

new success



Upper Intermediate
Teacher's Support Book

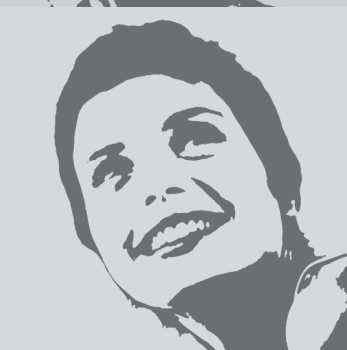


Jo Kent



Multi-ROM

new successes



Upper Intermediate Teacher's Support Book



Jo Kent



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Introduction

Welcome to *New Success* – the new edition of the best-selling course for upper secondary students. This introduction:

- describes how the course meets the needs of students and teachers,
- outlines the principles on which the materials were developed,
- describes the course and its components.

NEW SUCCESS FOR STUDENTS

New Success is a four-level course for upper secondary students, taking learners from elementary to upper intermediate level of English competency. It is aimed at fourteen to twenty-year-old students. The age range has been fundamental in defining the most important features of the course.

Students at this age are at the peak of their cognitive development

They learn best when they are encouraged to use discovery techniques and engage with interesting topics related to their age. In common with learners in all age groups, they need a lot of recycling to internalise and acquire the new grammar, vocabulary and functional language input, but they can also deal with big chunks of new material.

Students at this age want to learn about the world

New Success has a highly educational content. It not only teaches English but also provides students with information about the culture of English-speaking countries and the world at large. It provides interesting and engaging exercises and texts that deal with citizenship issues, literature, history, geography, art, science and technology as well as the challenges of everyday life.

Students at this age are young adults who want to be independent in their learning

New Success promotes maturity in its approach to learning through self-assessment strategies, topics and tasks which encourage the learner to think about what they read, rather than just respond to it.

New Success provides everything students of English need to cross the border between their school life and the outside world.

New Success is designed for learners who are at a critical point in their education. The exams they take, whether school-leaving/university entrance exams or public exams such as those of Cambridge Assessment, will determine their future.

All exams now follow Common European Framework requirements, which means that they are skills-oriented with a special emphasis on communication.

New Success has a very strong skills syllabus and task types from different exams are practised throughout the course.

Special features in the *New Success* Workbook such as exam tips and self-assessment tests also help students deal with exam tasks.

The tests included in the Testing and Evaluation Programme (Test Master Multi-ROM) are designed to give students a sense of progress and achievement.

Students at this age are ‘digital natives’ who are versatile in using the latest technologies in their everyday lives.

New Success takes into account the needs of today’s students, who spend a lot of time online. Technology changes the way students learn and revise. They feel increasingly at ease using online learning programmes. *New Success* includes digital components such as *New Success ActiveBook*. This ensures that students benefit from the most up-to-date ways of learning.

NEW SUCCESS FOR TEACHERS

Although the course has been designed for use in state-sector schools, it is also suitable for use in private language schools and the activities will work well with both small and large groups – of up to thirty students.

Lesson preparation

The format of the units in the Students’ Book guarantees successful lessons. Clear headings and the logical sequencing of exercises ensure that *New Success* will be very easy for you to teach from with little preparation.

The fact that the order of sections changes in every unit makes the lessons varied and interesting

Further support is given in the Teacher’s Support Book with ideas for warm-ups, extra activities and photocopiable activities while the Workbook offers additional flexibility to the pattern of the unit. Extra material (e.g. Culture Shock sections) provides ideal material for special one-off lessons.

The Workbook offers further exercises for homework. As the exercises strongly reflect themes and language from the Students’ Book input, you do not need to spend too much time explaining homework tasks to your students.

Evaluation and assessment

Monitoring students’ progress is particularly important in the light of exam preparation. Students need to be confident that they can pass the relevant exams at each stage of their learning.

New Success provides you with a unique testing and evaluation system that includes different types of

tests carefully compiled to assess students' progress in a comprehensive way. The Test Master Multi-ROM which is part of the Teacher's Support Book Multi-ROM provides all the testing materials (including test audio files) in an electronic version, making it easy for you to customise it to your particular classroom situation.

Keeping up-to-date with students

New advances in technology are changing the way students learn and want to be taught. *New Success* provides a number of digital solutions that will enable teachers to keep up with the latest trends in the classroom.

ActiveTeach is the new software for interactive whiteboards. Teaching with an *ActiveTeach* is easy and motivating. Teachers will no longer need conventional teacher's books as they will find a wealth of materials within a single environment.

Dealing with mixed-level classes

Placement tests in the Testing and Evaluation Programme (Test Master Multi-ROM) help you to place your students in groups according to their level, and allow you to make the right choice of book from the levels of *New Success* for your class.

For very able students, more challenging exercises on vocabulary (Extend your vocabulary) are included in the Workbook. These students should be encouraged to do more projects suggested in the Testing and Evaluation Programme as they give students the opportunity for freer language production. They will allow all students to contribute to the class irrespective of their abilities. Even the weakest students can participate and enjoy a real sense of success.

PRINCIPLES BEHIND THE COURSE

New Success is an ELT course written specifically for secondary school students. It draws from the most cutting-edge developments in ELT methodology and practice and is clear, accessible and novel.

The ten most important features of the course concept are the following:

- A controlled environment for teaching and learning.
- Student and teacher motivation.
- An interactive approach to learning.
- Memorisation techniques.
- An equal emphasis on skills and grammar.
- A strong focus on vocabulary input and practice.
- Expanding general knowledge.
- Building cultural awareness.
- A principled testing and evaluation system plus exam preparation.
- Keeping up-to-date with new trends in education by providing innovative digital solutions for both teachers and students.

The above features make *New Success* a very well balanced course which gives you security, and your students a real sense of progress.

1 A controlled environment for teaching and learning

One of our most important aims was to publish a course where learning is very carefully monitored. A problem sometimes encountered in coursebooks is that of un-previewed language and grammar. It can be frustrating for both you and the students when, for example, an elementary lesson on the Present Simple also contains examples of the Past Simple or even Present Perfect. Your assurances that 'this will be covered later' can stifle the students' own sense of achievement. We have been very careful to avoid this in *New Success*. We have carefully monitored the language progression and have avoided using new grammar in the skills sections. Each speaking exercise is well guided through the use of prompts and examples. The same approach has been carefully implemented throughout all the components.

The second important aim was to create materials that provide methodologically sound lessons on the page. You do not need to adapt the material and no extra preparation or input is required. In other words, if you teach from *New Success*, you will be very successful with little effort.

2 Student and teacher motivation

The *New Success* course was designed to help you motivate students and also be very rewarding to teach from.

One of the key ways of achieving this is that throughout the course there is a clear direction for learning. Unit objectives are clearly stated at the beginning of each unit. Lessons and tasks have carefully-prepared stages leading up to clear communicative outcomes.

The varied unit structure, the liveliness of the presentations and exercises, and the sheer interest of the texts make the material extremely engaging. There is often an element of puzzle-solving which, added to the high quality of photos, illustrations and audio material, will add to students' motivation and desire to learn.

Most importantly, many of the presentations in *New Success* are amusing and thought provoking, which we hope will make the material memorable, thus promoting acquisition and learning. You and your students will often find yourselves smiling at a funny cartoon or a humorous text. The topics covered are usually familiar but with a fresh and interesting angle, e.g. Upper Intermediate Unit 10, 'Environmentally friendly architecture' sheds a completely new light on housing solutions. Grammar presentations, texts and exercises often contain an unexpected twist at the end which will surprise students and engage them further on the road to learning. We are sure that studying from *New Success* will be a very enjoyable experience!

3 An interactive approach to learning

We believe that a unique feature of *New Success* is the fact that students are much more actively involved in every stage of the learning process than in other courses. The involvement is particularly transparent in the following sections of the book:

Grammar: the inductive approach makes the grammar presentations in *New Success* particularly interesting and memorable. Students analyse examples of language and arrive at the grammar rules themselves: this helps them understand and remember the rules better.

Skills strategies: while other courses offer language tips about skills strategies, we give students the opportunity to experience the strategy through doing exercises that illustrate them. Students can then understand the strategies boxes (*Train Your Brain*) much better, and even help create them.

Reading and listening skills: we believe that these sections are developed in a very involving way. They very often work like puzzles where students have to complete the reading with the missing paragraph or title, or guess the ending of the listening before they listen to the last part of it. The variety of exercises and their unique character motivate the students and help them remember the material.

Speaking: as in most courses these sections include a box with the functional language highlighted. However, what is unique in *New Success* is the fact that all the exercises are constructed in such a way that students have to either complete the box themselves or refer to it many times, so by the end of the lesson they can use the new phrases almost effortlessly. In order to prevent students from losing what they have once learnt, *New Success* now includes short, one-minute films that practise the functional and situational language in realistic yet amusing situations that make the phrases memorable.

Vocabulary sections: These are not just a selection of exercises based around a particular lexical set. They are mini lessons which very often finish with a speaking exercise in which students have to use the vocabulary they have just learnt.

4 Memorisation techniques

The course has been developed in the light of knowledge about how the brain works. To help students remember grammar, vocabulary and new phrases, the following principles have been taken into consideration:

- 1 New language is always presented in context. Learners remember the interesting context, which then helps them remember the new structure or vocabulary.
- 2 Exposure leads to acquisition so new language is constantly revised within the unit and within the course. For example, the new grammar introduced in the opening spread is recycled in the Reading, Listening and Writing sections.

- 3 There are references to the language students have already come across in the course, which are called *Think Back!* Students are encouraged to find the information they need in the sections of the Students' Book that they have already covered. This activates the knowledge students already have.
- 4 The Revision sections after every second unit help consolidate the material in all its aspects (grammar, vocabulary, pronunciation and skills).
- 5 The material from the Students' Book is revised and consolidated in the Workbook.
- 6 The Teacher's Support Book provides exercises which refer to the material covered in the previous unit or section (*Warm-up* in the Teacher's Support Book). The bank of photocopiable activities helps to revise material in a communicative way.

5 An equal emphasis on skills and grammar

In keeping with current trends in language teaching, we provide very solid skills training but at the same time, we are aware that skills cannot be practised without a solid base in grammar. They have therefore been given equal emphasis.

Grammar presentation and practice

New Success provides a structured and thorough grammar syllabus which will not create unforeseen problems or surprises. The specific contents of the syllabus are organised in a logical way, which makes grammar easier to understand.

Depending on the level and particular unit, there are up to three grammar points presented in a unit. Grammar is always presented in context. The presentation usually opens the unit, particularly at the lower levels, and the language is then consolidated and practised in all other sections, which is very important from the point of view of recycling and remembering new structures.

The grammar presentation uses a variety of text types (dialogues, short reading texts, cartoons, famous quotations). Students first analyse examples from the presentation (*Work it out* section), then check if they were right by looking at the *Check it out* sections. *Mind the trap!* boxes draw students' attention to areas of special difficulty and help to pre-empt errors. This particular way of teaching grammar encourages students to analyse and come to conclusions about grammar patterns and rules. The course deals with this important area effectively, yet without labouring the point.

Grammar analysis is followed by controlled practice exercises, which provide a focus on accuracy, before moving on to freer practice exercises. Grammar is consolidated and practised in the Revision sections after every second unit.

There are more grammar exercises in the Workbook.

Skills strategies training

Skills training in *New Success* is organised in the following way:

- 1 The Students' Book covers general skills strategies such as identifying speculation or text types and reading or listening effectively. These are 'life skills' students will need in different situations outside the classroom, regardless of whether they are taking any language exams or not.
- 2 The Workbook introduces exam skills which help students deal with specific exam task types such as multiple choice, true/false and matching.

Skills strategies training is not limited to simple rules in a box. Students first 'experience' the strategy and then complete the *Train Your Brain* box with the information they already have about the given strategy. One example of the approach is the teaching of how to argue persuasively in a for-and-against essay in Unit 8 of *New Success* Upper Intermediate. Students are encouraged to develop and evaluate their own ideas and prepare how to express them. The sequence of exercises leading up to the *Train Your Brain* box shows how the strategy works in a very practical way. This inductive approach to teaching skills is unparalleled in *New Success*.

Teaching Reading

The Reading sections present topics and language in a wide variety of text types such as notices, signs, text messages, website pages, questionnaires, reports, brochures, advertisements, letters, emails, literary extracts and semi-authentic or authentic journalistic material, all written in a lively style.

Each reading passage is accompanied by a wide range of exercises to encourage students not only to understand what they read, but also to notice the language used. They analyse the text in detail, focusing on new vocabulary while reinforcing and building on the grammar and vocabulary they have recently learnt.

Reading strategies are introduced and practised systematically and thoroughly throughout the book. For reading strategies see the Students' Book contents page.

Reading is practised further in the Workbook. There are also photocopiable activities for practising reading skills in the Teacher's Support Book as well as on the Multi-ROM.

Teaching Listening

Listening is probably the most extensively practised skill in *New Success*. There are special Listening sections in every unit, and shorter listening tasks in all the other Students' Book sections, including the Revision and Culture Shock sections.

The skills of listening are developed in *New Success* through a wealth of listening text types, including radio (reports, phone-in, interviews, quizzes), dialogue, monologue, announcements, speeches and mini-lectures, and songs. There is a wide range of task types, both for single answer, true/false, text completion, table completion etc., and more extensive

and freer note taking, with opportunities for students to compare their answers or report their findings.

Listening texts mainly include standard British English and regional British accents, but some contain accents of other English-speaking countries such as the USA and Australia, all properly marked in the Teacher's Support Book.

Additionally, there are special Listening sections which cover all the listening tasks students are likely to come across both in real life and in exams. They introduce strategies for listening which are then used repeatedly in the book.

For listening strategies see the Students' Book contents page. Listening is consolidated and practised in every other Revision section. Listening is practised further in the Workbook.

Teaching Speaking

Speaking is often the area with which students experience the most frustration. They need considerable help and guidance to improve their accuracy, but not at the expense of fluency. *New Success* aims to give a wide range of speaking tasks to cater for all student types and give ample, regular practice.

Speaking exercises in the classroom have to be particularly easy to administer, but also be worth the effort you put in. They should have a very high payoff with a sense of satisfaction for both you and the students.

There are speaking activities in all sections of the course. The special Speaking sections introduce functional language (*Speak Out*), either connected with situations (e.g. buying goods in a shop) or everyday phrases (e.g. expressing interest). Students learn how to use these phrases in context and practise them meaningfully in dialogues. At the higher levels, students are introduced to speaking strategies which will help them to express themselves in a more sophisticated way as well as prepare them for various exams.

In addition to this, there are speaking activities in every lesson of *New Success*. These exercises have been carefully designed so that they progress from guided to more open ones.

There are extra speaking tasks in the Revision sections. In the Teacher's Support Book as well as on the Multi-ROM there are up to three photocopiable communicative activities for each unit. They provide extra speaking practice for each lesson.

Speaking is practised further in each unit of the Workbook where there are exercises which practise the language from the *Speak Out* box.

Teaching Writing

Writing is an essential part of the student's competence and requires special emphasis. *New Success* addresses key text types, especially those required in exam situations. These include letters, notes, messages, emails, discursive and descriptive

essays and reviews. The course provides both appropriate guidance and opportunities for freer practice. All types of writing are covered and there is a strong focus on micro skills such as punctuation, linking words and avoiding repetition in order to build and develop the overall writing skill. *New Success* also focuses on the communicative value of writing by making students aware of who they are writing to. There are writing tasks in every unit including six extended Writing sections in each book. Tasks move from controlled writing activities to longer writing exercises. Students analyse the specific features of a model text by doing the exercises. This leads up to a summary of the features in a *Train Your Brain* box. Students then write and check their own text using the *Train Your Brain* box to help them.

Writing is practised further in the Workbook where the Writing section contains model texts for students to follow.

6 A strong focus on vocabulary input and practice

The activation, extension and enrichment of vocabulary is an essential element of *New Success*. The course pays attention to the revision and recycling of lexis in the belief that students at this level have particular difficulty in maintaining their fluency and need help in developing strategies for learning vocabulary in context. There is a strong focus on the practice of fixed and semi-fixed phrases, based on recent research showing that we acquire language more quickly and effectively by learning in chunks rather than single items.

New vocabulary is presented where relevant through grammar and reading lessons, as well as in separate Vocabulary sections. The separate Vocabulary sections include word formation exercises, word webs, and exercises on prepositions and phrasal verbs. *Mind the trap!* boxes focus students' attention on any exceptions to the rule and areas of special difficulty.

Vocabulary is consolidated and practised in the Revision sections.

The new vocabulary from the Students' Book is revised in the Workbook. The exercises included in this section practise all the vocabulary from the word list and help students remember the words they have just been introduced to.

From the Pre-Intermediate level, at the end of the Vocabulary section, there is a special exercise called 'Extend your vocabulary' where students practise the vocabulary they know as well as learn new meanings of familiar words or expressions.

The word lists in the Workbook are presented on a grey panel next to the exercises. Students should first do the exercises and refer to the word list. After they have completed the exercises, they should be able to remember the words. By covering the exercises (or folding the word list), they can check if they remember them all.

Word lists are now also included at the back of the *New Success* Students' Books.

7 Expanding general knowledge

New Success has a highly educational content. Students learn, for example, about history, geography, music, the environment, developments in science and technology, as well as about people who have played an important role in politics, art and culture. It encourages students to discuss contemporary social issues which are relevant to their age.

For a map of the educational content see pages 16–17 in the Teacher's Support Book.

8 Building cultural awareness

The content of *New Success* is designed to represent the culture of Britain and other English-speaking countries that are multicultural and multiracial. The course also introduces characters from the countries where students are likely to use the book so that they can relate to the issues easily.

Culture Shock sections focus on specific cultural facts and issues which provide further information and background about Britain and other English speaking countries.

9 A principled testing and evaluation system plus exam preparation

Testing in *New Success* is very carefully planned and includes a strong link between the Revision sections in the Students' Book with the self-assessment tests in the Workbook as well as the tests in the Testing and Evaluation Programme on the Test Master Multi-ROM. The fundamental rule is that there should be no surprises for the students, which means that they should know the format of the test well in advance.

10 Keeping up-to-date with new trends in education by providing innovative digital solutions for both teachers and students

As in any other walk of life, trends and styles in language teaching are adapting all the time. Students' needs change over time, and their learning styles evolve as they grow up in new environments. *New Success* keeps up-to-date with these changing needs and provides a number of innovative digital solutions in line with students' different cognitive styles and current examination board requirements.

We hope that you will enjoy working with *New Success*.

Authors: *Stuart McKinlay, Bob Hastings, Jane Comyns Carr, Jennifer Parsons, Peter Moran, Jeremy Day, Lindsay White*

Components

New Success Upper Intermediate Students' Book (160 pages) with ActiveBook

Authors: Jane Comyns Carr, Jennifer Parsons, Peter Moran, Jeremy Day

Organisation

The Students' Book contains **12 thematic units, each consisting of 8 pages**. Each unit is clearly divided into sections, i.e. Grammar and Listening, Reading and Vocabulary, Vocabulary, Listening and Speaking, Writing. Each unit follows its own pattern and the sections differ in length according to what the particular topic/grammar point/vocabulary set requires.

Every two units are followed by a **two-page Exams Revision** section which draws students' attention to the material they have covered.

End matter contains:

- Student Activities for information-gap exercises.
- Culture Shocks – three lessons based around different aspects of British culture.
- Word lists with phonetic transcription.
- Writing bank presenting model texts.

The *ActiveBook* is a digital version of the Students' Book with full audio.

Class CDs

The recorded material is a very important feature of *New Success*. There are usually four CDs for each level of *New Success*, which is more than any other course in this segment.

Class CDs include:

- Dialogues and listening activities from the Students' Book.
- All the reading texts from the Students' Book.
- Songs from the Students' Book.

New Success Upper Intermediate Workbook (144 pages) with audio mp3

Author: Rod Fricker

The *New Success* Workbook activates all of the language which was introduced in the Students' Book.

As well as grammar and vocabulary practice, which is a common feature of workbooks for other courses, the *New Success* Workbook provides skills practice.

The unique features of the *New Success* Workbook are as follows:

Exam Strategies

As the Workbook provides a lot of exam task types, students' attention is drawn to how these tasks should be approached so that they use the same techniques in the actual exam. Next to each exam tip there is a list of exercises it relates to and students are encouraged to use the strategy with these particular exercises.

Bank of Language Functions

This is a collection of phrases which were introduced in the *Speak Out* boxes in the Students' Book. Students need this reference for the speaking exercises in the Workbook.

Grammar

Grammar explanations open each Grammar section to provide reference for the exercises. They are an extended version of the *Check it out* sections in the Students' Book and help students do the exercises that follow.

The grammar exercises are graded and go from easier, controlled tasks, to more challenging, contrastive exercises.

Skills

The units provide further practice of Reading, Listening, Speaking and Writing. Most of the tasks which go with these sections are exam oriented. Reading texts are recorded on the Workbook mp3 to provide further listening and pronunciation practice. Speaking exercises help students memorise the functions introduced in the Students' Book. Writing sections include a model text which students follow in their homework assignments.

Vocabulary

The new vocabulary from the Students' Book is revised in the Workbook in sections called Vocabulary. The exercises included in this section practise all the vocabulary from the word list and help students remember the words they have just been introduced.

At the end of the Vocabulary section, there is a special exercise called 'Extend your vocabulary' where students practise the vocabulary they know, as well as learn new meanings of familiar words or expressions.

The word lists in the Workbook are presented on a grey panel next to the exercises. Students should first do the exercises and refer to the word list. After they have completed the exercises, they should be able to remember the words. By covering the exercises (or folding over the word list), they can check if they remember them all.

Self-assessment sections

After every second unit there is a self-assessment test with language and skills tasks. It is related to the Exams Revision sections in the Students' Book and is designed to prepare students for the tests provided in the Testing and Evaluation Programme (Test Master Multi-ROM). As the key to the tests is provided in the Workbook, students can assess their progress and decide if they need further practice.

Organisation

- Exam strategies tips related to the exercises in the Workbook.
- Bank of language functions.
- 12 units with further practice of the key grammar, vocabulary, and skills lessons from the Students' Book.
- Cumulative self-assessment tests after every other unit with an answer key included in the Workbook.
- Vocabulary exercises.
- *New Success* Workbook mp3 with listening exercises and reading texts.

New Success Upper Intermediate Teacher's Support Book (208 pages) with Multi-ROM

Author: Jo Kent

New Success Teacher's Support Book is a unique publication which contains a wealth of additional materials for teachers. The Teacher's Support Book mirrors the Students' Book in its organisation and thus is very easy to navigate.

The Introduction provides information about unique features of the *New Success* Students' Book as well as the other course components. It describes how the course prepares students for exams. The map of educational content in the form of an index lists all the names of people mentioned in the course as well as geographical names, cultural events, film or book titles. It is an easy reference for teachers who are looking for specific information in the book.

The teaching notes for each lesson start with information on how a given unit prepares students for exams. It is followed by a box which outlines what materials are available for the given unit. It is very often the case that teachers may expect difficult questions from students about the particular grammar, vocabulary, pronunciation, etc. Teacher's Support Book *Special difficulties* section provides answers to the anticipated problems. *Culture notes* provide a wealth of information connected with the people, history and photos in the Students' Book. *Warm-up* activities refer back to the material covered before and provide a nice start to a new lesson. *Optional activities* offer suggestions for the exploitation of the Students' Book material.

The bank of photocopiable activities (available also on the Multi-ROM) contains 36 activities (three per unit) and it includes skills oriented activities.

Organisation

- Introduction
- Components description
- Evaluation and Testing system in *New Success*
- Exams in *New Success*
- Map of educational content – index
- Lesson notes with tapescripts
- Photocopiable resources
- Workbook answer key and tapescripts

The Multi-ROM contains:

- Photocopiable materials
- Test Master Multi-ROM

New Success Upper Intermediate Testing and Evaluation Programme with Test Master Multi-ROM

Author: Peter Moran

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The *New Success* Testing and Evaluation Programme is more than just a collection of tests. It offers a coherent system of evaluation and grading which covers a wide range of test types.

The Testing and Evaluation Programme includes:

- 1 Presentations
- 2 Projects
- 3 Oral Sets for the students and examiners
- 4 Written assignments
- 5 Language tests
- 6 Skills tests
- 7 Cumulative Grammar and Vocabulary tests
- 8 Placement test

The New Success Upper Intermediate Test Master Multi-ROM includes everything in printable PDFs as well as in Word files in an editable format. The audio mp3 files for the listening tests are also included on the Test Master.

New Success Upper Intermediate ActiveTeach

Authors: Jane Comyns Carr, Jennifer Parsons, Peter Moran, Jeremy Day, Jo Kent

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The *New Success ActiveTeach* is a new generation of interactive whiteboard software which includes many innovative features and a wealth of materials. All exercises have an in-built functionality of checking and/or showing answers. The open-ended tasks include sample answers students can follow when preparing their dialogues, monologues or written assignments.

The *ActiveTeach* also contains a lot of additional materials that make the lessons motivating and varied, such as photocopiable materials, etc.

Evaluation and testing system in *New Success*

Frequent testing and evaluation gives students a sense of achievement and prepares them for difficult exams in the future. It is also a source of information for teachers as to whether remedial teaching is necessary. The evaluation and testing system in *New Success* comprises:

A. Exams Revision sections in the Students' Book

After every two units in the Students' Book there is an Exams Revision section which checks vocabulary, grammar and skills for the two units.



B. Self-assessment tests in the *New Success* Workbook

The self-assessment tests in the *New Success* Workbook are linked to the Exams Revision sections in the Students' Book and prepare students for the Language and Skills tests in the Testing and Evaluation Programme.



C. Language and Skills tests in the Testing and Evaluation Programme (Test Master Multi-ROM)

The Language tests check the grammar and vocabulary from each unit. The Skills tests test the skills of reading, listening and communication on the topics related to the two units of the Students' Book they follow.



D. A variety of other types of tests in the Testing and Evaluation Programme (Test Master Multi-ROM)

They are linked to speaking, writing, grammar and vocabulary exercises in the Students' Book and the *New Success* Workbook.

The two main reasons for giving students regular tests are: the need to be able to assess their progress and the need to give them the confidence to continue learning. Therefore, our tests appear regularly and we test students' knowledge in such a way that the students should get most of the answers correct if they have studied the material adequately. The purpose is not to trick students or show them how much there is still to learn but to demonstrate that systematic work brings benefits. If they work systematically during the semester, most students should get high marks in the tests.

TESTS AND TYPES OF ASSIGNMENTS IN THE *NEW SUCCESS* TESTING AND EVALUATION PROGRAMME (TEST MASTER MULTI-ROM)

The *New Success* Testing and Evaluation Programme is not just a collection of tests. We have prepared a coherent system of evaluation and grading which covers language and skills tests as well as oral exams, written assignments and class projects. To make the most of our programme, different tests should be carefully planned over the semester or school year.

The Testing and Evaluation Programme includes:

- 1 Presentations.** There are twelve presentations, which correspond to the Students' Book units.
- 2 Projects.** There are twelve class projects to be prepared in groups of 2–3 students.
- 3 Oral Sets for the students and examiners.** There are four sets giving students extra practice of various types of tasks found in oral exams.
- 4 Written assignments.** There are twelve topics for written assignments, which correspond to the Students' Book units.
- 5 Language tests.** There are twelve A and B Language tests, which revise the grammar and vocabulary presented in each unit of the Students' Book.
- 6 Skills tests.** There are six A and B Skills tests which test the skills of listening and reading and communication, on the topics related to the two units they follow.
- 7 Cumulative Grammar and Vocabulary tests.** There are three A and B tests (one for every four units) that revise vocabulary and grammar.
- 8 Placement test.** These tests are designed to help teachers decide which level of *New Success* they should use with their class/group of students.

Advantages of the programme

- 1 Motivation** – students appreciate that their teacher has thought about their learning process and feel looked after. Most of them pay their teachers back by being equally well prepared for the tests.
- 2 Students' independence** – students feel that they can choose to take the test or skip it as they establish the target number of points they want to achieve for themselves. It makes them feel that they are able to manage their own learning process.
- 3 Systematic work** – students work very systematically to score as many points as possible without constantly needing to be reminded about it by teachers.
- 4 Clear and objective evaluation** – students, teachers and parents know the rules for the assessment for the year. The rules are the same for everybody, which helps to build trust between teachers and students.
- 5 Flexibility** – the system of evaluation in points can be easily 'translated' into grades.
- 6 Exam preparation** – the points system helps students to get used to the way they will be evaluated in the exam.

New Success exams preparation

COMMON EUROPEAN FRAMEWORK

New Success and CEFR

The *New Success* grammar, vocabulary and skills syllabuses are linked to the Council of Europe's Common European Framework. The CEFR is a document created by the Council of Europe as part of their policy to promote foreign language learning, cultural contacts and understanding between the people of Europe. The CEFR suggests that learners use a European Language Portfolio as a record of their language learning experience and progress.

Languages within the Common European Framework

The Common European Framework of Reference for Languages is a system of describing language levels and competences. The Common European Framework is used to describe levels of competence for a range of languages across Europe. This means that students studying different languages, for example Spanish and German, in different countries can share a common and agreed level of competence. The Common European Framework helps teachers to plan their teaching and to match their students' progress and level to a Europe-Wide system. The Common European Framework is also important for assessment. Different international language examinations are linked to levels within the Framework. This means that students, teachers and employers can link examinations to specific level descriptions as provided in the Framework.

Levels within the Common European Framework

Descriptions of different language levels are phrased in the form of can do statements. They state what students can do at each level. There are six levels: A1 is the lowest, C2 is the highest.

- A1. Basic User. This is the lowest level which is described within the Framework. It is also described as Breakthrough Level.
- A2. Basic User. This is also described as Waystage Level.
- B1. Independent User. This is also described as Threshold Level.
- B2. Independent User. This is also described as Vantage Level.
- C1. Proficient User. Learners at this level are also described as having Effective Operational Proficiency.

C2. Proficient User. Learners at this level are also described as having Mastery.

The Elementary level of *New Success* takes students from level A1 to A2. The other levels of *New Success* fit in across the levels – the Pre-Intermediate level of *New Success* takes students from level A2 to B1 of the framework, Intermediate takes students from level B1 to B2 and Upper Intermediate takes students from level B2 to B2+.

Categories within the Common European Framework

Level descriptions are divided into five main categories or areas: Listening, Writing, Reading, Spoken Interaction, Spoken Production. There are descriptions within the Common European Framework of what students are expected to be able to do at each level in each of these five areas. You will notice that there is an exam preparation box at the beginning of each unit in the *New Success* Teacher's Support Book. This includes the four main skills, Listening, Speaking, Reading, Writing.

Objectives within the Common European Framework

The level descriptions within the Common European Framework are also called competences or objectives. In *New Success*, there are objectives at the beginning of each unit in the Students' Books. These objectives are all phrased as things students are going to do or can now do. For example: Write a biography. As an objective for the Unit, it tells the students what they are going to do. As a review at the end of the Unit, students can complete a comprehensive revision section so they can see what they can do now.

Self-assessment within the Common European Framework

The objectives for each skill at each level within the Common European Framework are used to provide students with a checklist of what they can do. In this way students develop their ability to assess their own progress and development: self-assessment. It is also very motivating to realise there are things they can do. Often they are demotivated by how much there is to learn and what they can't do! Self-assessment is particularly important for young adults who are becoming more independent learners. Self-assessment promotes independence and confidence in students.

The European Language Portfolio

The European Language Portfolio is a system which enables students to maintain a record of their achievements and of their progress in language learning. The European Language Portfolio can include Common European Framework self-assessment checklists for different languages, test or examination certificates and comments and feedback from teachers for each of the languages that they are studying. Students are able to update the European Language Portfolio for each language they are studying as they progress through school and university and it provides a record for themselves and their employers of what they have done and of what they can do in a number of different languages.

Over to you!

Here is an idea to help you develop your understanding of the Common European Framework of Reference for Languages. Look at the website for the Common European Framework on <http://www.coe.int> click on Organisation; European Language Portfolio; Levels; Education to find the levels and the sections which describe the appropriate learner levels for your class. Focus on the self-assessment grid for the different language skills. Think how you might adapt these and use them with your students. Note down your ideas in your teacher portfolio.

CAMBRIDGE EXAMS

The *New Success* syllabus also takes into consideration the range of exams from the University of Cambridge exams suite. Although the level is obviously graded to your students' needs, you will find all of the task types in one or more of the Cambridge exams.

The table below shows how all of the levels of *New Success* fit together with both CEF and the UCLES exams:

<i>New Success</i>	Common European Framework Level	UCLES Main Suite Exam
Beginner	A1	–
Elementary	A1–A2	–
Pre-Intermediate	A2–B1	KET
Intermediate	B1–B2	PET
Upper Intermediate	B2–B2+	FCE

NEW SUCCESS AND EXAMS

New Success has two main aims: to help students gain a general level of competence in English and prepare for exams. *New Success* includes all of the features that you would expect to see in a general English course – listening, reading, speaking and writing tasks and in addition to this there are a variety of exam-style exercises which are graded to the students' level.

Exercise types

New Success includes a varied range of exercise types which will give students the practice they need in order to prepare for exams. True/false, multiple choice, gap-fill exercises are some of the many exercise types students will need to be familiar with and *New Success* includes all of these.

Skills

Reading

Students are likely to encounter a variety of text types in any exam. For example, written texts such as letters, emails, notes and extracts from literature. *New Success* exposes students to a wide range of these texts which are all graded to their level, so that students can gradually build up familiarity with a wide variety of text types.

Listening

As with reading text types, there is also a variety of listening types such as news bulletins, radio announcements or general conversations. All of the reading and listening text types are those that you would find in a variety of exams.

Writing

Whichever exam your students are planning to take, the course offers a range of guided writing tasks to help them prepare. Students are encouraged to plan and write letters, stories, notes, reviews, essays, emails and much more. All of these text types are included in many of the exams which students might take.

Speaking

Students are able to practise speaking skills in a variety of situations in order to help them prepare for exams. There are also a wide range of topics to interest and motivate students.

Grammar and Vocabulary

Passing exams successfully wouldn't be possible without grammar and vocabulary. *New Success* presents grammar in context and also gives extra practice. The vocabulary is also presented in a natural context and students have the opportunity to consolidate this in the Workbook.

Whether your students are preparing for school leaving exams or aiming to take the FCE in the future, *New Success* will give students the skills and awareness they need to approach any exam with confidence.

OTHER *NEW SUCCESS* COMPONENTS

Workbook

The Workbook provides students with additional practice in all the skills areas as well as grammar and vocabulary. Students will be able to consolidate at home and practise exam techniques learnt in class.

The Workbook also gives the students once again the chance to self-evaluate what they have learnt and work on those areas they are weaker in.

Testing and Evaluation Programme (Test Master Multi-ROM)

The Testing and Evaluation Programme gives students extra structured practice. Exam style reading, listening, writing and speaking tests consolidate themes and language presented and practised in the Students' Book and Workbook.

Teacher's Support Book

At the beginning of each unit there is information about which exercises in the Students' Book are linked to exam task types. For example true/false, multiple-matching.

EXAM STRATEGIES

There are tips and strategies in both the Students' Book and Workbook to equip students with the tools they need to pass an exam successfully. The Workbook includes a three-page section on how to deal with exam-style tasks and a Functions Bank which lists useful words and phrases from *Speak Out* that students may need in a speaking exam. Additionally, the vocabulary is organised into topics to help with revision.

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01

A fresh start

Read, listen and talk about personality and changes.

Practise present and past tenses; opposites.

Focus on agreeing and disagreeing.

Write a description of a person.

EXAM FOCUS Topic: Man

Speaking Exchanging opinions: SB p.10, ex.6

Gap-fill: SB p.10, ex.4 and ex.5

Listening True/False: SB p.8, ex.10

Reading Matching: SB p.8, ex.3

Grammar and vocabulary Verbs in brackets: SB p.7, ex.8 and 9

Writing A description of a person: SB p.13, ex.9

Unit 1 Materials

Workbook Unit 1

Photocopiable resources 1, 2, 3

Testing and Evaluation Programme tests

Multi-ROM Unit 1

GRAMMAR AND LISTENING

This section revises all the present and past tenses apart from the Past Perfect Continuous, which comes up in Unit 4.

Special difficulties: At this level, Ss may think that they know the grammar. They should be able to recognise the different tenses and be able to do controlled activities. Therefore, it is important to show them that there is still room for improvement. It may be a good idea to start the lesson with an activity that allows Ss to use all tenses and then, at the end of the lesson, go back to what Ss produced and see if there are any errors which they can now correct.

Warm-up Testing of past and present tenses. Find out! Put Ss into pairs. Each pair has two minutes to think of an imaginary biography of their life. The only rules are that they are famous in some way and they are still alive. Now tell Ss that they are going to try to find out about another pair's biography by asking questions. They must write eight questions and use at least four tenses (do not tell Ss which tenses to use but tell them not to ask about the future). When they are ready, each pair interviews each other and writes the other pair's answers in full sentence form, e.g. *How long have you been singing? I've been singing for five years.* Elicit ideas without correcting and then collect in the written questions and answers for a correction slot at the end of the lesson.

1 Give Ss a minute to discuss in pairs the two photos and think of words to describe Colin 'before' and 'after'. Elicit ideas and then ask Ss to look at the words in the box to see if any of them were elicited and which of the other words could describe Colin. Ask Ss to justify their answers to show that they really understand what the adjectives mean.

Possible answers **Before** untidy, sloppy, casual, scruffy, good-natured, fun-loving **After** cute, well-groomed, professional, smart, elegant, ambitious (other adjectives could be used to describe either of the photos)

2 Tell Ss to make notes as they listen. Ask Ss to describe the people talking, and what the three possible situations are. Finally, ask Ss whether the conversations took place before or after Colin had his makeover.

For tapescript see page 129.

Answers Conversation 1 happened before he changed his image. Colin says he is 'the same as usual', and Robert does not seem surprised by his appearance. At the end of the conversation, Robert seems as though he is going to suggest the makeover to Colin.

Conversation 2 happens after the makeover: Sue is very surprised by his new appearance.

Conversation 3 happens before the makeover. Colin says he has 'just finished college'. In Conversation 1, when he has not yet had the makeover, he says he has been looking for a job for 'months and months'.

3 Read through the questions with the class and elicit answers to see how much Ss can remember from the conversations. Then play the recording again so Ss can answer any outstanding questions.

Answers 1 Fed up, because he has been looking for a job with no success. **2** For months **3** He had read about the company. **4** The job was given to someone else with more experience. **5** He had his hair cut, got new clothes and started thinking of himself as a successful professional. **6** He has started going to the gym. **7** He's an accounts supervisor. **8** He was having lunch. **9** Two **10** He hasn't prepared well for the interview because he hasn't thought about answers to common interview questions. **11** He plays the guitar in a rock band and goes for rides on his motorbike. **12** Four years

4 Tell Ss to work in pairs and discuss the questions. Elicit feedback from the whole class. Encourage Ss to challenge and ask follow-up questions about other Ss' responses.

Suggested answers **1** Colin has been going wrong by not dressing smartly and feeling confident in himself. **2** Colin seems happy to have a job, so he probably does not miss 'the old him'. **3** The interviewer is being sarcastic – she does not really find his answer interesting at all.

Work it out

5 Before Ss look at Exercise 5, ask them to work in pairs and find as many tenses as they can in the questions in Exercise 3. Do not get feedback yet but, after two minutes, ask Ss to do the matching task.

Answers Present Simple **2** 11, What does Colin do in his free time? **3** 7, What does he do for a living now? **Present Continuous** **1**, How is Colin feeling? **Past Simple** **4**, Why didn't Colin get the job? **Past Continuous** **8**, What was he doing when he found out about the job? **Present Perfect Simple** **1** 5, How has Colin changed in the way he looks and the way he feels? **9**, How many jobs has Colin had before? **2** 10, Has Colin prepared well for the interview? **3** 12, How long has Colin had his motorbike? **Present Perfect Continuous** **1** 2, How long has Colin been looking for a job? **2** 6, What has he been doing to keep fit? **Past Perfect** **3**, What had Colin done to prepare for the job interview last month?

Check it out

Refer Ss to the Check it out heading and tell them that whenever they see this heading they can study the information in more detail at home.

6 Ss work in pairs to try to match the sentences. Elicit answers and ask Ss to choose the meaning from Exercise 5 which each represents, e.g. 1 actions in progress over a period of time up to now.

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

7 Tell Ss to read through the questions and predict the answers. Tell Ss to make notes as they listen. Ss compare notes in small groups and work together to answer the questions. Give a second listening for Ss to check their answers and understand more from the recording, then elicit answers.

Tapescript

CD1 Track 3

Jane: [slight South London accent] Milk, Kate?

Kate: [slight South London accent] Just a bit. Thanks, Jane.

Jane: So what do you think of the new guy in accounts?

Kate: Who, the cute blonde?

Jane: Right – straight from a bottle!

Kate: No, I think it might be his natural colour.

Jane: Really? So you've had a good look at him then!

Kate: Well, he's not bad looking, is he?

Jane: No, but that hairstyle's a bit much.

Kate: Maybe he just wanted a new look for his new job. Actually he's quite nice ...

Jane: How do you know? Have you spoken to him?

Kate: Well, he was having problems with the photocopier yesterday, so I showed him how it worked and ...

Jane: And what did he say?

Kate: Not much. He introduced himself – his name's Colin. You know, office chat.

Jane: So did he ask you out?

Kate: Jane! Of course not! He seemed quite reserved. But it's his first job so he's probably feeling a bit lost.

Jane: Maybe. He looks quite fit though – the sporty type.

Kate: Yes, I've seen him with a gym bag. I expect he works out on the way home.

Jane: Pity about the suits though.

Kate: Don't you like them?

Jane: Well, they're very smart and all that, but they're a bit too trendy for my taste. He looks a bit too self-conscious – you know, as if he's not very comfortable in them.

Kate: So you don't fancy him then?

Jane: No, Kate – he's all yours! I wouldn't go out with him if you paid me ...

Answers **1** Work colleagues **2** Kate likes his look, Jane does not.

8 Ss do the exercise alone and then compare in pairs. Play the recording again so Ss can check their answers.

Answers **1** 've had **2** do you know; Have you spoken **3** was having; showed **4** 've seen, works out

9 Ss complete the exercise alone and then compare in pairs. Encourage them to justify their answers with reference to Exercise 5. Elicit answers in open class and allow Ss to discuss any differences that may occur.

Answers **1** was looking **2** wrote **3** agreed **4** was cutting **5** was painting **6** were doing **7** had done **8** turned **9** screamed **10** had cut **11** had **12** was crying **13** am trying **14** has grown **15** wear

10 Put Ss into groups of three or four and set a time limit of about five minutes for the activity. Ss then discuss their ideas in open class.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 1: *Quiz cards*

READING AND LISTENING

This section requires Ss to complete a matching exercise and also has a true/false listening task.

Culture notes

Mike Reed, the creator of **Flame Warriors**, is a freelance illustrator based in the USA. He started out as an animator, working on series such as *Sesame Street*. He now works primarily on children's publications. Other Flame Warriors that Mike Reed has identified include the Artful Dodger (who skilfully changes the topic when attacked), the Grammarian (who contributes little apart from pointing out other people's errors) and the Toxic Granny (a fierce combatant who many people underestimate). Visit www.flamewarriors.com for more information.

Warm-up Revision of present and past tenses.

Coffeepotting. This can be done in pairs or as a whole class. Tell Ss to think of an activity, e.g. swimming. To find out what the activity is, other Ss have to ask *yes/no* questions using a variety of tenses. Instead of saying *do this activity* they use the made up verb *to coffeepot*, e.g. *Do you like coffeepotting? Have you ever coffeepotted at school? Do you usually coffeepot indoors? Did you coffeepot this morning?* Ss keep asking questions until they guess what the activity is.

1 Tell Ss to look at the pictures and discuss them in pairs. Encourage them to recycle vocabulary from the previous lesson if possible, e.g. *The clown looks full of himself*. Elicit feedback on what Ss think the images represent. Then read the introduction as a class, to check. Discuss similarities and differences between the explanation in the introduction and Ss' ideas.

2 Write the names of the ten Flame Warriors on the board. Encourage Ss to call out adjectives that could be used to describe them, without looking at the list in Exercise 2. Write these adjectives on the board, under the relevant Flame Warrior. Ss then read the descriptions and work in pairs to choose an adjective for each character. Go through the adjectives in the box as a class if necessary. Elicit feedback, encouraging Ss to justify their choices. Write the matching adjectives on the board, under the relevant Flame Warrior. Check to see whether any of the Ss' predictions were correct.

Answers **Furious Typers** rambling **Diplomats** even-handed **Evil Clowns** nasty **Coffee Mornings** chatty **Bores** critical **Therapists** annoying **Trollers** disruptive **Newbies** unsteady **Grunters** frustrating **Lurkers** harmless

3 Ss read through the questions and match them to the correct warriors. Allow a few minutes for Ss to discuss their ideas in pairs and then elicit ideas in open class.

Answers **1** Therapists **2** Newbies **3** Furious Typers **4** Bores **5** Lurkers **6** Trollers **7** Grunters **8** Coffee Mornings **9** Diplomats **10** Evil Clowns

Optional activity: In stronger classes, or if you have time to spare, tell Ss to work in groups of four. They write one more question for each Flame Warrior. Groups then swap questions and try to match the questions with the correct warriors.

4 Vocabulary Ask Ss to try to match the words to the definitions, guessing meanings where necessary. Remind them to pay attention to context when trying to work out the meaning of new words. Elicit ideas and then go through the definitions of the words if Ss did not know. Finally, take class feedback on the common theme that links the words.

Answers **1** cyberculture **2** netiquette **3** de-lurk **4** netizens **5** lurk **6** FAQs (short for Frequently Asked Questions) All the words are connected to the use of online forums.

5 Collocations Ss work in pairs to find the collocations and write them in their vocabulary notebooks. Elicit feedback on what the collocations mean. Ss then work in pairs to make more collocations, writing them in their notebooks and then writing sentences containing the collocations. This will enable you to check their understanding of meaning and usage.

Answers **1** essentials (lines 5–6) **2** messages (line 10) **3** discussions (line 25) **4** exchanges (line 26) **5** topics (line 28) **6** defeat (lines 32–33) **7** arguments (line 95) **8** their position (line 108) **9** assault (line 112)

More collocations in-depth analysis, irrelevant comments, bare feet, disrupt a meeting, avoid offending someone, lengthy process, rambling reply, reveal a secret, unexpected visitor

6 Metaphors and images Ask Ss to explain to you what a *metaphor* is, and clarify as necessary. Go through the text as a class, asking Ss to call out all the fire-and-war-related phrases. Write them on the board. Check Ss' understanding of the imagery, then elicit whole-class feedback on why the writer has used these images.

Answers erupted into a burning flame war, While the forum burnt, online fighters, Flame Warriors, combat strategy, enemies, opponent, fire off, hot disputes, combatants, avoid defeat, attacker, battlefield, under pressure in battle, the threat passes, making a frontal attack, conflict, fighters, battle, engage in direct battle, defeated in battle, a fight breaks out, reveal their position, attack, unexpected assault, ambush, stay around to fight, brief exchange

The writer uses such imagery to emphasise his idea that participants in online forums often see themselves in competition with each other, and will attack each other viciously when they are in disagreement.

7 Allow two or three minutes for Ss to discuss their ideas in pairs. Then elicit feedback from the whole class. Clarify any misunderstanding of meanings as necessary. Finally, tell Ss to write five sentences containing the phrases. Ss share their sentences with the class.

Answers they put their heads down = they begin work; snappy replies = short, witty answers; someone ... will take the bait = someone will do what they want; disrupt the delicate ecology = create disharmony in a group where relationships are already fragile; stumbling their way into discussion forums = take part clumsily, without really knowing what they are doing

8 Ss discuss the questions in pairs. If Ss do not feel their personality matches any of Flame Warriors, tell them to describe their personality and then think of a name for it. Elicit feedback from the whole class.

9 Play the recording through once without stopping. Tell Ss to make notes about the key points they hear. Elicit ideas and ask Ss to justify their answers.

For tapescript see page 129.

Answers **Furious Typers** = never write a message when you're angry, Remember that the Internet is not as anonymous as people think it is. If the other members of the forum like the same things as you do, there's a good chance you'll meet them at other stages of your life. A bit of flaming this year can still be remembered ten years from now. **Evil Clowns** = A joke can easily be understood as an attack, so be extremely careful with them online.

10 Tell Ss to read through the statements and think of anything they can remember from the first listening which may help them choose the right answer. Tell Ss to read through the notes they made in Exercise 9. Play the recording again and tell Ss to choose their answers alone, then compare in pairs. Finally elicit answers from the whole class.

Answers 1 T 2 F 3 T 4 F 5 F 6 T 7 T 8 T

11 Ss work in small groups to discuss their ideas and then write a definition for each of the phrases. Elicit feedback and discuss any differences in the definitions. Hold a class vote on the best definition for each phrase.

Answers 1 keep silent 2 be tricked 3 be honest and open about your feelings

12 Ss write their golden rules, then swap them with another pair. You may want to limit the number of guesses Ss are allowed to make to two. If Ss guess correctly, they explain to the other pair how they worked out the answer. If Ss do not guess correctly, the pair that wrote the golden rules must explain to them why/how they match a specific Flame Warrior.

Optional activity: Ss pool their 'golden rules' from Exercise 12, and choose the best five. As a class, produce a poster titled 'The five golden rules of netiquette' and display it on the classroom wall.

SPEAKING AND LISTENING

This section looks at agreeing and disagreeing during a conversation, asking, explaining and checking. Ss are introduced to the language through a listening and practise in a discussion of the role fashion plays in our lives. There is also a useful listening task requiring sentence completion, which appears in exams such as FCE.

Warm-up Revision of vocabulary from the last lesson.

Which Flame Warrior am I? Put Ss into up to nine groups. Give each group the name of one of the Flame Warriors, leaving *Diplomat* as an example. Start describing yourself: *I don't like arguments. I try to help people get along. I believe I am calm and reasonable, but some people don't like my even-handed behaviour. I don't understand it!* Ss guess the name of the Flame Warrior and then write a similar paragraph to describe their Flame Warrior. Each group reads their paragraph and the other Ss have to guess the Flame Warrior.

1 Tell Ss to discuss the photos in pairs, using words from the box and any other words from previous lessons. Elicit whole-class feedback on which image suits Julia best, and why. Photo descriptions: 1 blonde, spiky hair; a nose-stud; earrings; 2 blonde hair; hat; glasses; 3 ginger, frizzy hair; lots of make-up; 4 ginger, wavy hair; hair clips; freckles.

2 Tell Ss to make notes as they listen about what the people are saying. After listening, Ss compare ideas in pairs and answer the questions in the book. Elicit answers and reasons for them.

Tapescript CD1 Track 6

Alex: What are you doing?

Julia: Oh ... hi Alex. I'm just playing with this site I found on the Internet. You upload a photo of yourself and then see what you look like with different images.

Alex: Cool! So ... have you tried it yet?

Julia: Well, yes, but I look ridiculous in all of them. Look.

Alex: I wouldn't say that. This one's nice, with the spiky hair.

Julia: Nice? I think it's horrible. I look like a hedgehog!

Alex: Come on ... it's not so bad. The spiky look is really fashionable these days.

Julia: Oh, and since when have you known anything about fashion?

Alex: OK, that's a valid point. But lots of girls have their hair like that.

Julia: But that's not the point. Other girls look good like that, but I don't think it suits me.

Alex: OK, fair enough. I don't entirely agree with you, but I'll let you decide.

Julia: You'll let me decide? Oh, thanks, that's really kind of you. What about this one with the hat ... I don't like it.

Alex: Neither do I ... although the glasses are pretty smart.

Julia: Yes, I suppose so, but I don't wear glasses. My eyes are perfect.

Alex: Like the rest of you?

Julia: Ha ha!

Alex: But you know you can wear glasses whether you need them or not. They make you look ... more interesting.

Julia: I'd never thought of that, but ... I don't know. I'm not totally convinced.

Alex: OK, so no glasses, no hat, no spiky hair. What about this one, with the frizzy hair.

Julia: Well, the hair's nice, but the make-up's a bit over the top.

Alex: You're absolutely right. But you can change that, can't you? Let me try ...

Julia: Hmm ... that's much better. But it's still not quite right. Maybe we could make the hair just a bit less frizzy ...

Alex: That's exactly what I think. Let's go for wavy rather than frizzy. How about that?

Julia: Wow ... spot on. I really like it.

Alex: Me too. So shall we print it off and tell the hairdresser to make you look like that?

Julia: You're not serious, are you? It's just a bit of fun. I'm not really going to change my image.

Alex: [*groans*]

Julia: So? What's wrong with that?

Answers 1 By uploading a photo to a website and trying out different images. **2** Alex likes the photo with the spiky hair, Julia doesn't; neither of them like the photo with the hat (although Alex likes the glasses); in the third photo, they both agree that the make-up is over the top, and that the hair should be less frizzy. **3** They both like the fourth photo, because it has less make-up and wavy hair.

SPEAK OUT

3 After Ss have done the matching and completed the Speak Out box, play the recording from Exercise 2 again so that they can hear the phrases being used.

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

Speak Out box: 1 5d 2 3a 3 4f 4 2c 5 6b 6 1e

4 Tell Ss that there can be more than one word in each gap. After listening to check their answers, elicit answers from the class.

Answers 1 You're telling **2** Neither do **3** valid point

4 What's wrong with that? **5** totally convinced **6** what you're saying

5 Tell Ss that predicting is a vital stage in listening tasks so that they know exactly what they are listening out for. Ss think of ideas in pairs. Elicit ideas and what kind of word they are listening for, e.g. 1 – an adjective or a verb in the continuous; 2 – a noun.

For tapescript see page 130.

Answers 1 'cool' **2** magazines **3** image **4** London **5** New York **6** machine **7** stylish **8** victim

6 It may be worth telling Ss how they are going to argue, e.g. one pair will be for statements one and three and against two, another pair for two but against one and three. Allow five minutes for Ss to brainstorm their own arguments. Then allow a further two or three minutes for Ss to predict what the other pair will say so that they can counter their arguments. Finally join pairs together to debate their ideas and then discuss Ss' own opinions in open class.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 2: *Dream date*

VOCABULARY | Opposites

This section looks at pairs of adjectives to describe personality with opposite meanings.

Warm-up Review of agreeing and disagreeing. *Pass the controversial statement.* Ask Ss to write one controversial sentence on any topic they like, e.g. one computer game is better than another or about a rule at school which they think should be got rid of. Collect in all the statements and put Ss into groups of four. Hand each group four statements at random (it does not matter if they get their own statements but, hopefully, most students will not), one for each student. Allow one minute for Ss to read their statement and think about their own opinions on the topic. Each student in turn presents their statement and gives their opinions while the other people in the group agree or disagree as they feel.

1 Ss match the adjectives with their opposites alone and then compare with a partner. Elicit answers as a whole class. You could extend the activity by asking Ss to test each other in groups with other adjectives they know.

Answers 1 d 2 c 3 e 4 b 5 a They all describe people.

2 Ss work in pairs to guess the answers. Elicit all and check the meanings before Ss listen to the recording. After Ss have written the stress, drill all the words. Ask Ss follow-up questions to reinforce the vocabulary, e.g. *What makes you feel relaxed? What are you ignorant about that you would like to be more knowledgeable about? Are you adventurous or cautious? Give examples.*

Answers 1 relaxed 2 modest 3 ignorant 4 inferior
5 complimentary 6 worrying 7 intriguing
8 well-matched 9 infantile 10 cautious

3 Put Ss into pairs, A and B, and tell them to close their books. Tell Ss A to open their books again at page 11 but not to show B the page. Bs should open their books to page 123 and, again, hide the page from Student A. This is to ensure that the guessing activity is not spoiled by Ss seeing their partner's instructions. When Ss have written their three names, they should

show them to their partner who should try to guess the instructions using one of the adjectives from Exercise 2, e.g. Student B may think that the incompatible couple are an example of two dull people. Ss then tell each other why they wrote the names. Elicit some ideas in open class.

4 Tell Ss to decide which of the adjectives given are positive and which negative. Elicit the fact that the responses seem to be disagreeing with what has been said so, if the original statement is positive, the response will be negative and vice versa.

Tapescript CD1 Track 10

- 1 The match was so unfair. I thought the referee was on their side!
- 2 He loves talking about all the books he's read, but actually he doesn't know anything, really.
- 3 She just sits there and listens. I've never heard her say anything.
- 4 Ralph is so funny. I love it when he pretends to be a monkey!
- 5 I got a really long email from Donna – eight pages long!

Answers 1 even-handed 2 knowledgeable 3 confident
4 infantile 5 snappy

5 If Ss are having problems with this task, point out that all the adjectives they need can be found in Exercise 2. Tell Ss that this is a very useful technique in speaking exams where Ss have to discuss something together. Rather than just saying *Yes, I agree*, they can show their range of vocabulary by using a synonym or antonym, e.g. *That's a good idea. Yes, it's excellent. Yes, it's not bad.*

Answers 1 relaxed 2 reassuring 3 complimentary
4 adventurous 5 well-matched 6 modest

6 Set a time limit of three minutes for Ss to think of their characters, the situation and a short dialogue. Ss act them out in their pairs. To extend the situation and challenge Ss, choose two people from different pairs. Tell the second student they are going to have to respond to the first, agreeing with them. However, they will not know what is going to be said so will have to answer spontaneously.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 3: *Crossword*

WRITING | Description of a person

This section includes a reading text that exemplifies the writing task. Ss are then given practice in writing a description of a person, including suitable adjectives and idiomatic phrases.

Warm-up Revision of adjectives. *Find your partner.* Give each student an adjective from the last lesson. Tell Ss to remember their word and to leave the paper where it is written on the desk. Tell Ss that they have to find the student with the adjective which means the opposite to their own. Ss get up and mingle, telling each other their word and what it means if the other person is not sure. When Ss think they have found their partner, they sit down together. Elicit the adjectives from each pair and what they mean. Adjectives to use:

knowledgeable – ignorant; mature – infantile; superior – inferior; tense – relaxed; reassuring – worrying; dull – intriguing; conceited – modest; critical – complimentary; incompatible – well-matched; adventurous – cautious

1 Ss work in small groups to match the categories to the adjectives, and then add more adjectives. Elicit answers from the whole class and build up a table of answers on the board. Tell Ss to make a note of the vocabulary in their vocabulary notebooks.

Answers **1** character **2** hair **3** eyes **4** complexion

5 posture **6** general appearance

Other possible adjectives **1** kind, selfish, hard-working, lazy, polite, rude **2** thin, thick, glossy, lacklustre, clean, greasy **3** clear, bloodshot, wide, narrow, open, hooded **4** clear, spotty, freckled, rosy, smooth, dull **5** excellent, elegant, poor, hunched, rounded, awkward **6** glowing, healthy, lively, browbeaten, unhealthy

2 Monitor as Ss complete the pairwork and correct as necessary. Encourage Ss to think up a story about the woman in the three pictures. Elicit feedback from the whole class.

Suggested answers

Picture 1 sparkling eyes, smooth complexion

Picture 2 straggly hair, tired eyes, drawn complexion, exhausted

Picture 3 calm, upright

3 Look at the essay questions with Ss and ask them to paraphrase the questions to check understanding. Ss then discuss the questions in pairs. Point out that there are no right or wrong answers here, and each student's answer will probably be different. However, Ss should try to justify their answers to each other. Take whole-class feedback.

4 Tell Ss to read the description. They can check whether any elements of the story match the story

they came up with for the woman in Exercise 2. Elicit answers and reasons for their choice.

Answer b

5 Ss read the description again in detail. Tell them to write a timeline of Maria's experiences, to help them to understand what she did and when. Ss then discuss the questions in pairs. Elicit answers and encourage Ss to expand on their answers, providing reasons and justifications.

Answers **1** **3** **2** **1**, **2**, **4** **3** **4** (and possibly **2**)

4 paragraph 2: she had lost the spark of enthusiasm for the job, she was a shadow of her former self, her complexion seemed greyer, her eyes were tired and unfocused, she had lost too much weight and looked weak and drawn

paragraph 4: it was the best decision of her life, she looks ten years younger, she has energy and a spring in her step, her eyes sparkled, she couldn't stop smiling

5 paragraph 1: according to the writer, Maria seems ambitious, hard-working and successful

paragraph 3: according to the writer, Maria seems brave, decisive and focused

6 Ss work in pairs and find examples of the tenses. They write them down in their books. Elicit feedback from the whole class.

Answers **1** Past Simple (main events), Past Perfect Simple (information about earlier events)

2 one – Past Simple (actions completed at a specific time in the past)

3 The writer is describing a present state.

7 Before Ss begin searching for the phrases, ask them whether they can remember any of them from the previous reading. Tell them to make a note of any that they think they can remember. Ss then check through the description to find the idiomatic phrases. Ask whether they remembered any of them correctly. If they did, point out that we often absorb a lot more information than we might think when we are reading, to boost confidence. Check Ss understand the meaning of the phrases by asking questions, e.g. *Which phrase describes working very long hours? (to work around the clock) Which phrase describes feeling so shocked that you cannot speak? (to leave you speechless) Which phrase describes moving with life and energy? (to have a spring in your step).* As an extension, Ss work in pairs and write a definition of each of the idiomatic phrases. They swap their definitions with another pair, who must match a phrase to each definition.

Answers **1** references **2** a dream job **3** for great success **4** your former self **5** the clock **6** day out **7** around deadlines **8** weight **9** into the unknown **10** right **11** speechless **12** in your step

TRAIN YOUR BRAIN

8 Ss match the sentences alone, then compare in pairs. Elicit answers and encourage Ss to justify their answers. Also ask Ss for their ideas about other tips that might be useful when writing a description of a person.

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

9 Tell Ss to read through the other two topics in Exercise 3. Either set the task in class or for homework. After the descriptions have been written, it would be good to put Ss into two groups corresponding to the question they answered. Ss read their descriptions to the group, and the group votes on the best description and explains why.

02

Know what I mean?

Read, listen and talk about communication, how English is changing.
Practise forms to talk about future; 'd prefer and 'd rather; prefixes.
Focus on listening more efficiently; clarification in speaking.

EXAM FOCUS Topic: Communication

Speaking Discussing a photo: SB p.14, ex.1
 Roleplay: SB p.21, ex.5

Listening Matching: SB p.18, ex.3
 Multiple choice: SB p.21, ex.1

Reading Matching headings: SB p.16, ex.4
 True/False: SB p.16, ex.6

Grammar and vocabulary Verbs in brackets: SB p.15, ex.7
 Multiple choice: SB p.15, ex.8

Unit 2 Materials

Workbook Unit 2

Photocopiable resources 4, 5, 6

Testing and Evaluation Programme tests

Multi-ROM Unit 2

GRAMMAR AND LISTENING

This section revises different ways of talking about the future and introduces the Future Continuous and the Future Perfect.

Special difficulties: Some uses of the Future Perfect and the Future Continuous can be related to the uses of other perfect and continuous forms. However, the idea of actions happening as a part of the normal course of events is less obvious, especially as this leads to more instances where more than one structure is possible. For example, *I'm going to work tonight*, *I'm working tonight* and *I'll be working tonight* may all be grammatically possible but one may sound 'better' because of the context. It is therefore important to ask Ss to justify their answers to make sure they understand why one particular structure should be used.

Warm-up Review of writing a description. *Who is it?*
 Put Ss into pairs. Tell them to write a description of another student in the class, using adjectives and idiomatic phrases from the previous lesson. Beware of Ss writing negative comments about their classmates: point out that they should not write anything unkind. Once Ss have finished, one student at a time from each pair comes to the front of the class. He/She reads the description and the other Ss guess the name of the student. If Ss cannot guess, they must ask additional questions until they can work out who the description is about. You may want to keep score of the number of correct guesses and name a 'winner' at the end of the activity.

1 Tell Ss to give a brief description of the many features of the picture and, if there are any things they do not know the word for in English, to try to explain them somehow as, if such a situation arises in the exam, it is important that they show they can overcome such problems. Elicit answers and make sure that Ss give extended answers with reasons.

Possible answers I think the young woman is in a library, probably at a school or college. The young man outside wants to attract her attention. Maybe he wants her to come out of the library so that he can talk to her. I'm not sure what he wants, but she looks as though she is studying hard, so perhaps he wants to talk to her about some homework.

2 As a first listening task, ask Ss to find the answers to Exercise 1. After the recording, they look at the questions in Exercise 2 and discuss in pairs anything they remember from the recording. They then listen a second time and note key words only. Stress that they should not try to write full sentences whilst listening as they may then miss the next sentence. Ss then work together to write full answers to the questions.

For tapescript see page 130.

Answers **1** He wanted to get Sue's attention without the Professor seeing him. **2** The future of English. **3** He wants her to help him revise for the test. **4 Sue:** will have written the Literature essay by Wednesday and then will do the rest of her work, has a homework party with John and Wendy on Wednesday, is going camping all weekend **Neil:** is meeting his girlfriend Jo tomorrow (Tuesday) to see a film, is going to a party on Wednesday, is visiting friends on Thursday, playing in a band on Friday and is free at the weekend **Both:** a test on Monday at 12 o'clock

3 Ss should know about future tenses at this level so ask them to look at the choices and say if both are possible and what the difference is, e.g. *1 We have* is talking about a scheduled event in the future, *We will have* is a prediction based on evidence at the time of speaking. Ss then listen. Elicit which form was used in each case and why.

Answers **a** have **b** is going to be **c** 'll start **d** finish **e** 'm meeting **f** 're all going to work **g** 'll be

4 Think Back! A lot of the structures and meanings will have come up already in the previous exercise so Ss do this alone. Elicit the answers and, as a follow up, Ss write their own sentences to illustrate each meaning.

Answers **1 b** (going to) **2 g** (will) **3 f** (going to)
4 e (Present Continuous) **5 c** ('ll) **6 a** (Present Simple) **7 d** (Present Simple)

Work it out

5 Elicit from Ss the form of the Present Continuous and the Present Perfect and what each is used for. Write: *Things happening now* and *Things that happened at an unspecified time before now* on the board. Look at the first two rules in Exercise 5 with Ss and point out that they are similar to the meanings of the present tenses but shifted into the future. Ss do the matching alone. Look at rule 3 in more detail showing Ss that, grammatically, we could say *I am camping/going to camp* but that using *will be camping* gives the sentence a slightly different meaning.

Answers **1** Future Perfect (b, e) **2** Future Continuous (a, c) **3** Future Continuous (d)

Check it out

Refer Ss to the Check it out section at the back of the book and give them two minutes to find as much extra information as they can. Elicit ideas from the class, i.e. *will* for predictions is often used with phrases such as *I think, I'm sure, I expect, probably, definitely*, etc.; the Present Continuous is not used for general plans and intentions; we do not use the Future Continuous with state verbs; the Future Continuous and the Future Perfect are often used with *by* and *in*.

6 Ss do the exercise alone (refer Ss to the Check it out section if they have any difficulties with Exercise 6) and then discuss their answers in pairs, giving reasons for their decisions.

Answers **1** Both mean that the girl will have been seen before the weekend begins. **2a** She will be in the middle of taking her exam. **2b** She will have finished taking her exam. **3a** They will start playing when he/she arrives. **3b** They will already be playing when he/she arrives. **4a** She will be in the process of driving home on Friday afternoon. **4b** It is a regular routine – she drives home every Friday afternoon.

7 Look at 1 with the whole class and ask which structure should be used and why the other one is wrong (the Future Perfect would imply that the teaching of Chinese will have happened once – or a limited number of times – but not have continued). Ss work in pairs to complete the rest of the exercise. After going through the answers, elicit what Ss think about the different predictions.

Answers **1** will be teaching **2** will have become **3** will have forgotten **4** will be using **5** will be speaking

8 Go through the first question as a class. Ask Ss to identify the correct answers in 1 (b and c) and to explain why they are correct in this context (*going to* to talk about plans and intentions in the future, Present Continuous for future arrangements). Also ask Ss to explain why option a is incorrect (we use *will* for decisions made at the time of speaking and predictions about the future based on opinions or expectations). Ss then complete the exercise in pairs.

Correct answers **1** b, c (b describes an intention, c describes a definite plan) **2** a, b (both actions are in progress during the same period in the future) **3** a, b (a describes an action that is finished, b describes an action that is still ongoing) **4** a, c (both actions are in progress during the same period in the future) **5** b, c (both are predictions about events in the future)

9 If necessary, give Ss time to write out their questions based on the prompts, and to think of possible answers to the questions. Ss then ask and answer the questions in groups. Monitor and provide correction as necessary. When the groups have finished, they feed back to the rest of the class with anything interesting they found out about their classmates.

Answers **1** Are you doing/going to do anything special next weekend? **2** What are you going to do/will you do as soon as you finish your exams this year? **3** What will you be doing this time next year? **4** Will you have got married by the time you are twenty-five? **5** Where will you be living in five years' time? **6** What will you have achieved by the time you are thirty?

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 4: *The future of English*

READING AND VOCABULARY

This section gives Ss a true/false exam task on the topic of body language. Ss then look at vocabulary in the text and do a word-building exercise and look at useful verb–noun collocations with some phrasal verbs in the text.

Warm-up Introducing the topic of the lesson. *Body language.* Put Ss into groups of three. Tell two Ss in each group that they should decide on a topic of conversation. While they are talking, take the third person from each group outside the classroom so that the others cannot hear you. Tell the Ss outside the room that, while the others are talking, they should write down how their body language changes – their facial expression, whether they sit forward or back, whether they make eye contact, etc. If there is a window in the classroom door, Ss can watch through this. Otherwise, they should stand at the side of the classroom and observe for five minutes, then go back outside the room. Ss outside the room pool their ideas, and decide on four or five gestures/body positions that they will demonstrate when they go back into the class. The Ss who were outside now come back into the classroom and stand at the front, and the other Ss stop talking. The Ss at the front demonstrate the gestures/positions they chose. The other Ss must guess what attitude they are trying to convey. Elicit feedback from the whole class on whether Ss often use this kind of body language.

1 Tell Ss to pick one of the phrases at random and to convey the meaning to their partner just using their body language. Remind them that they cannot speak at all. If Ss are struggling, you may want to pick one of the sentences yourself to act out, as an example. Set a short time limit to inject pace into the activity. Elicit feedback on any difficulties Ss had in getting their message across.

2 Ss look at the pictures to see which messages from Exercise 1 are shown. Encourage Ss to justify their choices.

Answers **A** The girl is saying 'sorry'. **B** The boy is saying 'let's go'. The girl may be saying 'Go away'.

3 Put Ss into groups of four or five to think of ideas. Brainstorm and write them on the board without changing the Ss' words, e.g. if they say *the way your face looks* write this.

Possible answers Facial expressions, hand gestures, eye contact, closeness, etc.

4 Tell Ss to read the headings a–g first and to make predictions about what they could refer to. Ss then skim-read the text (set a time limit) and make matches alone. They can then compare in pairs and discuss any differences. Finally, play the recording for Ss to check their answers.

Answers 1 b 2 f 3 a 4 c 5 d

5 Ss discuss the photos in pairs and say how they relate to ideas in the article. As an extension, you could ask Ss how they would represent the other ideas in the article in photo form. Ss could take photos, or simply act out the scenes.

Answers **A** The girl is trying to make eye contact so she must want to communicate, the boy is not meeting her gaze; the girl is leaning towards the boy with her palms up, which shows she is open and friendly; the boy has his arms crossed, so is not feeling very open and is possibly disapproving. **B** The boy is trying to make eye contact so he must want to communicate, the girl is not meeting his gaze; the boy is gesturing with his hand that they should go; the girl has her arms crossed in front of her so does not feel very open and is possibly disapproving; she also looks uncertain.

6 Tell Ss to read through the statements and quickly match them to the correct paragraph. Elicit answers (1 – 1, 2 – 1, 3 – 2, 4 – 3, 5 – 3, 6 – 3, 7 – 4, 8 – 5). Ss then find the answers alone and write the correct sentences in their notebooks.

Answers 1 F (if we speak too slowly, we sound unintelligent, bored or angry) 2 T 3 F 4 T 5 T 6 T 7 T 8 F lines 71–74

7 Vocabulary Ask Ss to read through the list and guess what the missing words are in pairs. Ss then find the words in the text to check their ideas and correct them where necessary. Elicit verbs in open class and encourage Ss to guess if they do not know. When the table is complete, elicit meanings of one word from each row – the easiest for Ss to define, e.g. *enthusiastic is when you feel very excited about something.*

Answers 1 enthusiasm 2 respect 3 intimidating 4 irritated 5 pushy 6 indication 7 disapproval
Verbs enthuse, respect, intimidate, irritate, push, indicate, disapprove

Optional activity: Ss work in small groups and choose five of the words from the table. For each word they write a sentence where the meaning of the word is shown quite clearly, e.g. *We didn't respect the captain of the team because he spoke to us so rudely.* Ss then join up with a second group and read out their sentence without the word from the table, e.g. *We didn't _____ the captain ...* The other group has to guess which word it was.

8 Vocabulary Tell Ss to look through the sentences and decide on the type of word that is needed in each case. Elicit ideas, e.g. 1 a noun; 2 an adjective to describe the person being talked about, etc.

Answers 1 enthusiasm 2 irritating 3 indication 4 pushy 5 respected 6 disapproving 7 intimidates

9 Vocabulary Ss find the phrasal verbs in the article and discuss their meanings. Remind them to pay attention to context. Elicit the answers and correct as necessary. Tell Ss to make a record of the phrasal verbs in their vocabulary notebooks.

Answers 1 to produce or emit something 2 to seem, to appear 3 to reveal 4 to succeed in communicating 5 to begin

10 Vocabulary Ss complete the sentences in pairs. Elicit the answers and tell Ss to add the collocations to the notes they made in their vocabulary notebooks in Exercise 9. As an extension, ask Ss if they can think of any other nouns that collocate with these phrasal verbs (e.g. *give out advice*, *come across as selfish*, *give away free gifts*, *get across your feelings*, *strike up a tune*).

Answers 1 as an idiot 2 true feelings 3 a friendship 4 point of view 5 a secret 6 leaflets 7 in a good light 8 signs

11 Put Ss into groups of four and set a time limit of sixteen minutes for the discussion (two minutes per statement). Take feedback from the whole class.

LISTENING

This section gives Ss tips on listening more effectively, using visual and audible clues to help them.

Culture notes

The Guardian is a serious, left-of-centre newspaper in the UK. Its circulation is around 280,000 per day, and it costs £1.17. It is published Monday to Saturday. In 2004, *The Guardian* became the first UK broadsheet newspaper to shrink its page size, and it is now a 'compact'.

Polly Starr is a fictional professor.

The London School of Economics (LSE) is one of the UK's top universities. As the name suggests, the LSE is located in London and is a campus university, attended by around 9,000 students. It is famous for its social sciences degrees and boasts numerous Nobel Prize winners amongst its alumni, including George Bernard Shaw.

A **GCSE** is a General Certificate in Secondary Education, the end-of-school exams taken by pupils in schools in England, Wales and Northern Ireland, usually at the age of sixteen. Most students take a maximum of nine GCSEs and compulsory subjects are English and Maths. Grades range from A* down to U (ungradeable). Grades A* to C are considered good passes.

The Old Bailey is a court of law in London. It is named after the street on which it stands, which in turn follows the line of the old city wall (or *bailey*) of London. The Old Bailey was opened in 1907 and was heavily bombed during the Second World War. The court is the location where the most serious criminal cases in the UK are heard.

Boots is a high-street store in the UK that sells cosmetics, medicines and toiletries. Many branches also have a full-time pharmacist and dispensary where you can pick up medications prescribed by doctors. It was founded in 1849 by John Boot and now has almost 2,500 stores.

Warm-up Revision of body language. *Mime backs to the board.* Put the class into two groups and choose a student from each group to come to the board. Tell the two Ss not to look at the board. On the board write a form of body language, e.g. *smile*. All the Ss facing the board must smile, but cannot say anything. The two Ss at the front must guess what the word or phrase is. Swap Ss after each word.

Words to use: *cross your legs*, *palms up*, *palms down*, *eye contact*, *nod your head*, *shake hands*, *lean towards*, etc.

1 When eliciting ideas from Ss, do not point things out that they have missed. It will make a good listening task to see what is said about the different materials. Elicit ideas without commenting (Ss may come up with different ideas).

Possible answers 1 Different types and use of English 2 Some people may think that we should always use formal 'correct' language, other people may think it is natural to use abbreviations as in the text messages. Many people would argue that legalese is confusing and could be simplified, yet solicitors would no doubt defend its use.

2 Put Ss into groups of three. Tell Ss to listen for three things: where the conversation is taking place, what the people are doing and what the relationship between the speakers is. Each student takes notes to answer the question and they discuss their ideas after the recording.

