple

Affirmative	Negative
<i>I lived in Buenos Aires.</i>	<i>I didn't live in Riga.</i>
Questions	Short answers
<i>Did you live in Athens?</i>	<i>Yes, I did. / No, I didn't.</i>

Past continuous

Affirmative	Negative
<i>I was trying to sleep.</i>	<i>I wasn't trying to sleep.</i>
<i>You were trying to sleep.</i>	<i>You weren't trying to sleep.</i>
Questions	Short answers
<i>Was I trying to sleep?</i>	<i>Yes, you were. / No, you weren't.</i>
<i>Were you trying to sleep?</i>	<i>Yes, I was. / No, I wasn't.</i>

Past perfect simple

Affirmative	Negative
<i>I had been to Brazil before.</i>	<i>I hadn't been to Brazil before.</i>
Questions	Short answers
<i>Had you been to Brazil before?</i>	<i>Yes, I had. / No, I hadn't.</i>

although / even though / though

Although, even though and *though* are conjunctions. We use them before a verb + subject. We can use them at the start of a sentence or in the middle.

Although he was nervous, he never considered cancelling the trip. He never considered cancelling the trip, although he was nervous.

Even though makes the contrast sound stronger and the result sound more surprising or impressive.

Even though I'm scared of dogs, I agreed to look after my cousin's Rottweiler for the weekend.

We often finish a sentence with *though* when we respond to someone with a contrasting idea.

Burgers are so bad for you. They are nice, though!

We often start a response with *even though* when we hear something very surprising.

Dan is going to walk to the North Pole. What, even though he hates the cold?

despite / in spite of

Despite and *in spite of* are prepositions. They mean the same and are used in the same way. *In spite of* is slightly more formal.

We use them before a noun or an *-ing* form to say that a situation contrasts with another, but didn't prevent it.

Despite the rain, we had a fantastic time at the beach. My brother loves living in Scotland, in spite of the bad weather.

I decided to learn to sail, despite being afraid of deep water. In spite of not speaking Spanish, Gemma went to work in Peru.

Where a situation contrasts with another and has a different subject, we put that subject between *despite / in spite of* and the *-ing* form.

I had a great weekend, despite my dad forgetting my birthday. In spite of the bus being late, I got to work on time.

We often use *Despite the fact that...* / *In spite of the fact that...*
You were late, despite the fact that I asked you to arrive early today.

Past perfect continuous

Affirmative	Negative
<i>I'd been thinking about it a lot.</i>	<i>I hadn't been thinking about it.</i>
Questions	Short answers
<i>Had you been thinking about it?</i>	<i>Yes, I had. / No, I hadn't.</i>

We use the past perfect continuous for activities and situations that had happened before a particular point in the past. Like other continuous tenses, we use it for activities that had been in progress, not for something with a finished, definite result. We use it to say that something had been in progress, and had a visible result at the time:

Emily's eyes were very red. Everyone could see that she'd been crying. The boys came in, looking guilty. It looked like they'd been fighting.

We use it to describe something that had happened over a period of time or several times.

I'd been thinking about leaving my job when I was fired. I'd been taking German lessons because I wanted to get a job in Berlin.

We use it to describe or ask about the length of time of something up until a particular point. This is similar to the use of the present perfect, when related to the present.

How long had you been having migraines before you saw a doctor? Bridget had been cooking for over three hours when the guests arrived.

Narrative tenses

All the past tenses are known as narrative tenses because we use all of them to tell a story in the past.

We use the past simple for the main events in the story.

We use the past continuous to describe things in process when the main events happen.

We use the past perfect simple for events which had been completed before the main events of the story.

We use the past perfect continuous for situations and actions in progress before the main events.

I had been looking forward to my trip across the Atlantic for months, and finally the day had arrived. The sun was shining as we walked down to the harbour.

Grammar Reference Unit 3

Present perfect simple

Affirmative	Negative
<i>I've lived in a lot of countries.</i>	<i>I haven't lived in many countries.</i>
<i>He's lived in a lot of countries.</i>	<i>He hasn't lived in many countries.</i>
Questions	Short answers
<i>Have I lived in a lot of countries?</i>	<i>Yes, I have. / No, I haven't.</i>
<i>Has he lived in many countries?</i>	<i>Yes, he has. / No, he hasn't.</i>

We usually use the present perfect simple for events and situations which happened in the past but have a relation to the present. We use it for things we've done at any point in our life, when the exact time isn't important. We often use *ever* and *never* in this situation.

My brother has met the prime minister!
Have you ever been to Tbilisi?

We use it for other time periods and situations that are unfinished, for example *this morning*, *today*, *this year*, or when it is clear that the period is unfinished. We often use *yet*, *already* and *still* in these situations.

Are you enjoying your stay in Rome? Have you seen the Coliseum yet?
We're in London for the weekend. We've already been to four museums.

We use it when an action has a strong present result.
Quick, Luke has fallen off his bike. He's hurt.

We use it with *for*, *since* and *How long* to talk and ask about something which started in the past and is still true. However we only use the present perfect if we mention the length of time. If not, we can use the present.

My brother works for a charity in Africa.
Oh really? How long has he worked there?

Present perfect continuous

Affirmative	Negative
<i>I've been learning Russian.</i>	<i>I haven't been learning Polish.</i>
<i>He's been learning Russian.</i>	<i>He hasn't been learning Polish.</i>
Questions	Short answers
<i>Have I been learning Arabic?</i>	<i>Yes, I have. / No, I haven't.</i>
<i>Has he been learning Arabic?</i>	<i>Yes, he has. / No, he hasn't.</i>

We use the present perfect continuous for activities which were in progress recently, or have happened repeatedly, when we don't specify the time. Often we use it when the activity has a visible present result.

Someone's been calling me all morning, but I don't recognize the number.
You look really tired. Have you been working too hard?

We use it to talk and ask about something which started in the past and is still true. We can use it for an activity or action.
You've been playing on your computer all morning. Go outside!
How long has your sister been studying Engineering?

Relative clauses

Defining relative clauses

The city which I love most is Berlin.
The person who I admire most is Aung San Suu Kyi.
The girl that sits next to me in class is really annoying.
Have you been to that cafe where they do the best hot chocolate?
I really enjoyed the day when One Direction came to our town.
The reason why I'm learning English is to get a better job.
That's the couple whose daughter was arrested yesterday.

We use defining relative clauses to identify which thing or person we mean. If we took it out, the sentence would be incomplete.

We don't use commas in defining relative clauses. This reflects the way we pronounce them – we **don't** pause before the relative pronoun (*which*, *who*, *that*, etc)

We use *who* or *that* for people and *which* or *that* for things.
Look, is that the girl who / that works at the cinema?
I think spinach is the one vegetable which / that I could never give up!

We often omit the relative pronoun when the relative clause describes the object of the sentence.
The city (which) I love most is Berlin.

Non-defining relative clauses

Saint Petersburg, which used to be the capital of Russia, is full of beautiful churches.
Angie, who worked in Athens for a year, speaks fluent Greek.
Robin Hood, whose generosity is legendary, is a famous figure in English folklore.
I shouted at the dog, which scared it away.

We use non-defining relative clauses to give extra information about someone or something. Unlike defining relative clauses, the sentence would be complete if we took it out.

We use commas in non-defining relative clauses. We pronounce them with pauses.

We use *who* for people, *which* for things. We don't use *that*, and we can't omit the relative pronoun.

We often add extra information about an entire situation, rather than an individual thing or person. We always use *which* in these situations.

My brother's motorbike is being repaired at the moment, which means he has to get the bus to work.

We can use quantifiers in non-defining relative clauses. They describe how much of the object(s) or people in the main clause applies in the relative clause.

all / most / some / a few / one / hardly any / none / neither + of which / whom

I brought a cake, most of which had disappeared by 10am!
My parents, neither of whom has ever been abroad, are going on a trekking holiday in China!

Grammar Reference Unit 4

Uses of will

We use *will* for a number of different situations in the future. The most common use is to make a prediction.
I think life in the future will be more dangerous, and there won't be a police force to protect us like there is now.

We use it when we've just decided to do something. Normally we use *going to* or the present continuous to talk about a plan, so *will* indicates that we've made a decision at the time of speaking.

*What would you like, sir?
I'll have a cup of coffee and a cheese sandwich, please.*

We use it to make a request, and to answer with an offer.
*I need your help. Will you look after my dog Sandy this weekend?
Of course. I'll pick her up on Friday night, if you like.*

We use it to promise something.
Don't be sad. I'll phone you every day!

We often use it as a 'neutral' future, when we are simply asking or stating a fact about the future, which doesn't fall into the category of 'plan' or 'intention'.

*Will you be at home tomorrow afternoon?
No, I'll be at work. Why?*

Remember that some modal verbs like *can* and *must* cannot be used with *will*. We use alternative expressions for expressing obligation and possibility in the future, such as *will be able to*, *will have to*.

*I can't talk now, I'm afraid. I'll have to phone you back tomorrow.
You'll be able to practise your Spanish when you're travelling in Peru.*

Conjunctions in the future

There are a number of conjunctions which can be used to join sentences about the future in a similar way to *if* in first conditional sentences.

Future clause	Conjunction	Present simple
<i>I'll be angry</i>	<i>if</i>	<i>they install more cameras in our city centre.</i>
<i>Let's go out for dinner</i>	<i>when</i>	<i>you come to Los Angeles.</i>
<i>I'll be able to play tennis again</i>	<i>after</i>	<i>I have an operation on my knees.</i>
<i>I'll have some food at the airport</i>	<i>before</i>	<i>I catch my flight.</i>
<i>We won't see each other before Christmas</i>	<i>unless</i>	<i>you come and visit me in Glasgow.</i>
<i>Oliver, please call me</i>	<i>as soon as</i>	<i>you get this message.</i>
<i>I can't leave the country</i>	<i>until</i>	<i>they issue me with a new passport.</i>
<i>I won't be checking my emails</i>	<i>while</i>	<i>I'm on holiday.</i>

We can start the sentences with the conjunction.
Before I catch my flight, I'll have some food at the airport.

Note the different structures in the future clauses above. We don't always use *will* in the future clause of sentences like this. We can use a variety of structures, such as modal verbs *can* and *must*, *going to*, *let's*, imperatives.

However, we always use the present, not the future, after the conjunction.

I might be out when you get here.

Future continuous

Affirmative	Negative
<i>I'll be standing in a queue at the airport.</i>	<i>I won't be having my passport checked.</i>

Questions	Short answers
<i>Will you be standing in a queue?</i>	<i>Yes, I will. / No, I won't.</i>

We form the future continuous with *will ('ll) / won't + be + -ing*.

We use it for an event which will be in progress at a particular time in the future.

*What will you be doing this time next year, do you think?
With any luck, I'll be living in New York and working for a top fashion company.*

We also use it informally to speculate about what we think is happening now. In these situations, it refers to the present, not the future.

*Your brothers are on holiday in Florida aren't they?
Yes. They'll be lying by the pool right now! I'm so jealous!*

Future perfect

Affirmative	Negative
<i>They'll have installed security cameras.</i>	<i>They won't have installed security cameras.</i>

Questions	Short answers
<i>Will they have installed security cameras?</i>	<i>Yes, they will. / No, they won't.</i>

We form the future perfect with *will ('ll) / won't + have + past participle*.

We use it for an event which will finish before a particular time in the future.

If we leave the restaurant at 11pm, all the trains will have stopped running.

We often use it with *by*.

By the end of the week, I'll have finished painting my house.

We also use it informally to speculate about something that has already happened recently. In these situations, it refers to the past, not the future.

Chris is arriving this morning. His plane will probably have landed by now.

Grammar Reference Unit 5

Second conditional

The second conditional has two parts: *if* + past simple, and *would / wouldn't* + infinitive. We can put either the *if* part or the *would / wouldn't* part first. If the *if* part is first, we put a comma after it.

I wouldn't wear glasses if I didn't have poor eyesight.
If I didn't have poor eyesight, I wouldn't need to wear glasses.

We use the second conditional to talk about hypothetical or impossible situations in the present or future.

If I was / were a boy, I'd shave off all my hair. (I'm not a boy.)

We also use it to talk about unlikely situations in the future.
If there was a train strike tomorrow, we'd have to get someone to give us a lift to university. (I think it's unlikely there will be a strike.)

We often use *were* instead of *was* for *I, he, she* and *it* in the second conditional. This is more formal. We usually use *were* in the phrase *if I were you ...*

If I were you, I wouldn't change your hairstyle. It really suits you.
If it weren't such a cold day, we could have lunch outside.

We can use *unless* instead of *if* to mean *if not*.
I wouldn't have plastic surgery unless I was 100% sure that it was safe.

Third conditional

The third conditional has two parts: *if* + past perfect, and *would / wouldn't have* + past participle.

We can put either the *if* part or the *would / wouldn't have* part first. If the *if* part is first, we put a comma after it.

I wouldn't have had my nose reshaped if I'd known how painful it was.
If I'd known how painful it was, I wouldn't have had my nose reshaped.

We use the third conditional to talk about hypothetical situations in the past.

If I'd been alive in the 1970s, I'd have dressed like a punk. (I wasn't alive in the 1970s.)
We wouldn't have gone by taxi if you'd told us that there was a bus! (You didn't tell us that there was a bus.)
She'd have died if you hadn't phoned for an ambulance. (You phoned for an ambulance.)

Third conditional inversion

We often start third conditional phrases with *Had*, rather than *If*, and invert the subject and auxiliary verb, just as we do to make a question. This sounds fairly formal, although it is fairly common in conversation.

Had you come home when you promised last night, your father wouldn't have been so angry with you.
Had I not learned to be an artist, I would have regretted it all my life.

wish

We use *wish* to say that we'd like something to be different, but it can't be. We often omit the word *that* after *wish*, but we can include it, particularly in more formal speech.

We use *wish* with the past simple to talk about something in the present that we'd like to be different.

I wish my eyes were a different colour. (They aren't the colour that I want them to be.)
I wish you lived closer. (You live a long way away.)
Chris sends his love, and says he wishes he could be there with you. (Chris can't be there.)

We can use it with the past continuous to talk about something that is going to happen, which we regret.

I wish you weren't leaving so soon.

Like the second conditional, we often use *were* instead of *was* for *I, he, she* and *it*.

I wish that she weren't so far away.

We use *wish* with the past perfect to talk about something in the past which we regret doing or not doing.

I wish I hadn't worried about my appearance so much when I was young. (I worried about my appearance a lot.)
My mum wishes she'd spoken more French to me when I was growing up. (She didn't speak much French to me.)

We can use *wish* + *would / wouldn't* when we want something to change, and it's possible that it could change. We often use it for things which annoy us.

I wish people wouldn't put their feet on the seats in the train.
I wish you would put your hand over your mouth when you sneeze!

if only

We use *if only* in the same way as *wish*: with the past simple or continuous for something that we would like to change in the present / future but we can't, and in the past perfect for something in the past that we regret doing or not doing.

If only you didn't have to work tomorrow.
If only I'd told Carol how I felt about her. Now it's too late.

Like the second conditional and *wish*, we often use *were* instead of *was* for *I, he, she* and *it*.

If only Luis were here now. He'd know what to do.

Wish and *if only* mean exactly the same thing. However, we often use *if only* when we are thinking of something specific which would be possible if the situation which we regret was different. On the other hand, we often use *wish* just to express general regret about the situation.

If only it wasn't raining. We could be outside now, having a nice picnic!
I wish it wasn't raining. I'm bored of being inside.

Grammar Reference Unit 6

Uses of could

Could is a very common verb in English that is used in different situations:

We use it to ask for permission or make a request. It is more polite than *can*.

Could we have a quick break? I need to get some water.

We use it as the past simple form of *can*, when we talk about general ability or possibility in the past.

Before mobile phones, people couldn't contact each other when they were travelling.

My little nephew could use a touchscreen phone before he was three!

However, we don't use *could* to talk about an action that happened once in the past. *Could* always describes the general situation of being possible, not a specific action that happened. To describe a specific action, we use a different expression such as *was able to* or *managed to*.

Luckily my iPad was under warranty when it broke, which meant I could get it fixed for free. (This means that it was possible to get it fixed, NOT that I actually got it fixed.)

Luckily my iPad was under warranty when it broke, so I was able to get it fixed. (This means that I did get it fixed.)

We often use *could* in conditional sentences. We can use it instead of *would* and *will* to mean *would be possible / would be able to*.

If you meet Vassilia, you could practise your Greek!

If you want, we could have a game on my new PlayStation.

Dmitry is a lovely guy. He couldn't be more friendly if he tried!

Uses of be able to

We often use *be able to* as a synonym of *can* and *could*, because they are modal verbs and don't have certain verb forms.

Can has no past participle, so *can't* be used in the present perfect and past perfect. We use *have been able to / had been able to* instead.

Sorry, I haven't been able to finish all my work today.

Luckily, I'd been able to warn people about the hacker before anyone logged onto the fake network.

Can can't come after modal verbs such as *must*, *might*, *should*, *may*, *ought to*:

Our wi-fi is unsecured, so anyone should be able to log on.

Our holiday home is very rural, and you might not be able to get a signal there.

We can't use *to* before *can*. We use *to be able to* in all situations where we need *to* + infinitive:

I love my new smartphone. It's great to be able to chat with my friends whenever I want.

Can has no *-ing* form. We can use *being able to* in all situations where we use an *-ing* form.

The best thing about the internet is being able to access any information at any time.

See page 114 for uses of *to* + infinitive and *-ing* forms.

Modal perfects for speculation

We can use modal verbs + *have* + past participle to speculate about what happened in the past. They are called modal perfects because they have the structure of the present perfect tense.

We use *must have* + past participle when we are certain that something happened.

My friends must have published my address online, because I didn't do it!

We use *can't have / couldn't have* + past participle when we are certain that something didn't happen.

They can't have hacked into my account, because I wasn't online at the time.

He couldn't have known my password. I never write it down or tell anyone.

We use *might have / may have / could have* + past participle when we think it's possible that something happened.

Your phone might have been stolen when you were in bathroom.

The unknown number may have been Julie, from her new phone.

My grandparents could have had the TV on really loud so they didn't hear the phone.

We use the same verbs with *not have* + past participle when we think it's possible that something didn't happen.

Don't jump to conclusions. It might not have been Helena who broke your iPad.

should / shouldn't have

We use *should have* + past participle when someone didn't do something in the past, and we think it was a mistake or bad decision. We use it when it is too late to change the situation.

You should have taken out some insurance when you bought your new laptop. (For example, it broke, and now you have to pay a lot of money for it.)

I should have looked in a few different places before buying it. (For example, I bought it at a high price, and have seen it for sale for a lot less in other places.)

We use *shouldn't have* + past participle to say that someone did something in the past and we think it was a mistake or bad decision.

You shouldn't have given him your password. (For example, you gave him your password, and he logged into your private files.)

Other uses of modal perfects

We use *could / might / may have* + past participle in third conditional sentences, as an alternative to *would have*, when we aren't sure about the result of a hypothetical situation.

If you hadn't spent all that money on a new tablet, you might have been able to afford a better phone.

We use *could have* + past participle to say that something was possible, but it didn't happen.

Andy could have installed a firewall for you if you'd asked him.

Grammar Reference Unit 7

Present, past, future and modal passives

In a passive sentence, the subject is not the agent (the person or thing that does the action). The object of an active sentence becomes the subject of a passive sentence.

ACTIVE: *People have wiped out many species of animal.*

PASSIVE: *Many species of animal have been wiped out.*

We form all forms of the passive with *be* and the past participle. We can use the passive with any tense or structure that contains a verb:

Present tenses:

A lot of animal habitats are threatened by deforestation.

The fox is being chased by the hounds.

Present perfect tenses:

This area has been almost completely destroyed.

*The behaviour of these butterflies has been being studied for some years.**

* It is unusual to use the passive with the present perfect continuous, because *been being* sounds strange. We normally use an active form for these situations:

People have been studying the behaviour of these butterflies for some years.

Past tenses:

We think this tiger was killed by disease.

When we arrived at the fur farm, the mink were being fed.

Past perfect tenses:

My dog had been vaccinated before our trip to France.

*The trees had been being cut down all summer.**

* As with the present perfect continuous, it is also unusual to use the passive with the past perfect continuous, because *been being* sounds strange. We normally use an active form for these situations:

They had been cutting down the trees all summer.

Future tenses:

The golden eagle will be wiped out unless we do something now.

We're going to be taken on a tour of the sanctuary.

All the clothes will have been washed and ironed before we pack them.

Modals:

I think badgers should be protected by law.

Hunting with dogs must be banned in every country now.

The local wildlife might be threatened by the new power station.

Advanced passive structures: It's said that ...

We often use a passive structure starting with *It* in writing and formal speech to describe the beliefs and attitudes of people in general.

It's said that you shouldn't look an aggressive dog in the eye.

It's estimated that around 150 species become extinct every day.

It's feared that this habitat will be lost by the end of the year.

We can use many verbs connected with thinking, believing, etc. in this structure, including *expect, think, feel, believe, understand, consider, assume, hope*.

We can use it to describe people's attitudes in the past.

It used to be thought that cats had magical powers.

As well as describing the attitudes of people in general, we can use the structure to describe the attitudes or decisions of a group of people without specifying individuals. This is often used to deliver bad news, as a way of taking the emphasis off the people who have made the decision.

At the meeting, it was decided that salaries need to be reduced.

Advanced passive structures: Tigers are said to be ...

We can also describe people's beliefs and attitudes in general by using the following structure:

A person / thing + *be said* etc + *to* + infinitive.

We can also substitute *say* for other verbs known as 'verbs of perception' (*know, think ...*)

Around 150 species are estimated to become extinct every day.

The dolphin is often considered to be the most intelligent mammal.

A monster called the Yeti is thought to live in the Himalayas.

We can express the past with this structure in two ways:

Cats were believed to have magical powers.

This means that in the past, people believed that cats had magical powers.

Cats are believed to have had magical powers.

This means that people now believe that cats had magical powers in the past.

Grammar Reference Unit 8

Reported speech

When we report what someone has said, we usually change the tenses of the verbs.

Paul: 'The film **sounds** really dull.' (present simple)
Paul said the film **sounded** really dull. (past simple)

Claudia: 'I've never **seen** a more enjoyable film.' (present perfect)
Claudia told me that she **had** never **seen** a more enjoyable film. (past perfect)

Time and location expressions

In reported speech, we sometimes change expressions describing time and location. It depends if those expressions refer to the same thing both when the speech is reported and when the original statement took place. If it refers to the same thing, it doesn't need to change.

'I saw the new Almodóvar film **last night**.'
My colleague told me he'd been to see the new Almodóvar film **last night**. (This conversation is happening the same day as the original statement. Therefore **last night** refers to the same thing.)

However, when the reported speech happens at a different time or location to the original statement, we can't use the original time and location expressions. How we express them depends on how clear it is what the expression is referring to.

'I saw the new Almodóvar film **last night**.'
My colleague told me he'd been to see the new Almodóvar film **the night before**.'

'Meet me here after school.' (this conversation happened in the park)
I saw Scott in the park. He told me to meet him **there** after school.

In this last example we can use **there** because we know that it refers to **in the park**. However, without the first sentence, we have to specify the location:

Scott told me to meet him **in the park** after school.

Expressions in direct speech	Possible equivalents in reported speech
here	there
now	then
today	that day
tonight	that evening
this morning / week / month etc.	that morning / week etc.
last week / month etc.	the week before / month before etc.
yesterday	the day before
yesterday morning	the morning before
(a month) ago	(a month) before

Alternative reporting structures

We often report speech by using a verb which expresses the meaning of the original statement without needing to give every word.

'Come on, let's watch that new Woody Allen comedy. I know you'll love it!'
Emma **persuaded** me to watch the new Woody Allen comedy.
Emma **persuaded** me that I'd love the new Woody Allen comedy.

Many verbs like this have a particular structure when they are followed by another verb. You need to remember which structure follows which verb.

Verb + to + infinitive	Verb + object + to + infinitive	
offer, promise, agree, refuse, demand, claim, promise, threaten, etc.	tell, ask, warn, advise, convince, encourage, persuade, convince, etc.	
Verb + gerund	Verb + preposition + gerund	Verb + object + preposition + gerund
admit, propose, recommend, suggest, deny, etc.	insist on, apologize for, confess to, complain about, etc.	blame someone for, accuse someone of, congratulate someone on, etc.