For tapescript see page 130.

Answers 1 The people are at home and they are having their dinner (the grandfather shows them a newspaper, there is the sound of cutlery on plates). 2 It's a grandfather and his grandchildren.

3 Ss read through the opinions and discuss them in pairs. Before Ss listen, elicit key words in the opinions and possibly synonyms that may be used in the recording, e.g. *correct grammar* – *good grammar*. As Ss listen, they should make notes to try to justify their answers. Elicit answers and then ask Ss to speculate on what the different speakers might think about the different types of English.

For tapescript see page 130.

Answers 1 G 2 K 3 K 4 G 5 K

4 Ss discuss their ideas in small groups. Take feedback from the whole class. Also take feedback on what Ss think about the types of English shown in the pictures.

5 Point out that there are nine choices and only six things listed so three words will not be needed. Ss listen again and note down key words which help them, e.g. *The Guardian* – read.

Answers 1 a newspaper 2 a professor 3 a university 4 an exam 5 a building 6 a shop

TRAIN YOUR BRAIN

6 Before Ss look at the Train Your Brain box, ask them to think back to the stages of the lesson and decide why they did the things in the exercises (to help prepare them for what was to come and to work out the meaning of unknown cultural items in the text). Ss then complete the box alone.

Answers **1** predict **2** background; words; conversation; speakers **3** relationship **4** predict **5** context

7 Allow Ss time to read through the questions and then play the recording twice. Tell Ss to compare answers and also talk about how they went about doing the task and the type of notes they took (if any) so that they may be able to learn from Ss who adopted the most successful strategies.

For tapescript see page 131.

Answers **1** They are at home, talking to each other. **2** Husband and wife **3** The mother sounds keen but the father is not convinced. **4** They decide to let Alison take the course. **5a** Australia **5b** From Newcastle **5c** An Internet chat site **5d** A thousand pounds

8 With the whole class, discuss the two questions and encourage Ss to relate them to their own country. Ask: *Do you write emails in English or in your own language? Do you use English words when writing an email in your own language? Was your language very different 50 or 100 years ago? How? Why have these changes happened?* Then put Ss into groups of four and set a time limit of three minutes per question. Elicit ideas in open class.

VOCABULARY | Prefixes

This section looks at prefixes, both those which make the meaning of an adjective negative, e.g. *un-*, and those that give a different meaning, e.g. *ex-*, *re-*.

Special difficulties: Ss should have come across the negative prefixes before and know them fairly well. However, the other kinds of prefixes may be new to them and may be confusing at first. It is important to give Ss as much practice as possible and also let them try to create new words using the prefixes learnt to see if they are correct or not.

Note: Some words containing prefixes can be spelled with or without hyphens (*anti-social*, *antisocial*). In this book, spelling follows the *Longman Dictionary of Contemporary English*.

Culture notes

George Orwell was born Eric Arthur Blair in India in 1903. His most famous books were *Animal Farm* and *1984*, both attacks on what was happening in the name of socialism in the Soviet Union. Although he was born into a well-off family, he was a committed socialist and fought in the Spanish Civil War.

William James (1842–1910) was an American psychologist and philosopher. He was the brother of Henry James, the famous novelist. He studied Medicine, Physiology and Biology at Harvard but was drawn to the scientific study of the human mind at a time when Psychology started to be considered a true science.

Horace was a Roman poet (65–8 BC). His real name was Quintus Horatius Flaccus. He is considered the best of the Roman poets along with Virgil and wrote sayings which are still used today such as *Carpe diem* (seize the day).

Manchester United and **Liverpool** are two of the biggest and most famous football teams in England. Manchester United were the first English team to win the European Cup in 1968 and they are the only team to win the treble (League, FA Cup and European Champions League). Liverpool have won the Champions League/European Cup more times (five) than any other English team and the League Championship a record 18 times up until 2011.

Warm-up Introducing the topic of the lesson. *How many words?* Put Ss into groups of four. Check Ss know the term *prefix* and what it means. Write some prefixes on the board. Tell Ss to think of as many words as they can that begin with these letters. Set a time limit of no more than five minutes and tell Ss to write down all the words their group thinks of. When time is up, groups swap their lists and add up the number of words thought of. Ss should challenge any words they do not think are correct. Each group then reads out the list of words it has 'marked' and the number of words. The group with the most words wins. Prefixes to use: *anti-*, *dis-*, *ex-*, *il-*, *im-*, *in-*, *ir-*, *mis-*, *non-*, *out-*, *over-*, *re-*, *un-*, *under-*

1 It might be difficult for Ss to understand some of the quotes so look at the first one with the whole class. Ask Ss if they know what *insincerity* is (not being truthful) and elicit what Orwell may be saying by using synonyms and opposites (if you are not honest, what you are saying cannot be easily understood). Ss then do the same in pairs, making the quotes simpler to understand. Elicit ideas for each, then Ss do the activities in Exercise 1.

Possible meanings of the quotes **1** If you are not honest, what you are saying cannot be easily understood. **2** It is even better not to be critical of someone when they are wrong than to be complimentary to them when they are right. **3** It is saying that we can show people what we think in different ways than by telling them and the other ways are actually better than words. **4** If we say something, people may misunderstand us and they may deliberately change our words when reporting what we said. If we are silent, they still may not understand us but at least they cannot deliberately change our words. **5** We should think before we speak because what we said will be remembered, even if we apologise for it or regret it later. **6** Similar to the last quote, this is saying that we should think before we speak as, if we do not, we may say something wrong.

2 Ss should know these so look at this exercise with the whole class and ask Ss if they know any other adjectives which take the same prefixes in their negative form. Elicit the rule that adjectives starting with *m* or *p* often take the prefix *im-*.

Answers **1** They make the words negative.
2 immature, independent, unhealthy **3** illegal, irresponsible, dishonest

3 Ss work in pairs. Point out that sometimes the prefixes do not work consistently, e.g. we would not say *I underslept* even though we say *overslept*. Elicit the meanings of the words in question 3 to make sure Ss are completely sure of their meanings, e.g. *to oversleep* means to be late because you were asleep, not just to get a lot of sleep; *an ex-president* is someone who used to be the president but is not now; *antisocial* does not mean you are against society but, for example, we can use it to talk about someone who does not want to meet other people or talk to them; *to undervalue* means to not realise what something or somebody is worth and is usually used to talk about people's work or importance to you rather than the price of an object; *nonexistent* describes something that does not exist at all, or is not present in a particular place.

Answers **1** again – re; in the wrong way – mis; better/more – out **2** anti – against; under – not enough; over – too much; non – without; ex – former **3** oversleep; ex-president; antisocial; under/overvalue; nonexistent

TRAIN YOUR BRAIN

4 Ss work alone. Elicit the meanings of all words as well as the answers. Remind Ss which prefixes are followed by a hyphen (*ex-*, *non-* and *anti-* in most cases) and tell them that they can always check hyphenation in a good dictionary.

Answers The opposites **1** unhealthy **2** immature **3** illegal **4** independent **5** irresponsible **6** dishonest

Other changes in meaning **1** in the wrong way **2** again **3** overcooked, oversleep **4** underpaid, undervalue **5** nonverbal, nonexistent **6** better/more **7** ex-boss, ex-president **8** anti-government, antisocial

5 Look at the first sentence with the whole class and ask them which meaning is required (in the wrong way) and which prefix this requires (*mis-*). Elicit which word this attaches to (*hear*) and what other changes are needed (*correctly* is not needed). *Misunderstood* would also be correct but encourage Ss to use the same words as given or they may lose marks in transformation exercises where the meaning must stay exactly the same.

Answers **1** I think you misheard me. **2** It's illegal to drive without a seat belt. **3** I hate vegetables which have been overcooked. **4** I'll have to wait until the autumn to retake my exams. **5** Who's that with my ex-boyfriend? **6** Can you get your message across using nonverbal communication? **7** Manchester United deserved to win: they outplayed Liverpool. **8** This bar is open to non-residents.

6 Ss work alone and compare answers in pairs. Quickly go through the answers and then Ss ask and answer in pairs. Most compounds used with *non-* are written with a hyphen in British English (*non-fiction*, *non-negotiable*) although sometimes they are written as one word (*nonverbal*, *nonsense*, *nonconformist*, *nonexistent*). Ss should look in a dictionary if they are unsure. In American English, most words with the prefix *non-* are written as one word. Hyphens are usually used with all prefixes when the prefix ends with the same letter as the word begins (*re-enter*, *cooperate*).

Answers **1** immature; unfriendly **2** non-fiction **3** unhealthy; impossible **4** overslept **5** antisocial **6** overworked; underpaid **7** misspell **8** outnumber

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 5: *Prefix dominoes*

GRAMMAR

This section looks at talking about preferences using *would prefer* and *would rather*.

Special difficulties: The different structures can cause confusion, especially the use of the past tense to talk about the present or future. Give Ss lots of practice and correct thoroughly.

Culture notes

(Paul) Simon and (Art) Garfunkel met in school in 1953. They first called themselves Tom and Jerry and had their first success in 1965 with *The Sound of Silence*. The music for ***El Condor Pasa*** is a Peruvian song from 1913 by Daniel Alomía Robles. Paul Simon wrote completely new lyrics for the tune.

Warm-up **Revision of prefixes.** *Hands up.* Put Ss into four groups. Write all the prefixes from the last lesson on the board. Read out a definition of a word and Ss have to guess the word (which uses one of the prefixes). The first group to guess put their hands up but everyone in the group must know (so they must discuss it first) as you could ask any one of them the answer.

Examples of definitions:

To earn too much money (to be overpaid)

Someone who used to be your girlfriend (ex-girlfriend)

To write again (rewrite)

Without stopping (non-stop)

Someone who is against the government (anti-government)

To be forced to work too hard (to be overworked)

1 Ss discuss the questions in pairs. If Ss need help with ideas, prompt them with words such as *email*, *Internet chat rooms*, *mobile phones*, *Facebook*, *landline phone*, *in person*, *it's quick*, *it's cheap*, *it's more enjoyable*, *it's convenient*, etc. Elicit feedback from the whole class and try to reach a consensus on the most popular forms of communication and why.

2 Before Ss read the text, take a brief class survey. Ask them whether they think men or women are more likely to ask for directions when lost, and what they think the most popular form of communication is for Ss. Then Ss read the texts in pairs. Elicit feedback on anything Ss found interesting or surprising.

3 Look at the highlighted phrases with Ss. Check that they understand the meaning of the phrases by encouraging Ss to call out paraphrases. Ss then work in pairs to match the highlighted phrases to the options. Elicit feedback and offer correction and clarification as necessary.

Answers **1** 'd rather not **2** 'd rather we didn't
3 'd rather we tried **4** 'd rather

Work it out

4 Ss discuss the answers in pairs and then as a class.

Answers **1** would **2** the same

5 Elicit the answers in open class and ask Ss what the differences are, e.g. *rather* does not use *to*; *prefer* uses the object pronoun, *rather* uses the subject pronoun; *prefer* uses *to* + infinitive, *rather* uses the Past Simple.

Answers **1** b, d **2** a, c

6 Ss should now be able to complete the table alone. Monitor and help, and elicit all answers in open class.

Answers **1** to use **2** not to use **3** to use **4** not to use
5 use **6** not use **7** used **8** didn't use

Check it out

7 Elicit from Ss why this type of exercise is useful (for transformation tasks in exams), and how *would rather* and *would prefer* can be used interchangeably. Ss work alone and compare in pairs.

Answers **2** I'd prefer us not to go to the party. **3** I'd rather you didn't smoke in the house. **4** We'd prefer not to say – it's private. **5** They'd rather not work at Christmas. **6** I'd prefer us to stay at home tonight.

8 Divide the class into two groups, A and B. Tell Student A to use *prefer* for odd numbers and *rather* for even numbers and Student B to use the opposite. Then, when they ask and answer in pairs, they will have different responses to each question. Elicit ideas in open class.

Possible answers **1** No, I'd rather go/I'd prefer to go to the theatre. **2** No, I'd rather we watched/I'd prefer us to watch TV. **3** No, I'd rather go/I'd prefer to go for a swim. **4** No, I'd rather you waited/I'd prefer you to wait. **5** No, I'd rather speak/I'd prefer to speak to them in person. **6** No, I'd rather you didn't/I'd prefer you not to.

9 **Song** Ss listen to the song and write down all the things the singer wants to be, do, etc. After listening to the recording, allow five minutes for Ss to write another verse and help where necessary. Elicit new verses from Ss who want to share their ideas.

SPEAKING AND LISTENING

This section looks at how to clarify information during a conversation, asking, explaining and checking. Ss are introduced to the language through a listening and practise in a roleplay.

Culture notes

Romeo and Juliet is probably Shakespeare's most famous play. It is based on the poem, *The Tragical History of Romeus and Juliet* written in 1562 by Arthur Brookes. This itself was based on an Italian story. The play concerns two lovers whose families hate each other and this hatred causes the death of the two at the end of the play.

Warm-up Revision of describing preferences. *I'd rather ...* Put Ss into pairs. Write some topics and prompts on the board and tell Ss that for each topic, they must decide on a preference and explain why. Remind them to use *would prefer* and *would rather*. Encourage Ss to ask their partners follow-up questions. Topics and prompts to use:

Food: pizza/steak and chips (*I would rather eat pizza because ...*); Job: teacher/police officer; Subjects: Maths/English; Sport: football/tennis; Holidays: skiing/sightseeing; Free time: watch TV/go to the cinema; Hobbies: play sport/chat with friends on the Internet

1 Remind Ss of how to listen effectively and what to listen out for (background noises, key words, etc.). Ss make notes as they listen and compare answers in pairs. Ask what the three things in part 2 are to make sure Ss understood what was said.

For tapescript see page 131.

Answers **1** conversation 1=c (her English teacher) conversation 2=a (an English friend) conversation 3=b (her landlady) **2** conversation 1=c (a 'mock') conversation 2=b ('to rattle someone's cage') conversation 3=a ('toad-in-the-hole')

SPEAK OUT

2 Write the verb *to clarify* on the board. Wait until a student asks what it means and tell them that they were asking for clarification, i.e. asking what something means. Ss look at the Speak Out table and decide which group of phrases are asking for clarification. They then complete the other three headings alone. Before playing the recording again, ask Ss in which conversation they would expect people to be more informal (2 – the friends).

Answers **1** b **2** a **3** d **4** c

Neutral I don't know what you mean by ... If I understand you correctly, ... So in other words, ... No, that wasn't quite what I meant.

Informal Sorry, I'm not with you. Sorry, you've lost me there. What I meant was ... Are you with me?

3 Play the recording once for Ss to listen to quietly. Play it again while the whole class repeat the phrases together. After the whole-class drill, drill Ss in smaller groups and even pairs and individuals if you feel that they need to practise the intonation.

Tapescript CD1 Track 18

- 1 I don't know what you mean by 'mocks'.
- 2 Sorry, I'm not with you.
- 3 If I understand you correctly, the mocks are in two weeks.
- 4 So in other words, we're having sausages for dinner.
- 5 What I meant was, she's in a bad mood.
- 6 Yes, that's exactly what I meant.
- 7 Do you see what I mean?
- 8 Are you with me?

4 Ss complete the phrases in pairs. Elicit the answers and then Ss choose one exchange and expand it with more dialogue before and/or after what is in the book. They then act out their dialogues in front of the class.

Possible answers **1** what I meant was **2B** So are you saying **2A** Yes, that's exactly what I meant **3B** Could you go over that again? **3A** Are you with me? **4** Sorry, I'm not with you/you've lost me there.

5 Tell Ss to look at just the first roleplay to start with. Student B looks at page 123 while Student A looks at the instructions on this page. Allow one minute for them to think about what they have to do and then they carry out the roleplay. When they have finished, Ss repeat the process for the second roleplay.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 6: *Alien game*

INTRODUCTION

The review sections in the Students' Book give Ss a chance to revise the vocabulary and grammar of the previous two units of the book as well as giving them important exam practice in reading, listening and speaking skills. They mirror similar review sections in the workbook which can be set as homework.

There are different ways of approaching the review sections in the Students' Book and it is up to the teacher to decide which would suit their group best.

Individual exam practice. Ss are given a time limit to complete the tasks and work alone. The teacher can either mark the work to give a formal grade or, at the end of the activity, give Ss the answers so that they can see how well they have done and where they have problems. The obvious advantages of this approach are that it gives Ss more practice of working under exam conditions and can be used to check individual Ss' progress.

Collaborative, pairs or group work. Ss work together to try to complete the exercises. Although there is a danger that this may lead to some Ss relying on others, it can also have beneficial effects as Ss discuss the answers together and learn from their peers. It also means that weaker Ss are helped and their confidence is not undermined by poor performance.

Games or races. This is essentially the same as pair or group work but the setting of strict time limits or awarding points for being the first to answer a question correctly means that Ss enjoy the element of competition as well as striving to get the answers correct. Having Ss write the answers on the board makes it easy to decide which group was quickest and also gives a good idea of mistakes that are being made.

As a continuation of the normal coursebook. In other words, activities are introduced with prediction tasks and the teacher uses a variety of individual, pair and group work. The instructions have been written for this form of activity.

VOCABULARY AND GRAMMAR

1 Put Ss into pairs. Tell Ss A to cover the right-hand column and B to cover the left-hand column. A reads out the first word (*good*) and B has to try to find the correct match. For the second group of words, B reads out their ending and A tries to find the correct matching verb. Elicit all answers and meanings in open class.

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

2 Ss work in pairs. Tell them that, if they are not sure of the word, they should show clearly what kind of word it is, e.g. negative adjective, plural noun. Elicit answers in open class.

Answers 1 illogical 2 outnumber 3 underpaid
4 misquoted 5 disapproval 6 retake 7 overslept
8 irrational

3 Ask Ss to read through the sentences and try to identify what is being tested (tense, phrasal verb, idiom, etc.). Elicit ideas and then Ss do the exercise alone. Sometimes Ss will have alternative answers which may be correct so make sure Ss ask if their version is acceptable.

Answers 1 'd rather you didn't 2 How long have you been 3 'd prefer you to 4 'd rather not lose 5 will have been married 6 as soon as I arrive/as soon as I get there

4 Ask Ss to quickly read through the sentences and elicit what is being tested (phrasal verbs and collocations). After Ss have completed the exercise, elicit answers and check Ss understand the meaning of the phrasal verbs and collocations.

Answers 1 up 2 unknown 3 out 4 across 5 out

5 Give Ss a minute to read through the text and ask them what it is about (nonverbal communication errors) and what the main difference between the first two-thirds and the final third is, in terms of tense (the first two-thirds are mainly an anecdote set in the past, the final third is generally talking about now and the future).

Answers 1 had/has 2 came/comes 3 has been working
4 will have been 5 has experienced 6 shared/was sharing 7 removed 8 had used 9 is preparing
10 hopes

PRONUNCIATION

6 Put Ss into pairs and ask them to say the sentence and try to work out the intonation pattern. Elicit ideas and then play the recording and write the intonation pattern on the board and drill it. Stop the recording after each request and drill Ss as a whole class and in smaller groups.

Tapescript CD1 Track 19

Could you tell me what the job involves, please?

1 I wonder if I could speak to Mr Jones, please.

2 Would you mind telling me more about it, please?

3 I was wondering if you could give me some more information.

4 Do you think you could help me?

LISTENING SKILLS

7 Remind Ss of strategies for carrying out this type of activity. Tell Ss to write the four names in their exercise books and, as they are listening, make notes about what each says. Before they listen for a second time, Ss try to answer the questions from their notes and then listen again to check their answers.

Tapescript CD1 Track 20

Interviewer: Good morning. In our daily talking-point slot today we will be looking at *Pop Idol*. Whether you love it or hate it everybody seems to have an opinion about it. We have four listeners on the phone now waiting to give us their views. Peter, have you ever dreamt about going on stage and winning the *Pop Idol* programme?

Peter: Well ... I must say I haven't really thought about it. Of course, I watch it regularly – after all it has some of the highest ratings of any TV programme now. But giving it a try? No, not really. It's only for people who are brave enough to go on stage and perform. No, not my cup of tea, I'm afraid.

Interviewer: OK, thank you, Peter. Now we have Carol on the line. Perhaps she is more of a fan. Carol, would you appear on *Pop Idol*?

Carol: Erm ... I wouldn't do it myself but I don't have any real objection to other people doing it. It's fun, you can gain more confidence or even win a recording contract. What's wrong with that? Plus the judges don't just evaluate the musical merit of performers, very often their personality counts more ... which is good news for people like me! Now, when I come to think of it ... mm ... doesn't seem such a bad idea after all. I can't see why not ...

Interviewer: OK Carol – that's great. What about you, Beth?

Beth: To me the rules for television talent shows are simply unfair. Frankly, I've no doubt they would do anything to make the programme exciting. Anything! And what's really the purpose: to find a pop idol or to entertain? I know one person, though, ... what's his name? I can't recall it now ... but anyway ... he made it from the open audition stage to the final 50 and his life has been completely transformed by the programme. He used to be teased at school, he wouldn't even approach a girl. And you should see him now! Well ... it seems that there might be some real benefit to doing it.

Interviewer: Ha ha ha, lucky guy. We have one last caller: let's see what he thinks of the show. Matt?

Matt: Yeah ... for me, the contestants' reactions are at the centre of the show, not really their performances. So, it's basically about their humiliation – or glory – decided by a few weird people who pretend to have something to say about music. But to be honest, I can't see that's a problem. Yeah ... as long as everyone knows what they're letting themselves in for, then OK. No problem.

Interviewer: Thank you callers – some interesting and varied opinions there from our listeners. Now we have in the studio one of the contestants who made it to the Finals last year. Ben, can you tell the listeners more about the show ...

SPEAKING SKILLS

8 Ss work in pairs and decide which topic to talk about. Then they plan the organisation of their presentation (how they will start it, etc.). Once they have done that, tell them to brainstorm ideas but not to write any notes. Finally, put pairs together and each pair presents their topic to the other one.

9 Ss work in pairs. Remind Ss that they should not simply describe the photos, but instead should compare and contrast them, highlighting similarities and differences between the photos and what they think about them. Circulate around the class as Ss discuss their ideas and offer feedback and support as necessary.

WRITING SKILLS

10 Go through the instructions with the class and check Ss know what they have to do. Give Ss a couple of minutes to brainstorm their ideas in pairs or small groups. You may like to ask Ss to complete the writing task on their own, to gauge their progress and highlight any problem areas that need to be addressed.

Model answer

My cousin Katie has changed dramatically over the past 12 months. If you had met her two years ago, you would have seen a young woman who was constantly tired and grumpy, who was overweight and unfit, and who never had a smile on her face. About 15 months ago, Katie lost her job. This meant she could no longer spend 12 hours a day at the office, staring at a computer screen and snacking on chocolate. She was shocked that she had lost her job, but she decided to do something positive. She learnt how to do yoga, and now she is a yoga instructor. She works with people who have had accidents, and helps them learn to use their muscles again. She has even helped some people to walk again. She also helps other people who are in pain, such as office workers, and people who need to learn to relax. Her pupils love her because she is so patient and calm. Katie is now like a different person. She has lost lots of weight, her skin is clear and her eyes are bright. Now she works four hours a day, and always has time for a chat or to go out with friends. She may not earn as much money as before, but she says she is much happier now. And the best part of all? These days, you won't see Katie without a smile on her face.



Everybody changes

Read, listen and talk about bridging the gap, overcoming challenges.

Practise forms to talk about present and past habits: *used to, would, will, is/was always doing*; articles.

Focus on emphasis in presentations.

EXAM FOCUS Topic: Society and change

Speaking Exchanging opinions: SB p.28, ex.7

Listening True/False: SB p.27, ex.7
Matching: SB p.30, ex.2 and ex.3

Reading Jigsaw reading: SB p.26, ex.3
Multiple choice: SB p.26, ex.4

Grammar and vocabulary Sentence completion: SB p.25, ex.6
Sentence transformations: SB p.28, ex.5

Unit 3 Materials

Workbook Unit 3

Photocopiable resources 7, 8, 9

Testing and Evaluation Programme tests

Multi-ROM Unit 3

GRAMMAR AND VOCABULARY

This section revises different ways of talking about past and present habits.

Special difficulties: Ss should already know *used to* and may have been introduced to *would* to talk about past habits. However, they may be confused by ways of talking about present habits using *will* and the Present Continuous. It is a good idea to tell Ss that, unless they are really confident about using these forms in their writing, they should stick to using the Present Simple for present habits but to remember the forms introduced here for exam tasks such as transformations and gap-fills and for receptive understanding.

Warm-up Introducing the topic of the lesson.

Advantages and disadvantages of moving home.
Put Ss into groups of three or four. Each group has to write an advantage and a disadvantage of moving home or staying in the home you are in. Each sentence is written on a different slip of paper. The class is then divided into four new groups, each one responsible for finding all the sentences on one of the topics written about earlier, i.e. group 1 has to collect all the sentences about advantages of moving home, group 2 all the advantages of staying in the home you are in, group 3 all the disadvantages of moving home and group 4 all the disadvantages of staying in the home you are in. The groups read through all the ideas collected and work together to see if they can add any more. They then present their findings to the class.

1 Discuss the question as a class. Ss should have developed some vocabulary in the warm-up task, but if necessary feed in additional vocabulary, e.g. *say goodbye to friends, start a new school, feel lonely/worried/sad, have a bigger bedroom, live closer to*

the school, make new friends, feel happy/excited/optimistic.

2 Tell Ss to describe the people in the photos in pairs, encouraging them to recycle adjectives of appearance and idiomatic phrases when possible. Then tell Ss they are going to read about the people to find out if their predictions are correct. Go through the texts as a class and clarify any new vocabulary as necessary. Ss answer the questions alone, then compare in pairs.

Answers **A** Betty about the family (especially about Robbie) **B** Jo about Betty **C** Katie about Jo

Work it out

3 Make sure Ss realise that gap 1 is an example of the Present Continuous not an alternative structure that can be used. Tell Ss to look at the underlined examples of the different structures in the text and to write one of them in the table. Elicit ideas in open class.

Possible answers **1** 's always riding **2** was constantly playing **3** was forever arguing **4** 'll tell **5** 'll (often) run **6** 'll (patiently) explain **7** 'd spend **8** 'd (never really) stop **9** 'd meet **10** 'd lock **11** wouldn't let **12** used to be **13** used to say **14** used to spend

4 Ss work in groups of three to try to match the forms to the rules. Elicit ideas and explain the difference between them clearly, showing how the Past and Present Continuous forms show the speaker's emotion about the habits. Elicit how the speaker in the texts is feeling, e.g. 'Their little boy was constantly playing football' – *Betty probably was annoyed and is showing disapproval.*

Answers **1** used to **2a** will **2b** would **3a** Present Continuous **3b** Past Continuous
Examples are in the answer box to Exercise 3.

5 Before Ss look at the exercise, write the words *used to* and *would* on the board and ask Ss what they know about them. Allow Ss one minute to discuss their ideas in pairs and elicit ideas. Tell Ss that both structures can be used to talk about the past but there are differences between them. They are going to look at some sentences using these structures and try to work out what those differences are. Ss work in pairs. Elicit answers and examples of verbs that could not be used with *would* to describe a past state, e.g. *love*, *live (in a place)*, *understand*, etc.

Answers 1 used to 2 would 3 would

Mind the trap!

It may be worth pointing out that simple tenses and *used to* are factual, i.e. they do not give information about the speaker's emotion. In written English, the emotion in a Present Continuous sentence has to be worked out from context, e.g. *They're always arguing* is probably said with annoyance. *He's always buying me presents* could be pleasure or annoyance depending on the situation. In spoken English, the emotion is clear from the intonation. It may be worth practising saying different sentences showing different emotions.

Check it out

Refer Ss to the Check it out section and tell them to read through it at home if they are still not sure of when to use each structure. In class, look at the last sentence of the Check it out box and tell Ss that this is very important, especially when they think about their written work. If they are able to use a variety of tenses or other structures accurately and appropriately in their writing, they will sound more interesting and get higher marks in their exams.

6 Ss work in pairs and for each answer, they should show the corresponding rule to say why they have chosen it, i.e. 1 is a past state so *would* is not possible; 2 describes repeated past actions; 3 both options are possible here – *used to* describes repeated past actions, while *was always coming* suggests the writer was annoyed by this past habit; 4 this describes typical behaviour in the past; 5 this describes typical behaviour in the present; 6 this describes typical behaviour in the present.

Answers 1 used to 2 used to enjoy 3 used to come/ was always coming 4 would rarely see 5 'll visit her quite often 6 'll give

7 Vocabulary Check the meaning of an *endearing habit*, i.e. one which makes someone more likeable. Ss guess the habits in pairs. Elicit the answers and make sure Ss understand what they all mean. Ss then work in small groups to discuss the other points. Elicit other habits to the board, e.g. *bite nails*.

Answers 1 leave 2 spend ages 3 talk 4 take 5 lose 6 fiddle with 7 drum

8 Put Ss into groups of four and allow six minutes to discuss the three questions. Allow any whole-class feedback to be voluntary as Ss may not want to share this information with everyone.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 7: *Who has forgotten?*

READING AND VOCABULARY

This section gives Ss a jigsaw-reading task and a multiple-choice task on the topic of people who have overcome challenges. It also looks at some useful phrases in the text and gives Ss a true/false listening task.

Warm-up Revision of annoying habits. *Mime.* Put Ss into pairs. Tell Ss to think of five annoying habits that people might have. When they are ready, Ss join up with another pair and mime their habits to each other for the other groups to guess. When they have finished, they discuss annoying habits of people in their families, using the language from the last lesson.

1 Discuss the first question as a whole class, encouraging Ss to justify their opinions. Then go through the vocabulary in the box, asking Ss to suggest definitions. If Ss get stuck, provide the vocabulary in context, e.g. *Because her daughter suffers from deafness, Marie is learning sign language.* Ss discuss the second question in pairs. Elicit answers from the class. Ask Ss if they can think of any famous people who suffer from these problems.

2 Ss skim-read the article alone. Set a time limit of three to five minutes to inject pace into the activity. Elicit, in Ss' own words, what difficulty each person overcame and what they achieved.

Answers **Christy Brown** – overcame paralysis in order to write and paint **Helen Keller** – overcame blindness and deafness in order to graduate from college and become a world-famous author and speaker **Robert M. Hensel** – overcame paralysis/being wheelchair-bound to become an activist, world record holder, writer and poet **Billy Bob Thornton** – overcame compulsive behaviour and obsessions to become a successful actor, writer and musician

3 Ss complete the article in pairs. Remind them to pay attention to the context and to make sure that the inserted sentences make sense both grammatically and logically. Elicit answers from the whole class. Then play the recording for Ss to check their answers.

Answers 1 d 2 a 3 e 4 f 5 b

4 Remind Ss that knowing which answer is correct is often a case of deciding why other answers are wrong so they should look at all four choices and find reasons why they are right or wrong. Elicit answers and justifications for them, i.e. 1 'In this article we celebrate individuals who have overcome challenges to achieve great things in their chosen fields.'; 2 'In the years to come Christy learnt to read and write', 'Through these determined efforts, Helen learnt to communicate using her hands and her voice. She studied at schools for the blind and for the deaf, and then went on to study at college.'; 3 'People often feel sorry for those who were born with some type of disability. But their compassion is misplaced.';

4 'several of Thornton's film characters have had similar obsessions and it forms something of a recurring theme in his acting work.'; 5 'my disability gives me a better look at life and all that's around me.'

Answers 1 d 2 b 3 c 4 d 5 c

5 Vocabulary Ss do the matching in pairs without referring to the text and then check to see if they are correct. Elicit answers and definitions and, for each phrase, ask follow-up questions to make sure Ss understand them correctly and to reinforce their meaning, e.g. 1 *Do you know anyone who has achieved great success?* 2 *Can you name a famous person who is severely disabled?* 3 *Which actors in your country are critically acclaimed?* 4 *What determined efforts have you made in your life?* etc.

Answers 1 f 2 d 3 g 4 c 5 i 6 e 7 a 8 h 9 b

6 Ss complete the exercise in pairs. After eliciting answers, Ss work in pairs and write seven more sentences which include the phrases and then read them out, without saying the phrase. The other Ss have to try to guess what the missing words are, e.g. *A _____ from the UK is Shakespeare. (world-famous author).*

Answers 1 world-famous author 2 irrational fear 3 critically acclaimed 4 deprived childhood 5 inspiring words 6 determined efforts 7 recurring theme

7 Tell Ss to read through the statements and choose the key words that they have to listen out for, i.e. 1 *stress*; 2 *less useful reaction*; 3 *major impact on our health*; 4 *you feel better if someone else is worrying*; 5 *harder to cope*; 6 *main problem is lack of perspective*. Tell Ss that they should make notes about what is said about the six statements. They should then be able to decide whether the statements are true or false. Elicit how Ss know that the true answers are true, i.e. 1 'stress is, as I said, a perfectly natural thing and not, in itself, a bad thing at all. Stress is what we feel when our body and our brain react to danger, getting ready to fight or escape'; 2 'Unfortunately, we react in a similar way to everyday events in the modern world and that's where the problems start.'; 6 'Once again, a sense of perspective is key.' Where statements are false, elicit the true answer, i.e. 3 'Over time our health can suffer very badly if we don't learn to deal with it [stress] effectively.'; 4 'Another person can give you a new point of view and, more often than not, things look a lot less threatening from a bit of a distance.'; 5 'It's interesting to see how people faced with genuine problems – physical or mental disabilities such as blindness, paralysis or schizophrenia – are often able to find the strength to deal with their problems and even find positive aspects to them, while able-bodied people struggle to deal with relatively minor irritants or concerns.'

Tapescript CD2 Track 2

Life throws challenges at us all the time, doesn't it? It's natural and absolutely normal but it's important that we react in the right way so we can cope with these challenges in the best possible way. Specifically, we need to be able to cope with the stress that we inevitably and naturally feel when faced by difficult situations and difficult people.

Now, let me make one thing clear right at the beginning: stress is, as I said, a perfectly natural thing and not, in itself, a bad thing at all. Stress is what we feel when our body and our brain react to danger, getting ready to fight or escape, which was a very useful thing once upon a time when there was danger all around. Unfortunately, we react in a similar way to everyday events in the modern world and that's where the problems start. Effectively, your body is full of energy, ready to fight or escape – but has no way of reacting. The result is we feel tense, anxious and unhappy. Over time our health can suffer very badly if we don't learn to deal with it effectively.

So, what should we do when we are faced with seemingly insurmountable problems? The first step is to learn to recognise when we are losing perspective. We need to be able to take a step back and look at ourselves like we would look at somebody else. Are we getting angry for no good reason? Are we tired? Are we having problems sleeping? Are we thinking about the same thing all the time?

Once we recognise that we are stressed we can start to do something about it. The important thing is to see things as they really are. Almost always, the thing we're worrying about so much isn't really as important as we think, and things that *are* really important are often completely beyond our control in any case. Realising that is key. Talking to a close friend, somebody you trust, can be of great benefit. Another person can give you a new point of view and, more often than not, things look a lot less threatening from a bit of a distance. There are other, more prosaic, things we can do too. Eating and sleeping properly is important: the better we look after ourselves physically, the better we can cope psychologically. Finally, exercise is very beneficial and has the added benefit of helping us to burn up the nervous energy that is the source of the stress in the first place, which will enable us to deal with the real challenge much more effectively.

It's interesting to see how people faced with genuine problems – physical or mental disabilities such as blindness, paralysis or schizophrenia – are often able to find the strength to deal with their problems and even find positive aspects to them, while able-bodied people struggle to deal with relatively minor irritants or concerns. Once again, a sense of perspective is key.

Answers 1 T 2 T 3 F 4 F 5 F 6 T

8 Ss discuss the questions in pairs and make notes about the points they make. Elicit feedback from the whole class. As an extension or for homework, ask Ss to write a short essay on one of the two questions, giving their personal opinion.

SPEAKING

This section looks at using emphasis to make a presentation more dynamic and memorable.

Warm-up Revision of phrases from the last lesson.

Make a phrase. Write the words: *achieve, severely, critically, determined, world-famous, inspiring, deprived, irrational, recurring* on the left of the board. Put the class into nine groups and give each an equal number of other words from the phrases from the previous lesson (equally you could write eight words on the board and divide the class into four groups, giving them two words each):

Group 1: *childhood, efforts, author*

Group 2: *theme, efforts, fear*

Group 3: *disabled, theme, fear*

Group 4: *childhood, words, theme*

Group 5: *words, great things, theme*

Group 6: *disabled, success, acclaimed*

Group 7: *disabled, success, author*

Group 8: *acclaimed, words, author*

Group 9: *efforts, acclaimed, fear*

One group starts by choosing a word from the board (e.g. *achieve*). Whoever thinks they can add a word to complete the phrase puts their hand up and says their word (*great things/success*). If Ss say a word which does not form part of a phrase, stop them and see if anyone else can complete it. Ss continue until they have all tried to make collocations with *achieve*. Then move onto the next group and ask them to pick another word from the board, and repeat.

1 Ss look at the photos in pairs and describe what they can see in each (older and younger siblings, a teacher, a sportsman and a singer) and how they think the people could have an influence on young people. Ask Ss to decide whether all the influences are positive. Make sure Ss realise there are no right or wrong answers as long as they can justify their opinions.

2 Tell Ss to make notes of key points as they listen to the recording. Ss then compare their notes in pairs and answer the question.

For tapescript see page 132.

Answers **Pedro** An English teacher called Mr Marquez – he was a mentor and always had time to listen, and helped Pedro to believe in himself. **Julia** Her brother Boris – she could always rely on him, he had a positive influence on her, he never judged her and he set a good example.

SPEAK OUT

3 Play the recording again so that Ss can match the sentence halves. Elicit answers and clarify and correct as necessary. After Ss have completed the table, look at the different sections and elicit when the different words are used, e.g. auxiliaries can be used to emphasise – *Oh I do like your hat* or to contradict *I do work hard*. Some adverbs, e.g. *very, incredibly*,

are used with normal adjectives. Others such as *absolutely* are used with ‘strong’ adjectives. *Really* can be used with both kinds of adjective. *So* is used with adjectives, *such* when there is a noun.

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

Speak Out box **1** did make my school life bearable **2** ever too busy **3** so much more than that **4** is that we’re still just as close now we’re older

4 Make sure Ss know exactly what to do. Ss work in pairs. After listening for the correct answers, play the recording again, one sentence at a time, and drill for correct intonation.

For tapescript see page 132.

Answers **1** I’ve never ever heard ... **2** Some people

even queued ... **3** They did have a difficult task ...

4 The idea was absolutely brilliant. **5** It does make you think. **6** His words were incredibly moving.

5 Ss work alone and compare ideas in pairs. Remind Ss that, when using *such*, they will have to use articles correctly (*such a* for a singular noun, *such* – for plural and uncountable nouns). Elicit more ideas of sentences which would include both forms, e.g. *such a nice meal, such a busy day, such terrible weather, such beautiful flowers*. Refer Ss to the Speak Out box if they are having difficulties.

Answers **1** never ever seen such a beautiful painting

2 was so beautiful that I had to buy it **3** was best about the film was the ending/I liked best about the film was the ending **4** really succeed (in our plan) **5** does frighten you **6** such a surprise that he was so friendly

6 Ss complete the sentences alone, then compare in pairs. To check understanding and consolidate, join pairs to make groups of four. Each student tells the group about his/her partner. Finally, take whole-class feedback on anything Ss found out about their classmates which is surprising or interesting.

7 Give Ss about five minutes to discuss the questions in pairs. As an extension, tell Ss to prepare a presentation on one of the topics, using the techniques from Speak Out. Ss can practise their presentations in pairs. Tell Ss to listen carefully to their partner and help them with any errors they made or ideas they did not think of.

VOCABULARY | Change

This section looks at words and phrases related to change – both phrases including the verb *change*, and idiomatic phrases.

Warm-up Review of emphasising. *Stand in line.* In pairs Ss write a sentence (quite long) which uses one of the structures from the last lesson. Ss write their sentence with each word on a separate piece of paper. One pair starts. However many words there are in their sentence, they nominate that number of Ss to stand at the front of the class and give them one word from the sentence each. The Ss have to remember their word. By telling each other what their word is, they have to arrange themselves into the correct order to make that sentence.

1 Discuss the questions as a whole class. Discuss each item in turn to make sure Ss understand the meanings of the phrases.

2 Tell Ss to read through the sentences and to pay attention to the context. They should be able to make an informed guess about the meaning of the underlined phrases. Elicit some ideas from the class. Then have Ss look at the definitions and match them to the underlined phrases in pairs. Take whole-class feedback and clarify and correct as necessary. As an extension, have Ss work in pairs. They write six more sentences containing the idioms. Elicit sentences from the whole class.

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

3 Play the recording once and tell Ss to make notes. Ask Ss whether they can identify the missing idioms. If they can, have them write down the correct forms. If not, play the recording again. Ss write their answers alone. Do not give feedback or correct at this stage. Note that the full transcript is given after the teaching notes for Exercise 4.

Answers 1 change the subject 2 had a change of heart 3 turn over a new leaf 4 real turn-up for the books

4 Play the recording and tell Ss to check their answers. Ask follow-up questions, e.g. 1 *Why do you think Lucy tries to change the subject?* 2 *What made Chris have a change of heart?* 3 *In what ways does Helen say she will turn over a new leaf?* 4 *Why is it a turn-up for the books that Will has got the voice of an angel?*

Tapescript CD2 Track 6

One

Alan: I didn't hear you come home last night. What time did you get back?

Lucy: Yeah, I tried to be as quiet as I could. I didn't want to wake you up. But we had a really good time. Rachel was there – you remember Rachel, don't you?

Alan: Er ... Rachel? No, I ... er ... but I asked you what time you came home. Don't change the subject.

Two

Lee: The waitress was so slow. And when she finally brought our food, it was completely the wrong order.

Chris: So, did you speak to the manager about it?

Lee: Well, I told the waitress that I wanted to complain, and she looked really upset. She said her baby was ill and she hadn't slept the previous night. She was worried about losing her job so in the end I just told her not to worry about it.

Chris: I see. One look at her and you had a change of heart?

Three

Helen: It was really embarrassing. I didn't know any of the answers, and everyone else did. I thought I didn't need to study, but I guess those days are over.

Joanne: So what are you going to do about it?

Helen: Well, no more parties for me! No more TV, no more Internet. I'm going to study for three hours every evening.

Joanne: Hmm ... do you really think you can do it?

Helen: Absolutely! I'm going to turn over a new leaf, you wait and see.

Four

Tony: Do you know Will? He's one of the guys I play football with.

Louise: Yeah. Big guy ... looks like a boxer.

Tony: That's the one. Apparently he sings in a choir. He's got a voice like an angel.

Louise: You're joking!

Tony: I know – it's a real turn-up for the books, isn't it?

5 Ss work in pairs. You may want to assign each pair an idiom, to make sure there is an even spread and all the idioms are used. Set a time limit of no more than three minutes for pairs to write their conversations. Ss act out their conversations in front of small groups or the whole class.

6 Go through the sentences with Ss and elicit ideas about the meaning of the verbs. Tell Ss to pay attention to the context to help them. Ask Ss if they can think of any other verbs that have a similar meaning. Finally, take class feedback on the common theme that connects all the verbs (they all have a general meaning of *change*).

7 Ss work alone, then compare answers in pairs. Where there are differences, they should justify their answers. Elicit whole-class feedback.

Possible answers 1 varied 2 converted, transformed, turned into 3 transforms, modifies, varies, adapts 4 swap 5 converted, transformed

8 Ss discuss the questions in groups. If there is time, Ss can present their ideas to the class, using the skills learnt in the previous lesson.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 8: *All change!*

GRAMMAR AND LISTENING

This section revises and extends Ss' knowledge of articles.

Special difficulties: Ss should be aware of the rules but will probably still make mistakes, especially in freer, written work. When correcting, make sure Ss are aware, not only that they are wrong but also why they are wrong, i.e. which rule each use of articles corresponds to. In speaking activities, elicit corrections when the Ss' use of article makes the meaning unclear or obviously wrong, e.g. if a student says *Could you write the word on a board?* and there is only one board in the room, feign confusion and ask Ss which board you should write on, pretending to search for others in the room.

Culture notes

Coronation Street and **EastEnders** are long-running TV soap operas in the UK. *Coronation Street*, aired on the ITV channel, is based in a fictional town near Manchester in northwest England. Action centres around a pub called The Rover's Return, and the storylines are famous for portraying ordinary, working-class people from the north. The first episode was shown in 1960 and it is now the longest-running soap opera still on air in the world.

EastEnders is set in the fictional London borough of Walford. Like *Coronation Street*, the soap focuses on ordinary, working-class characters, and the hub of the action is a pub called the Queen Vic. First broadcast in 1985, *EastEnders* is one of the UK's most popular TV shows. It is regularly a winner in the ratings wars and has won numerous awards.

Warm-up Revision of idioms from the last lesson. Which *idiom*? Put Ss into small groups. Tell them to write six sentences containing the idioms from the last lesson (*turn over a new leaf, a change is as good as a rest, the winds of change are blowing, a real turn-up for the books, change the subject, have a change of heart*). When they have finished, tell them to write out their sentences on strips of paper, and to cut the strips in half, so that the idioms are separate from the rest of the sentence. They then swap their sentences with another group, and match up the halves of the sentences. The first group to match the sentence halves correctly wins.

1 Discuss the picture with the whole class. Ask Ss to describe what they think it depicts. Then tell Ss to discuss the four questions in pairs. Elicit feedback from the whole class.

2 Have Ss read through the questions and options before they listen. Elicit predictions on who they expect to say what. Then play the recording. Tell Ss to take notes and to write their answers alone, then compare in pairs.

Tapescript CD2 Track 7

Sally: Hey, look at this, it's a really good article.

Sheila: Oh really? What's it about?

Sally: It's called 'The Best Years of Your Life' ...

Frank: Ah, then it's about you, Sally! The best years of your life are when you're at school, everybody knows that!

Sally: Hang on, Granddad! That's what the article says but let's not jump to conclusions. I don't think the author's really thought it through. School is hard work and I should know! Not only do I have to go to school at seven o'clock in the morning every day, but I also have homework every night. And worst of all is the fact that I have to pass exams in every subject, even Music. And the Music exam is a real killer! Schooldays are the best days of your life? That's just a lazy stereotype if you ask me.

Frank: Well, when do you think the best years of your life are?

Sally: It's obvious. The best years of your life are after you finish school, say from twenty to fifty. There's no question about it.

Joe: You think so?

Sally: Of course, Dad. Look, what is the one thing in life that everybody desires? Freedom, of course. When you finish school and get a job you're free, and there's nothing more important than that. You're financially independent, you can buy things, you can do what you like, go where you like ...

Andrea: You think so?

Sally: You know it's true, Mum!

Andrea: I know it's not! You make having a job sound like a permanent holiday! You have all sorts of responsibilities and pressures that you can't just ignore. You have to get up early and work hard. You can't just do what you like or go where you like – try that and see how long it takes for you to get the sack! Besides, what about children? If you have children then you have to look after them and spend time and money bringing them up. That's a heavy burden, financially and emotionally. It's probably the hardest time of your life!

Sally: What about you, Dad, what do you think is the best time of your life?

Joe: No question about it, the best time of your life is when you are retired.

Frank: What?

Joe: No, really. You have all the free time you want, you can spend time with your friends, relax, take it easy and ...

Frank: ... and spend all your time looking after the grandchildren while their parents are off out having fun! Look, your grandma and I are the only ones who can really answer this question, because we're the only ones who have experience of all the alternatives! And I can tell you, the best time of your life is when you're at school. No, don't shake your head, Sally, I know what I'm talking about. Now, I don't want to get all nostalgic but I remember when I was at school in the 60s. It was great! Of course, I was scared stiff the first day but after that I took to it like a fish to water. You know, I came from a small unremarkable town but I went to a school in London, a real big city, the capital. I felt special, important, proud. And

every day, eight hours a day, I spent with my friends and we had a great time. With hindsight, I can even say I enjoyed the lessons, though it didn't seem that way at the time. Ah, I wish I could go back to school in September!

Sally: You can have my place if you like Granddad. The first of September. I'll even lend you my uniform.

Answers 1a P 1b T 1c G

3 Tell Ss to try to answer as many questions as possible from what they remember from the first listening. Then play the recording again. Take whole-class feedback.

Answers 1 T 2 T 3 P 4 G (also possibly P) 5 G

Work it out

4 Ss read through the sentences to make sure they understand all the vocabulary, e.g. *the capital*, *independent*. Look at the first sentence with the whole class and decide which rule it matches with and why (3a – *exams* is plural and the sentence is talking about exams in general). Ss do the rest of the matching in pairs. When eliciting answers, try to elicit other sentences which follow the same rules, e.g. 1 *I live in a house in Bury* (there are many houses in Bury). Point out that sometimes the rules overlap and that, e.g. we say *a local restaurant* because it is both one of many and we are mentioning it for the first time.

Answers 1 a/an (d, f) 2 a/an (d, f) 3a Ø (a) 3b Ø (b) 4a the (e) 4b the (c, g) 4c the (g)

5 When eliciting answers, again ask Ss to think of their own ideas for specific and general statements using one noun for both.

Answers 1a Ø 1b The 2a Ø 2b The 3a The 3b Ø

6 Before Ss look at the sentences, go through the categories with Ss and elicit the answers, with their own examples. Ss then find examples alone in the sentences.

Answers 1 Ø (c) 2 the (a) 3 the (f) 4 Ø (e) 5 the (b) 6 Ø (d)

Check it out

Point out to Ss that more information about articles can be found in the Check it out section on page 130.

Mind the trap!

To help Ss with this, write two sentences on the board: *I went to hospital* and *I went to the hospital*. Now write two questions: *Why, what was wrong with you?* *Why, who were you visiting?* Ask Ss which question matches to which sentence and why (*What was wrong* matches to *I went to hospital* – no article means I went for the purpose of the institution).

7 There may be some confusion or disagreement over the correct answers here, e.g. in 3 either *the* or *a* could be correct, depending on whether the speaker is talking about a specific school (*the*) or one of many (*a*). In 4 either *the* or no article could be correct, depending on whether the speaker is talking about the purpose of a university (Ø) or a specific university (*the*).

Answers 1 the 2 Ø 3 the/a 4 Ø/the 5 Ø 6 the

8 Ss work alone. Elicit answers in open class. If anyone gives a wrong answer, ask why they chose that article to see why they have made a mistake or if they can justify their answer.

Answers 1 a 2 a 3 Ø 4 Ø 5 Ø 6 a 7 the 8 The 9 the 10 a 11 a 12 a 13 a 14 the 15 Ø

9 Ss write their paragraphs in pairs. This can be done in class or as homework, if you want Ss to do some research about 'Mr and Mrs Average'. Ss then read the paragraphs out to the class. Encourage peer-correction of the use of articles and praise accurate use of articles, to boost confidence.

10 Put Ss into groups of four and set time limits for each question. Allow a two-minute group discussion for each question and elicit ideas in open class.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 9: *Grammar gamble*

Read, listen and talk about inspiration and intelligence.

Practise narrative tenses with the Past Perfect Continuous; participle clauses; suffixes.

Focus on presentation skills: keeping your audience involved.

Write a memorable story.

EXAM FOCUS Topic: Man; Culture

Listening Multiple choice: SB p.37, ex.3
Sentence transformations: SB p.33, ex.9

Grammar and vocabulary Verbs in brackets: SB p.33, ex.10
Word formation: SB p.34, ex.6

Writing A memorable story: SB p.39, ex.11

Unit 4 Materials

Workbook Unit 4

Photocopiable resources 10, 11, 12

Testing and Evaluation Programme tests

Multi-ROM Unit 4

GRAMMAR AND READING

This section introduces the Past Perfect Continuous and compares its use to the Past Perfect Simple. It also introduces participle clauses as an alternative way of referring to past events.

Special difficulties: Ss may look at the Past Perfect Continuous as yet another tense which they have to remember. It is important to show them how its use mirrors the Present Perfect Continuous and Past Continuous in that it describes an uncompleted action, or an action that had just finished and still had a visible result at the time of the second past action.

Culture notes

Thomas Edison is widely renowned as the inventor of the electric light bulb. In fact, he invented many useful objects, as well as coming up with many ideas that never made it past the drawing board. He was born in 1847 in Ohio in the USA. His hearing was impaired due to childhood illnesses, and his education was limited. However, his entrepreneurial spirit was strong, and he set up at least fourteen companies. He died in 1931.

Louis Braille was born in France in 1809 and will be forever remembered for the reading system for the blind which bears his name. Braille enables the blind to read by touch, by moving their fingers across raised dots on a page. It can also be used by the blind for writing, and for musical and mathematical notation. So successful is Braille that it is now used in almost every country in the world. Louis Braille died of TB in 1852. Two years later, the reading and writing system he had invented was officially recognised.

Percival Lowell was born in 1855. He came from a successful academic family, and he continued this trend when he studied Mathematics at Harvard. Something of a renaissance man, he travelled widely in the Far East and wrote books on Japanese culture

and the arts. He later returned to his native USA and dedicated the last years of his life to the study of astronomy. He died of a stroke in 1916. It is said the planet Pluto was so named because it begins with the first two letters of his names.

Warm-up Revision of articles. Find your partner.

Write out some sentences illustrating the use of articles and cut each in half. Hand out the halves to Ss, who then have to mingle and find their partner. Ss sit together and read out their sentences. Elicit corrections if any Ss are sitting with the wrong partner.

Examples of sentences to use:

I went to school / because it was Monday morning.

I went to the school / to see my son's teacher.

I went to hospital / because I was ill.

I went to the hospital / to visit my friend.

Ask a teacher. / They always know the answer.

Ask the teacher. / He's standing by the board.

1 Ss discuss their ideas in pairs. Then take whole-class feedback, asking Ss to justify their answers.

2 Tell Ss to look at the headings and underline any words they do not understand (e.g. *dots*). Elicit the meanings of key words and how they might relate to each story, e.g. *planet* – a very large round object in space; Percival Lowell – this is probably someone's name. One of the pictures shows a telescope, so perhaps the text is about someone who used a telescope to find planets.

3 Ss read through the texts and write a one-sentence summary of each. Elicit summaries in open class and ask Ss whether they think each person's success is more due to perspiration or inspiration.

Possible answers Percival Lowell predicted that 'Planet X' existed, so we can say he certainly had some inspiration. However, he spent fifteen years studying the planets, so his success is more likely to be due to perspiration. Louis Braille was inspired when he thought to invent a lightweight reading and writing system for the blind. However, he spent three years developing the system, so his success is also most likely down to perspiration.

4 Think Back! Ask Ss to name the three tenses in the sentences and to tell you when we use them (1 Past Perfect, for actions that had finished before another action at a certain time in the past; 2 Past Simple, for completed actions in the past; 3 Past Continuous, for actions in progress in the past). Discuss the differences in meaning between the three sentences and take feedback on which sentence is true.

Answers 1 Is false – the Past Perfect means he had already invented the system before he was thirteen. 2 Is false – the Past Simple means that he completed the invention when he was thirteen. 3 Is true – the Past Continuous means he was in the process of inventing the system when he was thirteen.

Work it out

5 Ss discuss their ideas in pairs. Elicit the answer and give more examples, e.g. *I'd watched TV for three hours. I'd been watching TV for three hours.*

Answers 1 completed action 2 uncompleted action

6 Go through the sentences as a class, asking Ss to identify the tenses of the underlined verbs, and to tell you when we use them. Provide clarification as necessary. Ss then complete the rules alone and compare in pairs. Elicit answers from the class.

Answers We use the Past Perfect for state verbs and the Past Perfect Continuous for action verbs.

Check it out

Ask Ss which tense they should use for an event in progress in the past that continued to a certain point in the past (Past Perfect Continuous), and which tense they should use for an action which has been earlier completed in the past (Past Perfect).

7 When Ss have completed the activity, ask them to decide, from the context, which activities are complete and which incomplete (1, 3, 4, 6, 7, 8 are all complete; 2 and 5 are incomplete).

Answers 1 had been looking 2 had never met 3 had been wearing 4 had been eating 5 hadn't finished 6 had been crying 7 had had 8 hadn't been listening

Work it out

8 Elicit ideas and give alternative examples, e.g. for 1 *I spent the evening in front of the TV, finally going/ and finally went to bed at 2 a.m. I thought of the answer (while I was) lying in bed.* 2 *Having had dinner, I watched TV.*

Answers 1 b 2 c (describes a later event) a (describes an earlier event)

Check it out

Mind the trap!

Elicit other examples, e.g. *Driving home from school, a police officer stopped us.* – would mean that the police officer was driving home from school.

9 Look at the Mind the trap! box and the instructions with the whole class. Elicit the subject for each sentence (1 *we*, 2 *I*, 3 *I*, 4 *he*).

Answers 1 walking home 2 Having finished my book 3 having forgotten to turn on ... 4 Being an expert

10 Write *Marie Curie* on the board and ask Ss who this person is and what they know about her. Then ask them to predict what the text will be about. Ss read to see how close their ideas were, then do the exercise in pairs.

Answers 1 fell 2 was working 3 blocked 4 having decided 5 having moved 6 met 7 shared 8 made 9 working 10 going 11 became 12 received 13 had done 14 having discovered 15 had 16 forgot 17 had rejected

11 Allow Ss five minutes to think alone and make notes about their person (other than the people in the photos!). Then Ss share information in groups of four. Nominate one person from each group to talk about their person in open class.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 10: *Elmer's invention*

VOCABULARY | Suffixes

This section looks at suffixes which are used to form nouns and adjectives. Ss are given a number of controlled practice activities and then use some of the words to talk about their own lives.

Culture notes

Multiple intelligences – in addition to the six intelligences mentioned in the Students' Book, there is also the seventh one – intrapersonal intelligence which is defined as the *ability to self-reflect and be aware of one's inner state of being*. People with this type of intelligence try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses. Their skills include: recognising their own strengths and weaknesses, reflecting and analysing themselves, awareness of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others. This sort of intelligence is often found in researchers, theorists and philosophers.

The idea of multiple intelligences was first put forward by the psychologist **Howard Gardner** in his book *Frames of Mind*. He is a lecturer at Harvard University. Since the book was published, Gardner has identified two more possible types of intelligence: naturalist intelligence and existentialist intelligence.

Warm-up Revision of the Past Perfect Continuous. *How did it happen?* Tell Ss that, last week, they were arrested but had not actually committed a crime. They have to think of a reason, e.g. *I had blood on my hands*. When they are ready, Ss get up and mingle, talking to as many people as possible. They have short dialogues starting: *Last week I was arrested*. Their partner asks *Why?* They then say the situation (*I had blood on my hands*.) and their partner asks: *What had you been doing?* The student then has to give a reason for the situation, e.g. *I had been chopping up meat*. Elicit some of the situations and reasons for them in open class.

1 Ask Ss to look at the six types of intelligence and discuss in pairs what they might relate to. Sometimes these are quite obvious, e.g. musical, others may be more difficult. When Ss have finished, they discuss their ideas with a second pair and then do the matching task.

Answers 1 interpersonal 2 linguistic 3 musical 4 logical-mathematical 5 bodily-kinaesthetic 6 visual-spatial

2 Tell Ss to try to list the six intelligences in order – from the one that is strongest for them to the one that is weakest. Ss then think of examples why they think this and note them down next to each one. When they have finished, Ss discuss their ideas and reasons with their partner.

Optional activity: Ss work in two groups, A and B. One person in each group writes down the six different kinds of intelligence on a piece of paper. The groups discuss which intelligence they put as their strongest and write their names under the correct heading. Ss fold the paper so that the headings are hidden and swap papers with the other group. By looking at the names written, each group has to guess which types of intelligence match to which group. Ss then open up the paper to check their ideas.

3 The quiz could also be done as a communicative activity. Ss work in pairs to reformulate the statements as questions, e.g. 1 *Do you have trouble reading maps and navigating?* 2 *Do people often seek you out to ask for advice?* Check that they can form correct sentences and then Ss take turns to ask each other and note each other's answers. They then work out their partner's score and tell them what it means and their partner tells them whether they think the analysis is correct or not and, if not, why not.

Extend the activity: Rather than just answering *yes* or *no* to the questions in the quiz, Ss could be asked to give information which justifies their answer, e.g. 1 *I was a member of a scout group and we went on a ten-kilometre cross-country hike during which I had to lead our group using a map and compass.*

TRAIN YOUR BRAIN

4 Elicit the words and any related words that they can think of, e.g. 1 *to argue, argumentative*. Point out patterns to Ss, e.g. *When a noun ends in -ence (difference), there is often a related adjective ending in -ent (different).*

Answers 1 argument 2 coordination 3 meaning 4 preference 5 happiness 6 relevance 7 activity 8 relationship 9 powerful 10 restless 11 illogical 12 artistic 13 easy 14 effective 15 comfortable 16 responsible 17 irritating 18 organised 19 different 20 important
-ing is used for both adjectives and nouns.

Extend the activity: When Ss have found the words in the quiz and completed the table, put them into groups of three or four to brainstorm other nouns or adjectives with the same suffixes. Elicit all to the board and correct where necessary. Ss make a note of all words in their notebooks.

5 Some of the words in this exercise may have come up during the brainstorming after Exercise 4. Ss work in pairs and guess the suffixes if they are not sure. When Ss have finished the activity, elicit the answers and Ss add them to their lists in their notebooks. Discuss as a whole class what type of intelligence each sentence refers to and ask Ss if they are true for them and if the answers are consistent with what they found out before.

Answers 1 thrilling (bodily-kinaesthetic) 2 discussions (linguistic) 3 significant (musical) 4 measurements (logical-mathematical) 5 verbal instructions (visual-spatial) 6 reference (linguistic) 7 annoying (musical) 8 sensitive; feelings (interpersonal) 9 physical activity (bodily-kinaesthetic) 10 direction (visual-spatial) 11 scientific developments interesting (logical-mathematical) 12 personal (interpersonal)

Optional activity: Ss look at the sentences used and change them so that they are correct for themselves, e.g. *I enjoy ... ; I like to take part in ... ; ... plays a significant role in my life.* Ss write the sentences alone and then give them to their partner to analyse to see what it means about their partner's intelligence. Elicit what Ss found out about their partners in open class.

6 Tell Ss that this exercise does not just test suffixes but also prefixes. Remind Ss that, when doing word-formation exercises, especially in an exam, they should be very careful not to forget plural or negative forms where they are needed. After Ss have chosen the correct forms of the words required, they should read through the sentences to make sure they make sense. Look at 1 with the whole class and elicit what kind of words are needed (adjectives) and whether either of them should be negative (the second definitely, possibly the first). Tell Ss that, having worked out what kinds of words are needed, they should think of what suffix and negative prefix sound right if they do not know. Ss do the exercise in pairs.

Answers 1 tolerant/intolerant; uncoordinated 2 personality; useless 3 unhealthy; membership 4 successful relationship 5 amazing ability 6 convincing explanation 7 sensible suggestions 8 truthful; valuable 9 creativity; consistent 10 wonderful performance

7 Set a time limit of four minutes for Ss to complete the sentences and then another five minutes for Ss to discuss what they wrote and why. Nominate Ss to read out their sentences and ask follow-up questions to find out more information.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 11: *Which word?*

SPEAKING AND LISTENING

This section shows Ss how to keep their audience involved when they are giving a talk or presentation. It could be followed by a homework task in which Ss prepare a presentation of someone or something important to them and these can be given during future lessons.

Culture notes

Rihanna (full name Robyn Rihanna Fenty) is a female pop/R & B star originally from Barbados and now famous all over the world. She was born in 1988 and worked as a model before being spotted by a producer who was on holiday in Barbados. Her hits include *Umbrella*, *Take a Bow*, *Russian Roulette*, *Don't Stop the Music*, *Rude Boy* and *Only Girl in the World*. Her fifth album, *Loud*, was published in 2010 and went straight into the US top ten within the first week. Outside of her music career, Rihanna is known for her Believe Foundation, which helps care for terminally ill children. On a less positive note, Rihanna is also known for an event in 2009 when her then-boyfriend Chris Brown assaulted her; he later received a five-year probationary sentence.

Warm-up Revision of suffixes. *Boardrush.* Write all the suffixes from the last lesson at the top of the board. Put Ss into two groups and choose one student from each group to come to the board. Read out a sentence which includes a word that has one of the suffixes but do not give the suffix, e.g. *We had a long discuss_____ about the environment yesterday.* The two Ss at the front have to race to write the correct suffix on the board. Repeat the process with two different Ss.

1 Allow Ss a minute to look at the pictures. Ss discuss their ideas in pairs and what they think the different pictures represent and who they are connected to. Do not give answers at this stage.

2 Ask Ss to predict what kind of information they expect to hear. Play the recording and tell Ss to take notes. Allow Ss to listen twice if necessary, then compare their notes in pairs. As an extension, you could ask Ss to write a brief biography of Rihanna. Elicit the biographies from the class.

Tapescript

CD2 Track 9

I'm sure the singer of *Umbrella* needs no introduction. Rihanna has emerged as one of the biggest stars of the noughties, having sold millions of albums. She has had five hit albums and around twenty top ten singles. She's won countless awards, including best single and best video, and has worked with many of the biggest names in the business.

Maybe you're wondering why I've chosen Rihanna as the subject of this presentation. The reason I've chosen her is that she has always been much more than just a pop star. She has always remembered

her background in the Caribbean, and has worked tirelessly to help poor or sick children and to support good causes around the world.

I hope you'll learn a few things about Rihanna that you didn't know before.

What do we already know about Rihanna? Well, I'm sure we're all familiar with her songs, and her transformation from a minor pop act with a great voice into a fashion icon and a global sensation.

As for her background, perhaps you're aware that she was born in Barbados in 1988. At the age of fifteen, she was spotted by Evan Rodgers, a record producer, while he was on holiday in Barbados. From the first moment, Rodgers knew he was dealing with someone very special. She moved to the USA at the age of sixteen, to record her first four-song demo album. What you probably didn't know is that it took a whole year to record the four songs because Rihanna was still at school and could only record during her holidays.

Why do you think she's been so successful? Well, she does have a great voice and a very powerful personality, but it's probably her background in the Caribbean that makes her so special. She mixes styles of music that are less well-known in the USA, such as reggae and dancehall, with mainstream R & B and pop influences.

Do you know who her greatest influences are? Well, you won't be surprised to hear that she has been strongly influenced by great female singers such as Mariah Carey, Beyoncé Knowles and, of course, Madonna.

And were you aware that she has at least thirteen tattoos? Some of the smaller ones include a musical note, a star and the word 'shhh', which is on one of her fingers. One of her favourite tattoos is the phrase 'Never a failure. Always a lesson', which is written backwards on her chest, so she is reminded of it every time she looks in the mirror.

You might not know that she's done a lot of work for her country, Barbados, including promoting its tourism and serving as a Culture and Youth Ambassador. In return, February 20th 2008 was renamed Rihanna Day in Barbados in her honour.

The most amazing thing about her is that she has been so generous in her work with children who are dying, having set up the Believe Foundation in 2006. She also does huge amounts of work in the fight against cancer, AIDS and other illnesses.

There's so much more I could tell you, but I hope in this short presentation I've given you a sense that there's much more to Rihanna than just a singer. Let me just finish by saying she has great plans for the future, including a promising film acting career. I'm sure you'll agree that Rihanna deserves her success, and should serve as an inspiration to others.

Answers All the pictures are connected to the singer Rihanna – an umbrella, the name of one of her songs; a map of Barbados, where she was born; music awards; 'Never a failure. Always a lesson' – the phrase Rihanna has as a tattoo; an AIDS ribbon, representing her charity work

3 Ss try to answer as many questions as possible based on what they remember from the previous listening and also from the biography they wrote in 2, if they were asked to do this activity. Play the recording once more for Ss to check their answers and find any answers they are unsure of. Ss check their answers in pairs. Elicit answers and offer correction and clarification as necessary.

Answers 1 c 2 c 3 d 4 a 5 c

4 Ss discuss their ideas in pairs. Remind them to pay attention to the context and the part of speech to help them make an educated guess. You could also encourage Ss to think of other words that might fit in the same context. Elicit feedback from the whole class. As an extension, have Ss write seven more sentences containing the words.

Answers 1 appeared; 2000–2009 2 too many to be counted 3 very hard, without stopping; aims, beliefs or organisations that aim to do good, such as a charity 4 someone famous who is admired by many people and is thought to represent an important idea 5 a recording containing an example of someone's music 6 accepted by most people in society 7 showing signs of being successful in the future

5 Point out that although there are only five questions, Ss need to use each of the words from Exercise 4 once. Ss complete the sentences and compare in pairs. Allow five to ten minutes for Ss to discuss the questions, depending on how much time is available. Elicit feedback on the answers and on Ss' discussions.

Answers 1 noughties 2 icons 3 mainstream 4 promising; emerged 5 tirelessly; good causes

6 Ss do the matching in pairs. Elicit answers and see if Ss can remember (or paraphrase) what came next in the recording, e.g. 'As for her background ... perhaps you're aware that she was born in Barbados in 1988.'; 'I hope you'll learn a few things about ... Rihanna that you didn't know before.' etc.

Answers 1 b, c 2 a, f 3 d, e

SPEAK OUT

7 Allow Ss time to read through all the sentences so they are prepared when they start listening. After eliciting the answers, ask Ss why they think these phrases are useful for keeping an audience involved, e.g. questions to make them think, phrases to make the speech more personal to the audience, talking about what they think and know, showing the audience that you are aware that it will not all be new information and that there will be things in the talk that will surprise and entertain them.

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

8 Monitor as Ss discuss their ideas and offer encouragement and support. Ss share their answers with the class. Encourage them to justify their answers, and peer-correct as necessary.

Answers 1 a, d, f, i, k 2 c, e, g, l The speaker tells us this information to provide a background and to form a connection with the audience. 3 b, h, j The writer asks questions to engage directly with the audience.

9 When Ss have finished and checked their answers, they work in pairs and each reads out the extract to the other using intonation to make it sound as interesting as possible. Nominate one student to present the text to the class.

Answers 1 wondering 2 familiar 3 aware 4 might 5 What 6 surprised

10 Put Ss into groups of three if possible and tell them that, if they prefer to share the presentation, one person can read out the introduction, one the main content and one the conclusion. Tell Ss not to write out the presentation in full sentences but just to make notes of important information. Set a time limit of ten minutes for Ss to write notes for their presentations and allow Ss to practise presenting them in their groups before they do it in front of the class. As Ss give their presentations, using their notes to help them, the other Ss listen out for phrases from the Speak Out box that were used.

WRITING | Stories

This section looks at writing stories and how to make them more interesting by using a variety of tenses and a range of vocabulary.

Culture notes

Sid Caesar is an American comedian and actor, who found fame in the 1950s in TV programmes such as *Caesar's Hour*. Born in 1922, he is a scriptwriter, musician and TV host rolled into one, and his show regularly attracted more than 60 million viewers. Caesar continues to make occasional appearances at award ceremonies, where he continues to win lifetime achievement awards.

Warm-up Introducing the topic of the lesson. *Telling a traditional story.* Put Ss into groups of three or four. Tell Ss to think of a story they know, a traditional story or film. They have to represent the story in four or five pictures which show the main events. Set a strict time limit for this so Ss only draw very basic, 'matchstick men' pictures. Show an example using the film *Titanic*. Draw a ship in box one, a man and a woman with a heart above them in two, the boat hitting an iceberg in three and the woman in a small boat and the man in the water in box four. Ss cannot write anything except for one or two words in speech bubbles. Ss then swap pictures with a second group and have two minutes to look at the pictures and try to work out the story. Ss then tell each other what they think the story is and the group who drew the pictures say what the real story was.

1 Discuss the quote as a class, explaining that it means that people often love to talk about themselves. If you tell an interesting story, the person listening is likely to respond. However, their story may not be as interesting as yours, and you may end up feeling bored. Set a time limit of three minutes for Ss to make their lists. Elicit Ss' ideas and write them on the board to make one master list.

2 Ask Ss to describe the women in the picture using adjectives of appearance. Do not let them read the story at this stage. Ss then work in pairs to think of a story to go with the picture. Elicit Ss' ideas and write them on the board.

Suggested answers The woman inside the kitchen looks a bit worried or alarmed. She seems to have water running down her face and arms. She may be distracted, because the toast is burnt. She doesn't look very happy to see the other woman. The woman outside the window looks very old and tired. It looks like she is desperate to get into the kitchen, as though she needs to talk to the young woman right away. It is pouring with rain outside, and she is soaking wet. Perhaps the young woman has just got home, and that is why she is wet too. In the story, we might find out why the old woman wants to speak to the young woman.

3 Ss should skim-read the story to get a general feel for gist. Tell them to note down key points in the story. Ss then compare the story with the one they came up with in Exercise 2. Look at the master list on the board and discuss any similarities with the story. Summary: The young woman has just got home. It has been raining, and she is tired and wet. On her way home, an old woman called her name. She didn't recognise her. Now that same old woman is outside her kitchen, looking at her through the window. The old woman is actually the young woman, as she will be in fifty years' time. She has come back from the future to tell her something.

4 Ask questions about the story to see how much Ss picked up and can remember, e.g. *What was wrong with Lucy's tea? (It was cold and too strong.) What was the weather like? (There was a storm.) Where did she first see the old lady? (In the park.),* etc. Then allow plenty of time for Ss to read the story more closely and discuss the questions with their partner. Take feedback, encouraging Ss to justify their answers.

Suggested answers **1** Main events – Lucy saw an old woman in the park who had called her name; she went home but couldn't concentrate and burnt her toast and ruined her tea; she went into the kitchen and saw the old woman from the park, tapping at her window; the woman told her she had come back from the future to find her, that she was her future self, and had something important to tell her. The Past Simple is used for the main events of the story. **2** a (possibly also d) **3a** stared; 'd been watching; focus; looked; looked; seen; peering; looked; recognise **3b** calling; noticed how noisy; hammering; tap, tap, tapping; called out **3c** tired; Nervously **3d** caught the smell of burning toast **3e** too strong to drink

5 Ss to work in pairs. Nominate different Ss to answer each question. Ask Ss what effect these words have on the text. Also ask if they can think of any other adverbs with similar meanings.

Answers **1** slightly **2** nervously **3** strangely
4 relentlessly **5** blankly

TRAIN YOUR BRAIN

6 It may be a good idea to tell Ss that, although stories often seem the easiest option in a writing exam because there are less formal conventions to remember than for other forms of writing, there is a need for a far greater range of vocabulary and tenses than for many other forms of writing and that, in fact, it may be one of the most difficult writing tasks to get a very good mark in.

Answers **Dos** 1, 3, 5, 6, 7, 8 **Don'ts** 2, 4 **1** sudden; then **7** stare; hammer; peer; blankly; relentlessly; blackened; dripping

7 Remind Ss of the importance of collocations and of learning and using them in order to make their language seem more natural. Elicit answers and ask Ss

to explain their reasons for choosing the adverb that they did, e.g. 1 laughing is a spontaneous thing that we cannot usually control, therefore it is illogical to talk about laughing 'reluctantly'; 2 we can describe the noun *snow* as *deep*; however the adverb *deeply* is usually used to describe feelings and opinions; 3 *rudely* is used to describe actions and speech that are impolite, *wait* describes a passive behaviour, which would seem illogical to describe as 'rude'; 4 *Fortunately* describes something positive, which does not match the context of the sentence, which talks about rising panic; 5 *frantically* describes lots of noise and action, which does not fit logically with the context of the sentence, which talks about silence.

Answers 1 reluctantly 2 deeply 3 rudely
4 Fortunately 5 frantically

8 You could use this exercise to allow Ss to peer-teach their colleagues. Put Ss into five groups and give each group one group of words (1–5) to look up in a dictionary. When they are sure of the differences between their three words, Ss change groups so that they are now in groups of five with one person from each of the original groups. They take it in turns to tell the others what their words mean and when they can be used. The other Ss write the definitions in their notebooks while they are listening.

Answers 1 walk 2 shout 3 think 4 look 5 see

9 Tell Ss to cover the box of words. Give Ss one minute to read the story and discuss with a partner what it is about. Ss then work in pairs to think what kind of words could go into the gaps and which word they would use and why, e.g. 1 past participle of a verb – *considered* (he/she had been thinking and planning carefully), *studied* (he/she had looked at every detail), etc. Ss then uncover the box and complete the story alone.

Answers 1 considered 2 excitedly 3 make out
4 strangely 5 wondered 6 wandered 7 heavily
8 spotted 9 calling out 10 immediately 11 nervously
12 glared 13 Suddenly 14 frantically

10 Set a time limit of five minutes for Ss to discuss their ideas in pairs. Elicit ideas in open class so that Ss can get more ideas from their colleagues. Write a sentence from the story in the book on the board and elicit how it could be improved by adding or changing words, e.g. *When the plane landed, I **peered** excitedly through the window ...* Ss then continue in pairs. Remind them to think about what they learnt in Train Your Brain.

Answers 1 use strong adjectives/adverbs/verbs to replace common adjectives/adverbs/verbs

2 Possible model answer

When I finally got to the door, suddenly I realised something was terribly wrong. Although it was pouring down outside, I spotted armed soldiers everywhere, gruffly ordering passengers to get onto the bus immediately.

When I nervously asked one of the soldiers what was going on, he just glared at me and pushed me violently onto the bus. When we were all finally aboard, the bus raced off.

Suddenly one of the other passengers shrieked and started pointing frantically at something through the window. Then it dawned on me what the drama was all about: the volcano was erupting, spewing molten lava like hot blood into the air. It was imperative that we escaped.

11 If there is time, put Ss into groups of three or four to brainstorm ideas for what the story could be about and what the turning point could be. Tell Ss that they do not have to use the ideas they brainstormed but they will hopefully help their imagination when they come to write. Ss do the writing for homework.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 12: *Who was it?*

VOCABULARY AND GRAMMAR

1 Ss do the exercise alone and compare answers in pairs. Ss discuss what the meaning of the sentence is and what the other words mean. Follow up by asking Ss questions to make sentences with the other words to check other vocabulary, e.g. 1 *'Mind' is another word for your brain.* 2 *In a 'history' class, you learn about what has happened in the past.*

Answers 1 heart 2 subject 3 new 4 rest 5 up
6 limping 7 glared 8 fiddling

2 Tell Ss to cover the words in capitals and concentrate on what kind of word is needed in each space. Elicit ideas, i.e. 1 a noun and an adjective to describe information; 2 two nouns; 3 a noun and an adjective; 4 an adjective and an adverb, both describing how people feel when waiting for exam results. Ss share ideas as a class and then uncover the words and complete the exercise in pairs.

Answers 1 membership; useful 2 deafness; inability
3 creativity; chaotic 4 restless; nervously

3 As always, tell Ss to read through the text quickly to understand what it is about and to have an idea of the tenses that are needed when the gaps are testing grammar (the text is about someone looking back at their time at school which was several years ago; therefore, the tenses needed will be in the past). When they have finished, ask Ss to categorise the words depending on what they are testing, e.g. tenses, phrasal verbs, collocations, etc.

Answers 1 the 2 used 3 had 4 would 5 take 6 out
7 had 8 back 9 Having 10 really

4 Ss work in pairs to think about what the gaps are testing. Elicit ideas in open class and write on the board without giving away the answers, e.g. 1 phrasal verbs/prepositions. Ss then work alone to complete the exercise, checking back to the relevant pages in the Students' Book if they have to.

Answers 1 a 2 b 3 a 4 d 5 c 6 b 7 d

5 Put Ss into six groups and give each group one sentence from the exercise to complete. When they are ready, one person from each group writes their sentence on the board. Ss now look at the six sentences written on the board and try to find any errors in them and, if they do, they correct them. Go through each sentence in turn, eliciting what errors there are and reasons why they are wrong if possible, e.g. if a group writes *After having completed my degree* for sentence one, the other Ss should point out that we use just *Having* without *After*.

Answers 1 Having completed my degree 2 Dad would always lose his temper 3 my sister was forever reading my diary 4 used to spend ages in the bathroom 5 do you always take my things 6 Having won the lottery

PRONUNCIATION

6 Ss say the sentences in pairs, using both the contracted and full forms of the words, and try to guess the answer to the question before listening.

Tapescript CD2 Track 11

- 1 He'll talk to himself for ages without realising it.
2 She will interrupt me when I'm speaking.
3 He would phone at all hours of the day and night.
4 She'd leave all her dirty dishes in the sink.

Answers 1 He'll 2 She will 3 He would 4 She'd
Full, stressed forms sound angry/annoyed.

Optional activity: Ss write a short dialogue using either the angry or neutral form of the sentences from Exercise 6 or similar sentences of their own and act it out in front of the class. The other Ss have to guess who the characters are, what the situation is and how they are feeling.

READING SKILLS

7 Tell Ss that for each extract that has been taken out of the text, they should write a question which they think will be answered in the text, e.g. (a) Why is there no need to make wedding plans or worry? (b) In what way would you stick out? (c) What examples of being treated like a child are there? (d) What kind of things did we do when we were babies? (e) Why shouldn't parents impose their views on children? (f) What topics were important at other times? (g) Why do children want privacy? (h) Who needs to discuss them?

When eliciting answers, Ss have to say whether their question has been answered and, if not, how they found the correct answer, e.g. (a) Because when we say boy/girlfriend sometimes we mean a boy or a girl who is just a friend, not a serious relationship. (b) By being the only person without a designer label. (c) This is not answered anywhere so does not go into the text. (d) We wore nappies. (e) Because there are always things they do not understand. (f) Not needed. (g) They do not want to talk/need time for themselves. (h) Teenagers and friends they have been with all day at school.

Answers 1 b 2 h 3 g 4 d 5 a 6 e
Extra sentences c, f

SPEAKING SKILLS

8 Refer Ss to the Speak Out box on page 37 to remind them of useful phrases to use. Ss work alone to prepare their talk and then join up into groups of three or four. Each student makes their presentation to the others who note the good phrases and arguments that were used. Nominate one or two Ss to present each topic to the class.

Phrases to use: *Maybe you're wondering why ... ; What do we already know about ... ; Why do you think ... ; And were you aware that ... ; Do/Did you know ... ; I hope you'll learn a few things about ... ; You might not know that ... ; What you probably don't/didn't know is ... ; I'm sure you'll agree; You will/won't/might be surprised to hear ...*

WRITING SKILLS

9 Allow a few minutes for Ss to brainstorm their ideas. Then encourage them to plan their story before they begin writing. Refer Ss back to page 39 if necessary. Ss write a first draft of their story on their own. They then swap with a partner for peer correction. Finally, Ss write a clean draft of their story. Collect and mark this, and provide feedback to Ss on how they can improve.

Sample answer

I realised it was time to turn over a new leaf. Until I was fourteen years old, I was an only child. No brother, no sister – just me. My parents gave me everything I wanted and spent lots of time with me. You could say I was spoilt.

Then one day, mum told me she had some exciting news. She was going to have a baby, and I was going to have a new brother or sister. She thought I would be as excited as she was. Instead, I was furious.

How could they do this to me? How could I concentrate on my schoolwork with a screaming baby in the house? I had exams to prepare for. 'You're selfish!' I spat at my mother. A silent tear trickled down her cheek.

I was so angry, I moved in with my grandmother. I couldn't bear the preparations – the buying of baby clothes, the decorating of the nursery. A few months later, dad called to say the baby had arrived. Reluctantly, I went with gran to the hospital.

The first time I saw Max I was shocked at how I felt. It was love at first sight. I wanted to hate him, to resent him. Instead, a love affair began that day that has never ended. It was time for me to grow up, and make way for my baby brother.

Read, listen and talk about health and addictions.

Practise gerunds and infinitives, verbs with gerund or infinitive; phrasal verbs.

Focus on questions about visual material: avoiding silences.

EXAM FOCUS

Topic: Health; Food; Sport

Speaking Describing a photo: SB p.44, ex.1

Listening Completing notes: SB p.44, ex.4
Matching: SB p.48, ex.3

Reading Multiple choice: SB p.46, ex.4

Grammar and Sentence transformations: SB p.43, ex.8

vocabulary Verbs in brackets: SB p.44, ex.9; SB p.49, ex. 5

Unit 5 Materials

Workbook Unit 5

Photocopiable resources 13, 14, 15

Testing and Evaluation Programme tests

Multi-ROM Unit 5

GRAMMAR AND READING

This section looks at different verb patterns, with verbs followed by the infinitive (with or without *to*) and by a gerund. It also introduces *to be/get used to* + gerund.

Special difficulties: Ss often use *to* with an infinitive where it is not needed (e.g. after a modal verb) and need to be corrected carefully to avoid this mistake becoming too fossilised. *To be/get used to* causes a lot of problems as Ss confuse it with *used to*. Ss need a lot of practice at recognising which should be used and thorough correction of the structure.

Warm-up Review of storytelling verbs. *Odd one out.*

Tell Ss that you are going to read out groups of four verbs and they should try to work out which is different to the others. As soon as they know, they should put up their hand. Ask the student who is first to say what the three verbs have in common and why the other is different.

Examples to use:

*stroll, wander, **slam**, stumble* (*slam* is to do with closing something loudly, the others are to do with walking); *ponder, consider, **exclaim**, wonder* (*exclaim* is to do with speaking, the others are to do with thinking); *cry, **wonder**, yell, call out* (*wonder* means *to think about*, the other three are to do with speaking).

1 It may be best to tell Ss what each picture shows as the mussels and the man in a grumpy mood may not be immediately obvious. After Ss have discussed the questions in pairs, elicit ideas in open class. You could take a class vote on which items are good/bad/both, and write the results on the board, for checking in Exercise 2.

2 Set a strict time limit of two minutes so that Ss do this as a scanning exercise. When they have finished, allow Ss to read the text again, this time in more detail, and ask Ss if they already knew about these

things or if they found any of the information surprising. Check the correct answers against the results of the class vote in Exercise 1.

Answers mussels are good for you; jogging is good for you, but not if you don't drink enough and stop suddenly; white bread is bad for you; feeling grumpy is good for you; (orange) juice is bad for you; eating chocolate is good for you, but not if you eat too much

Work it out

3 Elicit what a gerund and an infinitive are. Ss do the matching alone. Point out that both can be used after certain verbs so Ss will have to remember which verbs are followed by which type.

Answers 1 after certain verbs: need to make, fail to notice; after many adjectives: easy to cook, important to remember; to explain the purpose of an action: to let, to make **2** after certain verbs: avoid stopping, suggest sticking; after prepositions: of having, at making; as the subject of a sentence: making, eating

4 Tell Ss to make a table in their notebooks with columns for all six rules in Exercise 3. Ss add the examples from Exercise 3 to the table. Each new example in the text is then added to the correct column of the table.

Answers 1 after certain verbs: advising (parents) to stop, cause (children's teeth) to go bad; after certain adjectives: able to help, happy to hear, likely to have; to explain the purpose of an action: to reduce, to prevent **2** after certain verbs: involves removing (and replacing), stop giving; after prepositions: fed up with (people) smiling; as the subject of a sentence: jogging, feeling grumpy

5 Tell Ss to cover the reading text and discuss their ideas in pairs. After Ss have found the verbs in the text, they add the verbs to the tables in their notebooks. Point out that some of the verbs are followed by an object, e.g. you let *someone* do

something. Elicit other sentences using the verbs to ensure Ss understand their meaning correctly.

Answers infinitive with **to** need, fail, advise, want, cause infinitive without **to** make, let gerund avoid, spend time, involve, advise, suggest

6 After Ss have done the matching, point out that *to be used to doing* and *used to do* are completely different in meaning but easy to confuse. Draw three people on the board. One is aged thirty, one aged sixteen and one aged seven. Above them write the question: *Do you find it strange to go to school?* Under each person, write the answer *No*. Elicit answers from the class using the forms in Exercise 6, i.e. the thirty-year-old: *I used to go to school but I don't now*. The sixteen-year-old: *I'm used to going to school*. The seven-year-old: *I'm getting used to going to school*.

Answers 1 c 2 a 3 b

Check it out

7 Look at the instructions with the whole class and ask what form the verb will be in (gerund in 1, 2, 4, 5; infinitive in 3). Ss work alone and compare in pairs.

Answers 1 get used to eating 2 are used to drinking 3 used to eat 4 get used to eating 5 not used to operating 6 used to getting

Optional activity: Ask Ss to ask and answer questions in pairs using the same ideas as in the sentences in Exercise 7, e.g. *Are you used to eating brown bread?* *Are you used to drinking water with meals?* *Did you use to eat a lot of chocolate when you were younger?* *Are you used to eating mussels?* *Are you used to using a computer?* *How about your grandparents?* *Are you used to getting up early?* Ss then discuss their answers as a whole class.

8 Ss work alone. Ask early finishers to write one of their sentences on the board. When all eight sentences have been written, look at them with the whole class to see if they are correct or, if not, what needs to be changed.

Answers 1 I (started the race, but) failed to finish the race. 2 She apologised for being late. 3 I bought (myself) some new clothes to make myself feel better/ to cheer myself up. 4 I like her jokes, but they tend to go on too long. 5 They wouldn't let her leave until the end of the test. 6 Seeing everybody again was fantastic. 7 His parents made him go to university. 8 It was strange at first, but now I'm getting used to writing in English.

9 Before Ss do the exercise, talk about stress, whether any of the Ss feel stressed and what they do

to help them relax. Ss read through the text quickly to see how many of their ideas are mentioned. Discuss as a whole class which tips would be easy or difficult to follow. Ss then do the exercise in pairs.

Answers 1 to see 2 to be 3 begin 4 finding 5 talking 6 to prepare 7 not to feel 8 spending 9 relaxing 10 breathing 11 to slow down 12 sitting 13 to break up 14 Walking 15 to doing 16 sleep

Optional follow up: Put Ss into groups of four and tell them to think of a different problem that people may suffer from, e.g. loneliness, tiredness, sleeplessness before exams, etc. Ss work together to write their own advice using similar verbs to those in the text. Ss then present their ideas to the class.

10 After Ss have completed the activity in pairs, elicit the form needed in each sentence and tell Ss to correct their sentences if necessary (1 gerund, 2 infinitive, 3 gerund, 4 gerund, 5 gerund, 6 gerund). As a follow up, you could collect in the sentences and read out a few of the more interesting ones for Ss to try to guess who wrote them.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 13: *Life changes*

SPEAKING AND LISTENING

This section gives Ss strategies for avoiding silences and defining words which Ss do not know the word for when talking in English.

Warm-up **Revision of *used to/get (be) used to*.** *Do?* Write on the board a question starting with the word *Do* or *Does*, e.g. *Do Eskimos feel the cold? Do you watch cartoons?* Elicit the answers: *No, they're used to feeling cold. No, I used to watch cartoons.* Ss think of three more questions that could be answered with *used to* or *be used to*. Ss then swap questions with a second pair who have to write three answers all starting with *No* and using the structures above. Ss then get together with the second pair and share answers. Elicit questions and answers in open class.

1 Set a time limit of five minutes for Ss to look at the photos and discuss the questions. Monitor and offer encouragement and support. If necessary, feed in some useful vocabulary, i.e. *runner; marathon, exhausted, collapsing, pushed herself too far; fancy dress, fun, raising money for charity, happy, enjoying being the centre of attention.* Elicit feedback from the whole class.

2 Ss work alone. Tell them to write two headings in their books: *push yourself to the limit* and *enjoy yourself*. Give them two to three minutes to think of ideas for each and to note down their ideas under the relevant heading. Ss then present their answer to their partner. Ask for volunteers to present their answer to the class. Finally, have a class vote on which attitude Ss would adopt.

Possible ideas **Push yourself to the limit:** do your best, improve your fitness, sense of satisfaction, feel competitive, take challenges seriously **Enjoy yourself:** have fun, enjoy the day, you're not going to win anyway, raise money for charity, entertain the crowd

3 Point out that this is a useful model as Joanna uses good language and answers the question well. Tell Ss to make notes as they listen. Elicit feedback on any similarities between Joanna's answers and the Ss' answers.

Tapescript CD2 Track 12

Hmmm ... it's actually a really difficult question, because I'm not sporty in the least. I can't imagine running a marathon at all, whether to win or just for fun. But if I did do something like that, my first instinct is that I'd take it easy and just enjoy the race. I suppose you could say there'd be no point in trying to win, so in a way it's better to approach it as a nice day in the sunshine with other people. That said, I'm incredibly ... what's it called ... competitive. For example, with my exams, I've always tried to do better than my friends. I hate the idea of coming second. But even more than that, I compete against myself. I couldn't bear the thought of knowing that I'm

capable of finishing in such-and-such a time, or getting a particular exam grade or whatever, and then not pushing myself to achieve that. So actually, I feel more drawn towards the first picture. Even if I was one of the worst runners in the whole marathon, I'd still ... I'm not sure how to put it ... push myself to the limit, to get the best time possible. And if I got within sight of the finishing line and there was someone in front of me, I'd focus all my energy on beating that one person. I know it sounds crazy, but that's just what I'm like. I suppose I just get this, this ... hang on a second, it's on the tip of my tongue ... this rush of excitement from doing my best, if you know what I mean. So even if I finished last-but-one in the race, I'd end up looking like this woman in the picture, absolutely exhausted but you know, kind of quietly satisfied that I'd beaten at least one person – even if that person was dressed as a gingerbread man or something like that.

Answer Joanna does not just talk about one photo, but weighs up both of them. She also talks about her competitive spirit.

4 Ss read through the sentences to see if they can remember any of the phrases or guess what they might be. When eliciting answers, ask Ss to try to read them with the same intonation as Joanna, i.e. in 2, they should sound as if they really are having difficulties in remembering the right word.

Answers **1** suppose; way **2** called **3** such; whatever **4** put **5** second; tongue; mean **6** So; know; kind **7** something

SPEAK OUT

5 Encourage Ss to say the phrases aloud, to get a feeling for intonation and also for whether they are functioning as vague language or as fillers. Ss complete Speak Out alone, then compare in pairs. Elicit answers from the whole class.

Answers **Vague language:** you could say; in a way; such-and-such; if you know what I mean; kind of; something like that

Fillers: what's it called; I'm not sure how to put it; hang on a second; it's on the tip of my tongue, you know

6 Monitor as Ss do the pairwork and offer support as necessary. You may want to feed in some useful vocabulary, e.g. *trend, improvements in training, physical strength, endurance, faster pace, twice as fast, progress*, etc. Elicit feedback from the class, prompting Ss to use phrases from Speak Out whenever possible.

7 Ss complete the task alone. Set a time limit of six minutes and then have Ss compare their answers in pairs, discussing any differences of opinion. Elicit answers, asking Ss to justify their choices, but do not correct at this stage. Then play the recording for Ss to check their answers. Clarify as necessary.

Tapescript CD2 Track 13

The table shows how much faster women marathon runners have got over the years. It's actually quite amazing how much faster they've got since 1918. I'm not sure if this first woman did much training, but that was still, you know, the best in the world at the time. So she certainly pushed herself to the limit on the day of the race, but presumably she hadn't spent years working on her muscles and her breathing techniques and her ... what's the word? ... stamina or whatever and all the other things that today's athletes work on. And then eight years later, in 1926, you see huge progress – she's two hours faster, so already we see this is someone who takes her sport much more seriously, if you know what I mean. It's still pretty slow, though, by today's standards. Let me think ... this woman could run one and a half marathons in the same time. By the time we get to her, well, you can see she's spent her whole life preparing for this race, probably since she was a little girl. And that's a whole new level of pushing yourself to the limit. It makes me wonder whether it's too much ... you know. Perhaps she should enjoy herself a bit more. And then there's the question of what happens next. Of course, there must be a limit – I mean, I can't imagine runners in 100 years will be doing marathons in less than an hour, or something like that. But maybe they'll break the two-hour barrier at some point.

Answers 1 you know 2 So; what's the word?; or whatever 3 if you know what I mean 4 Let me think 5 well; probably 6 then; Of course; I mean; or something like that

8 Ss discuss their ideas in pairs, then join with another pair for a group discussion. Monitor to ensure Ss are using language from Speak Out. As an extension, ask Ss to write a short essay on one of the questions, expressing their own opinion.

9 Allow two minutes for Ss to look at the photos and ask the class what the activities are and what they represent (personal achievement versus teamwork). In pairs, Ss brainstorm pros and cons of the two activities and make lists in their notebooks. They then decide on their personal opinion, and present it to their partner, using phrases from Speak Out.

Possible answer

In the first photo, it looks as though the man has climbed to the top of a mountain. He's on his own. In the second photo, it looks like the girls are at a swimming pool. They have obviously just won some kind of event – perhaps the relay or another team game – because they are wearing medals. So both photos show achievements. The man has had to rely only on himself for his success. He must feel a great sense of satisfaction, knowing he made it to the top without any assistance from anyone else. That's different to working in a team, as the girls have done. They can help to cheer each other on and motivate each other. Although if one of them makes a big mistake, that has a massive

impact on the rest of the team, which is something you don't have to worry about when you work alone. But the good thing about doing a team sport is that when you achieve success, you can celebrate together – it's a shared experience. The man has no one to celebrate with, at the top of the mountain. For that reason, I think the success of winning in a team would be more satisfying.

READING AND VOCABULARY

This section gives Ss an exam-style multiple-choice task based on a text about people who are addicted to social networking.

Culture notes

Social networking sites have become a phenomenon in recent years. Thanks to the Internet, people can now find long-lost friends and keep in touch with a wide circle of acquaintances at the click of a mouse. Newer services like Twitter allow users to have contact with hitherto uncontactable people such as film stars and singers. The first social networking site was probably Friends Reunited. Set up in 1999, the site allowed users to find old schoolmates and exchange emails with them. This was soon eclipsed by Facebook, launched in 2004. The site has over 750 million users and has even become the subject of a Hollywood film. However, there are signs that Facebook may itself be eclipsed in the future, as users in the USA and Canada have begun leaving the site. Launched in 2006, Twitter allows users to post 'tweets' of no more than 140 characters. Others using the service can follow other people's tweets and tweet back at them. It is estimated that users tweet more than 350 million times a day.

Warm-up Review of speaking strategies. *What is it?*

Ask Ss to work in pairs and think of an object that they know the word for in their language but not in English. Ss then get together with another pair and try to explain what their object is, using phrases from the last lesson to avoid silences. When listening, the pair trying to work out what the object is have to pretend they do not speak L1, only English, so they cannot name the object in L1. They have to draw the object and, when the first pair have finished explaining, the second pair show them the drawing to see if they are correct. They can then, finally, say the word in L1 to see if they were correct (if their drawing is not very clear).

1 Have a whole-class discussion about how Ss communicate, what social networking sites they use, how often they use them, what the appeal of them is, etc. Then give Ss no more than eight minutes to discuss the questions in pairs. Elicit feedback from the whole class and tell Ss to make notes about all the ideas mentioned.

2 Tell Ss to close their books. Check Ss understand the meaning of *addicted to*. Ask volunteers to tell you what things they are addicted to. Then ask Ss what signs there might be if someone is addicted to social networking. Write any suitable ideas on the board. Then Ss open their books and read the five clues and compare them to their ideas on the board. Ss complete the clues in pairs. Elicit answers.

Answers 1 to 2 on 3 over 4 on 5 with 6 in 7 off

3 Tell Ss to skim-read the article to try to find the answers to questions 3 and 4. The first student who thinks he/she has found the answer should put his/her hand up. Elicit answers. Then play the recording and tell Ss to read the article carefully at the same time, paying attention to intonation and pronunciation. Have Ss compare the ideas in the text with their notes in Exercise 1.

Answers 3 People use the sites to share news with friends, to keep in contact with old friends, it is enjoyable because we only see the positive aspects of life. 4 You might not have time for your real-life friends, you could become addicted to using the sites, people become seduced by an unreal view of life, you can neglect your work.

4 Ss try to answer as many questions as they can from what they remember from the reading and listening in Exercise 3. If necessary, they read the article again to find any answers they are unsure of. Remind them that they do not necessarily have to read the whole article again in detail – they should scan the article to find the relevant sections and then re-read just this part. Point out that speed-reading techniques such as this will be useful in the exam, when they are under time pressure. Ss choose their answers alone, then compare in pairs. Tell Ss to back up their answers with information from the text, e.g. 1 'Hannah's flatmate asked her how her exams were going but Hannah was too engrossed in her favourite social networking site to hear her.; "My friends get furious with me.'"

Answers 1 c 2 d 3 c 4 d 5 a 6 a

5 Vocabulary It may be a good idea for Ss to read around the underlined words before they look at the meanings given so that they can try to work out the meaning from the context. Ss then uncover the meanings given and match them.

Answers 1 seductive 2 sneak 3 crossed the line 4 pinpoint 5 friending 6 neglecting 7 going cold turkey 8 posting 9 engrossed in 10 compulsion 11 out of hand

Optional follow up: Put Ss into four groups. Each group looks at the text and finds three more words or phrases that they think the other groups will not know. The groups then tell each other their words and have to try to guess the meanings of the nine words from the other three groups. Ss give their definitions and you award points to those who have guessed correctly. The team with the highest number of points is the winner.

6 Ss work in the same pairs as for Exercise 5. Elicit the answers and ask Ss to rephrase each sentence in their own words, e.g. 1 *Casinos are designed to make you want to stay and spend money – the atmosphere is incredibly tempting.*

Answers 1 seductive 2 friend; post 3 sneak 4 pinpoint 5 out of hand; neglect

7 Ss discuss the questions in pairs. Allow no more than six minutes for the discussion. As an extension, ask the pairs to choose one of the questions and to write a presentation about it, giving both sides of the argument. Ss present their answer to the class and to small groups. Remind Ss to use the techniques they have already learnt for keeping the audience involved.

LISTENING AND VOCABULARY

This section looks at phrasal verbs and the four different kinds that there are (intransitive, separable, inseparable and three-part).

Special difficulties: Although Ss may feel confused by the different kinds of phrasal verbs and the different rules governing their uses, when they actually do the exercises, they should be able to recognise what is possible to say and what is not in the majority of cases.

Warm-up Revision of vocabulary from the last lesson.

Find and define. Put Ss into four groups and tell each group to look at three paragraphs each of the text from the last lesson. They should find two or three words which they think other groups will not remember and work together to think of clear definitions for them. Ss then change groups so that they are in groups of four made up of one student from each of the original groups. Each student in turn reads out their definitions and the other Ss have to try to think of the word (without looking at the text). If they cannot guess, the student giving the definition tells them what it was.

1 Individually, Ss read through the questions, look at the photos and write down their ideas. Ss then get into pairs to compare ideas. Encourage Ss to challenge their partner if they disagree, to prompt Ss to justify their ideas. Elicit answers and write any relevant ideas on the board.

2 Play the recording once and tell Ss to take brief notes. Take some initial feedback to gauge how well Ss understood and whether they are ready to answer the questions. Play the recording again if necessary, then elicit answers. Compare the answers with Ss' ideas from Exercise 1.

Tapescript CD2 Track 15

A: I've always loved shopping, and for a long time I didn't know I had a problem. It used to make me feel good about myself, you know, trying things on, splashing out, putting together outfits and imagining myself wearing them to the theatre or the opera or whatever. It sounds silly now, but it was very real at the time. But of course I soon started running out of money, but by this stage I couldn't stop. I had to keep on shopping. I borrowed money from friends to buy clothes ... and then couldn't pay them back. I think that's actually the worst part of it, letting down people who you care about. Eventually, it was my

boss that got me to wake up to reality. She'd found out that I'd been shopping instead of working, and she told me either I had to sort out my problem or I'd lose my job. That really scared me, because I'd run up huge debts on my credit cards, so I absolutely couldn't afford to do without my income from my job. So do you know what I did? I cut up my credit cards and threw them away. And basically, that's how I gave up my shopping addiction. It was actually much easier than I'd expected.

B: Have you ever heard the phrase 'beginner's luck'? Well, it's actually a very real phenomenon, and it's incredibly dangerous. I started gambling when I was still a teenager, you know, buying lottery scratch cards, £1 each. My first ever scratch card won me £10! I was so excited, but instead of quitting while I was ahead, I used that £10 to buy ten more cards. And guess what? Four of them won! I ended up with £240, which at the time was more money than I'd ever dreamt of having. So that was it, I was hooked. I thought I had a magic touch or something, but after that first week or so, my luck wore off, and I spent the next five years ... and £12,000, trying to bring it back. And then of course there's the hundreds of pounds I've spent on therapists and psychologists and all that. And that's how beginner's luck works, if you think about it. If one in ten cards is a winner, that means one in ten beginners gets lucky. One in a hundred gets lucky twice in a row. And one in a thousand gets lucky three times. That's all that happened with me – I was that one in a thousand or ten thousand or whatever. It had to be someone, and it turned out that it was me. My beginner's luck turned into a curse, while the really lucky ones were the nine people whose first scratch card was a loser, who probably never bought another one.

C: It started out as just a normal interest in computer games, but it soon got completely out of hand. There was one game I used to play – I can't even remember what it was called now – and it completely took over my life. Nothing could tear me away from it. My friends invited me out to play football or to go to parties, but I turned them down so I could stay in and play. Looking back, I can't believe I missed out on all the good times everyone else was having. Very often I'd stay up all night playing, and then I couldn't wake up in the morning, so I ended up falling behind with my schoolwork too. And the whole situation was really getting me down. That was when I realised I had a problem and I needed to cut down. It was really tough but I knew I had to. So I set myself daily limits and made sure I stuck to them – no more than two hours per night, and then I cut down to one and a half and then one. I still play from time to time, but only if I've got nothing better to do. Nowadays I'd much rather go out and have some fun than sit alone in my room playing computer games.

Answers **A** 1 Addicted to shopping. 2 It made her feel good about herself. 3 She couldn't pay back money she owed; she could have lost her job; she ran up huge debts. 4 She cut up her credit cards. **B** 1 Addicted to gambling. 2 He got excited about having so much money. 3 He spent more than £12,000. 4 He went to therapists and psychologists to try to cure his addiction. **C** 1 Addicted to playing computer games. 2 It started as a normal interest in computer games, but then got completely out of hand. 3 His social life suffered, he fell behind with schoolwork, he was getting depressed. 4 He set himself daily limits and gradually reduced the amount of time he spent playing.

3 Tell Ss to read through the comments and try to remember who said each one. They should use the notes they made in Exercise 2 to help them. Ss choose their answers alone, then compare in pairs. If necessary, play the recording again for Ss to check.

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

4 Tell Ss to look at the underlined verbs in Exercise 4 and try to guess what they mean. Encourage Ss to call out synonyms. Then draw Ss' attention to the meanings 1–10. Ss do the matching task in pairs. Ask follow-up questions to check Ss' understanding, e.g. *If it turned out that you won the lottery, what would you do? If you are running out of time in an exam, what should you do?* etc.

Answers 1 10 2 9 3 3 4 6 5 2 6 7 7 5 8 8 9 4 10 1

5 Ss discuss the question in pairs. They will probably be able to identify the incorrect sentences but may not be able to articulate the rules. Elicit ideas and tell Ss to read through the Train Your Brain box to find out which kind of phrasal verb it is and why sentences 3, 6 and 8 are wrong.

Answers 3 – this follows pattern 2 in Train Your Brain: when using a pronoun, the verb and particle must be separated 6 – this follows pattern 3 in Train Your Brain: *do* and *without* are not separable 8 – this also follows pattern 3 in Train Your Brain: *do* and *without* are not separable

TRAIN YOUR BRAIN

6 Go through the box with Ss before they look for examples of each phrasal verb. Look at *turn out* with the class. Point out that we do not say *it turned out to someone/something*. We simply say *it turned out*. There is no direct object needed.

Answers 1 wear off 2 let down; sort out 3 stuck to them 4 missed out on **phrasal verbs followed by -ing** end up **or that** turned out

7 Before Ss look at the script and categorise the verbs, Ss work in pairs to write an example sentence which includes each. They then use these to decide what kind of phrasal verb each is. They then look at

the script to check their answers. Elicit answers and, if anyone is incorrect, ask them to read out their sentence to see if it is their sentence that is wrong or a mistake in categorising. You could point out here that some verbs, e.g. *keep on*, not only have different meanings but also different types (*keep on trying* – phrasal verb followed by *-ing*, *keep something on* – type 2).

Answers 1 2 2 1 3 2 4 followed by *-ing* 5 2 6 4 7 3 8 2 9 2 10 2

8 It may be best to allow Ss to complete the sentences together and for one student to ask two odd-numbered questions and the other to ask two even-numbered questions so that there is an even spread. Ss then ask and answer in open class.

Answers 1 keep on 2 woken up 3 trying on 4 run up 5 splashed out 6 pay (them) back

ADDITIONAL PRACTICE: Photocopiable resources. Resource 14: *What's your advice?*

GRAMMAR

This section introduces verbs which can be followed by both the gerund and the infinitive but where the meaning changes depending on which structure a verb is followed by.

Special difficulties: Ss can sometimes get confused by explanations about *remembering* or *forgetting doing something*. It is a good idea to think of two or three clear examples which illustrate the difference of meaning in each case so that you can help Ss if necessary.

Warm-up Revision of phrasal verbs. *Noughts and crosses.* Draw nine squares on the board in three rows of three. In each, write the initial letters of a phrasal verb, e.g. *t o* for *turn out*. Put Ss into two groups and explain that the idea of the game is to guess three squares in a row and to stop your opponents doing the same. Nominate one team to start and they tell you which letters they want. Give a definition, e.g. for *turn out* say *happen unexpectedly*. Ss have to guess the phrasal verb and what kind it is, i.e. in this case type 1: verb + particle (no object). That square is then theirs. If a team gets an answer wrong, the square is left open and the other group can choose it if they wish on their next turn. Even if one team wins, continue the activity to give Ss more revision.

1 Write *advantages* and *disadvantages* across the top of the board, then write the five categories down the left-hand side of the board. Work as a class – tell Ss to call out their ideas for each of the five categories. Write any suitable suggestions on the board. Then take a class vote on which method of studying Ss prefer and why.

2 Before Ss listen, elicit predictions about what Ss expect to hear. Tell Ss to make notes as they listen, then elicit answers. Ask Ss whether they are more likely to follow Tom or Monica's method of studying.

Tapescript CD2 Track 16

Tom: Hey, Monica, how's the exam revision going?

Monica: Not good. I don't know, Tom, I can't concentrate for longer than five minutes. I keep stopping to make a cup of tea or a sandwich or to check my emails.

Tom: You know what ... you should try working in the library. That way, you won't get distracted by all those things. When I've got an exam, I like to spend six or seven hours in the library, you know, and don't stop studying till I've finished what I wanted to study.

Monica: Seriously? You don't even stop to get some lunch? That's not very healthy.

Tom: No, OK, sorry, I forgot to mention that I always stop for lunch, but I always try to plan it so my lunch doesn't spoil my concentration. That's why I always remember to take a sandwich with me before I go to the library.

Monica: Wow, you're well organised!

Tom: Yes, well, I have to be. I had a bad experience in my first year – I tried to leave my exam preparation to the last minute, and of course I didn't do enough work. I'll never forget failing that exam. I was really angry with myself, because it was one of my favourite subjects. So I remember thinking at that time that I needed to find a system. And if that meant I had to sit all day in the library, even when it was a beautiful sunny day, well, that's what I'd have to do.

Monica: Hmm ... it's a good idea, I'm not sure it would work for me. I guess I like working at home too much, you know, I like having all my books around me, and being able to make tea whenever I want it.

Tom: Well, perhaps you're right. You need to find the right balance – whatever works best for you.

Answers Tom is very organised – he studies in the library for up to six or seven hours at a time, taking his lunch with him. Monica finds it difficult to concentrate for long periods, she prefers working at home so she can make tea whenever she wants.

3 Ss work in pairs to try to work out the correct choices before they listen. After Ss have listened and marked the correct answers, ask what the exercise shows them (some verbs can be followed by a gerund or an infinitive but the meaning of the sentence changes). Tell Ss that, in the next exercise, they are going to work out exactly what these differences are. There are also several verbs (e.g. *start*, *begin*) which can be followed by a gerund or infinitive without a change in meaning.

Answers 1 to make 2 working 3 to spend; studying 4 to mention; to plan 5 to take 6 failing 7 thinking 8 working

Work it out

4 Ss work in pairs to try to work out the meaning of the sentences in Exercise 3 and match them to the rules. Elicit all and elicit or give more examples to illustrate each use to make them as clear as possible. Point out that rule 4 (sentence 6) almost always has this form *I'll never forget doing something* so it is, essentially, the same as *I remember doing ...* In the same way we could say *I had forgotten going there* because, again, it implies that we remember it now (I had forgotten it before another point in the past but now I remember it).

Answers 1 infinitive 2 gerund 3 infinitive 4 gerund 5 gerund 6 infinitive 7 gerund 8 infinitive 9 gerund 10 infinitive

Check it out

5 Ss complete the exercise in pairs. For each answer, elicit the reason why they chose that form from the rules in Exercise 4, e.g. 1 like the fact that you do something; 2 stop doing one thing in order to do something else; 3 remember that you did something earlier; 4 no longer do something; 5 do something and see what happens; 6 attempt to do something where you might succeed or fail.

Answers 1 to go 2 to have 3 locking 4 working 5 going 6 to work

6 Ss complete the sentences alone. Remind them to refer to the Work it out box, and Check it out at the back of the book if they need further guidance. Ss then work in pairs and take it in turns to read their sentences to their partner. Encourage Ss to ask follow-up questions to make the speaker expand on his/her answer. Ask for volunteers to tell the class about anything unusual/unexpected they found out about their partner.

7 Give Ss two minutes to think of ideas before they do the pairwork. Monitor the discussions and offer support as necessary. Remind Ss to use the techniques they have already learnt for avoiding silences. When Ss have finished their discussions, elicit ideas in open class.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 15: *Let's go camping*

Read, listen and talk about books and reading, secrets and ordinary heroes.

Practise modal and other related verbs; phrasal verbs.

Focus on justifying opinions; referencing in reading.

Write a book review.

EXAM FOCUS Topic: Society; Culture

Speaking Exchanging opinions: SB p.55, ex.6

Listening Matching: SB p.54, ex.4

Reading Multiple choice: SB p.52, ex.5

Grammar and vocabulary Sentence transformations: SB p.51, ex.7

Writing A book review: SB p.56, ex.10

Unit 6 Materials

Workbook Unit 6

Photocopiable resources 16, 17, 18

Testing and Evaluation Programme tests

Multi-ROM Unit 6

GRAMMAR AND READING

This section introduces modal verbs used for a variety of functions.

Special difficulties: Ss should already know the modal verbs and be able to use them accurately. There may be confusion with the number of other phrases introduced and it may be a good idea for Ss to make a written record of all the functions introduced and to list, in a table, all the modal verbs and other phrases that can be used for each.

Culture notes

Hannibal was from Carthage in what is now Tunisia. He grew up hating the Romans and was determined to attack Rome. He sailed to Spain and crossed the Pyrenees with an army of 59,000 men and 37 elephants. He crossed the Alps and won a number of battles but was eventually forced to retreat back to Carthage.

Guide dogs were first used for the blind in Vienna in 1819 by Herr Johann Wilhelm Klein who founded an Institute for the Blind and began training dogs as guides. However, it was not until the First World War, almost one hundred years later, that a school entirely dedicated to training was set up in Germany by Dr Gerhard Stalling. Ten years later Dorothy Eustis, an American dog trainer for police work and Red Cross rescue units, wrote an article in a New York newspaper describing Dr Stalling's work and news of guide dogs spread to America.

Mozambique is a country in southeast Africa. It was discovered by the Portuguese in 1498 and became independent in 1975. Two years later, the Mozambican Civil War began, and did not end until 1992, by which time 5 million people had been displaced and almost 1 million had been killed. The capital is Maputo and the total population is about 20 million.

Warm-up Introducing the topic of the lesson. *Spies and secret agents*. Put Ss into groups of four or five. Ask Ss to think of as many spies or secret agents as they can, real or fictional. When Ss have thought of as many as they can, ask one student from each group to write the names on the board. Discuss the spies with the whole class to find out what they know.

1 Ss read through the list alone and compare ideas in pairs. Ask Ss if anyone agrees with the first statement and, if so, why. Then ask who disagrees and again ask why. Repeat the process with the other statements.

2 Elicit what the three animals shown are (dog, rat, pigeon). Ss discuss the three questions in groups of three or four. Elicit ideas in open class. Do not give the real answers yet.

3 Ss find the answers alone and make notes of their answers. Elicit what the animals are used for and why they are better than using humans (pigeons can find their way home from anywhere and are very fast, rats have an excellent sense of smell).

Answers Dogs can act as guides for the blind; pigeons can carry messages; rats can find landmines.

4 Think Back! Go through the headings with the whole class and elicit what each one means, e.g. obligation/necessity means things like laws which we have no choice about – we must do these things. Ss then do the matching in pairs.

Answers **obligation/necessity** must, needs to, had to, have to **duty and advice** ought to, shouldn't, should **no obligation/necessity** doesn't have to, needn't **ability or lack of ability** can, were able to, couldn't, succeeded in, have been able to **prohibition** mustn't, couldn't, can't **permission** can, are allowed to **possibility/probability** might

Work it out

5 Look at the first example with Ss and find the word used in the text (*couldn't*). Ask Ss what heading *couldn't* comes under (prohibition) and say that this means that *be forbidden* also comes under the same heading. Ss do the rest of the exercise alone.

Answers 1 prohibition 2 obligation/necessity 3 ability 4 obligation/necessity 5 possibility/probability 6 possibility/probability 7 permission 8 duty and advice

Check it out

Mind the trap!

This is quite a complicated rule especially as Ss may see *could* used for a specific occasion when talking about senses (*He could see/hear/sense/smell his enemy coming towards him*). Elicit more examples of general abilities and specific abilities for Ss to practise the form.

6 Ss work in pairs. The only new structure is *succeeded in + -ing*. After going through the answers, Ss add this to their tables from Exercise 4. Point out that *managed to* and *succeeded in* are used for specific past abilities, not general.

Answers 1 You don't have to keep this a secret from everybody. 2 Why am I required to show my passport? 3 She could be a great female 007. 4 Despite the terrible snowstorm, he succeeded in reaching the summit. 5 The English football team might win the World Cup. 6 Winters can be bitterly cold here. 7 You are supposed to switch off your mobile phone in class.

7 Tell Ss that they do not have to make any other changes to the text so, although you could make a sentence with *have to* for number 1, that would involve adding more words (*Do I have to have*). The phrase needed is *Do I need*. Ss complete the rest of the exercise in pairs. Elicit answers and what function each word or phrase has, e.g. 1 asking about necessity.

Tapescript

CD2 Track 17

A: Hello, I'm phoning about the ad in the newspaper.
B: Good morning. I'm Ms Smith. Would you like me to send you an application form?
A: Yes, but I was wondering if you could give me more information.
B: Perhaps, yes. What would you like to know?
A: First of all, do I need any specific qualifications?
B: Well, you must be an experienced dolphin trainer. You have worked with dolphins before?
A: Yes, of course. I was able to work with dolphins full-time in my last job. And what would I have to do in the job?
B: You are supposed to use the navy training programme.
A: Oh, so is that why I should be discreet then?

B: Yes, you're not allowed to tell anyone about your work. And you mustn't talk to journalists.

A: I see. So is the work dangerous?

B: It can be, yes. But for the dolphins more than the trainers.

A: Oh! I see. I suppose it's bound to be a challenging job at times.

B: It might be, yes. Could you come for an interview?

Answers 1 Do I need 2 must 3 I was able to 4 have to 5 supposed to 6 I should 7 allowed 8 mustn't 9 It can be 10 bound to 11 might 12 Could you

8 When Ss have finished the pairwork, nominate Ss to tell the class what they learnt about their partner, e.g. *He was able to swim when he was three.*

ADDITIONAL PRACTICE: Photocopiable resources.
 Resource 16: *Capture the general*

READING AND VOCABULARY

This section gives Ss a multiple-choice reading task using an extract from a novel. It also shows how writers use referencing to avoid repetition in their writing.

Culture notes

The Shadow of the Wind was written by Carlos Ruiz Zafon. He was born in Barcelona in 1964 and moved to Los Angeles in 1994. *The Shadow of the Wind* was his first adult novel, written in 2001. In the book, Daniel tries to find more books by Julián Carax but cannot. He discovers that the devil is destroying them all and tries to get Daniel's copy from him to destroy.

Warm-up Revision of modals. *Name the job.* Put Ss into groups of four or five. Each group has to think of a job and make sentences about it using modals and other expressions learnt in the last lesson, e.g. *teacher: You have to have a degree. You don't have to wear a uniform. You're bound to meet some difficult people sometimes. You are not permitted to smoke at work.* Ss then take it in turns to read out their sentences while the rest of the class try to guess what the job is.

1 After Ss have discussed which way they usually choose a book, ask them to try to think of an example of actual books that they chose using some of the different ways given, e.g. *I read ... because it was recommended by a friend. He said that ... I bought ... because I love the author. I've read all of her books ...* Elicit ideas from the class and discuss which authors they like, where they read reviews and what covers they can remember which made an impression on them.

2 Allow two minutes for Ss to discuss their ideas and elicit ideas before Ss read the text. Ss mark the sections of the text which gave them the answers to the questions and compare ideas in pairs.

Answers **1** It is the Cemetery of Forgotten Books. **2** Daniel. He is being taken to see the place for the first time. **3** Stunned (very surprised). The place will be his one day.

3 Ss read through Part 1 again to make sure they fully understand what is happening and then discuss their ideas in groups of three or four. Make sure Ss understand that there are no real clues as to what the answers to the questions in Exercise 3 are so they will have to use their imagination. Set a time limit of about five minutes and then ask one person from each group to tell the class what they thought. Ss then read the text and discuss the answers in their groups to make sure they all have the same answers. Elicit answers and how Ss know, e.g. **1** 'various booksellers, colleagues of my father's'.

Answers **1** He is a bookseller. **2** The books have 'died'. They have been forgotten but each one has a soul. **3** They have to choose a book to adopt and make sure that it will always stay alive. **4** By the tone of the story, it seems fairly clear that this is a mystery and something strange or frightening will happen to the boy.

4 Vocabulary Ss will have already looked at the word *stunned* as it described the boy's feelings in Exercise 2 so use this as an example. Ss look through the definitions and find the one that matches (7). Tell Ss to find the underlined words in the text and cover them. Ss then read the sentence without the covered word and discuss in pairs what the most likely meaning is, e.g. 'Among the library's corridors and platforms, I could _____ about a dozen human figures.' – the word is most likely to be *see*. When Ss have done the same for all the sentences, they look at the definitions given and see if they are the same or similar to their own ideas. Ask Ss if the technique was always successful. Possibly, 'It stood out timidly' would be misleading as Ss may think the book stood out boldly or confidently but other words should be more obvious.

Answers **1** timidly **2** make out **3** hushed **4** caressed **5** gleamed **6** gaze **7** stunned **8** winked

5 Tell Ss to cover the choices in question 1 and read the text to see how the sentence in the question could be finished, e.g. *Isaac was waiting for them, Daniel's father began speaking, Daniel's father introduced him to Isaac, Daniel's father explained why they were there,* etc. Ss then look at the choices to see which, if any, has the same meaning as one of their ideas. Tell Ss that this is one way of approaching the multiple-choice task to avoid being misguided by the wrong choices. Ss continue doing the exercise in the same way in pairs to see if it helps them to find the correct answers.

Answers **1** b **2** c **3** a **4** b **5** a

6 Ss think alone about a and b and then discuss their ideas in pairs. Elicit answers and talk to Ss about why this technique is important (it can make their own writing better and is also useful in text insertion reading tasks, and there are sometimes reading multiple-choice questions that ask what pronouns refer to).

Answers **a** Daniel **b** How long the Cemetery of Forgotten Books has existed and who created it.

TRAIN YOUR BRAIN

7 After Ss have done the matching, ask Ss why writers might refer forwards in a text (to make it more exciting). Point out that this technique is often used in newspaper and magazine articles to build up excitement, e.g. *She's one of the most famous actresses in the world. She's been called the most beautiful woman since Cleopatra. She's happily married to her childhood sweetheart. She is ...*

Answers 1 a 2 b

8 Ss work alone. Tell Ss to rewrite the sentences containing highlighted words in their notebooks, with proper nouns or names instead of pronouns, e.g. *Some of the human figures who were booksellers turned to greet Daniel from a distance.* Nominate Ss to read out their answers and make sure everyone agrees.

Answers them – the human figures; me – Daniel; this – the building and everything his father had just told him; it – the building; It – the book he wants to choose; them – the gold letters of the title

Optional activity: The text includes a number of modal verbs and other expressions introduced in the grammar section of the unit. Ss read through the text and underline each example they find and then write the function each expresses. Ss could then try to rewrite those sentences using a different expression with the same meaning. With the example in line 14, ask Ss why we can use *could* here for a specific past ability (it describes a sense).

Words:

could (line 14) – ability

will be able to (line 40) – ability

must (line 46) – obligation/necessity

has to (line 47) – obligation/necessity

could (line 53) – ability

couldn't (line 54) – lack of ability

allowed (line 59) – permission

9 Ss work in four groups. Tell Ss that they should discuss each point for two minutes. When they have finished, tell each group which topic they are going to summarise. Either nominate one student from each group to summarise their group's ideas or, if possible, change the groupings so that Ss are in groups of four made up of one student from each of the original groups. Each student in turn has to summarise their group's ideas on one of the topics. This ensures that every student has to speak.

SPEAKING AND LISTENING

This section introduces ways of justifying opinions on the topic of everyday heroes. There is a matching listening task which introduces the phrases and discussion points to practise them.

Warm-up Revision of vocabulary from the last lesson.

Race and find. Choose some words from the reading in the last lesson and define them. Ss have to race to find the word with that meaning in the texts. As soon as someone has found the word, they put their hand up and say what the word is and where it comes in the text (so they have to find the word even if they know it without looking).

Words to use:

immense (huge, extremely large) (line 10)
stunned (shocked, surprised) (line 11)
alchemist (ancient scientist) (line 19)
sanctuary (a refuge, a place of safety) (line 22)
guardian (someone who takes care of someone/ something) (line 34)
gaze (a long stare) (line 41)
labyrinth (a maze) (line 52)
boundless (endless) (line 57)
gleam (shine softly) (line 64)
caress (touch gently) (line 65)

1 It may be as well to check Ss recognise the dangers, as the woman walking on a frozen river is not immediately obvious. If necessary, feed in useful vocabulary, e.g. *house fire, dangerous dog, walking on a frozen river, an armed robber*. Ss then discuss the questions in pairs. When they have finished, take whole-class feedback.

2 Tell Ss to write four headings in their books for the four people. They should make notes as they listen. Check whether the content of the radio show matched any of their predictions. Then elicit feedback on what each of the four people did.

Tapescript CD2 Track 20

Paul: Hello and welcome to this week's *Britain Today*. Today's programme celebrates four people who have shown that they are really quite extraordinary. Sue.

Sue: That's right, Paul. All four of our heroes found themselves in situations where it would have been easier – and safer – to do nothing, but all four chose to act. And not one of them told anybody what they had done. Not their wives or husbands, not their friends or family. No, they simply went back to their ordinary lives. Ordinary people, secret heroes.

Paul: But, thanks to our reporters, we can share with you their stories. Would you have the bravery to step in front of a mad dog, as Liz, a restaurant waitress, did? Or to dive into icy water to pull out a freezing and drowning man, as Rob, an unemployed builder, did?

Sue: Indeed. I wonder how many of us would go into a burning building to help people escape? Carlos, a Mathematics teacher in a secondary school, didn't

hesitate. And then there is Annabel, a first-year university student, who went into her corner shop for some bread and ended up fighting off an armed robber.

Paul: Heroes all, no doubt. But our job today is to decide which of these four remarkable people deserves to win this year's Award for Outstanding Bravery. And we'll be right back with that after this short break.

Answers **1** Liz stepped in front of a mad dog. **2** Rob dived into icy water to save a drowning man. **3** Carlos went into a burning building to help people escape. **4** Annabel fought off an armed robber.

3 Ss discuss their reactions to what the four people did, and think about why each one could be considered a worthy winner. As they listen to the second part of the recording, tell them to add to the notes they made in Exercise 2. Elicit answers from the whole class.

For tapescript see page 132.

Answers **Carlos** He went into a burning building to rescue strangers, which takes a lot of courage; he is in his sixties; he went back into the building again; he couldn't see anything because of the smoke. **Annabel** is a young woman who tackled a robber who was bigger and stronger than her, and who was holding a knife.

Liz is a middle-aged waitress who stepped in front of a Rottweiler; she stopped it attacking a child; she was injured in the process. **Rob** He had just lost his job and had lots on his mind, yet he didn't hesitate to jump into a frozen river to help a man who had fallen in, which is very selfless.

4 Tell Ss to complete as many answers as they can from memory and by referring to the notes they made. Then play the recording again so Ss can complete their answers.

Answers **1** Carlos; Liz **2** Carlos, Rob **3** Carlos **4** Annabel, Liz **5** Liz, Carlos **6** Rob

SPEAK OUT

5 Go through the phrases in the box with Ss. Ask whether they can remember what followed the phrases in the listening. Ss then complete the sentences alone and compare in pairs.

Answers **1** there's (no) denying **2** goes without saying **3** way (I) see it **4** have to **5** the other hand **6** fact of the matter is **7** you have to (bear) in mind that **8** to (be) frank/honest

6 Tell Ss to write the four names: Liz, Rob, Carlos and Annabel in their notebooks and make notes of what their partner says while they listen. Ss discuss each person in turn and come to a consensus about who should win the award. Remind them to use phrases from Speak Out. Hold a class discussion about what the four people did, with each pair presenting and

justifying their decision. Then have a class vote to see who Ss would want to win the award.

7 Allow Ss thirty seconds to read through the questions and think about them before they discuss their answers. When they have finished, choose one pair to answer the first question in front of the class. Then nominate different pairs to do the same for the other two questions. Give feedback on the good things about their answers and how they could have improved upon them (extended answers, staying on topic, use of topic vocabulary, etc.).

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 17: *Are we agreed?*

VOCABULARY | Secrets and lies

This section looks at phrasal verbs on the topic of secrets and lies. Ss complete sentences using the verbs and practise using them in a discussion.

Warm-up Revision of justifying opinions. *Make the sentence.* Ss work in pairs. Tell Ss to think of eleven sentences containing the phrases for justifying opinions from the last lesson. They write the sentences on a sheet of paper, leaving out part of the phrase, e.g. *The _____ matter is that crime doesn't pay.* Ss swap their sentences with another pair, and complete the sentences with the correct words. The first pair to complete their sentences correctly wins.

1 Ss read through the questionnaire in pairs (tell them not to look at options a–h yet) and try to guess the meaning of the underlined words. Ask them what part of speech all the words are (verbs) and whether they can guess from context what the meaning might be. One way they can do this is to think of another verb they could substitute in place of the phrasal verb, ensuring the sentence still makes sense. Once Ss have made their guesses, they match the verbs to the definitions. Elicit whole-class feedback.

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

2 Ss work alone and decide on their answers to the questionnaire. They then predict what their partner's answers will be. Ss then take it in turns to survey each other. They compare their predictions with what their partner said. Ss report back on their partner's answers and matching profile.

3 Remind Ss that it can be useful to eliminate options that they know are incorrect if they are having difficulty deciding which answer is correct. Ss work alone, then compare answers in pairs. Take whole-class feedback and clarify and correct as necessary.

Answers 1 keeping something back 2 let you in on 3 keep anything back 4 making things up about me 5 cleared it up

4 Ss complete the email in pairs. They then discuss how they could reply to Suzie and what advice they would give. As an extension, ask Ss to write a reply to Suzie, offering advice. They should aim to use as many of the phrasal verbs in their email as possible.

Answers 1 let (me) in on 2 kept (it) back 3 confide in 4 making (it) up 5 let (it) out 6 let (it) out 7 clear (it) up 8 see through

5 Ss write the phrasal verbs in their books. Ask whether Ss know any words that collocate with these words. Write any correct suggestions on the board and tell Ss to copy them into their books. Ss then decide on the incorrect collocations in pairs. Elicit feedback from the whole class. Tell Ss to add the correct collocations to their books. Then look at the incorrect words with the whole class. Ask Ss what other words do collocate with these (e.g. *write an email, spend some time, recognise somebody's face, start a job, feel the cold, save some money, live with your family*). Ss add these collocations to their books. Finally, give Ss no more than seven minutes to write their sentences. Ask volunteers to read their sentences to the class.

Answers 1 an email 2 some time 3 somebody's face 4 a job 5 the cold 6 some money 7 your family

6 Tell Ss they can discuss each topic for two minutes (if time is short, select one or two topics for Ss to discuss, ensuring each topic is discussed). Monitor as Ss discuss their ideas, offering corrections and support. Once Ss have finished, each pair presents their ideas to the class. Encourage the other Ss to challenge and question the speakers, so they have to justify their answers.

WRITING | A book review

This section gives Ss practice at writing a book review. They are introduced to some useful phrases to use as well as some common adjective–noun collocations.

Culture notes

Cornelia Funke studied Education Theory at university, and worked as a social worker after graduation. In the course of her job, she saw first-hand how books could transform children's lives, taking them into a world of fantasy and imagination. After three years, Funke returned to college to study Book Illustration. A talented illustrator, she was frustrated by some of the stories she worked on, and decided to begin writing herself. She became a full-time writer and became a huge success in her native Germany. She only broke into the English-language book world when a bilingual (English-German) fan wrote to a UK publisher to ask why her favourite author was not published in English. Since then she has had numerous titles in the *New York Times* bestseller list and has won many literary awards. Her books include the *Ghosthunter* series and the *Inkheart* trilogy.

Warm-up Revision of secrets and lies collocations. *Your choice.* Put Ss into two groups and give each group three phrasal verbs from the previous lesson (*make up, keep back, see through, clear up, take in, let out, let somebody in on*). Tell them to list as many words as they can that collocate with the phrasal verbs. Tell each group that they are going to have to show the other group their collocations but they can choose how. The only rule is that a different student has to show each one, e.g. they can use *hangman*, pictures on the board, definitions, miming, etc. Each group takes it in turns to present a collocation and the other group guesses what it is.

1 Ss tick each type of book they like alone and for each one that they tick, they write the title of a book of that type (it can be in their own language). Ss then discuss their preferences in pairs and talk about the books they mentioned and why they like them.

2 Ss think about the answers alone and then discuss their ideas in pairs or small groups. Elicit answers in open class.

Answers **1** Her name, date of birth, birthplace, where she now lives, her career, the type of books she writes, why they are interesting for readers, how many books she has written, the names of some of the books and one that has been made into a film. **2** All the books have *ink* in the title so they might be about writing or words, also because they all begin with the same words they probably are a continuation of the same story; the covers look quite magical so they are probably fantasy stories.

3 Look through the box of phrases with the whole class and elicit what *criticism* and *fan* mean. Once Ss have completed the exercise, they discuss in pairs what they found out about the book and whether they think they would like it, giving reasons why or why not, e.g. *Yes, it sounds exciting and I would want to know what happens at the end. No, I don't like fantasy books because I find them confusing and I forget who is who.*

Answers **1** I thoroughly enjoyed **2** set in **3** explores **4** The book opens with **5** One of the things I liked best **6** My only criticism **7** if you're a fan of **8** I would still recommend

4 Once Ss have done the matching, put them into four groups. One group looks at the introduction and lists the information that can be found there (e.g. the writer's name), the second group closes their books and notes down anything they can remember about the story, the third group notes all the good things and bad things that the reviewer mentions and the last group writes down the kind of information that can be found in the conclusion (e.g. who the book would appeal to). Each group in turn then makes a presentation of what they found out.

Answers **1** D **2** B **3** A **4** C

5 Tell Ss that there may be more than one tense used so they should give an answer for each paragraph. For **3**, point out that there is no right or wrong answer, and Ss should use their imaginations. Ss work in pairs and share ideas and reasons as a whole class, e.g. *'Inkheart' is the book that the villains come from. They are brought to life by Mo. Perhaps the title means that when Mo reads the ink on a page (the words), he brings the characters to life in this world (he starts their heart beating).*

Answers **1** The Present Simple is used most often. This is done to make the story more immediate and interesting. It is often also done when telling jokes or anecdotes. The Past Simple is used when the reviewer is talking about when he/she read the book. **2** Neutral style. It does not use abbreviations or slang and it avoids phrases that you may find in an informal letter such as *anyway*.

6 Ss quickly find the nouns in the text and then work in pairs to discuss what they mean, e.g. *fantastical story* – a story full of fantasy. Ask Ss to think which adjectives are especially useful for describing books and why (*sudden, great, (un)believable* because these could be used to describe almost any book whereas a word such as *brutal* could only be used to describe violent behaviour).

Answers **1** story **2** life **3** appearance **4** friend **5** ability **6** villains **7** thug **8** master **9** battle **10** sense of pace **11** characters **12** language **13** story

Optional activity: Ss work in groups of thirteen (some Ss can work in pairs if necessary). Each student is given a number from 1–13 and writes down the adjective from Exercise 6 corresponding to their number, e.g. Student 1 writes *fantastical*. They also write the noun it collocates with from the text (*story*). Ss then pass their paper to the student on their left who has to try to think of another noun which would also collocate with the adjective. The papers are passed round in this way until they return to the original writer who looks at the twelve nouns the other students have written next to their original adjective and has to say whether the collocations are possible or not. Elicit ideas and tell Ss which collocations are useful and which are incorrect if they could not guess.

7 Ss do the matching in pairs and discuss what the adverbs mean. Elicit the answers (*seemingly* – apparently, *slowly* – not fast, *eventually* – in the end/after a long time). Ss find the other adverbs and categorise them alone, then compare answers with their partner and again discuss what the phrases mean.

Answers a 2 b 1 c 3 **More examples** terribly evil (b), gently (a), entirely believable (b), originally written (c), profoundly moving (b)

8 Ss work in pairs and for each adverb write, in their own words, what it means, e.g. *wonderfully* – very happy and in a very positive way; *often* – regularly; *slowly* – gradually, not in a fast way; *secretly* – without anybody knowing; *finally* – in the end; *unfortunately* – something you wish was not true; *eventually* – in the end, after a long time; *impressively* – in a way that makes you admire someone; *brilliantly* – very, amazingly.

Answers Anthea thinks that she and her husband are **wonderfully** happy together. When her husband starts working late more and more **often**, she **slowly** begins to suspect that something is not right with her marriage. She decides to follow her husband **secretly** one evening and **finally** discovers the truth: her husband has a secret life as a spy! **Unfortunately** she is caught up in one of his missions and for a while things look bad. **Eventually** they escape from danger together, however, and realise that they work **impressively** together. In the end, Anthea becomes a spy too and they form a **brilliantly** successful team.

9 Ss work alone. Allow five minutes for Ss to note their ideas. When Ss have finished, put them into groups of four. After each student has made their presentation, the other Ss in their group can make their own comments about the book (if they have read it) or ask further questions about the book if they have not, e.g. *Have you read any other books by the same author? Was this his/her best book? Has it been made into a film?*, etc. Nominate two or three Ss to give their presentations to the whole class and, again, allow other Ss to ask questions or make comments about the book.

TRAIN YOUR BRAIN

10 Go through the Train Your Brain box with the whole class. Before Ss write their reviews, tell them to think of five adjectives and five adverbs that would be useful. Ss then write the reviews alone in class or for homework.

Optional activity: If possible, ask Ss if they could bring the book they are writing about to the next lesson along with their reviews. Place the books around the class with the reviews. Ss walk around, reading as many of the reviews as possible in a set time. They then decide which book they would choose to read, imagining that they had never heard of the books but could only choose on the basis of the review. Ask Ss for their choices and reasons for them.

ADDITIONAL PRACTICE: Photocopiable resources.

Resource 18: *Match the sentences*

VOCABULARY AND GRAMMAR

1 Tell Ss that there may be more than one collocation for each phrasal verb but they can only use each one once. Elicit ideas and accept any that are correct even if unexpected (e.g. sort out a huge bill). Ask Ss to write sentences using the collocations and accept unusual collocations as long as Ss can write a sentence which illustrates their meaning correctly.

Answers run up a huge bill, wake up to reality, run out of money, cut down on fatty food, fall behind with schoolwork, miss out on the chance of, keep on waiting for you, sort out your problems

2 Ss complete the activity alone and compare in pairs. After going through the answers, elicit all the collocations and phrases tested in the exercise and tell Ss that, when reading any text, these are the items that they should be noting down to remember, e.g. *addicted to*, *hooked on*, etc.

Answers 1 to 2 hooked 3 with 4 favour 5 hand 6 with 7 to

3 Write three headings on the board: verb + infinitive; verb + infinitive without *to*; verb + gerund, and ask Ss to brainstorm as many verbs as they can for each heading. Elicit all to the board. Ss then do the exercise alone with the verbs on the board to help them.

Answers 1 winning 2 drinking 3 to do 4 feel 5 overeating 6 to take 7 to running 8 smiling

4 Ss complete the exercise in pairs and, when they have finished, one student reads the text aloud while the other listens to see if it sounds correct.

Answers 1 d 2 d 3 a 4 c 5 d 6 b 7 d

5 Ss work in pairs. When they have finished, elicit the answer for 1. Whether it is right or wrong, do not comment. Ask if there are any different answers and write them on the board as well. Ss then have to justify why theirs is correct (or the others are wrong). Ss then try to agree as a class on which is the correct answer in each case.

Answers 1 I'm getting used to not seeing my parents every weekend. 2 Being so sensitive, she is likely to be easily influenced by her peers. 3 It was an invitation she wasn't able to refuse./She wasn't able to refuse their invitation. 4 EU students are not obliged to pay entrance fees. 5 I'm not used to getting up so early. 6 My doctor made me go on a diet. 7 It is bound to be the best book ever written. 8 Have you succeeded in finding a job yet?

PRONUNCIATION

6 Write the question on the board and ask Ss where the main stress lies. Accept all ideas and then tell Ss that the main stress can fall in different places depending on the answer you are looking for. Ss look at the answers in the book and try to work out where the stress would fall for each answer to be correct. Ss then listen and match.

Tapescript CD2 Track 22

- 1 So, you've been on television for two weeks?
2 So, you've been on television for two weeks?
3 So, you've been on television for two weeks?
4 So, you've been on television for two weeks?

Answers a 4 b 3 c 1 d 2

LISTENING SKILLS

7 Remind Ss about strategies for answering true/false listening exercises. Ss should read and think about the information they are listening out for, listen and note anything which helps them to decide and listen again to check or correct their answers. Elicit answers and reasons in open class, e.g. 1 'obesity (...) now competes with smoking'.

Tapescript CD2 Track 23

Porter: Hello and welcome to today's programme. Have YOU ever been on a diet? Do you sometimes look in the mirror and see yourself in a body that somehow does not seem yours? In today's programme I'll be investigating the growing problem of obesity, a condition which now competes with smoking as the biggest single preventable cause of ill health in the UK. Over half of all British adults and one in three teenagers are carrying too much weight. And if the nation's waistline continues to expand at the current rate, Britain may soon become the fattest nation in Europe. Indeed among all the countries in the developed world only the Americans weigh in heavier. First, back to basics. Why has the number of obese people in Britain tripled over the last twenty years? Where are we going wrong? Dr Susan Jebb is a scientist at the Medical Research Council and one of the UK's foremost authorities in the field of nutrition and health.

Jebb: Well, today food's available 24/7 and takes seconds to prepare. And that's coincided with us expending less energy – we need fewer calories than ever before because we drive to work, spend the day at the computer and then reward ourselves for such a hard day by flopping in front of the television all evening. I'm afraid obesity's an almost inevitable consequence of eating too much and doing too little.

Porter: But the problem seems to have been particularly bad in the last twenty or thirty years. Is there good evidence that we're actually burning considerably fewer calories a day than we were, say, in the 50s and 60s?

Jebb: Without a doubt. People's lives are quite, quite different. There are virtually no manual occupations left anymore and even those that we think of as quite labour-intensive – people working building the roads for example – are now massively assisted by machinery. We just don't walk anywhere – even for short journeys we all tend to jump in the car.

Porter: Are some people more likely to gain weight than others, due to the make-up of their metabolism, or is it just simply a matter of energy balance?

Jebb: In the end it does all come down to calories in versus calories out. But what we increasingly recognise is that some people are genetically much more likely to become obese but that predisposition might work in quite interesting ways. For example, some people might feel the sensation of hunger much more acutely than others and therefore are driven to go in search of food. And in the long term that's going to put them at greater risk of gaining too much weight.

Porter: So how does that stack up with the often quoted excuse – that 'doctor I eat like a church mouse and I just seem to pile on the pounds while a friend of mine can eat anything they like and they remain stick thin?'

Jebb: I'm afraid when we really put those sort of claims to the test they just don't hold up. People unfortunately find it very difficult to really know exactly how much they've eaten, or indeed exactly how many calories they've burnt off. We all have this tendency to underestimate what we eat but to overestimate how much exercise we do. If we bring people into our research unit to study this in great detail what we've shown is that if you overfeed both thin or overweight people by exactly the same amount of calories they both gain weight at exactly the same rate. And conversely if you underfeed them by the same number of calories they lose weight at the same rate. After many, many years of research what we've been forced to conclude is that metabolism, for the most part, is very, very predictable. What matters is individual behaviour and that's what seems to determine whether people gain weight easily or not.

Porter: What about recent trendy diets like ...

Answers 1 F 2 F 3 T 4 T 5 T 6 F

SPEAKING SKILLS

8 Go through the points with the whole class. Ss then discuss their ideas in pairs. Refer Ss back to page 44 and remind them about strategies to use for avoiding silences. Encourage Ss to make notes as they talk, and take feedback from the whole class.

9 Remind Ss not simply to describe the photos, but to compare and contrast them, talking about the different causes of stress and how to deal with it. Refer Ss back to page 54 to help them justify their opinions. You may like to select one or two strong pairs to repeat their discussion in front of the class.

Possible answer The two photos show two very different situations – in the first photo, the man is stuck in a traffic jam and he looks as though he is on his way to work. He looks stressed, and certainly commuting is very stressful, especially if you need to be at work on time for an important meeting. Other causes of stress, which we don't see here, probably include worries about money, relationships, your health, exams and work. Everyone feels stressed from time to time – that's normal. But if you're constantly under stress, that can have an impact on your health. You might start getting headaches, and you'll probably get sick more easily. You'll probably find it difficult to sleep, and you might even have panic attacks. That's why it's important to learn to deal with stress, which is what the man in the other photo is doing. He's in a peaceful, beautiful place, and it looks as though he's meditating. He's probably breathing slowly, and trying to clear his mind of all his worries. Other ways you could deal with stress include talking to friends and family about your worries, doing exercise or taking some time to have fun, for example going to a cinema or going dancing. I certainly think the man in the car would benefit from doing a bit of meditation after he finishes work.

WRITING SKILLS

10 Ask Ss what they would expect to find in a review and refer them to page 56 in the Students' Book if necessary. Ss then brainstorm ideas in pairs. For the writing task, encourage Ss to work alone so that you can gauge their progress and any problem areas.

Sample answer

A story that delights, horrifies and amuses in equal measure, could *The Twits* be the greatest children's novel ever?

This short novel was written by Roald Dahl in 1979. It is said that Dahl got his inspiration from a dislike of beards. A simple note to himself: 'Write something about beards', inspired the hideous Mr Twit, who never combs his beard and stores revolting pieces of food in it.

Mr and Mrs Twit are simply vile to each other. They take it in turns to be evil and mean: Mrs Twit serving her husband a plate of worms disguised as spaghetti, for example; and are equally horrid to the animals around them – trying to trap birds for a pie by painting glue onto tree branches, for example.

Mr and Mrs Twit are characters you love to hate. Their antics make us cringe, and we are more than satisfied to see their downfall at the end of the tale.

The Twits may be a story written for children, but I defy any adult to read this without recoiling in disgust and laughing at the antics of the characters. Certainly buy it for your children and grandchildren, but don't let the little ones keep this gem to themselves. Why not offer to read it to them, and enjoy this modern literary classic?

Read, listen and talk about self-expression, culture and the arts.

Practise reported speech and reporting verbs; vocabulary related to arts and culture.

Focus on generalising in speaking.

EXAM FOCUS Topic: Culture

- Speaking** Exchanging opinions: SB p.65, ex.8
- Listening** Matching: SB p.61, ex.9
Completing a summary: SB p.64, ex.6
- Reading** Jigsaw reading: SB p.62, ex.4
Matching: SB p.62, ex.5
- Grammar and vocabulary** Sentence completion: SB p.61, ex.7, p.67, ex.6
Error correction: SB p.61, ex.8
Verbs in brackets: SB p.67, ex.8
Word formation: SB p.65, ex.5

Unit 7 Materials

Workbook Unit 7

Photocopiable resources 19, 20, 21

Testing and Evaluation Programme tests

Multi-ROM Unit 7

GRAMMAR AND LISTENING

This section looks at reported speech.

Special difficulties: Ss should have a good understanding of the rules of reported speech, even if they are not always accurate in its use. The unit also introduces time and other expressions which also have to be changed in reported form and shows Ss why it is sometimes possible to report without making tense changes. It is important to explain why we have such changes, e.g. with *that day* instead of *today*, because it is then much easier to understand the rules.

Culture notes

Louise Doughty was born in 1963. She's a novelist, playwright and critic. The competition to write a novel in a year came from her column in *The Daily Telegraph* newspaper. Each week she set a task and by the end of the year, anyone who followed these tasks would have the ideas which they could use to write a novel from. After reading the one-liners her advice was: *Keep your first line simple, serious and avoid the jokey one-liners.*

Thomas Mann (1875–1955) was a German novelist. When the Nazis took control in 1933 he was in Switzerland and, as he had been very critical of the Nazis from 1930 until 1933, he decided not to return to Germany. He received the Nobel Prize for Literature in 1929.

Warm-up Review of collocations from the last unit. *Think of a book.* Tell Ss to work alone. Read out some book-based collocations (see below) and ask Ss to write down a book which each could describe. When they have finished, Ss compare what they wrote and why. Possible collocations to use:

A book with a tragic ending

A convincing story

A vivid description of a character

A brutal murder; etc.

1 Tell Ss they have two minutes to write the answers to the three questions. After they have finished, put them into groups of three or four to discuss what they wrote.

Answers Louise Doughty is a novelist. She invited people to write the first sentence of a novel and send it to her.

2 Go through the adjectives before Ss look at the responses to make sure everyone understands them clearly. Elicit their ideas in open class.

Optional follow up: It would be an obvious follow up to ask Ss to write their own sentence and for Ss to be able to read each other's ideas and decide which they would choose if they were Louise. Allow a minute for Ss to write the sentences (anonymously) and display them so that Ss can read all of them.

3 Think Back! Ss work in pairs. Before they look at Exercise 3, ask them to look again at the responses and guess the grammar point. Ss complete the exercise together. Go through the answers and elicit what was actually said in each of the sentences without looking at the time expression. Tell Ss they will look at the time expressions later, e.g. (a) *Did you see me hide the money?*

Answers **1 a** Did you see me hide the money yesterday? **b** Meet me here tonight. **c** When will you be back here? Next week. **d** I've found you a husband. **e** Can you write? **f** Can you take that (this/the) fish finger out of the soup, wrap it in a cloth and take it to Grandma? **g** From now on, everything will be different. **h** I'd like to tell you something very important. **i** We must/have to leave the house immediately because they are coming. **j** You should pack your things because we have to go to Hong Kong tomorrow. **k** Secrets always come out in the end.

2 Verbs used to report *asked, told, informed, announced, said*. Other verbs that could be used: e.g. *claimed, promised, ordered*. **3** Tenses usually go 'one tense back', e.g. the Past Simple – the Past Perfect. Pronouns change depending on who was speaking to whom, e.g. (a) If I'd seen *him* – did *you* see *me*. **4** if, whether

Work it out

4 Tell Ss that everything in Exercise 3 looks at things they should already know but that they may now be learning something new. Ss find the sentences in the responses alone.

Answers *must* can stay as *must* (i) or change to *had to* (j). *Should* and *would* do not change.

5 Look at the two examples given and ask Ss why they need to be changed in reported speech (because, when you report the fact, the day being talked about may not be 'today' anymore; if it is, we can still use *today*). Similarly, if someone is pointing at something and saying *I want this hat* we cannot use *this* in reported speech unless the person doing the reporting is also pointing to the hat referred to. Ss complete the table in pairs.

Answers **1** there (c) **2** the day before (a) **4** the (f) **5** the following day (j) **6** then (g) **8** that night (b)

6 After going through the answers, tell Ss that, in a test, if it is not clear whether the sentence should go back one tense or not, Ss should follow the normal rules and put it back as this is what is generally tested. However, they should look out for reporting verbs in the present tense.

Answers a 1 b 3 c 2 d 1

Check it out

7 Look at sentence 2 with the class and ask if they know whether this is being reported soon after the conversation or not (we do not know). Elicit that, in such a case, we should follow the normal rules of reported speech. Ask if they will do the same for sentence 1 (no, because the reporting verb is in the Present Perfect). Ss do the exercise alone.