'The service has been awful. I want to see the manager now!'
I **demand**ed to see the manager about the awful service.

'I wouldn't see this film if I were you. You'll have nightmares!'
She **advised** me not to see the film.

'It wasn't me who made a call during the film!'
I **denied** making a call during the film.

'I can't believe that they asked us to stop talking during the film!'
He **complained about being asked / having been asked** to stop talking.

'You gave a fantastic speech, well done!'
She **congratulated** us on giving a fantastic speech.

Some of these verbs – but not all of them – can also be used in reported speech with **that**, in the same way as **say** and **tell**. In this situation, we use it to report people's exact words, rather than orders, instructions, etc.

'Don't go into that field. There's a bull in there!'
He **warned** me that there was a bull in the field. (This expresses the exact information that he told me.)
He **warned** me not to go into the field. (This describes the instruction that he gave me.)

Grammar Reference Unit 9

Narrative tenses: review

We use a combination of tenses to tell a story, an anecdote, or describe any other past situation. They are often referred to as narrative tenses. They are: past simple, past continuous, past perfect simple, past perfect continuous. The use of these tenses means that the events being described are not related to the present.

I'd been playing football with friends for about five years when I finally decided to join a team in my local five-a-side league. I was feeling nervous as I set off for my first game, carrying my football boots. I'd only ever played for fun before, and never competitively. But everything went swimmingly – we won our first game 3-0 and scored two goals!

Present perfect: review

We use the present perfect simple and continuous for a number of different actions and situations. They all are connected to the present in some way.

We use them when the action or situation causes a clear result in the present.

The noise you can hear is because Arsenal have just scored! I've been running every evening for about a month, and I'm feeling so much fitter now.

We use them to talk and ask about the length of time of a situation or action that started in the past. Note that we use present simple or continuous to talk about the same situation when we **don't** focus on the length of time.

You live in Los Angeles, don't you? How long have you lived there? My brother is studying film set design. He's been studying it for a year and a half.

Conditionals: review

Conditionals are sentences which contain two situations, one of which depends on the other. We can use them to describe situations in the present, future and past. Conditional sentences are usually linked with *if* but we can also use a number of other conjunctions including *unless*, *when*, *before*, *after*, *as soon as*, *until*.

If you hit the ball into the net in tennis, the other person gets a point. (zero conditional – a fact in the present)

I'll phone you as soon as I finish working. (first conditional – a probable or possible situation in the future)

I'd be so proud if I could play for my country. (second conditional: a hypothetical / impossible situation in the present, or a very unlikely situation in the future)

If I hadn't learnt to play the trumpet, I wouldn't have joined my university band. (third conditional: a hypothetical situation in the past)

Reported speech: review

We can report what someone has said with a variety of verbs. The most common ones are *say* and *tell*. We often describe the attitude of the speaker with verbs such as *promise*, *convince*, *warn*, *agree*, *encourage*, *refuse* etc.

When we report speech in structures like *He said that ...*, we usually change the tense of the original statement.

'I'm going to see the Wimbledon final tomorrow!'

My cousin told me she was going to see the Wimbledon final tomorrow.

We often change pronouns and time and location expressions depending on if these are different now from when the original statement was made.

'I'll see you at my house this evening.'

He said that he would see me at his house that evening.

When we use a reporting verb followed by another verb, we need to use the correct form of the second verb.

My sister refused to tell me where she was going.

Dad admitted telling Mum about my argument.

My brother warned me not to go in his room.

Mum apologized for shouting at me.

Passives: review

In a passive sentence, the object of an action is the subject of the sentence. The agent (the person or thing who does the action) is either mentioned with *by*, or not mentioned. We use the passive for various reasons:

We don't know the agent:

Our house was burgled while we were on holiday.

The agent is obvious, or not relevant:

A new sports centre has been built in the town.

People in general are the agent:

It's thought that swimming is the best all-round form of exercise.

The agent is the most important or interesting part of the sentence – maybe because it is new. Using the passive puts it last, which emphasizes it.

Come quick! Josie has been stung by a bee.

Modal perfects: review

We use most modal verbs + *been* + past participle to speculate about what happened in the past. We can use the following verbs in this situation:

must (when we're sure that something happened)

might, *might not*, *may*, *may not*, *could* (when we aren't sure if something happened)

couldn't, *can't* (when we're sure that something didn't happen)

We use *should have* / *shouldn't have* + past participle to say that we think someone made a mistake or that something was a bad idea.

Prepare for Cambridge Exams Unit 1



USE OF ENGLISH

Word formation

i ABOUT THE EXAM

In this part of the test, you are given a short text with eight gaps. You have to complete the gaps with the correct form of the word that appears in capitals at the end of the same line.

- Complete the sentences with the correct form of the word (A–C).
 - In many countries, it is ... to drive a car before you are 18.
A unlegal B illegal C legal
 - ..., I failed three of my exams.
A Fortunately B Fortunate C Unfortunately
 - Well done! There has been a big ... in your English.
A improving B improvement C improved
 - Having a lot of exams is very ...
A stressful B stressing C stressed
 - I don't understand the ... of risky sports.
A attraction B attractive C attracted
 - Many ... are hard-working people.
A politics B policies C politicians
- In pairs, compare your answers to exercise 1 and discuss why the other options are not correct.

- Read the text in the *Task*. What does it say about talent? Choose the correct answer (A or B).

- A It's something you're born with.
B It's something that improves with hard work.

NOW YOUR TURN

- Read the *Tip*. Then do the *Task*. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.



TIP

Look at the gaps and decide what kind of word you need: a noun, verb, adjective or adverb. Some words may need a prefix (*un-*, *non-*, etc.) or a suffix (*-less*, *-able*, etc.). There is usually at least one word that has a negative meaning.

- In pairs, compare your answers. For each one, say:
 - what part of speech it is
 - what prefix / suffix you added
 - which words needed additional changes.

TASK



What is talent anyway?

Have you ever felt (0) *frustrated* when looking at art? Are other people's drawings always more (1) ... than yours? You probably think this is because you are not (2) ...

FRUSTRATE
IMPRESS
TALENT

The good news is you may be wrong. Recent studies suggest that the (3) ... of being born with natural abilities has been exaggerated. Scientists have been (4) ... to find any specific 'talent gene' that is responsible for people's artistic skills.

IMPORTANT
ABLE

In fact, it seems that anyone can (5) ... improve their creativity. First, you should choose an activity you really enjoy. Then you will need enthusiasm and (6) ... After that, it is a matter of practice and hard work. However, you shouldn't be overly obsessed with (7) ... Just keep on trying and you may become (8) ... !

EASY
IMAGINE
PERFECT
SUCCESS

This lesson focuses on Part 3 of the Reading and Use of English Paper from the Cambridge English: First exam.

Warmer

Draw a picture on the board of someone doing a particular job. Ask your students to try and guess what it is you are drawing. Do not speak. When a student guesses correctly, write the job on the board. Elicit other forms of the word you have written, e.g. *engineer* / *engine* / *engineering*. Elicit more jobs from students and do the same.

ABOUT THE EXAM

Read through the exam information box with the class and ask questions to check students understand. Explain that students will need to change the form of the word at the end of each line.

- As they do the exercise, remind students to think about the part of speech that they need to use in each gap, and the overall meaning of the sentences.

Answers

1 B 2 C 3 B 4 A 5 A 6 C

- When they compare answers, encourage students to talk about what is wrong with the incorrect options. Finally, make sure they understand why the answers are correct.

Answers

Students' own answers

Teaching tip

When students write down new vocabulary, encourage them to note down all the different forms of the word, and to make sure they include the part of speech. It can also be useful for them to write example sentences with the different forms. For example:
attract (v) Our city attracts lots of visitors.
attractive (adj) The church is a very attractive building. (Opposite: *unattractive*)
attraction (n) The Eiffel Tower is a popular tourist attraction.

- As students read the text for the first time, they should ignore the gaps and just try to get an understanding of the gist.

Answers

B - It's something that improves with hard work.

4 TIP

Read the *Tip* together with the class and check students understand. With a weaker class write the word *help* on the board, and ask students what part of speech it is. Then try to elicit the different forms of the word, and the prefixes and suffixes that can change the meaning. For example:

help (v) (n)
helpful, unhelpful, helpless (adj)
helpfully, helplessly (adv)

Students work on their own to complete the *Task*. Set a time limit of ten minutes.

Answers

- impressive
 - talented
 - importance
 - unable
 - easily
 - imagination
 - perfection
 - successful
- Encourage students to explain the part of speech used in each gap, and the changes they made to the base word. They should record any new word forms in their vocabulary book. After students have discussed in pairs, discuss the answers with the whole class.



SPEAKING

Listen-Speak

i ABOUT THE TEST

In the Speaking section, you will listen to a teacher or a group of students talking about a school-related topic. Then you will answer a question about what you heard. You will have 45 seconds to prepare and one minute to record your answer into the microphone.

TIP

The Non-academic Listen-Speak passage will often ask you to summarize what you have heard. A summary contains the most important information only. Listen carefully and write important key words that will help you write your summary. You do not need to write complete sentences.

- 1 Read *About the Test* and the *Tip*. Then listen to a teacher talking about a Science project and choose the best summary A, B, or C.

Summary A

Some students forgot to turn in the last project, so it's important to understand deadlines.

Summary B

Our project on the brain has three parts, a lecture, internet research, and library research, and we'll have to turn in a summary of tomorrow's lecture next Tuesday.

Summary C

For our project on the brain, we're going to start with a lecture, which we'll hear tomorrow.

- 2 Now listen to the full conversation between the teacher and the students, and answer the question.

What is the main purpose of the conversation?

- A to answer questions about art therapy and the brain
- B to give information about Dr. Stillwell
- C to tell students about the assignment and teach note-taking skills
- D to talk about the value of library research

- 3 Listen again and follow the notes. Which four notes are NOT useful?

project – brain	let me tell you more about the project	clear summary – 2 parts of brain
three parts – lecture, library research, internet research	fascinating topic – people difficult experiences	not easy to take notes in English
first task – next Tuesday	lecture – functions of left and right hemispheres	key words organize – 2 columns
summarize – classroom lecture – brain works	take notes during lecture	remember – good examples

- 4 Use the key words to summarize what the teacher says in no more than five sentences.

Example: *We're going to start a project on the brain.*

NOW YOUR TURN

- 5 Do the Task.

TASK

First you will listen to a teacher or a group of students talking about a school-related topic. Then you will talk about what you heard. You may take notes as you listen. You will have 45 seconds to prepare and one minute to record your answer into the microphone.

Listen to a teacher talking in a Science class. The teacher is talking about a Science assignment.



Science assignment
brain
Washoe
first draft

Imagine that your classmate was not in class today. Tell your classmate about what the Science teacher asked the students to do. Be sure to talk about the following:

- brain
- Washoe
- first draft

Warmer

Create a word cloud on <http://www.wordle.net> with words related to education and learning. Show it to the class on a projector, or write the words on the board. Give students one minute to look at the words, then remove the picture or erase the words. In pairs, students write down as many of the words as they can remember. The pair that remembers the most words wins.



ABOUT THE TEST

Read through the test information box with the class. Ask questions to check students understand: *Who is going to speak? What are they going to speak about? How long will you have to prepare and to speak?*

TIP

Read the *Tip* together with the class and focus on what a summary is. Ask if a summary needs to be written using complete sentences.

- 1 4.1 **Transcripts page 346** Ask students to read through the three summaries and think about the key information before they listen to the recording.

Answers

B

- 2 4.2 **Transcripts page 346** Next students listen to the whole conversation. Again, before they listen, ask them to read through the question and the four possible answers. With a weaker class, check they understand what the four possible main purposes are before they listen.

Answers

C

- 3 4.2 **Transcripts page 346** Ask students to read through the notes first and think about which are not important before they listen again. Then students can listen again and check their answers in pairs.

Answers

- 1 let tell me more about the project
- 2 fascinating topic - people difficult experiences
- 3 not easy to take notes in English
- 4 remember - good examples

- 4 Put students in pairs to give their summaries. Listen to some of the students' summaries and encourage the class to give feedback.

Answers

Suggested answer

We're going to start a project on the brain and how art therapy can help people. Our project has three parts: a classroom lecture, library research, and Internet research. The first task, due next Tuesday, is to summarize a classroom lecture on how the brain works. We're going to work on notetaking skills so we can write a clear summary. Write down only key words, and it's good to organize your notes into two columns: left and right hemisphere.

Extra activity

A dictogloss is a good activity to get students in the habit of listening and making notes. Explain that you're going to read a short text about a certain topic and that students are going to reconstruct the text. The text should be no more than about 50 words. When you first read the text, ask students just to listen. When you read again, they should note down the key words. To help them, you can stress these as you read. Finally, students work in small groups and try to reconstruct the text exactly as it was read.

- 5 4.3 **Transcripts page 346** Ask students to read the *Task* and answer any questions they may have about it. Then play the recording. Make sure you give students 45 seconds after they have listened to prepare their summaries. Students can talk to each other if they can't record their summaries. For homework, ask students to record themselves (into a smartphone if they have one) reading the text.

NB. The corresponding Workbook page involves students listening to this audio track again. While the track is provided online for students, it is not repeated on the Workbook Audio CD for teachers.

Answers

Suggested answer

Chimpanzees have smaller brains than humans, but can learn language. Tomorrow we're going to the museum to learn about the famous chimpanzee Washoe. Washoe was born in Africa, but lived in the U.S. Her "parents" taught her sign language, and she learned 350 words. She lived like a person and often ate at the dinner table with her "family". We need to take a tablet or notepad to the museum (to write down important key words). Our first task will be to write a summary about Washoe's life. Our first draft is due Friday. After that, we'll give each other feedback (so we can write the final draft).

Prepare for Cambridge Exams Unit 2

READING

Matching key words and phrases

i ABOUT THE EXAM

In this part of the test, you are given four to six short texts on a similar topic, or a longer text split into sections, with ten statements or questions. You should match the statements or questions to each text or section of text.

1 Find key words and phrases in statements 1–3. Then read paragraph A and find words which mean the same.

- 1 He travelled with a companion.
- 2 After cycling through several countries, they were in good shape.
- 3 He was in a road accident.

NOW YOUR TURN

2 Read the *Tip*. Then do the *Task*.

TIP

Read the questions or statements first and take note of any key words. Then read the text and find words which mean the same.

Which traveller (A–D) ...

- 1 gave up a successful career?
- 2 met someone who would become significant in the future?
- 3 looked after some unusual animals?
- 4 had a job that provided the inspiration for the trip?
- 5 timed the trip to coincide with a natural phenomenon?
- 6 took up a new hobby after the trip?
- 7 learned a lot of new skills?
- 8 changed their studies?

TASK

Journey of a lifetime

A

Simon was working as a bicycle courier when the idea occurred to him. Why not cycle further; why not cycle to China? After saving up for a year, he and his friend Brendan took a ferry across to Belgium and travelled through Germany, the former Yugoslavia and Greece, living on a shoe-string budget all the way. By the time they reached Turkey, they were extremely fit. Unfortunately, disaster struck at the Iranian border. Simon was run over by a lorry and his bike was seriously damaged. Though unhurt himself, Simon contracted hepatitis from drinking contaminated water. That was a turning point in his life. After his recovery, Simon went on to get a degree in Asian History and Chinese.

B

At the age of 30, Robert had a well-paid job in a bank, a flat and a girlfriend. But he felt restless. At the suggestion of his friend Steve, he gave it all up and bought a round-the-world plane ticket. Although Steve went back after a year, Robert carried on alone. While trekking in Nepal, he fell in love with the breathtaking mountain scenery and the amazing starry skies at night. On his return home, he persuaded his girlfriend to emigrate to New Zealand with him, where he started a new life as a mountain guide and amateur astronomer.

C

After her first year of studying Russian at university, Lucy wanted a challenge. She looked online and found an agency that organized homestays with nomadic Mongolian families. For the next month, Lucy and her hosts travelled the endless grasslands, herding the family's animals. She learned to ride the small Mongolian ponies, milked the yaks, helped to prepare goats' cheese and learned to brew strong alcohol made from fermented horse milk. Though she managed basic communication with her hosts, Lucy wanted more. So when she returned to university, she decided to switch from Russian to Mongolian.

D

Mark had always dreamt of riding his motorbike to the northernmost point of Europe. Although he had been a biker all his life, he had never been further than France. As a divorced father of three young children, he had been too busy looking after his family. Now the kids were grown, he finally got his chance. He started in June to take advantage of the midnight sun. Two ferry trips later, he was enjoying views of gorgeous Norwegian fjords, glaciers, lakes and forests. He had a great time, met lots of people and even saw reindeer. After three weeks, he returned home, accompanied by a lady biker he had met along the way. A year later, they got married.

This lesson focuses on Part 7 of the Reading and Use of English Paper from the Cambridge English: First exam.

Warmer

Write the word *transport* in the middle of the board. Ask students to work in groups of three. Give them one minute to write down as many different types of transport (e.g. car, bus, tram, etc.) as they can think of. Check answers with the class. The winners are the group with the most types.

ABOUT THE EXAM

Read through the exam information box with the class. Ask questions to check students understand: *How many texts are there? How many statements or questions are there? What do you have to do?*

- 1 Read through the three statements and ask students to underline the key words and phrases. Then get students to read through the first paragraph and find words or phrases with the same meanings. Compare the words and phrases and write them on the board.

Answers

- 1 companion - friend
- 2 in good shape - extremely fit
- 3 road accident - run over by a lorry

Extra activity

Write the words below on small pieces of paper, one word per piece of paper. Give one piece of paper to each student in the class. Explain to students that they need to find pairs of words with a similar meaning. Ask students to stand up. Invite a student to say their word and then to choose another student to say theirs. If their words are a pair, they should sit down. If not, another student reads their word and chooses someone else to read theirs in order to find a match. Keep going until everyone has found a match and sat down.

Words:

strange	odd	present	gift	sofa
couch	scenery	background	tragedy	disaster
opportunity	chance	ride	cycle	reliable
dependable	sunrise	dawn	cellar	basement

2 TIP

Read the *Tip* together with the class. Ask: *Why do you think it's better to read the questions or statements before the text? What should you do after reading the statements?*

Students work on their own to complete the *Task*. After they have finished, they can compare their answers with a partner. Encourage them to explain why they chose the answers they did, and what the key words were that helped them choose. After students have discussed in pairs, discuss the answers with the whole class.

Answers

- 1 B 2 D 3 C 4 A 5 D 6 B 7 C 8 C

LISTENING COMPREHENSION

Academic talk

i ABOUT THE TEST

In the Listening Comprehension section, you will listen to a classroom talk or a discussion based on an academic topic. Then you will answer four or more questions based on what the speakers say. Choose the best answer A, B, C, or D. You hear each talk or discussion only one time.

TIP

In this section of the test, you may be asked to interpret the overall effect of what the speaker says, or to understand the tone of voice or level of formality. With this type of question, the answer is not given to you directly. You are expected to figure out the answer from the words the speaker chooses to use or the way they are said.

- 1** Read *About the test* and the *Tip*. Then listen to a man talking about teenage drivers and answer questions 1–4.

 - 1** Who is the speaker likely to be?

 - A a teenage driver
 - B a police officer
 - C a parent
 - D a driving instructor
 - 2** How does the speaker probably feel?

 - A angry
 - B serious
 - C quiet
 - D cheerful
 - 3** What do you think the speaker's main goal is?

 - A to emphasize that driving is a serious responsibility
 - B to frighten students so they won't want to drive
 - C to teach statistics
 - D to compare cars and toys
 - 4** According to the speaker, what is the most important fact to remember?

 - A the elderly drive less often than teenagers
 - B teenagers actually don't do a lot of driving
 - C teenage deaths from car accidents are still a serious problem
 - D cars are safer now than they used to be
- 2** In pairs, compare your answers. Do you agree?
- 3** Listen again and check your answers to exercise 1. What helped you decide the correct answer for each question?

NOW YOUR TURN

- 4** Do the Task.

TASK



- 1** Why did the teacher invite the speaker?

 - A to compare extreme sports and everyday sports
 - B to talk about sports safety in everyday sports
 - C to describe an accident
 - D to talk about the benefits of helmets
- 2** According to the speaker, what is true about young people and sports?

 - A They're well informed about the facts.
 - B They prefer skateboarding to skiing.
 - C They never wear helmets.
 - D They take risks and don't have enough training.
- 3** What is the speaker's main goal?

 - A to talk about the dangers of skateboarding
 - B to compare skateboarding and skiing
 - C to make sure kids practice sports safely
 - D to explain how helmets protect skiers
- 4** What is the effect of the informal language the speaker uses?

 - A The students realize he doesn't know how to give a formal lecture.
 - B The students are annoyed that he's not more like the teacher.
 - C The students identify with him, and participate and ask questions.
 - D The students realize that people in wheelchairs are sometimes young.

Warmer


Write the answers to six questions about yourself on the board. Ask students to try and guess what the questions are. For example: *I went swimming. (What did you do at the weekend?) At 10.30pm. (What time did you go to bed last night?) Yes, I have. A cat called Eric. (Have you got any pets?)* Then get students to write an answer to a question about themselves. They can walk around the class and try to guess what their classmates' questions are.

ABOUT THE TEST

Read through the test information box with the class and ask them to think about who they will hear speaking in an academic discussion. Make sure they understand that they will only hear the discussion once.


TIP

Read the *Tip* together with the class. Elicit what is meant by tone of voice and level of formality. Give some examples to show how a different tone of voice can give a different meaning to a sentence.

- 1  4.4 **Transcripts page 346** With a weaker class elicit some things you might expect to hear in a classroom discussion about teenage drivers. Then read through the questions altogether, focussing particularly on question 2, where students will have to listen for the tone of voice, before listening to the talk. With a stronger class, get students to read through the questions on their own before listening to the talk.

Answers

1 D 2 B 3 A 4 C


- 2 Ask pairs of students how many had the same answers. Ask them to think again about who is speaking, who they are talking to, their level of formality and the tone of their voice.
- 3  4.4 **Transcripts page 346** Listen again and pause after each answer to elicit which is correct and why.

Answers

- 1 'in this driver's education course'
 2 'It's a responsibility. I want to be sure you know a few facts.'
 3 'I'd like to emphasize that it's not an adventure. It's a responsibility. (A car is not a toy, and driving one is not a sport.)'
 4 'motor vehicles still kill 3,000 teenagers a year. Never forget this for a minute'

Teaching tip

Helping students to recognise different tones of voice in a foreign language is a useful skill. Often the same sentence can have a number of different meanings depending on how it is said. Write the following phrase on the board: *Oh, what a day it's been!* Ask your students if they think this person has had a good or a bad day. Then say the sentence in different tones of voice (cheerful, serious, annoyed, tired, stressed) and ask them to say how you feel.

- 4  4.5 **Transcripts page 346** Give students a minute to read through the questions and answers before playing the recording. Students should listen and do the *Task* on their own, before checking answers with the class.

Answers

1 B 2 D 3 C 4 C

LISTENING

Listening for specific information

1 ABOUT THE EXAM

In this part of the test, you listen to a monologue and complete ten gapped sentences with a word, a number or a short phrase from the recording. You should write no more than three words for each gap.

- 1 Look at these sentences and predict what kind of information is missing: a date, a place, a type of job, an emotion, etc. In pairs, compare your answers.

- 1 The film is set in ... in the 1930s.
- 2 After 20 years of teaching, he went on to become ...
- 3 ... is very bad for your concentration.
- 4 The city is famous for its ...
- 5 I felt so ... when I finally passed my driving test.
- 6 My father used to work for an ...
- 7 My aunt lived in Africa during ...
- 8 The explorers crossed the jungle ...

- 2 Now listen and complete the gaps in exercise 1. Were your ideas correct?

- 3 Read the *Tip*. Then look at the *Task*. For gaps 1–10, predict what sort of information is missing.

TIP

The sentences you have to complete are not exactly the same as the recording, but you should write the exact words that you hear in the gaps.

NOW YOUR TURN

- 4 Now do the *Task*. Listen and complete each gap.
- 5 Check your answers. Make sure the spelling is correct and don't leave any gaps empty.
- 6 In pairs, compare your answers. If any answers are different, listen again.



TASK

You will hear someone giving a talk about the history of the European Union.

The European Union

The idea for the European Union was conceived during the Second World War, to prevent future wars and secure world peace.

In 1946, Winston Churchill, the former British (1) ... , called for a 'United States of Europe'. In 1949, the Council of Europe was created by France, the UK, Belgium, (2) ... and Luxembourg.

In 1950, the European Coal and Steel Community was set up on the initiative of Robert Schuman, the (3) ... Foreign Minister.

The 1950s were dominated by the (4) ... between East and West.

The EEC gradually expanded. Denmark, Ireland and the UK joined in 1973; and the Single European Act, which created the 'Single Market', was signed in (5) ...

In 1993, the Maastricht Treaty gave the European Community (6) ... : the European Union, or EU.

The Schengen Agreement, which allows people to travel without passports or border checks, has led to an increase in the number of young people (7) ...

Another milestone was the introduction of the (8) ... , or euro, which became official in 12 countries on 2nd January, 2002.

After the September 11 (9) ... in 2001, EU countries began to work more closely together to fight terrorism and organized crime.

Defenders of the EU think that cooperation in areas such as new technologies, education or the environment is the best way to bring about new (10) ... and prosperity.

This lesson focuses on Part 2 of the Listening Paper from the Cambridge English: First exam.

Warmer

Write the questions below on the board or dictate them to students. Put students in pairs to try and guess the European Union countries.

- 1 In which country do you pay for things with 'lions'? Romania
- 2 Which country has the largest population? Germany
- 3 Which country has the oldest university? Italy
- 4 In which country was the CD invented? the Netherlands
- 5 Which country is the smallest? Malta
- 6 Which country's citizens have won the most nobel prizes? United Kingdom
- 7 In which country does 'Ano' mean yes? the Czech Republic
- 8 Which country produces the most wine? France


ABOUT THE EXAM

Read through the exam information box with the class and then elicit what a monologue is. You can also ask: *How many gapped sentences are there? What's the maximum number of words you can write in each gap?*

- 1 Read through the rubric with your students before they read and complete the sentences. With a weaker class, read through the sentences together and try to elicit the kind of information that is missing.

Answers

- 1 a place
- 2 a type of job
- 3 an activity
- 4 a geographical feature
- 5 an emotion
- 6 a type or place of business
- 7 a time period
- 8 how they travelled

- 2  4.6 **Transcripts page 347** Play the recording once. Ask students to listen first and not to write anything. Then give students 30 seconds to write their answers, before comparing with a partner. Play the recording a second time for students to check their answers.

Answers

- 1 Paris
- 2 a travel writer
- 3 Listening to music
- 4 canals
- 5 relieved
- 6 estate agent's
- 7 her childhood
- 8 on foot

Teaching tip

When students read through the exam text, encourage them to ask themselves lots of questions about it. This will help them to understand the meaning better before they listen, as well as help them to work out the type of information that goes in each gap.

3 TIP

Read the *Tip* together with the class and ask questions to check students understand. You could give the following example to illustrate how things can be expressed differently.

*The majority of people I see socially stopped smoking recently.
Most of my friends have stopped smoking.*

Give students two minutes to read through the *Task* and predict the type of information that is missing. Check answers with the class, and ask students to explain their answers.

Answers

- 1 a job
- 2 a country
- 3 a nationality
- 4 a noun
- 5 a date
- 6 a noun
- 7 an action
- 8 a noun related to money
- 9 an action
- 10 a noun

- 4  4.7 **Transcripts page 347** Play the recording. Students work on their own to complete the *Task*.

- 5 As you go through the answers, first elicit the kind of information that is missing. In order to check the spelling, you could ask students to come and write the answers on the board.

Answers

- 1 Prime Minister
 - 2 the Netherlands
 - 3 French
 - 4 Cold War
 - 5 1986
 - 6 its new name
 - 7 studying abroad
 - 8 single European currency
 - 9 terrorist attacks
 - 10 growth
- 6 When they compare their answers, encourage students to talk about their choice of answers and if true, why they have different answers. If necessary, play the recording again. After students have discussed in pairs, discuss the answers with the whole class. Finally, make sure they understand why answers are correct.

READING COMPREHENSION

Academic text: Narrative (Story)

- 1 Read *About the Test* and the *Tip*. Then read the story extract and answer the question.

Ana was returning from college for her spring break. She was the first in her family to go to college, in fact, the first to be born in the United States. An excellent student, she had won a scholarship. As she walked up the hill, she could see some of her neighbors breathing in the warm night air. "Hey, college girl," called her old friend Marta. "How does it feel to be home?"

"OK, I guess," Ana said looking away. "Marta resents me," she thought. "But she's had the same opportunities I've had. If she'd studied harder, she might have won a scholarship also."

What is the author's purpose in writing the text?

- A to talk about immigration to the United States
- B to talk about the benefit of hard work
- C to describe college in the United States
- D to talk about spring

i ABOUT THE TEST

In the Reading Comprehension section, you will read various academic and non-academic texts and answer questions about them. For each question, choose the best answer A, B, C, or D.

TIP

When reading a story, you may be asked to interpret the author's purpose. Think carefully about the background to the story and if there seems to be a recurring theme. The purpose is usually expressed in more than one sentence.

- 2 In pairs, compare your answers. Which sentences help you to answer the question?

NOW YOUR TURN

- 3 Now do the *Task*. Read the interview and answer questions 1–4.
- 4 In pairs, compare your answers. Explain why the other answer choices are wrong.

TASK



1 "It's a long trip from Ukraine. How did you end up here, Vika?"

"Well, on my 70th birthday in 2007, I left my home for the first time and boarded a plane for New York. The next thing I knew I was living in Sheepshead Bay, the Russian speaking area of Brooklyn. I really never thought my story was unusual until people started to tell me it was."

"Why so late in life?"

"Well, my wife had passed away. We'd been married for almost 50 years. And I just couldn't imagine staying in our apartment without her. Also, the economy wasn't good, and I still wanted to work."

15 "What kind of work do you do?"

20 "I'm an architectural designer. I do building renovations. So I figured I wouldn't need a perfect command of English for that sort of work."

"Were you able to find work?"

"It wasn't easy. The recession started soon after my arrival, and things weren't easy in New York, either. I got some part-time work doing carpentry, but the physical work was difficult at my age."

25 "Did you ever think of going back?"

30 "Are you kidding? I don't give up easily. I guess I inherited the survivor instinct. But my apartment was just awful: mice, cockroaches, you name it."

"What happened next?"

35 "You mean in New York? You know, it's the most amazing city. One day I was sitting in the park, and a woman started a conversation with me. She told me I could apply for affordable housing for the elderly. And now I have a brand new apartment in Manhattan."

40 "Amazing. You know, your English is very good, Vika."

45 "I told you, I'm very resourceful. I signed up at an adult education center my very first week, and I've been going to classes ever since."

- 1 How did Vika feel in Ukraine?
- A He was depressed because he'd never traveled.
 - B He missed his wife in his old apartment.
 - C He was angry because he couldn't find work.
 - D He felt he was a very unusual person.
- 2 In line 20, the word **figured** is closest in meaning to _____.
- A added
 - B guessed
 - C shaped
 - D represented
- 3 Why do you think the journalist probably published this interview?
- A to give information on ways to learn English
 - B to talk about the economy and the recession
 - C to talk about apartments in New York
 - D to describe an interesting and unusual immigrant story
- 4 At the time of the interview, Vika probably feels all of the following EXCEPT _____.
- A proud
 - B lucky
 - C content
 - D disappointed

Warmer

Put students in pairs. Find a short comic story on the internet with no more than six pictures. Remove the speech bubbles and give out copies to students or project the story onto the board. Ask students to retell the story to each other before doing it as a class.

ABOUT THE TEST

Read through the test information box with the class and elicit some examples of academic and non-academic texts.

**1
TIP**

Read the *Tip* together with the class. Explain that stories are usually written for a reason that might not be explained. Elicit what is meant by a recurring theme, and ask students if they know of any famous examples of stories with an important theme.

Students read the text and answer the question. With a weaker class you may want to pre-teach *scholarship* and *opportunities*.

Answers

B

- 2** Put students in pairs to compare their answers. They should go through the story together and note down the sentences that helped them answer the question. Go through the answers with the class.

Answers

Students' own answers

Teaching tip

Students should read the text through first before looking at the questions. When they read the questions, encourage students to think about the answer to the question before they read the options. Often they will have an instinct about what the answer is, and this will help them when choosing their answer. Students should only change their answer if they are 100% sure they are wrong. In exams, more correct answers get changed than wrong answers.

- 3** Students work on their own to complete the *Task*. Set a time limit of eight minutes.

Answers

1 B 2 B 3 D 4 D

- 4** Encourage students to go through the text and all the options and explain why the incorrect options are wrong. It is a good idea to spend about five minutes doing this activity. After students have done this in pairs, check the answers with the whole class.

Extra activity

To help students prepare for this activity, give them a practice text with the answers already completed and ask them to read through the text and find out why the other options are incorrect.

LISTENING

Matching multiple statements

i ABOUT THE EXAM

In this part of the test, you hear five short monologues on a topic. You have to match what each speaker says to the statement that best reflects the main point he or she is trying to make. There are three extra statements which you do not need to use.

- 1** Listen to a man talking about working with computers. Which two statements, from A–D, can you match to his speech?

 - A He plays musical instruments to relax.
 - B For a composer, the most important skill is knowing how to use a computer.
 - C He is amazed at the amount of time he spends working on the computer.
 - D Using a computer enables him to include new elements in his compositions.
- 2** Read the audioscript and check your answers to exercise 1.

I spend all day in front of a computer screen, which isn't surprising, because I'm a programmer. So you might think that in my free time I'd like to get away from them – computers, I mean. And in a way I do. My other great passion is music. I play several instruments, including the piano, the saxophone and the drums. It really helps me unwind. But I also like composing; and that's where computers come in handy again. I've recently started using them to improve my compositions, and simulate other instruments that I don't play. It's amazing what they can do; though they can never replace talent, inspiration or creativity, of course!

- 3** In pairs, look for the word or words in the audioscript that gave you the right answers. Discuss why the other two statements in exercise 1 are wrong.

NOW YOUR TURN

- 4** Read the *Tip*. Then do the *Task*. Choose what each speaker says from statements A–H. Use each statement only once. There are three extra statements which you do not need to use.

TIP

The words that will give you the right answers are usually similar to the key words in the statements, but never exactly the same. Be careful; speakers often use key words from other statements, which may distract you.

TASK

You will hear five people talking about their relationship with technology.

- A Robots are useful for doing tasks around the house.
- B I don't find playing computer games as much fun as doing sports.
- C My friends admire my computer skills.
- D I'm not very good at repairing things.
- E I have to use state-of-the-art technology in my job.
- F I think computer games are stupid and boring.
- G I use my computer to give advice.
- H I'm interested in technology that makes people's lives easier.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

- 5** In pairs, compare your answers. Can you remember what each speaker actually said to make you choose your answers?


This lesson focuses on Part 3 of the Listening Paper from the Cambridge English: First exam.

Warmer

Elicit the word *technology* from students by writing the following on the board: _e_h_o_o_y. Ask students to work on their own to prepare a short speech for a partner on their relationship with technology. Give them a few minutes to do this. When they are ready, put students in pairs to give their speeches to each other.

ABOUT THE EXAM

Read through the exam information box with the class and ask questions to check students understand. Explain that students will need to listen for the main point of what the speaker says. The extra statements might be similar to the correct answer so students should read them carefully.

- 1  4.8 **Transcripts page 347** Students should spend a few moments reading through the statements before they listen to the recording. When they're ready, play the recording and then elicit the answers. If there are different answers, there is no need to give them the correct answers at this stage.

Answers

A and D

- 2 Give students a couple of minutes to read the transcript on their own and check their answers. Encourage them to underline the words or phrases that helped them work out the answers.
- 3 Once students have read the transcript on their own, put them in pairs to discuss and compare the words or phrases that they underlined. After students have discussed in pairs, check the answers with the whole class.

Answers

A - It really helps me unwind.


D - ... to improve my compositions and simulate other instruments that I don't play.

Extra activity

Write the words below on small pieces of paper. Explain that you're going to play a game where you have to describe a word without saying it. Hand out the words and give students a minute to think about them. Encourage students to use similar words to describe their words. Then go round the class and ask students to describe and guess. (Example words: *difficult, pretend, passion, essential, disease, lesson, study, talent, stormy, old-fashioned, thief, discuss, prepare, similar*)

4 TIP

Read the *Tip* together with the class. Refer students back to exercise 1 and elicit some of the key words in the statements that are similar to the words in the transcript. For example, in statement A it says *relax* and in the transcript he says *unwind*.

-  4.9 **Transcripts page 347** Give students a minute to read all the statements through before they listen. Encourage them to think about the key words in each statement. Students work on their own to complete the *Task*.

Answers

1 D 2 H 3 B 4 G 5 F

- 5 With a weaker class you could give students the transcript to look at or display it on the board so that students can find the actual words that each speaker used that gave them the answer. After students have discussed in pairs, check the answers with the whole class.

WRITING

Opinion

i ABOUT THE TEST

In the Writing section, you will write a paragraph that expresses your opinion on a topic. Your paragraph should be 100–150 words. You will have 10 minutes to write the paragraph.

TIP

A good opinion essay has a clear topic sentence, one that captures the main idea of the paragraph and usually comes in the first two sentences. The rest of the paragraph supports the topic sentence with reasons and examples, and ends with a summary. Although the essay gives your personal opinion, it should not include personal information that isn't directly relevant to your topic sentence.

- 1 Read *About the Test* and the *Tip*. Then, in pairs, decide which two sentences are irrelevant and why.

If you live in New York City and drive a car, you've probably had the unpleasant experience of receiving a ticket in the mail, along with a photo of your car and license plate. Although I am not opposed to security cameras, I am against the current practice of using them in this way. Security cameras do not make people into safer drivers. My sister got a ticket last week and is still speeding. Most people simply pay the fine and resume their old habits. What's more, cameras cannot make decisions, and so many innocent drivers are ticketed because of traffic jams. I believe driver education would be a much more effective way to increase safety and reduce accidents. I took a course myself, and I really liked it.

- 2 Identify the topic sentence. Which words indicate that this is an opinion essay?
- 3 Write two topic sentences (one in agreement and one in disagreement) for each of the opinions in 1 and 2. Use the phrases to help you.

I (strongly) believe in (that) ...	I am opposed to ...
I feel it is (very) important to ...	I feel it is (very) important not to ...

- 1 Social networking sites invade our privacy.
- 2 Cell phone apps can be dangerous.

Example: *While social networking sites can be enjoyable, I strongly believe that they invade our privacy.*

- 4 Read the essay. Think of an appropriate topic sentence using one of the phrases in exercise 3.

ESSAY

Some people think that credit-card fraud is inevitable. Others believe that it can be greatly reduced with better security. What do you think? Give your opinion.

Credit-card fraud is a common phenomenon. To support this opinion, I'd like to compare two countries, the United States and Spain. In the U.S., credit card transactions are routine. Friends having dinner, for example, may ask the server to divide the bill among several different cards. Identification is almost never requested. In Spain, on the other hand, when you pay with a credit card, you are often asked to present a national identity card or passport. Internet purchases are different also. In the U.S., there is no confirmation of your identity. However, in Spain, the bank usually verifies your identity by sending a code to your cell phone. Needless to say, credit-card fraud seems to be far more frequent in the U.S.

- 5 In pairs, compare your answers to exercise 4. Does your topic sentence capture the main idea of the paragraph?

NOW YOUR TURN

- 6 Do the *Task*. Remember to plan your answer carefully, support your topic sentence with reasons and examples, and to include only relevant information.

TASK

Now you will write a paragraph expressing your opinion on a topic. You will have 10 minutes to plan and write your response. Be sure to include reasons and examples to support your opinion. Write in complete sentences. When you are finished writing, check your response for grammar, spelling, and punctuation. Your paragraph should be between 100 and 150 words long.

Some people think that posting photos on social-networking sites is a great way to stay in touch with friends around the world. Others think these posts make public parts of life that should be private. What do you think?

Warmer

Tell the class you are going to play a game with crime vocabulary. Choose a crime and write a dash for each letter on the board. Then get students to guess the letters. Each time a student shouts an incorrect letter, write it on the board and draw a sad face. If the class get five sad faces on the board they lose, but if a student guesses the word correctly before that, they come to the board and choose a word themselves. (Example crimes: *robbery, identity theft, murder, speeding, fraud, vandalism*)

ABOUT THE TEST

Read through the test information box with the class and ask questions to check students understand: *How much do you have to write? How long do you have to write it?*

TIP

Read the *Tip* together with the class. Focus on the phrase 'topic sentence' and check that students understand what this is. Explain that it should introduce the paragraph, and set up the discussion. The summary should also refer back to it. Emphasise that personal opinion should only be relevant to the argument, and that anecdotes tend not to be important.

- 1 Ask students to read the paragraph and decide which two sentences are irrelevant. With a weaker class you could tell students to look for the sentences that are too personal, as these should not be in an opinion essay.

Answers

My sister got a ticket last week and is still speeding.
I took a course myself, and I really liked it.

- 2 With a weaker class, ask what the topic of the paragraph is (speed cameras), then ask the class what the opinion of the writer is and where they found this. With a stronger class get students to underline the topic sentence and opinion phrases.

Answers

Topic sentence - Although I am not opposed to security cameras, I am against the current practice of using them with drivers.
Opinion phrases - I am not opposed to..., I am against...

- 3 Read the two opinions and ask students if they agree or disagree with them. Encourage them to say why. With a weaker class, do this activity as a whole class. With a stronger class, get students to do it on their own. Explain that the phrases are there to help them, but that they don't need to use them all. Put students in pairs to compare their topic sentences.

Answers

Students' own answers

- 4 Ask your students to read through the essay and then discuss what it is about before writing their topic sentences. With a weaker class you can elicit what the writer's opinion is to help them write their topic sentence.

Answers

Suggested answer

I strongly believe that it could be reduced with better security.

- 5 Students compare their topic sentences. Write some of the topic sentences on the board and discuss them with the class.

Answers

Students' own answers

- 6 Students work on their own to complete the *Task*. Remind them of the word limit and how important it is to check their work at the end. Give them a time limit of ten minutes.

Teaching tip

After students have written their piece it can be really useful to do some peer correction. Students work in pairs and read through each other's paragraphs to check that they have included everything that has been requested and to correct any grammar, spelling or punctuation errors.

Prepare for Cambridge Exams Unit 5

READING

Putting the sentences back into a text

1 ABOUT THE EXAM

In this part of the exam, you have to read a text from which six sentences have been removed. The missing sentences are provided and you have to complete the gaps with them. There is one extra sentence which you do not need to use.

TIP

Read the text before and after each gap and look for links. The links can be grammatical links such as pronouns (*Mr Jones – he*), lexical links such as synonyms (*technique – method*), or linking words expressing contrast (*However*) or addition (*Moreover*).

1 Read the *Tip*. Then, in pairs, match sentences 1-3 to A-C. Discuss which words indicate the links between the sentence pairs.

- 1 Beauty is in the eye of the beholder.
 - 2 It's important to make the best of your appearance.
 - 3 My best friend is always worrying about her weight.
- A However, this doesn't advocate cosmetic surgery.
B This popular phrase means that different people have different ideas about attractiveness.
C She really shouldn't go on a diet though.

NOW YOUR TURN

- 2 Do the *Task*. Choose from sentences A-G the one which best fits each gap (1-6).
- 3 In pairs, compare your answers and discuss the link between the text and each missing sentence.

TASK

Beauty across cultures



Greek philosophers were among the first to wonder what made people beautiful. [1] This is the notion that the ideal face should be perfectly symmetrical and have a width that is two thirds of its length.

Florence Colgate's election as Britain's most beautiful face in 2012 seems to prove that Plato's theory still holds. The 18-year-old won a nationwide beauty contest because of her perfectly proportioned face, with its 'optimum ratio' between eyes, mouth, forehead and chin. [2] This is perhaps not surprising, since such physical attributes have long been associated with good genes, healthiness and fertility.

While certain beauty traits have universal appeal, others are more culture-bound. In Europe, as in Asia, fair skin was traditionally associated with the rich, who did not have to work in the fields. [3] More recently, the attraction of suntans is on the decline again, due to the risks of premature aging and skin cancer.

Whereas the West seems to be obsessed with thinness, beauty standards in some countries dangerously tip the scales the other way. In Mauritania, where big is beautiful and rolls of fat and stretch marks are considered sexy, many young girls are forced to eat massive meals, consuming up to 16,000 calories a day and putting their health at risk, just to catch a good husband. [4] Conversely, thinness is often linked to illness and poverty.

Scarification – the cutting of scars on various parts of the body and face – is another painful and potentially dangerous type of body modification practised across Africa. [5] The practice of scarification is now vanishing in Africa. Yet, in another curious cultural reversal, more and more young people in the West are sporting piercings, which involve cutting and perforating parts of their bodies.

There are many models of beauty, not all compatible with the Greek ideal. [6] Over the centuries, the meanings behind many customs have been lost. But what remains clear is that people all over the world go to great lengths to adjust their bodies.

A In many poor countries, a fat wife still symbolizes a man's wealth, showing he is rich enough to feed her properly.

B Plato developed the 'golden proportion'.

C Incidentally, she shares many features, like large eyes, prominent cheekbones, full lips and long hair with American singer Beyoncé, who was proclaimed the most beautiful woman in the world by *People Magazine* the same year.

D It is used to identify ethnic groups, mark important stages in people's lives, and increase personal beauty.

E While some practices meant to enhance beauty can be downright dangerous, their origins are explained by the universal desire for health, fertility, and prosperity.

F In countries around the world, people think that health is more important than beauty.

G However, after the 1930s, sunbathing and tanning became fashionable in the West, where people started spending their leisure time on the beach.

This lesson focuses on Part 6 of the Reading and Use of English Paper from the Cambridge English: First exam.

Warmer

Find photos of different people and stick them on the board or display them on a screen. Choose a person but don't tell your students who. Elicit yes/no questions from students about their physical appearances in order to guess who you have chosen. The student who guesses correctly gets to choose the next person and answer the questions. Then put students in pairs and ask them to discuss what physical traits are considered to be beautiful in their culture.

ABOUT THE EXAM

Read through the exam information box with the class and ask questions to check students understand: *How many sentences have been removed? How many extra sentences are there?*

TIP

Read the *Tip* together with the class. You could write some example sentences on the board if students don't understand how these different links might work: *I met **Mr Jones** on the flight to Paris. **He** was a smartly-dressed man. / Doctors use a special **technique** to treat the illness. It's a **method** that was developed in China. / Lots of people have cosmetic procedures every year. **However**, fewer people have surgery than previously.*

- 1 Ask students to match the sentences and discuss their answers in pairs. Check answers with the class and highlight the words which indicate the link between the sentence pairs.

Answers

1 B 2 A 3 C

- 2 Remind students to first read the whole text through quickly to get a general understanding before they start trying to match the missing sentences with the gaps. Set a maximum time limit for this activity of 15 minutes. Students work on their own to complete the *Task*.

Answers

1 B 2 C 3 G 4 A 5 D 6 E

- 3 Students work in pairs and discuss their answers, focusing on the links between the sentences and the text each time. After students have discussed in pairs, discuss the answers with the whole class.

Extra activity

After you have done the task and checked the answers, ask students to work in pairs and summarise the text in five sentences. Then ask pairs to read out their sentences and compare their summaries. Try and agree on the best one. Summarising a text like this will help students to understand the gist and to focus on what is important and useful.

LANGUAGE FORM AND MEANING

TIP

Longer phrases are often tested in this section. These may focus on word order with specific phrases (*not only, that's why*), and adverbs (*still, already, and yet*). Longer phrases may also test verb forms, especially those with multiple auxiliaries and / or modals. Finally, they may also test your knowledge of relative pronouns. Learn how relative pronouns are used, and when they are essential.

- 1 Read *About the test* and the *Tip*. Then choose the correct answer for 1–5.