Answers **1** sea levels will rise in the next fifty years **2** if/whether Jon had heard about the accident the week before **3** I would have serious problems if I did not change my diet **4** dinosaurs (had) lived for 250 million years **5** the rain had been falling since the day before and a flood was possible **6** what time they were having their Spanish class that evening **7 (Sally that night:)** he'll meet me here tomorrow night **(Sally the next day:)** he would meet me there the following night **8** she would go there then if she could

8 Ss work in pairs without any introduction. When they have finished, they compare answers with another pair. Elicit ideas and why they are wrong.

Answers **1** said – asked, were we – we were (j) **2** did he mean – he meant, would it – it would (g) **3** he – him, should we – we should (b) **4** told that – told him that, had already had – already had (d) **5** I haven't – I hadn't, I had been lying – I was lying (a)

9 Play the recording once for Ss to match to the correct sentence and then again for Ss to understand as much as possible. Ss then work in pairs to discuss what they heard and how the stories might continue. Nominate pairs to give their ideas in open class.

Tapescript CD3 Track 1

Story A

At first he didn't answer. I waited – my heart beating very fast. I was afraid he was going to say: 'I'm sorry, but something terrible has happened.' Then he smiled and said gently: 'We are going to live by the sea. You'll have a new mother, and a brother the same age as you to play with. We'll have a wonderful new life.' I was so stunned I couldn't respond. But he was looking at me anxiously, waiting for my answer. Finally I managed to say, 'That's great, Dad. When are we moving?'

Story B

'No, I'm not, Dad. It's the truth. I didn't see anything!' I answered bravely. But he was right. The night before I'd heard a noise in the garden and got up to look out of my bedroom window. Dad was digging a hole under a tree – and I saw him bury a bag. Now I knew what it was – and I was scared to death. Dad was a hard man and I was terrified of what he might do. He looked at me suspiciously for a moment. Then he said, 'I hope you're telling the truth or you'll be in deep trouble'.

Story C

He laughed and said, 'You don't know what you're talking about. How can you possibly have a boyfriend at your age?' I was furious. Of course I had a boyfriend! He sat next to me at school and was my best friend. I stood in front of my father with my hands on my hips and said confidently, 'His name's Michael and I'm going to marry him when I grow up.' His face went dark. 'You'll never marry a man called Michael while I'm alive,' he threatened. That was when I started planning what I would do ...

Answers A 1 B 5 C 4

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 19: *Interview with an author*

READING AND VOCABULARY

This section gives Ss a multiple-matching and a jigsaw reading task. Ss also learn some adjectives to describe different styles of performance and discuss their opinions on street performers.

Warm-up Revision of reported speech. *Famous quotes.* Write on the board: *My name's Bond, James Bond.* Ask Ss if they know this quote. Put Ss into pairs and ask them to think of two or three quotes that they know. They do not have to get the wording exactly right. When Ss have finished, write on the board: *This person said that his name was Bond, James Bond.* Ask Ss to do the same with their quotes. Ss then join up with a second pair and take it in turns to read out their reported sentences to see if the other pair can guess who said it. Elicit some of the ideas in open class.

1 Work as a class. Ask Ss to describe what they can see in the photos. Then Ss work in groups of three or four to match the words to the photos. Elicit answers of the matching words and what the other performers do.

Answers mime artist, living statue, fire eater **Other performers** a one-man band: is a street musician who plays several instruments at the same time; a breakdancer: often dances to hip hop and does spins on the floor and acrobatics such as back flips; an illusionist: someone who does surprising tricks that make things seem to appear or happen; a juggler: throws two or more items into the air at once and catches them as they fall back down; a fortune-teller: predicts what will happen to you in future; an acrobat: performs dramatic jumps, flips and somersaults; a clown: does physical comedy and tells jokes to make people laugh

2 Write the word *busker* on the board. Ask Ss to predict what it might mean. Elicit answers from the class and write the best suggestions on the board. Then tell Ss to read the introduction in pairs and compare their predictions with the description given there.

Answer A busker is a street performer who plays music/juggles/dances, etc. in order to earn money from the crowd.

3 Set a strict time limit for this (no more than four minutes) to force Ss to practise skim-reading. Once Ss have quickly read the text, tell them to close their books. Write the three names on the board and tell Ss to call out all the things they can remember about the three people. Make notes of any correct answers under the headings. Then tell Ss to match each person to one of the words in Exercise 1. Finally, Ss match each name to one of the photos.

Answers Naomi a fire eater Charlie a living statue Zoe a mime artist

4 Ss work in pairs. Remind Ss that the sentences need to follow on logically from the preceding text, and indeed should fit logically before the text that follows. If they get stuck, tell them to move on to the next space, leaving the most difficult items to last. Play the recording for Ss to check the answers and offer clarification as necessary.

Answers 1 g 2 f 3 a 4 d 5 e

5 Ss work alone and read through the questions and answer as many as they can from memory, without referring to the text. They then read the text again to find any missing answers. Ss compare their answers in pairs, discussing any differences and trying to reach a consensus about the correct answer. Elicit answers from the whole class.

Answers 1 Charlie, Zoe 2 Charlie 3 Naomi, Zoe 4 Charlie, Zoe 5 Naomi 6 Naomi 7 Zoe

6 Vocabulary Ss work in groups of four. Each student chooses two of the underlined words and chooses a matching definition. They tell each other their choices and reasons for making them. The four Ss discuss whether they agree and decide together on the answers. Ss discuss their ideas as a whole class, justifying their choices where possible. Go through the meaning of all the underlined words and phrases in the text, eliciting what they mean.

Answers 1 making ends meet 2 nuisance 3 mimicking 4 entranced 5 compensates 6 live off 7 drawback 8 the centre of attention

7 Vocabulary Ss match the collocations in pairs, then join with another pair to compare their answers. Check answers as a whole class. Each group then thinks of four more sentences, each one containing one of the collocations. They write out the sentences, minus the collocations, e.g. *During my gap year, I _____ . (lived off my savings).* The groups swap their sentences and try to guess what the missing collocations are.

Answers 1 your savings, the land 2 sight, story, song 3 your studies, a project 4 for a lack of, someone for their time

8 Play the recording once and tell Ss to make notes about what they hear. They then try to answer the questions based on their notes. Ss compare their answers in pairs, and decide which ones they are sure about, which they are unsure about and which ones they do not know the answer to at all. Play the recording again so Ss can complete their answers. Remind them to double-check their answers, even for the answers they felt sure about, as they might hear something during the second listening that changes their mind. Elicit answers from the whole class.

Tapescript CD3 Track 3

Derek: [*Australian accent*] I come from Fremantle in Western Australia but the chances are you've not heard of the place, after all it's not the biggest city around! One thing we're famous for is our Street Arts Festival – the biggest in Oz and the oldest – it's been organised for twelve years now. Every April thousands and thousands of people come to see the shows – jugglers, acrobats, plate spinners, singers, comedians – you name it, we've got it. It lasts three days and the whole town comes alive. It's just fantastic, and it costs nothing at all, though everybody puts something in the hat at each performance, of course.

Of course, opinions are divided and there are people who don't really like all the noise and, true enough, it does get pretty crowded and it takes a while to clear up after everybody has gone. Still, most people are really positive about it. After all, you have to admit it does bring the tourists in and it's certainly good for business. And I love watching it all. I'm not so young anymore and I couldn't even hope to do some of the things they do but I admire their skill. They brighten the place up, I think we'd all miss them if we didn't have the festival.

Vicky: [*Dublin accent*] I live in Dublin, in Ireland. Everybody knows Dublin, don't they? We're the capital, of course, and we get millions of visitors every year. We're a bit of a centre for festival organisers, I think, and there's always something going on, but my favourite is the Street Performance World Championship. It's a newish festival, just four years old, but it's already very popular. Hundreds of thousands of people come to see the performers and everything is free. Music, dance ... it's a real carnival during the World Championship and it infects the whole town, everybody seems to fancy themselves as a performer, even the shyest and most timid types! Dublin is a city famous for its music, of course, and everywhere you look you can see buskers with their hat out on the ground in front of them, all year round. To be perfectly honest, it gets a bit much at times, they're just everywhere and sometimes it seems like you can't move without tripping over some student with a guitar. A lot of them are younger than me as well, and I'm still a student. During the World Championship, though, I don't mind at all. It's nice to have so much going on, and it does attract tourists and bring money in, I suppose. I just wish sometimes during the rest of the year I could get the train without having to listen to yet another version of *Hotel California* or *Knocking on Heaven's Door*!

Answers 1 D 2 V 3 D 4 B 5 D 6 V 7 D 8 B

9 Ss work in groups of four. Assign each group one of the topics and give Ss no more than five minutes to discuss their question. One member of the group should act as 'secretary', making a note of their ideas. Each group then prepares a presentation on their topic. They can each take a turn to present one part, or nominate one person from their group to give the whole presentation. Groups give their presentations to the class, and the other Ss ask follow-up questions.

SPEAKING AND LISTENING

This section looks at ways of generalising. Ss listen to people generalising on the topic of music and success and are then given a chance to practise the language in a discussion task.

Warm-up Revision of words from the last lesson. *Guess what.* Dictate words for performers from the last lesson to Ss and tell them to write an adjective, a place and an advantage and a disadvantage for each one. When they have finished, Ss join up with a partner. One student reads out an adjective they wrote down and the other has to guess which performer it goes with. If the student cannot guess, the place is given, followed by an advantage and a disadvantage, until the student guesses the name of the performer. Ss continue until they have guessed all of each other's adjectives.

Words to use:

a one-man band, a mime artist, a breakdancer, an illusionist, a juggler, a fire eater, a fortune-teller, an acrobat, a living statue, a clown.

1 Allow Ss no more than five minutes to discuss the questions. If necessary, feed in some useful vocabulary such as *money, fans, travel, talent competition, talent spotter, audition*, etc. Elicit feedback from the whole class.

2 Ss use a dictionary to check the meanings of the words. Drill the difficult ones. Ask Ss how they may be used in a talk about music and fame, e.g. *The pop star has many adoring fans. Many models have a glamorous lifestyle. At first glance, being famous is very attractive. Most pop stars live in luxury houses. When you are famous, life is not always a bed of roses. When their careers end, many stars fall into obscurity. Photos in celebrity magazines are often not very forgiving. It can be tempting to think that all pop stars are happy.* In pairs, Ss write sentences containing the words and phrases. Elicit sentences from the class.

3 Ask Ss to tell you what endings they know for nouns and adjectives, e.g. *-tion, -ness, -ing, -ous*, etc. Ss complete the table in pairs. Elicit answers from the whole class.

Answers 1 adoration 2 glamour 3 forgiveness
4 temptation 5 luxurious 6 obscure
Verb column adore, obscure, forgive, tempt

4 Ss read through the titles in pairs. Play the recording and tell Ss to make notes as they listen. Ss compare their notes and decide on the best title. Elicit answers from the whole class.

For tapescript see page 132.

Answer 3

5 Give Ss four minutes to discuss the questions. Then play the recording. Ss listen and make notes. Elicit answers and also take feedback on Ss' discussions before the listening.

For tapescript see page 132.

Answers 1 Through determination, talent and hard work 2 Hard work 3 Who you know 4 Short career, coping with the pressure of fame

SPEAK OUT

6 Look at the expressions in the Speak Out box and elicit other ways that they could be said, e.g. *It is said* – *People say*; *It is widely agreed* – *A lot of people agree*. Ss complete the text alone.

Answers 1 common 2 generally 3 the whole 4 a rule
5 estimated 6 general 7 often 8 tend

7 Allow Ss to brainstorm ideas in pairs. Then put Ss into new groups of four so everyone is forced to speak. Elicit ideas in open class.

VOCABULARY | Entertainment

This section introduces vocabulary on different aspects of the arts.

Special difficulties: Some of the vocabulary may be similar in L1 but pronounced differently. If it is, pay special attention to the pronunciation of these vocabulary items as these will be the most difficult for Ss to remember.

Culture notes

Canaletto (real name Giovanni Antonio Canale (1697–1768) was the son of a painter. He lived in London from 1746–1755 and also painted many views of that city. His painting *View of the Grand Canal from Palazzo Balbi to the Rialto* was sold in 2005 for £18.6 million.

The BBC Symphony Orchestra is one of the UK's leading orchestras. It was founded by Adrian Boult in 1930 and plays a large role in the annual BBC Proms, including the First and Last Nights.

The BBC Symphony Chorus was founded in 1928 as the National Chorus. It became the BBC Chorus in 1932, the BBC Choral Society in 1935, and finally the BBC Symphony Chorus in 1975.

Wolfgang Amadeus Mozart (1756–1791) is one of the most famous composers. He was born in Salzburg and his father was a famous music teacher. Mozart wrote his first compositions at the age of five. **Mass in C Minor** is a religious musical work for chorus and orchestra. It is considered such a great musical work that it is called the 'Great Mass'. Many people believe that Mozart wrote the mass partially in thanksgiving to God, possibly because of good events that had recently occurred in his life, including his marriage

to Constanze Weber, the birth of their first child, and Constanze's recovery from illness. The mass is thought to have been written in 1782–83, and was first performed on 26 October, 1783 although it was unfinished and remained unfinished at the time of Mozart's death.

The Barbican opened in 1982. It is the largest multi-arts complex in Europe and comprises a concert hall, two theatres, three cinemas, two art galleries, a conservatory and public library, as well as three restaurants, private function rooms, conference suites, two exhibition halls and the Guildhall School of Music & Drama.

Billy Elliott started as a film in 2000 starring Jamie Bell and is about a boy born into a tough mining family who decides to become a ballet dancer. The musical has won four Laurence Olivier awards.

Warm-up Review of generalising. *Controversial statements.* Ask Ss to write one controversial topic on a slip of paper, e.g. *crime and punishment*, *smoking*, etc. Collect in the slips of paper and put Ss into groups of four. Each group is then given four slips at random. They discuss their opinions but, instead of saying *I believe* or *In my opinion*, they use generalisations, e.g. *It is believed*, *Apparently*, etc.

1 Discuss what *entertainment* is and elicit as many forms as Ss can think of, e.g. film, TV, music, etc. Ss discuss which they like best/worst, etc. and then open their books and see which types are mentioned. Ss then discuss the events listed and answer the questions in the exercise.

2 Ss work in pairs to categorise the words. Elicit answers and what the words mean. Make sure that Ss make a clear written record of all new words and advise them to make tables large enough to include more new words later in the lesson.

Answers **Art** exhibition, drawings, paintings **Music** performance, soloist, conductor, composer **Theatre/Musical** performance, cast, choreography, sets, production, composer, drama, comedy, thriller, dialogue, leading role **Film** cast, drama, comedy, thriller, dialogue, soundtrack, leading role

3 Ss work in groups of four to discuss any words they know. If necessary, they look up the rest in dictionaries. Elicit meanings and categories.

Answers **Art** still life, watercolour, abstract, portrait, landscape, sculpture **Music** duet, string quartet, score, box office, the stalls, sonata, concert, percussion, audition, pianist, backstage, dressing room **Theatre/Musical** dress rehearsal, playwright, duet, score, box office, the stalls, audition, backstage, understudy, cast, supporting role, dressing room **Film** box office, audition, camerawork, cast, supporting role, setting

4 Ss now need to think about collocations with the words they categorised in Exercise 3. They can use dictionaries if necessary. Tell Ss to add any new collocations to their vocabulary notebooks. Also elicit other words that collocate with these nouns.

Answers **1** fast **2** print **3** charcoal **4** performance **5** superstar **6** abstract

5 Write *drama* on the board and ask Ss what word they think will be needed in a word-building exercise (e.g. *dramatic*). Elicit what *dramatic* means (exciting and impressive) and then ask Ss to look at sentence 1 and find out what it is about (a play). Tell Ss that the exercise may not be as straightforward as it seems and they should use their dictionaries. Again, they should add new words to their tables. Elicit the answers, what kind of words they are and what they mean, i.e. **1** *dramatic* – an adjective to describe something exciting and impressive; **2** a noun to describe the make-up of something; **3** a person who makes sculptures; **4** a person who performs; **5** a person who is in charge of the practical and financial aspects of making a play or film.

Answers **1** dramatic **2** composition **3** sculptor **4** performer **5** producer

6 Ss work in pairs to guess the correct choice and what it means. Elicit ideas and point out why the other choices are wrong, e.g. **1** incorrect collocation; **2** star *in* a play/play a role, etc.; **3** wrong collocation; **4** you show work and put on a performance; **5** you put on a play or musical and play a role or part in a one; **6** wrong collocation.

Answers **1** broken **2** plays **3** gave **4** showing **5** putting on **6** go

7 Ss work alone and write down as many key words as they can. After the first listening, they compare words with a partner, then listen again and decide together what the conversations are about.

For transcript see page 133.

Answers **1** theatre (dance/musical) **2** musical/ dance **3** dance/musical **4** theatre (musical) **5** art **Helpful words** **1** tickets, stalls, front row; **2** production, audition, leading role, chorus; **3** performance, cast, dancers, supporting roles; **4** dress rehearsal, understudy, backstage; **5** landscapes, still-life paintings, abstract, exhibition

8 Allow three or four minutes for Ss to discuss the questions in their groups and then discuss them as a whole class.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 20: *Which event?*

GRAMMAR

This section introduces reporting verbs.

Special difficulties: There are a lot of different verb patterns which are used with these verbs and many of them can be used with more than one. Give Ss as much practice as possible and give a lot of encouragement as they may feel overwhelmed by the amount they have to remember. Show Ss where these patterns will be tested in exams (mainly the transformation exercises) so they can see why it is important to learn them.

Culture notes

Marilyn Monroe (1926–1962) was born in Los Angeles. Despite **Emmeline Snively's** advice, she did actually sign Marilyn Monroe to the agency and encouraged Monroe to dye her hair blonde.

The first Harry Potter book was actually rejected by twelve publishing houses before Barry Cunningham of Bloomsbury publishers agreed to give **J.K. Rowling** an advance. Apparently, the company's chairman gave his eight-year-old daughter the first chapter to read and she then asked for the next part.

The **Decca** executive who turned down The Beatles was Dick Rowe. He had to choose between the Tremeloes and The Beatles and was more impressed with the Tremeloes. However, having done that, he subsequently signed the Rolling Stones on the advice of George Harrison.

Joe Shuster and Jerry Siegel sued the publisher in 1948 and were awarded \$60,000 dollars each. In 1975, Warner Communications who had taken over *DC Comics* and were just about to release the first Superman film, awarded both men \$35,000 a year pension for the rights to Superman and other characters they had created.

Matthew McConaughey was born in 1969 in Texas. He studied at the University of Texas and was a member of the Delta Tau Delta Fraternity. His first film role was in *Dazed and Confused* in 1993. In 2005, *People* magazine voted him the sexiest man alive.

Leonardo DiCaprio was born in Los Angeles in 1974. He first appeared on TV in *Parenthood* in 1989 and his first film role was in 1991. Although famous for his role in *Titanic*, his film career has also included many low-budget, highly acclaimed films.

James Cameron was born in 1954 in Canada. He directed *Terminator*, his first major success and won three Oscars for *Titanic*, Best Director, Best Editing (shared) and Best Picture (shared).

Warm-up Review of arts vocabulary. *What do they have in common?* Tell Ss you are going to write some words on the board and they all have something in common. As soon as Ss think they know, they should put their hand up and, when giving the answer, think of another word which could be added to the list.

Examples of words to use:

abstract, landscape, portrait, still life (types of paintings)

conductor, soprano, composer, chorus (people involved in music)

dressings room, box office, stalls, backstage (places in a theatre)

1 Set a strict time limit of thirty seconds for Ss to do the matching task so that they use scanning skills. When they have finished, ask Ss what they know about the four visuals and the people or characters shown and then allow Ss more time to read the extracts more carefully to see what happened.

Answers A 3 B 1 C 2 D 4 Joe Shuster and Jerry Siegel were not a success story as they sold the rights to their character and so missed out on the fame and fortune that they could have had.

2 Ss do the matching alone and then discuss in pairs who they think regretted their actions most. Elicit ideas and reasons in open class. There is no right answer but, probably, the two boys who created Superman might have had most to regret as this was their idea which was a success but which did not make them much money. The other three had not actually invested any of their own time or effort into the successes.

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

Work it out

3 Go through the table with Ss and elicit a sentence to illustrate each pattern, e.g. *He promised that he would be home by ten o'clock. He reminded her that she had an exam the next day. We agreed to be good. We warned them not to go out alone at night. They admitted causing the damage. He insisted on having his own dressing room. She accused me of telling lies.* Elicit the answers and ask Ss to think of a new sentence for each reporting verb, e.g. 1 *She advised becoming a secretary.* 2 *Publishers recommended shortening the book.* 3 *She recommended not becoming a model.* etc.

Answers 1 explain 2 warn 3 offer 4 advise 5 suggest 6 apologise 7 criticise

4 Look at the example with Ss and ask them which two patterns are illustrated (verb + gerund, verb + (that) + reported sentence). Ss work alone and compare ideas in pairs. Elicit answers and point out that, even where one form needs an object the other form might not, e.g. sentences 2 and 5.

Answers 2 The executive advised giving up. 3 The boys regretted that they hadn't made a better deal. 4 The publishers promised to look at her book again. 5 He advised them to take the money as they wouldn't get a better offer. 6 Epstein agreed to become their manager.

5 This is a follow-on from the point in the last exercise about when objects are needed. Ask Ss what this might mean to their writing (where no object is needed, the text may need more explanation of the context in a previous or later sentence, e.g. in 1b we need to know who she is suggesting the idea to and who it is she is talking about: *The woman did not think that **Norma Jean** had a chance of a career in showbusiness. Instead, she suggested getting married and advised **Norma Jean** to find a **nice man** to look after her.*).

Answers The object tells us who is being referred to in each case.

Check it out

6 Refer Ss to the lists of reporting verb patterns on page 133 and tell Ss that, if they are not sure of which category a verb falls into, they should check here before they write. Elicit answers and, e.g. if you elicit *He denied that he had caused the accident* for question 1, also ask how else this could have been reported. Make sure Ss remember changes to time expressions and other words such as *this*.

Answers **1** that he had caused the accident/causing the accident **2** him to do it **3** Dan of breaking the window **4** to having to go out/going out for a walk that day **5** that he saw a doctor/seeing a doctor **6** that he wouldn't help him if he didn't try harder/not to help him if he didn't try harder **7** she read the book

7 Ss work in pairs. Tell them to first match the verbs to the sentences so that they are sure they are correct. Decide whether you want Ss to write out the whole conversation (using *said* and *asked* as well as the verbs given) or just the seven sentences that can be reported using the verbs in the box. Elicit answers and, again, alternative forms if they are possible.

Possible answers Judy's teacher congratulated her on painting another brilliant picture. Judy said that she thought that it was awful. The teacher insisted that Judy would be a great artist but Judy said that her parents didn't think so. Her teacher advised her to work hard and warned her that it was difficult to get into art college at that time. He/She also reminded Judy that she loved painting. Judy admitted that her teacher was right but asked what she could do. Her teacher recommended that she had a serious talk with her parents and then looked for a good art college.

8 Tell Ss that they may have to imagine the actual words spoken to be able to complete the text. Ss work alone. Elicit the answers and what Ss think was actually said, e.g. *The new 'Titanic' film will be a flop.*

Answers **1** would be **2** insisted on having **3** was **4** refused to include **5** persuaded him to use **6** accused Cameron of being **7** criticised him for putting **8** warned readers it was **9** congratulated Cameron on making **10** admitted making

9 It may be best to allow Ss to work in pairs to report one of the texts, i.e. have two As working together and two Bs working together. Ss then change partners so they are working with one student from the other pair.

ADDITIONAL PRACTICE: Photocopiable resources.

Resource 21: *Give them a message*

Read, listen and talk about inventions, science and technology.

Practise passives; compound nouns and adjectives.

Focus on talking about graphs and charts.

Write a for-and-against essay.

EXAM FOCUS Topic: Science and technology

Speaking Discussing visual material: SB p.72, ex.6

Listening Matching: SB p.71, ex.9

Reading Jigsaw reading: SB p.71, ex.3

Grammar and Sentence completion: SB p.69, ex.7

vocabulary Verbs in brackets: SB p.69, ex.8

Writing A for-and-against essay: SB p.75, ex.11

Unit 8 Materials

Workbook Unit 8

Photocopiable resources 22, 23, 24

Testing and Evaluation Programme tests

Multi-ROM Unit 8

GRAMMAR AND LISTENING

This section introduces the passive voice in all tenses and for verbs followed by the infinitive and gerund.

Special difficulties: Ss should be able to use the passive accurately at this stage although they may still have problems forming continuous passive structures (using a gerund instead of a past participle for the main verb). Show clearly how the verb in the passive never changes form, only the verb *to be* shows the tense. With other structures, show Ss how they mirror the normal patterns, e.g. modals are followed by the infinitive without *to* so, in passive forms, they are followed by *be*.

Warm-up Introducing the topic of the lesson. *The most important invention ever.* Put Ss into groups of three or four and tell them that they have been asked to decide on the five most important inventions of the last thousand years (so removing the wheel and fire from the possible lists). When they have finished, each group presents their ideas and the class debate these together.

1 Tell Ss they can be as imaginative as they like and it does not matter if their ideas are impractical as long as they can justify their answers from the headings and the photos, i.e. the ideas for D must refer to the printer and dotted line moving up the arm. Elicit ideas in open class.

Answers 1 D 2 C 3 A 4 B

2 Tell Ss that, sometimes, guessing which sentences match with which invention is almost impossible (e.g. 1) but sometimes there is a definite answer (e.g. 5). Ss work in pairs to match those which they have a reason for. Elicit answers and reasons in open class.

Suggested answers 1 Any (Correct answer A) 2 C 3 D 4 B 5 C 6 A 7 D 8 B 9 C 10 A

3 Tell Ss to make notes about each of the inventions as they listen and, when they have finished, to discuss with a partner what exactly each invention does and how it works. Ss then discuss the points in Exercise 3.

Tapescript CD3 Track 8

A

'When Lois realised she had been followed to her front door, she quickly activated her bag – her defence against a possible attack.'

Sound like something from science fiction to you? Well, think again. The Surprise Bag really exists, and is a 'must have' if you are worried about being attacked. You see, when the bag is activated, anyone who touches it is given an 80,000-volt electric shock – enough to slow down any attacker! The inventors do, however, warn that it should not be used as protection from wild animals, because their nervous systems are different from a human's. If you want to have a look at the bag, it is going to be shown at the 'New Inventors' show next month.

B

Would you like a 'magic mirror' that predicts how you might look in the future? Apparently, a new system films you in your home, identifying, for example, how long you spend sitting on the sofa and how often you visit the fridge for a snack. Once a profile of your lifestyle has been built up, a computer shows you how your appearance will be affected in the future. Some experts predict that it will be very effective, because people will be *shown* the consequences of an unhealthy lifestyle, and it could shock them into changing their ways. Others think the device will never be popular, simply because nobody likes being told about their bad habits, *especially* by a computer! But when will it be on the market? Well, when we last heard, the 'mirror' was still being developed in a lab in France.

C

Do you sometimes wish you could make a cup of coffee without getting off the sofa? Well, now you can. Scientists have invented a coffee machine which can be switched on via text message. It has a receiver into which you simply programme your mobile number, then text the word 'ready' when you are ready for a cup of coffee. The machine is called 'Fresh Brew' and was created by British coffee company 'Beans R Us'. According to a spokeswoman for the company, the invention is being welcomed by coffee lovers and couch potatoes everywhere. However, there's one drawback: it needs to be filled with coffee and water first, and there's no technology available that can do that for you – not yet, anyway!

D

If you spend hours downloading songs to your MP3 player, you may no longer need to worry about fiddling about with cables. A Japanese company called NQC Laboratories reports that information such as music and games could be downloaded in seconds via your right arm. How is that possible? Well, their 'Body Download' system uses the human body as a 'path' for electrical signals. A transmitter is worn on the body and digital messages are sent via the body's electrical field to a receiver on a computer, digital camera, MP3 player or other device. Tests are still in progress at the moment, but the company expects Body Download to be launched next year.

Work it out

4 With the whole class, ask Ss to look at the underlined phrases in the sentences in Exercise 2. Ask the class what grammar point is being practised here (the passive) and then ask them to complete the table in Exercise 4.

Answers **Present Simple** is worn, are sent **Present Continuous** is being welcomed **Present Perfect** has been built up **Past Simple** was created **Past Continuous** was still being developed **Past Perfect** had been followed **Modal verbs** can be switched on, could be downloaded, should not be used **will** will be affected **going to** is going to be shown

5 Go through the reasons with the class and clarify as necessary. Ss match the reasons to the sentences in Exercise 2 in pairs. Elicit answers from the whole class. As an extension, Ss work in pairs to write two more passive sentences demonstrating each of the reasons.

Answers **1** 1, 2, 3, 4, 6, 7, 8, 10 **2** 5, 9

6 Elicit the answers to question 1 and ask Ss how they know, e.g. 1b – because it can give your attacker an electric shock. Ss discuss the other two questions in pairs and then as a whole class. Elicit other verbs which would take a passive gerund or passive infinitive (revising gerunds and infinitives from Unit 5).

Answers **1 a** Body Download **b** Surprise Bag **c** Fresh Brew **d** Magic Mirror **2 Passive infinitive** a, c **Passive gerund** b, d **3** They follow the same rules as active forms: verbs followed by an infinitive are followed by a passive infinitive, verbs followed by a gerund are followed by a passive gerund.

Check it out

7 Ss work together to rewrite the sentences and discuss when and where they may be used. Ask Ss which sentences sound the most natural and why (it is difficult to generalise as there is no context but in 1, the passive would be most natural if we are talking about ourselves – a story of our journey – but the active would be most natural if we were commenting on the airline, e.g. for an Internet forum on services offered).

Answers **1** were offered seats in Business Class **2** will be sent a cheque for £10,000 **3** they being paid for their work **4** are given four ingredients to use **5** might be asked how you heard about the job **6** have been promised compensation **7** going to be told the results **8** was being handed the money from the till when we walked in

8 Tell Ss that, this time, all the verbs are in the passive but Ss have to decide which form to use. Ss work alone and check in pairs. When going through the answers, point out that 4 does not need to repeat the *to be* from 3.

Answers **1** being washed **2** to be injured **3** to be soaked **4** covered **5** doesn't need to be held **6** must not be put **7** should be kept **8** being rinsed **9** being attacked

9 Tell Ss to look at their respective pages and complete the clues. Students with the same clues can work together for this stage, but do not let Ss A and B see each other's clues. Once Ss have completed their clues, they take turns to give clues and make guesses. Take feedback on whether Ss were able to guess the object, and if so, which clues have given away the answer.

10 After Ss have completed the pairwork, it may be best to put them into groups of three or four to try to think of a different product to write about so that they can share ideas. Set a time limit and, if some groups have not thought of eight clues (as in the Student activities pairwork in the previous exercise), it does not matter. Groups join up with a second group and take turns to read out their sentences and guess the other group's product.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 22: *Make a sentence*

READING AND LISTENING

This section gives Ss a jigsaw reading task on the topic of William Kamkwamba, an inspirational young man from Malawi. There are also some vocabulary exercises and a matching listening task on the same topic.

Culture notes

William Kamkwamba was born on August 5, 1987. After he built his windmill in 2002, he went on to build a solar-powered pump, delivering drinking water to his village for the first time. Since then, he has joined forces with buildOn.org, a charity that is raising funds to build primary schools in Malawi. He is also involved in the Moving Windmills project, which aims to bring fresh water, food and clothing to remote and poverty-stricken areas of Malawi. In 2010, William won the GoIngenuity award, and with it a grant to help educate other young people in his country and teach them how to make solar- and wind-powered devices. His book, *The Boy Who Harnessed the Wind*, spent five weeks on the *New York Times* best-seller list and was one of Amazon's top picks for 2009.

Warm-up Revision of passives. Improve the machine.

Ss work in small groups. Tell them to think of one famous invention. Ss think of how the invention was used in the past, is used now and, using their imagination, they think of improvements to it and tell the class how it will be used in the future.

Example: *The TV was used to watch one or two channels. Now it can be used to watch hundreds of channels. It is being used interactively now so that programmes can be paused. In the future, all programmes will be offered whenever we want them.*

1 Go over key vocabulary as necessary, e.g. *harnessed*, *windmill*, etc. Ss work in pairs and discuss the questions. Elicit answers from the class and write suggestions on the board for checking in Exercise 2.

2 Set a time limit of no more than five minutes for this, to encourage Ss to use their skimming and scanning skills. Ss work alone to answer the questions, then compare answers in pairs. As a class, look at the predictions made in Exercise 1 and discuss any matches.

Answers **1** The boy (William) used the power of the wind to make electricity. **2** In the village of Masitala, Malawi. **3** He brought electricity to his home, now neighbours can charge their mobile phones, he enabled his family to irrigate their fields with pumped water, he brought drinking water to his region. **4** He decided to try to make a difference because the situation in his country was difficult: in paragraph one we learn that there is 'crippling poverty', bright young people are not able to go to university and the country is 'trapped in

a cycle of painfully slow progress'. **5** He learnt about windmills in a textbook, he made a plan by paraffin light, then used scrap and old parts to make the windmill. **6** He wants to bring electricity to the whole country.

3 Remind Ss that, in this kind of task, there is always some reason for the correct answers. Elicit what kind of words are useful to look out for in the sentences to be inserted, e.g. pronouns referring to people or things in the text, linking words linking ideas in the text with those in the paragraphs. Tell Ss that, after they have made their choice, they should read the text before and after the paragraph inserted and make sure that it makes sense. Ss work alone and compare and justify their answers in pairs. Elicit ideas and reasons for their decisions, i.e. **1** 'This story' in the following paragraph refers to when William's family was left on the brink of starvation; **2** 'the library' is referred to by 'there' in the following paragraph; **3** this describes his dream; **4** the 'months of painstaking work' must logically come before 'the windmill was finished' in the next paragraph; **5** 'Slowly, the turbine started spinning' must logically come before 'Once the power was flowing'; **6** this is probably the most difficult answer to match – point out that, if Ss leave this answer until last, they will see that paragraph b does not fit anywhere, and by process of elimination the answer here must be d; **7** paragraph a talks about the work William did after making the windmill, which fits logically with the beginning of the next paragraph, 'But William's work still isn't finished'.

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

4 **Vocabulary** Tell Ss to try to guess the answers from memory, without looking at the text. Ss can then look back at the text to find any answers they are unsure of. Elicit answers from the whole class.

Answers **1** starvation, drought, poverty, hunger
2 whizzkid, homegrown hero, boy prodigy

5 **Vocabulary** Ss find the words in pairs. Elicit answers and correct as necessary. When all Ss are clear about the correct answers, they work in pairs to write four more sentences describing the words, e.g. *this is when something takes hours of concentration to do (painstaking)*. They swap their definitions with another pair, who have to guess the correct words for each one.

Answers **1** painstaking **2** onlookers **3** well-wishers
4 setback

6 **Vocabulary** As a whole class, look at the highlighted words in the text. Ask Ss to call out synonyms for the words, or to give definitions for them. Write any reasonable suggestions on the board. Ss then work alone to match the highlighted words to the words and phrases in the box. They compare their answers in pairs, justifying their choices and aiming to reach a consensus. Elicit whole-class feedback and compare the correct answers with Ss' suggestions on the board.

Answers brilliant – ingenious; climbed – scrambled up on; close to – on the brink of; continued – kept up; disrupted – thwarted; stop – quit; began to light up – flickered to life; made people confused – met blank looks; old and well used – tattered; stare with open mouths – gawp; remembers with a feeling of regret – ruefully recalls; walked a long distance – traipsed; became weaker – wavered

7 Ss discuss their ideas and write down key points they agree on. They join with another pair and take it in turns to present their points to each other. Elicit feedback from the whole class.

8 Tell Ss to write three headings in their notebooks for the three people. As they listen, they should make notes for each person under the correct heading. Point out that they will hear two female voices, so they need to pay attention to who is speaking, and note when the speakers use each others' names, for extra help with this. Elicit feedback on how the speakers' points of view were similar or different from the points they presented in Exercise 7.

Tapescript CD3 Track 9

Paul: So, Annie. What did you think of that article I lent you? Did he make a difference?

Annie: Yes, of course. I mean, he's totally transformed life there by bringing electricity.

Paul: Yes, but did you see what they used the electricity for? Charging their mobile phones ... it's important, but perhaps not exactly life-changing.

Annie: Oh, I don't know, Paul. Don't forget, in places like that they probably don't have normal phone lines, so mobiles are much more important for them than they are for us.

Paul: Yeah ... I don't know. What do you think, Maggie?

Maggie: I agree with Annie. Don't forget, Paul, it wasn't just the mobile phones. Think of all the other things you can do once you've got electricity, like use computers, watch TV, that sort of thing ...

Paul: Yeah, great. These people are ... what did it say? ... on the brink of starvation. I don't think TV's going to help them much.

Maggie: Well, not the kind of TV that you watch, Paul, but you can learn a lot from TV. William had never seen a windmill, but a new generation of kids is going to grow up with all this wonderful new knowledge. I mean, even the weather forecast ... that's going to be useful too.

Paul: Yeah, maybe you're right. What about this bit at the end of the article about his ambitions for the whole of his country. Do you think that's realistic, Annie?

Annie: I don't see why not. I mean, it'll probably be difficult, and it won't happen overnight, but I'm sure he can make a difference.

Maggie: What, just one boy?

Annie: Well, he's not a boy anymore, Maggie. He was when he started, but it took him years to build all those things, so he's probably a young man by now. And he's not alone anymore. He's got support from lots of people in his country and in rich countries too.

Maggie: Hmmmm ... this may sound stupid, but do you think it's right? I mean, Malawi has been like this for centuries, and now it's going to become a bit more like the rest of the world, with the Internet, TV, shopping centres, fast food ... don't you think that's a bit sad?

Paul: Not really. Don't forget, these people are trapped in poverty and hunger. If William's actions help them to escape that, to live longer or happier lives, then I think that's wonderful. Of course they shouldn't forget all their culture and traditions, but ... well, if I were in their situation, I'd want to have clean water and electricity. Wouldn't you, Annie?

Annie: Yeah, so would I. It's important to remember your culture, but that doesn't mean you have to live without water or electricity.

Maggie: Hmmmm. I've been thinking. Could we do anything like this, you know ... how could we help our community? Something like William ...

Paul: Maggie, you're not thinking of putting my bike on a roof, I hope!

Maggie: No, we've got electricity and clean water ... but perhaps there's something we could do to help the kids round here. Could we teach them something?

Annie: I don't know ... we're all good at science. Maybe we could do that ... but do you mean charging money for lessons?

Maggie: No, Annie. I mean helping the kids who can't afford lessons. It's about making a difference to people's lives. What do you think?

Paul: Hmmmm ... I'm not sure.

9 Tell Ss to refer to the notes they made in Exercise 8 and to try to do the matching exercise from memory. Then play the recording again for Ss to check their answers and complete any they had not been able to answer. Elicit whole-class feedback and correct and clarify as necessary.

Answers 1 A, M 2 P 3 A 4 M 5 P, A 6 M

10 Ss discuss each person's opinion, in turn. They have a vote at the end of their discussion to see whether Paul's, Maggie's or Annie's point of view is most popular. Each group nominates a spokesperson to present the group's verdict to the class. Encourage the Ss who are listening to ask follow-up questions.

SPEAKING AND LISTENING

This section shows Ss how to describe trends shown in graphs or other charts, introducing useful vocabulary and giving Ss a chance to practise using other charts at the back of the book.

Warm-up Revising vocabulary from the previous lesson.

Matching words. Write vocabulary from the previous lesson on the board. Ss work in pairs or small groups and have to call out synonyms for the words. When a pair/group think they know the answer, they put up their hands. Keep track of the number of correct answers – the pair/group with the most correct answers wins.

Words to use:

brilliant, climbed, close to, continued, disrupted, stop, began to light up, made people confused, old and well used, stare with open mouths, remembers with a feeling of regret, walked a long distance, became weaker

1 Before Ss look at their books, ask them how many kinds of charts and graphs they know in their own language. Elicit ideas and elicit or check *bar chart, (line) graph* and *pie chart*. Ss then look at their books and discuss in pairs or small groups what information is shown in each picture. Go through the answers carefully with the whole class.

Answers **1** Access to the Internet in 2009 for a range of countries; the number of SMSs sent in billions in the UK **2 and 3** Ss' own answers **4** From 1999 to 2000, when the number of SMSs sent increased from 1 billion to 6.2 billion **5** Ss' own answers

2 Tell Ss that, on the first listening, they should just note down facts that Maria mentions without looking at the graph and chart. They then compare notes in pairs and, finally, compare what they have written in their notes with the information in the chart and graph. Elicit ideas and then play the recording again for Ss to check their answers and listen again to the language she uses.

For tapescript see page 133.

Answers **1** only about two-thirds as high as in Slovakia **2** well over 90 percent **3** over six times as many SMSs sent in 2000 as in 1999 **4** tripled between 2005 and 2009

3 Ss have already identified the mistakes so tell them to underline the wrong words in each extract and decide in pairs what the answer should be. Play the recording and then elicit what the words mean, e.g. *two-thirds* – 75 percent, *well over* – far in excess of.

For tapescript see page 133.

Answers **1** half two-thirds **2** almost well over **3** twice six times **4** doubled tripled

SPEAK OUT

4 Go through the box and elicit what the words mean, e.g. *to rise/increase* – go up; *slightly/gradually* – a little bit/slowly; *significantly/sharply* – a lot. Look at the difference in word stress between the noun and verb form of some of the words, e.g. to **increase/decrease**, a(n) **in**crease/**d**ecrease. Elicit ideas of what the answer to 1 could be without looking at the phrases in Speak Out. Ss then decide which one fits into the sentence given (vast majority).

Answers **1** vast majority **2** half (as) many; compared **3** more (than) tripled **4** steady increase; rise dramatically

Mind the trap!

Go through the Mind the trap! box with Ss and ask them to work in pairs to write three more sentences showing this rule.

5 Show how the same information can be written in different ways, e.g. *There has been a slight fall in the number of people who watch TV./The number of people who watch TV has fallen slightly.* Ask Ss to do the same for the sentences in Exercise 4, then take whole-class feedback.

Possible answers **1** Well over two-thirds of people in Iceland have Internet access. **2** Proportionally, 50 percent fewer people in Russia have Internet access in comparison with people in Slovakia. **3** The number of SMSs sent in the UK was twice as high in 2003 compared with 2002. **4** The number of SMSs sent between 2002 and 2005 rose steadily, and then rose dramatically in 2006.

6 Tell Ss to write down as many facts as they can find from the two charts in five minutes, e.g. *In 2009, 20 percent of people in Asia and almost 10 percent of people in Africa had Internet access.*

Ss then use the information they have found to write sentences comparing the two continents, e.g. *In 2009, twice as many people in Asia had Internet access, compared with Africa.*

Tell Ss that they should use a different expression for each fact, i.e. if they use *X times more than ...* for one fact, they cannot use that for the other facts. Elicit ideas in open class.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 23: *What do they mean?*

VOCABULARY | Compounds

This section introduces a number of common compound nouns and compound adjectives.

For *Culture notes* see page 134.

Warm-up Revision of words and phrases from the last lesson. *Charts and graphs.* Put Ss into eight groups and give each group a different graph or a chart. Then give them five minutes to write as many sentences as possible about the chart/graph, using phrases from the last lesson. Groups then swap their sentences, but do not swap their charts/graphs. They now read the other group's sentences, and based on what they say, try to draw the other group's graph. When they have finished, they compare their drawing with the original chart/graph and note the differences.

1 Put Ss into groups of four and elicit answers before Ss check at the back of their books. Write their choices on the board so that Ss can see which group got the most correct. Ask follow-up questions to see what Ss know, e.g. *Who invented toothpaste? What scientific work did Leonardo da Vinci do?* etc.

Answers 1 b 2 c 3 a 4 a 5 c 6 All of them

2 Elicit what a compound is (a combination of two words which make a new word) and what order they are written in (the second word in a compound noun tells you what it is (e.g. a pool) and the first word tells you what kind of a thing (e.g. a pool for swimming). Ask Ss if they know any other kinds of pool (e.g. paddling pool, rock pool). Ss then find the words in pairs and decide what they mean.

Answers 1 swimming pool 2 toothpaste 3 lawn mower 4 groundbreaking 5 radio-controlled 6 vacuum cleaner 7 false teeth 8 pickled onions 9 labour-saving 10 ironing board 11 dishwasher 12 sewing machine 13 correction fluid 14 left-handed

TRAIN YOUR BRAIN

3 Go through the Train Your Brain box with Ss, making sure they understand the different forms. Ss then try to do the matching in pairs.

Answers 1 toothpaste, lawnmower, vacuum cleaner, dishwasher, correction fluid 2 swimming pool, ironing board, sewing machine 3 false teeth, pickled onions 4 radio-controlled 5 groundbreaking, labour-saving 6 left-handed

4 Think Back! Ss do the task alone and check in pairs. Point out that each word in the first box may collocate with more than one other word in the second box, but that they are looking for words from the reading text on page 70. Again, elicit the meanings of the words as well as the answers.

Answers bicycle wheel (1); electric shocks (3); electrical components (3); homegrown (4); light bulb (1); light switch (1); mobile phone (3); running water (2); school fees (1); solar-powered (4); storage tanks (1); textbook (1); turbine blades (1); waterhole (1); windmill (1)

5 Ss guess the incorrect word in pairs and then look them up in a dictionary to check and to make sure they understand all the compounds which are possible. Elicit the answers and the definitions of all the other words.

Answers 1 closed 2 small 3 full 4 health 5 electric

6 Again Ss do as much as possible without using their dictionaries. Elicit the meanings of all compounds identified and how they should be written, i.e. two words, one word or with a hyphen.

Answers 1 secret agent/travel agent/estate agent 2 travel card/boarding card/phonecard 3 life insurance/travel insurance/car insurance 4 burglar alarm/smoke alarm/car alarm 5 lifeguard/security guard/bodyguard

7 Ss complete the sentences alone so that there may be differences between their questions and their partner's. After the pairwork, Ss ask and answer in open class.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 24: *Put them together*

WRITING | For-and-against essay

This section gives Ss practice at writing a for-and-against essay. It shows Ss how to introduce the essay effectively, organise their ideas in paragraphs with linking words and make the essay more persuasive through a variety of techniques.

Warm-up Revision of compounds. *Test them.* Put Ss into an even number of pairs or small groups. Half the groups should write down as many compound nouns as they can and half write as many compound adjectives as they can. When they have finished, join the groups up so that a compound noun group is with a compound adjective one. Ss take it in turns to read out the first word of one of their compounds and the other group have to complete it.

1 Ss look at the pictures and try to guess what they show. Take feedback from the whole class. Allow no more than three minutes for Ss to discuss their ideas. Elicit feedback from the whole class.

Answer 1 The photos show **A** a carwash from inside a car, **B** the underside of a lawnmower, **C** the inside of a washing machine and **D** an escalator

2 Other labour-saving devices could include a dishwasher, a microwave, a chainsaw, a car/moped, etc.

2 Make sure Ss realise that they should not be writing full sentences, just planning their essay with notes. As they are thinking, divide the board into four parts and write the headings: *Introduction*, *Arguments for*, *Arguments against* and *Conclusion* in the four sections. Elicit vocabulary and ideas and write them all in the appropriate places on the board.

Possible answers **Introduction** some relevant facts, a rephrasing of the question to show that there are two different points of view **Arguments for** we have become lazy, we are losing useful skills, we no longer have the sense of satisfaction from a job well done **Arguments against** they save us time, they do the job better than a human, they are sometimes safer than a human, they are a great help to elderly people **The conclusion** overusing labour-saving devices is the real problem, we need to use them sensibly, so that we have more control over our time

3 Ss read through the essay to see which, if any, of their arguments and other ideas were used. Discuss with the whole class whether they agree with the writer's opinions and reasons why or why not.

4 Ss look at the underlined linkers and discuss what they mean. Elicit ideas from the whole class. They then match the linkers to words from the box. As an extension, Ss write three or four sentences containing some of the linkers.

Answers a related argument is that – It could also be argued that; first of all – To begin with; finally, it is important to consider – A final key argument relates to; like – such as; for instance – for example; furthermore – What is more; however – Even so; I firmly believe that – I feel that; in my opinion – To my mind; overall, though – All in all, however

5 Tell Ss to cover the Train Your Brain box and to look at the questions in pairs. If you want Ss to look at the Train Your Brain box before looking at the answers as a class, do that now. Otherwise go through the answers with the whole class and give a written record of linking words and other useful phrases for Ss to note down.

Answers 1 They add emphasis to the writer's points.

2 passives: 'we're surrounded by'; 'that time can be spent'; 'It could also be argued that'; 'which is more than can be said' (they make the essay sound more formal) **other possible places the passive could be used:** 'Our lives have undoubtedly been made easier by machines, but have they been made better?'; 'The advantages of such devices cannot be denied.'; 'valuable time is saved'; 'hours used to be spent cutting grass and washing clothes'; 'that time can be spent more productively'; 'washing-up can be done more quickly and safely by a dishwasher'; 'things can be done by elderly people that would otherwise be impossible'; 'important skills such as the ability to cook and sew are being lost'; 'we are less satisfied by an easy life'; 'the problems (...) lie with devices being overused'; 'as long as the devices are used sensibly'; 'our lives can be significantly improved by these devices' **3 in favour 3:** we have become lazier, we are losing important skills, an easy life is less satisfying **against 3:** they save us time, they are more effective than a person, they allow elderly people to do things they otherwise could not **4** 'Machines undoubtedly make our lives easier, but do they make them better?' (this opens the essay and grabs the reader's attention); 'is it really too hard to go to the TV to change channels?' (this gives an example; it is a rhetorical question that catches the reader's attention)

TRAIN YOUR BRAIN

6 If the Train Your Brain box is looked at before you go through the answers to Exercise 5 with the whole class, Ss work together in pairs to do the matching and discuss whether the answers given are the same as their own ideas. If you have already gone through the answers to Exercise 5 then Ss should look at the Train Your Brain box alone. It would still be worth then going through the answers to Exercise 5 carefully and for Ss to make a written record of useful phrases and linking words.

Answers 1 b 2 e 3 a 4 c 5 d

7 Work as a whole class and have Ss call out their ideas for opposites. Write any suitable suggestions on the board. Tell Ss to make a note of these in their

vocabulary notebooks. Then brainstorm as a class other useful opposites. Again, write the words on the board and have Ss add them to their vocabulary notebooks.

Possible answers advantages/disadvantages (also pros/cons, plus/minus, benefit/drawback); problems/solutions (also difficulty/answer, trouble/way out); against/for (also anti/pro, not in favour of/in favour of, critical of/sympathetic to)

8 Write *whereas* and *although* on the board. Ask Ss what kind of words these are (linkers) and why we use them (to make a contrast). In pairs, Ss underline all the sentences in the essay that contain *whereas* and *although*. When they have found all the sentences, Ss answer the questions in pairs. Elicit answers from the whole class.

Answers 1 *whereas* 2 *although* 3 *though* = *although*; *while* = *whereas*; *even though* = *although*

9 Point out that *in spite of* and *despite* are also contrastive linkers. Ss look at the examples given and work out which structures can be used. Point out that in the third example, the verb here is in the Present Simple but it could be in different tenses (*Despite the fact that we drove slowly/Despite the fact that I have never been to America/Despite the fact that it is going to rain tomorrow ... etc.*). Elicit the answers in 'reverse order', i.e. starting with the easiest form (*Despite the fact that ...*) and leaving the *Despite* + noun until last as this will probably cause most difficulties.

Answers In spite of/Despite + gerund/noun phrase/the fact that **Sentence from the text** In spite of/Despite being surrounded by/the fact that we are surrounded by ...

10 Re-elicite the sort of information people need to include in an essay to make it more official and persuasive, e.g. facts and figures, quotes. Tell Ss that they can use quotes and statistics from their groups, i.e. if one person in their group of four has used an Internet chatroom to keep in touch with friends, they could say: *According to a recent survey amongst students at [their school], 25 percent of all teenagers asked said that they used Internet chatrooms to stay in touch with friends. To quote [name of a person in their group], 'they are a great way to keep up-to-date with what my friends are doing'.* It may be useful to point out to Ss that, in the exam, the examiner is not going to question how reliable the survey was or whether the quotes are genuine. As long as Ss can make them sound convincing and use good vocabulary, they will get good marks for their essay. Set a time limit for Ss to discuss the points and make notes for their essay.

11 Remind Ss to use the Train Your Brain box for ideas. If doing the essay in class, set a time limit of about ten minutes for Ss to write a plan and note

useful ideas to use during which they cannot start the actual essay.

Possible model answer

In the virtual world, are friendships superficial? Millions of people around the world would probably argue that they are not. After all, they spend much of their free time chatting to them on social-networking sites or in chatrooms. However, that doesn't mean they are right. There are many benefits of having virtual friendships. We may feel free to talk more openly about problems with someone we may never meet – we are less worried about being judged. Also, if you have an unusual hobby, it is easy to find someone with the same interests as you on the Internet. This is not always the case in the real world. Furthermore, people with disabilities, who may be stuck at home, can still form important and lasting bonds with people on the Internet.

In spite of these obvious benefits, there are problems, not least of which is wasting time chatting to people you will never meet when you could be talking face-to-face with family or friends. The danger is that you lose touch with your real friends, just for the sake of making a few more virtual friends. There are also real dangers that people you make friends with online are not actually who they say they are. One student, Mary Jamieson, said she thought she had made friends with a sixteen-year-old girl in Croatia, who actually turned out to be a 57-year-old man in Dublin. 'I was shocked,' she said. 'It made me doubt all my other online friends. I don't spend so much time chatting to virtual friends anymore.'

All in all, although it is important to take care when making friends online, the benefits far outweigh the drawbacks. In my opinion, it is more enjoyable to feel connected to people with similar ideas and interests to you than to spend time with 'real' people who you may not really like.

VOCABULARY AND GRAMMAR

1 Ss complete the exercise alone and then justify their answers in pairs. Elicit the answers and what the correct sentence means. Look at the other choices and discuss whether they could be used in the sentence with a different meaning, e.g. 1 *a dull story* and *a disturbing story* are both possible but the beginning of the sentence would have to change – *You're so relaxed. How can you read such a disturbing story and fall asleep without checking the windows!* However, you could not get seats backstage or in the dressing room (question 4) and *costume rehearsal* and *clothes rehearsal* do not collocate in question 5.

Answers 1 far-fetched 2 small 3 understudy 4 in the stalls 5 dress 6 heart-warming

2 Before Ss look at the text, write the heading: *Technological progress = cultural regression?* on the board. Ss brainstorm what the text might be about and share ideas as a class, e.g. *As we have more technology, we read less so culture such as books by great writers are being forgotten.* Ss read the text quickly to see how close their ideas were (the first paragraph questions whether we have the ability to concentrate on old-fashioned art with the distractions of things such as mobile phones and video games; the second paragraph gives an example of the writer's experience at a play when people were texting and using mobile phones during the performance). Ss then do the task alone and compare answers in pairs.

Answers 1 performance/show 2 gallery 3 goer 4 playwright/writer/author 5 leading 6 office 7 audience

3 Ss work alone. When they have finished, Ss compare answers in groups of three or four. If Ss have used different words, they should decide together on whether the different alternatives are all grammatically correct and, if so, which sounds the best and why. Elicit answers and tell Ss what the examiners would expect in each case (noun, adjective, etc.).

Answers 1 landscapes 2 soloist 3 prototype 4 onlookers 5 doubtless/undoubtedly

4 Ask Ss to identify what each question is testing (e.g. 1, 3, 5, 6 reporting verbs with different patterns; 2, 4, 7 passive voice) and what they have to remember in each case (e.g. for the passive, to put the verb *to be* in the correct form and the verb in the past participle; for reporting verbs, they must remember the correct pattern, whether a direct object is needed and the form of the verb). Ss then do the exercise alone and compare in pairs.

Answers 1 me on passing with an A 2 has already been assessed by three experts 3 to stay at home the next/following day 4 was still being renovated 5 to do their best to resolve the situation 6 for not being able to repair the loudspeakers 7 must be described in great detail

5 Ask Ss to read through the article and note down any time expressions they find (e.g. *since*, *throughout the centuries*). Elicit what tenses will be needed, i.e. the Present Perfect or the Present Perfect Continuous with *since*, the Present Simple for the second half of the text which tells about what is always done. Then Ss do the exercise alone.

Answers 1 have been admired 2 were assembled 3 is/has been made 4 is used 5 being cut 6 are held 7 to be stuck 8 is followed

PRONUNCIATION

6 Ask Ss to read through the words and identify which are made of two nouns and which of an adjective and a noun (*parental*, *pickled*, *frozen* and *automatic* are adjectives, the other words are nouns). Ss say the words out loud in pairs and try to work out the rule for word stress before they listen. Ss then listen and complete the exercise.

Answers Main stress – travel agent, phone card, Internet café, pickled onions, frozen food, film ratings, parental guidance, automatic dishwasher 1 noun 2 first

7 Play the recording, stopping after each compound to drill the class.

Optional activity: After Ss have practised these words, ask them to try to think of more examples of each kind of compound. Elicit ideas and drill all Ss with the new words. You could also look at the words in the exercise and ask Ss if they know of any other compounds using the same first or second word, e.g. *travel card*, *estate agent*, *Internet site*, *film score*, *phone box*, *pickled eggs*, *spring onions*, *junk food*, etc.

READING SKILLS

8 Tell Ss to read through the text quickly first to find out what it is about. Give Ss a time limit of one minute and then they cover the text and discuss what they understood with a partner (it is a text about new developments in cinema, and how some of them never catch on). Ss then read through the four questions and read the text carefully, identifying why one answer is correct and the other three are wrong. Elicit answers and justifications in open class and, if Ss have different opinions, allow them to argue about why they think theirs is correct.

Justifications: 1 (c) 'Sadly, neither Smell-O-Vision nor its competitor AromaRama came close to their goal of changing cinema forever'; 2 (a) 'another line in the long list of revolutionary technological breakthroughs which found a place in the bin rather than a place in history'; 3 (d) 'allowing us to take as many pictures as we wish and print only those we choose', 'and deleting the ones we do not need', 'if photographs can be changed so easily on computers'; 4 (b) 'the number of 3D sceptics is growing'.

Answers 1 c 2 a 3 d 4 b

SPEAKING SKILLS

9 Ss discuss the question in pairs, making sure to cover the four points listed. Refer Ss back to page 64 for help with making generalisations. Monitor as Ss discuss and offer feedback and support as necessary. Nominate one or two pairs to repeat their discussions in front of the class and encourage Ss to ask follow-up questions.

WRITING SKILLS

10 Tell Ss to write two headings in their books: *For* and *Against* and to work in pairs or small groups to brainstorm ideas. They should write their ideas under the appropriate heading. Ss can continue to work in pairs to organise their notes and plan what they are going to write. Refer Ss back to page 75 to help them with their writing. Ss complete the task alone, then hand in their work. Check for areas that need further development and give Ss individual feedback.

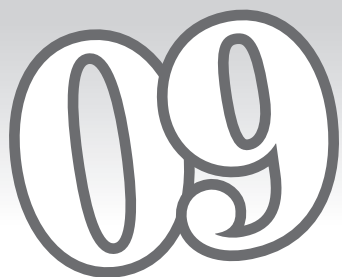
Sample writing

Just because a book is a gripping read does not necessarily mean it will make a good film. This is the opinion of many people who have been disappointed at the cinema. However, there are also cases of films outclassing the books on which they were based.

It cannot be denied that there are many films that have not done justice to the books on which they were based. Take *The Bonfire of the Vanities* for example – a real page-turner of a book, with a dark and unsympathetic main character. As with many successful books, it was gripping and thought-provoking. It allowed the reader to examine a flawed character in detail. Furthermore, because books push us to question our attitudes and beliefs, a happy ending is not a necessity. This was certainly the case for *Bonfire of the Vanities*. The book's ending was gritty and realistic, whereas the Hollywood version gave the reinvented main character a happy ending. In this instance, it would probably have been better to leave the book well alone and never to have made the film.

However, not all adaptations are disastrous. Consider the *Lord of the Rings* trilogy – a huge cinematic success that has brought literary classics to the attention of a new generation of readers. The wonder of cinema is that words on a page can be conjured into visual spectacles – fire-eating dragons or supreme physical feats, for example. Sometimes what we see on screen far outdoes anything we could come up with in our imaginations. Furthermore, cinema-goers who might never have thought to read a particular book can be inspired to go back to the original material and read the words that inspired the film.

In conclusion, it is fair to say that some adaptations have been awful and have even detracted from the original book. However, many others have been inspirations. In my opinion, if an adaptation is handled sensitively and does not drift too far from the original text, the result can be spectacular.



No regrets

Read, listen and talk about regrets, risk, crime and money.

Practise conditionals and expressing dissatisfaction and regret.

Focus on being tentative in speaking.

EXAM FOCUS

Topic: Country and society; Man

Speaking Roleplay: SB p.85, ex.10

Listening True/False: SB p.82, ex.2
Matching: SB p.85, ex.9

Reading Multiple choice: SB p.80, ex.4

Grammar and vocabulary Verbs in brackets: SB p.79, ex.6, p.85, ex.7
Sentence transformations: SB p.85, ex.8

Unit 9 Materials

Workbook Unit 9

Photocopiable resources 25, 26, 27

Testing and Evaluation Programme tests

Multi-ROM Unit 9

GRAMMAR AND SPEAKING

This section revises all the conditionals and introduces mixed conditionals which combine second and third conditional forms.

Special difficulties: The mixed conditionals may cause confusion and it is important to stress their meaning so Ss can see why the different forms are combined rather than simply being a structure that has to be learnt.

Warm-up Review of contrasting linking words. *Good or bad inventions?* Tell Ss to work in small groups and think of an invention which they think has been positive for the world, e.g. *a car*. Ss swap inventions with a second group who have to list as many negative points as they can about the invention, e.g. *cars cause pollution*. Ss swap their negative lists and have to now make sentences saying why their invention is still good, e.g. *Despite causing pollution, cars are still very useful for travelling*. Ss join up with the second pair and tell each other their sentences. Elicit some of these in open class.

1 Write the word *regret* on the board and elicit what it means. You could kick-start a class discussion by providing some examples of your own, e.g. *I regret not learning to dance when I was young. If I had learnt to dance when I was a child, I could be a ballet dancer now*. Write the second sentence on the board as an example of a conditional sentence expressing regret. Ss may be too young to have any major regrets at this point in their lives, so tell them to use their imaginations to think of possible regrets. Ss then look at the pictures and discuss their ideas in pairs. Elicit feedback from the whole class.

2 Ss work alone to read the text quickly and make a list of the regrets mentioned. Tell them to underline any sentences expressing regret. Ss compare their answers in pairs. Elicit feedback from the whole class.

Answers He finished second in a judo competition when he was sixteen. If he had won, he could have represented his city or even gone to the Olympics. If he had won, he might be richer now. He did badly in his school leaving exams and didn't get the place he wanted at university.

3 Think Back! Before Ss look at the exercise, ask them how many conditional forms they know and what they are. Ss then do the exercise alone and compare ideas with a partner. Elicit the form of each type to make sure Ss can produce them as well as recognise them and tell Ss to write a sentence of their own using each structure.

Answers 1 c 2 d 3 a 4 b

Optional activity: If you think Ss need more practice on these basic conditionals before they move on to mixed conditionals, put them into groups of four. As a group they have to think of one question that could be asked using each type of conditional. Examples:
Zero: *What happens if you heat water to 100°?*
First: *What will you do if the weather's nice at the weekend?*

Second: *What would you buy if you suddenly had \$2,000 to spend?*

Third: *What would you have done if there hadn't been any school yesterday?*

When Ss have finished, they swap questions with a different group and look through what was written to see if they can find any mistakes. Once they are happy with the questions, they discuss their answers as a group. The two groups then join up and tell each other how they have answered each other's questions.

4 Ss find the sentences and write the form they take, i.e. (a) *If* + Past Perfect, *would* + *have* + Past Participle; (b) *If* + Past Simple, *would* + infinitive. Ss should then be able to identify what they are a mixture of. Make sure Ss make a clear written record of both types in their notebooks.

Answers a If I didn't speak Spanish, I'd never have met Carmen, my fiancée. **b** If I'd won that competition, I'd be richer than I am now.

Check it out

5 Look at the first question with the whole class. Ask what tense the original sentence is in (the Present Simple). Ask about sentence (a) – the Present Simple, and (b) – the Past Simple. Ask which will require a mixed conditional – (b) as it is a combination of present state and past consequence. Ask what conditional the other will require (Second – it is talking about an imaginary event in the present). Ss complete the exercise in pairs. Nominate Ss to answer and make sure everyone has got the correct answers by giving a written record on the board for Ss to copy if necessary. Point out that in the finished sentences, the meaning changes from positive to negative or vice versa, and this sometimes involves changes to other words such as *any/some* in 1.

Answers 1a If Danny had some money, he could afford a new computer. **1b** If Danny had had some money, he would have gone to the match yesterday. **2a** If Lynn had prepared for her job interview, her answers would have been better. **2b** If Lynn had prepared for her job interview, she would get the job. **3a** If Renata didn't speak (such) excellent English, she wouldn't have passed her exams. **3b** If Renata didn't speak (such) excellent English, she wouldn't be able to make friends when she goes to the USA. **4a** If Harry hadn't helped me when I was in trouble, he wouldn't be my best friend now. **4b** If Harry hadn't helped me when I was in trouble, I wouldn't have helped him last week. **5a** If Mike hadn't been ill last week, he wouldn't have missed the party. **5b** If Mike hadn't been ill last week, he would know what happened.

6 Tell Ss to look through all the sentences without writing anything and discuss in pairs which conditional they think fits the context and why. When they have looked at them all, they complete the exercise. Elicit the answers and what the sentences mean, e.g. 1 an imaginary situation in the past; 2 an imaginary situation in the present and past; 3 an imaginary situation in the past; 4 a present situation and future consequence; 5 an imaginary situation in the present; 6 an imaginary situation in the present; 7 an imaginary situation in the present and past; 8 an imaginary situation in the past and present.

Answers 1 hadn't lost; would have won; would be
2 could; would have applied **3** hadn't fallen; would have won **4** help; will consider **5** knew; would tell
6 lived; would have gone **7** hadn't persuaded; wouldn't have started **8** hadn't lost; wouldn't have done; would still be

7 When Ss have finished doing this in pairs, elicit all the sentences in open class and, if you feel Ss need more practice, ask them to write the conditional

sentences they came up with alone in class or for homework.

Answers If her alarm clock had gone off this morning, she wouldn't have overslept. If she hadn't overslept, she wouldn't have missed an important audition for the city orchestra. If she hadn't missed the audition, she would have got a place in the orchestra and wouldn't have to wait a whole year for the next audition. If she had got a place in the orchestra, she wouldn't feel terrible and, as a result, want to give up her musical career. If she hadn't stayed up until 3 a.m. practising, she wouldn't have overslept.

8 Ss work on their own for a few minutes to think of a lucky or unlucky event, and things to say about it. They then work in pairs and take turns to present their ideas. Their partner should ask follow-up questions. Elicit feedback from Ss about what they found unexpected or interesting about their partner's answer.

ADDITIONAL PRACTICE: Photocopiable resources.
 Resource 25: *Match and complete*

READING AND VOCABULARY

This section presents a text on the life of Frank Abagnale, a famous fraudster. There is also an extensive multiple-choice reading task, although this differs from normal multiple-choice tasks as the questions all involve an overall understanding of the text rather than each looking at a specific part of the text. Ss also learn some new crime vocabulary and practise working out meaning of new words from the context.

Culture notes

Catch Me If You Can was released in 2002, and was based on an autobiography of the same name, published in 2000. It stars Leonardo DiCaprio as Frank Abagnale and Tom Hanks as an FBI agent trying to catch him. The Tom Hanks character did not actually exist and some other parts of the film did not actually happen. Abagnale has praised the film, but, according to him, the film is about 80 percent accurate to what happened in real life. The movie dramatises the capture of Abagnale in his mother's hometown, Montrichard, France, with dozens of police and patrol cars sent to capture him. In real life he was captured in a grocery store by two police officers. In the film Frank is taken from France back to the States. In real life Frank served time in prison in Sweden before being released to the United States. In the movie, Abagnale becomes bored with his job after his release from prison and goes off on another exploit. There is no evidence of this in the book. Most likely, the event is entirely untrue. He did, however, escape both from the plane that returned him to the United States and from the first prison he was kept in there.

Frank Abagnale has now written a book called *The Art of the Steal: How to Protect Yourself and Your Business from Fraud*. In it he gives advice to people about how to avoid being the victim of people like himself. Examples are cutting up credit cards when they expire, and warning not to write cheques to the 'IRS' (Internal Revenue Service). Such cheques are often stolen because letters to the IRS often contain money. As he says, it is quite easy for someone to change IRS into Mrs and then add a name. Instead, cheques should be made out to the 'Internal Revenue Service'. In the film *Catch Me If You Can*, Abagnale has a bit-part role as a French policeman who arrests his onscreen character.

Warm-up Revision of mixed conditionals. *Why?* Ss have to think of two situations using the two different mixed conditionals. They should be as imaginative as possible and the two halves of the conditionals do not have to sound logical. For example:

If I had passed my exams, I wouldn't be rich now.
If I liked fish, I wouldn't have gone to the party.
They then pass the situations to a different pair who have to try to find a logical reason for them, e.g. *If I had passed my exams, I would have gone to university but I didn't and I met a millionaire who offered me a job. When he died, he left me his fortune in his will.*

If I liked fish, I would have gone to the seafood restaurant that my parents were going to rather than the party.

1 Vocabulary Ss look at the words in pairs and discuss their ideas. They can use a dictionary if necessary. Elicit answers from the class and clarify as necessary. Ss then work in pairs to write sentences containing the words.

Answers crimes connected with money: fraud, embezzlement, blackmailing person who commits the crimes: forger, kidnapper, fraudster, identity thief, embezzler, blackmailer, hijacker verb/verb phrase (possible answers): commit forgery, carry out a kidnapping, commit fraud, commit identity theft, carry out embezzlement, commit blackmail, carry out a hijacking

2 Ss work in pairs to complete the sentences. Remind them to use the context to help them choose the best word, and point out that they may need to change the form of the word so that it fits grammatically. Elicit answers from the whole class and correct and clarify as necessary.

Answers 1 hijacked 2 defrauding 3 blackmailed 4 forgers 5 embezzle 6 kidnapper 7 steal (your) identity

3 Ask Ss whether they recognise the actor and whether any of them know about or have seen this film. Ss then discuss their ideas. Encourage them to use their imaginations, pointing out that there is no right or wrong answer for these questions.

4 Ss may be a little overawed by the length of the text and the number and variety of questions so allow a realistic time limit for the exercise of twelve to fifteen minutes. If Ss finish early, they should try to rephrase the underlined phrases so that they have a similar meaning to the original. Elicit the answers and justifications for them, e.g. 1 It is too far in the past to be a news story and, although it mentions the film, it is not a review of that. The format is wrong for a report and, as the text is about his life from a child to his life today, it must be a biography. 2 To be intended purely as entertainment, the text would probably be more humorous, a warning about identity theft may mention Frank Abagnale but not in so much detail. If the purpose was to surprise us a lot of the information, especially about his life since he was arrested, would be unnecessary. There is a lot of information and the text is interesting. 3 He forged diplomas, committed fraud in the bank and assumed the identities of several people. 4 Although we know he did not get a high school diploma, this does not mean he did not pass any exams (he passed the bar exam of Louisiana). 5 It is definitely about Abagnale so (a) or (c) must be correct. There is no evidence that he was misdirected, he made his own decisions. 6 Words such as *smart, ingenious, remarkable, impressed, brilliantly* all indicate a feeling that he is clever and special.

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

5 Tell Ss to read the text again and write down when the events happened. When they have found them all, they can easily order them. Elicit the answers and when the events happened. Point out that this sort of activity cannot always be done simply by looking at the order events appear in the text as the text may not be written chronologically. As an extension, Ss can draw a timeline of Frank's life.

Answers 1 4 He used his father's credit card to make money for himself. 2 6 He ran away from home. 3 1 He changed his date of birth on his driving licence. 4 8 He made \$40,000 by depositing other people's money in his bank account. 5 2 He pretended to be an airline pilot. 6 7 He worked in a hospital and a university. 7 5 He was arrested and spent five years in prison. 8 3 He started his own consultancy company.

6 Vocabulary Tell Ss to try to guess what the words might be without looking at the text. Elicit Ss' answers and write them on the board for checking later. Ss then work alone and check the text to find the words. They compare answers in pairs. Elicit whole-class feedback and compare Ss' predictions on the board with the correct answers.

Answers 1 con artist 2 stunt 3 impersonate; masquerade 4 confidence trick 5 legitimate 6 white-collar crime 7 run 8 scam

7 Set a time limit of five minutes for Ss to discuss the questions in their groups and then open the discussion up to the whole class.

Possible answers 1 Students may identify ways in which Abagnale endangered other people's lives. Apparently, while acting as a doctor, there was an incident in which a baby nearly died because he did not know what to do. He also stole money and there is no discussion of how this affected his victims' lives. Others may think that he was relatively harmless and that anyone whose money he stole was probably able to reclaim it from their bank and so did not suffer much. 2 He is an expert so is probably an excellent person to give advice. In the same way, car companies sometimes use car thieves to test their locks and computer firms use hackers to test their systems. As he is so well-known, he is probably trustworthy as it would be too easy to catch him if he did anything wrong. 3 Perhaps other people wish they were as brave and could do the same thing. Perhaps because of films about such people in which they are shown as the heroes, e.g. *Butch Cassidy and the Sundance Kid* which starred Paul Newman and Robert Redford as robbers who never hurt anyone during their crimes.

Optional activity: *Who would play you?* Tell Ss to imagine it is now twenty years in the future. They have to imagine what has happened in their lives to make it worthwhile making a film about them. When they have decided what they have done, they decide who would play them in the film and why, who they

would like to direct the film and what would be shown. Alternatively, Ss work together in pairs to decide all this information about a different pair and then tell them their ideas. Elicit ideas in open class and have a vote on the most interesting and original ideas. This could even be extended into interviews whereby one student acts as a TV interviewer and asks the other about their life and what they think about the film that has been made.

SPEAKING AND LISTENING

This section looks at being tentative in speaking so that Ss can make suggestions and criticisms without causing offence. The language is introduced through a listening and there is a true/false listening task and a speaking roleplay.

Warm-up Review of vocabulary from the last lesson.

Anagram dictation. Put Ss into groups of four. Dictate words from the last lesson but in anagram form. All Ss write down the letters as you read them out and the first group which knows what the word is and can define it, puts up their hand. Elicit the word and meaning and award a point if they are correct. Words to use: soingenui (*ingenious*), nutst (*stunt*), iepseromnat (*impersonate*), lefas (*false*), oferg (*forge*), rfdau (*fraud*), malttieegi (*legitimate*), almogrsou (*glamorous*)

1 Ss look at the pictures and the questions and discuss their ideas. Elicit feedback from the whole class. Follow up with a discussion of any high-profile news stories about crimes and criminals that are in the news at the moment.

2 Ss look through the sentences before they listen and try to predict what might be said. This is quite a lengthy recording, so play the track a second time, encouraging Ss to try to note down what is said for each question, e.g. 1 'But I don't have an account with them ... or rather, I didn't open one.' Elicit answers and justifications in open class.

Tapescript CD3 Track 15

John: So what exactly happened?

Maria: I don't really know. This morning I got a letter from a bank, saying I owe them £12,000, and I need to pay them back immediately.

John: And do you owe them £12,000?

Maria: No! I'd never even heard of this bank until this morning.

John: Would you mind if I made a suggestion? You need to call the bank immediately and get this sorted.

Maria: I know. I called them this morning. They said I'd had an account for about six months, with a credit card and everything, and basically that I'd been spending like crazy ever since. But I don't have an account with them ... or rather, I didn't open one.

John: So ... are you saying someone else opened it, pretending to be you?

Maria: That's the only thing I can think of. But how is that possible? Without my ID card ...

John: I'm not sure ... let me think. UK banks usually ask for some form of ID plus something like an electricity bill to prove that you live where you claim to live.

Maria: But how could a criminal get hold of one of my electricity bills?

John: Well, I hope you don't mind me saying so, but you're quite careless with documents like that. Sometimes you just throw them in the bin, where anyone could find them. Perhaps what you should do is rip them up before you throw them away.

Maria: OK. I'd never thought about that. I'll start doing that from now on. But what about my ID card? Didn't you say they ask for ID too?

John: Hmmm ... Didn't you lose your bag last year?

Maria: Yes, but someone handed it in to the police station. I had it back after a couple of days. It was really lucky.

John: A couple of days? That's when it happened, then. They used your ID card to open an account and then gave it back so you'd think there was no problem. Very clever.