⁽¹⁾ **Wish hadn't I gone / I wish I hadn't gone** to my last job interview wearing a nose ring. I'm sure ⁽²⁾ **that's why I didn't get / that's why didn't I get** the job. Even though it's illegal in the United States to reject an applicant because of appearance, people ⁽³⁾ **have still / still have** their prejudices. ⁽⁴⁾ **The person who interviewed me / The person interviewed me** was dressed very conservatively. If I'd looked different, maybe ⁽⁵⁾ **I would have gotten / would I have gotten** my dream job.

- 2 In pairs, compare your answers. Can you explain why the other answer choices are wrong?

ABOUT THE TEST

The Language Form and Meaning section tests grammar and vocabulary in context. You will read a number of texts with blanks. Each blank has four answer choices. Choose the best answer A, B, C, or D.

- 3 Correct the sentences below. Then read them out loud to be sure they sound correct.
- 1 People live in some Asian countries can be offended by tattoos.
 - 2 If I'd had an accident, I would had reconstructive surgery.
 - 3 She has already pierced ears, but she doesn't have yet any other piercings.
 - 4 I had dressed more conservatively, I would have made a better impression.
 - 5 They think still that cosmetic surgery is a very bad idea.
- 4 In pairs, compare your answers.

NOW YOUR TURN

- 5 Now do the *Task*. Choose the correct letters A, B, C, or D.
- 6 In pairs, compare your answers.

TASK

1. There are

A quite a few people that	C a few that people
B quite few people	D people who quite

 think temporary tattoos are safer
2. than permanent ones, but that is not the case.

A Had I known	C If I known
B I had known	D When I had known

 about the
3. problems they could cause, I

A had never	C never would have
B never would	D wouldn't never have

 considered
4. getting one. Many temporary tattoos are

A discovered	C bought
B made	D sold

 from henna,
5.

A is a popular	C it is popular
B is popular	D which is a popular

 hair dye, but it isn't intended for the skin.
6.

A When	C Even if
B Meanwhile	D Even though

 applied to the skin, it can cause infections and
7. permanent scars. I'm sorry I listened to the

A friend who told	C friend who told me
B friend told me	D who told me friend

 to get
8. one. Before I got the tattoo,

A I had already skin problems, C I already had problem skin,
B I already had skin problems, D had I already skin problems,

 and now they're worse!

Warmer

Write the sentences below on the board and ask students to put the words in the correct order. Give them a time limit of two minutes.

hadn't such I a tattoo I large wish got (I wish I hadn't got such a large tattoo.)
 I it if you do were wouldn't it I (I wouldn't do it if I were you.)
 first had if I you spoken only to (If only I had spoken to you first.)
 wouldn't I they much so argue wish (I wish they wouldn't argue so much.)

ABOUT THE TEST

Read through the test information box with the class and make sure students understand the difference between form and meaning.

TIP

Read the *Tip* together with the class. With a weaker class you could write on the board some examples of sentences with multiple auxiliaries and relative pronouns, and then elicit the rules.

- 1 Students work on their own to complete the exercise. With a weaker class, remind them of standard word order in statements as this will help them with most of the answers.

Answers

- 1 I wish I hadn't gone
- 2 that's why I didn't get
- 3 still have
- 4 The person who interviewed me
- 5 I would have gotten

- 2 Put students in pairs to discuss their answers. Encourage them to explain what the difference is between each pair of sentences. Check answers with the class.

Answers

Students' own answers

- 3 Get students to read through all the sentences before they start to make any corrections. With a weaker class you could do this activity as a class. Put students in pairs. Ask students to read their corrected sentences to their partner.

Answers

- 1 People **who** live in some Asian countries sometimes are offended by tattoos.
 - 2 If I'd had an accident, I would **have** had reconstructive surgery.
 - 3 She already has pierced ears, but she doesn't **yet have** any other piercings.
 - 4 **Had I** dressed more conservatively, I would have made a better impression./If I **had** dressed more conservatively, I would have made a better impression.
 - 5 They **still think** that cosmetic surgery is a very bad idea.
- 4 Encourage students to explain their answers to their partner, and then go through them with the class and focus on the errors. If students have problems with this exercise, you could spend a few minutes revising word order and relative pronouns.

- 5 Set a maximum time limit for this activity of ten minutes. Students work on their own to complete the *Task*. Before they start, remind them to read through the text first before completing the gaps, and to read through again at the end to check their answers.

Answers

1 A 2 A 3 C 4 B 5 D 6 A 7 C 8 B

Teaching tip

Sometimes students won't be able to explain why they think an answer is correct. But you should remind them that if they think something is correct or sounds correct, they should trust their instinct and choose that answer. It's not a good idea to change an answer unless they are completely certain it is wrong. Remind them that in exams students change more correct answers than incorrect answers. If they have no idea which answer is correct, they should start by asking themselves which are definitely incorrect, and eliminate these first. They can then guess between what's left.

- 6 Put students in pairs to compare their answers. Again, encourage them to explain their answers to their partner. After students have compared their answers in pairs, discuss the answers with the whole class.

USE OF ENGLISH

Choosing the right word

- 1 Look at sentences 1–4. What type of vocabulary item is being tested in each sentence? Match the words in the box with each sentence.

linking word adjective + preposition combination
 phrasal verb fixed expression

- Many people are taken ... by fake emails that ask them to provide personal details such as bank account numbers.
 A up B in C off D over
- My brother has always been ... on computers.
 A interested B fond C keen D enthusiastic
- I was so confused by the exam questions that I couldn't think ... anymore.
 A straight B clear C organized D right
- We had a nice holiday, ... it rained most days.
 A despite B unless C although D however

TASK

LEGO ROBOTICS

Adults the world over have (1) ... up with Lego. For many people, the colourful plastic blocks (2) ... them of their childhood, and of hours spent happily putting them together and taking them (3) ... again.

What is less known is that Lego can be a (4) ... tool in the classroom. From kindergartens to secondary schools, teachers have begun using Lego to teach Science, Maths and Technology.

Lego can be used to build robots (5) ... with light and motion sensors and other sophisticated (6) Students have to work out the Maths behind the robots' movements and write computer programs for specific tasks, like moving objects.

The benefits of participating in such projects go (7) ... learning Maths or Technology, to include team-building and cooperation, as students are set a challenge and have to collaborate to find a solution.

It's a sign of Lego's (8) ... popularity that there are now Lego robotics competitions involving teams of students from over 55 countries, as well as a RoboCup junior football competition.

i ABOUT THE EXAM

In this part of the test, you are tested on your knowledge of vocabulary. You have to read a short text and complete the eight gaps with the best option from four.

- 2 Now try to complete the sentences in exercise 1. In pairs, compare your answers and explain why you chose each answer.

NOW YOUR TURN

- 3 Read the *Tip*. Then do the *Task*. Choose the correct answer, A, B, C or D.

TIP

Read the gapped sentence carefully. Is the missing word perhaps part of a noun/adjective/verb and preposition combination? Is it a phrasal verb, part of a collocation or a fixed expression?



- A raised B brought C grown D risen
- A remember B recall C recognize D remind
- A apart B up C out D off
- A worthless B costly C priceless D valuable
- A given B stocked C equipped D furnished
- A designs B policies C methods D devices
- A beyond B further C ahead D outside
- A durable B permanent C lasting D during

This lesson focuses on Part 1 of the Reading and Use of English Paper from the Cambridge English: First exam.

Warmer

A simple and effective activity to get students thinking in English is to say a word, e.g. *toy*, and then go round the class asking students to say a word that is connected with the previous one. If the connection isn't obvious, ask the student to explain it. If this is too easy, ask students to say a word connected with the word that came before the previous word.

ABOUT THE EXAM

Read through the exam information box with the class and ask questions to check students understand: *How many gaps are there? How many options are there for? What do you have to do?*

- 1 Read through the box and check students understand the vocabulary items. Elicit examples if necessary. Ask students to read the sentences quickly to choose what is being tested. Tell them not to look at the answers yet.

Answers

- 1 phrasal verb
 - 2 adjective + preposition combination
 - 3 fixed expression
 - 4 linking word
- 2 After students have completed the sentences, put them in pairs to check their answers. Encourage them to say why they chose each answer. After they have discussed in pairs, discuss the answers with the whole class.

Answers

1 B 2 C 3 A 4 C

Extra activity

Write the collocations below on post-it notes, each word on a separate post-it note. Stick a post-it note on each of your students' backs so that they can't see the word. Students walk around the classroom asking each other what is written on their backs, and trying to find the person with the correct word to complete their collocation. Once they've done this they can sit down and write a sentence using the collocation.

Suggested words:

break	a promise	make	progress
catch	sight of	keep	in touch
go	abroad	take	a risk
claim	a prize	have	a party
elect	a leader	identify	a suspect

3 TIP

Read the *Tip* together with the class and stress how important it is for students to ask themselves these questions before they complete each gap. With a weaker class, give some examples of each structure on the board. For example:

I'm keen ___ Science.

Anna has taken ___ swimming.

I downloaded the ___ this morning.

Students work on their own to complete the Task. Give them a time limit of eight minutes. They can check their answers in pairs when they have finished.

Answers

1 C 2 D 3 A 4 D 5 C 6 D 7 A 8 C

WRITING

Listen-Write

i ABOUT THE TEST

In the Writing section, you will listen to a teacher talking about an academic topic. Then you will write a paragraph that describes what you heard. You may take notes as you listen. You will have 10 minutes to write your paragraph.

TIP

In the Listen-Write task, you may be asked to explain specific details that were discussed in the passage. Listen carefully for important facts, and be sure to include them in your notes. Your notes should include not only the main points you have heard, but the details that support these points.

- 1 Read *About the Test* and the *Tip*. Then listen to and read the paragraph. Identify important details for the items 1–3 below.

Today we are going to review internet safety and how to recognize suspicious email messages. Did you know that some scam messages come from an international network of criminals and so may be recognizable due to the grammatical errors they contain? In one common scam, the writer may claim to be interested in buying something you own. The message asks you to send money to cover the cost of custom fees, and these messages can be very convincing. Do not answer any message where you do not recognize the sender. Show it to a parent or teacher immediately.

- 1 a clue a message might be a scam
- 2 what the message may ask you to do
- 3 what to do if you don't recognize the sender

- 2 In pairs, compare answers. Did you identify the same details?
- 3 Now listen to a teacher talking about cell phone fraud and write down the important details you hear.



- 4 In pairs, share the notes you have both written. Then write a short paragraph together explaining what the "one ring" phone scam is and how to protect yourself from it. Your paragraph should reflect what you have heard. It does not need to be exactly the same as the original paragraph.

- 5 Listen again. Did you include all the main details?

NOW YOUR TURN

- 6 Do the Task.

TASK

Now you will hear a short talk in a social studies class. The teacher is talking about telemarketing scams. You will hear the talk only once. You may take notes as you listen. You will then be asked a question about the talk. You will have 10 minutes to write your response. Listen carefully.



Write a paragraph that explains possible signs of telemarketing scams and how you can protect yourself against them. Be sure to include as many details as possible in your answer. Write in complete sentences. When you are finished writing, check your response for grammar, spelling, and punctuation. You have 10 minutes to write your response.

Warmer


Write a short paragraph of about three or four lines on a piece of paper and stick it somewhere in the classroom. Put students in pairs and tell them that one person is the runner and one is the writer. The runner must run to the board, read a sentence at a time, remember the sentence and run back and tell it to the writer, who must write it down exactly. Set a time limit. The winners are the pair that finish first and have written down the whole paragraph correctly.

ABOUT THE TEST

Read through the test information box with the class and ask questions to check students understand: *What should you do while you are listening to the teacher? How long will you have to write the paragraph?*

TIP

Read the *Tip* together with the class. Explain how important it is to recognise what the important facts are. Make sure students understand that they will also need to note down points that support these facts.

- 1  **4.10 Transcripts page 348** This exercise helps students identify the important details in a text. Read the items 1-3 with your students before playing the recording all the way through. Ask students to underline the important details for each item.

Answers


- 1 grammatical errors
- 2 send money
- 3 show it to a parent or teacher

- 2 Ask a few pairs of students to report back to the class on their answers.

Answers Students' own answers

Extra activity


Read the class a short academic text (possibly from the Student's Book) and tell them that all they have to do to begin with is listen. Then read the text again, but this time tell students to listen and write down key facts and supporting details. Now put students in groups of three or four and ask them to work together to complete the whole text. Give points for each correct sentence. The winning team is the one with the most accurate text.

- 3  **4.11 Transcripts page 348** Explain that students will listen to a teacher talking and take notes about the important details they hear. As they listen it is important that students don't spend too much time writing or they won't be able to concentrate on the text.


Answers Students' own answers

- 4 Put students in pairs to write their paragraph. Remind them that the paragraph they write doesn't need to be exactly the same as the one they heard, but it does need to be accurate. Once they have written the paragraph, they must make sure that they check it for mistakes.

Answers Students' own answers

- 5  **4.11 Transcripts page 348** Students read their paragraphs as they listen to the recording again to check they have included all the main details. Get students to tick off each detail in their paragraph as they hear it in the recording. If they can't tick off a detail, they will know they haven't included it. After they have listened, give students a minute to check that they have included everything with their partner. Then ask a few students to read their paragraphs to the whole class.

Answers Students' own answers

- 6  **4.12 Transcripts page 348** Give students a minute to read through the *Task* before playing the recording. Remind them that they will hear the recording once, and that the 10 minute time limit includes time to check their writing.

Answers Students' own answers

Prepare for Cambridge Exams Unit 7

WRITING

Writing a report

i ABOUT THE EXAM

In this part of the test, you may choose to write a report for a school, club or organization. You may have to give factual information, compare two options or make suggestions and/or recommendations. You should write 140–190 words.

- 1 Read the task below and choose the best option for sentences 1–7 in the sample answer. In pairs, compare and discuss your answers. Why did you choose the answers you did?

Your school is organizing a Green Day to increase students' awareness of environmental problems and discuss how they can contribute to a better environment. You should prepare a report with suggestions for Green Day activities and recommend an activity that would be particularly popular.

Green Day Activities

(1) *The aim of this report is to present / In this report, you can find our ideas for activities on Green Day.*

Questionnaire and Survey

(2) *We think / One suggestion would be that students could write a questionnaire and use it to conduct a survey to find out how green their families and neighbours are. Each student would interview a certain number of people and bring their results to class.*

Leaflet and Competition

(3) *Using the results from the questionnaire, / With these results, each class could then prepare a short leaflet with tips on how to become more environmentally friendly.*

(4) *It would be great if / As an incentive, there could be a prize for the best leaflet.*

Recycling workshop

(5) *Another possibility is to / Then we can also organize a workshop in which students can learn how to create new objects from recycled materials. Handbags that are made of plastic bags, for instance, are quite fashionable. This would be particularly popular as students could make presents for their friends and family.*

Conclusion and Recommendation

(6) *To finish, / Summing up, we recommend a variety of activities that will make students more conscious of environmental problems. (7) Moreover, / Also, the activities we propose would cost very little money. We would only need to find people to conduct the workshops, and find a suitable prize for the winners of the leaflet competition.*

- 2 Work in pairs and decide if the sentences are true or false.

- 1 You can give your report an introduction if you like.
- 2 You should use headings.
- 3 You should use informal vocabulary and expressions to make your report livelier.
- 4 You should use passive structures and a neutral style to express opinions.
- 5 Recommendations, or advice on future actions, should go at the end.

NOW YOUR TURN

- 3 Work in pairs. Read the *Task* and brainstorm ideas together. What kinds of things do people like/dislike about zoos? What practical problems might you have on a group visit?

TASK

Your Biology class has recently visited a zoo. Although students enjoyed the visit, there were some practical problems with the organization. As class representative, you have been asked to write a report for the teacher. Write about what students liked/disliked about the visit, the problems you had and possible solutions, and if you would recommend repeating the visit next year.

- 4 Read the *Tip*. Then write your report.

TIP Use a title and headings to give your report a clear structure. Make sure you include only relevant information under each heading.

- 5 Swap your report with your partner. Read each other's work. Is it ordered and headed logically and clearly? Is the language style neutral or informal?

This lesson focuses on Part 2 of the Writing Paper from the Cambridge English: First exam.

Warmer

Divide the class in half and ask students to work in groups of two or three within their half. Then ask one half of the class to think of the advantages and the other to think of the disadvantages of zoos. Give them three minutes. Then find out how many different pros and cons they could think of. Finally, ask students to vote on whether they think zoos are a good thing or not.

ABOUT THE EXAM

Read through the exam information box with the class and check students understand. Ask your students to tell you some of the things they may have to include in their report.

- 1 Ask the students to read the task, and then ask them what two things they need to include in the report (suggestions for activities and a recommendation). Then give students a few minutes to read the sample answer and choose the best options for 1–7. Ask students to explain their answers.

Answers

- 1 The aim of this report is to present
 - 2 One suggestion would be
 - 3 Using the results from the questionnaire
 - 4 As an incentive
 - 5 Another possibility is to
 - 6 Summing up
 - 7 Moreover
- 2 Students work in pairs and discuss the statements. Encourage them to refer back to the sample answer if they are unsure of anything.

Answers

- 1 true
 - 2 true
 - 3 false
 - 4 true
 - 5 true
- 3 Students work in pairs and use the ideas that were discussed in the *Warmer* to help them. Ask your students to think about some of the problems people might have when visiting a zoo. If they find this difficult, discuss the question with the whole group and help them with some ideas. (The animals might be sleeping when people visit, you might not have enough time to see everything, you might have to wait a long time to get in, etc.)

4 TIP

Read the *Tip* together with the class and check students understand. Refer students back to the sample answer and ask them to look at the headings there.

If you're going to do the report in class, give students a time limit of 35 minutes to plan, write and check their work.

Teaching tip

It is vital that students get into the habit of planning what to write before they write. Ask students to think about the following:

What key information do they need to include in the report?

Likes and dislikes about the zoo, practical problems, possible solutions

What should they include in each paragraph and how many paragraphs should they include?

1 *Likes*

2 *Dislikes*

3 *Practical problems*

4 *Solutions and recommendations*

What should they write in their introduction?

The aim of the report

How should they finish the report?

The solutions and recommendations, related to the problems, likes and dislikes

- 5 Finally, students read their partner's report, checking the structure, content, language and also looking for any spelling or grammatical mistakes. If there is time, it's useful to spend between five and ten minutes on this activity.

SPEAKING

Academic Listen-Speak

i ABOUT THE TEST

In the Speaking section, you will listen to a teacher talking about an academic topic. Then you will talk about what you heard. You may take notes as you listen. You will have 45 seconds to prepare and one minute to record your answer in the microphone.



TIP

The Academic Listen-Speak task will often ask you to state the main ideas and remember important supporting details. To remember supporting details, listen carefully for the main points the teacher makes and specific information to support those points. Then take notes, writing down key words that you can use in your answer. When you record your answer, speak in complete sentences, but you may use simple, everyday language.

- 1 Read *About the Test* and the *Tip*. Then listen to two paragraphs about endangered species. Match each paragraph to the best summary below.

- A**
*climate change risk, wide variety of animals
 polar bear, catch food beneath ice, global warming – extinct
 also threatened sea turtles – cold nests produce females, so population in danger
 whales – feed on plankton – warm water = less plankton*
- B**
*most endangered species – tiger
 4 subspecies almost extinct – Asia, ?; ?; Balinese, South Chinese
 organs – folk medicine
 body worth \$50,000 – supports family several years*
- C**
*tiger – extinct
 South Chinese folk medicines
 Families need \$5000.*
- D**
*true risk to a wide variety of animals
 sea turtles polar bears produce females and males
 whales – organisms that float in the sea*

- 2 Listen again. Identify any details that are missing in the notes.

- 3 In pairs, take turns to do *Task A* and *B*. Speak clearly and be sure to include supporting details.

TASK A

Talk about endangered species. Be sure to include details about:

- the most endangered species
- where the species lives
- two reasons why the species is endangered

TASK B

Talk about how global warming affects animals. Be sure to include details about:

- polar bears
- sea turtles
- whales

- 4 Give your partner feedback. Were any important details left out? Did he or she speak clearly without hesitation?

NOW YOUR TURN

- 5 Now do *Task C*.

TASK C

Now listen to a teacher talking in a science class. The teacher is explaining about the panda of central China.



Talk about the panda of central China. Be sure to include as many details as you can about the following topics:

- appearance
- behavior
- life cycle
- panda protection

Warmer


Put the class into groups of three. Ask a student to choose a topic from the Student's Book, and then nominate another student to talk about that topic for 30 seconds. The only rules are that they mustn't stop, repeat something they have said, or talk about something else. The other students are allowed to stop them if they think they have broken the rules. If a student can talk for the whole 30 seconds, they get one point.

ABOUT THE TEST

Read through the test information box with the class and ask questions to check students understand: *Who talks first? What can you do while you listen? What do you have to do? How long do you have to prepare and speak?*


TIP

Read the *Tip* together with the class. Focus on the phrases 'main ideas' and 'supporting details' and highlight that students need to listen carefully for the main points and details, noting down keywords. To help them, it's useful to underline the main points in their notes.

- 1  **4.13 Transcripts page 348** Ask students to read the notes A-D. With a weaker group, read the notes together and elicit what they think the main points are in each one. Finally, students listen to the two paragraphs and match them to the best summaries.

Answers

1 B 2 A

- 2  **4.13 Transcripts page 348** Students listen again and focus on summaries B and A. They try to add more details to the notes.

Answers

Students' own answers

- 3 Students work in pairs and take turns to speak, each student doing one of the tasks. Give each student 45 seconds to prepare and a minute to speak. Remind them to listen carefully to what their partner says as they will need to give feedback.


Answers

Students' own answers

Teaching tip

When students are practising speaking for fluency, it is not a good idea to interrupt them to correct their mistakes, unless their mistakes are specifically related to the target language or are preventing you and the other students from understanding what they are saying, such as pronunciation errors. Instead, monitor students closely and note down any errors and then focus on them after the task with the whole class, perhaps by writing them on the board and asking students to correct them. It's useful to focus on errors that are common to several students, repeated by a student(s), or involve language that students should be familiar with.

- 4 Encourage students to give feedback to each other on what they said, the order they presented the information in, and how clearly they spoke.

- 5  **4.14 Transcripts page 348** Give students time to read through the *Task*. Encourage them to spend some time thinking about what keywords they might hear for each topic. With a weaker class, you could brainstorm some ideas first. Remind students to listen carefully and take notes. After students have heard the teacher talking, give them 45 seconds to prepare what they're going to say, and 1 minute to speak to a partner about the topic. Students should listen carefully to each other, and give feedback at the end. NB. The corresponding Workbook page involves students listening to this audio track again. While the track is provided online for students, it is not repeated on the Workbook Audio CD for teachers.

Answers

Students' own answers

Prepare for Cambridge Exams Unit 8

WRITING

Writing an essay

1 ABOUT THE EXAM

In the first part of the test, you have to write an essay of 140–190 words. You are given a title, as well as some notes you have to include in your writing. You should structure your essay logically with an introduction, key arguments and a conclusion.

- 1 Read the *Tip*. Then in pairs, read the title of the essay in exercise 2 and think of arguments in favour of and against it.

Arguments in favour	Arguments against

- 2 Now read the essay. Does the writer use the same arguments? Do you agree with him/her?

Why the Government should support our film industry

Film-makers often complain about how expensive it is to produce a film. They believe more government funding is needed so that more, and better, films can be made.

¹ ... , the film industry provides a lot of jobs, ² ... for actors, but also for other professionals such as cameramen, make-up artists and hairdressers. ³ ... , places that have appeared in famous films can attract tourists. ⁴ ... , many people visit New York just to relive scenes from their favourite movies. ⁵ ... going to the cinema is a cultural and social activity.

⁶ ... , many people argue that the government should spend its money on more essential matters, ⁷ ... education and healthcare. In their view, a visit to the cinema is a luxury. Another argument is that the money used to make films should not come from the government, ⁸ ... from private investors.

⁹ ... , there are many reasons for and against supporting the film industry. In my opinion, the government should support film-makers – with money as well as through additional activities, ¹⁰ ... festivals and awards.

TIP

There are different ways you could structure your essay. A popular option is the for and against essay. This type of essay has the following sections: an introduction, arguments for the question or statement, arguments against and finally a conclusion containing your personal opinion.

- 3 Read the essay again and match the linking expressions from the box with gaps 1–10. There may be more than one correct option.

on the other hand not only furthermore to sum up
such as but on the one hand for instance besides like

- 4 Look at the table. Which columns do the linking expressions from exercise 3 go in?

Adding information	Contrasting information	Giving examples	Concluding
moreover	however	for example	in conclusion
in addition	nevertheless		overall
also	although		summing up
but also	despite		
	in spite of		

NOW YOUR TURN

- 5 Do the *Task*.

TASK

In your class, you have been talking about the advantages and disadvantages of going to the cinema instead of looking for entertainment on the internet.

Write an essay, using all the notes below, and give reasons for your point of view.

Essay question

Is it better to watch films in the cinema rather than on the internet?

Notes

Things to write about:

1 which is cheaper

2 which is more sociable

3 your own idea.

This lesson focuses on Part 1 of the Writing Paper from the Cambridge English: First exam.

Warmer

This is a nice game to play to get students engaged in a topic. Divide the class into two teams. Invite students up to the board one at a time to draw a word on the board for the other students to guess. Set a time limit of 30 seconds for each drawing. The team with the most correct guesses is the winner. (Example words: *actor, film director, cameraman, cinema, film*)

ABOUT THE EXAM

Read through the exam information box with the class and ask questions to check students understand: *What information are you given? How should you structure your essay? How long should your essay be?*

TIP

Read the *Tip* together with the class and check students understand what a 'for and against essay' is. Focus on the different parts of the essay, and highlight that personal opinions should be written in the conclusion.

- 1 Read the title of the essay in exercise 2 together and ask students to discuss arguments in favour of and against it in pairs. With a weaker class, discuss these arguments together. Note down the arguments on the board.
- 2 After students have read the essay, go through the arguments on the board and check if they are included in the essay. Put students in pairs to discuss whether they agree with the writer or not.
- 3 Ask students to complete the essay with the linking expressions. They should do this on their own first of all, before checking with the whole class. With a weaker group, you could do exercise 4 first, so that students know how the expressions are used before trying to use them themselves.

Answers

- 1 On the one hand
 - 2 not only
 - 3 Furthermore
 - 4 For instance
 - 5 Besides
 - 6 On the other hand
 - 7 such as / like
 - 8 but
 - 9 To sum up
 - 10 such as / like
- 4 Students add the expressions to the table. Put students in pairs to compare their tables, before checking with the whole class.

Answers

Adding information: not only, furthermore, besides
 Contrasting information: on the other hand, on the one hand
 Giving examples: such as, for instance, like
 Concluding: to sum up

- 5 Ask students to read the essay question and to note down three or four advantages and disadvantages of going to the cinema. With a weaker class, students might need help with the ideas, so brainstorm together. Refer students back to the *Tip* and make sure that they plan their essay first, thinking about what to include in the different sections. If you're going to do the essay in class, give students a time limit of 35 minutes to plan, write and check their work.

Teaching tip

Whenever students have to do some writing, it's a good idea for them to keep a mental checklist to refer to when planning and checking their work. This can vary depending on the writing task. For this essay, students should check the following:

- Have you ...
- followed the paragraph plan?
 - used some of the useful phrases (linking expressions)?
 - included a number of points for and against?
 - answered the question and included all the requested information?
 - included your opinion?
 - checked your spelling and grammar carefully?

READING COMPREHENSION

Academic text

- 1 Look at *About the Test* and the *Tip*. Then read this paragraph from a textbook and answer the question.

A successful animated film paints a picture for us. Viewers of animated films often do not pay conscious attention to the visuals, but rather take them in, much as we appreciate a beautiful landscape rich in detail. Hayao Miyazaki's film, *Spirited Away*, is an example of successful animation. While animated scenes tend to be very simple in many films, Miyazaki's visuals, many of which he has painted himself, succeed because of their rich backgrounds and detail.

Why does the writer mention landscapes?

- A to explain that Miyazaki is a painter
 - B to encourage students to paint
 - C to explain that rich detail is important in animation, too
 - D to explain that viewers don't pay attention to either art or film
- 2 In pairs, explain your answer.

ABOUT THE TEST

In the Reading Comprehension section, you will read various academic and non-academic texts and answer questions about them. For each question, choose the best answer A, B, C, or D. The questions may ask you about the general meaning of the text, as well as about specific words.

TIP

You may be asked about the author's purpose in mentioning certain ideas or arguments, or using certain examples. Think about the content that the text is explaining and how these examples help to clarify the explanations. Academic texts often use familiar examples to explain content that is unfamiliar.

NOW YOUR TURN

- 3 Now do the *Task*. Answer questions 1–4.
- 4 In pairs, compare your answers. Explain why the other answer choices are wrong.

TASK



1 Film studies is a relatively new discipline, dating to the twentieth century. Its purpose is to approach film as an art, much in the same way as literature or painting. While film studies existed as early as 1919 at the Moscow Film School, it was not until the 1950s that cinema began to be viewed in the United States as worthy of independent study. By the 1960s, film studies had become established worldwide as an academic discipline.

Film studies does not refer to the analysis of a film's plot. Rather, films are studied for their value in

defining a time period and social context. Film genres such as drama, comedy, science fiction, mystery and crime, and historical films can be compared to genres of literature. Film studies also focuses on the vision of the creator, much as the study of literature focuses on the vision of the author. "Reading" a film is similar to reading the underlying meaning of a novel.

Just as in the study of literature, character studies may be an important component of film studies. A dynamic character changes throughout the story and may be complex psychologically. Among the ways characters are analyzed are their relationship to the structure of the story, how the character is shown visually, and the character's relationship to the plot. In this sense, film is different from literature in that a reader of a novel must attach his or her own "visual meaning" to the story. But in many ways, films are a reflection of our time, just as literature is.

- 1 What is the main topic of this passage?

- A analyzing a film's plot
- B an explanation of what film studies is
- C analyzing characters in a film
- D the different film genres

- 2 Why does the author mention literature?

- A to explain that film studies is an international discipline
- B to show the many similarities between film and the other arts
- C to explain that film studies is newer than the study of literature
- D to define what a dynamic character is

- 3 In line 3, the word **its** refers to _____.

- A discipline
- B purpose
- C film studies
- D the twentieth century

- 4 What is probably true about film studies courses?

- A They begin with the nineteenth century.
- B They only analyze films based on novels.
- C They study different film genres.
- D They include the Moscow Film School.

Warmer

Say the words 'magical boy never grows up' and ask students to guess the film you are describing (*Pan*). Then ask students to work in groups of three to try and describe films to each other using only five words and without saying the title or names of the main characters. Elicit some examples from the class and choose the best ones.

1 ABOUT THE TEST

Read through the test information box with the class and then ask students what type of questions will be asked and what kind of information the questions will ask them. You could also ask them to think of some examples of academic and non-academic texts.

TIP

Read the *Tip* together with the class and check students understand what 'author's purpose' means.

If students have trouble understanding the *Tip*, ask them to read through the paragraph and underline an example that the author gives to explain their point. Then look at the question together.

With a weaker class, you could skip exercise 2 and instead go through options A-D with the whole class, eliminating the wrong answers and explaining why.

Answers

C

- 2 Encourage students to say how and why they have the answer they do, and why the other answers are wrong.

Answers

Students' own answers

- 3 Remind students to read through the text first before reading the questions and possible answers. Students work on their own to complete the *Task*. Set a time limit of ten minutes.

Answers

1 B 2 B 3 C 4 C

- 4 Give students plenty of time to explain their answers and say why the other answers are wrong. Monitor closely and note down anything interesting or helpful which you can then discuss with the whole class. After students have discussed in pairs, discuss the answers with the whole class making sure that students understand why the incorrect answers are wrong.

Answers

Students' own answers

Extra activity

Give each student a post-it note and ask them to write down the name of a famous character from a film. They mustn't show this to their partner. They should then stick the post-it note on their partner's back. Students then walk around the class and ask yes/no questions to the other students to find out who they are. Once they know who they are, they should sit down.

Prepare for Cambridge Exams Unit 9

SPEAKING

Describing a photograph

i ABOUT THE EXAM

In this part of the test, you are given two photographs on a similar topic. You have to talk about the photographs on your own for about a minute. You are given a question which asks you to compare the two photos. The examiner then asks your partner a short question on the same topic.



TIP

Once you have compared the photographs and answered the question, you can give your own opinion and say, for example, which place / sport / job you would prefer, or how you would feel in the situation shown in the photographs.

- Complete the extracts with the correct preposition, choosing from *in*, *at* or *on*.
 - In the photograph ... the left/right we can see
 - The photograph ... the top/bottom shows
 - There are some people ... the background/foreground
 - ... the back/front there is a man who
 - The children are playing ... the beach
 - The girl ... the middle looks
- Look at the photographs in exercise 3 and listen to a student comparing them and answering a question. What question do you think the student was asked?
- Work in pairs. Look again at the photographs and the question. Student A answers the question first, using the three prompts. Try to talk for about a minute. Then Student B repeats the activity.

Compare the two photographs and say why playing music is important for the people.

- Describe what you can see in the photographs. Talk about the similarities and differences.
- Explain why these two ways of playing music are important for the people.
- Give your opinion: which musical instrument would you prefer to learn and play?



NOW YOUR TURN

- Read *About the exam* and the *Tip*. Then do the *Task*. Work in pairs and follow the instructions.
 - Decide who is Candidate A and who is Candidate B.
 - Candidate A answers his/her question. While he/she speaks, Candidate B should check that he/she speaks for about one minute.
 - After Candidate A has finished, he/she should ask Candidate B the follow-up question.
 - Swap roles and repeat the activity with Candidate B's question.

TASK

Candidate A: Compare the photographs and say what the people might enjoy about swimming in places like these.



Follow-up question for Candidate A to ask Candidate B: Do you like swimming?

Candidate B: Compare the photographs and say which sport you think is more difficult to learn.



Follow-up question for Candidate B to ask Candidate A: Which sport would you prefer to learn?

This lesson focuses on Part 2 of the Speaking Paper from the Cambridge English: First exam.

Warmer

Students work in pairs, A and B. Find two photos that are very similar. Put the first photo on the board or screen for 30 seconds and ask student As to look at it. Student Bs should look away. Then put the second photo up for 30 seconds for student Bs to look at. Then ask students to describe their photos to each other and try to find the similarities and differences.

ABOUT THE EXAM

Read through the exam information box with the class and ask questions to check students understand: *How many photos do you compare? How long do you have to talk about them? What else do you have to do?*


TIP

Read through the *Tip* together with the class and stress how important it is for students to give their own opinion or talk about their own experience in relation to the photos. It will impress the examiner but it will also give the students a chance to talk about something they know about, which they should find easier than just comparing two images.

- 1 Students complete the extracts on their own. They can then check their answers in pairs.

Answers

1 on 2 at 3 in 4 At 5 on 6 in

- 2  4.15 **Transcripts page 349** Students listen to the recording all the way through. With a weaker group, play the recording again, pausing before the student answers the question.

Answers

Students' own answers

- 3 Put students in pairs. With a weaker group, ask your students why people learn musical instruments and put some ideas up on the board. Then go through the question prompts and give students a minute each to do the task. Monitor carefully and note down any common mistakes to focus on afterwards.
- 4 Ask students to re-read the *About the exam* and *Tip* boxes. Then read through the instructions with the class so that students understand what they have to do. If students don't all have a watch or phone in class, you could bring a clock into the classroom. Remind students how important it is to listen to their partner as he or she is talking. Monitor carefully and note down any common mistakes to focus on afterwards with the whole class.

Answers

Students' own answers

Teaching tip

It's worth reminding students that when they describe the photos, they should talk to the examiner and the other student, not to the photo! To encourage students to do this, ask them to turn the picture over once they have looked at it so that they don't keep looking at it.

LISTENING COMPREHENSION

Short conversations

i ABOUT THE TEST

In the Listening Comprehension section, you will listen to a number of short conversations between two students, or a student and a school staff member. Each conversation is followed by three or more questions, each with four choices. Choose the best answer A, B, C, or D. You will hear each talk only one time.

TIP You may be asked to decide how a speaker feels. This may be made clear through the words the speaker uses, or you may need to infer it, through the intonation and emphasis the speaker uses. Learn to listen carefully to how words are delivered.

- 1 Read *About the test* and the *Tip*. Then listen to and read a conversation two times. Which time does speaker B sound sarcastic?

A: I think it's incredibly difficult to be a really good tennis player.
B: That's for sure! Maybe I should stick with ping pong.
A: Oh, but it just takes time. You'll improve.

- 2 In pairs, practice the conversation twice. The second time, try to sound sarcastic. What did you do differently? Then answer the question.

- 3 Listen to and read the conversation. Then answer the question. Choose the correct answer A-D.

A: They always say, "Practice makes perfect."
B: Yeah, right. So how come I'm still falling off my bike?

How do you think speaker B feels?

A curious
B frustrated
C hopeful
D confused

- 4 In pairs, explain your answer choice. What intonation does the speaker use?

NOW YOUR TURN

- 5 Do the Task.

TASK



- 1 What are the boy and girl mainly talking about?

A beautiful views
B how to dress
C dogs
D challenges and risks

- 2 Why does the boy say he wants to visit in the summer?

A He doesn't like cold weather.
B He thinks the Iditarod is dangerous.
C He's against cruelty to animals.
D He doesn't have warm clothes.

- 3 According to the conversation, what will the girl probably do in the future?

A get frostbite
B move to Alaska
C learn more about Susan Butcher
D buy a sled dog

- 4 How does the boy probably feel about what the girl has told him?

A angry because he doesn't think dogs should be used in races
B sad because he's not interested in the Iditarod
C incredulous because he can't believe she really wants to be in the race
D admiring because he knows the views are beautiful

Warmer


Students work in groups of three or four. Give each student a secret word, written on a piece of paper. Then give students an everyday topic to talk about (the weather, the news, school, etc.) and ask them to try and get their secret word into the conversation without the others noticing. Stop after two minutes and see if students can guess each other's secret words. (Examples of secret words: *banana, envelope, swimming pool, victory, Batman, honey bee, Jamaica, museum, architect*)

ABOUT THE TEST

Read through the test information box with the class and then ask questions to check students understand: *Who is having the conversations? How many questions are there? What type of questions are they?*

TIP

Read the *Tip* together with the class and focus on the word 'infer'. Give some examples of how different intonation can give a different meaning to a sentence. For example, you could read the following sentence in an angry or amused way: *I couldn't believe it! Even the bread was three days old.*

- 1  4.16 Check students understand what 'sarcastic' means. Get students to read through the conversation once quickly before playing the recording. Then listen to the two conversations and ask students which time student B sounded sarcastic.


Answers

the second time

- 2 Encourage students to really overact sounding sarcastic as this will help them to identify what it sounds like. After students have practised in pairs, listen to some of the pairs acting out the conversation and decide who sounds the most sarcastic.

Answers


Students' own answers

- 3  4.17 Students listen to and read the short conversation and then answer the question. With a stronger class, you could ask students to close their books and just listen to the conversation, before asking them how they thought speaker B felt.

Answers

B

- 4 Students discuss their reasons in pairs, before discussing with the whole class. If they are having trouble explaining their answer, you could ask them: *How does a frustrated person sound? etc.*

- 5  4.18 **Transcripts page 349** Give students a couple of minutes to read the questions and think about some of the keywords and phrases that they might hear. With a weaker class, also focus on question 4 and ask students to think how the different options would sound. Students work on their own to complete the *Task*. Play the recording and afterwards give students another minute to finalise their answers.

Answers

1 D 2 A 3 B 4 C

Extra activity

Divide the class into two teams. Say a line from a conversation, and ask students to guess the situation. As you read, vary your intonation for each sentence.

Example sentences:

I'd like the chicken soup.

That's a foul!

A return to Leeds, please.

I'm really going to miss you.

Go on! You can do it.

Stop! You mustn't go in there. It's dangerous.

I'm going to the bar. Who wants a drink?

Can you tell me how to get to the station?

4.1 Student's Book page 123, exercise 1

See the first paragraph of transcript 4.2 below

4.2 Student's Book page 123, exercises 2 and 3

T = Teacher, G = Gloria

T We're going to begin a very interesting project related to the brain. I want to be sure you understand the project because when we did our last project, some students didn't understand the deadlines. The project will consist of three parts: the first will be a lecture, the second will be library research, and finally, the last part will consist of Internet research. Your first task, which will be due next Tuesday, will be to summarize a classroom lecture on how the brain works that we will hear tomorrow. Let me tell you a little more about the project. The first part will be about how the brain works. This is because the brain is very important in art therapy, which will be the focus of our later research. Many of you may not have thought about art therapy and the value it can have for people who have had difficult experiences. This is a fascinating topic, and so we are going to explore it in depth. However, as you know, our project has three parts, and today, we're only going to focus on part 1.

To understand art therapy, you will need to understand how the different parts of the brain work. Tomorrow, Dr. Phyllis Stillwell, author of *How our Brains Work*, will be here to talk to us about the functions of the left and right hemispheres of the brain. During the lecture I want you to take notes and then for homework your task will be to write a clear summary of the two parts of the brain. For the rest of today's class, we're going to work on note-taking skills so that you will be able to take notes successfully tomorrow.

Yes, Gloria?

G It's not going to be easy to take notes in English!

T I know. But it's an important skill to develop. First, as you listen, write down key words. For this topic, you may want to organize your notes into two columns: "left hemisphere" and "right hemisphere." Then after the lecture, you can summarize what Dr. Stillwell said about each one. Remember, I'll need your summary on the lecture by next Tuesday. But now, let's look at some more examples of some good notes and clear summaries...

4.3 Student's Book page 123, exercise 5

T = Teacher, To = Tom, C = Cindy

Te As part of our exploration of the brain, we are now going to move on to how the human brain differs from that of other close relatives such as monkeys and chimpanzees. Some differences may be obvious. For example, you may have suspected that chimpanzees have smaller brains. But perhaps it never occurred to you that they could learn a human language. Tomorrow we're going to the Museum of Natural History to see an exhibit on the life of the famous chimpanzee Washoe. Let me tell you a bit about her before our visit. Washoe was born in West Africa in 1965 and was raised by a family in the state of Nevada. She frequently wore clothes and sat at the dinner table. And her parents taught her to speak American Sign Language. While she couldn't talk, she was able to sign 350 words. Yes, Tom?

To Do we need to bring anything with us to the museum?

Te Just bring a tablet or notepad so you can take notes. Your homework will be to write a summary of Washoe's life and her

extraordinary achievements. Cindy?

C When is the assignment due?

Te The first draft is due on Friday. I'll then need your final assignment a week later. We will be sharing our drafts in class and giving each other feedback. Remember, take careful notes, but only write down important key words that can help you in your summary. And plan to hand in your draft on Friday. OK, that's it for today. See you tomorrow.

4.4 Student's Book page 125, exercises 1 and 3

Now I'm sure all of you in this driver's education course think getting your license is a big adventure. It is a milestone in your life, but I'd like to emphasize that it's not an adventure. It's a responsibility. A car is not a toy, and driving one is not a sport. Before any of you get behind the wheel, I want to be sure you know a few facts. In the U.S. teenagers drive less often than all other age groups except the elderly, but teenage drivers account for 54 percent of the deaths of teenage passengers. Nearly three times as many teenager drivers die in car accidents as drivers in their 20s. You may feel that cars are safe now, but motor vehicles still kill 3,000 teenagers a year. Never forget this for a minute when you are in the driver's seat.

4.5 Student's Book page 125, exercise 4

Ms = Ms. Stone, E = Eduardo, S1 = Student 1, S2 = Student 2

Ms When we think of sports accidents, extreme sports, like mountain climbing may come to mind, but everyday activities like skateboarding can also have extreme consequences. Today we're going to talk about safety. I've invited former skier Eduardo Hernandez to share his experiences with us. Welcome Eduardo.

E Thank you. It's a pleasure to be here. Hey there, Class 10H, how's it going?

Ms Would you like to tell the class your reason for coming to talk to us today?

E Well, as you can all see, I am no longer skiing. But I decided that it would be good to tell people what happened to me, to avoid the same thing happening to them.

Ms Please go ahead.

E Now many young people, and I was one ... still am ... just don't think about safety. They jump into activities they aren't ready for and don't have a clue about the risks. They're way too confident. How many of you feel skiing is a safe activity?

S1 It is if you wear a helmet.

E I was wearing a helmet when I had my accident. Do you realize that in the last 10 years, skiers have had more than 80,000 accidents? 80,000! Nearly all of these accidents took place in monitored ski resorts.

S2 Wow! That's really scary.

E It sure is, man! I was coming down a slope really fast after just a few months of practice. It looked so easy on video. "This is fantastic," I said to myself! But then I lost control going around a curve and slammed into a tree. My helmet split in half, and, while it saved my life, you can see I ended up in a wheelchair. No feeling from the waist down. How many of you like to skateboard?

S2 I love it! Skateboarding is pretty safe though, isn't it?

E That's what I thought! You might be surprised to learn that skateboarders are over 50 times more likely to suffer a skull fracture than skiers and snowmobilers. First, many skateboarders don't wear helmets, and when you hit your head on concrete, you can be killed. Scary stuff! But

my goal today is not to frighten you. My goal is to make sure you're realistic about your level of skill and expertise. If you are a beginner, act like one. All sports look easy when you're watching professional athletes on TV.

S1 But what can we do to protect ourselves?

E First, learn how to enjoy your sport safely. If it's one that requires a helmet or knee guards, make sure you wear them. Buy protective clothing for your sport. If you're trying a new sport, find a coach. And above all, don't take risks!

Ms Thank you very much, Eduardo, for joining us today. I'm sure our students will follow your advice.

4.6 Student's Book page 126, exercise 2

- 1 It's a thriller. Most of the action takes place in Paris between 1932 and 1934.
- 2 When he got tired of teaching, he started a new career as a travel writer.
- 3 Research has demonstrated that listening to music makes it difficult for students to focus on their homework.
- 4 The city has many sights, but it is probably best-known for its canals.
- 5 I had to take my driving test four times! It was both frustrating and expensive. That's why I was so relieved when I got it at last.
- 6 Before he became a computer engineer, my father sold houses and flats at an estate agent's.
- 7 My aunt Sophie was born in Africa and spent most of her childhood there. It was only after she married that she moved to the UK with her husband.
- 8 After a failed attempt to use horses to traverse the thick forest, the explorers finally decided to continue on foot.

4.7 Student's Book page 126, exercise 4

The idea for the European Union was first conceived during the Second World War, as a way to try and prevent future wars and secure world peace.

As early as 1946, Winston Churchill, the former British Prime Minister called for a 'United States of Europe' in a famous speech at Zurich University. As a first step, in 1949, a Council of Europe was created by France, the UK and the Benelux countries, which are Belgium, the Netherlands and Luxembourg.

These countries were later joined by Germany and Italy, when the European Coal and Steel Community was set up in 1950, on the initiative of Robert Schuman, the French Foreign Minister. Its objective was to unite European countries economically and politically.

The 1950s were dominated by the Cold War between East and West. Tensions were high and the possibility of another war seemed very real. Against this background, many countries in Europe decided to collaborate even closer. In 1957 the Treaty of Rome was signed, which created the European Economic Community (EEC), or 'Common Market'. Member countries could now exchange goods and labour, without paying tariffs.

Over the 1970s and 80s, EEC membership gradually expanded; Denmark, Ireland and the UK joined in 1973, followed by Greece in 1981, and Portugal and Spain in 1986. In that same year, the Single European Act was signed, turning the 'Common Market' into an even more integrated 'Single Market'. The end of the 80s and the early 90s were marked by the fall of the Berlin Wall, the reunification of Germany, and the collapse of Communism across Central and Eastern Europe.

All through this period, European integration moved forward, culminating in the Treaty on European Union, better known as the Maastricht Treaty, which came into force on 1 November 1993 and was responsible for giving the European Community its new name, the European Union, or EU.

One EU initiative that has had a great impact on ordinary citizens' lives, is the so-called 'Schengen' agreement, which allows people from the 26 countries of the Schengen Area to travel without passports or border controls. Among other things, it has led to an increase in the number of young people studying abroad.