Maria: So all they needed was my ID card for a day or two? I can't believe it's so easy to steal someone's identity.

John: Well, it's not easy, but these criminals know all the tricks. While we're on the subject, you really ought to be more careful with your personal information on the Internet. You know, you put everything on your social networking accounts. It's nothing to do with me, but a criminal could find out your whole life story in a few minutes on the Internet.

Maria: Like what?

John: Well ... does your online bank account ask for a memorable date?

Maria: Yes. I use my little brother's birthday.

John: Don't tell me! You should never tell anybody else!

Maria: Oh come on, John. I can trust you.

John: Maria, I don't want to interfere, but you really are too trusting. Anyway, it doesn't really make any difference – I probably could have guessed you'd use a birthday. Not your own, of course, so your brother's is an obvious choice.

Maria: Thanks.

John: No! I didn't mean it was a good choice. If it's obvious to me, it's obvious to a criminal.

Maria: Maybe, but how would a criminal know my brother's birthday?

John: Er ... didn't you post photos from his 18th birthday on the Internet last week?

Maria: Oh, yeah ...

John: Hmmm. What about your password? Do you only use it for your bank account?

Maria: No ... I used to have different passwords for everything, but I could never remember which was which. So I thought up a really good one, that no one would ever guess, and I use that for all my log-ins.

John: So there are about twenty? Fifty? One hundred sites around the world which know your password? And do you trust all of those sites? Is it possible that one of those sites might have been used by criminals?

Maria: Well, it's hard to say. I don't really remember ...

John: I wasn't going to mention it, but you really should be more careful with your personal information. I'm not really surprised you've got yourself into this mess. Anyway, you did the right thing by calling the bank, but I think it might be even better if you went there and actually spoke to someone.

Maria: Yes, you're right. I was wondering if you could possibly, well, if you could come with me and explain what's happened.

John: Well, it's none of my business, I know, but I could go with you, if you like.

Maria: Oh, John, that'd be fantastic.

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

3 Ss discuss their ideas, based on the notes they made and the answers in Exercise 2. Get feedback.

Answers 1 She throws letters containing personal information in the bin, rather than destroying them; she lost her bag; she uses her brother's birthday to log into her bank account; she uses the same password for all her log-ins. **2** Ss' own answers **3 Possible answers** shred/destroy letters containing personal information, look after your personal belongings carefully, use a complicated password that would be difficult to guess, change your password regularly, use different passwords for different log-ins

SPEAK OUT

4 Ss read through the sentence beginnings and try to remember what advice/information came after them. After the listening, Ss read out the sentences, trying to use the correct intonation so that they do not sound too demanding.

Answers 1 you mind if I made a suggestion 2 hope you don't mind me saying 3 Perhaps what (you) should do 4 While we're on the 5 nothing to do with 6 want to interfere 7 going to mention it 8 it might be even better 9 was wondering if you could 10 it's none (of) my business

5 Tell Student A to look at situation 1 and B to look at situation 2. Allow two minutes for them to look at the Speak Out box and plan what they are going to say. Now tell Student B to quickly look through their instructions for situation 1 and then Student A starts off the roleplay. When they have finished, A quickly looks at their instructions for situation 2 before B starts the conversation.

VOCABULARY | *Time and money*

This section introduces vocabulary on the topic of time and money.

Warm-up **Introducing the topic of the lesson.** *Money.* Put Ss into four groups. Give each a topic related to time and money: *People and places* (e.g. *a bank, a waiting room*), *Other nouns* (e.g. *coins, a clock*), *Verbs* (e.g. *to spend, to waste*), *Adjectives* (e.g. *rich, efficient*). Give Ss two minutes to write as many words as they can for their heading. Papers are then passed to the group on the left who have a minute to read through the words written and to add any more they can think of. This is repeated twice more until the papers return to the original groups who see how many words have been added to their lists. Elicit all in open class.

1 Go through the words in the box and elicit their meanings. Have Ss call out sentences containing the words to check understanding. Ss then do the categorising task in pairs.

Answers **time** kill **money** earn, owe, pay **time and money** cost, invest, last, save, spend, take, waste

2 Tell Ss there is really only one correct answer for each space, and they should think carefully about any subtle differences in meaning between, for example, *save* and *invest*. Go through the first sentence and elicit which are the best choices. Ss do the rest of the exercise in pairs.

Answers 1 took; save/earn 2 invest; earn 3 wasted 4 lasts; costs 5 kill

3 Ss work in pairs and discuss the meanings of the idioms. If there are any they do not know, they look them up to find the answers. They then match the idioms to the pictures alone, and compare answers in pairs. Elicit the answers and the meanings.

Answers 1 pay (D) 2 cost 3 owe 4 pay 5 owe 6 paying (B) 7 costs (E) 8 pay (A) 9 payback (C) 10 cost

4 Ss read the sentences in pairs and discuss the possible meanings. Tell them to pay attention to the context to help them. Ss can also try to think of synonyms that could replace the underlined words. They then complete the matching activity alone, and compare in pairs. Elicit answers from the class.

Answers a 2 b 4 c 5 d 3 e 1

5 Ss complete the sentences alone, then think about how they would answer the questions. If there is enough time, Ss take it in turns to each answer all the questions. If time is limited, Student A answers questions 1–3, Student B answers questions 4–6, and they both answer question 7. Elicit answers from the whole class. As an extension, Ss write seven more sentences containing the idioms and phrasal verbs. Ss could then draw cartoons to illustrate one or two of their sentences.

Possible answers 1 a favour/one; Yes, I would then try to do them a favour in the future. 2 hidden; Something like a printer has hidden costs. The printer may be quite cheap to buy, but the ink cartridges it uses are expensive to replace. 3 crime; Yes, I believe it is true that crime doesn't pay because if you get caught you could end up in prison. 4 pay; Yes, hard work does usually pay off. For example, if you study hard for an exam, you'll usually do well in it. 5 attention; Not usually, unless they are talking about something very boring! 6 compliment; Yes, I once congratulated an old friend I hadn't seen for a long time on being pregnant. I said she looked 'really healthy and plump'. She wasn't pregnant at all – she had just put on weight. 7 pay/give; No, I don't think so. I'm very careful with money, especially other people's.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 26: *Pelmanism*

GRAMMAR AND LISTENING

This section introduces wishes and regrets.

Special difficulties: Ss may be confused by the fact that we use the Past Simple to talk about present wishes and the Past Perfect to talk about past regrets. This can be related to the tenses used in conditionals and the two structures can be practised together naturally, e.g. *I wish I **had** a lot of money. If I **had** a lot of money, I would buy a house.*

Warm-up Revision of vocabulary from the previous lesson. *Time and money.* Ss work in small groups. Write some verbs on the board. Ss have to think of as many phrases/words that collocate with the verbs as possible, e.g. *pay: attention, a compliment, crime doesn't pay.* Ss write down their ideas. Elicit answers from the whole class. Groups receive one point for each correct collocation. The group with the most points wins.

Verbs to use: *take, invest, waste, pay, owe, cost*

1 Ss discuss what is happening in each cartoon and what might happen in the future, e.g. the driver might buy a bicycle, the cyclist might buy a car, the woman in the fish costume might go home because she is so embarrassed, the woman at the door might shut the door on all the visitors, the chef might get the sack.

2 Ss match the thoughts and discuss in pairs why they are thinking that, e.g. *I wish I had a car – because I wouldn't be soaking wet now.*

Answers 1 cyclist 2 woman in the fish costume 3 driver 4 woman answering the front door 5 the party hostess 6 waiter 7 woman answering the front door 8 waiter

3 Think Back! Make sure that Ss remember the meaning of *regret*. Elicit the answers and more examples of past and present wishes that Ss may have (or that they can imagine).

Answers 1 the Past Simple (*had*) 2 the Past Perfect

Work it out

4 Ss work in pairs to discuss the sentences and their function. Ask Ss to think of a different example for each type of sentence and elicit these as well as the answers.

Answers a 6 b 7 c 5 d 4 e 8

5 Elicit that *'d* could be *had* or *would*. Go through Mind the trap! with the class and tell Ss that, even if they do not know, they should try saying each sentence with the unabbreviated form and see which sounds right.

Answers 2, 3, 4 had 6 would

Mind the trap!

Point out that this is true for the pronouns *I* and *we*. We can say *I wish you/he/she/they would ...* . With *I* and *we*, use *I wish I/we could ...* .

Check it out

6 Tell Ss to name the tenses used in 1 (Present Simple), 2 (Present Continuous) and 3 (Present Perfect). Ss match the sentence halves in pairs. When taking feedback, elicit why these tenses are used in these contexts (1 to make a suggestion/give advice, 2 to reprimand someone, 3 to reflect on a past situation which now cannot be changed).

Answers 1 b 2 c 3 a

7 Ss should really do the matching first as the context will show them the correct form to use, e.g. 1 *I shouldn't have opened*. The context of the cartoon shows us that this is a regret about an action in the past.

Answers 1 have opened (C) 2 would stop (A) 3 didn't have to (D) 4 have brought (A) 5 hadn't come (B) 6 have worn (D) 7 would go away (C) 8 lie down (B)

8 Tell Ss to think carefully about the tense of the original sentence and make sure the second has exactly the same meaning. Ss work in pairs.

Answers 1 You had better not touch anything while I'm gone. 2 He should have told someone where he was going. 3 If only I hadn't written that stupid email. 4 Joe wishes he had paid for the ticket. 5 You could have tidied up while I was out! 6 I should be eating my lunch now. 7 I wish people would stop leaving rubbish in the park. 8 If only I were more successful.

9 Tell Ss to make notes under five headings in their notebooks – one heading for each person. They then try to answer the questions based on their notes. Ss compare answers in pairs and discuss answers they are unsure of. Play the recording again for Ss to double-check their answers and find any remaining answers they did not find on the first listening. Finally, elicit from Ss what they might have said or done in each of the situations.

Tapescript CD3 Track 16

Speaker 1: It was ridiculous. I'd just come back from holiday, and taken a taxi home from the airport. When I got home, the phone was ringing, so I left my suitcases on the doorstep and went inside to answer it. But I was too late – whoever it was had already put the phone down. So I went back outside to bring in my bags, but they weren't there. That was when I noticed the rubbish lorry in front of my house. And in the back of the lorry, I just caught sight of my suitcase being crushed. I yelled at the bin men to stop the crusher, but it was too late – everything was destroyed. They said people often left old suitcases outside with their rubbish, so they'd just assumed it

was the same. I guess they weren't bright enough to work out it was heavy and still had luggage labels on it. I'm going to the council this afternoon to try to get my money back, and I'm not going to take no for an answer.

Speaker 2: A dog called Barney was supposed to guard an exhibition of antique teddy bears, including a bear called Mavis that used to belong to Elvis Presley, worth around £40,000. The bears had been lent to a museum by collectors from around the world. Unfortunately, Barney got overexcited and started attacking the bears. By the time he had finished, he had destroyed about 100 of the bears, including Mavis, whose head was missing. He caused about £20,000 worth of damage to the other bears in the collection. The guard who had been on duty at the time said it might have been a question of jealousy – he had been stroking Mavis just before the attack, saying what a nice little bear she was.

Speaker 3: Did I tell you about the robbery last week? I was working in the shop by myself and this young man came in ... and he threatened me with a gun. Actually I think it was a fake gun, so I wasn't really scared, but we've been told never to take any risks in situations like that. I gave him all the money from the till, but there was only about £30. My boss had been in about an hour earlier and taken the rest to the bank. I felt quite sorry for the guy ... or rather, I would have done, if he hadn't had his gun pointing at me. Anyway, I could see he was disappointed and he wanted more. So he told me to give him a bottle of whiskey from behind the counter. I told him I couldn't, because he didn't look old enough. So you know what he did? He showed me his driving licence. Sure enough, he was nineteen, although he looked no more than about fifteen, so I gave him the whiskey. But I also made a mental note of his name and address from the driving licence, and so of course the police had no trouble finding him. I think he'll end up in prison, poor guy.

Speaker 4: A Las Vegas casino owner had just finished negotiating the sale of a 1932 painting by Picasso for \$139 million when he accidentally tore a hole in it. If the sale had gone ahead, it would have been the most expensive private sale ever. The multi-millionaire is well known for gesturing with hands while he speaks, and apparently he was showing the painting at his office when he hit it with his elbow. When he realised what had happened, he said 'Look what I've done. Thank goodness it was me that did it.'

Speaker 5: Yeah ... hi, it's Rob here. Is that you Phil? Yes, I know it's really late. I'm sorry. Listen, I was trying to get home on the Underground tonight, about 11 o'clock, but I fell asleep. When I woke up, I was at the end of the line – I'd gone two stops too far. And ... er ... well, there was a train on the other platform, so I got out, went across to the other train, and got in. But then I fell asleep again. When I woke up, I was in a completely different part of town that I'd never been to before. I must have taken the wrong train. That was about half an hour ago. The worst thing is, there are no more trains until six in the morning. So the thing is, I've got no idea where I am, no money and no way of getting home. I don't suppose, perhaps, you know, you might be able to come and get me in your car? Phil? Are you still there? Phil? Hello?

Answers 1 c 2 e 3 a 4 f 5 d

10 Give Ss about three minutes to plan their ideas but tell them not to write anything down. After the pairwork, nominate two or three Ss to present their sentences to the class. Play the recording for Ss to compare with their answers. Ss then complete the sentences for the other speakers either as homework or in class, and present their ideas in small groups.

Tapescript CD3 Track 17

I wish I hadn't gone inside to answer the phone. The worst thing was, it was probably a wrong number anyway. I'd better get an answering machine, so I don't have to do that again.

I suppose I could've shouted at the dustbin men, but I'm glad I didn't. I was too tired and shocked.

Hmmm ... , I wish I didn't have to buy new clothes. I lost all my favourite things.

I shouldn't have tried to save my clothes that had gone into the lorry. By the time I'd pulled them out, I was covered in rubbish. Yuck. And I've got to explain everything at the council today. I wish they would just say sorry and give me my money. In fact, I wish I were still on holiday. I was so relaxed yesterday, and now look at me – stressed and angry.

ADDITIONAL PRACTICE: Photocopiable resources.

Resource 27: *What went wrong?*

10

No place like home

Read, listen and talk about home, houses and places.

Practise relative clauses; vocabulary for describing houses.

Focus on judging attitude; criticising and showing annoyance.

Write a description of an event.

EXAM FOCUS

Topic: Home; Environment

Speaking Describing a photo: SB p.91, ex.1
Roleplay: SB p.91, ex.7

Listening Matching: SB p.90, ex.2

Reading Jigsaw reading: SB p.89, ex.3

Grammar and vocabulary Sentence completion: SB p.87, ex.6

Writing Description of an event: SB p.93, ex.9

Unit 10 Materials

Workbook Unit 10

Photocopiable resources 28, 29, 30

Testing and Evaluation Programme tests

Multi-ROM Unit 10

GRAMMAR AND READING

This section revises relative clauses.

Special difficulties: Ss should already have a good knowledge of which relative pronouns to use and be able to omit them when not needed. Formal constructions may be new to them as well as the use of *what* meaning *the thing which*.

Culture notes

The **Everingham Rotating House** is located in New South Wales, Australia, and was completed in 2006. The owners got the idea for a rotating house after chatting to their neighbours, who said that if they could build their house again, they would rotate it 15 degrees to the north. The house is designed to be green, rotating through 360 degrees to make the most of natural light, shade and heat at different times of the day and year. Despite its futuristic design and green credentials, the Everingham Rotating House cost no more than a standard house to build.

The **Sliding House** is located in rural Suffolk in England. It has a roof and walls that can slide open and shut thanks to motors hidden within the walls. Opening the roof takes six minutes from start to finish. The movable roof and walls not only give the owners flexible living space, but allow them to live *al fresco* during warm summer days, when the roof is slid back. The house took twelve months to design and build. Its traditional barn design was given a cheeky twist with the red cladding, which was designed to make the structure look like a hotel from game of *Monopoly*, whilst insulating the house to keep it warm in winter.

Warm-up Review of vocabulary from the last lesson.

Wishes auction. Ss work alone to write one wish they have about either the past or present. They can be true or imaginary and all should be anonymous. Remind Ss to use *I wish ...* and *If only ...* when writing their wishes and regrets. Write them on the

board so that all Ss can see them. If any are repeated, only write them once. Ss now work in groups of four and have to decide which three wishes they would grant and why, e.g. *We will allow 'I wish I had more money' because the person could give us some.* Elicit ideas and reasons for decisions.

1 Discuss the photos as a class. This is a good opportunity for Ss to use language they know to avoid silences (see Unit 5), e.g. *It's a sort of ... ; ... or something like that; um ... ; like*, etc. Elicit ideas and tell Ss they will read about the houses later.

2 Tell Ss to read the texts and check their ideas. They discuss the questions in pairs. Elicit feedback from the whole class.

3 Think Back! Make sure Ss refer to the text by asking what the pronouns refer to, e.g. *whose* – 'this home'. Remind Ss that *that* can also refer to things.

Answers *whose* – this home; *where* – a picturesque valley; *which* – the engines; *who* – the people; *that* – a conventional-looking exterior; *when* – in winter

Work it out

4 Ss read through the sentences and the questions first. Look at question 1 with the whole class. Ss read through the sentences without the underlined part to see if they still make sense and then discuss the other questions in pairs. Elicit answers and the rules again, i.e. non-defining relative clauses are separated from the rest of the sentence by a comma and cannot use the pronoun *that*. The relative pronoun can be omitted from defining relative clauses when it refers to the object of the sentence.

Answers 1 b, c, d 2 a 3 e 4 b 5 c

5 After Ss have looked at the sentences, talk about when they would use each kind, i.e. sentences like (a) are formal and are often used in written work;

sentences like (b) are informal and are more likely to be used in spoken English and informal letters.

Answers Because it refers to the object of the sentence. The preposition moves to the end of the phrase.

Check it out

6 Ss work in pairs. Elicit the answers and re-elicite which rules are being illustrated, e.g. 1 *that* can be used because it is a defining relative clause.

Answers 1 *that*; whose (house B) 2 *who*; *that* (house B) 3 *which* (house A) 4 *that*; whose (house A)

7 Ss work in pairs. Elicit ideas and why the relative clauses are defining or non-defining.

Answers 1 Several new buildings which/that have been constructed in the last decade may be the future wonders of the world. 2 The Burj Khalifa, which stands in Dubai in the United Arab Emirates and is 705 metres high, is the tallest building in the world. 3 Construction of the One World Trade Centre, which was commissioned to replace the Twin Towers, started in 2006. 4 The architect Norman Foster, whose Millennium Bridge had to be closed for repairs two days after opening, designed the 'Gherkin'. 5 The Gherkin, whose real name is the Swiss Re tower, won a prestigious architecture award in 2004 and became an instant popular icon in the same year.

8 In order to try to get a variety of ideas, look at the example and elicit an idea which is in favour of decorating, e.g. *which gives them a sense of accomplishment*. Tell half the pairs to complete the other three sentences with a positive comment and half a negative one. Ss compare ideas as a class and discuss their own opinions.

9 Remind Ss that this is similar to exam tasks in which they have to find one word which is wrong in lines of a text. Ss work alone and compare in pairs.

Answers 2 *what* (The hotel we stayed in was the best I've ever been to.) 3 *that* (Who was the woman you were talking about?) 4 *it* (The airport we left from was very crowded.) 5 *they* (The people we shared a taxi with were very helpful.) 6 *that* (What was the name of the lovely castle we went to last summer?)

Mind the trap!

Tell Ss that this structure is useful for adding emphasis and give them some common examples:
What I want to know is ... What you should do is ... What I said/meant was ...

10 After Ss have compared ideas in small groups, elicit interesting examples and ask follow-up questions, e.g. *Why do you like places like that?*

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 28: *Our house*

READING AND VOCABULARY

This section gives Ss a paragraph insertion reading task on the topic of living away from home at university. Ss then look at vocabulary within the text and discuss their opinions on living away from home.

Culture notes

Freshers' Week takes place in the first week of term at university. A *freshener* is a new student (in the USA – *freshman*). There are many social events organised and a chance to join university clubs and societies.

Nottingham University is one of the best universities in England and part of the prestigious Russell Group. In 2011 it had 49,000 applications to study at the university, making it the third most popular university in the UK.

The University of Newcastle was founded in 1963. In 2011 it had about 20,000 students. Famous alumni include Rowan Atkinson (Mr Bean) and Bryan Ferry.

Warm-up Revision of relative clauses. *Define it.* Ss work in groups of four. Tell each group to write down one thing for each of your prompts and read out the following: *a place, a job, a machine, a famous person, a country, a room, a school subject*. Ss then get together with a second group and define their things to the other group using a relative clause for each one, e.g. *It's a place where/in which ...* etc. The second group have to guess what they wrote.

1 After Ss have discussed the two questions in pairs, discuss them with the whole class and ask if anyone has got brothers or sisters who moved away from home when they left school. Ask if Ss know how they felt. Also, by this stage of their school career, Ss may well have plans of their own for going to university in the following year so, again, ask who is thinking of moving away and why and who is thinking of staying at home and why.

2 It might be nice to do this in pairs. One student reads about Lizzie and the other about David and they then compare what they found out about how their person feels. Ss then read the other text to fully understand what their partner was talking about. Elicit answers and ask what positive things Lizzie mentions and what negative things David talks about.

Answer Lizzie is more positive.

3 Look at the task with Ss and explain that this is similar to the normal text insertion but, instead of being a single sentence, it is a whole paragraph that has been removed. Ask if they think this will be easier or more difficult and why (there is not really much difference – Ss still have to look for referencing words, e.g. pronouns, and linking words, i.e. contrastive ideas, additive ideas, causative ideas).

Tell Ss to read through the five paragraphs and decide who they think they are about, Lizzie or David. Ss work alone and discuss their ideas in pairs, justifying their answers by referring to how the text links together. Elicit answers in open class, e.g. 1 'this is a new kind of autonomy' – *this* refers to being freed from constraints; 2 the paragraph is all about the weekend which contrasts with 'But then Monday comes'; 3 'These dreams' refers to the dream of having your own place; 4 'these minor inconveniences' refer to things such as the washing machine flooding and housemates throwing things at your window.

Answers 1 D 2 A 3 E 4 B extra paragraph C

4 Vocabulary Ss look at the highlighted words and read the sentences in which they appear, trying to work out what they might mean. Ss discuss their ideas in pairs and then look at the synonyms given and do the matching. Elicit answers and drill the words for stress.

Answers 1 inconceivable 2 infinitely 3 tiresome
4 impromptu 5 anarchical 6 inverted 7 compelled
8 awkward 9 dutiful 10 daunting

5 Vocabulary Tell Ss that, even if the answer is fairly obvious (e.g. 1), they should find the word in the text to see what it refers to, e.g. 1 'dreams of domestic bliss'. Elicit the meaning of the words where the answer is false, e.g. 'the novelty wears off' – it becomes less attractive; 'the grass is always greener' means you think that other people's situations seem better than yours; 'it dawned on me' means I suddenly realised.

Answers 1 T 2 T 3 F 4 F 5 T 6 F 7 T 8 T

6 Ss read through the sentences without looking at the words in the previous two exercises. In pairs, they discuss generally what the meaning of the missing word is, e.g. 1 – upset, jealous, etc. Ss then look through the exercises to see which word or words fits the gap and choose the best one.

Answers 1 awkward 2 dawned on 3 run-down
4 compelled 5 tiresome 6 novelty (has) worn off
7 mood takes her

Optional activity: These texts could be used to practise summary skills. Ss work in pairs and choose either Lizzie or David. They note down the main points that are made in the text and any other important points. Tell Ss that they should try to summarise their text in about eighty words. When they have finished, Ss compare what they wrote with another pair who wrote about the same person. Elicit summaries of both texts and ask Ss to decide which they liked best and why.

7 Ask Ss if they think the things that David and Lizzie talked about are also applicable to student life in their own country. Ss then discuss the three questions in groups of three or four. After the discussions, take feedback from the whole class on what house rules and life skills they think are important, and whether they think parents or children find it most difficult when the child moves away to university. Encourage Ss to justify and expand on their answers, and if any Ss have older brothers/sisters who have gone to university, encourage them to share their experience of this.

LISTENING AND VOCABULARY

This section looks at judging attitude when listening.

Warm-up Review of the previous lesson. *Class debate.* Put Ss into two groups and tell one group to brainstorm advantages of studying away from home and the other group to brainstorm disadvantages of living away from home. Give them a few minutes to decide on the best ideas and write a short presentation on their side of the argument. One person from each group presents this to the class. Ss then make points for and against, and finally vote on whether they would prefer to study at home or away.

1 Before Ss look at the words, ask them to describe what they can see in pairs and how they think the animals are feeling and why. Ss then join up in groups of four to compare ideas. Ask Ss if anyone mentioned where the animals were and if anyone described the places. Ss then look at the words given and complete the exercise, looking up any new words that did not come up earlier. Ask Ss to justify the adjectives they use to make sure they understand them all correctly. As an extension, ask Ss to work in pairs and describe their room at home using some of the adjectives.

Possible answers **A** (mole) damp, cramped, stuffy, crowded **B** (lion) cramped, lonely, draughty **C** (bird) secluded, cosy **D** (clownfish) peaceful, huge, spacious, dangerous **E** (dog) isolated, damp, cramped, lonely

2 Ss close their books. Play the recording once. Ss listen to see which adjectives from Exercise 1 are used by each animal. Ss then open their books and look at the sentences in pairs. Tell Ss to think about why the animals might have said these things, e.g. 1 – moles live underground so find it difficult to see in daylight; 2 the dog might believe that as 'man's best friend' he should have a more luxurious home. Elicit ideas before playing the recording.

Tapescript CD3 Track 19

The bird: At first I thought it'd give me a chance to have a rest, and I was quite looking forward to it, but now I've been sitting here for a week, and it feels like forever – I just wish they'd hurry up and hatch. This is a pleasant area, you know, leafy and peaceful,

but nothing ever seems to happen here ... and of course I've got so much to do to get the place ready, but I haven't really managed to do any of it, because I can't stay away for long, I just have to rush off and get something to eat, then come straight back.

The dog: Well, it's quite lonely, really ... I mean, although the cat can be annoying sometimes – especially when she sits on one of the human's laps and makes that stupid purring sound – if she gets shut out of the house, and it's raining, I don't mind if she comes in here to keep dry. I mean, it's company for me, and she seems to really hate getting wet. What really gets me is the fact that they're in there all nice and cosy and eating all kinds of tasty food, while I'm stuck out here – of course I love living in this cramped, draughty little box – after all, that's what man's best friend deserves, isn't it?

The lion: Huh! They try to make you comfortable, and of course you have all the mod cons, you know, double glazing, heating, etcetera, but you don't have space! I need to feel part of the world, not just like an object in a box! I mean, how would you like to walk up and down this, this ... shoe box hundreds of times a day, with all those people staring at you? The problem is, they don't really understand who I am, although I've tried to explain it to them – but you see, they've probably never met a king before, or they just wouldn't be treating me like this – I mean look around you and you'll see the kind of ordinary little animals they're used to dealing with ...

The mole: Well, it's OK, you know, it can get a bit damp and there's not much space ... but why do you ask? Is there something I should know? I mean, I did hear a rumour a while ago that the humans were going to make this whole area into a 'golf course' or something ... but I haven't heard any more about that ... or maybe they're going to build some houses. Of course nobody ever tells me anything, you know – I don't get out much, well not in the daytime, anyway. It would be just my luck to get thrown out – this is the third house I've had in as many months, but who cares about that?

The clownfish: I just moved in last weekend, and I can't believe my luck, it's an amazing place! The views are absolutely spectacular and there's always something interesting going on. I've got really fascinating neighbours, too, and they've been very helpful, telling me all the things I need to know about the area. The only thing I'm not sure about is safety – there are a lot of huge, dark spaces out there, and you never know what might be hiding round the corner. I've already heard some rather alarming stories about fish 'disappearing', so I'm going to be very careful and not venture out too far, especially on my own.

Answers 1 A 2 E 3 C 4 D 5 B

3 Ss discuss what the adjectives mean in groups of three or four and look up any that no one can define. Ss discuss their ideas giving reasons, e.g. the bird might be bored because it has to wait a long time for its eggs to hatch. Elicit ideas but do not give Ss the answers yet.

4 Write *I'm bored* on the board and say it, exaggeratedly, with a very high and very low pitch. Ss choose which they think sounds best. Then say it very quickly and very slowly and finally quietly and loudly. Ss should have chosen low pitch, slowly, quietly. Tell them to do the same in their groups for the other adjectives.

5 Tell Ss to listen out for how the animals speak and what they say and to check their answers to Exercise 3. Ss discuss in their groups and then as a class.

Answers **the bird** bored, frustrated
the dog tolerant, sarcastic
the lion indignant, condescending
the mole suspicious, self-pitying
the clownfish thrilled, apprehensive

TRAIN YOUR BRAIN

6 While Ss do this, write on the board: *This is a great class*. Elicit the answers to Train Your Brain and then ask Ss to think of situations in which the sentence on the board may be said in different ways. For example:

Indignant – A student in another class saying *Why aren't I in it?*

Apprehensive – A new student saying *Will I be able to keep up with them?*

Suspicious – Another teacher saying *How did that teacher get them?*

Bored – A student who is not so well-behaved saying *Nobody ever does anything naughty*. etc.

Ss then choose one attitude and say the sentence to their group, who have to guess how they feel.

Answers **1** words **2** quickly

7 Ss work in pairs and take turns to tell their stories. Point out that if Ss cannot think of any examples from real life, they can make something up. Remind them that in the exam, it is their ability to speak accurately and fluently in English in answer to the question that will be judged, so they should make the most of the opportunity to demonstrate these skills. After Ss have finished, ask volunteers to recount what their partners told them to the class.

SPEAKING

This section introduces ways of criticising and showing annoyance. Ss listen to the phrases and then use them in a number of short roleplays.

Warm-up Review of adjectives and animal homes.

Double pictionary. Make a list of adjectives from the previous lesson. Put Ss into groups of about four Ss. Each group comes out and picks a word from each list. Then they return to their group and the group discuss how they could show the adjective in a drawing. When they are ready, one student from one of the groups comes out to the board and draws their picture for the other teams to guess. Repeat the process for the other groups and re-elicite what all the words mean.

Adjectives to use: *dangerous, isolated, damp, cramped, peaceful, huge, secluded, draughty, lonely, airy, crowded, spacious, cosy, stuffy*

1 Tell Ss to build up as complete a picture of the situation as possible; thinking of their names, personalities, what she is doing, their feelings, etc. Nominate pairs to give their ideas in open class.

Possible answer There are lots of suitcases, so maybe they are going on holiday. The woman looks a bit angry, and the man seems guilty. Perhaps he took a long time packing and they missed the bus to go to the airport.

2 When Ss have listened and answered the questions ask them who the people are and how they are related to the photo, i.e. he is Eddie; she is Mary, they may be husband and wife, and they both live in the flat. The suitcases belong to Eddie's brother and his family, who have come to stay.

Tapescript CD3 Track 20

Eddie: Oh ... Mary! Er ... you're home early.

Mary: Eddie! What is all this? The living room looks like a waiting room at an airport! What's going on?

Eddie: Erm, ah, er, yes ...

Mary: I think it's about time you told me what's going on here!

Eddie: Right, er, OK. Er ... I was going to mention it but ...

Mary: You were going to tell me? You could've mentioned it a long time ago, don't you think? Why leave it to the last minute? Do you think it's nice to get home and find all of this in the middle of the living room? What's it all about?

Eddie: I know, I know. Look, I didn't really have a choice. It's my brother Jimmy, he just phoned up and said he didn't have anywhere else to stay. What was I supposed to do, say 'no'?

Mary: I don't know! But you shouldn't have done it without checking with me first. Maybe I was planning something ...

Eddie: Were you?

Mary: No, but that's not the point! You're not the only one who lives in this flat! How long is your brother going to stay?

Eddie: They won't be here longer than a week, honestly. Well, maybe two, but no longer than that. Look, I know it's a shock but I wish you'd calm down a little, it won't be so bad ...

Mary: Two weeks! That's ... hang on a second, what do you mean 'they'?

Eddie: Er ... well, there's Jimmy's wife, Sandra ...

Mary: Oh, fantastic! Look, this is no good, no good at all. We haven't got the space to have them stay for two weeks, it's just not on. I've got work to do, I've got exams this month.

Eddie: So what am I supposed to do? I can't just tell them I've changed my mind.

Mary: You should've thought of that before you made promises you couldn't keep. It's just too disruptive. Honestly, Eddie, this is a shared flat, not some kind of hostel for anybody who wants to visit.

Eddie: So what am I supposed to do?

Mary: You'd better try and find somewhere else for them. There are lots of hotels around, it shouldn't be too hard.

Eddie: But the hotels are so expensive and what if there are no vacancies?

Mary: I wish you wouldn't put me in this kind of position. It's not fair. OK, OK, they can stay. But don't expect me to look after them, I've got to study for my exams. You'd better not do anything like this again, I'm warning you.

Eddie: Thanks, Mary, I promise they'll be no trouble. And their kids are great too, you'll love them, honestly.

Mary: Kids! Eddie, I can't believe you've said ...

Answers The problem is that Eddie has said his brother, sister-in-law and their children can stay at the flat. Mary is not happy because there is not enough room and she needs to study for exams. The outcome of the discussion is that Mary reluctantly agrees for them to stay.

SPEAK OUT

3 Ss read through the phrases in pairs and try to remember what they heard. Then they listen again to check. Ask Ss what the different phrases are used for, i.e. *It's about time* + the Past Simple – telling someone they should have done something by now; *you could have* + past participle – complaining that someone has not done something.

Answers 1 c 2 e 3 h 4 d 5 a 6 f 7 g 8 b
1, 4, 6, 7, 8 refer to the present; 2, 3, 5 refer to the past

4 As a class, go through the phrases in the box, asking Ss to guess what they might mean. Ss then check in a dictionary and work in pairs to complete the sentences. Tell them to pay attention to context, to help them decide which tense/form to use. Elicit answers from the whole class and correct and clarify as necessary.

Answers 1 kept an eye on 2 put me in a difficult position 3 given me a hand 4 straighten it out 5 let me know 6 showed some interest

5 Ss listen to all the sentences once without speaking. On the second listening, stop the recording after each sentence and drill it with the whole class and smaller groups.

Tapescript CD3 Track 21

- 1 You should've kept an eye on her.
- 2 I wish you wouldn't put me in a difficult position like this.
- 3 You could've given me a hand.
- 4 You'd better straighten it out fast.
- 5 I wish you'd let me know yesterday.
- 6 It's about time you showed some interest.

6 Ss look at all four situations and think of what to say. Elicit ideas in open class. Follow up by asking Ss to choose one of the situations and to write a more extended dialogue trying to use more of the expressions from *Speak Out*. Example dialogue (1):
A: *You should learn to cook.*

B: *I know, I wish my mum had taught me when I was younger.*

A: *It's time you stopped blaming your mum for your problems. You could have done cookery at school.*

B: *Yes, if only I hadn't chosen woodwork. What a waste of time that was.* etc.

Possible answers 1 You shouldn't spend so much on .../ You should learn to cook/It's time you learned to cook.
2 You shouldn't have worn it to the swimming pool/ You'd better ring the pool and ask if they've found it.
3 You should prepare carefully/You'd better wear something smart. 4 You shouldn't have spent so much at dinner last night/You should buy them a present/You had better borrow some money for the gift.

7 Tell Student A to look at page 122 while Student B looks at the instructions on page 124. Allow one minute for them to think about what they have to do and then they carry out the roleplay.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 29: *Work it out*

VOCABULARY | Places

This section extends Ss' knowledge of nouns, verbs and adjectives on the topic of homes and furnishings.

Warm-up Think forward to the topic of the lesson. *Which room?* Ss work in three groups. Each group thinks of two rooms and, for each room, five related words, e.g. items of furniture that are often found there. Tell Ss not to make their related words too obvious as they are going to test each other (however, there should be some clue as well and not all five words can be items found anywhere such as wall, floor, ceiling, etc.). When they are ready, one group reads out their first word. The other two groups can either guess the room (for five points) or pass. If they guess wrongly, they cannot try again. Ss continue with the second word (worth four points), etc. until either both groups are out or one of them has guessed the room. Repeat the process for the other rooms.

1 Read through the extract as a class and go through any difficult vocabulary, e.g. *spartan, panelled walls*, encouraging Ss to guess the meaning from context. Ask Ss to call out adjectives to describe the kind of person who might live in such a room, e.g. *old-fashioned, traditional*. Finally Ss call out names of people they think live in the room. Write their predictions on the board, before Ss finally check the answer. As an extension, Ss can work in pairs to write their own description of a famous person's room, for another pair to guess.

Answer Sherlock Holmes

2 There is a lot of new vocabulary here for Ss to deal with, so make sure they have access to dictionaries as necessary. Tell Ss to copy the table into their notebooks and to leave plenty of room in each column to add the phrases. Go through the first couple of answers with the whole class, then Ss complete the rest of the table in pairs. Elicit answers from the whole class. As an extension, Ss write six sentences containing two words from each column.

Answers **countryside** picturesque villages; breathtaking scenery; scenic views; abundant wildlife; thatched cottages **town or city** trendy shops; vibrant nightlife; gleaming skyscrapers; broad avenues; a row of houses **in a house** tiled floors; fireplace; conservatory; mantelpiece; fitted units

3 Ss now know some of these collocations from Exercise 2. They work alone, with a dictionary if necessary, to choose the odd one out. They then compare in pairs and reach a consensus on the correct answers. Elicit answers from the whole class and correct and clarify as necessary.

Answers **1** window **2** forest **3** wildlife **4** views
5 family **6** streets

4 Ss work in pairs. Tell them that, if they do not know, they should guess what it is and why. Do not allow Ss to look in dictionaries. Nominate one pair to give their answer for question 1 and play the recording to check. Stop the recording and repeat the process for question 2 and all the other questions. Go through the meanings of any words Ss are not sure of at the end.

Note: The explanations for why a given word is the odd one out are on the recording.

Tapescript CD3 Track 22

- 1** 'Ornaments' is the odd one out. The others are used for cooking and eating, but you put ornaments on your shelves or mantelpiece to decorate the room.
- 2** 'Bookcase' is the odd one out because it is a piece of furniture. The others are fixed.
- 3** 'Settle in' is the odd one out. The others describe things you can do to a house, whereas 'settle in' describes how you feel in the house.
- 4** 'Apartment block' is the odd one out because it contains several different places to live. The others are individual places to live.
- 5** 'Shed' is the odd one out, since it is outside the house. The others are rooms in the house.
- 6** 'Lawn' is the odd one out because it is an outside area made of grass. The others are outside areas attached to the house.
- 7** 'Dressing table' is the odd one out because the others are a type of cupboard.
- 8** 'Run-down' is the odd one out because it is an adjective describing the state of a house. The others are verbs describing how a house is situated.

Answers **1** ornaments **2** bookcase **3** settle in
4 apartment block **5** shed **6** lawn **7** dressing table
8 run-down

5 Before Ss listen, ask them to think of something that might be found in each place mentioned, e.g. hall – staircase, mirror, front door. Elicit ideas and the Ss listen. Ss compare words written in pairs and then as a whole class.

For tapescript see page 134.

Answers **1** utility room (washing machine, lino, *from* the kitchen) **2** hall (stairs, corridor, leads to)
3 kitchen (table, cutlery, *in* the dining room)
4 basement (torch, packed up, down here) **5** bedroom (jewellery, dressing table, *from* downstairs)

6 Set a time limit of three minutes for Ss to discuss the two questions in groups of four and then discuss the answers with the whole class.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 30: *Which house do you like?*

WRITING | Description of an event

This section introduces Ss to writing a description of an event. Ss analyse the structure and language of a sample text before writing their own description.

Warm-up Revision of house and related vocabulary.

Backs to the board, related nouns. Put Ss into two groups. One student from each group comes to the board and sits facing the class. Write a word on the board and tell the Ss facing the board that they cannot define it but should give examples of type, e.g. if you write *room*, Ss must say *kitchen, bathroom, bedroom*, etc. The two Ss at the front have to guess the word on the board.

Words to use: *cutlery, crockery, ornaments, furniture, utensils, things you put on the floor*, etc.

1 Elicit from the class whether any Ss have been to an exhibition, when it was and what the exhibition was about. Then give Ss no more than five minutes to discuss the three questions. Elicit feedback from the whole class.

2 Ss discuss the questions and jot down a rough plan for each answer in their notebooks. Elicit feedback from the whole class, asking Ss to add examples and to justify their answers.

Possible answers **1** Introduction: the exhibition's name, who recommended it; paragraph 2: what the exhibition was about; paragraph 3: what you saw at the exhibition; what was good about it; paragraph 4: what you learnt from the exhibition and why you would recommend it to others **2** Introduction: the exhibition's name, why you wanted to go to it; paragraph 2: what the exhibition was about; paragraph 3: what you saw at the exhibition; what was disappointing about it; paragraph 4: what you disliked about the exhibition and why you would not recommend it to others **3** Introduction: the exhibition's name, where and when you visited it; paragraph 2: what the exhibition was about; paragraph 3: what you saw at the exhibition; what you learnt or enjoyed; paragraph 4: what you learnt from the exhibition and why it was so memorable

3 This should now be relatively straightforward. Tell Ss to choose the answer on their own, then compare in pairs. Elicit answers from the whole class.

Answer Question 1

4 Ss now begin to analyse the structure and language of a description of an event. Tell Ss to read through the sample description again carefully. They then work alone to match the paragraphs to the purposes, before comparing in pairs. Elicit answers from the whole class.

Answers 1 B 2 D 3 A 4 C

5 Tell Ss to make two headings in their notebooks, e.g. *How the author feels* and *How other people feel*.

Ss work in pairs to read through the text and make notes under the headings. Elicit why Ss think the author included these points (to make the description more personal, and give the reader an idea of what they might like/dislike if they went to the exhibition). Ask different pairs in turn to read out a point for each heading, and build up a master list on the board.

Answers **1** the bustling crowds which gathered in the entertainment section showed where most of the interest was; people could see some truly astonishing breakthroughs in computer technology **2** I was not in the least disappointed; All of these were interesting; I was also deeply impressed with some of the inventions; one weaker aspect of the exhibition was its slightly chaotic organisation; the unique inventions I saw made it a stunning experience

6 Ask Ss where we use adverbs (to modify adjectives) and why (to add emphasis, e.g. to make the adjective stronger). Give Ss no more than two minutes to find all the underlined adverbs and adverbial phrases and write them down in their notebooks. Elicit answers from Ss, asking for comments on how the adverbs or adverbial phrases affect the adjectives.

Answers in the least (means he was not disappointed at all); entirely (means *completely*, emphasises *new*); truly (means *very*); deeply (means *extremely*); slightly (means *a little*); relatively (used to compare the distance between the four sections to the overall size of the exhibition)

7 Tell Ss to use their scanning skills to find the nouns, and then the collocations. To inject pace into the activity, tell Ss they have only two minutes to find the answers. When taking feedback, ask Ss which collocations are positive, negative or neutral.

Answers **1** innovative; unique (positive) **2** household (neutral) **3** technological (positive) **4** bustling (positive) **5** astonishing (positive) **6** weaker (negative) **7** chaotic (negative) **8** organisational (negative) **9** stunning (positive)

8 Go through Train Your Brain with the whole class, pointing out that this is a useful structure for them to memorise and follow. Of course, they may need to use fewer or more paragraphs in certain cases, but they can base all future descriptions of an event on this basic organisation. Elicit answers to the questions.

Answers **exercises that helped with organisation** 1, 2, 3, 4 **exercises that helped with style and language** 5, 6, 7

9 Ss can write their descriptions in class if there is time, or this can be set for homework. Encourage Ss to share their work with a partner for peer-correction before they complete the final version. Ss then read their descriptions in small groups, and those listening ask follow-up questions.

VOCABULARY AND GRAMMAR

1 Before Ss open their books, write the text heading on the board. Ss work in groups of three to think of their advice. Elicit ideas in open class and then Ss look at the text quickly to see how many of their ideas were mentioned. Ss complete the exercise alone and then compare ideas in their groups of three, justifying their answers by saying what the chosen words mean.

Answers 1 c 2 d 3 c 4 d 5 b 6 c 7 d

2 Ss look at the categories. Ask them to explain what each of the categories mean before they begin. Then they do the exercise in pairs. Elicit answers and definitions of all the words. As an extension, ask Ss to think of other words that fit each category. They can then give another pair the first and last letter of the words, which the other pair tries to guess.

Answers 1 conservatory 2 utensils, fitted unit 3 spacious, cramped, draughty 4 term 5 hijacking, forgery, embezzlement

3 Ask Ss to brainstorm major structures and vocabulary areas which they have learnt over the last two units. Elicit ideas and then Ss look through the exercise to see which of these items are being tested in the exercise. Ss do the exercise alone and compare in pairs.

Answers 1 whose 2 wish 3 that/which 4 better 5 if 6 were

4 Elicit from Ss what defining and non-defining relative clauses are and how they are written (with or without commas). Ss work alone and compare ideas in pairs. When eliciting answers, there will often be more than one way of giving the information (e.g. in 1 it could be *San Gimignano, which is within half-an-hour's drive from here, has towers which can be seen clearly from Belsole*) so elicit other ideas from Ss to see if they are correct or not.

Answers 1 San Gimignano, whose towers can be seen clearly from Belsole, is within half-an-hour's reach from here./San Gimignano, which is within half-an-hour's drive from here, has towers which can be seen clearly from Belsole. (non-defining) 2 The house (that) we used to live in as children was thatched and rustic. (defining) 3 Tom's signature was forged on one of the documents, which was a great shock to him. (non-defining) 4 I'm looking for a roommate who/that should be able to cook well. (defining) 5 We used to go to Ireland, which has got truly scenic views, every year. (non-defining)

5 Treat this exercise as if it were an exam task. Ss work alone and should not discuss their answers with their partner. Give Ss the answers and elicit what each sentence was practising, e.g. *'d better + (not) + infinitive without to* for giving advice.

Answers 1 better not spend so much on your apartment 2 Tamara didn't love the vibrant nightlife, she wouldn't live in London 3 he hadn't chosen dark windowsills for his studio flat 4 you wouldn't tidy up/ would stop tidying up all the time – it drives me mad 5 he hadn't paid the kidnappers on time his wife wouldn't be free now 6 show some interest in my new furniture

PRONUNCIATION

6 Before Ss listen, put them in pairs and ask them to think of a sentence which could be said neutrally and emotionally. Ss read out their sentences in the two different ways and then listen to the recording to identify whether they are said neutrally or emotionally.

Tapescript CD3 Track 24

- 1 I don't want to share a room with anyone but you.
2 The grass is always greener on the other side.
3 In the summer the city is crowded with tourists.

Answers 1a N 1b E 2a E 2b N 3a E 3b N

7 Drill the sentences and follow up by asking if the sentences could be said with a different emotion, e.g. 3 could be said with a positive emotion by a shopkeeper. Ss think of a short dialogue in pairs in which one of the sentences is said with a new emotion. The rest of the class say what the emotion is.

LISTENING SKILLS

8 Tell Ss to read through the questions and choices carefully and think about the information they are trying to listen out for. Ss should make a choice, if possible, on the first listening and then check on the second listening to make sure they are correct or to find the real answer.

For tapescript see page 134.

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

SPEAKING SKILLS

9 Ss work alone and decide which topic they want to talk about. Try to ensure an even spread of topics amongst the class. Allow Ss time to brainstorm ideas and plan their presentations. When Ss are ready, they join with another student who worked on a different topic. The first student gives his/her presentation and the other student listens and asks follow-up questions. Ss then swap roles and repeat.

10 In this task, do not give Ss any preparation time. Read through the rubric with the class and answer any questions, then give Ss a time limit for their discussions. Take feedback from pairs and encourage other Ss to challenge and ask questions. You may like to build up a master list of the advantages and disadvantages of living in the places pictured, based on feedback from Ss.

WRITING SKILLS

11 Ask Ss what information they would expect to include in a description, and refer them back to page 93 if necessary. Ss work in pairs. Tell them to write the four bullet points as headings and to think of two or three ideas for each point – they may not want to use all their ideas, but the important thing is to do some brainstorming. Ss then complete their writing on their own, before showing it to their partner for peer correction. Finally, Ss write their corrected description and hand it in. Check for any problem areas and provide feedback to Ss.

Sample writing

Walking for our four-legged friends

Last weekend I got up early to accompany my mum on a walk. I have to admit I was not at all enthusiastic when my alarm went off at 7 a.m. I didn't really think the event would be very interesting or successful. However, by the end of the event I was proud and excited, if a little exhausted!

What was the aim of this event? To raise money. Yes, this was a sponsored day-long walk to raise funds for an animal charity. The profits would help to treat and rehome lost and abandoned pets.

The walk we took part in was in the beautiful Dorset countryside in the UK. It was 20 miles long and we started at 8 a.m. There were about fifty walkers altogether, plus some dogs. We stopped for a tea break in the morning and afternoon, plus we had an hour's break at lunchtime. I must admit that my legs were heavy and tired by the end, and all I wanted was to get into a hot bath, but I still felt elated that I passed the finish line.

Lots of my classmates have given me sponsorship money, and I think some of them were so impressed that they want to take part next year. My dad has given me £20 for the charity, so altogether mum and I have raised more than £75. I wouldn't hesitate to try this kind of thing again. Not just because it feels good to help good causes, but also because this experience has taught me that sometimes the things you are least enthusiastic about doing turn out to be the most enjoyable. You just have to go out and give it a try.

11

Solve it!

Read, listen and talk about riddles, mysteries and crime.

Practise past modal verbs; impersonal reporting structures; idiomatic expressions.

Focus on problem solving: reaching a decision.

EXAM FOCUS

Topic: Culture; School

Speaking Exchanging opinions: SB p.103, ex.5 and ex.7

Listening True/False: SB p.98, ex.3
Sequencing events: SB p.98, ex.4
Matching: SB p.103, ex.3

Grammar and vocabulary Sentence completion: SB p.97, ex.11, p.101, ex.5
Verbs in brackets: SB p.101, ex.7

Unit 11 Materials

Workbook Unit 11

Photocopiable resources 31, 32, 33

Testing and Evaluation Programme tests

Multi-ROM Unit 11

GRAMMAR AND LISTENING

This section revises past modal verbs on the topic of crime.

Special difficulties: This should not be a new grammar point for Ss but the section does introduce the potentially confusing *didn't need to do* and *needn't have done*. Ss may also try to use *can have done* to talk about a past possibility, especially if L1 has a similar structure. Correct any mistakes and point out the problem before it happens if you think it may be an issue.

Warm-up Review of adjective–noun collocations. *Match up*. Before the class, write some adjectives and nouns that collocate onto separate strips of paper, one set for each group. Ss work in small groups. Give each group a set of adjectives and nouns. Tell them they must race to match the adjectives to the nouns, and when they have finished they should put up their hands. The first group to match the collocations correctly wins.

Adjectives to use: *innovative, household, technological, bustling, astonishing, weaker, chaotic, organisational, wonderful*
Nouns to use: *inventions, names, marvels, crowds, breakthroughs, aspect, organisation, difficulties, experience*

1 After Ss have talked about the games, if there are any they do not know, illustrate how to play them or explain what they are. Ss may well know them but under a different name. Ask Ss why they think things such as Sudoku and crossword puzzles have become so popular.

2 Tell Ss they are going to listen to people trying to solve a riddle during this lesson and that, if anyone knows the riddle and the solution, they should not tell anyone the answer but should allow the others to guess. Give Ss one minute to discuss their ideas and elicit a few in open class.

3 Check: *plausible*. Ss write down the possible solutions as they listen and compare notes with a partner.

For tapescript see page 135.

4 **Think Back!** When Ss have done the matching make sure they understand the difference between 'you are almost certain that something happened' and 'you know that something happened', e.g. you would not say: *John must have come by bike* if you saw John on his bike. You could say: *John must have come by bike* if you can see a bike pump and helmet on his desk but you did not actually see him on his bike. Also point out that you can use *can't* to talk about something you are sure did not happen but you cannot use *can* to talk about something that you think possibly happened.

Answers 1 a 2 c, e, f 3 b, d

5 Play each sentence and drill the class as a whole group. Play the recording again and drill smaller groups or individuals.

Tapescript CD4 Track 2

- 1 He must've lost the box.
- 2 He couldn't have lost the box.
- 3 He might've recognised the box.
- 4 The box can't have been special.
- 5 It could've contained a cake.
- 6 He may not've remembered it was his birthday.

Answer *have* and *not* are commonly contracted in speaking

6 Ss discuss the sentences and decide which is the most likely choice in each and why, e.g. 1 some Ss may think *mightn't* is most likely because there is an exclamation mark at the end of the sentence, as if the speaker has suddenly thought of an alternative; others may say *could* because this is a logical job for a man carrying a box. Play the recording until Nina says: 'And what can make you sick when you can't see it, hear it, smell it or touch it?' Elicit the correct choices

and then, if anyone did know the riddle, reward them for keeping quiet by eliciting the answer from them before you play the end of the recording. If no one knows it, ask Ss to try to guess again. Play the end of the recording and elicit the answer.

Tapescript CD4 Track 3

Nina: Let's ask John for a clue, shall we?

Dan: Yeah, OK.

Nina: John, was the box some kind of present, or had the first man forgotten about it somehow?

John: Well, that's two questions! But the answer to both is 'no'. The box wasn't a present and the man hadn't forgotten anything. Sorry.

Dan: OK. Wait – I've got it! The second man could have been a courier! He could have been bringing the box to the first man, so the box may have been expected.

Nina: Not bad ... but a box from a courier has writing on it and labels.

Dan: Er ... well ... the courier might have been using a different box because he had run out of the normal ones. Or the label might have been taken off, before the courier arrived ... er ...

Nina: OK, let's try a different angle. Maybe the box contained something for the first man and the man with the box could have given it to him but didn't want to ...

Dan: ... because the first man wouldn't have liked what it was ...

Nina: OK ... maybe ... John, did the man like what was in the box?

John: OK, you're getting warmer. No, no, he didn't.

Nina: OK ... so why would somebody not like something in a box?

Dan: Because it's dangerous? Because it makes you sick?

Nina: And what can make you sick when you can't see it, hear it, smell it or touch it?

Dan: Got it! He was allergic to something in the box! And that's why he didn't need to see it, hear it, smell it or touch it, and why he moved away!

Nina: Yes! Some kind of chemical? Maybe an animal?

John: Well done! The answer is that there was a cat in the box, and the first man was allergic to cats.

Nina: That was fun! Have you got any more?

John: I have, let me think for a minute ...

Answers 1 could 2 could 3 may 4 might 5 might 6 could

Work it out

7 Ss may be confused by the grammar here so, after eliciting answers, give Ss a clear written record of the different forms, e.g.:

continuous form: modal + *have + been + -ing*

passive form: modal + *have + been + past participle*
could have = it is possible that this happened but we do not know if it did (*might/may* can also be used)
could have = it was possible for this to happen but we know that it did not (only *could* can be used).

Answers 1 passive forms may have been expected, might have been taken off continuous forms could have been bringing, might have been using
 2 sentence 6 3 sentence 2

Mind the trap!

Go through the box with Ss and ask them to write two things that they have done in their lives that they needn't have done and two things that they did not do because they didn't need to. Elicit ideas and ask why the things weren't necessary.

Check it out

8 Ask Ss when more than one modal may be possible (when you are almost certain something did not happen and when it is possible that something happened). Ask when only one modal is possible (when you are almost sure that something happened and when it was possible for something to happen but it did not). Ss do the exercise alone.

Answers 2 The accident must have been caused by speeding. 3 The train may/might/could have been delayed. 4 I could have checked my email yesterday but I forgot. 5 I needn't have spent all night doing my homework because the teacher is off sick today. 6 He can't have been murdered – it was probably suicide. 7 There may/might/could have been a problem with the phone line.

9 If Ss have trouble thinking of ideas, ask: *Why would he ask for a glass of water? Why did the barman point a gun at him?* For each question, they use past modals, e.g. *He might have walked across the desert and been very thirsty.* Elicit ideas in open class and encourage Ss to argue against other people's ideas using *He can't/couldn't have ...*

10 Ss complete the sentences in pairs. Elicit the answers and the solution to the riddle. If Ss know any similar riddles get them to test each other.

For tapescript see page 135.

Answers 1 have crawled 2 have recognised 3 have wandered 4 have been playing 5 have aimed 6 have helped 7 have been threatened 8 have pulled

11 Ss complete the sentences alone, referring to Mind the trap! and the Check it out grammar reference on page 135. They then compare in pairs, before sharing their answers with the class.

Answers 1 They may/might/could have been trying to help us. 2 She may/might/could have been watching TV. 3 They can't have been arrested. 4 The painting may/might/could have been stolen during the night. 5 He must have been cheating.

12 Tell Ss to use a variety of different structures, including *needn't have/didn't need to*, a passive and a continuous as well as a variety of modal verbs.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 31: *Dave Barsdell, special investigator*

LISTENING AND READING

This section gives Ss listening and reading tasks from a short story on the topic of crime by the American author O. Henry. There is a true/false task and an ordering task. Ss also look at descriptive vocabulary and practise using this in a sentence-completion task.

Culture notes

O. Henry (real name William Sydney Porter) was born in 1862 in South Carolina. The son of a doctor, his mother died of tuberculosis when he was aged just three. As a child, he read voraciously. After school, he trained and worked as a pharmacist before moving to Texas, where he hoped the warm weather would improve his health, which it did. It was while he was in Texas that he began writing and drawing. His work was noticed by the *Houston Post*, and he began writing a column for them in his spare time, whilst holding down a day job at a bank. In 1895, he was arrested on charges of embezzlement. He was found guilty and spent five years in prison. He continued to write from his prison cell, sending out manuscripts under the pseudonym 'O. Henry', for fear that using his real name would prejudice editors against his work. O. Henry was a prolific writer, producing almost 400 short stories during his lifetime. His work was so successful thanks to his wit and the clever twist in the tail he employed at the end of his short stories. O. Henry died in New York in 1910.

The Ransom of Red Chief is one of O. Henry's most famous short stories. Written in 1910, it tells the story of two fugitives who have escaped to Alabama in America's Deep South. The pair need \$2,000 to set up a scam, and decide to kidnap a child in order to get their hands on a ransom. They choose a small town as their target, believing inhabitants of more rural communities have greater love for their children. There, they kidnap the son of a rich resident, and send out a ransom letter. Their simple plan goes badly wrong when the child shows no interest in going home, the father shows no interest in having him back, and the child is so badly behaved that he terrorises the kidnappers. In the end, the kidnappers have to pay the father to take the boy back, effectively losing money, rather than receiving the \$2,000 they had hoped for.

Warm-up Think forward to the topic of the lesson.

Gapped word. Write ten dashes on the board (corresponding to the letters in the word *kidnapping*). Ss work in two groups. Each group takes it in turn to guess one letter and, if it appears in the word, they get a point for every time it appears, i.e. p = 2 points, k = 1 point, etc. When one group has guessed the word, the two groups think of a definition.

1 Encourage Ss to use descriptive language, e.g. adjectives and adverbs to describe the scene. Point out that there are no right or wrong answers here, and Ss should use their imaginations to come up with creative suggestions. Elicit ideas from the whole class.

Then play the recording and tell Ss to make notes about what they hear. Compare Ss' predictions with what they hear in the recording.

Tapescript CD4 Track 5

Part one

It looked like a good thing: but wait till I tell you.

We were down south, in Alabama – Bill Driscoll and myself – when this kidnapping idea struck us. It was, as Bill afterward expressed it, 'during a moment of temporary craziness'; but we didn't find that out till later.

We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. The father was respectable and tight with his money. The kid was a boy of ten, with freckles and hair the colour of red flame.

One evening after sundown, we drove in a buggy past old Dorset's house. The kid was in the street, throwing rocks at a kitten on the opposite fence.

'Hey, little boy!' says Bill, 'would you like to have a bag of candy and a nice ride?'

The boy catches Bill neatly in the eye with a piece of brick.

'That will cost the old man an extra five hundred dollars,' says Bill, climbing over the wheel.

That boy put up a fight like an angry bear but, at last, we got him into the buggy and drove away. We took him up to a cave and I drove the buggy to the little village, three miles away, where we had hired it, and walked back to the mountain.

2 Ss discuss their ideas in pairs. Remind them that prediction is a useful skill and can help them when listening and completing listening comprehension tasks. To help Ss with the first question, prompt them with questions such as *How does the boy treat the kitten? What does this tell us about him? Is the boy afraid of adults? How do we know this? How does the boy react when he is caught? Is he afraid to use physical violence?* Elicit answers from the class and write any reasonable suggestions on the board. Do not play the recording yet.

3 Tell Ss to read through the statements before they listen, and then to make notes as you play the recording for the first time. Compare Ss' predictions from Exercise 2 with the content of the recording. Ss then try to decide which statements are true/false based on the notes they made. Play the recording a second time if necessary so that Ss can double-check their answers and find any answers they have not yet completed. Take whole-class feedback. When answers are false, ask Ss to expand on their answers, e.g. 1 the boy hurts Bill; 2 the boy is having fun and does not seem to be scared; 5 the boy eats his food enthusiastically: 'he filled his mouth'; 6 Bill is scared of the boy; 8 the men say they will stay in the cave for a while.

Tapescript CD4 Track 6

Part two

Bill was putting plasters on the scratches and bruises on his face. The boy was at the entrance to the cave with two eagle feathers stuck in his red hair. He points a stick at me when I come up, and says:

'Ha! Do you dare to enter the camp of Red Chief, the terror of the plains?'

'He's all right now, Sam,' says Bill to me, rolling up his trousers and examining some bruises on his shins.

'We're playing. I'm Old Hank, Red Chief's prisoner, and I'm to be killed at daybreak. That kid can kick hard.'

Yes, sir, that boy seemed to be having the time of his life. The fun of camping out in a cave had made him forget that he was a captive himself. He decided that I was Snake-eye, the Spy, and announced that I was also to be killed first thing in the morning, at the rising of the sun.

Then we had supper and he filled his mouth full of bread and bacon and gravy and began to talk. He made a during-dinner speech something like this:

'I like this fine. I've never camped out before. I hate going to school. I was nine last birthday. Are there any real Indians in these woods? I want some more bacon. We had five puppies. What makes your nose so red, Hank? My father has lots of money. Are the stars hot? Why are oranges round? Have you got beds to sleep on in this cave? Amos Murray has got six toes. A parrot can talk, but a monkey or a fish can't. Does the trees moving make the wind blow?'

Every few minutes he would remember that he was Red Chief, and pick up his stick and let out a war-whoop that made us shiver. That boy had Bill terrorised from the start.

'Red Chief,' says I to the kid, 'would you like to go home?'

'Aw, what for?' says he. 'I don't have any fun at home.'

I hate going to school. I like camping out. You won't take me back home again, Snake-eye, will you?'

'Not right away,' says I. 'We'll stay here in the cave a while.'

'All right!' says he. 'That'll be fine. I've never had such fun in all my life.'

Answers 1 F 2 F 3 T 4 T 5 F 6 F 7 T 8 F

4 Tell Ss to scan the text quickly and decide whether it is written in chronological order (it is). Tell Ss they can underline parts in the text that relate to each of the six events to help them. Point out that the order the events are listed in the text does not necessarily match the order the events happened – Ss will need to think about the order the events must logically have happened in. Ss then order the events alone, and compare their answers in pairs. Elicit answers from the whole class and correct and clarify as necessary.

Answers a 6 (they write the letter to ask for a ransom) b 4 (the boy was threatening Bill with a rock) c 2 (Bill was worried that the boy would attack him while he was asleep) d 3 (the boy put the potato down his back) e 5 (he is worried that the child's father will not want to pay \$2,000) f 1 (the boy was sitting on Bill's chest and trying to cut off his hair)

5 Ss work in small groups and decide who said what and to whom. For each statement, they should decide on a context/reason, e.g. 1 maybe the father says this to Bill and Sam, because he does not have \$1,500 and cannot pay the ransom; 2 perhaps Bill says this to the father, because he would rather have a small amount of money than no money at all. One person from each group shares their ideas with the class. Discuss similarities and differences of opinion.

6 Ss work in the same groups as in Exercise 5 and read the extract. They check their answers and correct them as necessary. Elicit feedback on any answers Ss find interesting or unexpected.

Answers 1 Ebenezer to Bill and Sam 2 Ebenezer to Bill and Sam 3 Bill to Sam 4 Bill to Ebenezer 5 Ebenezer to Bill 6 Bill to Sam and Ebenezer

7 Vocabulary When Ss have found the words in the text, they look at the whole sentence in which they appear and discuss in pairs what they mean, i.e. *ferocious* – violent, dangerous and frightening; *emit* – send out a sound; *dozed off* – fell asleep; *patched up* – ended an argument in an attempt to stay friendly; *chunk* – a large, thick piece of something that does not have an even shape; *concurred* – said that I agreed; *concealed* – hidden; *comply* – do what we ask.

Answers 1 doze off 2 comply 3 chunk 4 emit 5 concealed 6 concur 7 ferocious 8 patch up

8 Ss complete the sentences alone and then make sentences which are true for them, e.g. *I usually comply with my parents' request for me to be in bed before 11 p.m. I had an argument with my brother last week, but we managed to patch up our differences.* Ss read out their sentences in pairs and add follow-up information, e.g. *I usually comply with my parents' request for me to be in bed before 11 p.m. I actually love sleeping, so I don't mind too much. Usually I'm tired by this time in the evening and there's nothing I like more than getting into my pyjamas, reading a good book for ten minutes, then dozing off.*

Answers 1 comply 2 ferocious 3 patching up 4 dozed off 5 chunk 6 concurred 7 conceal 8 emitted

9 Ss work in groups of four. To make the discussions more interesting, two Ss could argue for Bill and Sam and be very supportive of them, the others take the side of Ebenezer Dorset and argue against them. Elicit ideas in open class and make sure Ss are using modals of possibility.

GRAMMAR

This section looks at impersonal reporting structures through a fictional news report about a missing man.

Special difficulties: The present and future forms are quite straightforward and can be related easily to normal passive structures. However, Ss may need more work on the past forms as the structure *said to have been* is quite complex.

Culture notes

The news report is loosely based on the story of **Reggie Perrin**, the star of the BBC sitcom *The Fall and Rise of Reginald Perrin*. In the series, Reggie is a middle-aged manager working for a dessert manufacturer. He is gradually driven mad by the pointlessness of his job and the drudgery of his daily commute from the suburbs. Based on a series of books by David Nobbs, in the TV series Reggie fakes his own suicide by leaving his clothes and belongings on a beach. He later adopts a disguise and becomes a pig farmer, and returns to visit his wife, who he still loves. The original 1970s series starring Leonard Rossiter was remade in 2009 with Martin Clunes in the lead role, but failed to achieve the same success as its predecessor.

Warm-up Review of vocabulary from the last lesson.

Board race. Put Ss into two groups. Nominate one student from each group to come to the board. Dictate instructions and they have to write the correct word. The first student to write the word, spelt correctly, wins a point. Repeat the process with two different Ss and a new word.

Examples:

a big piece of something, without a regular shape
(*chunk*)

fierce and frightening (*ferocious*)

hidden (*concealed*)

do as you are asked or told (*comply*), etc.

1 Write the headline on the board and ask Ss what they think it is about while they have their books closed so that they do not start reading the text before they should. Ss then read the text and discuss in pairs what they found out about the boss and his 'loss of direction'.

Answer The text is about a local businessman who has gone missing. His belongings were found abandoned on a beach.

2 As an alternative, Ss look at sentences a–d in pairs before they refer to the text and discuss which they think are the correct choices and why. They then find the sentences in the text to see how well they did. This will make them think more than finding the sentences in the text first.

Answers **a** was; to have taken **b** is; to have not missed **c** is; to lead **d** are; to make

3 Ss do the exercise in pairs. Go through each sentence, 1–4 and a–d, with the class showing them what it means:

People thought that .../He was thought – this is what people believed before they found out the truth. Ask: *What would you change in sentence 1 and (a), if people still believed this today? (People think that/He is thought ...)* Ask: *What if he went the normal route to work and people did not know he was missing? (People think that he took his usual route to work/He is thought to have taken his usual route to work.)* Ask similar questions about the other sentences to make sure Ss understand the form and can change the structure depending on the time period concerned.

Answers **1a** – c, d **1b** – a, b **2a** – c **2b** – a, b **2c** – d **3** thought, said, claimed, expected (believed, known, understood, etc.)

4 Elicit the answer from the whole class and then Ss find the equivalents in the text. Write these on the board and ask Ss to make a note of both the forms in the text and in the exercise.

Answers **1** Initially, police believed that some kind of car accident had caused Mr Powell's disappearance. (passive) **2** However, our sources believe that investigations are progressing well. (continuous)

Check it out

5 Remind Ss that there are two parts to each sentence that they have to think about. Look at the first sentence with the whole class. Elicit that the statement is about the past, i.e. it is talking about what Mr Powell used to be. Elicit the correct structure and then Ss do the rest of the exercise in pairs. Early finishers should also try to rewrite the sentences starting *It is/was ...*, e.g. *It is said that Mr Powell was a champion swimmer at school.*

Answers **1** is said to have been a champion swimmer at school **2** is thought to have been becoming more and more unhappy with him **3** is believed to have wanted to talk to Mr Powell about the money he owed the bank **4** is said to have taken out a large life insurance policy the previous month **5** is expected to be enough to pay back what Mr Powell owed the bank **6** is said to have bought two one-way tickets to Brazil a week before

6 Allow Ss no more than three minutes to discuss their ideas. Elicit ideas from the whole class, then tell Ss to check the answer on page 121.

7 Before Ss look at the exercise, ask them to look at the pictures and to discuss in small groups what they know about them or think they can guess. Ss then read the texts quickly to find out how close their answers were. Ss then complete the exercise alone and compare answers in pairs. Elicit answers and reasons for them, e.g. *1 are reported* (in the present) *to have been stolen* (at a time before now). When Ss have finished, play the recording for Ss to check their answers.

Answers 1 are reported to have been stolen 2 are thought to have broken in 3 is said to have 4 are believed to be searching 5 are thought to be selling 6 are said to be able to 7 is claimed to reveal 8 is believed to be 9 is expected to become

8 Ss work in groups of three or four to discuss the mysteries mentioned in the first question and any other mysteries they heard of.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 32: *Amateur journalists*

VOCABULARY AND LISTENING

This section introduces idioms and phrasal verbs related to the topic of exams. It also provides a listening task which requires Ss to complete notes.

Warm-up Revision of impersonal report structures.

Chinese whispers. Put Ss into two groups and, if space allows, get each group to stand in line with the first person standing near to the board. Show each of the Ss at the back of the group a sentence. They have to whisper this to the next person in the group and this is repeated until it reaches the front. The two Ss at the front write what they heard on the board and this is compared with the actual sentence. To make it more difficult, only allow Ss to whisper once and, if the next student does not hear properly, they have to guess what was said.

Sentence ideas:

It is said that the first people originated in Africa.

Paul McCartney was thought by some people to have died in 1968.

More people are expected to fly in 2020 than lived in the world in 1900.

1 Before Ss discuss the questions, elicit feedback on what difficulties Ss have when speaking English. Write the problems on the board, then ask for suggestions of how to overcome these problems. Ss then discuss the questions in pairs. Elicit feedback from the whole class.

2 Before Ss listen, tell them to write two headings in their notebooks: *Problems* and *Solutions*. They can make notes under the relevant heading as they listen. Play the recording once and allow Ss to compare notes in pairs. Then write the two headings on the board and elicit feedback from the class, building up a master list. Ss add any points they missed to the list in their books.

Tapescript CD4 Track 10

Vince: Time now for our weekly meeting with Dr Frank and, as promised, this week the good doctor is going to get to grips with your examination problems. Welcome back, Dr Frank.

Dr Frank: Thanks, Vince. Well, it's exam time again and I'm sure there are plenty of worries and questions giving people grief out there, from your mind just going blank when you least expect it to getting asked a question and being completely at a loss how to answer it.

Vince: You're not wrong! The phones are ringing off their hooks already! Line one, George from Bolton, you're on air. What's your question?

George: Hello Vince, hello Dr Frank. Er ... great show. Er ... I wanted to ask your advice about a situation I had in an exam last week.

Vince: You had an exam last week? That's pretty early!

George: Yeah, you're telling me! Anyway, it was a French exam and I had to read a text and then talk about it but it was impossible! I couldn't make head nor tail of it!

Dr Frank: That's a tricky dilemma, all right! Well, the first thing to remember is not to pretend you understand something when you don't. You know, sometimes it might be a good idea to just take a wild stab at something – when you're doing a multiple-choice task, for example – but in a situation like this where you've got to say something intelligent about the text, trying to bluff your way through the exam by guessing will probably only make things worse. Take a moment, close your eyes, take a deep breath and try to relax. If it helps, count to ten in your head. Then try looking at the text again and it might make more sense. If not – if you try all of that and you're still at a loss – then the best thing is to be honest, say the text is too hard and ask for some help.

Vince: Good advice as always, doc. Our next caller is Josie from Brighton. Hi Josie.

Josie: Hi. What can you do when you've got an answer at the back of your mind somewhere but you just can't, you know, get it out?

Dr Frank: A great question. You know, I haven't really thought about this before but off the top of my head I'd say the old saying 'a change is as good as a rest' makes sense here. If you're in an exam and you know the answer to a question, but you can't call it to mind, it's generally not a good idea to sit there racking your brains and wasting time. Much better to move on to another question – the chances are that the answer will come to you in a few minutes if you stop thinking about it. I'd say the same thing is true in another very common situation: when you're trying to say something and you've got it on the tip of your tongue but you can't quite find the word. If you leave it and carry on and say something else then the word often comes to you of its own accord.

Vince: A situation I find myself in all the ... all the ... what's the word? OK, time for one more call and it's ... Mick from Belfast. Mick?

Mick: Hi there. I love talking and I can talk all day and never run out of things to say, as my mum says, but I sometimes lose the thread of what I'm saying, you know what I mean? What should I do if it happens in an exam, you know if I'm speaking and suddenly I forget what I'm saying and I just stop and don't know what to say next, what do you think I should do? What advice would you give me, Dr Frank? Have you got any good suggestions? Because I'm quite worried about it.

Vince: I see what you mean when you say you love talking! Dr Frank?
Dr Frank: Well, it's nothing to worry about, of course. It happens to all of us from time to time and nobody will mind if you just pause and say with a smile 'Sorry, I've lost the thread of what I was saying. Where was I?' It's perfectly normal, no problem at all.
Vince: Well, I hope that puts your mind at ease, Mick. OK, time for us to take a short break and then it's the news and weather next. Dr Frank, it's been a pleasure as always.
Dr Frank: Thank you very much, see you next week.

Answers George read a text and couldn't understand it – don't try to bluff your way through, take a deep breath and relax, look at the text again and if it still doesn't make sense, ask for help; Josie wants to know what to do when you know the answer to a question but you can't bring it to mind – move onto another question and the answer might come to mind; Mick is worried about losing his train of thought but the doctor says that he shouldn't worry about it and should just admit that he has forgotten what he was talking about.

3 Ss work in pairs to see whether they can remember any of the words from the first listening. Then play the recording again, stopping when George says 'I wanted to ask your advice about a situation I had in an exam'. Elicit answers from the class, then start the recording again so Ss can hear 'last week'. Continue in a similar fashion with the rest of the answers.

Answers 1 last week 2 pretending 3 sense 4 move on 5 all day 6 nothing to

4 Tell Ss they have heard all of these idioms in the recording. They may be able to do some of the matching by looking at key words, e.g. *blank, on the tip of your tongue*, but others are not so obvious. Ss work in pairs and try to work out the meaning of the phrases. Elicit answers and clarify and correct as necessary. As an extension, Ss work in pairs to think of nine more sentences containing the phrases. They then write out the sentences, but with the words in the wrong order. They swap sentences with another pair, who try to write the words in the correct order. The pairs join together to check each other's answers.

Answers 1 f 2 c 3 a 4 h 5 b 6 e 7 i 8 d 9 g

5 Point out that this activity deals with phrases that have the same meaning. Ss look through the sentences in pairs and discuss what they think they mean and whether they know which phrase is the correct replacement. When they have looked at them all, they use a dictionary to check their ideas and find the words they did not know. Elicit the answers and the meanings in open class.

Answers 1 bluff her way through 2 get to grips with 3 moved on to something else 4 of its own accord 5 a tricky dilemma 6 put my mind at ease 7 the chances are 8 call to mind

6 Give Ss time to look through the statements alone and note down ideas. Ss then get together in pairs to discuss what they wrote. Ask each pair to tell the class what they decided for each statement and encourage listeners to ask for follow-up information.