Another milestone was the introduction of the single European currency, the euro, which became official in 12 countries on January 2, 2002. A few other countries, notably Denmark, Sweden and the United Kingdom, decided not to join.

At the beginning of the new millennium, in 2001, Europe and the world at large were shocked by the infamous September 11 terrorist attacks, when hijacked planes crashed into buildings in New York and Washington, killing thousands of people. After this, EU countries began to work more closely together to fight terrorism and organized crime.

The last decade has been marked by a serious economic crisis, with high unemployment and decreasing living standards. Tensions have appeared within the EU, and disagreements about which policies to follow. While some countries question the EU's excessive bureaucracy and demand more freedom, others defend greater cooperation in areas such as new technologies, education or the environment as the best way to bring new growth and prosperity.

4.8 Student's Book page 128, exercise 1

I spend all day in front of a computer screen, which isn't surprising, because I'm a programmer. So you might think that in my free time I'd like to get away from them – computers, I mean. And in a way I do. My other great passion is music. I play several instruments, including the piano, the saxophone and the drums. It really helps me unwind. But I also like composing; and that's where computers come in handy again. I've recently started using them to improve my compositions, and simulate other instruments that I don't play. It's amazing what they can do; though they can never replace talent, inspiration or creativity, of course!

4.9 Student's Book page 128, exercise 4

1
As a scientist, people expect me to be good with technology. My wife is always asking me to fix things in the house, like the CD player, or a lamp... but actually, I'm quite clumsy like that. Even in the lab, the tool I use most is the computer, nothing more revolutionary than that. Without it, it would be impossible to collect and analyze the complex data I have to work with. But I would never try and fix it myself; the minute I have a problem, I call the technician.

2
I'm an architect and I'm really into domotics, or home robotics. I'm not talking about having actual robots running around your house, doing the housework, but about all those kinds of technologies that can be used to create intelligent buildings or homes, and save people lots of time and effort. For example, you can incorporate highly sophisticated sensors that regulate temperature, control the security system, switch lights on and off, play your favourite music when you enter a room, and so on. Can you imagine a fridge that orders food for you when you run out? I'd love one!


3
Of course we have to use computers at school, for our homework or for special projects. I think they're really useful. I can't imagine having to write out a whole essay by hand ... or having to look through heavy encyclopedias ... But I do think some of my friends are a bit obsessed; when they're not surfing the net, they are downloading music or playing games. I prefer to go outside and play real sports like football, rugby or basketball. I have to admit though that some of those NBA computer games can be good fun on a rainy day.

4

My husband is hopeless. He's the stereotypical grandfather who can't even manage a mobile phone! But not me. I never really had to use computers at work, but when I retired I took a couple of courses and it's really changed my life. I now have a blog about my hobby, which is gardening; I tell people how to treat common plant illnesses, deal with pests, and so on. Quite a few people write to me and I've even made new friends. Of course, I regularly email and text my daughters, it's so much cheaper than the phone, and once a week I use Skype to talk to my grandson who's studying in the States.

5

My friends all think I'm a geek, but I don't care. It's true that I spend an awful lot of time behind my computer, but at least I'm not playing mindless computer games. When I'm older, I want to be a scientist, and I love to keep up with all the latest developments. Of course, lots of people have heard of things like Iris recognition technology. But what about helmets that can read your mind and say, for example, whether someone's a terrorist? Or cash machines that read your palm, so you won't need a bank card anymore? That would be so cool! ... and practical, too.

 **4.10 Student's Book page 133, exercise 1**

Today we are going to review internet safety and how to recognize suspicious email messages. Did you know that some scam messages come from an international network of criminals and so may be recognizable due to the grammatical errors they contain? In one common scam, the writer may claim to be interested in buying something you own. The message asks you to send money to cover the cost of custom fees, and these messages can be very convincing. Do not answer any message where you do not recognize the sender. Show it to a parent or teacher immediately.

 **4.11 Student's Book page 133, exercises 3 and 5**

Our topic this week is popular scams involving technology. Are you familiar with the "one ring" phone scam? In these scams, people receive calls that appear to be from domestic numbers, but are actually international calls. If your phone rings only once and you do not recognize the number, do not return the call. You may be connected to an international hotline. First, you will be charged for the connection. Then you will also be charged high per-minute fees for the call, which will appear on your bill as "premium services." If you think you have been a victim of such a phone scam, you may ask your phone company to block receipt of international calls, and you may wish to file a formal complaint.

 **4.12 Student's Book page 133, exercise 6**

OK. Let's get started. Today I'm going to talk to you about telemarketing scams. Every year, thousands of people fall victim to such scams, so it's very important for you to understand how to protect yourself. The callers can be very skilled, and what's more, they may know quite a bit about you. If they've done their research, they may know your name, your age, where you live, and even information about your family. All of this information is readily available through simple online Internet searches. Let me tell you how these callers succeed. First, they may be very friendly, and before you know it, they have your complete trust. The "sales representative" may be happy to send you information about the product or the company, both of which are likely to be fake. However, there is specific language these callers often use that can identify them. Whenever you hear sentences such as "You've been specially selected for this offer," "You've won a prize," or "You have


to decide right away because this offer is only good today," hang up immediately and file a complaint. Never, ever give the caller personal information such as a credit card or bank account number. You can also protect yourself by learning to ask some specific questions. By law, telemarketers must tell you why they are calling and identify their product and company at the beginning of the call. So learn to ask "Who's calling, please?" and "Can you please let me know why you're calling?" Other very important questions to ask are "Why do I need to make a decision now?" and "Why are you asking me to confirm my account information when I haven't agreed to any charges?" Finally, be careful before accepting "free trial offers." These offers may not be free because you'll be billed every month even after you try to cancel.

So class, these are just a few of the important facts you need to know about telemarketing fraud. Remember, knowledge is protection!

Examiner

Now get ready to answer the question.

Write a paragraph that explains possible signs of telemarketing scams and how you can protect yourself against them. Be sure to include as many details as possible in your answer. Write in complete sentences. When you are finished writing, check your response for grammar, spelling, and punctuation. You have 10 minutes to write your response.


 **4.13 Student's Book page 135, exercises 1 and 2**

1

Sometimes information on endangered species may surprise you. One of the most endangered species is the world's biggest cat, the tiger. Four subspecies in Asia are almost extinct: Caspian, Javan, Balinese, and South Chinese. The organs of these animals are used to make a variety of traditional folk medicines. In addition, the complete body of a single animal is worth up to \$50,000, enough to support a family for several years.

2

Did you know that climate change and global warming are a true risk to a wide variety of animals? The polar bear lives on food they catch in the cold waters beneath the ice. Unless the pace of global warming slows, polar bears could soon become extinct. Climate change also threatens the sea turtle because warm nests produce males and colder nests produce females. As temperatures rise, the female population is in serious danger. And whales are in danger because they feed on plankton, which are small organisms that float in the sea. Since warm waters contain less plankton, the amount of food is decreasing.

 **4.14 Student's Book page 135, exercise 5**

Today we're going to learn about the panda, which as you know is an endangered species.

Did you know that the adult panda weighs 200 to 300 pounds or 90 to 140 kilos? It typically has a white body, black legs, and black around its eyes and over its ears. The panda grows to be about 4 1/2 feet tall, or about 1.4 meters, and lives in the mountain ranges of central China. Pandas enjoy spending time alone and usually avoid each other in the wild. Their distinctive appearance prevents them from surprising each other. Pandas do not like conflict, and a panda's bark often sends another panda quickly up a tree. They are usually calm, but, on occasion, have been known to attack humans. It is not always easy for pandas to mate, but when they do, a baby panda cub is born three to six months later and spends the next 18 months in the company of its mother. Pandas are blind when born, but their eyes open after three weeks to a month. A mother may spend up to 12 hours a day caring for her cub. Pandas generally live 20 years in the wild and 30 in captivity.

How endangered is the panda? Estimates vary on the number of pandas alive today, but it is thought that there are between 1000 to 3000. They are now protected by law in China, which is helping to prevent their extinction. The first panda was exhibited in a zoo in 1963, and today pandas can be found in zoos in more than half a dozen cities. Scientists hope that by studying pandas in captivity, they will learn more about how to protect them in the wild. Scientists worldwide are interested in protecting the panda.

 **4.15 Student's Book page 138, exercise 2**

In the pictures, they are both having a music lesson. In the first picture, a young girl is learning to play the piano, either with her mother or a teacher. They are looking at a book which shows the music that they are playing. In the second picture, it looks like a teenage boy is having a guitar lesson with a boy of a similar age to him. The boy on the left is teaching the one on the right how to play something new. In the first picture both of them look quite serious, whereas in the second one the boys are smiling and seem to be enjoying themselves. What else? Yes, in the first picture it looks as if they are in the girl's home, but in the second one they could be in some kind of studio.

I think they wanted to learn to play these instruments for different reasons. For the girl, perhaps her family has a piano already and she wanted to learn how to play it, or her parents wanted her to learn because maybe it's a family tradition. With the boy, perhaps someone in his favourite band plays electric guitar and he wanted to learn so that he could play their songs.

 **4.18 Student's Book page 139, exercise 5**

G = Girl, B = Boy

- G I have a dream. I'd like to race in the Iditarod.
- B Is that that dangerous sled dog race they do in Alaska? You've got to be kidding!
- G What do you mean? It's the greatest race on earth! 1,000 miles of the most beautiful terrain imaginable – jagged mountain ranges, frozen rivers, and temperatures well below zero degrees Fahrenheit. That's almost minus 18 degrees Celsius.
- B I don't have the stamina for that kind of stuff. Especially the freezing temperatures. I'd like to keep all of my fingers and toes.
- G Oh, come on ... if you're dressed properly, there's no reason to get frostbite. Don't you like challenges?
- B Not that kind! I'd like to live to talk about mine.
- G I think you're exaggerating. Look at Susan Butcher.
- B Who's she?
- G Well, she passed away, sadly. But she was the greatest. She won four consecutive races.
- B What happened then? Did she fall off her sled?
- G Cut it out! That's not funny at all. She had cancer. But she was my role model. As soon as I graduate, I'm moving to Alaska.
- B Can I come visit? In the summer?
- G Sure you can!
- B What about the dogs, though? Don't some of them die?
- G Well, there are some accidents. It's true. But what an event! The views! The challenge! There's nothing like it.

Workbook page 122

- | | |
|---------------|--------------|
| 1 employee | 5 impossible |
| 2 communicate | 6 reduction |
| 3 social | 7 satisfied |
| 4 beneficial | 8 constantly |

Workbook page 123

Students' own answers

Workbook page 124

- 1 A 2 E 3 D 4 B 5 D 6 A 7 E 8 D 9 C 10 B

Workbook page 125

- 1 B 2 A 3 C 4 D

Workbook page 126

- 1 Catalan
- 2 85,000 / eighty-five thousand
- 3 tourism
- 4 is not
- 5 1993
- 6 life expectancy / its life expectancy
- 7 ski resorts
- 8 health insurance
- 9 Olympic Games
- 10 Pete Seeger

Workbook page 127

- 1 B 2 C 3 A 4 C

Workbook page 128

- 1 F 2 D 3 B 4 C 5 G

Workbook page 129

Students' own answers

Workbook page 130

- 1 F 2 D 3 A 4 B 5 C 6 G

Workbook page 131

- 1 B 2 C 3 D 4 C 5 A 6 C 7 D 8 B

Workbook page 132

- 1 A 2 B 3 A 4 D 5 A 6 C 7 A 8 D

Workbook pages 133, 134, 135 and 136

Students' own answers

Workbook page 137

- 1 C 2 C 3 C 4 A

Workbook page 138

Students' own answers

Workbook page 139

- 1 D 2 B 3 D 4 A

 **1.30 Workbook page 123**

See Student's Book transcript 4.3 on page 346

 **1.31 Workbook page 125**

The number of closed circuit TV cameras, or CCTV cameras, has been rapidly increasing in recent years. Since the 1970s and 80s, when the police and local governments started to use them in most major U.S. cities, there has been a steady rise in how many cameras are used. From city centers they seem to be moving to the suburbs and you might soon see them in your local neighborhood, if you haven't already. So it appears politicians and the police feel this is a smart way to spend money. They believe installing more CCTV cameras helps them reduce crime and catch criminals. And, to an extent, they're probably right. When it comes to catching criminals, CCTV cameras have obvious benefits. If there has been a robbery at a bank, for example, the police can use footage from cameras within that bank to identify the criminals. Or shoplifters may be seen exiting a store at a mall and then later be caught by police who have used CCTV video to see which direction they ran in. There are also strong arguments that CCTV cameras reduce crime, because they deter would-be criminals from committing crimes. Studies have shown that drivers on busy streets stay within the speed limit when they know CCTV cameras are monitoring the street. It is difficult though to prove how many crimes are prevented, since something that doesn't happen can't be counted. But one thing is for certain – a large number of people say they feel safer when they are in an area covered by CCTV. However, many other people hate CCTV. They say the cameras make them feel uncomfortable. There has been more than one example of CCTV cameras appearing in a residential area and people in that area complaining, saying the cameras made them feel like criminals. Often, it is in busy suburban areas that politicians and the police may decide to install CCTV cameras. Now, this may help them to catch some criminals, but a lot of innocent people will be affected too. The cameras could even create new criminals because young people living in these places think that's what society expects of them. Some people believe, however, that there are dangers to having so many CCTV cameras around as the information they capture is stored electronically, and it would be easy for criminals to steal it. Criminals are constantly developing more and more sophisticated techniques for stealing data and internet hacking. Some people think that increasing the use of cameras increases the risk of criminals stealing the data and using it illegally. It is also believed by some that the money spent on CCTV cameras would be better invested in education programs. They argue that although CCTV cameras are useful in places like banks and busy downtown areas, where the risk of crime is high, their use should be limited to these places. Installing them in residential areas doesn't necessarily make anyone safer. Some people believe that because so many criminals lack a basic education, spending more money on schools might reduce the number of criminals and therefore fewer CCTV cameras would be needed as crime would be reduced.

 **1.32 Workbook page 126**

You'd be forgiven for not having heard of it, even if you're from Europe. If you're not a fan of certain sports, or someone who closely follows statistics related to health, you may well never have heard of Andorra, as it's one of Europe's smallest micro-states. Yet, located between France and Spain, Andorra is a country, and quite an interesting one. Andorra is known as a principality, in other words it's a state headed by a monarch. But quite uniquely it has two princes, one being a representative from France and one from the northern part of Spain

known as Catalonia. Andorra's national language is Catalan and this is spoken by its population of around 85,000. On any one day though, there are likely to be many more people than this actually in the country, as 10.2 million people visit annually, making tourism Andorra's dominant industry. Andorrans are typically wealthy and until recently many rich Europeans have been attracted by the country's relatively low tax rates, seeing it as a tax haven. Andorrans have never had their own currency, using both the French franc and the Spanish peseta until 1999, when they began using the euro. However, despite using the euro, Andorra is not a member of the European Union. It is, though, considered as part of the EU for various trade purposes, such as the exchange of manufactured goods, upon which no tariffs are placed. Andorra has been part of the United Nations since 1993, and internationally the principality has gained recognition for, in particular, its life expectancy, which is among the highest in the world. Andorran women are expected to live for 87.6 years, which is the longest female life expectancy globally, according to the World Health Organization. Andorra has a rugged, mountainous terrain, owing to its location in the Pyrenees mountain range. Tourists from around the world flock to its ski resorts, but for those from Europe thinking about doing so it's wise to bear in mind that as it's a non-EU member visitors are not covered by the European Health Insurance Card. Therefore, it would be best to buy health insurance before travelling. Alongside tourism, other businesses such as the manufacturing of cigarettes and furniture take place. But, as only 2% of the land is arable, agricultural production is limited. Sports, music and dance play significant roles in Andorran culture. Influenced by and sometimes competing against its neighbours, Andorra plays sports such as football, basketball and rugby, year-round. The country took part in the Olympic Games in 1976. It excels in winter sports, regularly participating in the Winter Olympics too. Visitors to Andorra enjoy watching traditional Catalan dances such as the Sardana, and this small but fascinating country has inspired many foreign musicians, notably Pete Seeger, who in 1962 released a song called 'Andorra' on his album *The Bitter and the Sweet*.

 **1.33 Workbook page 128**

1
Some people were shopping online 15 years ago. By about ten years ago you could describe it as quite common. And now it seems everyone is doing it, or has bought something online at least once or twice. Some famous high street stores began closing as a result. And those traditional shops and department stores that are surviving are reporting that the proportion of their sales that comes from their websites is growing rapidly, while the number of products that are sold within their shops is dropping considerably. This trend seems likely to continue as computers and fast internet connections become more widely available.

2
I feel people are talking to each other less now than they did when I was younger. We still speak to people in our families of course, though families are becoming smaller. And we talk to people at school or work. But gradually there seem to be fewer and fewer reasons and opportunities to talk to other people on the street. For example, lots of young people seem to have a selfie-stick now, which means they don't need to ask someone to take their picture. And a major factor is online shopping. Whereas in the past people would go to shops and talk to people who worked in them, now they buy everything online from their homes. So there's no reason even to go outside, let alone socialize with others.

3
Fewer people are shopping on the high street and in city centres, but that doesn't mean they don't want to leave the house. They buy things on the internet because there's more choice, it's cheaper and so on, but they probably still want to go to cafés, restaurants and cinemas, and have these kinds of experiences that you just can't have online. People who are planning how cities and towns are designed need to

be aware of this. It should be no secret that people are going to actual shops less. After all, you see closed-down and boarded-up shops in most towns and cities. People making decisions, local governments and the like, need to realize that these shops will probably not reopen, so they should respond to the changes in the way people shop with new plans for how to use existing buildings.

4

Nowadays, the majority of people in my country own computers. And with an internet connection they're able to do their shopping online, which is all well and good. By shopping online, we can often save money, or at least that's what most people believe. But I'm very concerned about how people's lives are affected by this increasing trend. In my local area, lots of shops are closing down because customers no longer shop in them. The owners of these shops are going out of business and losing their jobs, as are the people who work for them. What's going to happen to these people? I don't want to ban online shopping or anything like that, but it's important that we acknowledge it's an increasingly popular activity that's not without problems.

5

I love reading what other people think of products. I even do it for things like washing-up liquid now, even though I know it's a little ridiculous. I don't have enough time to write about products myself. I'll only do it if I've been particularly pleased or displeased with a product. I'd never write a three-star review, if you know what I mean. But I just love to be able to find out about people's experiences of goods before buying them myself. It makes me feel so much more informed and so much more confident about my purchases. And that's the best thing about internet shopping for me. Before, when I used to shop on the high street, more often I would only know about a product from what the salesperson said, or perhaps one or two friends, which of course could be a lot more biased.

1.34 Workbook page 133

OK everyone, measuring the Earth's temperature is very important to scientists studying climate change, but temperature can be measured in different ways. So today I'm going to focus on three different methods that have been used for temperature measurement. I'll cover the ways we measure the temperature today and also describe methods that are used for understanding the temperature of the Earth many years ago. Well, we can divide temperature measurement into three main types. Each type is used to record temperature at different periods in the history of the Earth. First, we have the instrumental method. The instrument that this involves is, of course, the thermometer. Thermometers are devices with a temperature sensor and a numerical display that shows the physical changes in warmth and coldness. The first thermometers were developed by European scientists as early as the sixteenth and seventeenth centuries and we have used them to measure temperature ever since. The longest running temperature record is the Central England temperature data series, which began in 1659. However, this record only covers Central England. The longest-running record of the temperature of the whole Earth is generally believed to have begun in 1850. From this year up until the present day, thermometers and ships have recorded temperatures and provided us with reasonably reliable and comprehensive temperature data from all around the world. Thermometers are still used today, of course. Your parents probably have one at home, as we can of course use them to measure body temperature as well as the climate. But since 1978 another method, the tropospheric method, has become widely used. This method – by the way, the spelling is written here on the board, t-r-o-p-o-s-p-h-e-r-i-c, involves measuring the temperature of not just the Earth's surface but the part of the atmosphere from the Earth's surface to a height of about six to ten kilometres. In order to measure the troposphere, satellites are used. They can tell us not just how hot it is on Earth, in other words, how hot it feels to us, but also how much heat is being emitted into the atmosphere. Heat released into the

atmosphere can damage the ozone layer, so these tropospheric measurements are very important to us now.

So, this tropospheric measurement period covers 1978 up until the present day, and we can say that instrumental measurement was the dominant method of temperature measurement between 1850 and 1978. But how do we know about the temperature of the Earth before 1850? Well, in order to find out about this we use what we call proxies. The word proxy basically means substitute. We didn't have thermometers thousands of years ago, let alone people able to create preservable records of temperature. So instead we can gain proxy measurements from ice and trees. Scientists study atoms found in ice that was formed thousands of years ago to understand how cold the Earth was back then. They also investigate the width of rings within tree trunks.

These proxy methods are considered less reliable than modern tropospheric data and the records produced with thermometers during the instrumental period. But together these three ways to measure and record temperature have given us a good understanding of how our Earth's climate has changed over history.

1.35 Workbook page 135

See Student's Book transcript 4.14 on page 348

1.36 Workbook page 139

G = Girl, B = Boy

- G So my dad says he will buy a tablet for me so that I can bring it to school.
- B That's great. I find mine really useful, especially for doing homework and jotting down ideas for new songs.
- G That's right. You write songs, don't you? I wish I was musical. Actually, we already have a computer at home that I use for doing my homework. But my dad says I need to carry something with me for writing down homework deadlines and dates for appointments – that kind of thing. I tend to forget these things otherwise.
- B Haha, so he's rewarding you for being forgetful! I wish my parents would do that!
- G Haha, yeah, I guess. So anyway I was going to ask you which tablet you'd recommend, since you've had one for a couple of years now.
- B Well, it all depends what you're going to use it for. A big decision is what size tablet to buy. You can get 15 inch tablets, 10 inch tablets, 8 inch tablets and 7 inch tablets.
- G I'll definitely go for a 15 inch one, I think. The bigger the better right? And after all, my dad is paying!
- B Wait a minute though, that's not the only factor you need to think about. You need to think about the reliability of the company that manufactures the tablet. And you should figure out how much storage space you need. Do you expect to be saving lots of big files, such as videos and music?
- G Not really. I keep all my music on my Mp3 player and only really watch videos at home. There's no time to do it while I'm at school.
- B OK then, so you don't really need a large screen at all. If I were you, I'd prioritize portability. If you're going to use it as a diary, you really want to be able to carry it everywhere you go. Even the 8 inch tablets may be a little too big.
- G I'd really like to try using one a little before asking my dad to buy something for me. Would you mind if I played around with yours for a while this afternoon? I don't need to make any decisions until the morning anyway.
- B That's when he's taking you shopping?
- G Yeah.
- B Sure, no problem. You're welcome to use my tablet now if you like.

THE BIRTHDAY PRESENT

Two months before my 17th birthday, my parents went to work in Beijing; they would be there for six months. Dad was an engineer and working on an exciting new skyscraper and Mum was going to teach English at one of the city's biggest universities. They went in June and I went to stay with my grandparents, but before leaving, they arranged for me to visit them for five weeks during the school holidays. As my birthday is on 18th August, I would be celebrating it in China.

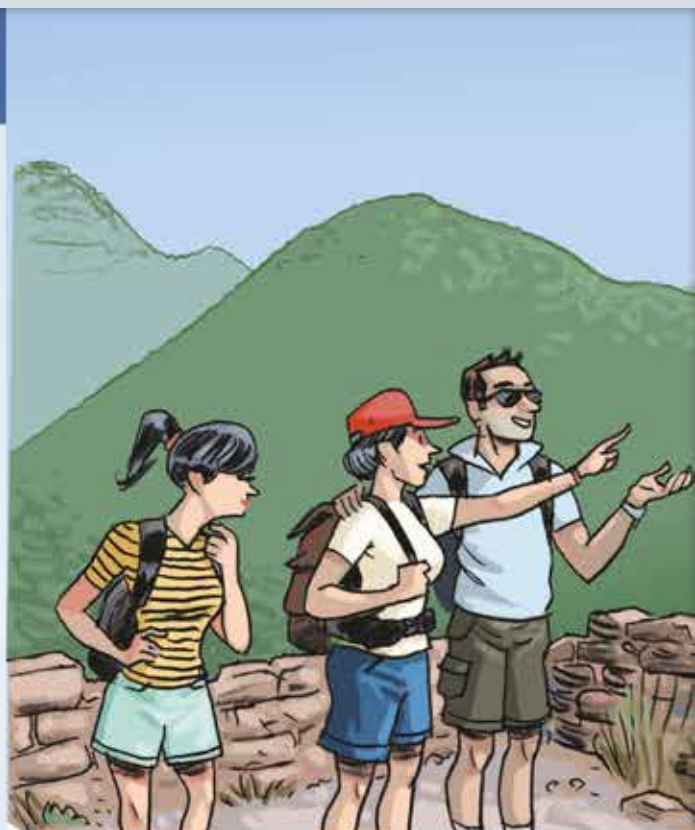
It was the first time I'd flown alone. The long flight through the night seemed to go on forever, and the distant light in the sky didn't seem to get any nearer until suddenly the sun burst its golden rays on the horizon. Mum and Dad were waiting for me at Beijing Airport and we took a taxi for the long drive into the ancient heart of the sprawling city. Crowds of bicycles competed for space on the multi-lane highways that crisscross one of the world's most dynamic cities.

Eventually, we arrived at the traditional one-storey house where Mum and Dad were living. It had an iron roof and was arranged around a small courtyard, with shady eucalyptus trees and a tiny fountain. The house was in a *hutong*, one of Beijing's traditional residential neighbourhoods. There were barking dogs and black, rickety bicycles everywhere along the long lanes and alleyways.

Our days were spent exploring the far-flung corners of this fascinating city: the Temple of Heaven, the Forbidden City, The Drum and Bell Towers and endless temples with their brightly coloured, and sometimes sinister, idols and images. Mealtimes found us in bustling restaurants, eating huge plates of delicious stir-fried vegetables, steaming dumplings and bowls of glistening noodles, or in crowded markets, munching on fresh seafood and crispy egg and vegetable pancakes. In the late afternoon, we'd return to the *hutong* and I'd play football and ping pong in the dusky twilight with the local teenagers.

The days flew by and I was having a great time! Finally, the 18th August arrived and I knew it would be special. Mum and Dad had told me they had organized a surprise: we were going on a trip. I had no idea where, only that we would be leaving at dawn.

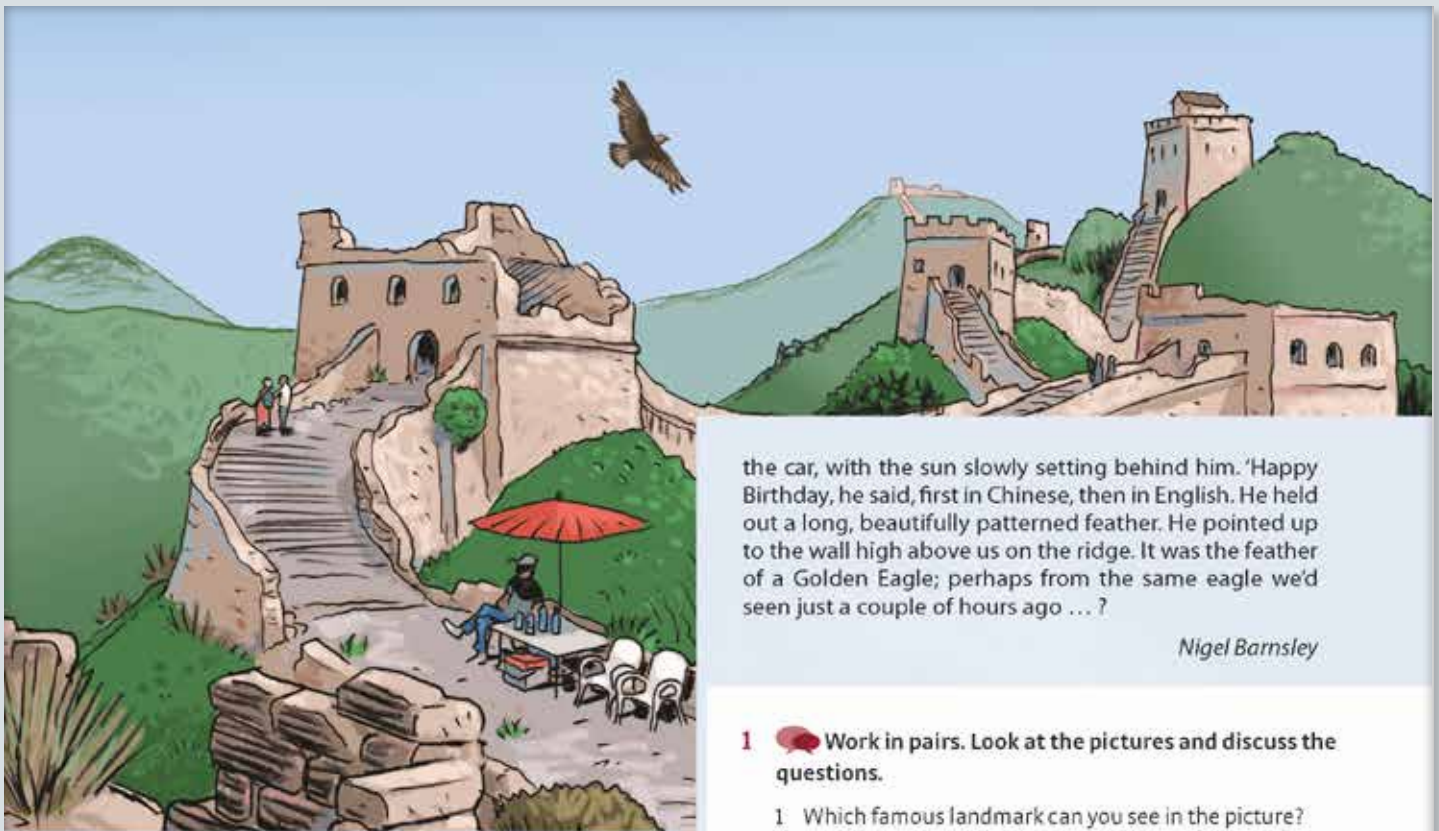
I got up at 5am and half an hour later there was a knock on the door. It was Bayan Dong, our neighbour, a small, wrinkled man with a smiling face who owned a long, black car which looked like something from a 1950s American movie. He was a taxi driver and this car served as his cab. We piled in and set off.



Two hours later, we were finally leaving the noise and congestion of Beijing behind us and heading along wide, tree-lined roads into open countryside. We drove steadily towards the distant mountains; there was less and less traffic as the road narrowed and became bumpier. Eventually, we turned off and followed a winding, stony lane which eventually opened up into a car park. We were in a broad green valley, at the bottom of a high ridge which rose hundreds of metres above us. Along the ridge were the remains of a stone wall with towers at strategic intervals. Bayan Dong pointed up excitedly.

'Simatail!' he exclaimed. I was staring up at the Great Wall of China – not the rebuilt wall of the tourist brochures, but a desolate semi-ruined section in a remote part of the stunning Chinese countryside. There was no cable car, no chair lift and only one way to reach the top: on foot.

It was a blisteringly hot day. The stony path was etched into the side of the steep slope, with sharp hairpin bends every fifty metres or so. We passed long grass and spiky bushes along the way and tiny lizards darted around us. The higher up we got, the more precarious the path became; shallow steps began to appear, and they got deeper and deeper until we almost had to climb over them on our hands and knees. Finally, we made it. We were on top of the ridge, and standing on the Great Wall of China. The wall was only about three metres wide, and to the sides, the slopes of the ridge plummeted down into the valleys. Behind us, the ridge rose up, almost vertically, and ahead of us it dropped dramatically and snugly twisted, turned, rose, fell and snaked its way into the hazy, purple distance for as far as we could see.



Just in front of us was one of the dilapidated towers we'd seen from below. I climbed towards it, stepped inside and went up a couple of steps to emerge above the turrets and to one of the most beautiful views I'd ever seen. The mountains stretched into infinity: exquisite shades of green, grey and brown against a deep azure, cloudless sky. Along the wall, here and there, were small groups of tourists basking in the wonder of their surroundings. But the strangest sight of all was a table and four plastic chairs beneath a huge red parasol, and a man selling bottled water and cans of chilled drinks from an icebox.

I came down from the tower and we walked as far as we could along the wall before the ridge fell away into a cliff. As we turned to walk back, I heard a piercing cry – not human, and not like any animal I'd heard before, either. I looked up and there above us was a Golden Eagle gliding gracefully on the breeze, with its massive wings moving imperceptibly and its hooked beak silhouetted against the sky. We stared in awe at this magnificent creature as it circled above us. Suddenly, it soared away, high into the sky. I gazed after it, mesmerized, until it became nothing more than a black speck before vanishing altogether.

It was time to head home. The climb back down to the car park was no easier than the climb up; stones and pebbles shot out from under our feet with each step, and more than once I lost my balance. With grazed hands and knees, we finally made it back and found Bayan Dong waiting for us, leaning against the side of

the car, with the sun slowly setting behind him. 'Happy Birthday, he said, first in Chinese, then in English. He held out a long, beautifully patterned feather. He pointed up to the wall high above us on the ridge. It was the feather of a Golden Eagle; perhaps from the same eagle we'd seen just a couple of hours ago ... ?

Nigel Barnsley

1 **Work in pairs. Look at the pictures and discuss the questions.**

- 1 Which famous landmark can you see in the picture? What do you know about it?
- 2 What might be the connection between this landmark and a birthday?

2 **Check that you understand the following words.**

awe bask blisteringly dumpling gaze glide hazy pebble piercing rickety snugly soar twilight sprawling wrinkled

3 **Now read the story and see if you were right in exercise 1.**

4 **Read the story again and answer the following questions.**

- 1 In what month did the storyteller's parents leave for China?
- 2 What is a *hutong*?
- 3 How does the storyteller describe Chinese food?
- 4 How does she spend her free time in Beijing?
- 5 Why do you think she is surprised by the table, chairs and parasol on the Wall?
- 6 What was the birthday present? What was the significance of it?

5 **Work in pairs and discuss the questions.**

- 1 What would be your ideal way to spend your birthday?
- 2 What impression of life in Beijing does the story give you?
- 3 Does the story make you want to visit the Great Wall? Why / Why not?
- 4 Which other famous building or monument would you most like to visit in the future?

Technotrip

After months of nagging his parents, Jack's biggest dream – for now – had come true. Having passed all his exams with good grades, they'd finally bought him the smartphone he'd been wanting for months. His friends all got one ages ago, so why did he have to wait so long? Anyway, it didn't matter now; he'd got exactly what he wanted. There were some restrictions, of course, including a limit on the number of hours he could use it each day. It also had to be switched off at mealtimes and when he was doing his homework. Even so, he was happy. His mother still had reservations, though, and in fact, she had just shouted up the stairs:

'Jack! Are you in bed?'

'Yes, Mum,' he replied in a slightly mocking voice.

'Is that phone switched off?' his mother's voice echoed up the stairs again.

'Yes, Mum. Night,' he answered.

His phone was in fact switched off, but a tiny green light shone out in the darkness from his bedside table; it was the light that came on when his phone was recharging.

Jack closed his eyes. He was sleepy. He lay still for a few minutes then opened his eyes again, just to check that his precious phone was still there. Yes, it was. He closed his eyes again, but opened them almost immediately. Wasn't the green light bigger than it had been a few minutes ago? No, it was his imagination. He closed his eyes again, but something in his head was telling him to open them. He tried to resist, but he couldn't and finally he had to give in. The light was bigger.

Jack sat up quickly and stared at it, but now it seemed normal again. He waited for a few seconds, lay down and turned so that his back was to the phone. He tried to go to sleep, but he felt uneasy; the light kept playing on his mind. He closed his eyes tighter, but in his mind the green light was getting bigger and bigger, stronger and stronger, brighter and brighter. His eyes were closed so tightly that they were beginning to hurt, but he didn't want to open them. He was shaking now, and he could feel rivulets of sweat running down the back of his neck. Eventually, he couldn't stand the tension – or his aching eyelids – any longer and he opened his eyes. The green light was shining all around him, brighter than any light he'd ever seen before, and he wasn't in his bed: he was lying on his back and sliding rapidly along the smooth, plastic floor of a straight-sided, almost vertical, tunnel to ... well, who knew where?



His journey ended abruptly. His feet hit the ground so suddenly that he heard himself scream out in pain as he jolted to a standstill. He looked up and the tube from which he had just been ejected seemed to disappear from view, and the green light faded into the distance with it. He was now surrounded by an eerie half-light. As his eyes started to adjust, he began to take in his surroundings. He was in a very narrow space which stretched out on both sides and soared up above him to an incalculable height. In front of him, and above his head, was a huge expanse of semi-transparent material; it looked like glass or plastic, but Jack couldn't be sure, and there were strange, silhouetted shapes at regular intervals across its surface. Jack felt claustrophobic and he was incredibly hot and drenched in sweat. Behind him and above his head, there was a ledge where the space opened up slightly. He decided to try and get onto the ledge; he levered himself up with his arms and legs and was there in a trice. He felt better immediately: he could sit down, relax a little and try to figure out where on earth he was. Strangely, he didn't feel fear or panic. Confusion, yes, but he was quite calm given his circumstances.

He looked around and noticed another ledge to his right and another above it, then another and another. The ledges were like steps up the side of the vast, narrow space; if he was careful, he thought, he could use them to make his way up to the top of wherever he was. Then maybe he would find a way out.



He walked across and placed his foot gingerly on the first ledge, then he grabbed hold of the second ledge and brought his other foot up onto the first. This way, he gradually made his way up. He made reasonable progress, and after a while he stopped for a rest and looked down; he'd come a long way. He looked up and saw that there was still a long way to go. Suddenly, everything around him began to shake violently and his head was filled with a deafening buzzing sound. He held onto the ledge above him as tightly as he could, but he could feel his grip loosening. The shaking and buzzing continued. Jack knew he was going to fall. But then, as suddenly as it had started, the shaking stopped and the buzzing faded. He wanted to cry, partly from relief and partly because he really was scared now. Where was he? He tried to compose himself. He had to carry on climbing to get to the top because then he would find a way out. He was sure.

After what seemed like forever, Jack reached the final ledge. He slumped onto it to recover from the climb. There was no obvious way out, but he was still sure that there must be; he'd rest for a few minutes and then have a look round. He peered over the edge back down to where he'd come from. It was like staring into a bottomless pit and he felt dizzy, so he sat up and looked ahead. He was more or less level with the top of the transparent expanse that he'd seen from the bottom, and he could see the silhouetted shapes much more clearly than before. They reminded him of the icons on the screen of his smartphone.

Jack looked more carefully. Yes, they were exactly like those icons, only back to front. It was as if he was looking straight at the screen of his new smartphone from the other side – from the inside. His heart missed a beat. He was inside his own phone! Fear welled up inside him.

'Help me, please!'

He shouted again and again. 'Help! Help!' This couldn't be real, he thought, as he continued to scream for help, hysterically, losing control ...

'Are you alright?' Jack opened his eyes. He was lying in his bed clutching his new smartphone to his chest. The sun was streaming in through his bedroom window and his younger brother Seb was standing at the side of the bed looking down at him.

Nigel Barnsley

- 1 **Work in pairs.** Look at the title of this story and the picture and discuss what you think it might be about.
- 2 **What do you think the following words and expressions mean? Use a dictionary to help you.**

back-to-front clutch drench eerie gingerly
grab half-light in a trice jolt ledge mock nag
play on someone's mind resist slump well up

- 3 **Now read the story and see if your ideas in exercise 1 were right.**
- 4 **Read the story again and put the following events in order.**
 - A He climbs up a series of ledges.
 - B He realizes he's inside his smartphone.
 - C He slides down a long tube.
 - D Jack passes his exams.
 - E He goes to bed and tries to get to sleep.
 - F He hears his brother's voice and wakes up.
 - G His parents buy him a smartphone.
 - H The light on his phone starts to play on his mind.

- 5 **Work in pairs and discuss the questions.**
 - 1 Did you enjoy the story? How did it make you feel, and why?
 - 2 Imagine you were in Jack's situation. Can you think of ways for him to escape out of the phone?
 - 3 Have you ever had a nightmare about being trapped somewhere? What happened?
 - 4 Do you know any books or films about people who are trapped and have to escape from somewhere? Describe what happens.

The Challenge

Karni Mata Temple in Rajasthan in northern India is also known as the Temple of Rats, with good reason. Karni Mata was an Indian woman born in 1387 who reputedly disappeared when she was 151 years old, and is now worshipped by Hindus as Goddess Durga. According to legend, Karni Mata's stepson drowned in a pond from which he was trying to drink. Karni Mata begged Yama, the God of Death, to bring him back to life. Eventually, he responded to her request by allowing the stepson, and all of Karni Mata's other male children, to be reincarnated as rats. Today, there are estimated to be around 20,000 brown rats living in the temple. They are held in high esteem; if one of them is killed, it must be replaced by a model rat made from solid gold. There are a handful of white rats, too, and they are considered to be especially sacred; many believe that they are manifestations of Karni Mata and her four sons; and seeing one of them is considered by some to be a special blessing from Goddess Durga herself.

Steven Spires had always wanted to visit the Karni Mata temple. So when he was twenty-one, while travelling around Asia, he did just that. He had just graduated with a degree in architecture, and during his studies he'd developed a passion for Indian temples. There were a great many weird and wonderful temples on his itinerary. But there was another reason why he wanted to visit the Karni Mata temple more than any other: Steven had heard all about the legend associated with the temple, and he knew that it was home to a vast number of rats – a species he had been terrified of since childhood. Of course, most people don't like rats much; they're not particularly pleasant creatures. But Steven's feelings went beyond simple distaste: if he saw one, his mouth went dry, he started to sweat and he felt the metallic taste of fear in his mouth. Yet he was determined to visit the temple, not only for its architecture, but because he felt strangely drawn by the knowledge that the building was swarming with huge numbers of the rodents he'd hated since he was a young boy.

Steven arrived in the small town of Deshnok, home of the Karni Mata temple, after several days of travelling around the arid, dusty ochre-coloured state of Rajasthan. He was with friends who knew all about his desire to visit the temple and, of course, about his



phobia, which in reality was what his fear of rats was. And whilst they understood his wish to overcome his irrational fear, they were, in general, somewhat puzzled that he should have chosen to set himself such a dramatic challenge. Wouldn't it have been easier to have visited a specialist back home? Wasn't his plan perhaps even a little dangerous? His friends were uneasy about the whole thing, but Steven was resolute; so much so that on the very afternoon of his arrival in Deshnok, he headed straight for the temple.

Although adorned with intricate marble carvings, the entrance was in fact unremarkable: it was fairly small and blended unobtrusively into its surroundings. Steven stood outside and gazed at the archway. His heart was beating rapidly, but he felt strangely calm. Carol and Joe, two of his travelling companions, were with him and they eyed him anxiously.

'This is crazy,' Joe muttered under his breath. But Steven strode boldly forward towards the entrance with Joe and Carol on his heels.

Inside, the temple was cool and shady. A series of courtyards and patios led towards the central building. There were a few tourists and travellers and some local people, too, many of them carrying food to offer to the rats to nibble on. And there they were, wherever Steven looked: big brown rats scurrying into corners and alleyways to avoid approaching humans. Steven stood, rigid, feeling the familiar tightening of his stomach and rising sensation of fear. He took a deep breath and moved forward. The rats right in front of him scattered, but others stayed put, accustomed by now to the constant stream of daily human visitors.



He kept walking, with Joe and Carol close by his side. They entered a courtyard with a beautiful stone water font in the middle, fringed by a dozen or more of the dreaded creatures, all huddled over the water and guzzling away.

'Aren't they cute!' exclaimed Carol.

'No, not really,' grimaced Steven.

But he was starting to feel more at ease with his furry companions. As they continued to move around the beautiful ancient building, Steven felt his fear begin to subside. He became less preoccupied with his phobia and began to take in the magnificence of his surroundings. Then suddenly, he felt something soft and warm brush against the bare skin of the top of his left foot. He looked down, froze and felt the cry of terror rising in his throat.

'It's all right, stay calm,' Joe said urgently, dreading what might be about to happen. 'It's gone.'

The rat that had just run over Steven's foot disappeared around a corner.

'It was a white one!' cried Carol. 'You know what that means, don't you?'

'No,' replied Steven weakly.

'You've been blessed by Goddess Durga!'

*

A month later, Steven was in his parents' house, sitting on the sofa and trying to relax. He'd been home for just two days and it felt very strange to be back after his travels in India and the surrounding region. England felt so small, green, quiet ... and wet. He heard a knock on the door and went to open it. But there was no one there.



Steven looked up and down the road and eventually noticed a small box placed on the doorstep. He bent down and saw that it was addressed to him, with a label which read:

'Welcome home! Here's someone to keep you company after your travels. Love J and C.' Then he noticed some small holes in the box, as if there was a small animal inside ...

Steven felt his heart rate quicken, and his face broke out in a cold sweat. Surely they wouldn't have? Would they?

He took a deep breath and quickly opened the box. Inside was a white, fluffy toy rat.

Steven closed his eyes and smiled.

Nigel Barnsley

1 **Work in pairs. Describe everything you can see in the picture and predict what the story might be about.**

2 **Check you understand the following words.**

blissing carving cute furry grimace guzzle
nibble huddle mutter overcome sacred
scatter scurry swarm weird

3 **Read the first paragraph. Then cover it and summarise the legend of Karni Mata in pairs.**

4 **Read the rest of the story and check if your ideas in exercise 1 were mentioned.**

5 **Read the story again and decide if the sentences below are true or false.**

- 1 Karni Mata died in the sixteenth century.
- 2 Steven had visited India before.
- 3 Steven's friends didn't think he should visit the temple.
- 4 The entrance to the temple is very impressive.
- 5 Steven picked up the white rat in the temple.
- 6 Steven's friends sent him a pet rat.

6 **Work in pairs and discuss the questions.**


- 1 Would you like to visit this temple? Why / Why not?
- 2 Do you think Steven would still be afraid of rats after his experiences?
- 3 Do you have a phobia? What is it? What do you think the best way to deal with it is?
- 4 Do you know of any legends relating to famous figures from the past in your culture?



Student's Book pages 140–141

Warmer


In pairs, ask students to describe the best birthday they've ever had. Point out that this does not need to be one involving a lot of expense, but should be an experience that they have very good memories of. Tell them to say what they liked about it most. Then get them to join another pair, with each student relating their partner's experience to the other pair.

- 1 Suggested answers
The Great Wall of China. It runs for 2,400 kilometres east to west across northern China. It was built by the Ming Dynasty in the 15th and 16th centuries. It consists of walls and tower-like fortifications. The most famous part is near Beijing, which is visited by many tourists. In more rural places, the wall is less well kept. The width varies from about 3 metres to about 9 metres.
The connection might be that someone visits it as a birthday treat.
- 2 Students' own answers
- 3  4.19 Students' own answers
- 4
 - 1 June.
 - 2 A traditional residential neighbourhood.
 - 3 The restaurants serve stir-fried vegetables and dumplings, with noodles. The market sells seafood and egg and vegetable pancakes.
 - 4 Playing football and ping pong with local teenagers.
 - 5 Because that section of the wall was in a remote part of the countryside, and was a desolate semi-ruin.
 - 6 A Golden Eagle feather. It was significant because she wondered if the feather had come from the Golden Eagle she had seen earlier.
- 5 Students' own answers

Student's Book pages 142–143

Warmer

Ask: *How would you feel if you had to do without access to a phone or computer for a week? Do you think you're addicted to social media?* Brainstorm ideas on the advantages and disadvantages of a world based heavily on electronic communication. Start students off by writing the following prompts on the board: *News & information, Shopping, Friends & family, TV & Video, Privacy.*

- 1 Suggested answers
The character seems to be trapped against a gadget that appears much bigger than him. Perhaps he imagines himself having a fantasy adventure like *Alice in Wonderland*, in which the gadget plays a large part.
- 2 Students' own answers
- 3  4.20 Students' own answers
- 4 D, G, E, H, C, A, B, F
- 5 Students' own answers

Student's Book pages 144–145

Warmer

Put students in small groups. Tell them that they must think of a scenario in which one of them has found themselves in a dangerous or difficult situation. Get them to describe the situation briefly, saying how they felt and reacted, then ask them to invent another situation which did not happen. After five minutes, invite students to read both situations to the class, and have the class decide which is the true story.