SPEAKING AND LISTENING

This section looks at problem solving and how to refer to a problem, refer back to what has been said and to move on if the discussion is not getting anywhere.

Warm-up Revision of phrases from the last lesson.

Complete my sentence. Tell Ss to look back at the last lesson and to think of a sentence which uses one of the phrases that they learnt. Ss write their sentence but leave gaps where the phrase would go, e.g. *I'm _____ brains, but I can't remember his name. (racking my)* Ss then mingle and show each other their sentences. The other student has to guess what the missing words are. If they cannot, the other student tells them what it is. Ss talk to as many other Ss as possible. Ask Ss how many people guessed their words and how many did not.

1 Elicit the meanings of the adjectives before Ss start the discussion. Go through each person in turn, asking Ss what they know about the person and then asking about their personality and reasons for Ss' choices.

Note: More information about the people in the picture can be found on pages 122 and 124 but Ss will be referred to it in Exercise 5.

2 Ss stay in their pairs and discuss the question, looking at advantages and disadvantages to the seating plan, e.g. Bill Gates and Bono may want to discuss money and being rich but Napoleon and Elizabeth I may argue about politics and whose country is the best.

3 Ss read through the statements and try to guess who is being talked about and why, e.g. *I think I is Bono – he works for charities and doesn't like war. No, Bono is not very political. I think it's Elizabeth I, because England and France are historical enemies.* Elicit what reasons Ss heard for the plan not being perfect.

Tapescript CD4 Track 11

Girl 2: Well, one of the problems with this is that the seating isn't right.

Girl 1: Yes, the men and women aren't all sitting alternately round the table. There are three men and two women sitting next to each other.

Boy: Right. And I can already see quite a few pitfalls. I mean, we can't put Napoleon next to Elizabeth I for a start!

Girl 2: Of course! You're right. That might cause a terrible argument. We want people to enjoy themselves, not go to war!

Girl 1: Yes, but we don't want it to be boring either.

Girl 2: Absolutely! Anyway, moving on ... What if we change Elizabeth and Madonna round? I'm sure Napoleon would have a lot to say to her ...

Boy: Yes, apparently he could be very charming – and was a great conversationalist.

Girl 1: Perhaps. But the trouble is, they say Napoleon didn't have much time for women's rights ...

Boy: And Madonna would be very outspoken on that subject!

Girl 2: Hang on! I've just realised there's a hitch here. Swapping Madonna and Elizabeth round wouldn't help at all as we'd still have two women and three men sitting together.

Boy: Yes, Jane Austen and Elizabeth, and Bono, Bill Gates and Socrates. That won't work.

Girl 1: OK ... how about this: let's have Madonna at the head of the table, then Napoleon, Elizabeth and Bill Gates on one side, and Bono, Jane Austen and Socrates on the other.

Girl 2: So Madonna would have Napoleon on one side and Bono on the other? OK ... yes, that could work. Bill Gates and Elizabeth are bound to get on. They're both ambitious and I bet she'd be fascinated to hear about technology in the 21st century.

Girl 1: And Jane Austen and Socrates would have a lot to talk about. I'm sure she'd enjoy discussing philosophy with Socrates ...

Boy: Perhaps. But on second thoughts, she did come from an 18th-century country background and had quite a restricted social life. She might find Socrates a bit too eccentric. They say he never used to wash and walked around barefoot!

Girl 2: Wait! Just to go back to the point you made about Elizabeth I ...

Girl 1: Right! She'd still be next to Napoleon! So that wouldn't work either. Oh dear, we don't seem to be getting very far, do we?

Boy: Don't worry. We'll get round it somehow.

Girl 2: OK, let's think about this again ...

Answers 1 Elizabeth I 2 Napoleon 3 Madonna 4 Bill Gates 5 Jane Austen 6 Socrates

SPEAK OUT

4 Ss read through the sentences and complete as many of the gaps as possible. After the second listening, Ss work in pairs to draw the final seating plan.

Answers 1 pitfalls 2 hitch 3 point 4 getting 5 far 6 round 7 Moving

Seating plan:

	Madonna	
Napoleon		Bono
Elizabeth I		Jane Austen
Bill Gates		Socrates

5 Ss read about their three people and note down anything they did not know before that might help them with their plan. When they have finished, nominate pairs to present their ideas to the class, drawing the plan on the board and giving their reasons.

6 When the class have heard each other's ideas, try to get them to agree on one best idea as a whole class. Ss then listen to see if it is the same as that on the recording.

For transcript see page 135.

Answers

Seating plan:

	Jane Austen	
Bill Gates		Bono
Madonna		Elizabeth I
Napoleon		Socrates

7 Remind Ss of the rules and that, if they are a woman, they should really sit between two men. If they are a man, they should sit between two of the women. Decide whether each individual can choose any two of the famous people or whether the five people have to include themselves on the table somehow. If so, the groups should be split three girls/two boys or two girls/three boys so that each person can sit next to people of the opposite sex.

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 33: *Great ideas*

12

Media 2.0

Read, listen and talk about news and the media, photography, films.

Practise quantifiers; singular and plural nouns.

Focus on comparing and contrasting, justifying.

Write a formal letter.

EXAM FOCUS Topic: Culture; Media

Speaking Describing a photo: SB p.106, ex.1
Exchanging opinions: SB p.106, ex.8

Reading Matching: SB p.108, ex.4

Grammar and vocabulary Multiple choice: SB p.105, ex.9

Writing A formal letter: SB p.110, ex.10

Unit 12 Materials

Workbook Unit 12

Photocopiable resources 34, 35, 36

Testing and Evaluation Programme tests

Multi-ROM Unit 12

GRAMMAR AND LISTENING

This section revises and extends Ss' knowledge of quantifiers on the topic of the news and media.

Special difficulties: Ss sometimes make translation errors, for example using *any* where they mean 'not any', e.g. *Any of these is good* instead of *None of these is good*. There may also be different coverage of countables and uncountables in L1 leading to errors in which quantifier is used. Make a note of any difficulties caused by L1 differences and point these out to Ss when they arise.

Warm-up Review of adjectives of character. *Act your personality.* Put Ss into groups of up to twelve and give each one of the personality adjectives from Exercise 1 on page 103. Tell Ss not to tell anyone else their character but to imagine how they would act if they had this personality. When they are ready, Ss mingle in their group and have to try to show their adjective by their behaviour. When they have finished, Ss have to guess each other's personality. The more people that guess correctly, the better your act must have been.

1 Before Ss look at their books, write *media 2.0* on the board. Ask Ss what it means (media that is interactive, i.e. that users can contribute to). Ss then open their books and discuss the headline and photo. Elicit answers from the whole class.

Answers 1 Internet, music, mobile phone, newspaper
2 and 3 Ss' own answers

2 Ss discuss their ideas in pairs. Elicit answers and justifications from the whole class. Alternatively, you could challenge Ss to act out a roleplay of the interview with one student taking the part of the interviewer and the other of the expert. Nominate one pair to act out their roleplay in front of the class and then ask the other Ss if their ideas were similar and, if not, what they predicted.

3 Ss write the question numbers in their notebooks leaving two or three lines between each for them to write their notes. After listening, they compare notes in pairs.

Tapescript CD3 Track 13

Zoe: Hello and welcome to today's podcast. I'm delighted to have a special guest with me today, Mark Benson, a specialist in media trends.

Mark: Hello Zoe.

Zoe: Mark, what are the most important trends in the media at the moment?

Mark: Well, there are a number of smaller trends. But they're all connected with the one huge trend which is having a massive impact throughout the whole media, and that's the continued growth of the Internet. The traditional media, by which I mean TV, radio, newspapers, magazines and films, well, each of them is struggling in this new world dominated by the Internet. Take TV, for example. When I was a teenager, every family watched loads of TV. We used to watch it for three, four, five hours a day. Before that it was newspapers and radio – everyone listened to the same programmes. Most of them used to read one of a handful of newspapers. It used to be a daily ritual to sit and read the paper over breakfast.

Zoe: Hmm ... who has time for that nowadays?

Mark: Exactly. But coming back to TV, everyone used to watch the same programmes and then talk about them the next day at school or in the office. It was a kind of shared social experience. These days, people just don't spend so much time watching TV, and when they do, they all watch different things.

Zoe: Because there are so many channels these days?

Mark: That's part of the explanation – sometimes it seems as if there are fifty channels all showing the same adverts, soap operas and cartoons, so it's no wonder young people have lost all interest.

Zoe: But why is that? TV was successful for, what, half a century or more, so why is it struggling now?

Mark: The problem is that most TV companies get the bulk of their money from advertising, but a great deal of advertising money these days is going elsewhere, to the Internet, for example.

Zoe: I see.

Mark: The Internet allows advertisers to build a profile of their target markets. They can then focus on those few people who are likely to respond. So it's a much more efficient use of money. And this trend, the slowdown in advertising money going to the traditional media, this trend is making a massive difference to, for example, newspapers.

Zoe: Go on.

Mark: Well, if you think about it, newspapers have traditionally had two big sources of income – subscriptions, that is people paying to read the newspaper, and advertising. Both of these sources of income have collapsed in recent years. With subscriptions, well, who wants to pay to read the news when you can get it all for free online? There's still some money to be made from advertising, of course, but now there are hundreds, thousands of blogs, search engines and social media sites competing for the same money. This leaves very little advertising money for newspapers.

Zoe: Mark, for now, thank you very much. You've certainly given us plenty of ideas to think about. We'll continue this conversation in tomorrow's podcast. As always, please write any comments you have at the bottom of this posting. Now a word from our sponsors ...

Answers 1 The growth of the Internet 2 TV, radio, newspapers, magazines and films 3 Morning (breakfast) 4 People would watch the same programmes and then talk about them the next day. 5 Less 6 Subscriptions and advertising; fewer people buy subscriptions now because you can get the news for free online, many advertisers are spending money elsewhere, e.g. on the Internet.

4 Give Ss time to read through the sentences to see if they remember any of the answers and then play the recording again. Elicit the answers and look at the different choices to see what differences there are (if any) in meaning between them. For example, in 1 all the choices would give a similar meaning, whereas in 5 *any* has a completely different meaning to *no*.

Answers 1 a number of 2 Each of 3 every; loads of 4 Most; a handful of 5 no; all 6 most; the bulk of; a great deal of 7 few 8 very little 9 plenty of 10 any

Work it out

5 Having looked at the meanings of the sentences in the feedback to the previous exercise, Ss should be able to do this alone. When they have finished, Ss compare their answers with a partner. Go through the answers carefully showing Ss that *quite a lot* is less than *a lot* but *quite a few* is more than *a few*. Also look at the difference between *a few/a little* and (*very*) *few/little*.

Answers 1 each of 2 every 3 all 4 any 5 most 6 the bulk of 7 loads of 8 a great deal of 9 plenty of 10 a number of 11 a handful of 12 few 13 very little 14 no

6 A lot of the answers to this exercise will have come up in Exercise 5 so Ss answer the questions alone and compare ideas in pairs. Ss then try to think of their own sentences which illustrate the rules, e.g. *I had a few cakes so I gave some away, but I had few biscuits so I didn't share them.*

Answers 1 less 2 more; less 3 singular 4 small; large 5 more 6 don't use; use 7 all

Mind the trap!

Look at the box with Ss and point out that other words that follow the same pattern as *whole* include *entire*, *complete* and *total*.

Check it out

7 Look at the first sentence with the class and tell them to find *all* in the diagram in Exercise 5. Tell them to look at the other phrases in the same row. Elicit that, although *each of* has the correct meaning, it cannot be the correct answer as it must be followed by *the* or a pronoun. *Every* cannot be correct either as it needs to be followed by a singular noun. Therefore the correct answer must be *any*. Ss do the rest of the exercise alone.

For tapescript see page 136.

Answers 1 any 2 a few 3 Very few 4 the vast majority 5 several 6 a great deal 7 a good deal 8 Each

8 If necessary, play the recording again for Ss to make notes about Mark's predictions. Ss discuss their ideas in pairs. Monitor the pairwork, offering correction and praise as you do so, and making sure Ss use quantifiers. After the pairwork, one student from each pair reports to the class on what they discussed. Finally, have a class vote on whether Ss agree or disagree with Mark's predictions.

9 Ss read through the text quickly to find out what it is about (rules which journalists have to learn). Look at gap 1 with Ss and ask them to think about the overall meaning of the article and say whether they think choice (a) or (d) is correct (no, because the article implies there are a number of rules). Ask Ss about any differences in sentence grammar they can think of for choices (b) or (c) ((c) must be followed by *of*). Tell Ss that this is what they should do – use their understanding of the text to reject choices which have the wrong meaning and then grammatical knowledge to select the correct option out of those with a similar meaning.

Answers 1 b 2 a 3 c 4 d 5 b 6 c 7 a 8 c 9 a 10 b

10 Ss discuss their ideas in pairs, then join with another pair. Ss take it in turns to present their choices, while the listeners ask follow-up questions.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 34: *Which is the best paper for me?*

SPEAKING

This section looks at comparing and contrasting, choosing and justifying when making choices.

Warm-up Revision of quantifiers. *Our class.* Ss work in pairs. Each pair chooses one quantifier from the last lesson and writes a sentence about the class using their word, e.g. *Quite a few of the Ss are interested in India.* Ss then read out their sentence to the class without saying the quantifier. The other Ss have to guess what it was.

1 Ss look at the photos in pairs and describe what they can see in each. Encourage Ss to think about what the people in the photos might be thinking or feeling. Ask Ss to write two adjectives for each photo and elicit ideas in open class. Ss then try to find five similarities and five differences. If necessary, provide an example to get Ss going, e.g. *Both photos show a family at home.* Elicit similarities and differences from the class, writing Ss' ideas on the board and building up a master list. Do not correct yet.

2 Tell Ss to read through the questions and make notes as they listen for the first time. Ss compare their notes in pairs and try to answer the questions. Elicit the answers and any extra information that Ss heard. Ask Ss if they agree with the speakers and compare the speakers' answers with the ideas you wrote on the board in Exercise 1.

Tapescript CD4 Track 15

Shaun: Hello? Rebecca? Can you hear me?

Rebecca: Yes, it's fine. I'm in the middle of nowhere, but the signal's quite clear.

Shaun: Where are you then?

Rebecca: I'm in a forest not far from my grandparents' house. It's lovely here, but really cut off from the world. No phone, no Internet, nothing ... really relaxing.

Shaun: Is it? Sounds pretty dull to me. Anyway, does that mean you didn't get my email?

Rebecca: No, sorry. What was it?

Shaun: I sent you a couple of photos to look at. You know, for our project. You asked me to find something that'd show how the media has changed over the past fifty years.

Rebecca: Yes, of course. Sorry. So what have you found?

Shaun: Well, there are two photos. They both show similar scenes of families at home. One is a photo of a family in, well, it looks like the 1950s, and the other looks much more recent.

Rebecca: Sounds good.

Shaun: Yeah. So in some ways, when you look at them together, they show how some things never change. Nobody's talking to each other in either of the photos. They're all too busy reading.

Rebecca: Reading? Not watching TV?

Shaun: No, actually, neither of the families have got TVs. I suppose the 1950s one is too early for TVs, while in the modern one, they're in a kind of post-TV age.

Rebecca: OK, and did you say there's a family in both photos?

Shaun: Yes, they've both got three children, but there's no mother in the modern photo.

Rebecca: Sounds good. So would you use either of them for our project?

Shaun: Yes. But does it have to be either one or the other? Could we use both of them?

Rebecca: Hmm, I don't see why not. Listen, I'll be able to check my email in a couple of ...

Answers 1 Demonstrate how the media has changed over the last fifty years. **2 similarities** both show scenes of families; both families are at home; no one is talking to anyone; they are all reading; neither family has a TV; both families have three children **differences** one is from the 1950s; one is much more recent; the 1950s photo is too early for TV; and modern photo is from a kind of post-TV age; there is no mother in the modern photo

3 Ss work alone and use the notes they made and what they can remember to help them complete the task. They compare answers in pairs. Elicit feedback from the whole class and point out that *while* is not being used as a time conjunction here, rather it is being used to emphasise the difference between two situations, with the same meaning as *but*.

Answers 1 both **2** more **3** together **4** either **5** neither **6** while **7** no

4 Ss discuss their ideas in pairs and should try to come to a consensus. They then join with another pair and take it in turns to present their decision. The other pair should challenge and ask follow-up questions. Elicit feedback from the groups, then take a class vote on which photo Ss would prefer to use.

5 Ss listen and make notes. Ask questions to test Ss' comprehension, e.g. *Why does Rebecca say they can't use both photos?* (They would be too small.) *Why does she reject the second photo?* (It is too modern and doesn't contain anything surprising.)

Tapescript CD4 Track 16

Shaun: Hello, this is Shaun Philips. I can't answer the phone right now. Please leave a message after the beep.

Rebecca: Hi Shaun, it's me, Rebecca. I've just got back home and looked at your email – you know, with the photos for the project? They're really great photos, but ... you know ... I don't think we can have both of them without making them really small, and then we wouldn't see all the detail. No, we have to choose one or the other.

Anyway, in my opinion, the first one is better. The one from the 1950s, I mean. The other one is nice, but the main reason why I wouldn't use it is that, if anything, it's too modern. It doesn't show anything that our readers don't already know. There's not really enough surprising information in it. Readers will just look at it and say 'oh yes, this is a project

about today's media', rather than changes over the past fifty years. It's just not eye-catching enough. The first one, in contrast, has plenty of surprising things, like, you know, the fact that almost everyone is reading a newspaper. I mean, that's completely different from today. If someone picks up our project, I think they'll see this one on the cover and know immediately what it's communicating. They'll also probably be much more intrigued by this picture than the other one. So, I think that's my decision. The other picture's still fine, though – perhaps we can use it on the back cover? Give me a ring and let me know what you think. Bye.

Answer She chooses the 1950s photo because it has plenty of surprising things, e.g. everyone is reading a newspaper, it conveys the topic of the project better and will pique the interest of the reader.

6 Tell Ss to work in pairs and try to remember what Rebecca said. If they cannot, they can try to predict what kind of word they need to use (e.g. 1 a noun; an adjective, probably in the comparative or superlative form). Play the recording again for Ss to check their answers, then elicit answers from the whole class. Clarify and correct as necessary.

Answers 1 opinion; better 2 reason; too 3 enough 4 enough 5 plenty 6 If 7 decision

SPEAK OUT

7 Give Ss about five minutes to complete the table in pairs. Ss can then make sentences of their own about the two photos using phrases from Speak Out. Elicit answers and Ss' sentences.

Answers 1 Both 2 either 3 Neither 4 together 5 while 6 enough 7 decision 8 opinion

8 Monitor as Ss complete the pairwork, offering encouragement and reminding Ss to refer to the Speak Out box. Ask for volunteer pairs to repeat their conversations to the class.

ADDITIONAL PRACTICE: Photocopiable resources. Resource 35: *Media jobs*

VOCABULARY | Singular and plural

This section looks at nouns which are always plural, nouns which end in -s but take a singular verb (e.g. *news*) and nouns which can be both plural and singular (e.g. *The team is/are playing very well*) depending on whether you are thinking about the group as a whole or the individuals within that group.

Culture notes

Peugeot was founded in 1882 and **Citroën** in 1919. Both are French companies. Peugeot started taking over Citroën in 1973 and the two companies became one in 1976. The two companies retain their separate identities but technology and development are done jointly.

Windsor Castle is the largest inhabited castle in the world and one of the Queen's three main residences. The first castle was built by William the Conqueror, starting in about 1070, although the building has been added to and repaired several times since.

Warm-up Review of describing photos. *Making choices.*

Before the lesson, prepare some photos for Ss to compare and contrast. Ss work in small groups and discuss the photos, coming to an agreement about which one they prefer and why. Two groups then join together, each group taking it in turns to present their photos and give their analysis. The group that is listening asks follow-up questions to encourage Ss to justify their decisions.

1 When Ss look at the extracts from the papers they should talk together about what the extract is about and what else they would expect to find in the article, e.g. (a) a football match – or similar sport – you would expect to get a score, scorers and other details about the match. Elicit the answers to the matching and talk about the different sections and which the Ss like to read.

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

TRAIN YOUR BRAIN

2 Go through the Train Your Brain box with Ss, eliciting what all the words mean and what effect it has on sentence grammar. For example, because the first group are always plural, they always take a plural verb form (*the premises are closed*); they take countable quantifiers (*a few clothes*) but cannot be counted (e.g. you cannot say *two clothes*); they do not have a singular form so can never take the indefinite article. The second group take a singular verb and are uncountable; they take uncountable quantifiers (*a little news*) and also can never be used with the indefinite article. The third group, when not referring to the name of an institution, are countable so have a singular and plural form; they take countable quantifiers (*a few teams*).

Answers 1/2 congratulations, surroundings 3 Maths
4 Peugeot-Citroën 5–9 team, crowd, media, orchestra,
audience

Mind the trap!

Go through the box with Ss and then write: *Team/*
won/last match.

My family/not very big/very close.

My family/not very rich/very generous.

Ss work together to expand the sentences, i.e. *The*
team won its/their last match. My family, which
is not very big, is very close. My family, who are
not very rich, are very generous.

3 Ss read through the sentences to see what they are
about and what section of a newspaper they would
appear in. Elicit which is not from a newspaper and
why (number 3 is a personal message to a specific
group of people). Ss then complete the exercise alone
and compare answers in pairs with reasons for their
choices, e.g. 1 the verb must agree with the possessive
pronoun *their*.

Answers 1 (have) appealed 2 (have) lost 3 starts
4 has; moved; cost 5 produces; has been criticised 6 is

ADDITIONAL PRACTICE: Photocopiable resources.
Resource 36: *Can you define it?*

READING AND VOCABULARY

This section revises and extends Ss' knowledge of
film-related vocabulary and gives Ss an exam-style
multiple-matching reading task on the topic of
movie errors.

Culture notes

Pirates of the Caribbean started as a Walt Disney
theme park attraction in the 1960s. The original
film was released in 2002 and earned \$650 million
worldwide.

Harry Potter and the Chamber of Secrets was
released by Warner Brothers in 2002. It was only the
third film in history to take more than \$600 million at
the box office.

Gladiator is a Ridley Scott film from 2000 starring
Russell Crowe in the title role. It tells the story of
a betrayed general who casts off the shackles of
slavery to avenge his honour and the slaughter of his
family. The film won five Oscars.

Titanic holds the record for the most money made by
a film with \$1.8 billion dollars worldwide. It also won
eleven Oscars, the same number as *Ben Hur* and *Lord*
of the Rings: The Return of the King.

The Lord of the Rings trilogy was brought to life
on the silver screen by Peter Jackson in 2001, 2002
and 2003. Filmed almost entirely in New Zealand, the
project took eight years to complete, and on the whole
succeeded in conveying the magic and drama of J.R.R.
Tolkien's novels. The films were also a commercial
success, achieving total sales of almost \$3 billion.

Citizen Kane was made in 1941. Some of the
innovations used include the use of deep focus where
both foreground and background are in focus at the
same time. It also used a lot of low angle shots which
enable the ceiling to be seen in the background and
make-up effects to show characters ageing.

King Kong was originally made in 1933 and the 2005
film is still set at that time. The film was directed by
Peter Jackson and won three Oscars.

The Matrix, starring Keanu Reeves, was released
in 1999. It tells the story of Neo, who becomes aware
of the lie that most humans are living, believing they
are living normal lives when really they are held in
suspended animation and being used as a power
source.

Avatar is James Cameron's science-fiction epic
that heralded a craze for 3D films. The film explores
the conflict between native tribes and incoming
settlers and their demands on natural resources. It
starred many A-listers, including Sigourney Weaver,
and earned almost \$3 billion. Two follow-up films
are expected to be made to capitalise on the film's
success.

The Twilight Saga, based on the novels by
Stephanie Myers, stars teenage heartthrobs Kristen
Stewart and Robert Pattinson. The films tell the story
of a romance between Bella and Edward, who is
a vampire. Some fans of the books were disappointed
because the film story differed slightly, but the films
were nevertheless a runaway success, earning more
than \$1.7 billion.

Warm-up Revision of newspaper vocabulary. Which section? Ss work in three or four groups. Each group chooses one section of a newspaper and thinks up a short story or article that might be found in it. One person from each group comes to the board and writes the first word of their story on the board. The other Ss try to guess which section of the newspaper each one is from and what the story is about. Ss keep adding a word until the story and section of the newspaper is obvious.

1 Ss look at the words in pairs and discuss their meaning. Tell Ss that, if there are any they think do not relate to films, to look them up in case they have more than one meaning, e.g. *to shoot/shot*. Elicit definitions of all words as well as the answer.

Answers backstage, dress rehearsal – are used for theatre not film

Optional activity: Ss work in pairs and write sentences containing the words in Exercise 1. They then join with another pair. The pairs take it in turns to read their sentences aloud, missing out the key word, e.g. *I'm going _____ after the show to try to get the actor's autograph.* (backstage). They try to guess the missing word and score one point for each correct answer. The pair with the most points is the winner.

2 There is a lot to discuss here and it should be a topic that Ss are interested in so allow five minutes for Ss to talk about the two questions in pairs and then put Ss into groups of four to compare their ideas. Elicit feedback from the whole class, and take a class vote on which film is most/least popular.

3 Ask Ss if they know of any films that contain mistakes. Explain that the text describes some mistakes in films released in the last few years. Set a realistic time limit of five minutes for Ss to find all the mistakes and the writer's opinion of them. Ss compare ideas and discuss any other famous film errors they know (the website imdb.com lists 'goofs' for all films it reviews). Elicit that (d) is correct for question 3 because of the last sentence of the text, i.e. '(...) in the world of movies, everything is magical' (even mistakes). Take whole-class feedback on whether Ss agree with this attitude.

Answers **1** 13 mistakes are detailed (3 in A, 3 in B, 2 in C, 1 in D, 3 in E, 1 in F) **3** d

4 Ss read through the statements and complete answers which they remember, then read the sections again to complete their answers. Elicit the answers and details, e.g. *1 Lord of the Rings* (ropes); *Avatar* (tube); *Titanic* (a member of the orchestra).

Answers **1** L (ropes), A (tube), Ti (a member of the orchestra) **2** C (pterodactyls), L (a horse) **3** PC (a member of the film crew), H (a cameraman), G (gas canisters), Ti (Monet's *The Nymphs*), C (pterodactyls)

4 Tw (breathing tubes), H (Harry on opposite sides of the table) **5** PC (sunglasses), M (a reflection of Neo in Agent Smith's glasses) **6** L (Frodo's scar), Tw (Bella's breathing tubes) **7** H (Harry showing off his magic powers?)

5 Vocabulary Ss work in pairs. Elicit the words and what they refer to in the text, e.g. 1 crew or equipment appearing in a film by mistake.

Answers **1** sneaking **2** anachronisms **3** eagle-eyed **4** bound **5** scar **6** film buff **7** flip

6 Vocabulary Ss discuss the questions, working out the meaning of the words from the definitions in Exercise 5. Elicit ideas in open class.

Possible answers **1** Freddy Krueger (the baddie in *Nightmare on Elm Street*) **2** Inspector Morse (an Oxford detective who likes Wagner) **3** Harry Potter **4** Batman

7 Tell Ss to list as many ideas as possible in one minute, e.g. lack of time, lack of money, etc., and elicit ideas from the whole class.

WRITING | Formal letter

This section gives Ss practice at writing a formal letter, looking at ways of organising their ideas and other rules for writing formal letters.

Warm-up Revision of film-related vocabulary. *Backs to the board.* Ss will know this activity by now as it has been used before. They work in two groups and two Ss come to the front of the class and face away from the board. Write a word on the board and the other Ss have to define it to their team member. The first person to guess the word wins a point for their team. Swap Ss after each word.

1 Elicit what the word *blog* means (*web + log*, a kind of online diary) and ask Ss whether they ever read or write blogs, and why. Allow two to three minutes for Ss to discuss the questions, then elicit feedback from the whole class.

Possible answers **2** Anyone can write a blog, blog writers can interact instantly with their readers, blogs can be updated as often as the writer likes. **3** They are not always well-written, they sometimes contain mistakes, they are not always very interesting.

2 Work as a class, telling Ss to scan the introduction and put their hands up as soon as they think they know which section it belongs to. Ask Ss whether they ever read the letters page in a newspaper or magazine, and whether they have ever written a letter to the editor.

Answer Letters to the editor

3 Tell Ss to work alone and underline all the points Derek makes about blogs. Elicit answers and ask Ss how many they found. Ss then discuss in pairs, before sharing their ideas with the class.

Answers Derek is not a fan of blogs: people think they need to have a blog to 'be somebody', people write about uninteresting and insignificant things, blogs are reducing the readership of newspapers, some newspapers are going out of business because of this.

4 Ss can work alone to underline all the points the writer makes, then copy them in note form into their notebooks. Elicit answers from the whole class. Ask Ss what words/phrases the writer uses to introduce these three points (*First of all, Moreover, And this brings me to my final point*).

Answers The writer makes three points: not all blogs are bad, some are very good; blogging is good for personal development as it helps you to learn; blogs create a community, where the best contributions are recognised.

TRAIN YOUR BRAIN

5 Before Ss look at Train Your Brain, write a basic plan on the board, e.g. introduction, first point, second point, third point, conclusion. Ask Ss what words and phrases they can think of that would be useful for each section. Praise any Ss with reasonable suggestions and write their ideas on the board, pointing out that by this stage Ss have a broad knowledge and range of language to draw from. Go through the highlighted phrases with the class, eliciting meanings. Ss then complete the table alone and compare answers in pairs. Elicit feedback from the whole class.

Answers **1** first of all **2** this brings me to my final point **3** on the whole **4** moreover **5** what's more **6** rather **7** although **8** this is clearly not the case **9** as a result **10** therefore **11** this means **12** since **13** for example **14** this is like **15** if you ask me

6 Tell Ss to work in pairs and use the information in Train Your Brain to help them choose the correct answers. When eliciting answers, ask Ss to justify their choices, e.g. **1** the writer is not giving an example so *For instance* is not appropriate, this is the beginning of the letter so *To begin with* makes most sense.

Answers **1** To begin with **2** on the whole **3** But **4** inevitably **5** because **6** Of course **7** presumably **8** Furthermore **9** unfortunately **10** Firstly **11** finally **12** Personally

7 Allow Ss three or four minutes to discuss the questions. Elicit feedback from the whole class, asking Ss to justify their answers, e.g. *the two answers agree with each other because they both point out the advantages of blogs, i.e. blogging is a good way to learn, blogs report news stories that would otherwise go unnoticed*. Have a class discussion on whether Ss agree with the points made, being sure to praise Ss who use language from Train Your Brain. Point out that although this language is most useful when writing, they can also use it in speaking when they want to organise their ideas in, e.g. a speech or presentation.

Answer **1** The two writers agree with each other in general.

8 Ss work alone to write their sentences, then compare in pairs. If there are differences, they should decide on a version they both agree with. Ask volunteers to read their sentences aloud and encourage other Ss to comment on and correct the sentences.

Possible answers **1** There was a big earthquake. However, no newspapers in this country reported it as they didn't have any reporters in that country. **2** While the quality of blogs is poor on the whole, the best ones are in fact excellent. **3** Unfortunately, many newspapers are not making money. As a result, some of these will inevitably have to close down.

4 I don't know why they didn't report the scandal, but presumably the editor was worried about being taken to court. **5** Personally, I'd never consider setting up a blog since I haven't got anything interesting to write about.

9 Ss scan the letter quickly. The first student to find the answer puts his/her hand up. Wait until all Ss have their hands up, then ask the first student to give his/her answer.

Answer Derek

10 Ss work in pairs to come up with ideas. Elicit ideas in open class and then Ss write the letter alone, either in class or for homework. When marking the letter, give a mark for appropriacy of language (is it formal enough), task achievement (have all the questions in the rubric been answered) and accuracy so that Ss can see an overall grade but also know how well or badly they have incorporated the ideas in this lesson.

Model answer

Dear Sheila,

I had to write to disagree with your letter about new TV programmes.

Firstly, 'amateur' TV programmes should be welcomed because they offer something new and interesting to watch. In general, commercially produced programmes are often safe and repetitive. However, homegrown shows are often innovative and original. Consequently, we should be thankful that they are enriching our TV schedules.

Secondly, such low-budget productions offer young people a chance to get a foot in the door with TV studios. Media is a very competitive industry, and contacts are everything. Moreover, it is very difficult to get experience that would help with a job application. In my opinion, the young people who usually make these films should be applauded for having the drive and ambition to try to make a quality TV programme.

And this brings me to my final point: I presume you have a remote control, Sheila. No one forces us to watch TV. In fact, one of the great joys of TV is that we choose what we want to watch, and, increasingly, when we want to watch it. Therefore, I would suggest that if you do not like this new breed of TV programmes, the answer is simple: change channel, or better still switch the TV off.

Personally, I believe the greater the variety of programmes on TV the better. Who knows, a young programme maker of today could blossom into the next Steven Spielberg. Do we really want to thwart such a person's progress?

John Smith, Portsmouth

As this is the last Exams Revision section in the book, all the instructions are designed to allow Ss to do the exercises alone, under exam conditions, but to discuss their answers and strategies afterwards.

VOCABULARY AND GRAMMAR

1 After Ss have finished the exercise, elicit what kind of words were used in the gaps and how they could work this out (e.g. 1 needs an adjective to describe the kind of solutions) and then ask Ss to work in pairs to brainstorm more related words (e.g. 1 *innovation*). Write the word *excuse* on the board. Tell Ss that if they do not know a word it is understandable but if they use the wrong form it is ... Point to the word *excuse* and try to elicit the correct form to complete your sentence (*inexcusable*).

Answers 1 innovative 2 witty 3 worthless
4 manipulative 5 charismatic 6 reflection
7 disappearance 8 awoken

2 Set a time limit of no more than three minutes for this exercise, then elicit feedback from the whole class. Ask Ss to make sentences containing the idioms and collocations to check understanding.

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

3 When eliciting answers, ask Ss what each sentence was testing, i.e. 1 is a passive structure and needs an alternative way of talking about probability which means the same as *certain*; 2 requires a modal of possibility, conveying the same idea as *not sure*; 3 requires a modal of certainty which means the same as *sure*; 4 is an impersonal report structure of an event that is to happen in the future; 5 is testing the difference between *didn't need to* and *needn't have done*; 6 is a past modal of speculation; 7 contains a defining relative clause; 8 is an impersonal report structure of a future event. Tell Ss to make sure that they do not change the tense (unless necessary because of reported speech) of the original sentence.

Answers 1 can't have been invited to the dress rehearsal 2 have been involved in the ransom demand 3 must have left 4 is said to be publishing further details of the story next week 5 have to do the training because I knew it all already 6 can't have taken it into consideration 7 looked after us were excellent 8 is expected to be released in the spring

4 When eliciting answers, as well as looking at singular and plural nouns, ask Ss which form they are using and why, e.g. 1 *has* because *Politics* takes the singular form of the verb even though it ends in -s; 2 although *staff* can be followed by both singular and plural forms of the verb, it has to agree with the pronoun *its*, so must be the singular form; 3 again,

the pronoun *its* is used so the verb must be in the singular form; 4 *show* must take the plural form to agree with *their*.

Answers 1 has become 2 has voiced 3 is planning
4 show

5 Tell Ss to try to complete the exercise without looking at the choices, remembering that more than one word could be used in each gap. Ss then look at the choices to see if what they thought is written there. If not, they look at the choices given to see which can be rejected as being grammatically wrong (e.g. 1 (a) and (d) refer to uncountable nouns but the noun in the text is countable) and, of those which are grammatically correct, which sounds the best considering the context (*few* does not collocate so only (b) is possible in this case). After Ss have finished, tell them to read through the completed text to make sure it sounds correct.

Answers 1 b 2 c 3 d 4 c 5 c 6 d 7 c 8 b

PRONUNCIATION

6 Ss say the sentences to themselves, thinking about how the contracted forms change the pronunciation. Ss compare ideas in pairs. They then listen and tick the sentences they hear.

Answers 1 b 2 a 3 b 4 a 5 a

7 Drill the sentences with the whole class and then allow Ss to practise in pairs. As a follow up, ask Ss to write their own sentences using full and contracted forms. Ss read out their sentences in pairs, making sure they say the full or contracted forms correctly. Nominate Ss to read out one of their sentences in open class. The other Ss listen and say whether the form is contracted or not.

READING SKILLS

8 Set a time limit of two minutes for Ss to read the text quickly and underline key words. Then they summarise what each person says in a sentence, e.g. Nigel – Journalists should tell the public about what they do and why they act the way that they do. John – Journalism has suffered as television has become more commercial and standards reduced. Paul – There are examples of bad journalism but people still use journalists when they think it will help them. Susan – Some people, such as talk show hosts, pretend to be journalists but they are completely different. Ss do the matching task alone. Elicit answers and ask Ss how much their summaries helped them to find the answers. Tell Ss that, in this sort of task, they should always read the texts first so that they have a rough idea of where to find the answers. If they start with the questions, they have to read all the texts each time until they find the answer.

Answers 1 J 2 P 3 P (possibly S) 4 N 5 S 6 J

SPEAKING SKILLS

9 Give Ss two minutes to look at the photos and think of some ideas. They then work in pairs or small groups to compare and contrast the photos. Remind Ss that simply describing the photos is not enough. Walk around the class and monitor Ss as they complete the task, offering feedback and support as necessary. Nominate one or two pairs to repeat their discussion to the class. The other Ss listen, ask follow-up questions and say whether they agree with the Ss' ideas.

Possible answer

The two photos show different forms of media, one old and one modern. In the old photo, the lady is using a telephone. It must have been wonderful when the telephone was introduced, because suddenly you could contact people instantly, without having to send a telegram or a letter. In the modern photo, the woman is using an MP3 player. These are great because you can carry all your music around with you on a really small device. You can also watch videos on them. MP3 players are great for when you're travelling or waiting for someone – they help to kill time.

Of course there are some disadvantages of these media. For example, the old photo shows a landline telephone. This is different from a mobile phone because you can't take it with you. This means if someone calls you when you are out, you will miss their call. Also, this old-fashioned telephone looks quite big and heavy. As for the MP3 player, well, some people would argue that MP3 players encourage people to download pirated music, which is illegal. Also, MP3 players are very attractive and some people have had their MP3 players stolen.

In terms of the future of media, it seems obvious to me that electronic gadgets will become more important. We will rely more and more on our mobile phones – we may no longer use landline phones in the future – and MP3 players will become increasingly integrated with mobile phones and more recent developments like tablet computers.

WRITING SKILLS

10 Read through the task with the whole class and answer any questions as necessary. Ss prepare their notes and plan their writing alone. Refer Ss back to page 110 if they need help organising their ideas. Remind Ss to address each of the points in the bulleted list. When Ss have completed their writing, ask one or two Ss to read their letter aloud to the rest of the class.

Sample writing

Dear Editor,

I am writing in response to the letter you printed last week from Steve in Nottingham. I couldn't disagree with his opinion more strongly.

In Steve's letter, he says that the cop characters in crime films are too perfect and the plot lines are unrealistic. These arguments are flawed. Anyone who has seen *Life on Mars*, a crime drama, would agree that characters such as Detective Gene Hunt are often portrayed as fallible, sometimes prejudiced, and with outdated beliefs. If all the characters were indeed 'perfect', this would make for very boring viewing. Furthermore, Steve is wrong in assuming that many of the plots are too fantastical to be real. I have worked as a police officer for 10 years and I can assure you that bizarre does not adequately describe many of the cases I come across. Indeed, I am sure that if a TV series were to be written about them, Steve would complain that they seem unrealistic.

Crime programmes make a welcome change from reality shows and endless talent contests. Most of the time, the actors in them are talented, the scripts are well written and the plots are exciting and sometimes moving. May I suggest that if Steve finds such shows so disagreeable, he should change channel and leave the rest of us to enjoy them in peace.

I do hope you can print my letter.

Naomi, Bath

CULTURESHOCK1

Lead-in to the topic of the lesson. *Board brainstorm.* Write *Youth Cults* in the middle of the board with a number of arrows pointing out from the words. At the end of one of the arrows write *Skinheads*. Put Ss into pairs or small groups and ask them to copy the diagram and write as many different kinds of youth cults as they can. Elicit all to the board. Split the class into about six groups. Each group chooses a different youth cult and writes as many words as possible to describe their appearance, character, likes and dislikes. Each group in turn then presents their ideas to the class. Note useful vocabulary and introduce the words in the glossary if Ss have not used them.

1 Ss work together to try to do the matching activity. Tell Ss that dictionaries may be useful for some words (e.g. *flared trousers*) but others they will have to guess (e.g. *low-rise jeans*, *Ugg boots*). Elicit ideas and check the meaning of each using the pictures to help. Ss may ask about other articles of clothing in the pictures. Tell them they will have a chance to find out what they are later in the lesson.

Answers 1 platforms 2 flared trousers 3 spiky hairstyles 4 fishnet tights 5 Doc Martens 6 frills 7 bouffant hairstyle 8 a flannel shirt 9 a peaked cap 10 a cropped top 11 low-rise jeans 12 Ugg boots

2 Look at the phrases with the whole class and elicit the meanings of different phrases. Tell Ss to make a written record of the different phrases. Tell Ss to make a written record of all new vocabulary before they start. After Ss work in pairs, elicit ideas in open class.

3 Ss work alone. Tell Ss this is a scanning exercise looking for specific words or phrases in the text. Elicit key words in the statements (e.g. *pirate*, *music*, etc.) and set a time limit of two minutes.

Answers 1 1980s, 2000s 2 1970s, 1980s, 1990s 3 1990s 4 1970s, 1980s 5 1960s, 1970s 6 1970s, 1990s

4 Give Ss time to read through the questions. On the first listening, Ss make notes about what they hear. Allow them to compare in pairs and see how many questions they can answer, then play the recording again for Ss to check.

For tapescript see page 136.

Answers 1a Velvet jacket. 1b Because of dying and styling her hair. 2a Originality, a 'look'. 2b She ironed it. 3a People can combine styles as they wish, they do not have to follow a look. 3b There is a lot of choice.

Optional activity: *Extend the Ss' vocabulary.* Tell Ss that, in the text, there are more words referring to things which can be seen in the photos. Ss read through and try to find them and match the words with where they are in the photo, e.g. *mini skirt*, *safety pins*, *chains*, *leather trousers*, *Converse*

sneakers. Ss then think of what young people wear nowadays and choose three or four items of clothing that they do not know in their language. As a group they share their words to see if anyone else knows what they are in English and then, for homework, have to try to find translations for the words.

5 Crossing Cultures It would be good to organise groups so that they contain a mixture of boys and girls and those with different fashions. It would also be good to have a list of some designers prepared in case Ss cannot think of any. After the pairwork, Ss discuss their ideas as a whole class.

CULTURESHOCK2

Lead-in to the topic of the lesson. *British food.*

Put Ss into groups to discuss what they know about English food and elicit ideas in open class. While they are doing that, write the words from the glossary on the board. Ss work together to see how many they know. Elicit ideas in open class and translate or explain any words that no one knows.

1 Ss work in pairs to guess which foods are sweet and which savoury (see answer key for Exercise 2 below), then join up with a second pair to compare their ideas. The two pairs together then look at the names of the foods to see if there are any strange ones. Explain the meanings of individual words if Ss do not know, e.g. *bubble, toad*.

2 Ss again work in pairs to match the foods to the descriptions. It may be best not to elicit answers yet as Ss are almost certainly going to want to give their opinions as they give answers.

Answers **1** black pudding (savoury) **2** bread and butter pudding (sweet) **3** bubble and squeak (savoury) **4** Cornish pasty (savoury) **5** crumpet (savoury, although sweet toppings like jam can be added) **6** hot-cross bun (sweet) **7** marmalade (sweet) **8** Marmite (savoury) **9** pickled eggs (savoury) **10** rock cakes (sweet) **11** shepherd's pie (savoury) **12** shortbread (sweet) **13** toad-in-the-hole (savoury) **14** Yorkshire pudding (savoury)
It could be argued that toad-in-the-hole has a misleading name (there are no toads in the dish).

3 Put Ss into groups of four to check the meanings of the adjectives. When they are ready, each student decides alone what they think about the different foodstuffs. Then Ss compare ideas in their groups. Finally, Ss discuss the fourteen foods as a class, checking the answers to Exercise 2.

4 Ask Ss to read through the statements and guess the answers. Then they listen and note what is said which helps them to find the answers, e.g. 5 it is an 'acquired taste'.

Tapescript CD4 Track 20

Part 1

Interviewer: Hello, everybody, and welcome to our series *Surviving Britain*. This week we deal with a subject that everyone seems to have an opinion about, whether they've been to Britain or not – British food. And here in the studio to help us we have Tracy, from the States, and Shane from Australia. Hello, and thank you both for coming onto the show.

Tracy & Shane: Hello!

Interviewer: Now, both of you have been studying here in the UK for the last six months, so you must be quite familiar with the food. What advice do you have for people?

Tracy: [*American accent*] Well, it's certainly true that British food tends to get a bad press, but don't be put off by what you hear – it's not all greasy fish and

chips and overcooked vegetables! The thing is, you really need to go to someone's house to try it.

Shane: [*Australian accent*] That's true: when I first came here, I ate out a lot and was impressed by the huge range of restaurants – Italian, Spanish, Greek, Indian, Chinese – but it wasn't easy to find traditional British cooking. So if you get an invitation to Sunday lunch, don't turn it down – a good roast beef with Yorkshire pudding is hard to beat!

Tracy: Mmm ... that's a point, though: some of the names of food can be misleading, for example Yorkshire pudding isn't a pudding – it isn't sweet, and it's eaten with the meat course!

Shane: Yes, and a name can also be misleading because it sounds like something that you have in your country: we have 'toad-in-the-hole' in Australia, but it's a piece of bread with a round hole cut in the middle, which you break an egg into and then fry. So it's very different from sausages baked in batter – interesting how two dishes somehow got the same name!

Interviewer: OK, now what about food that might look or taste unusual for the uninitiated?

Tracy: Well, that's easy – Marmite! That's a good example of something with a misleading *appearance* – I thought it was some kind of chocolate spread when I first saw it, so imagine my shock when I tasted it. It was so salty!

Interviewer: Oh dear, your poor taste buds! Was it the same for you, Shane?

Shane: No, because we have something called 'Vegemite' in Australia which is very similar, and I love it. What I found unusual was seeing a big jar of eggs floating in liquid on the counter at a pub: they didn't look very appetising at all! They were pickled eggs, and an English friend bought me one to try with a bag of crisps. They're definitely an acquired taste – but I really like them now!

Interviewer: Have you tried them, Tracy?

Tracy: Oh no, I don't like the sound of them at all ... I have a really sweet tooth, so I love hot-cross buns – it's such a shame that you can't get them all year round – and shortbread: it's very buttery, and quite rich, but great if you wash it down with a cup of good strong British tea!

Answers **1** F **2** T **3** T **4** F **5** F **6** T

5 Put Ss into groups of four and see if they can predict any of the answers, e.g. Yorkshire pudding originated in Yorkshire. Ss take notes and compare as a group. Then they complete full answers.

For tapescript see page 137.

Answers **1** They look like rocks. **2** It is named after the county although it may not have originated there. **3** It is made with a lot of fat. **4** It bubbles and squeaks when being cooked. **5** It comes from the French word for a ceramic cooking pot.

6 Crossing Cultures You could extend the discussion by asking Ss to imagine that a foreign visitor was coming to Sunday dinner at their house and to plan a meal of three courses: a starter, main course and dessert.

CULTURESHOCK3

Lead-in to the topic of the lesson. *Things you've always wanted to know about Britain.* Before Ss open their books, put them into groups of four and ask them to think about five questions about Britain, each starting with *Why*. Ss then open their books. If there were any questions not answered in the Culture Shock section, a homework task can be set for Ss to try to find the answers using reference books or the Internet. They can then give a presentation in a future lesson.

1 Ss do the matching alone and compare answers in pairs before discussing the two missing answers.

Answers 1 b 2 f 3 e 4 c 5 a 6 d 7 h 8 no match
9 no match 10 g

2 Ss do Exercise 2 alone. For question 3, tell Ss that they have to find one piece of information in each answer which is the most surprising for them.

Answers 1 2 (A), 5 (B), 4 (C), 9 (D), 3 (E)

3 When Ss have found the meanings of the words, elicit all in open class before Ss try to match them to the other five questions. Ss do the matching in small groups to share and justify ideas.

Possible answers 1 lance/jousting knights – in picture b, the two knights seem to have different ideas about which side to travel on 6 Gaelic – the Celtic language spoken in some parts of Scotland 7 alms boxes – boxes used to collect donations for the poor, which were opened on 'Boxing Day' 8 eavesdroppers/underworld – slang terms might be used by members of the underworld to avoid eavesdroppers 10 mains supply/water tank, pressure – these are parts of a plumbing system

4 After the second listening, split the class into five groups and give each group one of the questions answered on the recording. The group has to work together to give the answer to their question.

For tapescript see page 137.

Answers Questions answered 1 lance, jousting knights 6 Gaelic 7 alms boxes 8 eavesdroppers, underworld 10 mains supply, water tank, pressure

5 Crossing Cultures Set a time limit of ten minutes for the groups to decide what facts they are going to give and who is going to talk about what. At the end of each presentation, other Ss can add information.

Extra tapescripts and notes

Tapescript CD1 Track 2

Exercise 2 page 18 (SB page 6)

One

Colin: Hi Robert!

Robert: Hi Colin. How's it going?

Colin: Oh ... not too bad. Same as usual.

Robert: Have you found a job yet? I remember you were looking for one last time we met.

Colin: No, nothing yet. I'm still looking. Actually, I'm a bit fed up with it all. I've been trying to get a job for months and months, and I'm just not making any progress.

Robert: Have you had any job interviews?

Colin: Just one. It was last month. I'd done lots of preparation ... you know, I'd read all about the company. It was going quite well but then the interviewer asked me some really difficult questions and I didn't know what to say. It was horrible.

Robert: So what happened?

Colin: I got a letter back from them a week later. They'd decided to offer it to someone else. Someone with more experience.

Robert: You know what? I've got an idea. I think I know where you've been going wrong. Have you ever thought about ...

Two

Sue: Colin? Is that you?

Colin: Sue! I haven't seen you for ages.

Sue: Yeah ... it must be a year at least. You've changed! You look completely different!

Colin: Well, I'm still the same person inside, but I decided I needed a change of image. I was trying to get a job, and I wasn't making progress.

Sue: So you had a makeover?

Colin: That's right. I had my hair cut and I got a completely new set of clothes. And I also started thinking of myself differently ... you know, as a successful professional. And I've been going to the gym twice a week to keep fit, and that's also given me lots of new energy.

Sue: And?

Colin: Well, I've got a job now. I'm an accounts supervisor!

Sue: Wow! Well done. That sounds very important.

Colin: Yeah, I suppose so. I couldn't believe it when they rang me to tell me I'd got the job. I was having lunch when they phoned, and I thought my friends were playing a trick on me – it sounded too good to be true.

Sue: Well, I'm really pleased for you. But I've got to ask you. Do you miss the old Colin? You see I've always thought ...

Three

Rachel: So, Colin. Have you ever worked in accounting before?

Colin: Er ... no, I haven't. I've just finished college, so I'm looking for my first proper job.

Rachel: I see. But have you had any jobs at all?

Colin: Yes, of course. I worked in an office for two months last year. I was an administrative assistant. And before that, I worked in a music shop.

Rachel: A music shop? Yes, of course. And why do you think you're the right person for this job?

Colin: Er ... well, I've never really thought about it.

Rachel: No, I can see that. And could you tell us something about yourself? Do you have any hobbies?

Colin: Oh yes, absolutely. I play the guitar in a rock band. And I've got a motorbike. I've had it for about four years. I go for long bike rides every weekend.

Rachel: How interesting! Perhaps you could explain why it is that ...

Tapescript CD1 Track 5

Exercise 9 page 21 (SB page 8)

Interviewer: Well, we've been talking this week about online personalities. And now I'm joined in the studio by Alice Stewart, a psychologist who has written a book on this subject. Alice, why do our personalities change when we go online?

Alice: Well, you could say that when we're online, that's the only time we show our true personalities. Most of the rest of the time we have to be careful what we say, and consider other people's feelings. We hold our tongue in order to avoid upsetting people. But when we're online, we can just be ourselves and not worry about other people so much. Most of the other people on the forum, or whatever, are people that we'll never meet in real life and who don't know who we are, so there's a feeling that it doesn't matter so much.

Interviewer: So you're saying it's alright to be rude and aggressive online?

Alice: No, absolutely not. I'm just saying that it's a normal situation, and that's why it's so easy to fall into the trap. But of course we need to find a way of controlling our emotions and our reactions.

Interviewer: Because we should treat other people with respect all the time, and not just think about ourselves?

Alice: Well, yes, we should treat other people with respect, but controlling our emotions is also good for us. We feel less stressed. And we're less likely to say something that we'll regret later.

Interviewer: Can you give us an example?

Alice: Sure. A few years ago, I was on a Psychology forum where someone posted a really long message about one of my books ... he didn't know I was a member of the forum because I'd always been a lurker there. Anyway, he included a nasty comment about my photo – he said I looked like the sort of person who had never been online in my life, and had become an expert by reading rather than living. I was furious, so I started typing furiously to get it off my chest. I spent about two hours writing this really angry reply, basically saying that the guy was completely stupid.

Interviewer: Sounds like you're a Furious Typer ...

Alice: Well, normally I'm not, but I was on this day. But just as I was finishing, something went wrong with my Internet connection, and my whole message was lost. And then I had to go out, and didn't have time to type up my message again.

Interviewer: Oh no!

Alice: Well, it was quite lucky really, because someone else posted a message, saying really nice things about me and my books. And the first guy apologised and said he'd just been trying to be funny. He said he was actually a big fan of my work. And in fact, when I'd calmed down a bit, I re-read his original message and found it had some really useful ideas and suggestions for improvements. So I wrote to him and thanked him. And now we're good friends.

Interviewer: Wow. So you were saved by your Internet crash.

Alice: Absolutely. My golden rule is: never write a message when you're angry. Wait forty-eight hours. If you're still angry, then perhaps write a message to the person that made you angry, but not to the whole group. Try to solve the problem – don't do anything to make the problem worse.

Interviewer: Yes, that sounds like good advice. Any more golden rules?

Alice: Err ... well, of course there's the rule about humour. A joke can easily be understood as an attack, so be extremely careful with them online. And when someone says something that makes you angry, remember that they might be joking too.

Interviewer: Good point.

Alice: And one last thing. Remember that the Internet is not as anonymous as people think it is. If the other members of the forum like the same things as you do, there's a good chance you'll meet them at other stages of your life. A bit of flaming this year can still be remembered ten years from now. And you might need help from that person.

Interviewer: Right ... well, thanks very much Alice. You've given us lots to think about. I know I'll be a lot more careful when I ...

Tapescript CD1 Track 8

Exercise 5 page 22 (SB page 10)

Presenter: Hello and welcome back after the break. This morning we're going to be talking about teenage fashion. With me are Ruth, seventeen, and Dan, nineteen. Ruth, let me start with you. You look as if you have good taste ... do you follow the latest fashions?

Ruth: Well, not really. I just want to look good – I don't really care what's 'cool' this season or not.

Dan: Er ...

Presenter: Dan, you disagree?

Dan: Well, yes. Sorry, Ruth, you may think you're not following fashions, but I just don't think that's true. Look at you! You're just copying all the models in the magazines.

Ruth: Frankly, that's rubbish. I guess it just shows that I have good taste!

Dan: So will you still be wearing the same clothes in two years' time? And were you wearing the same clothes two years ago? I don't think so. Does that mean your good taste keeps changing, or perhaps you just don't realise what you're doing?

Ruth: Well, that's a valid point. I have to admit, I do change my image quite regularly. But that's not the point. Isn't it possible that the fashion designers are watching what young people like me are wearing, and using our ideas to come up with new styles?

Dan: Well, I wouldn't go that far, but it's a good point. They do copy ideas from trend-setters, young people in London, New York and Milan who are experimenting with new styles. But I don't think it's you they've been copying.

Presenter: Thanks, Dan. Are you saying you're not influenced by fashions?

Dan: Absolutely. I really don't care about all that stuff. To my mind, it's all just a marketing machine, getting us to spend our money on clothes we don't really need.

Presenter: So the clothes you're wearing today, are they fashionable or not?

Dan: I don't know ... and I don't really care.

Presenter: Ruth? What do you think of Dan's clothes?

Ruth: Yeah, nice trousers. Very stylish and up-to-date.

Dan: Thanks.

Presenter: I thought you said you didn't care?

Dan: Well, it's not about fashion, though, is it? It's just that it's nice when someone says you've got good taste.

Ruth: Exactly! And that's the whole point. You're just the same as me – you like to look good, but you don't want to look like a fashion victim by wearing all the latest styles. You just want to look the same as everyone else.

Dan: So? What's wrong with that?

Ruth: But don't you see? By looking the same, you're also following fashion. You can't help it.

Dan: Hmm ... well, I can see what you're trying to say, but I'm not totally convinced. You think that by trying not to be fashionable I end up following fashion? Sounds a bit odd to me.

Ruth: Yes, that's exactly what I think. It's very odd. But that's how it works.

Presenter: Well, that's all we have time for. Thanks to Ruth and Dan, our two fashionable teenagers, and thanks to you for listening.

Tapescript CD1 Track 11

Exercise 2 page 26 (SB page 14)

Neil: Hi! There you are, I was starting to think you couldn't see me!

Sue: Of course I saw you. But why all that waving and signalling through the window? Why didn't you just come over?

Neil: Well, I didn't really want Professor Samuels to see me. How's the course going?

Sue: It's fantastic. The lecture yesterday about the future of English – that was brilliant! Do you think the professor was joking when he said we'll all be speaking SMS English in twenty years?

Neil: I hope so! It's hard enough understanding SMSes when I can read them! Imagine having to listen to them as well! Anyway, listen, I wanted to ask you something. We have a test next week, on Monday, right?

Sue: On English grammar, verb forms. Of course I remember. Twelve o'clock, right?

Neil: Right. Look, er, I was wondering if ...

Sue: Two essays to do and a test to prepare for – it is going to be a busy week. And it's Monday afternoon already. I think I'll start with the Literature essay. I'll have written it by Wednesday and after I finish it, I'll have the rest of the week for the rest of the stuff. When are you going to do it?

Neil: Oh, er, not tomorrow. I'm meeting Jo tomorrow, we're seeing a film, it's a horror, looks great, fantastic cast. You remember Jo, my girlfriend, don't you? Anyway, I wanted to ask ...

Sue: What about the other essay? The one on different types of English?

Neil: Different types of English? What do you mean, different types?

Sue: You know, different types of English in different parts of the world. Like Singlish in Singapore, Hinglish in India. Weren't you at the lecture?

Neil: Well, I ...

Sue: I've already done some research. According to an article I found on the Internet, in fifty years' time more people will be speaking Hinglish than 'standard' English. It's really interesting ...

Neil: Yeah ...

Sue: So when are you going to do that essay?

Neil: Oh, I'm not sure. You?

Sue: Well, John and Wendy are coming round on Wednesday and we're all going to work on it together, kind of a homework party. You can join us if you like, the more the merrier!

Neil: That's really nice but I'm already going to a party on Wednesday ... Speaking of homework and stuff, er, I'm a bit worried about the test. So, er, will you help me, you know, with the revision a bit ... I missed some of the lectures and ...

Sue: No problem. Tuesday and Wednesday you're busy ... how about Thursday or Friday?

Neil: Ah ... I'm going to visit some friends on Thursday and on Friday my band has a concert – we always play on Friday. But I'm free at the weekend – we'll do it then! Brilliant, you've saved my life!

Sue: The weekend? Oh, no. You think I work this hard in the week so I can spend the weekend revising? I'll be camping all weekend. I'll send you an SMS if you like, you can practise your SMS English ...

Neil: Very funny. I can come round in the evening – at seven?

Sue: I won't have got back by then. Sorry!

Neil: Then I'm finished. The professor's going to ...

Professor: Going to what, Neil?

Sue: Going to love our essays, isn't that right, Neil?

Neil: Oh, er, yeah. Yeah, of course.

Professor: I'm sure they'll be wonderful.

Tapescript CD1 Track 13

Exercise 2 page 29 (SB page 18)

Grandfather: Oh, kids, I wanted to show you something.

Sam: What's that, Granddad?

Grandfather: It's something I read in the *Guardian*, hang on ... it's here somewhere ... right, here we are. It says here that we shouldn't talk about the English language anymore. According to this Polly Starr we should talk about 'Englishes'. 'Englishes' for goodness sakes!

Tapescript CD1 Track 14

Exercise 3 page 29 (SB page 18)

Grandfather: Oh, kids, I wanted to show you something.

Sam: What's that, Granddad?

Grandfather: It's something I read in the *Guardian*, hang on ... it's here somewhere ... right, here we are. It says here that we shouldn't talk about the English language anymore. According to this Polly Starr we should talk about 'Englishes'. 'Englishes' for goodness sakes!

Carl: What's up with that? And who's Polly Starr?
Grandfather: Polly Starr is some professor from the LSE, apparently. And it's not 'what's up with that?', it's 'what's wrong with that?'. And that's exactly the problem! Instead of everybody speaking correct English with good grammar and pronunciation, everybody is suddenly allowed to speak their own English. 'Englishes' for heaven's sakes!
Carl: But everybody says 'What's up with ... ?' How can it be wrong?
Grandfather: When you're older, you'll learn that just because everybody does something it doesn't mean it's right. Try writing 'What's up with ... ?' in your GCSEs and see how you get on!
Carl: But we're not taking our GCSEs! We're talking to you!
Sam: Yeah! But what did the article mean when it said 'Englishes'?
Grandfather: Oh, they're talking about how people will speak different versions of English in the future.
Sam: You mean dialects? Like American English, Indian English and so on?
Grandfather: No. I mean people with different jobs have different kinds of English. Like 'Legalese', for example – lawyers' English. So if you break the law and go to court, say you go to the Old Bailey in London, you'll hear a completely different kind of English than if you, say, go into a shop like Boots or Marks and Spencer. According to this professor there will be legal English, financial English, teenage English, Internet English ...
Carl: That's nothing new. Different people always speak in different ways. Me and Sam use loads of slang and stuff. It's good – it makes things more interesting.
Grandfather: 'Sam and I', not 'me and Sam'.
Sam: Well, you say 'Sam and I' and I'll say 'me and Sam'! They're just different Englishes, after all.
Grandfather: That's exactly what I mean! It's not a different English, it's just wrong! English should be the same for everybody, with good grammar, not full of slang and lazy ways of speaking.
Carl: Slang isn't lazy, it's just a different way of saying things. And it's not new. I bet you used slang before you got old.
Grandfather: Before I got old! Who are you calling old, you cheeky little ...

Tapescript CD1 Track 15

Exercise 7 page 30 (SB page 18)

Mother: Yes, Alison, I'll have a look ... No, I can't promise anything. I'll talk to your father and we'll see. OK? ... Yes, I'll phone later. Bye.
 That was Alison. She wants to take a new course at the college.
Father: You mean she wants us to pay for it! All right, what is it this time?
Mother: It's a technical course ... it should help her a lot with her computer skills ... it, er, sounds very practical ...
Father: Right. And the course is called ...
Mother: Erm, she said it's a course in 'English and Computers'.
Father: 'English and Computers'? What's that? It's just English, isn't it?
Mother: Well, not really. You don't use the Internet much, so ...
Father: I do! I booked our holiday to Oz last year on the Internet!
Mother: Well, OK, but I mean you don't really use it for talking to people.
Father: Of course not, no.
Mother: But Alison does. She's always chatting to that Paul – you know, that Geordie friend of hers.
Father: She doesn't need English and Computers then, she needs Geordie English! That Newcastle accent is so strong ...
Mother: Well, Alison doesn't have any problems. Anyway, she uses the Internet all the time – she's on that Chatmad site every day, chatting to her friends. And they use a special kind of English.
Father: You mean like in SMSes?
Mother: Not really. Part of it is like that, but I think there's a lot of technical language as well. You know Alison loves computers, a course like this might be really useful for her in the future.

Father: Hmm. I don't know. Is it really worth it? How much does it cost, anyway?
Mother: She said a grand, I think.
Father: 'A grand?' You mean 'one thousand pounds'. You're starting to sound like her! I don't know. Do you really think it's worth it?
Mother: I don't think Alison would have asked if it wasn't worth it. She's not the type to waste money like that.
Father: All right, if you think it's a good idea. Pass me the phone, I'll tell her.

Tapescript CD1 Track 17

Exercise 1 page 33 (SB page 21)

One
Teacher: ... and just a reminder that on November 19th and 20th you'll be doing the mocks, and since that's in just two weeks' time, I suggest you start revising.
Marta: Excuse me, I don't know what you mean by 'doing the mocks'.
Teacher: Oh, well the 'mock exam' is exactly like the real exam but just for practice: the result you get for it should give you an idea of how you are likely to get on in the real exams in December.
Marta: Oh ... so in other words, if we fail the mock, we'll probably fail the real exam too?
Teacher: Well, no, that wasn't quite what I meant: the idea is that if there are any weak areas in the mock, you can work on improving them before the real exam. Are you with me?
Marta: Yes, I think so, thank you.
Two
Celia: ... so we're all going for a drink at Shelly's tonight, if you fancy coming along.
Marta: Oh yes, I'd love to come ... what time ...
Woman: Yes?
Celia: Oh, er ... two coffees, please.
Woman: That's \$3.
Marta: Um, and a ham sandwich too, please.
Woman: Right ... \$5.50 altogether. Anything else?
Marta: N ... no ... thank you.
Celia: Oh dear, I wonder who rattled her cage.
Marta: Sorry, you've lost me there ... 'rattled her cage'?
Celia: Oh, sorry, what I meant was, I wonder what put her in such a bad mood. Do you get what I'm saying?
Marta: Oh! Yes, I see ... maybe she got out of the wrong side of the bed this morning?
Celia: Exactly!
Three
Landlady: So how were your lessons today, dear?
Marta: Oh, fine ... I found out that we have mock exams in November.
Landlady: Oh, so you'll be working hard for the next couple of weeks, I expect.
Marta: Yes, yes I will.
Landlady: Well, how about a nice traditional English supper to get you started? I'm going to make toad-in-the-hole tonight – do you want to come and help me and see how it's done?
Marta: Are you all right, dear?
Marta: Yes, but ... um, if I understand you correctly, we're going to have ... toad ... for din ...
Landlady: Oh, no ... no ... it's just the name of the dish.
Marta: Ah, I see!
Landlady: It's actually very tasty – it's made with sausages and batter, and baked in the oven, then ...
Marta: I'm sorry, I'm not with you ... 'batter'?
Landlady: A mixture of flour, eggs and milk ... but it'll be easier if I show you ...
Marta: OK.

Tapescript CD2 Track 3

Exercise 2 page 40 (SB page 28)

Pedro: Who had the most influence on me? I suppose inevitably most people would say their parents, and you can't deny that they have a huge influence on you. But I'm going to go for somebody else. You see, when I was at school I didn't have the easiest time. I wasn't the trendiest kid, to tell you the truth, and I didn't really fit in very well. It was tough going and I even wanted to quit school at one point, but I was lucky to have an absolutely fantastic English teacher called Mr Marquez. Well, I say teacher but he was so much more than that, more of a mentor than just a teacher. It was his calmness that made him special. I could always tell him how I was feeling and he always found the time to listen. He was patience personified and he was never ever too busy. He was such a great influence on me, he helped me to believe in myself and gave me the confidence to stand up for myself. I learnt that there was no shame in being different and I learnt to be myself. And once I realised *that* I became more relaxed and before I knew it the rest of the class had accepted me as one of their own. He truly did make my school life bearable.

Julia: My choice might be a bit surprising: it's my brother Boris. Oh, I know a lot of people spend most of their childhood fighting their brothers and sisters but our relationship was never like that. We could always rely on each other – although it was usually me relying on him, of course, me being the youngest. And it was a good thing too because I was a bit of a tearaway at school, always getting into trouble with the teachers. I was so badly behaved, I probably spent more time in detention than in lessons! Boris was completely different. He was incredibly smart and popular and he never had any problems at school. He was a really positive influence on me. What really made a difference was the fact that he, unlike the teachers, never told me off and it was this sense of not being judged that made him such a role model for me. He just set an example and that was all I needed. It does make a difference when you're that age, having somebody to look up to, and thanks to Boris I did pretty well in school in the end. And what's best is that we're still just as close now we're older.

Tapescript CD2 Track 4

Exercise 4 page 40 (SB page 28)

- 1 I've never ever heard so many people cheering and clapping.
- 2 Some people even queued all night to get tickets.
- 3 They did have a difficult task ahead of them.
- 4 The idea was absolutely brilliant.
- 5 It does make you think.
- 6 His words were incredibly moving.

Tapescript CD2 Track 21

Exercise 3 page 66 (SB page 54)

Paul: Welcome back to *Britain Today*. In Part 2 of the programme we're going to try to decide which of the four heroes we introduced in Part 1 should receive this year's *Britain Today* Award for Outstanding Bravery. Joining us to help us reach our decision are psychologist Dr Phillip Dawson and, from the police, Superintendent Carol Anderson. Welcome to you both.

Phil/Carol: Hi./Hello.

Paul: Well, it's a difficult decision, I'm sure you'll agree! Dr Dawson ...

Phil: Phil.

Paul: ... Phil, what are your initial feelings? Which of the candidates do you think deserves the award?

Phil: Well, the fact of the matter is that all four of the candidates would be fully deserving winners ...

Carol: Absolutely!

Phil: ... and it goes without saying that the fact that none of them looked for publicity or wanted any kind of reward for what they did is a remarkable and very, very positive thing. We're so used to people looking for fame and reward that it really is refreshing to hear about people who are genuinely altruistic, who don't want fame or acclamation, but keep their heroism a secret. Still, we're here to choose a winner and I think there is one standout candidate: Carlos. You have to admit that going into a burning building to rescue complete strangers takes a lot of courage, especially considering that Carlos is in his sixties.

Paul: Superintendent?

Carol: Oh, call me Carol, please. Well, there's no denying that Carlos's actions were impressive. On the other hand, I'm not sure the situation was quite as terrifying as being faced by an armed robber, as Annabel was. Remember, this is a young woman who tackled a man who was bigger and stronger than her and who was holding a knife! It would have been much easier for her to have just kept quiet, kept her head down – after all, the robber was stealing from the shop, not from her.

Phil: I see your point, but the shop owner was a friend of Annabel's, not a stranger. And you have to bear in mind that Carlos didn't just go into the building once – he went in, brought out a survivor, and then went back in again to save another, a young child! And all the time the smoke made it almost impossible to see anything!

Sue: Let's think about the other two candidates for a moment.

Carol: Yes, I wanted to say a few words about Liz here. I don't know about you, but I don't think there's anything worse than the sight of a dog absolutely out of control, growling and baring its fangs. Now Liz is a middle-aged waitress who was brave enough to step in front of a huge dog – a Rottweiler, wasn't it?

Paul: That's right, a Rottweiler.

Carol: ... And stop it attacking a neighbour's young child. That really does take some courage. I mean, very few people would have had the guts to do something like that. I'm not sure I would! And she was injured doing it as well, but the baby was safe.

Phil: Yes, and then there's Rob. Here is a man who has just lost his job, that very afternoon, and is walking home through the park. To be frank, most of us would be angry, wondering what we had done to deserve such bad luck and probably not in the mood to help anybody, but Rob sees a man fall into a freezing river and doesn't hesitate, though the weather is bitterly cold. He just jumps right in and pulls the man out. The way I see it, that's true heroism, so selfless.

Sue: It certainly is a hard decision. Well, we'll take a break there and see if our guests can reach a decision when we come back.

Tapescript CD3 Track 4

Exercise 4 page 76 (SB page 64)

Roy: Welcome back. In the second half of today's show we're going to discuss a topic which captures the imagination like few others. Who hasn't dreamt of being a musical superstar? The adoring crowds, the flashing cameras of the paparazzi, the glamorous lifestyle ...

And yet is this all as wonderful as it seems, or is there more to the music business than appears at first glance? Joining us today to reveal the truth about the music business, the good and the not so good, is our chief music correspondent Danny Lewis. Hi Danny, ready to reveal the secret side of the global music industry?

Tapescript CD3 Track 5

Exercise 5 page 76 (SB page 64)

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Danny: *[London accent]* Hi Roy, I'll do my best.

Roy: Let's start at the beginning. How does somebody get their big chance in the industry?

Danny: Well, Roy, there's a common belief that stars are suddenly discovered, spotted singing or playing in some small club, or working in a restaurant or shop, and are suddenly given a big contract and everything that goes with it.

Roy: And that's not the case?

Danny: Well, of course it is sometimes. For example, Bob Dylan was spotted singing in tiny clubs in New York and the actress Natalie Portman was first noticed by an agent while she was eating in a pizzeria!

Roy: But it's not always that way?

Danny: Well, in general trying to break into the industry requires a great amount of determination, talent and hard work on the part of the individual. Even seemingly sudden 'discoveries' usually hide a much longer story: Bob Dylan might have been spotted in a small club, but he had been working hard for years before it happened. There are exceptions – today we have all sorts of television programmes, talent shows, that sort of thing, which provide a route to the big time as well, for example. But, generally speaking, I think Thomas Edison was right when he said 'genius is 1 percent inspiration and 99 percent perspiration'!

Roy: So what is the secret of success in the industry?

Danny: As in many careers, it tends to be not so much what you know as who you know that matters.

Roy: So who do you need to know?

Danny: Well, consider this: it is estimated that the so-called Big Five record companies produce over 90 percent of the music that is heard and bought around the world. As a rule, if you want a successful career in the music industry, you need to be with one of those companies.

Roy: I see. But if you do get a contract with a big company ...

Danny: Well, even then it's not plain sailing. You know, an awful lot of people dream of a celebrity lifestyle, thinking it to be full of luxury and glamour, just a bed of roses. The truth is, most music careers are very short: one or two successful albums, maybe a tour and some television appearances ... then back to obscurity. Most performers are not very successful, or are successful only momentarily. For every record which is a commercial success, there are hundreds that fail. On the whole, it's a tough business. Even the one in a million who does reach the very top won't necessarily be happy. The entertainment world isn't a forgiving place and it's full of stories of people who couldn't cope with the pressure of success, from Elvis Presley to Kurt Cobain, who instead of happiness found depression, drug addiction and worse.

Roy: Well, you've certainly given us something to think about there, Danny. Suddenly becoming a music star doesn't seem quite so tempting. Anyway, Danny, stick around because after the break we'll be discussing ...

Tapescript CD3 Track 7

Exercise 7 page 77 (SB page 65)

One

A: So did you get them?

B: Well, I couldn't get tickets for the stalls for the 18th. But they're doing previews next week and they had front seats for the 7th. They were much cheaper ...

A: The 7th?! But that's no good for me. I hope you didn't get them.

B: Sorry ... but yes, I did.

Two

A: Did you see they're putting on a new production in July? Why don't you go for an audition?

B: Yes, I might. Shall I try for the leading role?

A: Of course! You're far too good for the chorus!

Three

A: Did you enjoy it?

B: Yes, the choreography was absolutely stunning.

A: What about Denny Jones? Was he good?

B: Oh yes, he gave a spectacular performance as usual. But the whole cast was marvellous, especially the dancers in supporting roles.

Four

A: Where are you going?

B: We've got dress rehearsals tonight.

A: Oh yes, I'd forgotten.

B: Why don't you come? I'm only the understudy so you can watch it backstage with me.

A: Great idea!

Five

A: What did you think of it?

B: Oh, I adored the landscapes – but I was rather disappointed by the still-life paintings.

A: Yes, they were too abstract, I thought. I couldn't make out what they were meant to be!

B: No, his last exhibition was far superior.

Tapescript CD3 Track 10

Exercise 2 page 84 (SB page 72)

Well, the bar chart at the top shows what proportion of people in each country have access to the Internet. All the countries are in Europe, so I suppose it's showing the lowest and the highest proportions in Europe. It'd be interesting to see how these figures compare with other parts of the world. Anyway, generally, it seems as if the proportions are lowest for the countries in the east and get higher and higher the further west you get. Actually, that doesn't quite work, because Portugal is right in the west of Europe, but its level of Internet access is only about half as high as in Slovakia, which is much further east. Actually, Slovakia is quite close to the level in rich countries like France and the UK. Poland is somewhere in the middle, with proportionally about twice as many Internet users as Ukraine, but still far fewer than countries like Norway and Iceland.

Iceland is right at the top with almost 90 percent. That's incredible – I can understand if 90 percent of young people or city people have Internet access, but that must include really old people too, and people who live in the middle of nowhere. Moldova and the Ukraine have the lowest numbers, with only around 20 percent of people having Internet access.

The graph shows, er, the number of SMSs sent in the UK over a ten-year period. And it seems to start quite gradually, but actually if you look at the beginning of the period, there were over twice as many SMSs sent in 2000 as in 1999. That's a really dramatic growth, but it doesn't look like much on the graph. Then the number doubled again by 2001. After that, it grew much more steadily, at a rate of about five or six billion per year until around 2005. And that's when it started rising dramatically again. It doubled between 2005 and 2009, reaching a total of nearly 100 billion by 2009. Again, that's an amazing total. There are only about 62 million people in the UK, so that's, er ... more than one and a half thousand SMSs per person per year. That's over four a day, every day of the year, for every man, woman and child in the country. That sounds like a lot to me, so I can't imagine the total will keep on rising so fast in the future. Maybe it'll reach 150 billion one day, but I don't think it'll get much higher, especially if people find new and more efficient ways of sending messages.

Tapescript CD3 Track 11

Exercise 3 page 84 (SB page 72)

1 Portugal is right in the west of Europe, but its level of Internet access is only about two-thirds as high as in Slovakia.

2 Iceland is right at the top with well over 90 percent.

3 If you look at the beginning of the period, there were over six times as many SMSs sent in 2000 as in 1999.

4 It tripled between 2005 and 2009, reaching a total of nearly 100 billion by 2009.

Culture notes

TB page 85 (SB page 73)

The first heated **swimming pool** was built by Gaius Maecenas of Rome in the first century BC.

Toothpaste is known to have been used in China and India as long ago as 500BC although modern toothpastes were first produced in the early 1800s.

The first patent for a **mechanical lawnmower** described as a 'Machine for mowing lawns, etc.' was granted on 31 August 1830 to engineer Edwin Beard Budding (1795–1846) from England.

The first **pencil** was made shortly after the discovery of graphite in 1564.

Pablo Picasso (1881–1973) was a Spanish painter and sculptor. He is most famous for being the co-founder of cubism and his anti-war painting *Guernica*.

Michelangelo (1475–1564) was an Italian Renaissance painter and sculptor. He is most famous for his painting of the ceiling in the Sistine Chapel in the Vatican.

Leonardo da Vinci's scientific work included plans for a helicopter and hang glider, bridge designs, guns, tanks and other weaponry, a submarine, a calculator and solar heating.

The **first radio-controlled device** was presented in 1898 at an exhibition at Madison Square Garden. Nikola Tesla demonstrated a small boat which he controlled by sending appropriate frequencies to tuned circuits in the boat. He was granted a US patent on this invention on 8 November, 1898.

H. Cecil Booth produced the first powered cleaner employing a vacuum in 1901. Ss may be disappointed to learn that he did not actually choke to death, as they may have thought. He noticed a device used in trains that blew dust off the chairs, and thought it would be much more useful to have one that sucked dust. He tested the idea by laying a handkerchief on the seat of a dinner chair, putting his mouth to it and sucking hard. He decided to repeat his experiment to show his friends and knelt in front of a chair in a restaurant and sucked on the chair covering. Coughing and spluttering, he spat the extracted dirt into a hankie.

Smythe and Branston are false names. Branston Pickle gets its name from the town of Branston in England where it was first produced in 1922. False teeth have been around since at least Roman times. The first British patent for a form of false teeth was granted to Nicholas Dubois De Chemant in 1791.

The first **ironing board** was invented in 1892 by Sarah Boone, a former slave.

The first working **automatic dishwasher** was invented by Mrs Josephine Garis Cochran, of Shelbyville, Illinois, in 1889.

There were several different versions of **sewing machines** over the years, all invented by men, but the person most often connected with the product was Isaac Merritt Singer who patented his machine in 1851.

Correction fluid was invented in 1951 by the secretary Bette Nesmith Graham, who is perhaps more famous for being the mother of Michael Nesmith, a member of popular 1960s group, The Monkees.

Maria Skłodowska-Curie was of Polish birth but spent most of her life in France. She was a physicist who won two Nobel Prizes and discovered radium.

Albert Einstein was born in Germany and is considered to be one of the greatest physicists of all time.

Ivan Pavlov was a Russian psychologist who won a Nobel Prize for his work on the digestive system but is best known for his work on reflex actions in dogs.

Albert Schweitzer was a theologian and philosopher who received a Nobel Prize for his philosophy of 'reverence for life'.

Tapescript

CD3 Track 23

Exercise 5 page 104 (SB page 92)

One

A: What are you doing?

B: Oh, well I dropped a pound coin down the side of the washing machine, and I'm just trying to get it ...

A: But there's a huge scratch on the lino ... mum'll be furious ... look, you'd better get that mat from the kitchen – you know, the one by the door, and we'll put it over the mark for now.

B: Won't mum notice?

A: Well, have you got a better idea?

Two

... as you can see, the floor and stairs are made of marble, which was imported from Italy when the mansion was being built in the late 1800s. And the shutters at the windows are the original ones, still in a very good state of repair, I think you'll agree. The door to the right of the stairs leads into the kitchen, and this corridor takes us to the sitting room ... if you'll follow me, please.

Three

A: Let me give you a hand – shall I lay the table?

B: Oh, yes please. The cutlery's in the top drawer over there.

A: Here?

B: Um, actually, I think we'll use the stuff in the sideboard in the dining room ...

A: Oh, is it a special occasion, then?

B: Well, it's not every day that your son graduates from university, is it?

Four

A: I can't see a thing – haven't you got a torch?

B: No, but I know more or less where it is ... oops, mind that pile of old curtains ... now, I think it's over here ...

A: What is it you're looking for exactly?

B: A small box of ornaments that grandma packed up and put down here.

A: Ouch! What's that?

B: Just an old bookcase ... oh, and here's the box, on top of it!

Five

A: Hmm ... there's a footprint here on the windowsill – so this is most likely where they came in ... now, sir, can you tell me what was taken?

B: Well, as far as I can see, some gold jewellery which was on the dressing table over there, and my laptop, which was on the desk in the study.

A: Anything from downstairs?

B: No – I think maybe they were disturbed when we came home ...

Tapescript

CD3 Track 25

Exercise 8 page 107 (SB page 95)

Paul Lewis: Hello and welcome to the first interactive edition of *True Stories*. Tonight we're discussing just one of the items in tonight's *True Stories* – identity theft. Pensioner Derek Bond is the latest victim of this disturbing crime. Although his case is unusual, and that's why it made the headlines, thousands of people across the country have had their identity stolen. It's done by criminals who want to steal their money, use their credit card or buy items from shops without paying for them. The industry estimates it costs nearly £1.4 billion a year.

So what can we do to stop it? With me tonight to discuss identity theft, and to answer your questions, are Tom Craig, a former Scotland Yard detective, who now runs his own security consultancy, and Brenda Rost from Expert Credentials, the company that holds credit records on all of us. And we want to hear, of course, from you with questions or views on identity theft. You can email via the website: www.radio4you.org/truestories or you can text us on 07736 100 100. But let's start by talking to Tom Craig about just how common this is.

Tom, we say Derek Bond's case was unusual but do many people go through something like he did?

Tom Craig: Yes, there are quite a number of people who do – not being locked up for three weeks – but certainly going through the experience at the airport by being taken to one side and accused of something that they clearly were not involved in.

Paul Lewis: And how does this happen? Presumably because a criminal has got hold of their identity and used it, in Derek Bond's case for fourteen years, without them knowing about it.

Tom Craig: Absolutely correct.

Paul Lewis: And how do they do that?

Tom Craig: Well it's actually quite easy to do: by taking letters from boxes, by going to the library, by reading a newspaper. There are so many different ways that you can actually obtain someone's identity and use it, because very few people actually check that it is the genuine person that they're dealing with.

Paul Lewis: And Brenda Rost from Expert Credentials, obviously what happened to Derek Bond is a very serious crime, where a criminal used his identity for many years and committed grave crimes, but that's not what happens in day-to-day identity theft, if I can call it that, where people steal your identity just to buy a hi-fi or something like that. How does that happen?

Brenda Rost: Well basically it is quite similar to a certain extent because your identity is essentially a combination of documents – it's your birth certificate, passport, driving licence, your name on the electoral roll. And all the fraudster needs to do is to put together a combination of these documents and essentially they can be you.

Paul Lewis: And so when you've got that information you can then go to a shop, present yourself, pretend to be Brenda Rost or Paul Lewis, and buy something. How do you then get it delivered to the right address? Or do you just walk away with it?

Brenda Rost: Well yes, fraudsters will actually set up accommodation addresses. They'll set up false addresses. What they'll do is they'll get a certain amount of information that they know to be true about the victim that they're impersonating, and then they'll also put a bit more information on, such as an alternate address, and often they'll get goods delivered to that alternate address.

Paul Lewis: Well we'll talk about some of the solutions later but we've got emails coming in. We've had one from Anthony Hevey who says: 'I recently had a theft of my national record of achievement from my bag at a skate park. What can I do to find this or prevent it being used fraudulently? Please answer this, I'm very worried.' I'm not surprised. Tom?

Tom Craig: Well that's a difficult one ...

Tapescript CD4 Track 1

Exercise 3 page 108 (SB page 96)

John: Right, remember, you start with ten points and I can give you clues but you lose one point for each clue you ask for. OK? So who wants to start? You Dan, or Nina?

Dan: Well, it's pretty obvious to me! The first man must have lost the box earlier and that's why he knew what was in it!

Nina: That's too easy! Anyway, it says that he had never seen the box before, so he couldn't have lost it.

Dan: True. The box was closed so the first man wouldn't have been able to work out what was in it, he must have already known, before it arrived and ...

Nina: But how? We have to explain ...

Dan: He might have recognised the box. Perhaps it was a special kind of box and ...

Nina: But it says the box had no markings so it can't have been very special, can it?

Dan: OK. Wait – I've got it! It may have been the first man's birthday and the box could have had a present for him inside.

Nina: That's not bad, but remember the men were strangers. And a present is a surprise, so how could the first man know what was inside the box?

Dan: Er ... well the box could have contained a birthday cake, then, or the first man may not have remembered that it was his birthday until he saw the box and ... er ...

Nina: That's a bit far-fetched! And why would he go and sit further away? I think we're a bit lost here. Let's ask John for a clue, shall we?

Dan: Yeah, OK.

Tapescript CD4 Track 4

Exercise 10 page 109 (SB page 97)

Dan: OK, the man must've been thirsty or he wouldn't have asked for some water. He might have crawled across the desert and been dying for a drink ...

Nina: Well, that's a bit far-fetched! And it doesn't explain the gun.

Dan: But the man might have looked terrible – dirty and sunburnt! The barman could've been scared – so he took out his gun ...

Nina: Yes, but why did the man say 'Thank you' and leave? He didn't even drink the water, as far as we know.

Dan: Yes, you're right. Ah, I know! The barman may have recognised him from the newspapers. Maybe he was an escaped criminal or something.

Nina: Yes, that's a possibility. But if he was a wanted man, he wouldn't have wandered into a bar, in public, would he?

Dan: Well, he might not have known his photo was in the papers.

Nina: Mmm, it still doesn't explain why the man said 'thank you'. Shall we ask John for a clue?

Dan: Yeah, OK.

Nina: So John, was the man a criminal?

John: The answer is 'no', I'm afraid.

Nina: Right ... so we have to come up with something new.

Dan: The barman could have been playing a joke on him.

Nina: Not very funny though, is it? Why didn't he just say, 'Sorry, we haven't got any water'? He needn't have aimed a gun at him!

Dan: Yes, you're probably right. Maybe the barman already knew him?

Nina: And the barman might have been insulted by the man in some way.

Dan: Yes, that could be it. Or they may have been working in the same place and the barman was in terrible trouble.

Nina: And the man could have helped him out – but he refused. So the barman lost his job.

Dan: And now he wants revenge!

Nina: Yes, but hang on. The man couldn't have been threatened by the barman because he said 'thank you' and walked out.

Dan: Yes, but the barman could have wanted just to scare him.

Nina: But the man didn't drink the water either – or did he? We'd better ask.

Dan: OK. John, did he drink the water?

John: No, he didn't. I think you're on the right track now.

Nina: OK ... let's think. Why would he order water? And why would the barman want to scare him?

Dan: Got it! He had hiccups!

Nina: Of course – that's it! The barman must have pulled out the gun to give him a fright. To stop the hiccups!

Dan: And that's why he didn't need to drink the water! Brilliant!

John: Well done – that's the right answer. Not bad, not bad at all. I think you're really getting the hang of ...

Tapescript CD4 Track 12

Exercise 6 page 115 (SB page 103)

Girl 2: OK, let's summarise. At the moment, we have Madonna at the head of the table, then Napoleon, Elizabeth and Bill Gates on one side, and Bono, Jane Austen and Socrates on the other.

Girl 1: And we decided there are two problems. One, should Elizabeth sit next to Napoleon? And two, will Jane Austen be comfortable sitting by Socrates, right?

Boy: Yes, that's right. Look, we could try swapping Socrates and Napoleon.

Girl 2: Yes, but the trouble is, then Jane Austen would be next to Napoleon. And they both lived at the same time when England and France were at war.

Boy: Of course – so that wouldn't work, would it?
Girl 2: No, we've got to move Jane Austen. But where to?
Boy: Wait – I've had a brainwave! How about this: let's put Jane Austen at the head of the table, with Bill Gates on her right and Bono on her left.
Girl 1: Jane Austen at the head ... Bill Gates on her right ... Bono on her left ... OK!
Boy: Next to Bono we can put Elizabeth and then Socrates at the end.
Girl 1: Bono, Elizabeth in the middle, Socrates at the end, OK.
Boy: And next to Bill Gates we have Madonna and Napoleon.
Girl 1: Bill Gates, then Madonna, then Napoleon at the end.
Girl 2: Hmm. Jane Austen should be happy there. Both Bill Gates and Bono are great philanthropists. She'll be amazed to find out how times have changed. But what about Madonna? Can she sit between Napoleon and Bill Gates? I thought we agreed that she'd argue with Napoleon about women's rights?
Boy: I know. But she's tough – and she's got an IQ of over 140. I'm pretty sure she'll be able to handle him. They'll both probably enjoy arguing!
Girl 2: Yes, you're probably right! OK, so are we agreed?
Girl 1: I think so. Jane Austen's at the head of the table, with Bill Gates and Bono on either side. Madonna is between Bill and Napoleon, and Elizabeth is on the other side between Socrates and Bono.
Boy: I think it's the best solution we can come up with, don't you?
Girl 1 and Girl 2: Absolutely, it's great./They'll all have a great time!

Tapescript CD4 Track 14

Exercise 7 page 117 (SB page 105)

Zoe: Welcome back. Well, today we've got more from Mark, who's going to tell us about the future of the media. Mark, what can we expect to happen?
Mark: Well, before I start, I should say that any ideas I have are simply that, my ideas. Nobody predicted the Internet, so really no one knows what will happen next.
Zoe: So you have no idea what will happen?
Mark: Well, I have a few good guesses. I think newspapers are going to continue to struggle, and very few of today's newspapers will exist ten years from now.
Zoe: Really? That's quite dramatic.
Mark: Yes it is, which is why newspapers are desperately trying to find new ways of making money.
Zoe: And what about radio stations? Will we also lose the vast majority of them?
Mark: Well, of course several of them will disappear, but their future is a little more secure. Many people spend a great deal of time listening to the radio while they're travelling, for example, and there's no sign of that changing.
Zoe: Really? And what about television?
Mark: Well, here I think we're going to see a good deal of change. Probably the most important of these is video on demand: each of us will have complete control over what we watch and when. Of course, this already happens to some extent with people watching short online clips, but within a few years this will be the way most people watch TV.
Zoe: Hmm ... I'm not sure if that's such a good thing, but I suppose progress is progress.

Tapescript CD4 Track 19

Exercise 4 page 126 (SB page 115)

One
A: Hello! Well today we're in a typical London shopping street, and I'm here to try and find out what people really think about British fashion ... OK, here's someone who seems to be engrossed in a bit of window shopping – excuse me, sir, can I interrupt?
B: Of course! I was miles away then ...
A: I was just wondering what you think of the fashions in the window there.
B: Well, I was actually thinking how the styles remind me of when I was a teenager.

A: Oh really? So, let me guess – were you a punk?
B: No, I was a new romantic: I had shirts with a lot of frills, just like those ones in the window – and my pride and joy was a velvet jacket which was a copy of a Vivienne Westwood jacket. I loved her designs, and it's great to see that she still has such a strong influence in the fashion scene.
A: And did you wear make-up when you went out?
B: Oh yes, lots of mascara and blusher – it was an important part of the look, which was all about glamour. It's funny – we all thought that we were much more individual in our style than the punks, but in fact, we were just as uniform.
A: Did you know any punks at the time?
B: Well in fact, before I became a new romantic, I had a girlfriend who was a punk: I remember going round all the charity shops to find jeans or leather jackets for her to destroy! Next time I saw her she'd be wearing the clothes covered in safety pins and chains! She used to spend ages getting ready to go out, too, especially doing her hair: she wore it in a mohican, and sometimes she dyed it pink – we used to get a few strange looks when we went out, I can tell you!
A: I bet! Well, thank you very much, and I'll leave you to your window shopping ...

Two

A: Now, who shall we talk to next ... there's a very smartly dressed woman sitting waiting for a taxi over there ... excuse me, madam, could you spare me a minute or two to tell me what you think about the fashions that young people are wearing nowadays?
C: Certainly ... well, of course I was a teenager at a very important time for fashion in Britain, and we were *much* more daring than young people are nowadays. I mean, the mini skirt was shorter than any other skirts since! And the low-rise jeans you see now are just a reinvention of the hipsters we wore in those days. I think the problem now is that there is no one 'look' – fashion is just a mish mash of lots of different styles, and there's no originality.
A: But don't you think designers like Jean Paul Gaultier are original?
C: Yes, but often his clothes are so over the top that you can't imagine ordinary people actually wearing them. That was the thing about Mary Quant – she designed styles that young women *wanted* to wear.
A: I see what you mean, but what happened if the fashion didn't suit you? Wasn't it a bit restrictive?
C: Hmm ... that's true, and in fact in my case, I had a problem with my hair, because as you can see it's very curly – the fashion was for it to be absolutely straight, so I used to iron it ...
A: Iron?
C: Yes, like you iron clothes – I remember I'd spread my hair on the ironing board and my friend would iron it for me – then I'd do hers! I'm sure it wasn't very good for our hair!
A: No, it can't have been, but it certainly doesn't seem to have done any lasting damage!
C: No ... thank goodness ... well, here comes an empty taxi ... goodbye.

Three

A: Let's see if we can find someone who's been shopping for clothes ... ah, here we are ... excuse me, I see you've got a couple of carrier bags there – can I ask what you've bought?
D: Oh yes – a pair of cowboy boots – I've always wanted some, so I'm really glad they're back in fashion again!
E: And she persuaded me to buy some flared jeans, although I'm not really sure if I like them ...
D: But they look great! It's just that he's still into the baggy jeans that everyone was wearing in the 90s!
A: Flared jeans, cowboy boots – don't you think it's sad that so many of today's fashions are being 'recycled' from previous decades, and nothing is really new?
D: No, because I think what's different is the way people combine these different styles to make something unique ... I mean, take these cowboy boots for example – you can wear them with jeans, or a peasant skirt, or even shorts – it's a way of expressing your personality, isn't it?
A: Well, yes, that's true, but there's no definitive 'look', is there?

D: But that's a *good* thing! I mean, in the past, people more or less *had* to wear the fashion whether it suited them or not ... whereas nowadays there's so much choice that it's not hard to find clothes that will look good on you. There are lots of things that I would never wear – I wouldn't be seen dead in Ugg boots, for example!

A: Hmmm ... I wonder what kind of personality *they* express! Well, thank you very much, you've certainly given me some food for thought ...

Transcript CD4 Track 21

Exercise 5 page 127 (SB page 117)

Part 2

Interviewer: Now, to finish off the programme, I have a bit of a surprise for you both ... the chance for one of you to win dinner for two at a restaurant of your choice if you can tell me where some British dishes got their names – OK?

Tracy: OK.

Shane: Yeah, great!

Interviewer: Right, so the first one is ... rock cakes.

Tracy: Well, that must be to do with their appearance – they're supposed to look like rocks, I think ...

Interviewer: Absolutely right – they're not supposed to *taste* like rocks, although that can happen if you keep them for too long. Next we have ... Yorkshire pudding.

Shane: That's easy – it comes from Yorkshire, doesn't it?

Interviewer: Well, there's actually no proof of that – although it takes its name from that county, there are quite a few others, including in the south of England, that claim the dish originated there. It actually used to be eaten *before* the meat, to fill people up – when meat was very expensive. OK, and what about shortbread?

Tracy: Hmm, a tricky one – is it to do with the cooking time – it's very pale because it's not cooked for very long?

Interviewer: A good try, but in fact the name refers to the texture: 'short' in cooking means that it's made with a lot of fat, so it becomes crumbly when it's baked.

Tracy: Ah, I see. Interesting.

Interviewer: OK, and the next one is bubble and squeak.

Shane: I'm going to hazard a guess here – is it because it bubbles when it's cooking?

Interviewer: Yes, that's right! And the 'squeak'?

Shane: Don't tell me – it makes a squeaking noise while cooking too?

Interviewer: Apparently, yes. Now, last but not least, we have Marmite.

Tracy: Ooh, now I heard something about this – is it to do with the shape of the jar?

Interviewer: Yes ...

Shane: Oh, I know! 'Marmite' in French is a ceramic cooking pot with a lid, like the one on the label ...

Interviewer: Well done – yes, in fact, Marmite was originally sold in ceramic pots, so that's where the name came from. Well, I think you both did equally well there, so I'm going to give you both the dinner prize.

Tracy: Fantastic!

Shane: Thank you very much!

Transcript CD4 Track 22

Exercise 4 page 128 (SB page 119)

1 About a quarter of the world drives on the left, and except for Japan, the countries that do are mostly old British colonies such as Australia and Bermuda. This often puzzles the rest of the world but there is a perfectly logical explanation. From Roman times right up until the late 1700s, people usually travelled on the left side of the road because it was the sensible choice for mostly right-handed people. For example, jousting knights with their lances under their right arm naturally passed on each other's right. During Napoleonic times, however, this custom changed in Europe. It may have been because Napoleon was left-handed. Or that, as a military genius, he made his armies march on the right to surprise his enemies! The custom

then spread to the newly independent United States of America. Subsequently, most of the cars produced in the US were for driving on the right, so the countries that bought them were forced to change. However, it would now be impossible for Britain to do the same as the cost would be prohibitive.

2 *Should auld acquaintance be forgot,
And never brought to mind?*

*Should auld acquaintance be forgot,
And auld lang syne?*

For auld lang syne, my dear

For auld lang syne.

We'll take a cup of kindness yet,

For auld lang syne.

'Hogmanay' is the Scottish word for the last day of the year, and is synonymous with the celebration of the New Year in true Scottish manner. Officially, Hogmanay is on December 31st, but this is normally only the start of a celebration which lasts through the night until the morning of the 1st of January, or even longer! There are several explanations for the origin of the term 'Hogmanay'. Many of them relate back to words in Gaelic, the old Scottish language. The most popular explanation is that it comes from a Gaelic phrase meaning 'new morning'. The singing of the old traditional Hogmanay song, *Auld Lang Syne* – meaning 'for times gone by' – has now become common in many countries at New Year.

3 Boxing Day is celebrated on December 26th in Britain, Canada, Australia and New Zealand. However, its name has nothing to do with boxing! Some say it began with the opening of alms boxes in churches during the Christmas season. Churchgoers would put small donations in the boxes during the year, and this money was then distributed to the poor on the day after Christmas. It was also the day when the head of the household would distribute the traditional 'Christmas Box', which was a present or gift of money, to the servants. Nowadays, Boxing Day in Britain is better known for the start of the big sales in shops and department stores everywhere. Many people take advantage of this to return unwanted Christmas presents – and buy things they want more cheaply!

4 Cockney rhyming slang is a significant and colourful part of British, as well as Australian, English and originated among dock builders in London's East End about 200 years ago. It then developed as the secret language of the London underworld from the 1850s, when criminals used it to confuse police and eavesdroppers. It typically uses substitute words as a code for another word. The final word of the substitute phrase rhymes with the word it replaces. As only the first word of the replacement phrase is used, the meaning is difficult to guess. For example, the rhyming slang for the word 'money' is 'bread and honey' as *honey* rhymes with *money* – so we can ask our friends, 'Can you lend me some bread?' if we're broke!

5 Many visitors to Britain are puzzled – and amazed – by the fact that people still have separate hot and cold taps in their bathrooms and kitchens instead of mixer taps. Why on earth do they do this, they ask, when your hands either burn from the hot water or freeze with the cold? Why not have a mixer tap, so you can wash in clean running water, at the temperature you want? The answer seems to lie in the plumbing. In the past, most British houses got their cold water from the public mains supply, but the hot water came from a water tank under the roof. The cold water had a much higher pressure and it was difficult to regulate both the pressure, and the temperature, of the water – hence the separate taps.

Photocopiable resources

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Photocopiable resources

Instructions

UNIT 1

1 Quiz cards

Aim: To practise present and past tenses.

Interaction: Groups of four

Exercise type: Asking and answering questions

Time: 20–30 minutes

Language: *Elvis has had 76 number 1 records. I first came to live here five years ago.*

Materials: One set, cut up, per group.

Instructions: (1) Demonstrate the activity first by reading out a question and asking Ss to discuss the answer in pairs. (2) Elicit the answer and show the card with the correct answer highlighted to the class. (3) Put Ss into groups of four. Tell them to take it in turns to ask a question. The other three must discuss and decide on the correct answer. (4) Hand out the cards, face down in a pile on the desk. (5) Ss continue until they have looked at all the cards. Discuss any problematic answers with the whole class.

2 Dream date

Aim: To practise agreeing and disagreeing; to revise vocabulary for describing people.

Interaction: Groups of four

Exercise type: Discussion

Time: 15–20 minutes

Language: *That's exactly what I think. To be honest, I don't think that's true.*

Materials: One set, cut up, per group.

Instructions: (1) Draw Ss' attention to the Speak Out box on page 10 and write the phrases for agreeing and disagreeing on the board. Revise and clarify any of the phrases as necessary. (2) Put Ss into groups of four and hand out the set of cards. Tell them they work for a dating agency, and it is their job to match men and women who they think will get on well. (3) Go through one match as an example, e.g. *I think Lisa Sandwell will get on well with Sam Tye because neither of them really care about fashion.* Ask Ss to respond, either agreeing or disagreeing with your statement. Remind Ss to use the phrases for agreeing and disagreeing. (4) Ss discuss the people in their groups. Tell them they should come up with at least two or three matches that they are happy with. (5) Once the discussions are finished, ask one student from each group to tell the class about their matches, and to justify them. Encourage other Ss to ask follow-up questions and to agree/disagree with what is said. Praise correct usage of phrases for agreeing and disagreeing and correct as necessary.

3 Crossword

Aim: To revise adjectives and opposites.

Interaction: Pairs

Exercise type: Defining

Time: 30 minutes

Language: *mature, modest, adventurous*

Materials: One crossword, A or B, per student.

Instructions: (1) Hand out a crossword to each student. (2) Put As together and Bs together to make sure they know what their words mean and see if they can think of an opposite adjective. (3) Pair off Ss, A and B together. Tell Ss not to look at each other's crosswords. (4) A starts by giving B a clue for one of his/her words, e.g. *1 across describes someone who says nice things about your appearance.* B has to guess the word. (5) B then repeats the process with one of his/her words. (6) Ss continue until their crosswords are complete. (7) Ss then work together to make ten pairs of opposite adjectives from the completed crossword, i.e. *complimentary – critical, mature – infantile, ignorant – knowledgeable, modest – conceited, reassuring – worrying, superior – inferior, dull – intriguing, relaxed – tense, adventurous – cautious, well-matched – incompatible.*

UNIT 2

4 The future of English

Aim: To practise future forms.

Interaction: Individual, then pairs

Exercise type: Reading comprehension

Time: 20 minutes

Language: *Chinese will have taken over ... , ... will be learning*

Materials: One copy of A or B for each student.

Instructions: (1) Hand out the materials. Tell Ss to read their article and answer the comprehension questions. (2) Put As together and Bs together. Allow them to compare answers and make sure they all have the same. Help the groups if there are any problems. (3) Change the groups so that Ss are in pairs, A and B. (4) Tell Ss to again check that they have the same answers but not to show each other their texts. Ss should find that they have, in fact, got different answers. (5) Ss find the differences in their texts which have led to the different answers.

Answers A 1 b 2 b 3 a 4 b 5 b B 1 a 2 a 3 b 4 a 5 a

5 Prefix dominoes

Aim: To practise prefixes.

Interaction: Groups of three

Exercise type: Matching game

Time: 20 minutes

Language: *inefficient, unhealthy, dishonest, irresponsible*

Materials: One copy, cut up, per group.

Instructions: (1) Demonstrate the rules of dominoes to Ss on the board, showing them that you have to add a tile to either end of those laid down to make a word.

(2) Ss have six dominoes each, one is placed on the desk face up and the other are placed face down in a pile. (3) One student starts by adding a domino to the one on the desk. If nobody can add a domino, they must pick from the pile until someone can start.

(4) Ss continue in turn, clockwise, either laying down a domino or picking one up. When the spare pile has been used up, if Ss cannot go they simply miss a turn.

(5) The winner is the first student to get rid of all their dominoes. (6) Monitor and help if there are any arguments about which dominoes go together.

6 Alien game

Aim: To practise clarifying meaning.

Interaction: Pairs

Exercise type: Speaking; explaining

Time: 15–20 minutes

Language: *Sorry, I'm not with you. What I meant was ... So in other words ...*

Materials: One set of role cards, cut up, per pair.

Instructions: (1) Tell Ss that half of them are aliens from another planet. They have learnt English and can speak fluently. However, there are many things which they have never seen and do not understand. (2) Give each student a role card, either an Earthling or an alien. Allow Ss a few minutes to decide what to say. Allow the aliens to look at the Students' Book at page 21 to remind themselves how to ask for clarification.

(3) When they are ready, put Ss into pairs, an Earthling with an alien. The Earthling starts to explain his/her activity but, whenever they say a word which the alien has on his/her card, the alien stops him/her and asks him/her to clarify. (4) When they have finished, Ss can swap roles taking a different role card.

UNIT 3

7 Who has forgotten?

Aim: To practise talking about past habits.

Interaction: Groups of four

Exercise type: Roleplay, problem solving

Time: 20 minutes

Language: *He used to talk about ... She was always ...*

Materials: One set, cut up, per group.

Instructions: (1) Tell Ss that they were all at school together a long time ago and have met up. They are discussing four of their old classmates: Janet, Steve, Leon and Barbara. No one wants to admit they have

forgotten someone so, if they cannot remember a person, they should pretend that they remember by making something up about them. (2) Hand out the information sheets to Ss, both Part 1 and 2, and tell them not to show each other what they have. Ss read through the information and try to remember what is written. They also have to think about what to say about the person they have forgotten. (3) Ss now discuss their old classmates as naturally as possible. (4) When they have finished, Ss work alone to complete Part 2 of the worksheet. (5) Ss compare their answers. The more people Ss managed to fool into believing them, the better they have done.

8 All change!

Aim: To revise vocabulary with *change*.

Interaction: Pairs

Exercise type: Defining

Time: 10–15 minutes

Language: *change your name, change your mind, change your image*

Materials: One set, cut up, per pair.

Instructions: (1) Give each pair a set of cut up cards. Tell them to place them face down, shuffle them and then place them in a pile between them.

(2) Explain that each student takes it in turn to read a clue aloud. The other student must guess the expression with *change* that the clue describes.

(3) The first student starts by picking up a card from the pile and reading the clue aloud. The second student gets only one guess. If the guess is correct, the student who guessed correctly keeps the card. If not, the card is returned to the bottom of the pile. The second student then reads out a clue for the first student to guess, and so on. (4) The game continues until all the clues have been guessed correctly or Ss are stuck. Ss then count the number of cards they have to see who is the winner.

9 Grammar gamble

Aim: To practise articles.

Interaction: Groups of three

Exercise type: Problem solving

Time: 30 minutes

Language: *an office, the headmaster*

Materials: One copy for each group.

Instructions: (1) Show the handout with the 20 questions on it to Ss. (2) Read out the first sentence and ask Ss if it is right or wrong, and, if wrong, why. (3) Tell Ss they will do the same with the other sentences. They have 100 points and must decide how many points to give each sentence, according to how confident they are about their answer. The group with the most points wins. (4) Put Ss into groups and hand out the material. (5) Ss read and discuss their answers. (6) Ss swap papers with a different group. Elicit the correct answer to sentence 2. If Ss gambled correctly they get the points they gambled (e.g. plus 20 points). If wrong, they lose the points they gambled. (7) Continue for all sentences and then Ss add up the total points that each received. The winners are the group with the most points.

Answers 1 ✓ 2 the headmaster 3 a letter 4 The people 5 – Mobile phones 6 ✓ 7 the world 8 the Czech Republic 9 ✓ 10 the biggest 11 ✓ 12 the fifth 13 ✓ 14 – Cars / – planes 15 ✓ 16 a small 17 the kitchen 18 a year 19 ✓ 20 the book

UNIT 4

10 Elmer's invention

Aim: To practise narrative tenses.

Interaction: Groups of four

Time: 30 minutes

Language: *He had been working ... , He had had the idea ...*

Materials: One copy, cut up, per group.

Instructions: (1) Hand out the time line to each group and explain what it means. The dots are single completed actions and the bars are actions that happened over time. (2) Tell Ss that they are going to read a story and have to match the numbered events in the story with the letters on the time line.

(3) **Alternative 1:** Ss do this sitting down, reading one part of the story at a time and matching numbers to letters. (4) **Alternative 2:** If space permits, cut up the story into the 15 sections and stick these around the classroom. One person from each group is allowed to get up and read a section of the text and then return to the group and report this. Once the group have matched this information, another person repeats the process, looking for the next piece of information. The winning group is the first to complete the task correctly.

Answers 1 o 2 a 3 f 4 c 5 j 6 d 7 i 8 b 9 g 10 h 11 k 12 e 13 l 14 m 15 n

11 Which word?

Aim: To revise words containing suffixes.

Interaction: Groups of three or four

Exercise type: Discussion and defining

Time: 20 minutes

Language: *argument, coordination, meaning*

Materials: One copy, cut up, per class. (In large classes, use two copies.)

Instructions: (1) Divide the class into small groups.

(2) Deal out the cards to the groups, so that each group has a different set of suffixes, and the cards are evenly distributed. (3) Tell Ss they should not show their cards to any other groups. They need to work together to think of three words which contain each of the suffixes on their cards. Once they have thought of the words, they write a definition for each one.

(4) Each group swaps its definitions with another group. Ss read the definitions they have been given and try to guess the word. Groups share their guesses and check to see whether they are correct.

Possible answers -ment = argument, enjoyment, entertainment -ion = coordination, suggestion, reflection -ing = meaning, opening, breathing

-ence = preference, silence, inconvenience -ness = happiness, stillness, sadness -ance = relevance, brilliance, performance -ity = activity, speciality, university -ship = relationship, hardship, friendship -ful = powerful, wonderful, deceitful -less = restless, powerless, penniless -al = illogical, identical, universal -ic = artistic, specific, terrific -y = easy, funny, pretty -ive = effective, active, productive -able/-ible = comfortable, responsible, edible -ing = irritating, surprising, amusing -ed/-d = organised, distinguished, excited -ent/-ant = different, important, expectant

12 Who was it?

Aim: To practise storytelling.

Interaction: Groups of four

Exercise type: Roleplay; information swap

Time: 30 minutes

Language: *I was eating ... , I had just come out ...*

Materials: Two cards per student. One set of questions per student.

Instructions: (1) Set the scene by telling Ss that they all saw a famous person in their town today but that nobody knows who it was. (2) Hand out the first set of cards and tell Ss not to show them to anyone else. Ss read through the information and have to remember the important facts (what exactly they were doing, where they were, what they saw) to tell everybody else. They should try not to refer to the card during the mingling if possible. (3) Ss get up and mingle in their groups, telling each other what they saw and what they were doing at the time. (4) When they have finished, hand out the question cards to each student (or alternatively dictate the questions). Tell Ss to write answers to the questions 1–4.

(5) Hand out the second set of cards. Ss repeat the process, mingling and sharing information. They then write down their answers for questions 5–8. (6) Ss work alone to try to solve the anagram. The winner is the first person to work out the famous person's name.

Answers 1 Dalmatian 2 butcher's 3 rose 4 ambulance 5 Italian House 6 tennis 7 pizza 8 Titanic Person Brad Pitt

UNIT 5

13 Life changes

Aim: To practise *be used to, get used to*.

Interaction: Groups of four

Exercise type: Guessing

Time: 20–25 minutes

Language: *I used to ... , I never used to ... , I'm starting to get used to ...*

Materials: Two cards per student.

Instructions: (1) Give an example. Say: *Before this happened, I often used to catch the bus. I never used to go to the petrol station. Now I'm starting to get used to being independent but I don't think I'll ever get used to paying so much for petrol.* Ask Ss what has happened in your life (you bought a car).

Tell Ss they are going to do the same thing. **(2)** Hand a card to each student and allow them time to think of ideas. **(3)** When they are ready, Ss get into groups of four and, in turn, tell each other their sentences. The others have to guess what has changed in their life. Each student can only guess once so should not shout out too soon. **(4)** Elicit some ideas in open class. **(5)** When Ss have finished, they form new groups of four. Give each student a second card. Ss then repeat the activity.

14 What's your advice?

Aim: To practise phrasal verbs.

Interaction: Pairs

Exercise type: Roleplay

Time: 20–25 minutes

Language: *turn out, run out, wear off*

Materials: One role card per student.

Instructions: **(1)** Put Ss into pairs and give each student a role card, A or B. Allow them time to read through their role card and prepare what they are going to say. **(2)** Put Ss into pairs. Tell them to work together and underline all the phrasal verbs on their role cards. They should then write definitions for them. **(3)** Tell Ss they are going to begin with the first situation on the card, e.g. Student A has a problem and Student B is a therapist. **(4)** Student A reads out his/her problem. The therapist listens to Student A's problems and asks the questions on his/her role card. Student A replies. The therapist listens and must then choose one piece of advice from three options on his/her card. **(5)** Ss swap roles and roleplay the second situation on the card. **(6)** When Ss have completed the two roleplays, they discuss who gave the best advice.

15 Let's go camping

Aim: To practise gerunds and infinitives.

Interaction: Groups, then pairs

Exercise type: Discussion, gap-fill

Time: 20–30 minutes

Language: *remember, forget, try, stop, like + gerund/infinitive*

Materials: One email per student.

Instructions: **(1)** Divide the class into two groups. Give all the Ss in one group email A, and all the Ss in the other group email B. **(2)** Explain to Ss that they have received this email, but there are some coffee stains on it. In order to work out what the email says, they need to complete the gaps with the correct form of the verbs in brackets. **(3)** Ss work together in their groups to discuss their ideas and agree on the correct answers. **(4)** Once Ss are happy that they have the correct answers, put them into pairs, one A with one B. Ss check their answers against their partner's email. They discuss any differences with their own answers and how these change the meaning of the text.

Answers A 1 studying 2 taking 3 thinking 4 to have 5 camping 6 to organise 7 to mention 8 to email
B 1 thinking 2 feeling 3 exaggerating 4 to plan 5 spending 6 to book 7 to do 8 to ask

UNIT 6

16 Capture the general

Aim: To practise modals.

Interaction: Groups of six

Exercise type: Discussion; problem solving

Time: 30–40 minutes

Language: *We can't climb the cliffs. We are not permitted to kill anyone.*

Materials: One copy, cut up, per group.

Instructions: **(1)** Set up the activity by telling each group that they are secret agents who have been sent on a mission to capture an army general. Each person has a special skill. **(2)** Give a diagram to each group so that they can see what they have to do and then hand a role card to each person. **(3)** Ss work alone to think of a plan that incorporates their own special skill. **(4)** Ss tell each other their plans and others give reasons why this plan will not work, using the 'You know that ...' information on their cards. **(5)** Now that Ss all know the problems, they discuss as a group an alternative plan to capture the general. **(6)** Each group presents their plan to the class.

17 Are we agreed?

Aim: To practise justifying opinions.

Interaction: Individual, then groups of four

Exercise type: Discussion; opinion sharing

Time: 30 minutes

Language: *The fact of the matter is ... , It goes without saying that ...*

Materials: One copy of the book proposal form per student. One set of phrases, cut up, per group.

Instructions: **(1)** Tell Ss that they are all authors and want to have their books published. A publisher is looking for book proposals, and will choose the best one. First they must complete a book proposal form. **(2)** Hand out the forms and allow Ss a strict time limit (10 minutes) to complete this. **(3)** Ss swap their four proposals with another group's. **(4)** Ss are now editors and should discuss which of the four proposals they have been given deserves to be published. One of them must win. Allow Ss time to think alone. **(5)** Hand out the phrases for giving opinions so that each student has three. The student with *The fact of the matter is ...* starts the discussion and the others join in with their own comments and ideas. Each student should use all three of their phrases during the discussion but they should still carry on until the discussion is over if they have used up their phrases already. **(6)** Each group now reports to the class on which book they chose and why.

18 Match the sentences

Aim: To practise vocabulary related to secrets and lies.

Interaction: Groups of three or four

Exercise type: Matching

Time: 10–20 minutes

Language: *keep back, let out, confide in*

Materials: One set, cut up, per group.

Instructions: (1) Put Ss into small groups and give each group a set of the cut-up sentences. (2) Tell Ss they have to match the halves of the sentences, or the pairs of sentences that go together. (3) Explain that groups will be competing against each other, and the first group to match all the sentences correctly will be the winner. (4) Ss work together to match their sentences. When a group thinks it has finished, the Ss should raise their hands. Go through the matches to check they are correct. If they are, the group wins. If not, that group is out. The other groups continue until one group makes the correct matches.

Answers 1 e 2 r 3 b 4 k 5 o 6 p 7 a 8 f 9 d
10 l 11 c 12 q 13 h 14 n 15 g 16 i 17 m 18 j

UNIT 7

19 Interview with an author

Aim: To practise reported questions and statements.

Interaction: Individual, then pairs, then individual

Exercise type: Roleplay

Time: 30–45 minutes

Language: *I asked who his biggest influences were. He said that ...*

Materials: One set per student.

Instructions: (1) Give out the material to each student. Tell them that they are a famous author and they are going to be interviewed by a journalist. They should look at the questions and think of some interesting answers. (2) Ss are now journalists and have to think of two or more questions to ask their partner. They do not tell their partner what the questions are. (3) Ss join up in pairs and interview each other, making notes of their answers. (4) Either in class or for homework, Ss use their interview notes to write their article using Reported speech and statements as appropriate.

20 Which event?

Aim: To practise vocabulary related to entertainment.

Interaction: Pairs, then groups of four

Exercise type: Gap-fill, discussion

Time: 30 minutes

Language: *painting, exhibition, performance*

Materials: One set per pair.

Instructions: (1) Divide the class into pairs and give each pair a copy of the entertainment guide. (2) Explain that Ss must read the entertainment guide and complete the texts with appropriate words. Point out that there may be more than one correct answer for some questions. (3) When Ss have completed the texts, join pairs together to make groups of four. Ss compare their answers and discuss any differences. (4) Ss discuss the four events and try to come to a decision about which event they would want to go to. (5) Take feedback from the group, encouraging Ss to justify their opinions. (6) Finally, have a class vote to see which of the four events is most popular.

Possible answers

1 on 2 setting 3 performance 4 cast 5 box
6 exhibition 7 artist/painter 8 portraits 9 oil
10 showing/on 11 duet 12 soloist 13 composer
14 world-famous/familiar/classical/evocative/memorable
15 conductor 16 choreography 17 gives 18 supporting
19 sets 20 stalls

21 Give them a message

Aim: To practise reporting verbs.

Interaction: Groups of six (If the class number is not divisible by six, some Ss will work together.)

Exercise type: Mingling; roleplay

Time: 30 minutes

Language: *Hank accused Betty of ... , Betty reminded Pete to ...*

Materials: One card per student. One message form per student.

Instructions: (1) Put Ss into groups of six. Hand out the role cards and tell Ss to introduce themselves so that they know who they have talked to. (2) Tell Ss that they have to give each other the message on their card but they cannot use the underlined word. Give an example with *advise* showing how you can use *You should ...* to give advice rather than saying *I advise you to ...* (3) Ss talk to each other as stated on the cards. (4) When they have finished, hand a message form to each student. They then mingle and report on the message they were given, NOT the message they gave, e.g. Betty will say: *Hank accused me of making him late for the ballet class.* (5) When they have finished, Ss check that the reporting verbs they used on their message form are the same as are written on the original role cards.

UNIT 8

22 Make a sentence

Aim: To practise passives.

Interaction: Groups of four

Exercise type: Card game

Time: 20 minutes

Language: *The first game of ice hockey was played in Montreal.*

Materials: One set, cut up, per group.

Instructions: (1) Tell Ss that they are going to try to make true sentences using cards numbered 1–4. (2) Ss have eight cards each and eight more are placed, face down, in a pile. (3) Ss look at their hands to see if they have any sentences that are grammatically correct and that they think are true. If so, they can put them down on the table. (4) Ss then take turns in playing the game. They take a card from the pile and discard a card from their hand, trying to complete sentences. Each subsequent student can choose between taking a card from the pile or the card discarded by the previous student. (5) The winner is the first student to get rid of all their cards, making two complete sentences. (6) Elicit what the real sentences were.

23 What do they mean?

Aim: To practise talking about graphs and charts.

Interaction: Pairs

Exercise type: Interpreting; discussion; gap-fill

Time: 30 minutes

Language: *increase, double, change very little*

Materials: One copy of A or B per pair.

Instructions: (1) Put Ss into pairs and give them a table of information, A or B. (2) Tell Ss they have to show their information on a graph somehow. How they do this is up to them but it should be clear. Give Ss some ideas of different types of chart (bar chart, pie chart, line graph) and tell them they can use one or a variety of charts to show their information. (3) When they have finished, Ss swap graphs with a second group (A with B). Hand out the gap-fills to each group. Using the graphs they have just been given, they should be able to complete the gap-fills. (4) Elicit the correct answers and, where Ss have been unable to fill in the gaps correctly, decide whether it was their fault or the fault of the graphs they were given.

Answers A 1 £455 2 twice 3 £236 4 58.40
5 free time and holidays 6 housing, fuel and power
7 one-third/33 percent 8 twice 9 drinks 10 half
11 chocolate and confectionery
B 1 17 2 Spain 3 France 4 Spain 5 France
6 6 percent 7 Turkey 8 Italy 9 quarter/fifth
10 4.2 million 11 68.6 million

24 Put them together

Aim: To revise compounds.

Interaction: Pairs, then groups of four

Exercise type: Defining

Time: 20 minutes

Language: *false teeth, vacuum cleaner*

Materials: One copy of A or B per pair.

Instructions: (1) Put Ss into pairs. Give them their 15 compounds to read through and make sure they can define them. (2) When they are ready, give each pair their 30 single words, cut up. They spread these on the desk and work together to try to find compounds. (3) Put As and Bs together into groups of four. Pair A start by moving their compounds to one side while they define one of the words on their original list. Pair B has to find the compound from the 30 individual words in front of them. When they have guessed all the 15 compounds, the groups swap roles and pair B define one of their words. (4) Ss continue until they have defined and guessed all 30 compounds.

UNIT 9

25 Match and complete

Aim: To practise conditionals.

Interaction: Groups of four

Exercise type: Discussion and matching

Time: 20 minutes

Language: *If people need money, they often get a loan from the bank.*

Materials: One set, cut up, per group.

Instructions: (1) Hand out the first halves of the sentences to each group. (2) Ss work together to discuss how the sentences may be completed.

(3) The first halves are now placed face down in a pile on the desk. Ss get four endings each. (4) Ss work alone to think of what their missing words could be. Tell them not to write anything yet as more than one word could fit. (5) One card at a time is turned over and, if a student thinks he/she has the correct ending, he/she writes the missing word and lays his/her card down. (6) When they have finished, elicit all the answers from different groups.

Answers 1 loan 2 even 3 inherit 4 bankrupt
5 borrow 6 blow/spend 7 off 8 bet 9 off 10 owed
11 debt 12 profit 13 invest 14 raised 15 deposit
16 donate/give

26 Pelmanism

Aim: To practise *time* and *money* vocabulary.

Interaction: Pairs

Exercise type: Memorising; matching

Time: 20 minutes

Language: *kill time, earn money, cost an arm and a leg*

Materials: One set, cut up, per pair.

Instructions: (1) Put Ss into pairs and give them a set of cards. (2) Tell Ss to shuffle the cards and place them face down on the table. Explain that they need to match a phrase in capitals with its definition. (3) The first student turns over two cards. If the phrase in capitals on the first card matches the definition on the second card, the student picks up the cards and keeps them, then has another turn. If the cards do not match, the student must turn the cards back over so they are face down, in the same place. However, both Ss should try to remember what was on the cards, as well as the position of the cards. (4) When the first student has finished his/her turn, the second student continues by turning over another two cards, and so on. (5) The game finishes when all the phrases and definitions have been matched. The student with the most cards wins.

27 What went wrong?

Aim: To practise expressing regrets and dissatisfaction.

Interaction: Pairs, then groups of four

Exercise type: Creating a story from picture prompts

Time: 30 minutes

Language: *If only I had more money ... , I'd better start working.*

Materials: One copy of A or B per pair.

Instructions: (1) Put Ss into pairs, A or B. (2) Give Ss their pictures. Tell them that in the big picture is the situation now. In the smaller pictures are regrets and wishes that the person is feeling. (3) Tell Ss that they should make a sentence about each of the six smaller pictures and also one sentence saying what they wish someone else would or would not do, e.g. 2012: *If I had studied harder at school, I would*

have got a better job. If I win the lottery, I'll get a new girlfriend. 2020: If I hadn't won the lottery, people wouldn't ask me to buy them drinks. If I go back to my old job, I'll get my old girlfriend back.

(4) When they are ready, tell As to predict what happens to their character in the future and tell Bs to think about their character's life in the past. (5) Ss join together, A and B. They tell each other their predictions from stage 4 and then tell each other what the situations really were. (6) Elicit sentences from the whole class and ask what Ss think happened to the character next.

UNIT 10

28 Our house

Aim: To practise non-defining relative clauses.

Interaction: Pairs, then groups of four

Exercise type: Writing

Time: 20–30 minutes

Language: *which stands, who had moved*

Materials: One set, A or B, per pair.

Instructions: (1) Give each pair one column. Tell them that they have got half a description of a house. They should use their imagination to complete the missing sections. (2) When they have finished, Ss join up with another pair. Tell Ss to read out the sections that they wrote, NOT what was already written, to see if their halves fit together and make sense. (3) When they have finished, Ss read out the original story to see what it was really about. (4) Elicit funny or accurate descriptions that Ss had when they joined together with another pair.

29 Work it out

Aim: To revise adjectives and words related to homes and attitudes.

Interaction: Pairs

Exercise type: Crossword

Time: 20–30 minutes

Language: *inconceivable, infinitely, dangerous, bored*

Materials: One copy of A or B per student.

Instructions: (1) Put Ss into pairs, one is Student A and the other is Student B. (2) Give each student a matching crossword, A or B. Tell them not to show it to their partner. (3) Tell Ss to read the clues on their version of the crossword, and to work on their own to complete as much of the crossword as possible. (4) Ss now work in pairs. They take it in turns to read out clues, so their partner can check their answers and complete any answers they do not have. When they have finished, they compare crosswords and discuss any differences and difficulties.

30 Which house do you like?

Aim: To practise vocabulary related to places.

Interaction: Pairs

Exercise type: Roleplay

Time: 30 minutes

Language: *leafy lanes, scenic views, tiled roof, apartment block, wall to wall carpeting*

Materials: One copy, A or B, per student.

Instructions: (1) Put Ss into pairs and give them one roleplay sheet, A or B. (2) Explain that they are going to take it in turns to be a house hunter looking for a place to live, and an estate agent with properties to rent. Tell Ss to look at the pictures and information on their roleplay sheets and encourage them to think of additional information they could add to this.

(3) Ss take it in turns to play their roles. When they have finished, take feedback from Ss A and B and ask them which property they chose to rent and why. Finally, take a class vote on which home is the most popular.

UNIT 11

31 Dave Barsdell, special investigator

Aim: To practise past modals of deduction.

Interaction: Groups of four

Exercise type: Discussion

Time: 20 minutes

Language: *He might have been murdered. It could have been the woman.*

Materials: One copy, cut up, per group.

Instructions: (1) Tell Ss that they are going to read a crime story and that, after each piece of information, they should talk together to answer the question written on the card. (2) Hand out the cards in numerical order, in a pile, face down on the desk. One student reads out the first one and the group think of some ideas together. (3) Ss continue until they have read through all the cards. (4) Elicit ideas from the different groups.

32 Amateur journalists

Aim: To practise impersonal report structures.

Interaction: Groups of four

Exercise type: Mingling; writing

Time: 30–40 minutes

Language: *It is believed that ... , It has been discovered that ...*

Materials: Two information cards per student. One newspaper story per student.

Instructions: (1) Put Ss into two groups, A and B. Give each Student A a copy of the disappearance story and each Student B a copy of the hotel fire story. Tell Ss that they are journalists and this is the story they wrote with their editor's comments at the bottom. (2) Give each Student B two information cards relating to the disappearance story. As have to talk to all the Bs and note down what they know about the news story. When they have finished, Ss swap roles. As are given their information cards and Bs ask As what they know about the hotel story. (3) Ss go back to their places with their notes and rewrite the story in as much detail as possible using appropriate structures for reporting. (4) Collect in the stories for marking when finished.

33 Great ideas

Aim: To practise problem solving.

Interaction: Pairs, then groups of four.

Exercise type: Discussion

Time: 30 minutes

Language: *The trouble is ... , Let's move on, shall we?*

Materials: One problem card per pair. One set of language cards per group.

Instructions: (1) Hand out a problem card to each pair and allow up to five minutes for them to come up with as detailed plans as possible. (2) Ss now get together in groups of four consisting of people from four different pairs. (3) Each student in turn nominates a chairperson for their meeting and presents their ideas. Allow a time limit of two minutes per presentation and five minutes in total for each presentation/discussion (20 minutes in total for the four ideas). (4) The chairperson has Phrases B to use during the meeting. Phrases A are laid on the desk between the other three Ss and can be used by anyone else in the group when they want to make a point. (5) Tell Ss that the idea is to try to work together to make the plans presented as good as possible. (6) Ask Ss if they had any good ideas for any of the discussion points that they would like to share with the class to allow them the chance to share their ideas if they wish. Elicit ideas from the class.

UNIT 12

34 Which is the best paper for me?

Aim: To practise quantity expressions.

Interaction: Groups of six, then groups of twelve

Exercise type: Roleplay, information swap

Time: 20 minutes

Language: *There are few ... , There is a lot of ...*

Materials: One copy, cut up, per group.

Instructions: (1) Put Ss into two groups of six. Give each student in one group a newspaper information card and each student in the other a likes/dislikes card. (2) Ss with the likes/dislikes card have to talk to each of the Ss in the other group about the different newspapers to find out which would be best for them. (3) When they have finished, elicit from each student which newspaper they prefer and why.

Answers 1 Daily Search 2 The Facts 3 Weekly Star
4 Truth 5 Our Lives 6 Window to the World

35 Media jobs

Aim: To practise vocabulary for making choices.

Interaction: Groups of three or four.

Exercise type: Discussion

Time: 20 minutes

Language: *None of the jobs have ... , In my opinion, My choice would be ...*

Materials: One copy of the job descriptions per group, one copy of the useful phrases for each student.

Instructions: (1) Put Ss into groups of three or four and tell them they are going to read some job descriptions and discuss them. (2) Give each group one set of the job description cards. Give each student one copy of the useful phrases. (3) Give Ss a couple of minutes to read through the job descriptions on their own. Then tell Ss to discuss each job in turn, talking about what they like/dislike about the job, and comparing it to the other jobs. Tell Ss to use as many of the useful phrases as they can during their discussions. Each student should come to a decision about which job they would most like to do, and justify their decision. (4) When Ss have finished their discussions, elicit feedback from the class. Then take a class vote on which job is most popular.

36 Can you define it?

Aim: To practise singular and plural nouns.

Interaction: Pairs, then groups of four.

Exercise type: Defining

Time: 20 minutes

Language: *It is ... , They are ...*

Materials: One copy of A or B per pair.

Instructions: (1) Put Ss into pairs and give them their set of words. Tell Ss that the other pair has a different set of words which they must define, starting *It is* or *They are*. (2) Pair A read out their first word (*clothes*) and pair B must define it. (3) If Ss start their definition correctly, they get a point. If they can define the word they also get a point. (4) The winners are the pair with the most points at the end of the game.

<p>'Elvis has had 76 number 1 records.' Which is true?</p> <p>a Elvis is still alive. b Elvis is still making records. c There could be another number 1 Elvis record in the future.</p>	<p>Which is correct?</p> <p>Since she heard the news a she has smoked five cigarettes. b she has been smoking five cigarettes.</p>	<p>'I first came to live here five years ago.'</p> <p>Make a sentence giving the same information using 'for'. (I have lived/been living here for five years.)</p>	<p>Which person expects flowers next year?</p> <p>a My husband gave me flowers every year. b My husband has given me flowers every year.</p>
<p>Which of these was said in January?</p> <p>a I ate too much this Christmas. b I have eaten too much this Christmas.</p>	<p>Who is talking about a film on TV last night?</p> <p>a Have you seen <i>American Pie</i>? b Did you see American Pie?</p>	<p>Which is correct?</p> <p>Before I went to England a I had never eaten Chinese food. b I have never eaten Chinese food.</p>	<p>Which of these is most logical?</p> <p>I was hungry. a I didn't eat for two days. b I hadn't eaten for two days.</p>
<p>Which of these sounds best?</p> <p>a I had been sleeping for ten hours when the alarm went off. b I had slept for ten hours when the alarm went off.</p>	<p>How many of these people still work here?</p> <p>a I've worked here for two years. b I worked here for two years. c I've been working here for two years.</p>	<p>This morning I've only smoked two cigarettes and I went swimming.</p> <p>Which is correct? a It must be morning because 'I've smoked'. b It can't be morning because 'I went'.</p>	<p>Which is wrong?</p> <p>I've been working a since breakfast. b since 2 or 3 hours. c since the sun rose. d since you left.</p>
<p>There is little or no difference between the following: – How do you feel? – How are you feeling?</p> <p>a True b False</p>	<p>Who waited for us?</p> <p>When we arrived a they had eaten. b they ate. c they were eating.</p>	<p>I was covered in mud when I got home.</p> <p>Which is the most natural question? a Why, what had you been doing? b Why, what had you done?</p>	<p>Who are you talking to face to face?</p> <p>a Hello John. Where have you gone? b Hello Mary. Where have you been?</p>
<p>Which is incorrect?</p> <p>a What do you want to do now? b What are you wanting to do now?</p>	<p>Who had a haircut four months ago?</p> <p>a I haven't had a haircut for four months. b I hadn't had a haircut for four months.</p>	<p>Who was late for school?</p> <p>a When I got to school, the lesson started. b When I got to school, the lesson had started.</p>	<p>Who has definitely finished their book?</p> <p>a I've been reading a very interesting book. b I was reading a very interesting book. c I've read a very interesting book.</p>



Name: Lisa Sandwell
Sex: F
Age: 26
Appearance: untidy
Hair: straight, brown
Clothes: unfashionable
Personality: a bit lost

Name: Maria Javes
Sex: F
Age: 18
Appearance: cute
Hair: blonde
Clothes: casual
Personality: outgoing

Name: Anna Wright
Sex: F
Age: 32
Appearance: slim
Hair: short
Clothes: smart
Personality: serious

Name: Frances Smith
Sex: F
Age: 22
Appearance: sloppy
Hair: brown
Clothes: scruffy
Personality: reserved

Name: Mel Turner
Sex: F
Age: 25
Appearance: sporty
Hair: ginger
Clothes: fashionable
Personality: good-natured

Name: Francesca Tulli
Sex: F
Age: 48
Appearance: plain
Hair: long
Clothes: unfashionable
Personality: nice

Name: David Burton
Sex: M
Age: 32
Appearance: well-groomed
Hair: black
Clothes: professional
Personality: ambitious

Name: Paul Weston
Sex: M
Age: 40
Appearance: fit
Hair: spiky
Clothes: elegant
Personality: full of himself

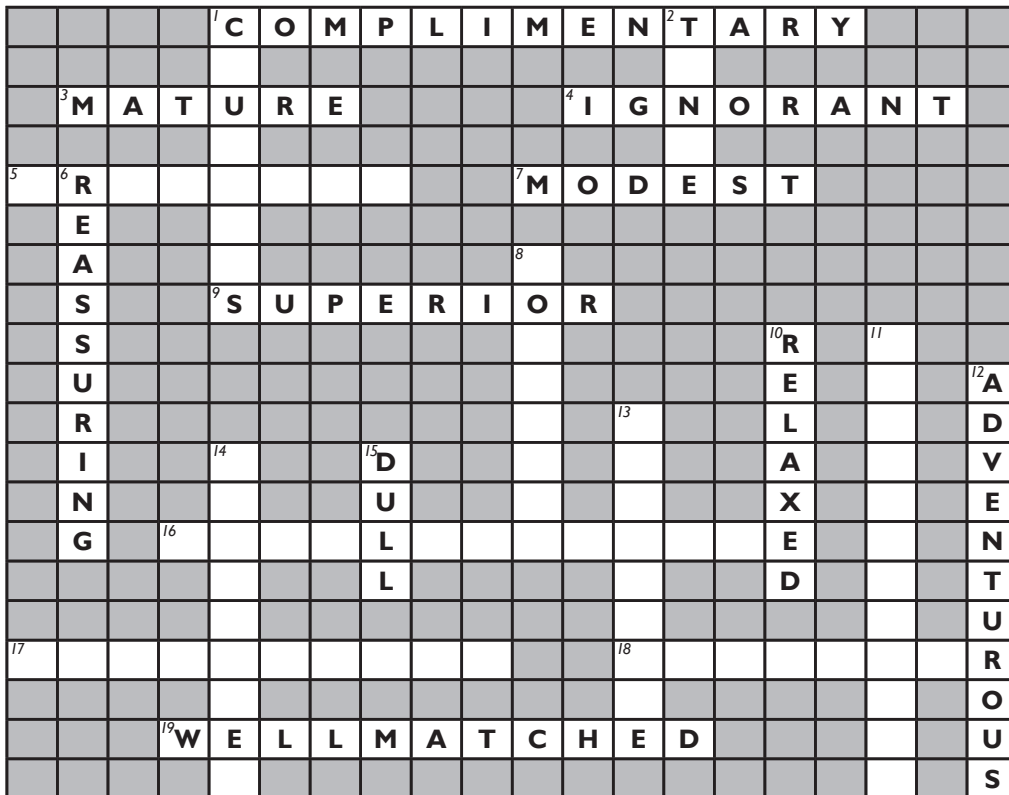
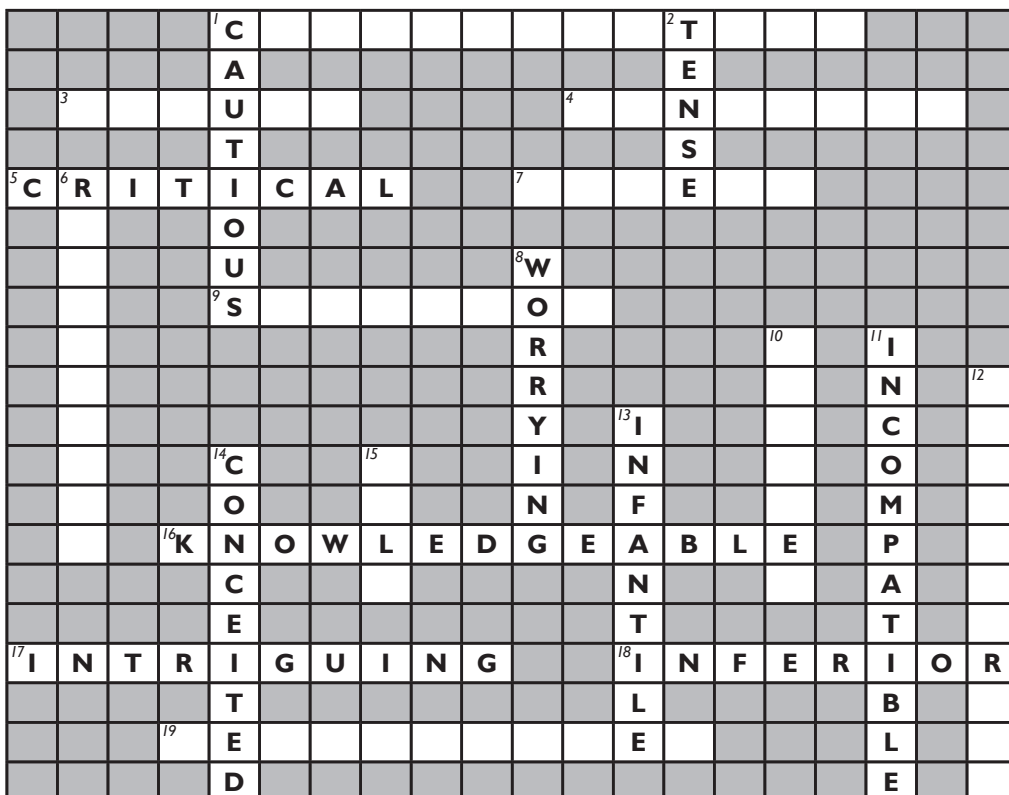
Name: Ricardo Perez
Sex: M
Age: 45
Appearance: slim
Hair: grey
Clothes: trendy
Personality: fun-loving

Name: Neil Sykes
Sex: M
Age: 23
Appearance: sporty
Hair: shoulder-length
Clothes: trendy
Personality: fun-loving

Name: Sam Tye
Sex: M
Age: 25
Appearance: sloppy
Hair: wavy
Clothes: scruffy
Personality: self-conscious

Name: William Byford
Sex: M
Age: 25
Appearance: cute
Hair: frizzy
Clothes: sophisticated
Personality: good-natured

A

**B**

A

English has been the world's most widely studied and most important language for over half a century now and its position as number one is unlikely to change in the near future. However, some people believe that by 2050, Chinese will have taken over. This is unlikely because of the complexity of the Chinese alphabet and the dominance of the USA in computing, not to mention mass entertainment.

So, assuming English will remain important, what changes will we see over the next half century? By 2050, almost 2 billion people will be learning English to some extent and the average age of students will fall to 12 as more and more young schoolchildren start to learn the language.

Despite this, it may not be all good news for teachers. It is thought that, in 2020, more students will learn by computer than in a classroom and that, by 2050, many countries will have stopped employing English teachers completely.

This leaves the question of where to look for work as a teacher now. By 2040, 50 percent of all English teachers will have taught in China so that is probably the place to go for long term job security.

- 1** Some people believe Chinese will take over from English as the world's most important language
 - a** in 2050.
 - b** sometime before 2050.
 - c** after 2050.
- 2** The number of people learning English in 2050 will be
 - a** unknown.
 - b** almost 2 billion.
 - c** over 2 billion.
- 3** The average age of students will fall to 12
 - a** in 2050.
 - b** before 2050.
 - c** after 2050.
- 4** Some countries will stop employing English teachers
 - a** in 2050.
 - b** before 2050.
 - c** after 2050.
- 5** The percentage of English teachers working in China in 2040 will be
 - a** 50 percent.
 - b** unknown.
 - c** more than 50 percent.

**B**

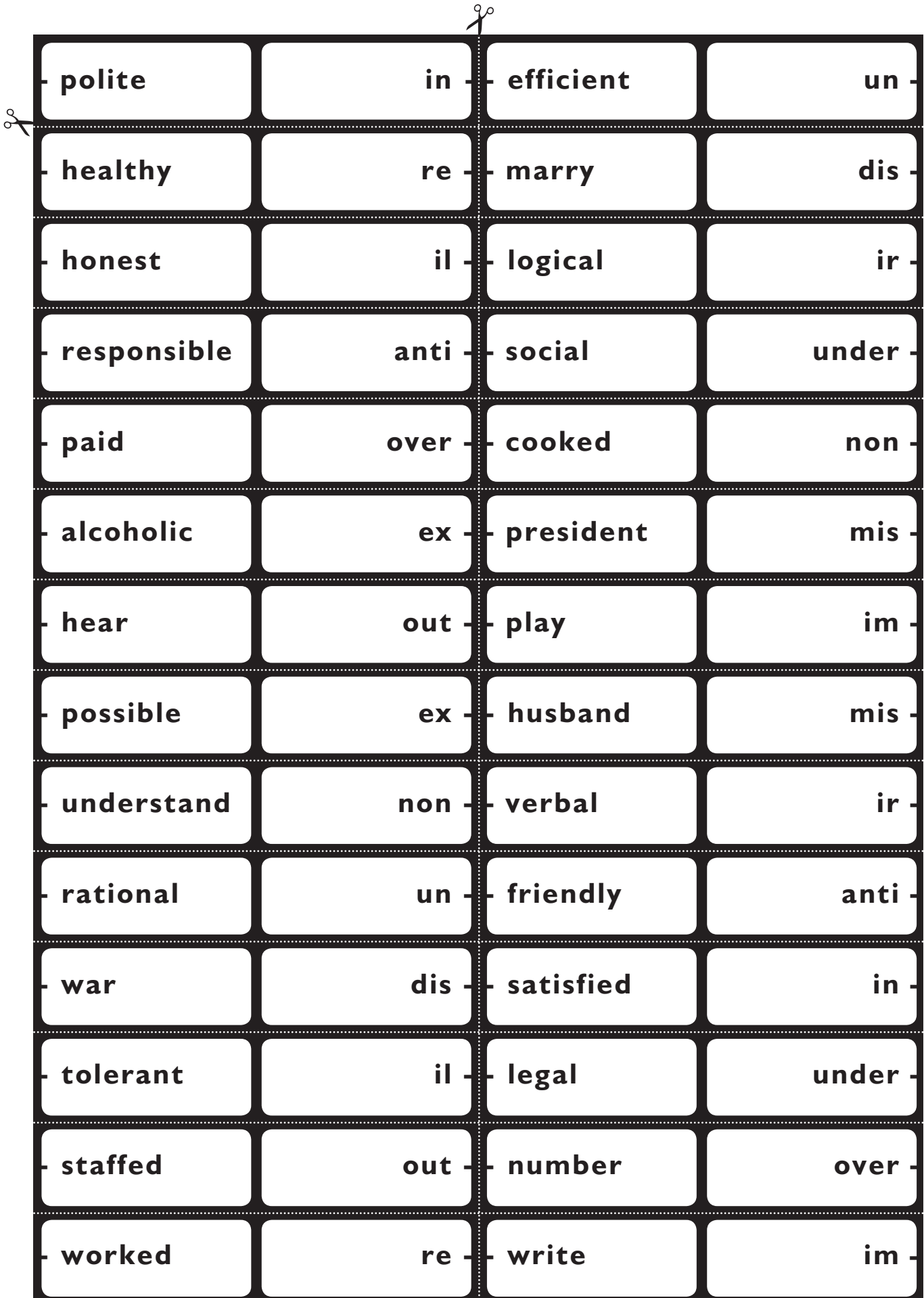
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 - a** 50 percent.
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 - c** more than 50 percent.





1

You have to explain exactly how to use a computer to write a word document, send an email and use the Internet.

2

You have to explain exactly how to watch a DVD, by using the remote control, choosing scene selection and language features.

3

You have to explain about your English course: rules for doing homework, writing tests, and what you do in class.

4

You have to explain how to boil an egg, by switching on the cooker, choosing a pan and timing the egg.

5

You have to explain how to shop at the local supermarket: where the trolleys are, what you can buy, and what happens at the checkout.

6

You have to explain how to see a film at the cinema: where to find information about what's on, where to buy tickets, what to eat, and what happens before the main film.

1

You are an alien.
You speak excellent English but there are a lot of things you don't know about.

You don't understand:
keyboard, mouse, icon, screen, email, Internet.

If your partner uses these words, make sure he/she explains them clearly for you.

2

You are an alien.
You speak excellent English but there are a lot of things you don't know about.

You don't understand:
DVD, remote control, subtitles, screen, scene.

If your partner uses these words, make sure he/she explains them clearly for you.

3

You are an alien.
You speak excellent English but there are a lot of things you don't know about.

You don't understand:
teacher, homework, test, coursebook, exercise.

If your partner uses these words, make sure he/she explains them clearly for you.

4

You are an alien.
You speak excellent English but there are a lot of things you don't know about.

You don't understand:
cooker, egg, yolk, pan.

If your partner uses these words, make sure he/she explains them clearly for you.

5

You are an alien.
You speak excellent English but there are a lot of things you don't know about.

You don't understand:
trolley, aisle, money, credit card, bar code.

If your partner uses these words, make sure he/she explains them clearly for you.

6

You are an alien.
You speak excellent English but there are a lot of things you don't know about.

You don't understand:
cinema, film, box office, newspaper, popcorn, trailer.

If your partner uses these words, make sure he/she explains them clearly for you.

PART 1

Student A	Student B	Student C	Student D
Janet always loved computer games. Think of some examples.	Janet was always laughing. What made her laugh?	Janet would always be the first to put her hand up. What were her best subjects?	You can't remember anything about Janet. Make something up using <i>used to</i> .
Steve would always be thinking about the next sports event. What sports was he best at?	Steve never used to do any work for exams. What were his worst subjects?	You can't remember anything about Steve. Make something up using the Past Simple.	Steve was always copying homework. What homework did he copy from you?
Leon used to know a lot about the world. What countries did he use to talk about?	You can't remember anything about Leon. Make something up using <i>would</i> .	Leon was always staring out of the window. What do you think he was looking at?	Leon always wore really cool clothes. What clothes do you remember?
You can't remember anything about Barbara. Make something up using the Past Continuous.	Barbara had to go to hospital for two months when she was 16. What was wrong with her?	Barbara used to have lots of boyfriends. Who did she go out with?	Barbara would never wear the proper uniform. What did she wear instead?

PART 2

Student A	Student B	Student C	Student D
Who is lying about Janet?	Who is lying about Janet?	Who is lying about Janet?	You don't want anyone to know you can't remember about Janet so try not to make it obvious.
Who is lying about Steve?	Who is lying about Steve?	You don't want anyone to know you can't remember about Steve so try not to make it obvious.	Who is lying about Steve?
Who is lying about Leon?	You don't want anyone to know you can't remember about Leon so try not to make it obvious.	Who is lying about Leon?	Who is lying about Leon?
You don't want anyone to know you can't remember about Barbara so try not to make it obvious.	Who is lying about Barbara?	Who is lying about Barbara?	Who is lying about Barbara?



My sister got married last month. Previously she was called Miss Lily James, but now she's Mrs Lily Stuart.

Answer: change your name

I think I'll have the lemon cheesecake for dessert. No, hang on a minute. I won't have the cheesecake; I'll have the ice cream.

Answer: change your mind

We had a terrible journey home. First there was a traffic jam, then we had to stop because there was something wrong. Luckily, my dad fixed the problem, but he got soaking wet doing it!

Answer: change a tyre on a car

I took my dog for a walk and got completely covered in mud and dirt. I had to put on a new outfit before I went to my aunt's house.

Answer: change your clothes

My mum says that she used to have pink hair and wear lots of make-up. I can't imagine it – she dresses so normally now.

Answer: change your image

Why is it so dark in here? Is there something wrong with the light?

Answer: change a light bulb

I hate this programme. Do you mind if I switch over to the other side?

Answer: change channels on the TV

If my brother's feeling sad or lonely, I take him to the cinema. It cheers him up every time.

Answer: change your mood

The new employee has been late every day this week. If he doesn't start getting to work on time, he'll get sacked.

Answer: change your ways

My sister used to think that my boyfriend was selfish and arrogant. So I talked to her and told her what he's really like. Now she thinks the opposite.

Answer: change someone's mind

At first I thought I wanted to be a doctor when I finish college. But I really love animals, so I decided to study to be a vet instead.

Answer: change your plans for the future

Leo has joined an environmental group. He's always raising money or writing to the government about something. He thinks his actions can really make an impact.

Answer: change the world

Mary, why did you cut all your lovely hair off? I don't like it short!