1 Suggested answers

First picture: Three young people, two males and a female, are standing in a temple. They look like western tourist, and are wearing shorts and backpacks. They are looking nervous. A rat is on the ground, and one of them is pointing to the ground in another direction, as though there is / are (an)other rat(s).

Second picture: This looks like the same temple. There are three Indian people, a female and two males. There are a lot of rats around, but nobody looks alarmed. Some rats are drinking from a shallow bowl on the ground. Another is being fed by a teenage boy. All the rats are grey, except for one white one.

The story might be that some young people visit a temple in India where rats are protected. The young people are nervous of the rats, but the local population isn't, and appear to be fond of the creatures. Perhaps the young people have a phobia about rats, and the visit cures them of this.

2 Students' own answers

3  4.21 Students' own answers

4 Students' own answers

- 5
- 1 True
 - 2 False
 - 3 True
 - 4 False
 - 5 False
 - 6 False

6 Students' own answers



FACE 2 FACE

UNIT 1 Page 11

That's all very well, but enough to get by Absolutely!

- 1 **Professor:** I also speak several more languages – Dutch, Portuguese, Arabic, and some Quechua – not fluently, but ...
- 2 **Professor:** If you speak another language, you can communicate with more people: both when you go on holiday, and at home, when you meet people from abroad.
- Claire:** ... it's hard to be interested when all you can think about is taking an exam.
- 3 **Claire:** Are there ways of making it interesting for yourself? More fun?
- Professor:** ... That's another great thing about languages.

UNIT 2 Page 21

I bet bound to It doesn't bear thinking about.

- 1 **Dan:** Rivers are the roads of the jungle. Do all you can to find a river and follow it downstream. It's ... lead you to people eventually.
- 2 **Dan:** She had to cut the eggs out with a piece of metal. It was a very courageous thing to do, but if she hadn't done it the wounds could have become infected.
- Iris:** Ouch! ...
- 3 **Iris:** ... they were amazed to find her!
- Dan:** Yes, and astounded that she'd survived for so long.

UNIT 3 Page 31

I suppose so. What on earth I should have guessed!

- 1 **Tim:** Oh I see, so it's things that are instantly recognizable? Special things that you associate immediately with England?
- Elin:** Yes, ...
- 2 **Elin:** But guess what the most obvious thing on the list is, in my opinion?
- Tim:** What?
- Elin:** The weather!
- Tim:** Of course! ...
- 3 **Tim:** Björk! ...'s Björk?
- Elin:** Not what, who! She's a singer.

- Put the expressions into the dialogues.
- Listen and check.

UNIT 4 Page 43

out of my mind Phew! pretty sure

- 1 **Tourist:** Calm down? Calm down? Don't you understand? I've lost everything! I'm going ... with worry!
- 2 **Policeman:** He will have crossed the border by now.
- Tourist:** He will have crossed the border? Really? Why do you say that?
- Policeman:** Well, the border is only half an hour away. I'm ... he'll have gone straight there.
- 3 **Policewoman:** We found a red bag.
- Policeman:** Oh. Is this yours?
- Tourist:** Yes! That's it! ... Where was it found?

UNIT 5 Page 53

Shoot. I've seen it all now! gosh, yes

- 1 **Jake:** Did the process hurt a lot, then?
- Stephanie:** Oh ... They would have been in agony.
- 2 **Jake:** And just to finish, do you mind if I ask you a very personal question?
- Stephanie:** Of course not. ...
- 3 **Stephanie:** I have one enormous tattoo that goes all the way from the back of my neck down to my waist. I'm very happy to show you. Look.
- Jake:** Wow, that's extraordinary! ...

UNIT 6 Page 63

Oh boy! let me get this right. I second that!

- 1 **Nicky:** So ... Did the friends write the time and date of the party on their personal page?
- Sally:** Apparently so. And the address.
- 2 **Sally:** One of his friends, a boy called Andy Hunter, actually phoned a local radio DJ, Jim Fitzpatrick, so that he could advertise it too!
- Nicky:** ... That is absolutely unbelievable.
- 3 **Nicky:** So always think twice, and never publish your address online!
- Sally:** ...

UNIT 7 Page 75

What a ripoff! Oh my goodness! an awful lot

- 1 **Barbara:** ... Listen to this! Roughly 40 million animals are being killed for the fur trade every year.
Alex: Fourteen million?
Barbara: No, forty million! Four oh.
Alex: Oh! That's ... of fur coats!
- 3 **Barbara:** Well, it says here that a good quality one costs at least ten thousand euros.
Alex: No! ... You won't be buying one in a hurry then.

UNIT 8 Page 85

So what's new? you're overreacting
Are you trying to be funny?

- 1 **Carla:** Papa, ... I'm not planning on marrying him - I've only known him for a month!
Papa: I am NOT overreacting! He's a Garibaldi!!
- 2 **Sandra:** Mercer, if you start a diplomatic incident at the airport, we will have nothing to do with you. You are on your own.
Mercer: ... You always run for cover when the going gets tough Sandra, and now you're doing it again.
- 3 **Sergeant:** ...
Coggins: No, sir, I'm completely serious. I think it sounds more polite.

UNIT 9 Page 95

No way the long way round Are you kidding me?

- 1 **Amy:** Anyway, last year at Thanksgiving, my mom said: I want us to spend Thanksgiving weekend in Louisiana with my sister. And I said: ... am I going all the way to Louisiana for a meal!
- 2 **Amy:** But then Dad said: I just read that the East Coast disk golf championships are taking place in Baton Rouge. That's near where my aunt lives! I said: ... And he said: No, I'm serious. There's a story about it in the paper.
- 3 **Bronwen:** Well, Daniel, you have to bear in mind that parts of the course are very complicated for a horse. There are some high walls to jump over, and some of the horses don't do that, and have to go ... to continue the race.

Pronunciation

UNIT 1 Pronunciation of -ou

The letters *ou* can be pronounced in several different ways. The most common pronunciation is /aʊ/ as in *house*, but there are several other possible pronunciations:

- | | |
|-----------------------------|-----------------------------|
| 1 /aʊ/ house loud | 5 /u:/ group you |
| 2 /ʊ/ should could | 6 /əʊ/ although |
| 3 /ɔ:/ ought brought | 7 /ɔ/ colour serious |
| 4 /ʌ/ cousin double | |

- 1 Read the rules above. Then read the words below aloud.

country hour would found route soup mouth
rumour doughnut flour your course touch poisonous

- 2 Listen and check. Then listen again and repeat.

- 3 Say the sentences out loud. Pay attention to the words containing *ou*.

- I should never have brought my cousin here.
- These doughnuts are a bit tough.
- 'Don't touch that poisonous plant,' he shouted.
- The mouse ran around the table and through the door.
- You ought to make some of your famous pumpkin soup.

- 4 Listen and check. Then listen again and repeat.

UNIT 2 The sounds /ʌ/, /æ/ and /ʊ/

The sound /ʌ/ is usually written with the letter *u* (*jungle*, *under*), but sometimes *o* (*front*, *some*, *colour*) or other vowels (*couple*) are used. It sounds similar to /æ/ as in *cat* and /ʊ/ as in *put*. In many accents of English, words containing these sounds are pronounced differently.

- 1 Listen and repeat the sounds and words.

/ʌ/ **jungle cup begun** /æ/ **angle cap began**
/ʊ/ **wood foot look**

- 2 Listen and choose the word you hear.

- | | | |
|-----------------|-------------|---------------|
| 1 look / luck | 4 app / up | 7 took / tuck |
| 2 ankle / uncle | 5 run / ran | 8 sung / sang |
| 3 hood / had | 6 put / pat | |

- 3 Say the sentences out loud. Pay attention to the sounds /ʌ/, /æ/ and /ʊ/. Then listen and repeat.

- Where's the other duster? It's under the oven.
- You shouldn't have shut your brother's foot in the door.
- I wouldn't want to run up that track.
- Look! Someone has scratched my car. Just my luck!

Pronunciation


UNIT 3 Final stress on suffixes

Most words in English don't have the stress on the final syllable. However, there are a number of suffixes which do. Recognizing them will help you to pronounce the stress in the right place.


Nouns ending *-ee* and *-eer*: *refugee, employee, career, volunteer*

Many two-syllable verbs: *-ist, -it, -est, -ess, -ain*: *resist, permit, arrest, explain* (among others)

Adjectives (nationalities) ending *-ese*: *Portuguese, Japanese*

1  **Identify two words in each group which don't have the stress on the final syllable. Then listen and check.**

- 1 admit submit credit commit inhabit
- 2 persist cellist consist stylist enlist
- 3 address suggest express fitness hardest
- 4 fountain complain obtain certain remain

2  **Say the sentences out loud. Pay attention to the words which have stress on the final syllable. Then listen and repeat.**

- 1 I'd love a career where I can use my Chinese.
- 2 My brother wants to enlist as a volunteer working with refugees.
- 3 I can't resist Vietnamese food, although if someone suggests Japanese, I won't complain!
- 4 If you want to apply to be an engineer, please submit your name and address.

UNIT 4 Asking for clarification

In informal English, when we don't understand part of a sentence or question, we often repeat the sentence with a question word in place of the information we didn't understand. The question word is strongly stressed. Be careful - this is not a polite way to ask for clarification.

Hey, have you seen my protractor?

Have I seen your what?


When we are told information that is surprising or unwelcome, we often repeat the information with strong stress on the important word(s), or replace it with a question word.


I'm meeting Tim later.

You're meeting who? / You're meeting Tim? After everything he's done?

1 **Read the sentences and questions. Imagine you don't understand part of the information and want it clarified.**

- 1 Have you ever been to Grimsby?
- 2 Do you want to go and see *Chitty Chitty Bang Bang*?
- 3 I'm writing an essay about Nikita Khrushchev.
- 4 Do you want some chow mein? I'm cooking some.
- 5 My friend Paula from Wagga Wagga came to stay.

2  **Listen and check. Then listen again and repeat.**

3  **Read the sentences. Decide which information might be surprising or unwelcome, and repeat it for clarification. Practise the mini-dialogues in pairs.**

- 1 My sister's got a new job as a lorry driver.
- 2 Tokyo have been awarded the 2020 Olympic Games.
- 3 Emma is going out with Tony.
- 4 I've decided to leave my job and go and live in Greenland.
- 5 Apparently it's going to snow tomorrow.


UNIT 5 *I wish & if only*

In sentences with *I wish* and *if only*, we strongly stress the words *wish* and *only*, as well as the main verbs and any other important information.

1 **Read the sentences. Which words do you expect to be stressed?**

- 1 If only we'd left the house earlier.
- 2 If only you hadn't forgotten to bring your passport.
- 3 I wish you didn't live so far away.
- 4 I wish you'd tell me when you're sad.
- 5 If only dogs could speak.
- 6 I wish he wouldn't smoke in the car.

2  **Listen and check. Then listen and repeat.**

3  **In pairs, describe things that you regret using *If only* and *I wish*. Pay attention to the stress and intonation.**

UNIT 6 Modal perfects

In modal perfects, the modal verb is always stressed, whether affirmative or negative, and *have* is usually pronounced with a weak form. It's a common mistake in English to write *of* instead of *have* in modal perfects because of the weak pronunciation.

1  **Listen and repeat the modal perfects.**

2 Say the sentences aloud. Then listen and repeat.

- 1 It couldn't have been easy for her.
- 2 He can't have known that we were coming.
- 3 You should have told me that you were feeling ill.
- 4 They may have been caught in traffic.
- 5 I might not have come if I'd known.
- 6 You oughtn't to have said that to her.

UNIT 7 Two-syllable verbs & nouns

The majority of two-syllable verbs in English are stressed on the second syllable. There are a number of common two-syllable verbs which are also nouns, where the stress changes to the first syllable when used as a noun.

1 Listen. Do you hear the words as a verb or as a noun?

- | | |
|-----------|------------|
| 1 export | 6 research |
| 2 convict | 7 desert |
| 3 present | 8 refund |
| 4 object | 9 survey |
| 5 record | 10 contest |

2 In pairs, read the sentences out loud. Pay attention to how the underlined words are used.

- 1 Do you think Mum and Dad will object if I go and live in Australia?
- 2 From the top of the tower, he was able to survey the surrounding countryside.
- 3 There's a noticeable decrease in people studying foreign languages at university this year.
- 4 My brother works for a company which imports leather hats and gloves.
- 5 If you find our products cheaper anywhere else, we'll refund you the difference.
- 6 We always keep an attendance record so we know which students have missed lessons.
- 7 We walked for days through the never-ending desert.
- 8 Unfortunately, the unemployment figures in our town have increased yet again.

3 Listen and check your answers.

UNIT 8 Using intonation

We use strong intonation when we are trying to persuade someone that something is a good idea. The intonation is important in convincing them that we feel genuinely about it. We also use intonation to show that we don't think something is a good idea.

1 Listen to the sentences. Then listen again and repeat. Try and imitate the intonation.

- 1 Come on! It will be really good fun!
- 2 You'll have a great time, I know you will!
- 3 I'm really not sure. It's just not my thing.
- 4 I'm not convinced, sorry.
- 5 This is perfect for you. Go on, give it a try!
- 6 I don't think I can be bothered today.

2 Listen to two versions of each sentence. Which one has the most appropriate intonation?

- 1 Shall we try a film by this new director? I've heard he's really good.
- 2 I'm not really in the mood to go out tonight.
- 3 I'm convinced we're going to have a fantastic time!
- 4 Sorry, but I don't like the sound of that.

UNIT 9 Stress: compound nouns and adjective + noun

In compound nouns (nouns consisting of two nouns), we usually stress the first noun.

football role-play Maths lesson

However, when we use an adjective to describe a noun, we usually stress the noun, not the adjective.

a large ball an interesting lesson

When we use a material to describe what something is made of – we stress the second noun, not the material. However, if the material describes the type of noun, rather than what it is made of, we stress the material.

a gold ring but a gold mine a chalk pencil but a chalkboard

1 Practise saying the compound nouns and adjective + noun combinations. Then listen and repeat.

- 1 a football referee an experienced referee
- 2 a squash racket a broken racket
- 3 cricket fans passionate fans
- 4 a rope bridge a wooden bridge
- 5 a guard dog a friendly dog
- 6 an airbed a comfortable bed

2 Decide if the materials in the following sentences describe what something is made of, or what type of thing it is. Say them out loud. Then listen and check.

- 1 This silver necklace used to belong to my grandmother.
- 2 I saw a grass snake in our garden yesterday!
- 3 My dad is a stonemason. He builds things from stone.
- 4 There's a beautiful marble staircase in the palace.
- 5 My cousin is a brass teacher. He plays the trumpet and trombone.

Student's Book page 147

UNIT 1

- 1 Students' own answers
- 2 4.22 Students' own answers
- 3 Students' own answers
- 4 4.23 Students' own answers

UNIT 2

- 1 4.24 Students' own answers
- 2 4.25 look, ankle, hood, app, ran, put, tuck, sung
- 3 4.26 Students' own answers

Student's Book page 148

UNIT 3

- 1 4.27
 - 1 credit, inhabit
 - 2 cellist, stylist
 - 3 fitness, hardest
 - 4 fountain, certain
- 2 4.28 Students' own answers

UNIT 4

- 1
 - 1 Have I ever been where?
 - 2 Do I want to go and see what?
 - 3 You're writing an essay about who?
 - 4 Do I want some what?
 - 5 Your friend Paula from where came to stay?
- 2 4.29 Students' own answers
- 3
 - 1 Your sister's got a new job as a what?
 - 2 Who has been awarded the 2020 Olympic Games?
 - 3 Who is going out with Tony? / Emma is going out with who?
 - 4 You've decided to leave your job and go and live where?
 - 5 It's going to what tomorrow?

UNIT 5

- 1 Students' own answers
- 2 4.30
 - 1 If only we'd left the house earlier.
 - 2 If only you hadn't forgotten to bring your passport.
 - 3 I wish you didn't live so far away.
 - 4 I wish you'd tell me when you're sad.
 - 5 If only dogs could speak.
 - 6 I wish he wouldn't smoke in the car.
- 3 Students' own answers

UNIT 6

- 1 4.31 Students' own answers

TRANSCRIPT:

can't have
 should have
 shouldn't have
 could have
 couldn't have
 may have
 may not have
 might have
 might not have
 must have
 mustn't have
 ought to have
 oughtn't to have
 needn't have

- 2 4.32 Students' own answers

Student's Book page 149


UNIT 7

- 1 4.33
 - 1 noun
 - 2 verb
 - 3 noun
 - 4 verb
 - 5 verb
 - 6 noun
 - 7 verb
 - 8 noun
 - 9 verb
 - 10 noun
- 2 Students' own answers
- 3 4.34
 - 1 verb
 - 2 verb
 - 3 noun
 - 4 verb
 - 5 verb
 - 6 noun
 - 7 noun
 - 8 verb

UNIT 8

- 1 4.35 Students' own answers
- 2 4.36
 - 1 A
 - 2 B
 - 3 B
 - 4 A

UNIT 9

1  4.37 Students' own answers

2  4.38

- 1 This silver necklace used to belong to my grandmother. (describes what something is made of)
- 2 I saw a grass snake in our garden yesterday! (describes what type of thing it is)
- 3 My dad is a stonemason. He builds things from stone. (describes what type of thing it is)
- 4 There's a beautiful marble staircase in the palace. (describes what something is made of)
- 5 My cousin is a brass teacher. He plays the trumpet and trombone. (describes what type of thing it is)

VERB ZONE

- Discuss the questions in pairs or small groups.
- Try to use the multi-part verbs in **bold** in your discussions.

UNIT 1 Page 13

- How many languages can you **get by** in? Which ones?
- Which website do you usually use to **look up** words you don't know?
- Think of a time that you didn't **think through** a decision properly. What happened?
- How long do you spend each day **going over** what you've learnt?

UNIT 2 Page 23

- Have you ever **given up** a hobby? What was it, and why?
- How can you **keep up** your English (or other language) during the holidays?
- What advice would you give a friend who is struggling to **cope with** their problems?
- Have you ever **taken on** a difficult project or situation? What happened?

UNIT 3 Page 33

- Think of a region where war has **broken out** recently. Why is it happening?
- Think of a famous rock or pop group who have **broken up** recently. Why did it happen?
- Are there any parts of your country where people want to **break away**? Why?
- Would you **go on** studying a subject even if you hated it?

UNIT 4 Page 45

- Do you think it's common in your country to **listen in on** phone calls?
- Describe a good friend or someone important who you haven't **heard from** recently.
- Would you read a book by an author that you'd never **heard of**? Why / Why not?
- Is there a new film or book that you've **heard about** recently but haven't seen yet?

UNIT 5 Page 55

- Who do you most **take after** in your family? In what way?
- Which famous person do people think you most **look like**?
- What annoying behaviour can't you **put up with** in people?
- Do you think it's important to **fit in** when you start a new school or job? Why?

UNIT 6 Page 65

- How easy would it be for a good hacker to **hack into** your computer, do you think?
- Do you know anyone who's **been taken in** by an online scam? What happened?
- Would you like to **set up** a business when you're older? What type of business?
- How long does it usually take to **pay off** a loan for a house in your country?

UNIT 7 Page 77

- What different explanations have you heard about why the dinosaurs **died out**?
- Do you enjoy **looking after** animals? Why / Why not? If so, which kind?
- Why do you think people **carry on** hunting endangered animals?
- What do you think you personally should **cut down on**, in order to have a healthier life?

UNIT 8 Page 87

- Have you ever had to **stand in for** someone? Explain when, where and why.
- What's your favourite way of **catching up with** the latest news?
- What sort of personality would you need in order to **get away with** a crime?
- Do you know anyone who is always **coming up with** clever jokes? Who?

UNIT 9 Page 97

- What time do important football matches usually **kick off** in your country?
- If you could **take up** a new sport, which would it be and why?
- What sort of things would **put you off** visiting a new country or city?
- Have you ever **stuck at** something, even though you hated it? What happened?

Communication

UNIT 1 Page 15 exercise 3

STUDENT B

- 1 Read about a memory-training technique.
- 2 Think of your own mnemonic to remember the colours of the rainbow: *red, orange, yellow, green, blue, indigo, violet*
- 3 Test yourself. Cover exercise 2, and use your mnemonic to see if you can remember the colours in order.

Using mnemonics

This is not a new idea. Mnemonics have been used to help people remember lists for a long, long time, and with good reason: they really do seem to work! A classic type of mnemonic is to take the first letter of every word on your list and make a sentence using words beginning with the same letter. To remember the eight planets, for example, in order from the sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune) you could use the mnemonic 'My very energetic mother just served us noodles!'



UNIT 4 Page 48 exercise 7



UNIT 5 Page 56 exercise 7

- 1 If only we could put ketchup on our memories, they would taste better.
- 2 I wouldn't have lived my life the way I did if I had worried about what people were thinking.
- 3 I wish they would accept me as I am.
- 4 If only our tongues were made of glass, we would be much more careful when we speak.
- 5 I wish I had invented blue jeans.
- 6 I wish they had had electric guitars in the cotton fields.
- 7 If only I were taller and thinner, but at least I can do something about my hair!

UNIT 5 Page 57 exercise 2

STUDENT B

Little Red Riding Hood

- Work with Student A.
- Take it in turns to tell the story in sections using your pictures.
- Include dialogue as well as narrative.
- The pictures don't tell the end of the story. Work together and invent a new ending to the story.
- Student A starts.

Once upon a time, ...



Communication

UNIT 1 Page 15 exercise 3

STUDENT C

- 1 Read about a memory-training technique.
- 2 Think of your own story to remember the following fact and date: *US President JF Kennedy was assassinated in 1963.*
- 3 Test yourself. Cover exercise 2, and use your story to see if you can remember the date.

Using visual imagery

This way of remembering numbers and dates comes from Dominic O'Brien, who you read about earlier in this unit. He suggests allocating a letter of the alphabet to each number, so 1=A, 2=B and so on and then creating a strange image to help you remember. So for dates, if you wanted to remember that the French Revolution was in 1789 (=AGHI), you could create a picture in your mind of **A**lbert **E**instein and **L**ady **G**aga standing near a guillotine and saying 'HI!' This may sound seriously weird but it does seem to work, perhaps because we remember best what is out of the ordinary.



UNIT 2 Page 24 exercise 8

Henri Charrière's *Papillon*, published in 1969, has been called 'the greatest story of escape and adventure ever written'. When he was only twenty-five, Charrière was wrongfully charged with a murder he wasn't committing. The sentence was severe: transportation to Devil's Island, a penal colony in French Guiana, and life imprisonment with hard labour. The island was said to be impossible to escape from.

One day, Henri had sat on the cliffs watching the sea, just as he was doing for months and months, when an idea of how to escape occurred to him. He was realising that every seventh wave was different – it was a lot more powerful than the others. He had begun to form an idea...

After several failed attempts, Charrière was able to get away for good. He was making it to Venezuela, where after a year in prison, he gained Venezuelan citizenship.

UNIT 4 Page 48 exercise 8



UNIT 7 Page 79 exercise 3

PAIR B

Status	Critically endangered
Number left in the wild	400. Tigers in Java and Bali have already become extinct
Number killed	40 a year (do the maths!)
Habitat	Forests, grasslands and wetlands in Borneo + Sumatra, Indonesia
Why this animal is special	The smallest surviving species of tiger. Sumatra is the only place in the world where tigers, rhinos, orang-utans and elephants all live together
Threats	Poaching – in spite of being protected by law. Habitat loss from illegal deforestation (25,868 square miles of forest lost between 1985 and 1997). Retaliatory killings and conflicts with humans
Parts used	Everything from whisker to tail, including skins used as trophies and status symbols. Bone used in traditional medicine
How the WWF helps	Educating communities. Collaborating with surveillance against poaching. Organizing protection areas. Raising money through its 'Adopt a tiger' programme
How we can help	Your own ideas!



Sumatran tiger

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