Answer: change your hairstyle

My last one didn't have Internet access on it. That's why I bought this new model, so I can make calls *and* check my emails.

Answer: change your phone

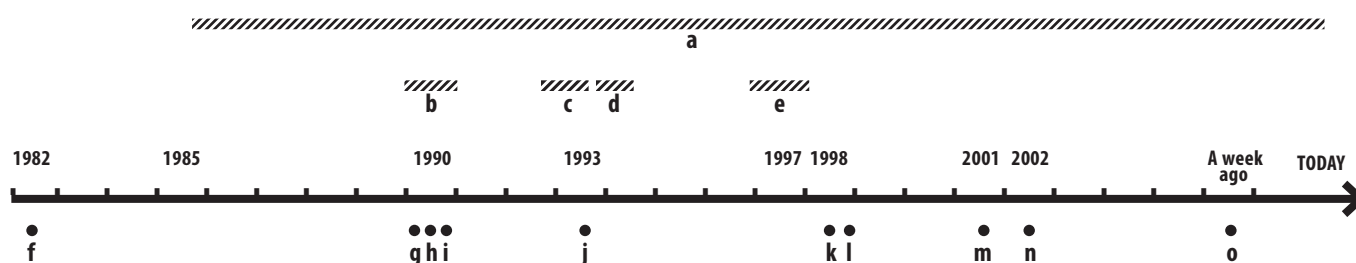
	SENTENCE	✓/✗	IF WRONG, WHAT'S WRONG?	POINTS GAMBLED (10–100)
1	My brother works in an office.			
2	Don't do anything until you've talked to a headmaster.			
3	When I got home, I saw letter waiting for me.			
4	People who were here yesterday want to say thank you.			
5	The mobile phones are used by millions of people every day.			
6	I got 90 percent in the history exam we had yesterday.			
7	Money makes world go round.			
8	We went to Czech Republic last summer.			
9	This is the shirt I bought yesterday.			
10	This is a biggest party in the world.			
11	I bought a beautiful necklace on holiday.			
12	That's a fifth competition we've won this year.			
13	I was born in the early 1980s.			
14	The cars cause more pollution than the planes.			
15	Last year we visited Washington and New York.			
16	We live in small house.			
17	You'll find Steve in a kitchen.			
18	About 350,000 people year visit this castle.			
19	Unemployment is getting worse in our country.			
20	Where's a book you were telling me about?			




1. Last week, Elmer Cobham (1) showed the world his new invention.
2. He (2) had been working on it since 1985.
3. He (3) had had the idea at school and had then forgotten about it for three years.
4. He has only had one holiday since he started working on the invention.
5. That was a (4) three-week tour of Spain in 1993.
6. Unfortunately, during the second week he (5) got badly sunburned.
7. When he returned from Spain he had to spend (6) two weeks in hospital.
8. The last time he had been there was (7) to visit his mother, three years earlier.
9. She (8) had been feeling ill for a few months and the doctor (9) had finally told her to have an operation.
10. When Elmer visited her, she (10) had just had the operation and was feeling much better.
11. Five years after his holiday, Elmer (11) showed a prototype of his invention at a special exhibition.
12. He didn't realise that another inventor (12) had been spying on him for a year and had also built a prototype.
13. After the exhibition, when Elmer realised what had happened, he (13) took the second inventor to court.
14. After three years, Elmer (14) won the court case and the other inventor had to pay him a lot of money.
15. The following year, Elmer (15) used the money to build a new laboratory and completed his trials.



Match the numbered events (1–15) in the story with the events on the time line (a–o).





-ment	-ion	-ing
-ence	-ness	-ance
-ity	-ship	-ful
-less	-al	-ic
-y	-ive	-able/-ible
-ing	-ed/-d	-ent/-ant

PART 1

You were shopping with your two sons. You'd just come out of the butcher's with a kilo of sausages and a roast chicken when you saw a big, black car going past. Your sons shouted, 'It's him!' but you didn't see his face and they are too young to know the name. Who was it?

You were in the garden. You'd been working there all afternoon and had just planted a beautiful rose by the apple tree when a big, black car drove past. The person in the back looked a little bit familiar. Who was it?

You are an ambulance driver and you had been called out to go to an accident. You remember one car, a big, black one, which didn't get out of the way very quickly. You looked round as you went past and are sure you recognised the person in the back. Who was it?

You were out walking your dog. It's a beautiful Dalmatian. You were in the park and the dog started barking at someone. You went to apologise and suddenly three big security guards stopped you. You didn't see the person but they must have been important. Who was it?

PART 2

You were having lunch. You'd been working hard all morning and were hungry so you went to get a pizza. You were sitting in the restaurant when three men in black suits strolled in guarding a smaller person. You heard him ordering pizza. You know the voice. Who was it?

You were having a cup of coffee at the Italian House. They do the best coffee in town. While you were sitting there, the phone rang. The manager looked amazed and, when he finished talking, he started shouting at the staff excitedly. Someone famous had ordered a coffee. Who was it?

You wanted to play tennis at the local club. There was no one there until, suddenly, four men appeared. Three were large and all dressed in black. The fourth was smaller and was wearing white shorts and a tennis shirt. He asked you if you wanted a game and beat you easily. The three security guards were watching all the time. You have no idea who he was as you never watch TV or go to the cinema but he was obviously famous. Who was it?

You were at the cinema watching *Titanic*. Annoyingly, just before the film started, four men walked in. Three were very big and sat right in front of you. You couldn't see anything. You asked if they could move and the fourth person moved so he was sitting in front of you and you could see. He wasn't short, just normal height. When you said thank you, he turned round and smiled but it was too dark to see his face. Who was it?

Answer the questions and rearrange the first letter of each answer to find out who the person was.

- 1 Someone was walking their dog. What kind of dog was it?
- 2 Someone was shopping. What shop had they just left?
- 3 Someone was working in the garden. What flower had they just planted?
- 4 Someone was driving. What were they driving?
- 5 Someone was having a cup of coffee. What was the name of the café?
- 6 Someone was playing a sport. What sport were they playing?
- 7 Someone was eating lunch. What were they eating?
- 8 Someone was in the cinema. What film were they watching?

STUDENT A

Situation 1

- 1 You have a problem. Tell your therapist about it and ask his/her advice.
 - You are addicted to shopping.
 - You often run out of money.
 - You have run up a lot of debt on your credit card.
- 2 Answer your therapist's questions.
 - You have been addicted for two years.
 - On average, you spend 400 euros per week.

Situation 2

- 1 You are a therapist. Listen to your partner's problems and ask some questions.
 - Has he/she tried sticking to a diet?
 - He he/she given up exercise completely?
- 2 Listen to your partner's answers. Choose the best advice from a–c below.
 - a You should eat more healthily, rather than trying to stick to a diet.
 - b You should keep on doing exercise. It will help you lose weight.
 - c You need to wake up to your health problems and have weight-loss surgery.

STUDENT B

Situation 1

- 1 You are a therapist. Listen to your partner's problems and ask some questions.
 - How long has your partner been addicted?
 - How much does he/she spend per week?
- 2 Listen to your partner's answers. Choose the best advice from a–c below.
 - a You should splash out less often.
 - b You need to cut up your credit cards.
 - c When you go shopping, try on less expensive clothes.

Situation 2

- 1 You have a problem. Tell your therapist about it and ask his/her advice.
 - You have put on a lot of weight recently.
 - Because of your size, you are missing out on fun activities like sport and dancing.
- 2 Answer your therapist's questions.
 - You find it impossible to stick to a diet. You always end up eating chocolate.
 - You often let your friends down when they want to play sport.

STUDENT A

Situation 3

- 1 You have a problem. Tell your therapist about it and ask his/her advice.
 - You cannot go without checking your social networking page 20 times a day.
 - The first thing you do every morning is turn on your computer.
 - You're worried social networking is taking over your life.
- 2 Answer your therapist's questions.
 - You have been using social networking sites for almost five years.
 - You spend as much as 10 hours a day using social networking sites.

Situation 4

- 1 You are a therapist. Listen to your partner's problems and ask some questions.
 - How much money was it?
 - Does he/she think the friend has enough money to pay him/her back?
- 2 Listen to your partner's answers. Choose the best advice from a–c below.
 - a If your friend has enough money to put together trendy outfits, he/she can pay you back. Demand your money.
 - b Try to sort it out without losing your friendship. Explain calmly why you need the money back.
 - c Stop speaking to your friend.

STUDENT B

Situation 3

- 1 You are a therapist. Listen to your partner's problems and ask some questions.
 - How long has your partner been using social networking sites?
 - How many hours a day does he/she spend on social networking sites?
- 2 Listen to your partner's answers. Choose the best advice from a–c below.
 - a You could throw away your computer.
 - b This is just a craze. As you get older, your addiction will wear off.
 - c You can sort out this problem by reducing the amount of time you spend online by 10 minutes every day.

Situation 4

- 1 You have a problem. Tell your therapist about it and ask his/her advice.
 - You lent your best friend some money and he/she hasn't paid it back.
 - You asked him/her for the money several times.
 - Your friend always promises to give you the money next week, but never does.
- 2 Answer your therapist's questions.
 - It was over 1,000 euros.
 - Yes. Last week, you saw someone in the street wearing really expensive and trendy clothes. It turned out it was your friend.

A

To: _____

Subject: _____

Hi there!

How are you? I'm feeling quite sick at the moment. Why? Because I've got an exam tomorrow. I stopped (1) _____ (study) so I could have a break. I need to relax and stop thinking about studying and exams all the time.

I really hate exams. Do you remember (2) _____ (take) that Maths exam last year? It was terrible. My mind went completely blank. I'll never forget feeling helpless and panicky. I think it was the worst day of my life, honestly! I remember (3) _____ (think) that I would fail, and my life would be over. You probably think I'm being overdramatic and I should stop exaggerating, but that's how I felt.

Anyway, I wanted to email you about an idea I have for the summer, after the exams. I like (4) _____ (have) something to look forward to! I'm trying to plan a camping trip with Sara and Tony. Do you like (5) _____ (camp)? If so, do you want to come? I like spending time with all of you, so it would be a real treat after all our weeks of studying and exams. I'll try (6) _____ (organise) some dates in the next few days. Can you let me know when you're free? I'd like to book the holiday as soon as possible.

Oh, and I forgot (7) _____ (mention), do you think we could borrow your parents' tent? I don't have one!

OK, I'd better stop writing this to do some more revision now. Don't forget (8) _____ (email) me back about the camping trip! And remember to ask your parents about the tent!

Love,

Hannah



B

To: _____

Subject: _____

Hi there!

How are you? I'm feeling quite sick at the moment. Why? Because I've got an exam tomorrow. I stopped studying so I could have a break. I need to relax and stop (1) _____ (think) about studying and exams all the time.

I really hate exams. Do you remember taking that Maths exam last year? It was terrible. My mind went completely blank. I'll never forget (2) _____ (feel) helpless and panicky. I think it was the worst day of my life, honestly! I remember thinking that I would fail, and my life would be over. You probably think I'm being overdramatic and I should stop (3) _____ (exaggerate), but that's how I felt.

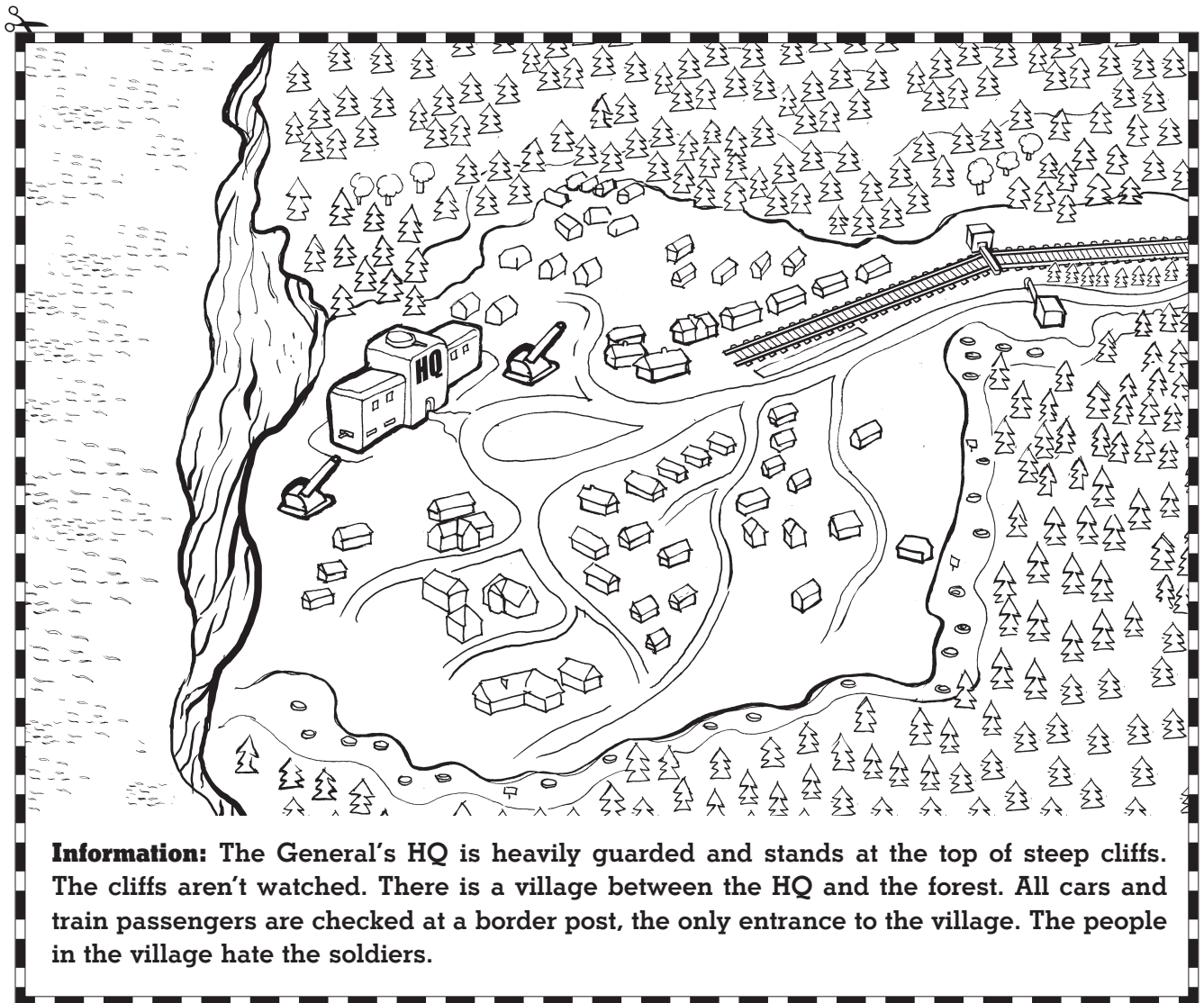
Anyway, I wanted to email you about an idea I have for the summer, after the exams. I like to have something to look forward to! I'm trying (4) _____ (plan) a camping trip with Sara and Tony. Do you like camping? If so, do you want to come? I like (5) _____ (spend) time with all of you, so it would be a real treat after all our weeks of studying and exams. I'll try to organise some dates in the next few days. Can you let me know when you're free? I'd like (6) _____ (book) the holiday as soon as possible.

Oh, and I forgot to mention, do you think we could borrow your parents' tent? I don't have one!

OK, I'd better stop writing this (7) _____ (do) some more revision now. Don't forget to email me back about the camping trip! And remember (8) _____ (ask) your parents about the tent!

Love,

Hannah



You are Major Evans.

You are an expert climber.

You know that flying is forbidden in the area and any planes flying over it will be immediately shot down.

You are Captain Davies.

You are a trained killer.

You know that nobody has ever succeeded in climbing the cliffs and only one person in the group can climb.

You are Sergeant Philips.

You are a language expert and can get enemy uniforms easily.

You know that nobody must be killed during the operation except in self-defence.

You are Private Henderson.

You have friends in the village.

You know that only special soldiers are allowed past the guard posts. They are all known by the guards.

You are Colonel Benson.

You are an expert at defusing mines.

You know that there has been no contact with anyone in the village for three months and that something must be wrong.

You are Lieutenant Stevens.

You are an expert flyer and have a team of parachutists.

You know that the mines in the forest are a new sort which nobody has been able to defuse yet.

BOOK PROPOSAL

Entries from first-time authors.

Please complete all parts of the form.

Name of author:

Name of book:

Genre (e.g. fiction, romance, crime, etc.):

Description of main characters:

Summary of plot:

How the story ends:

Length:

Sample (please write the first paragraph of your book here):

Send to: Harbottle Publishing Ltd, Box 8989, London

The fact of the matter is ...	It goes without saying that ...	You have to admit that ...
There's no denying that ...	I really don't see the point of ...	On the other hand ...
You have to bear in mind that ...	As far as I can see ...	To be frank ...
To be honest ...	The way I see it ...	That might not necessarily be good.



1 I keep back all my secrets from my parents	a but I do write everything in my diary.
2 Sarah told me a secret last week	b in me if he's got a problem.
3 My younger brother sometimes confides	c Clear up this mess immediately.
4 David is such a gossip – he's always	d money because I'm saving to go on holiday.
5 Tell me the truth!	e because they don't understand me.
6 Jake was totally taken in when	f so I always try to clear things up.
7 I don't let many people in on my secrets.	g Please can you let her out?
8 I really hate disagreements	h before I could take in the news.
9 I want to keep back some	i she let out a scream.
10 I saw through Sarah's story right away –	j in on their decision to get married.
11 It looks like a disaster movie in here!	k making things up about people.
12 I had a long chat with Simon	l she was lying about losing my CD.
13 I was so shocked it was a few minutes	m Can you let me in on the joke?
14 These trousers are a bit too baggy	n so I'm going to take them in.
15 Tim, the cat's at the front door.	o I can see through your lies.
16 When Jessica saw the ghost	p his dad said he could go to the USA this year.
17 What are you all laughing about?	q and we managed to clear up the misunderstanding.
18 Richard and Joanne finally let me	r but I let it out by accident.

Questions to ask

- * When did you start writing?
 - * Who are your greatest influences?
 - * Are you writing anything at the moment?
 - * How many books have you written?
 - * Have you won any prizes?
 - * What are your future plans?
 - *
 - *

Interview with _____ by _____

Yesterday, I talked to _____, the famous writer. I started by asking him/her
when he/she had started writing. He/She told me that _____

William Shakespeare's The Merchant of Venice

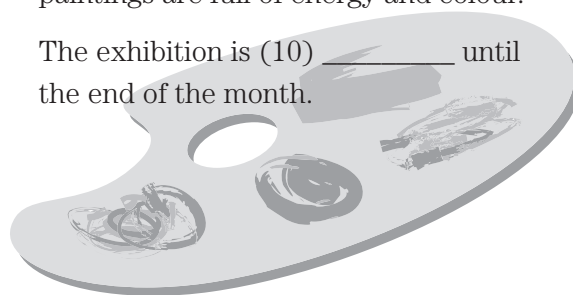
The Guildford Players are putting (1) _____ a production of Shakespeare's *The Merchant of Venice* in the beautiful outdoor (2) _____ of the College of Law. Audience members sit on the lawn and watch the (3) _____ as the sun sets. Bring a picnic if you like! The amateur (4) _____ does a wonderful job of telling this story of love, greed and revenge.

Tickets: available from the (5) _____ office. £15 for adults, £10 for children and OAPs.

Frida Kahlo at the Mallory Gallery

An (6) _____ of paintings by the Mexican (7) _____ is now on at the Mallory Gallery. Many of the works of art are self-(8) _____ and depict the loneliness the artist often felt. Nevertheless, the (9) _____ paintings are full of energy and colour.

The exhibition is (10) _____ until the end of the month.

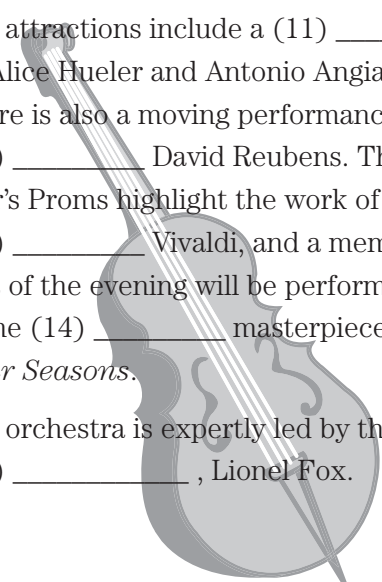


Last Night of the Proms

Be a part of this magical event at the Albert Hall.

Key attractions include a (11) _____ by Alice Hueler and Antonio Angianotti. There is also a moving performance by (12) _____ David Reubens. This year's Proms highlight the work of the (13) _____ Vivaldi, and a memorable part of the evening will be performances of the (14) _____ masterpiece *The Four Seasons*.

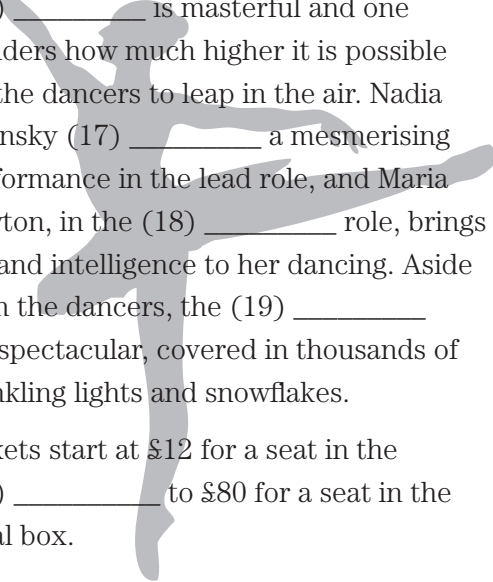
The orchestra is expertly led by this year's (15) _____, Lionel Fox.



The Royal Ballet's Nutcracker Suite

This year's seasonal ballet, *The Nutcracker Suite*, is truly magical. The (16) _____ is masterful and one wonders how much higher it is possible for the dancers to leap in the air. Nadia Kajinsky (17) _____ a mesmerising performance in the lead role, and Maria Lowton, in the (18) _____ role, brings wit and intelligence to her dancing. Aside from the dancers, the (19) _____ are spectacular, covered in thousands of twinkling lights and snowflakes.

Tickets start at £12 for a seat in the (20) _____ to £80 for a seat in the royal box.



You are Hank

You missed the ballet class because you spent too long in the art gallery. Accuse **Betty** of making you late because she was the one who took a long time.

Listen to **Louise** and tell her that everything will be all right and why.

You are Betty

You are going to the theatre with your friend **Pete** tomorrow. Remind him to buy the tickets.

Listen to **Hank** and tell him you think he is wrong and why.

You are Pete

You wish you hadn't wasted your time in the cinema yesterday. It was a terrible film. Tell **Colin** your regrets.

Listen to **Betty** and tell her it's OK and why.

You are Colin

You are in a rock band. You've seen an excellent new group in concert, and you're sure **Joanne** will like them. Recommend their CD to her.

Listen to **Pete** and ask him about the film.

You are Joanne

You are a student. You told your friend **Louise** that you would help her with a project on art but you didn't have time. Apologise to her.

Listen to **Colin** and ask him about the band.

You are Louise

You are a student. You know that the lecturers are very angry with **Hank**. Warn him that, if he doesn't go to more lectures, they might throw him out of college.

Listen to **Joanne** and tell her it's OK and why.

Find out what messages people were giving to each other and complete the form.

Hank Betty

Betty Pete

Pete Colin

Colin Joanne

Joanne Louise

Louise Hank




1 The first game of ice hockey	2 was played	3 in	4 Montreal, Canada.
1 About 250,000 cars	2 are driven into	3 London	4 every day.
1 The first glue	2 was made	3 from	4 fish.
1 BASIC computer language	2 was invented	3 by	4 two mathematicians.
1 False teeth	2 have been worn	3 since	4 700BC.
1 Dynamite	2 was invented	3 by	4 a famous Swede.
1 Glass	2 had been used	3 for about 4,000 years	4 before clear glass was invented.
1 The first lie detector	2 was used	3 in 1925	4 'BEEP'. Oh, no, that's not true. It was 1915.
1 Gunpowder	2 was being used in China	3 when Europeans	4 were still fighting with swords.
1 Tea	2 had been drunk	3 in China	4 for a thousand years before the English had ever heard of it.

A Holidaymakers from Britain travelling to different countries (%)

	1971	1981	1991	2001
Spain	34	22	21	28
France	16	27	26	18
United States	1	6	7	6
Italy	9	6	4	4
Turkey	0	0	1	2
Germany and Austria	9	6	5	2
Other countries	31	33	36	40

Total number of travellers (million)

	1971	1981	1991	1998	2009
All destinations	4.2	13.13	20.78	32.3	68.6


 The average amount spent by families in Britain in 2009 was (1) a week but this average doesn't tell the full story. The highest spenders spend, on average, more than (2) as much as the lowest spenders who only spend (3) a week on average. So, what is the money spent on? The highest amount, (4) a week, is spent on transport and a similar amount is spent on (5) and (6) These three things, together, make up about (7) of the total amount spent. People spend (8) as much on meat and fish as on fruit and vegetables, and spend £4.10 a week on (9) Only (10) this amount, £2.20, is spent on (11) each week.

B Weekly spending by UK households 2009 (£ per week)

Transport	58.40
Free time and holidays	57.90
Housing, fuel and power	57.30
Meat and fish	13.70
Fruit and vegetables	6.70
Drinks	4.10
Chocolate and confectionery	2.20
Total	455

NOTE: The highest spenders, aged between 30 and 49, spend an average of £588 a week. The lowest spenders, aged over 75, spend on average £236 a week.



The number of Britons holidaying abroad has risen significantly since 1971. The total in 2009 was almost (1) times as many as in 1971. Which countries have shown the biggest increases and decreases? (2) and (3) have always been the most popular destinations, (4) had the biggest number of visitors in 1971 and 2001, (5) in the other two years. Other big increases have been seen in the number of visitors to the USA (from 1 percent of the total in 1971 to (6) in 2001) and (7), which had almost no visitors in 1971 but which now gets 2 percent of the total. Other countries have seen drops in holidaymakers. The percentage of visitors to (8) has more than halved from 9 percent to only 4 percent. An even sharper fall has been seen in holidaymakers to Germany and Austria. The percentage of holidaymakers to these countries in 2001 was approximately one (9) of the figure for 1971. Overall, the total number of holidaymakers visiting other countries has grown consistently from (10) in 1971 to (11) in 2009.

A

FALSE TEETH	VACUUM CLEANER	SOAP OPERA	WRITING PAPER	IRONING BOARD
LOUDSPEAKER	FROZEN FOOD	BADLY PAID	AIR-CONDITIONED	HIGH-POWERED
TWO-FACED	LABOUR-SAVING	LIFE INSURANCE	BURGLAR ALARM	BOARDING CARD

swimming	pool	absent	minded	big	headed
empty	handed	energy	saving	phone	card
tooth	paste	solar	powered	travel	agent
life	guard	smoke	alarm	home	grown
lawn	mower	wind	mill	correction	fluid



B

SWIMMING POOL	ABSENT-MINDED	BIG-HEADED	EMPTY-HANDED	ENERGY-SAVING
PHONE CARD	TOOTHPASTE	SOLAR-POWERED	TRAVEL AGENT	LIFEGUARD
SMOKE ALARM	HOME-GROWN	LAWN MOWER	WINDMILL	CORRECTION FLUID

false	teeth	vacuum	cleaner	soap	opera
writing	paper	ironing	board	loud	speaker
frozen	food	badly	paid	air	conditioned
high	powered	two	faced	labour	saving
life	insurance	burglar	alarm	boarding	card

1 If people need money,	they often get a from the bank.
2 If a company doesn't lose money or make money,	it breaks
3 If a relative dies,	you sometimes money from them.
4 If you are not careful,	your company will go
5 If I need money,	I'll it from my parents.
6 You'll regret it	if you all your money quickly.
7 If I had enough money,	I'd pay all my debts.
8 If there was a horserace today,	I'd have a on it.
9 If you opened your own business,	I'm sure it would take immediately.
10 If I'd borrowed another \$1,000,	I would have a total of \$10,000 to the bank.
11 If I hadn't won the lottery,	I would have been \$10,000 in
12 If we'd sold another 20 tickets,	the show would have made a
13 If I'd won the lottery last week,	I would the money in property.
14 If we'd thought about it,	we could have the money we needed by having a sponsored swim.
15 I would have bought a house	if I'd had enough money to put down a
16 If you had some money to give to charity,	which one would you it to?



KILL TIME	to spend time doing something which is not important, while you are waiting to do something else
PAY ATTENTION	to carefully listen to, look at or think about someone or something
IT'S PAYBACK TIME	when you do something to make someone suffer because of something they have done to harm you
PAY SOMETHING OFF	to give someone all the money you owe them
CRIME DOESN'T PAY	crime does not give you any advantage, because you will be caught and punished
EARN MONEY	to receive a particular amount of money for the work that you do
SPEND TIME	to use time doing a particular thing or pass time in a particular place
TAKE TIME	when an amount of time is needed for something to happen
I OWE YOU ONE.	used to thank someone who has helped you, and to say that you are willing to help them in the future
PAY THE PRICE FOR SOMETHING	to experience something unpleasant because you have done something wrong



OWE MONEY

to need to give someone back money they have lent you

HIDDEN COSTS

costs that are difficult to see or find

COST AN ARM AND A LEG

have a very high price

PAY IN

to put money into your bank account

PAY SOMEONE A COMPLIMENT

to say something good or polite about someone

WASTE TIME

to use more time than is sensible

INVEST MONEY

to spend money on something because you hope the value will increase and you can make a profit

COST YOU YOUR CAREER

when something makes you lose your job

OWE SOMEONE AN APOLOGY

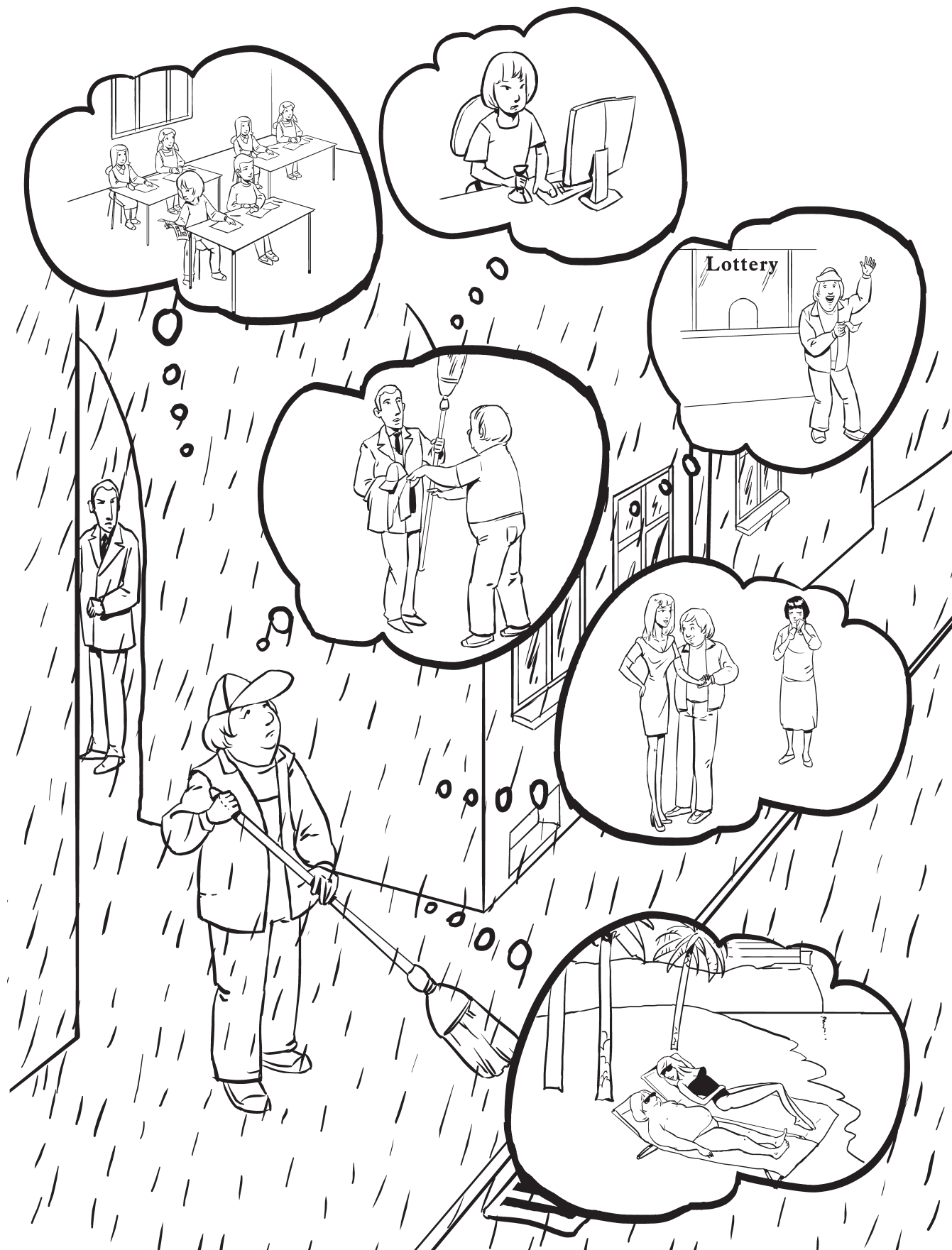
to feel that you should give someone an explanation of why you did something, or say you are sorry

SAVE MONEY

to keep money in a bank so that you can use it later

Regrets and dreams

2012





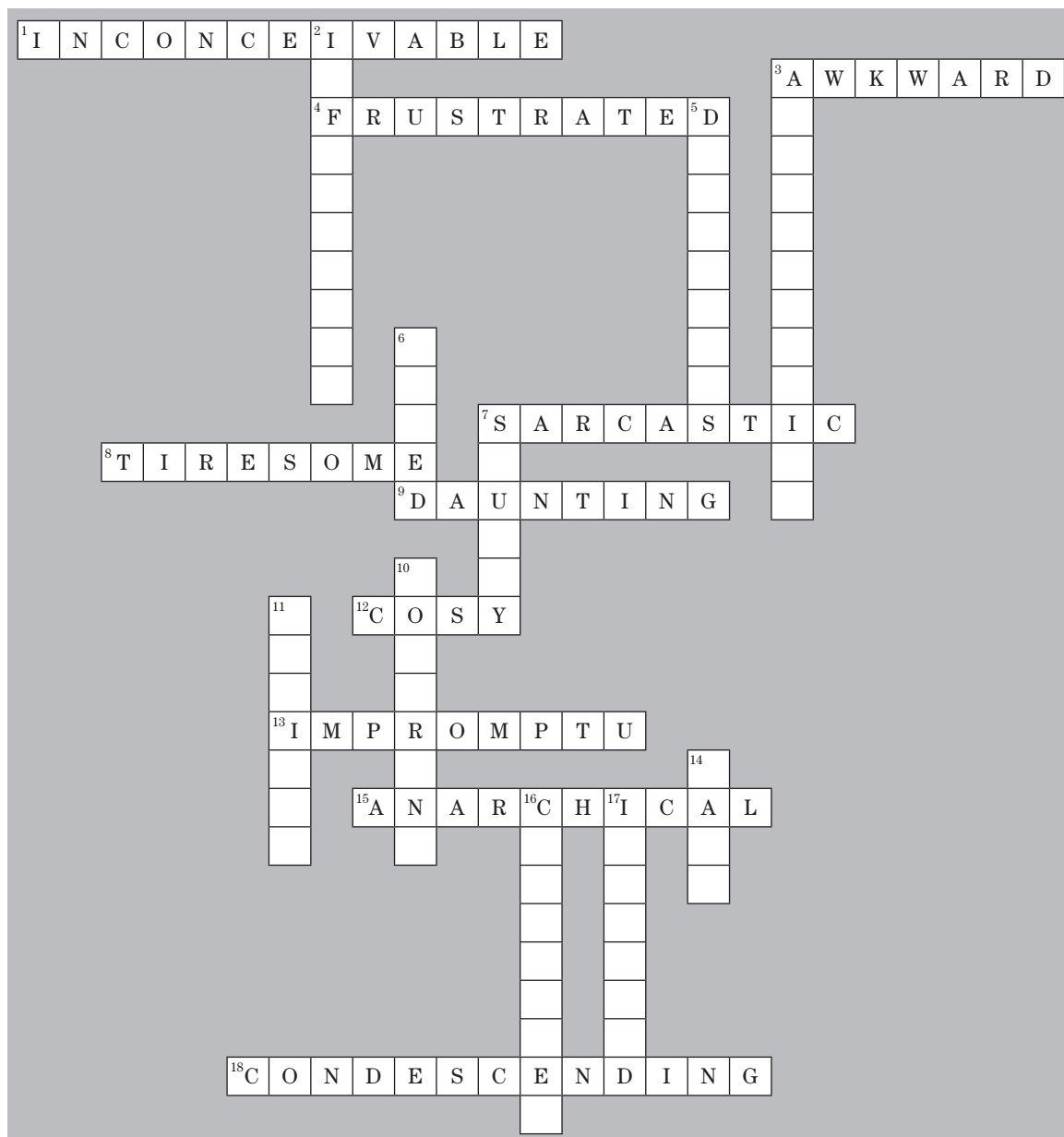
A

Our family have owned the house,
since 1917. My great-grandfather,
bought it for £130. In those days,
it was a very modern, luxurious place. The garden,
was huge with a small forest and a stream running through it.
which was the room that everyone sat in to talk and eat,
which my grandmother spent her summer evenings making.
where a blazing fire burned brightly during the cold winter months.
who looked like he was a wild, rather frightening man,

B

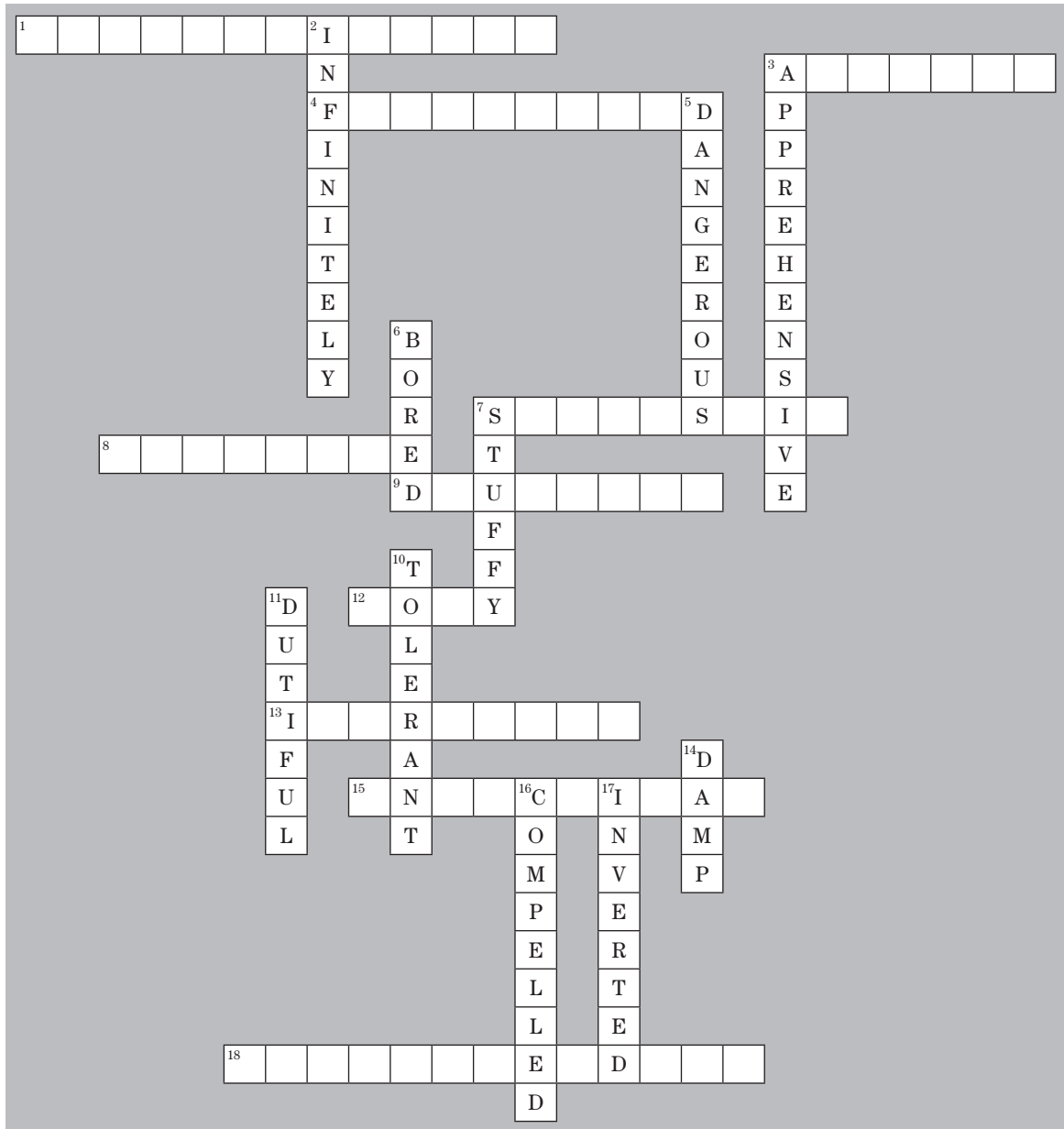
which stands in the middle of a tree-lined street
who had moved to England from Ireland five years earlier,
when most houses had outside toilets and no electricity,
where my sister and I used to play when we were younger,
The kitchen,
was full of dusty jars of pickled cucumbers and raspberry jam,
But my favourite room was the living room,
The walls were covered in photos of my great-grandfather,
and, fewer in number, the rest of my family.

A

**Down**

- 2 very much, substantially
- 3 worried and nervous about something that you are going to do
- 5 able or likely to harm or kill you
- 6 tired and impatient because you think something is uninteresting
- 7 without enough fresh air
- 10 allowing people to do, say or believe what they want without criticising or punishing them
- 11 obedient
- 14 slightly wet, often in an unpleasant way
- 16 obliged
- 17 reversed

B



Across

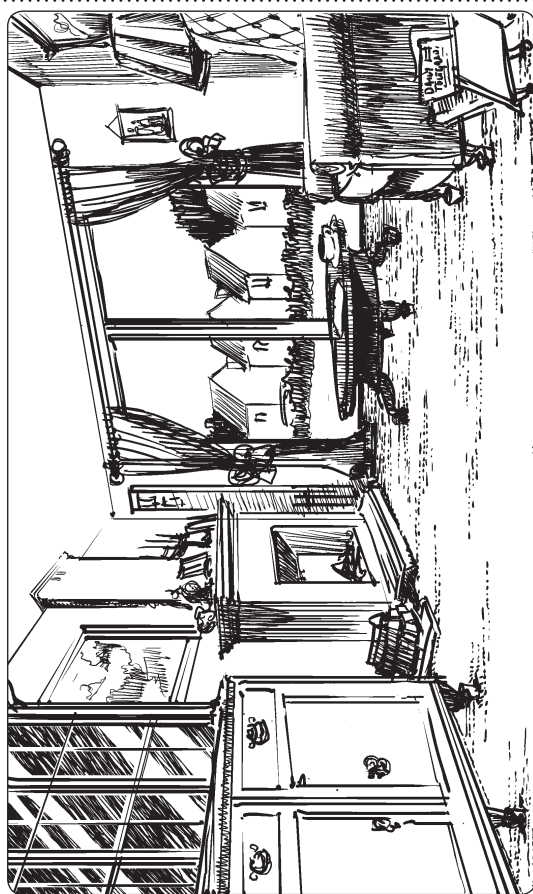
- 1 unthinkable
- 3 uncomfortable
- 4 feeling annoyed, upset and impatient because you cannot control a situation
- 7 saying things that are the opposite of what you mean, in order to make an unkind joke
- 8 annoying
- 9 intimidating
- 12 small, comfortable and warm
- 13 spontaneous
- 15 lawless
- 18 behaving as though you think you are better, more intelligent and more important than other people

1 A You are an estate agent. Describe the two homes below to a customer. Then ask your customer which one he/she would like to rent.

1 27 Fir Tree Avenue, £750 per month



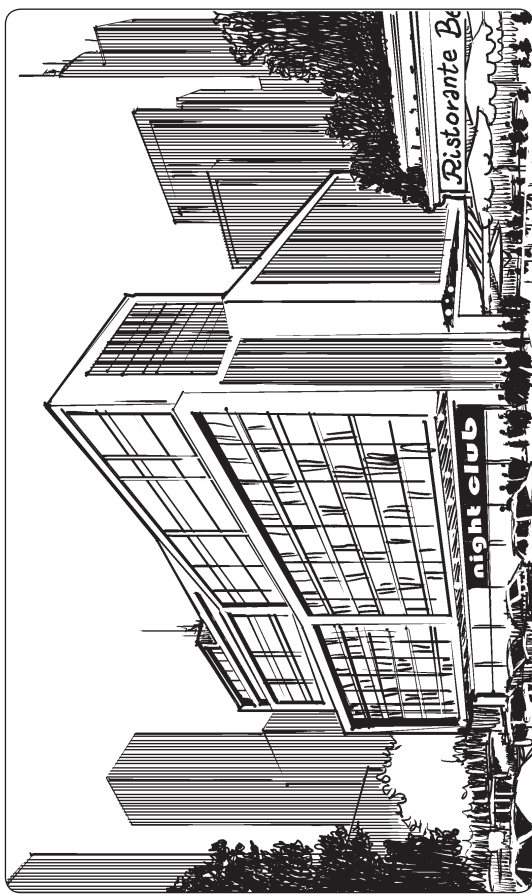
2 Chestnut Cottage, £900 per month



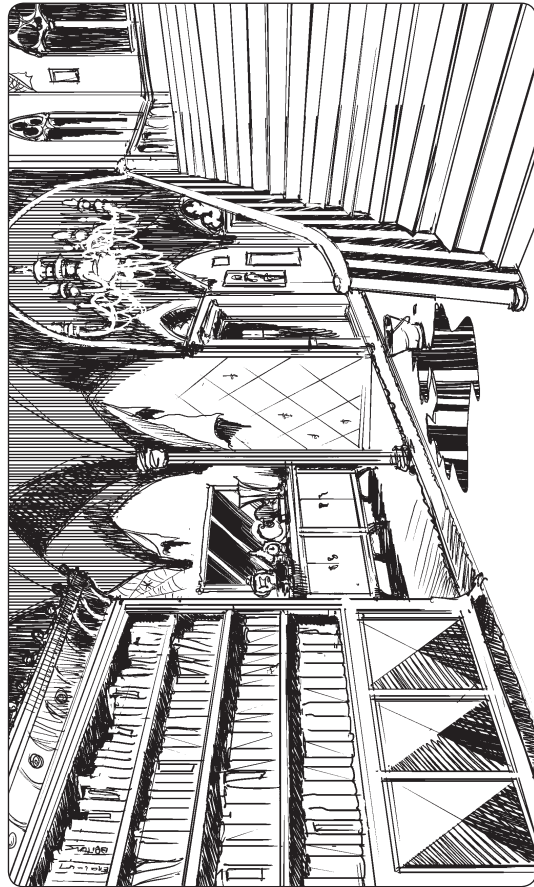
B You are a house hunter. You are in an estate agent's, looking for somewhere to rent. Listen to the description of the properties available and decide which one you want to rent.

2 A You are an estate agent. Describe the two homes below to a customer. Then ask your customer which one he/she would like to rent.

1 27a West End Quay Apartments, £1,999 per month



2 Peregrine Mansion, \$600 per month



B You are a house hunter. You are in an estate agent's, looking for somewhere to rent. Listen to the description of the properties available and decide which one you want to rent.



1 On 10 September, 1936, a woman walked into Dave Barsdell's office in Los Angeles. WHY?	2 She asked him to help her find her missing husband. WHEN and WHERE had he gone missing?	3 She said that her husband was being followed by a man called Tom Carlson. WHY?
4 Barsdell sent his partner to Carlson's house. WHY didn't he go himself?	5 That night Barsdell was woken by the police banging on his door. WHY?	6 His partner had been killed. WHERE and HOW?
7 Carlson and Barsdell's partner were both dead. Shot in a dark alley near the harbour. WHO shot them?	8 The police thought that Barsdell had killed his partner. WHY?	9 The next day, Barsdell was looking for clues and noticed he was being followed. HOW did he know? WHO was following him?
10 The man stopped him and told Barsdell to come to meet his boss, the mysterious Mr Big. WHY?	11 Mr Big told him that they were looking for a box of gold and that the murders happened because of that. WHY?	12 Mr Big told Barsdell not to trust the woman. WHY?
13 Later that day, the woman came to Barsdell's office. WHY?	14 She told Barsdell that she was sorry his partner had died and that it was her fault. WHY?	15 She told him she had known Carlson was dangerous and should have warned him. WHY didn't she?
16 Barsdell stopped her and laughed at her. WHY?	17 He told her about his talk with Mr Big and the gold. She suddenly looked frightened. WHY?	18 She told Barsdell that Mr Big and his gang wanted to kill her. WHY?
19 She told him that she didn't really have a husband. WHY had she come to him?	20 She said that Carlson had known where the gold was and she wanted him followed. HOW did Carlson know?	21 She now knew that the gold was on a ship in the harbour. HOW did she know?
22 Barsdell went to the harbour and found the ship. He took the box and hid it in a safe place. WHERE?	23 Back at the office, the gang suddenly burst in. WHY? WHAT did they want?	24 They all talked together and Barsdell told them there was one problem to solve. WHAT?
25 Barsdell told them that his partner had shot Carlson but who had shot his partner? He suddenly realised who it was. WHO and HOW?	26 The killer was the woman. She was there and had killed the partner. WHY?	27 The woman was arrested, the box brought in. They opened it. It was empty. WHERE was the gold?

A

The mysterious disappearance of Donald Cahill

On Saturday 31 June, Donald Cahill left his home at 8.30 a.m. to buy a newspaper. He never returned. At 2 p.m., his wife called the police but, despite a search of the local area, nothing has been found and no one has any idea of where he might be.

This isn't much of a story! Get out and interview people. Find out more about him. Our readers want more than this!

B

Star Hotel burns down

Last night a fire destroyed the Star Hotel. Firemen were called at 7 p.m. but were unable to stop the blaze. The police haven't found anything and no one knows what caused the fire. The owner was away at the time and nobody answered my telephone calls.

This isn't much of a story! Get out and interview people. Find out more about him. Our readers want more than this!

Information cards

You knew Donald Cahill and noticed that he looked worried for a long time.	You heard from people who worked there that the hotel was losing money.
You heard some people at work saying that Donald Cahill owes money to some gangsters.	You were told by a man in the restaurant that the owner of the hotel owes a lot of money.
You heard people in the restaurant saying that Donald Cahill was unhappy with his wife.	You heard from the friend of someone in the insurance office that the hotel was insured for \$1 million last week.
People at your work say that Donald Cahill was always betting. No one knows where he got the money.	You were told by some people in the street that the owner had another hotel which burned down in a different town.
You heard from someone who worked with Donald Cahill that some money went missing from the place where he was working.	You were outside the hotel at 6.30 and saw a suspicious looking man outside, looking up at the hotel windows.
You've lived here a long time and Donald Cahill's not the first person to go missing. Someone told you that UFOs have been seen.	You heard from the wife of one of the policemen that an empty petrol can has been found but the police aren't telling anyone.
You heard from a reliable source that the police have found his clothes in the next village but they're not telling anyone.	The sister of a fireman told you that a black car was blocking the road from the fire station and held up the fire engine for fifteen minutes.
You were told by a friend of Donald's that he's got another woman.	You knew the owner and think he looked very nervous just before he left.



You have been asked to plan

a fun but useful English lesson for your class.

Think of ideas and plan exactly what will happen so that you can tell the rest of your group about it.

You have been asked to plan

a way of raising money for charity.

Think of ideas and plan exactly what will happen so that you can tell the rest of your group about it.

You have been asked to plan

a business that you can start up.

Think of ideas and plan exactly what will happen so that you can tell the rest of your group about it.

You have been asked to plan

a great holiday for you and your classmates.

Think of ideas and plan exactly what will happen so that you can tell the rest of your group about it.

You have been asked to plan

a way to advertise your school.

Think of ideas and plan exactly what will happen so that you can tell the rest of your group about it.

You have been asked to plan

an easy way for you and your friends to become famous.

Think of ideas and plan exactly what will happen so that you can tell the rest of your group about it.

You have been asked to plan

a way that you and your friends can help the planet.

Think of ideas and plan exactly what will happen so that you can tell the rest of your group about it.

You have been asked to plan

an idea for a book that you can write together.

Think of ideas and plan exactly what will happen so that you can tell the rest of your group about it.

A

The trouble is ...

I can already see quite a few problems ...

I've just realised that there is a problem here ...

Yes, that could work ...

I don't think it would work ...

Just to go back to the point you made about ...

B

Carrying on ...

So, where are we now, then?

Let's leave that for now and come back to it later ...

Let's move on, shall we?

We'll get round the problem somehow ...

We don't seem to be getting very far, do we?



Daily Search

Sport: A number of good articles
Politics: Very little news
Local news: Plenty of news
Business: Almost no news
International news: Everyone says it is excellent
Gossip: Very few articles
Letters: None
Adverts: A few but not many

THE Facts

Sport: Very little news
Politics: A great deal of news
Local news: Quite a lot of news
Business: Lots of articles
International news: Few people like it
Gossip: Few articles
Letters: A few, once a month
Adverts: Lots

WEEKLY STAR

Sport: A few articles
Politics: There isn't any
Local news: Most people say it is good
Business: A few articles
International news: Each issue has lots
Gossip: None
Letters: Lots
Adverts: Few

TRUTH

Sport: Every sport is covered
Politics: Very little
Local news: Almost none
Business: Very few articles
International news: None
Gossip: A great deal of news
Letters: Lots
Adverts: A large number

Our Lives

Sport: Little news
Politics: A few articles
Local news: Every story covered
Business: Very few articles
International news: Plenty of stories
Gossip: A great deal of news
Letters: Each issue has lots
Adverts: None

Window to the World

Sport: None
Politics: Plenty of news
Local news: A number of articles
Business: Few stories
International news: A great deal of news
Gossip: Very little
Letters: Quite a few
Adverts: A large number

1 You are looking for
local and international news.

You don't like
letters or business news.

2 You are looking for
business and political news.

You don't like
gossip or sport.

3 You are looking for
local news and letters.

You don't like
gossip or adverts.

4 You are looking for
sports news and gossip.

You don't like
politics or business news.

5 You are looking for
gossip and letters.

You don't like
adverts or business news.

6 You are looking for
local and international news.

You don't like
sports news or letters.

NEWSREADER

- Must have an excellent speaking voice
- Must be able to read clearly and fluently
- Must be able to work well under pressure, during live TV broadcasts
- A journalism degree or previous experience essential
- Should be well-groomed and attractive

NOVELIST

- Must have excellent knowledge and command of language
- Must be fully computer-literate
- Must be able to work alone, in silence, for long periods
- Should be able to respond to criticism in a positive way
- Must be persistent – the first novel may not be a success

SPORTS PRESENTER

- Must have an extensive knowledge of sports
- Must be willing to travel to remote sporting locations
- Should be keen and willing to work long hours, often in cold weather
- Must be able to work well under pressure, during live TV broadcasts
- A journalism degree or previous experience is preferable, although some training will be given

CRIME REPORTER

- A journalism degree or previous experience is preferable, although some training will be given
- Must be persistent and willing to investigate difficult cases, however distressing
- Should be able to form good relationships with the police
- Must have an excellent knowledge and command of the written word
- Must work well under pressure and be able to meet tight deadlines

NEWSPAPER EDITOR

- Must work well under pressure and be able to meet tight deadlines
- Must have the ability to make difficult decisions quickly
- Should be prepared to work unsociable hours (noon to 10 p.m.)
- Must be able to form good relationships with journalists, photographers, politicians and celebrities
- Must have an excellent knowledge of media law

TV CAMERAMAN (TRAINEE)

- No experience needed (training will be given)
- Skill with handling cameras and sound equipment needed
- Must be able to remain silent for long periods of time, during filming
- Must be able to concentrate for long periods
- Must be able to respond to directions quickly and efficiently
- Must be willing to work unsociable hours
- Should have a strong interest in TV production

**Useful phrases**

None of the jobs have ...

When you look at the job descriptions, they show ...

This job is ... whereas this one is ...

That's my decision.

Personally, ...

In my opinion, ...

If I were to choose, ...

I'd choose ...

My choice would be ...

The main reason why I would/wouldn't choose ... is ...

 **A**

<p><u>Clothes</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>	<p><u>Earnings</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>	<p><u>Refreshments</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>
<p><u>Economics</u></p> <p>Make sure the other groups start the definition with <i>It is</i></p>	<p><u>Politics</u></p> <p>Make sure the other groups start the definition with <i>It is</i></p>	<p><u>Aerobics</u></p> <p>Make sure the other groups start the definition with <i>It is</i></p>
<p><u>Gymnastics</u></p> <p>Make sure the other groups start the definition with <i>It is</i></p>	<p><u>The media</u></p> <p>Make sure the other groups start the definition with <i>It is</i></p>	<p><u>Belongings</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>
<p><u>The Red Cross</u></p> <p>The definition can start with either <i>It is</i> or <i>They are</i></p>	<p><u>Trousers</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>	<p><u>Shoes</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>
<p><u>Real Madrid</u></p> <p>The definition can start with either <i>It is</i> or <i>They are</i></p>	<p><u>The government</u></p> <p>The definition can start with either <i>It is</i> or <i>They are</i></p>	<p><u>The police</u></p> <p>The definition can start with either <i>It is</i> or <i>They are</i></p>

 **B**

<p><u>Surroundings</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>	<p><u>Premises</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>	<p><u>Acoustics</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>
<p><u>Linguistics</u></p> <p>Make sure the other groups start the definition with <i>It is</i></p>	<p><u>Maths</u></p> <p>Make sure the other groups start the definition with <i>It is</i></p>	<p><u>Athletics</u></p> <p>Make sure the other groups start the definition with <i>It is</i></p>
<p><u>News</u></p> <p>Make sure the other groups start the definition with <i>It is</i></p>	<p><u>The UN</u></p> <p>The definition can start with either <i>It is</i> or <i>They are</i></p>	<p><u>Congratulations</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>
<p><u>The family</u></p> <p>The definition can start with either <i>It is</i> or <i>They are</i></p>	<p><u>Glasses</u></p> <p>Make sure the other groups start the definition with <i>They are</i></p>	<p><u>The audience</u></p> <p>The definition can start with either <i>It is</i> or <i>They are</i></p>
<p><u>New York Yankees</u></p> <p>The definition can start with either <i>It is</i> or <i>They are</i></p>	<p><u>The army</u></p> <p>The definition can start with either <i>It is</i> or <i>They are</i></p>	<p><u>The staff of your school</u></p> <p>The definition can start with either <i>It is</i> or <i>They are</i></p>

Workbook Answer Key

01 A fresh start

Grammar

Present and past tenses

1

- 1 **a** emigrated **b** emigrate **c** have emigrated
2 **a** was trying **b** has been trying **c** tried
3 **a** has had **b** is having **c** had
4 **a** has lived/has been living **b** had lived/had been living
c was living
5 **a** had never used **b** have never used **c** never use
6 **a** Had you eaten **b** Have you eaten **c** Did you eat

2

- 1 had never heard 2 have read 3 were cycling 4 saw 5 has been shopping; still hasn't bought 6 have been reading; have read 7 always makes

3

- 1 have (just) left 2 are spending 3 doesn't want 4 didn't go 5 realises 6 is changing 7 had done 8 had happened 9 had moved 10 had died

4

- 1 d 2 c 3 a 4 b 5 b 6 c 7 b 8 d

5

- 1 hasn't been here for 2 had never eaten Indian food 3 have been working here since 4 was raining when 5 I saw John was

6

- 1 are 2 in 3 since 4 for 5 to 6 Did 7 not 8 had 9 starts 10 was 11 were 12 had 13 never 14 Did

Reading

1

- 1 c

2

- 1 F 2 T 3 F 4 F 5 T 6 F 7 F 8 T

3

- 1 b 2 d 3 a 4 e 5 c

4

- 1 lifestyle 2 lasting 3 timid 4 recluse 5 disillusioned 6 non-conformist

Speaking

1

- 1 point (MA) 2 entirely (MD) 3 convinced (MD) 4 admit (MA) 5 suppose (MA) 6 exactly (SA) 7 Come (SD) 8 hear (MD) 9 thought (MA) 10 Absolutely (SA) 11 rubbish (SD) 12 valid (MA) 13 wrong (SD)

2

- 1 Ok, fair enough. 2 Spot on. 3 Neither do I. 4 You may be right 5 To be honest 6 Me too

Writing

Description of a person

1

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

2

- 1 B 2 D 3 A 4 C

3

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

4

- 1 liked 2 wasn't 3 wore 4 had changed 5 was wearing 6 had lost 7 was 8 has become 9 has made 10 has bought 11 is 12 looks 13 doesn't have

5

- 1 I also had 2 were also very 3 When I left home 4 make a fresh start 5 I had been at university 6 I had seen 7 Then, one day 8 The more I thought about 9 but he changed

Vocabulary

1

- 1 unfocused 2 impulsive 3 trendy 4 reserved 5 well-groomed 6 ambitious 7 unfashionable 8 elegant

2

- 1 even-handed 2 critical 3 modest 4 intriguing 5 knowledgeable 6 well-matched 7 infantile 8 worrying

3

- 1 biased 2 conceited 3 infantile 4 critical 5 well-matched 6 ignorant 7 reassuring 8 dull

4

- 1 adventurous 2 security 3 harmless 4 critical 5 reasonable 6 speechless 7 unexpected 8 invisible

5

- 1 newbie 2 troller 3 lurker; de-lurk 4 netizens 5 netiquette

6

- 1 trap 2 chest 3 priorities 4 tongue 5 leap 6 fun

7

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

Extend your vocabulary

1

- 1 thick-skinned 2 naïve 3 frank 4 timid 5 a real spendthrift

02 Know what I mean?

Grammar

Future forms

1

- 1 e 2 d 3 f 4 a 5 c

2

- example B 1 F 2 D 3 E 4 C 5 A

3

- 1 starts 2 Are you doing, I'm going to watch 3 are going to have, I'll buy 4 leaves, we'll have arrived

4

- 1 finish, will have 2 will have, start 3 won't eat, is

5

- 1 I'll have married a model 2 I'll be earning £5 million every year 3 I'll have met Lionel Messi 4 I'll be living in a mansion 5 I'll have written my first book 6 I'll have signed a multi-million advertising contract

6

- 1 c 2 c 3 d 4 c 5 c 6 c 7 d 8 a 9 c 10 b 11 a

7

1 will have 2 will have existed 3 will be paying 4 win 5 will give 6 will be able 7 will be taking 8 won't know 9 will have had to 10 takes

Listening

1

1 job applicant 2 in the reception, outside Miss Davies' office 3 secretary and boss

2

1 Miss Davies 2 Miss Kelly 3 family and friends

3

1 F 2 F 3 F 4 T 5 F 6 T 7 F 8 T 9 T

4

1 before 2 supermarket 3 local 4 a lot of people 5 cost the caller a lot of money

Grammar

would rather/would prefer

1

1 went 2 to stay 3 rather 4 us 5 prefer 6 not 7 we

2

1 rather 2 to go 3 didn't 4 us 5 go 6 not to 7 prefer

3

1 'd prefer to go swimming 2 'd rather not go for a burger, 'd prefer to have 3 'd rather we went to, 'd prefer not to fly 4 'd rather you didn't

Speaking

1

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

2

1 What I meant was that 2 you've lost me there 3 if I understand you correctly 4 Do you get what I'm saying

3

1 quite 2 meant 3 understand 4 exactly 5 words

4

1 know what you mean 2 are you saying 3 exactly what (I) meant/mean 4 not with you

Vocabulary

1

1 dissatisfied 2 unwilling 3 illogical 4 irrational 5 unkind 6 immature 7 dishonest 8 inefficient 9 non-existent 10 disapproval 11 uncertainty 12 mishear

2

1 outplayed 2 overcooked 3 anti-government 4 Rewrite 5 misquote 6 undervalued 7 non-alcoholic

3

1 facial 2 Narrowed 3 wide 4 Raised 5 contact

4

1 gave away 2 didn't pay attention/weren't paying attention 3 rattled (his) cage 4 came across 5 struck up

5

1 clarification 2 insincerity 3 Anger 4 dominant 5 confidence 6 pushy

6

1 speak 2 with 3 lack 4 name 5 in 6 body 7 point 8 vice

Extend your vocabulary

1

1 mis 2 re 3 over 4 under 5 out 6 ex 7 anti 8 non

03 Everybody changes

Grammar

Present and past habits

1

1 would 2 will 3 used 4 use 5 are 6 Did 7 were 8 will

2

1 is always borrowing 2 are always arguing 3 am always forgetting 4 were always telling 5 was always giving 6 will always explain

3

1 would often 2 used 3 would 4 used to be 5 wouldn't do 6 was 7 used to sit 8 used to be 9 is still 10 will

4

1 will never do 2 would always buy 3 is always talking 4 was always giving us 5 will stay 6 did you use to do 7 didn't use to argue 8 will never admit

5

1 single action – *used to* and *would* not possible 2 used to find, *would* not possible 3 often used to stay, would often stay 4 single action – *used to* and *would* not possible 5 single action – *used to* and *would* not possible 6 often used to play, would often play 7 always used to tell, would always tell 8 didn't use to listen, wouldn't listen 9 used to visit; would visit 10 used to like, *would* not possible

Speaking

1

1 We really did have a good time. 2 My brother was so excited that he woke up at 5 a.m. 3 We didn't even have time to say goodbye. 4 What's best is that she always understands how I feel. 5 You never ever help me when I've got problems. 6 It was such a difficult test that I couldn't finish it. 7 It's foreign languages that I'm really interested in. 8 What I found difficult was sharing a room.

2

1 do 2 ever 3 absolutely 4 such 5 What, is 6 so 7 It, that 8 does 9 even 10 best

3

1 What 2 even 3 really 4 so 5 it 6 never 7 do 8 such

Listening

1

1 C 2 B 3 E 4 F 5 A

2

1 eighteen 2 London 3 go to university 4 a (local) disco 5 her boyfriend left her 6 camping 7 when he got his exam results 8 he teaches History 9 sixteen 10 go on holiday

Grammar

Articles

1

1 – 2 the 3 a 4 a 5 the 6 – 7 the 8 the 9 – 10 a

2

1 When I decided to buy a second hand car, I asked a friend if he knew of any cheap cars at the garage where he worked.

2 My family first arrived in the UK at the start of the 20th century after a terrible journey from Russia. 3 I remember the first time I took a girl to the cinema but I can't remember the name of the film. 4 People were less understanding of foreigners in the 1960s because the idea of a multicultural society was new.

Vocabulary

1

1 deafness 2 depression 3 irrational 4 intellectual
5 obsessive 6 paralysis 7 limitations

2

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

3

1 recurring 2 inner 3 beyond 4 determined 5 obstacles
6 deprived 7 models 8 inspiring 9 influence

4

1 b 2 a 3 c 4 b 5 b 6 c

5

1 change, rest 2 turn up, books 3 subject 4 fences,
neighbours 5 heart 6 winds, blowing

6

1 make it to 2 tell the truth 3 rid myself of 4 hit it off
5 popped in

Extend your vocabulary

1

1 a 2 b 3 a 4 b

04 Inspiration

Grammar

Narrative tenses with the Past Perfect Continuous

1

1 b 2 d 3 a 4 c

2

1 hadn't set off 2 had been doing 3 had all gone 4 had seen
5 decided 6 scored 7 was lying 8 had had

3

1a had been dancing 1b had woken 2a had read 2b had
been revising 3a hadn't driven 3b hadn't been driving
4a had been writing 4b had written

4

1 Having read the email, I 2 Having finished my homework,
I 3 Seeing the post office, we 4 Having written two pages,
he 5 Not knowing the word, she

5

1 had come up 2 had created 3 was 4 were doing 5 had
become 6 Having studied 7 had taken 8 had been living

6

1 had been flying 2 had become 3 Waking 4 had nearly
died 5 had been 6 Having captured 7 had tried 8 Trying

Reading

1

b

2

1 c 2 a 3 c 4 c 5 a

3

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

4

1 are at an advantage 2 can mean the difference between
3 As we can see 4 played an important part in 5 what is
called 6 focus on 7 act out a conversation

Speaking

1

1 know 2 wondering 3 surprised 4 why 5 sure 6 did
7 think 8 no

Writing

Stories

1

1 c 2 On a train 3 one

2

1 platform 2 carriage 3 track 4 guard 5 passengers
6 whistle 7 window

3

a

1 Past Continuous: *was leaving*
2 Past Perfect Simple: *hadn't slept*
3 Past Perfect Continuous: *had been singing*
4 Participle clause: *Looking out*

b

started up again

c

1 slam shut 2 called out 3 wondered 4 wandering

d

1 terrible 2 packed 3 deserted

e

1 desperately 2 tiredly

f

1 amazed 2 glad

g

1 later 2 Suddenly

4

1 excited 2 stared 3 recognise 4 Reluctantly 5 had only
been walking 6 hadn't seen 7 hadn't she stayed
8 surprisingly 9 called out

Vocabulary

1

1 stare 2 glare 3 call out 4 cry 5 exclaim 6 consider
7 realise 8 wonder 9 limp 10 wander 11 stroll

2

1 balance 2 direction 3 hearing 4 smell 5 taste 6 sight

3

1 continuously 2 thrilling 3 slightly 4 politely
5 mysteriously 6 fortunately

4

1 promising 2 valuable 3 dripping 4 sensible 5 chaotic
6 truthful

5

1 magnetism 2 tirelessly 3 personal 4 measurement
5 excitedly 6 frantically 7 fascination 8 inspiration
9 creativity

Extend your vocabulary

1

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

05 Bad or good?

Grammar

Gerunds and infinitives (1)

1

1 eating 2 having 3 to lose 4 to cook 5 being 6 turn 7 (to) work 8 going 9 to be 10 decide

2

1 to take 2 having 3 to buy 4 to lose 5 travelling 6 to go 7 to drink 8 doing

3

1 'm/am used to 2 use to 3 'm/am not used to 4 get used to 5 'm/am used to 6 didn't use to 7 use to 8 used to

4

1 managed to pass 2 agreed to help 3 makes us stay 4 thinking of studying 5 don't mind playing 6 encouraged me to join

5

1 to suffer 2 understand 3 Using 4 feel 5 to live 6 to cure 7 talking 8 to living 9 using 10 to get

Speaking

1

1 It's a sort of 2 or someone like that 3 I mean 4 What's the word 5 tip 6 of course 7 in a way

2

1 know 2 sort 3 course 4 hang 5 suppose 6 way 7 mean 8 so 9 someone

Listening

1

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

2

1 c 2 c 3 b 4 a 5 b 6 a

3

1 causes 2 afford 3 imagine 4 bother 5 reason 6 temper

4

1 reason 2 temper 3 cause 4 afford 5 bother 6 imagine

Grammar

Gerunds and infinitives (2)

1

1 to eat 2 to go 3 going 4 swimming 5 to buy 6 buying 7 to swim

2

1 forgot to buy 2 remember to bring 3 stopped smoking 4 Try adding 5 remember paying 6 like to go 7 forget being 8 trying to make

3

1 to lock 2 to learn 3 using 4 playing 5 watching 6 to get 7 to give 8 shopping

Vocabulary

1

1 concentrate 2 hand 3 limit 4 line 5 limit 6 turkey 7 excitement 8 bad

2

1 c 2 b 3 a 4 a 5 c 6 c 7 b

3

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

4

1 outfit 2 entire 3 grumpy 4 keeping 5 marathon 6 doubt 7 ignore 8 competitive 9 attack 10 reduce

5

1 wear off 2 (had) run out of 3 splash out 4 broken up 5 stick to 6 cut down on 7 Hang on 8 ended up going

Extend your vocabulary

1

1 e 2 a 3 f 4 b 5 d

06 Secrets uncovered

Grammar

Modals and related verbs

1

1 b 2 b 3 a 4 b 5 a 6 b 7 a

2

1 mustn't 2 bound 3 might 4 was able to 5 forbidden 6 supposed to 7 required 8 be able to

3

1 couldn't 2 needed 3 might 4 mustn't 5 must 6 shouldn't 7 ought 8 mustn't 9 have 10 should 11 shouldn't 12 ought 13 can 14 should

4

1 needs to get 2 supposed to be 3 is bound to be 4 forbidden to talk 5 ought to look

5

1 d 2 b 3 c 4 b 5 a 6 d 7 d 8 d

6

1 is necessary for you to 2 are bound to be 3 don't have to 4 ought to get 5 succeeded in drawing 6 didn't manage to find 7 shouldn't trust 8 forbidden from carrying 9 I able to contact 10 are required to let us

Reading

1

1 The International Spy Museum 2 Washington 3 Gallery Place – Chinatown 4 \$18 5 (about) 600 6 five 7 one hour 8 \$14

2

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

3

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

4

example (That) – gap 1

1 (these) – gap 2

6 (this) – gap 5

7 (It) – gap 1

8 (this) – gap 6

9 (This) – gap 3

10 (this) – gap 2

5

1 Intelligence 2 memorise 3 unlike 4 criticism

Speaking**1**

1 admit 2 see 3 point 4 denying 5 frank 6 matter 7 As far as 8 case 9 saying 10 bear in mind

2

1 fact 2 matter 3 admit 4 denying 5 way 6 far 7 point 8 hand 9 bear 10 mind 11 without 12 saying

Writing**A book review****1**

1 Jitterbug Perfume 2 Tom Robbins 3 Alobar, Kudra, Pan 4 wonderful stories, incredibly beautiful description 5 fantasy

2

1 introduction, title, author's 2 plot 3 opinion, criticisms 4 conclusion, type, recommendations

3

1 opens 2 continues 3 escapes 4 decides 5 spend 6 leaves 7 creates 8 liked 9 found

4

1 thoroughly 2 opens 3 liked 4 centres 5 fan 6 recommend

5

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

6

1 D 2 B 3 A 4 C

7

1 about 2 criticism 3 unnecessarily 4 opens 5 hero 6 continues 7 fan 8 love 9 enjoyed 10 story 11 humorous

Vocabulary**1**

1 courageous, bravery 2 misunderstanding 3 selfless, heroism 4 secretive 5 disarm, explosive

2

1 keep 2 out 3 back 4 on 5 in 6 up, through 7 share

3

1 aimed 2 adventure 3 science fiction 4 setting 5 plot 6 heroes 7 villain 8 pace 9 suspense 10 awards

4

1 cruelty 2 historical 3 mislead 4 notable 5 illustrator 6 criticism 7 wonderful 8 recommendation

5

1 caressed 2 stunned 3 gazing 4 timidly 5 make out 6 pierce 7 rescue 8 trust

Extend your vocabulary**1**

a 5 b 2 c 3 d 6 e 1

07 Page, stage, screen**Grammar****Reported speech****1**

1 would be 2 didn't show 3 knew 4 was doing 5 had had 6 was 7 had helped 8 had been 9 was making

2

1 Will you be late? 2 Do you play the piano? 3 Who do you know in the group? 4 Where are you going? 5 Why weren't you at the meeting? 6 Were you driving fast when the accident happened?

3

1 to tell her what they thought 2 that water boils at 100°C 3 I shouldn't be upset 4 when the concert finished 5 if I was going to stay the night 6 what she was thinking about 7 if he wrote poetry 8 she didn't (doesn't) like modern music 9 Peter Jackson, the film director, is a genius 10 she hadn't enjoyed the play

4

1 when she had started dancing 2 she had started 3 had started going 4 she had been quite good 5 she had wanted to do 6 what she had done 7 she had written her first 8 (her) if she remembered 9 they (the moods) had been 10 what her latest show was 11 the following 12 she would dance 13 looked at her 14 he would be asking

Listening**1**

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

2

1 1613 2 director 3 230 metres 4 bigger 5 857 6 sword fighting 7 restaurant 8 £130

3

1 T 2 NI 3 T 4 F 5 T 6 T 7 NI 8 T

Speaking**1**

1 Apparently 2 generally 3 tend 4 estimated 5 case 6 tendency 7 common 8 whole 9 view 10 generally

Grammar**Reporting verbs****1**

1 complained 2 persuaded 3 threatened 4 refused 5 denied 6 invited 7 insisted 8 decided 9 accused

2

1 doing 2 of not taking 3 to take 4 to change, add 5 to work 6 for not learning 7 to drive 8 for missing 9 not visiting 10 had seen 11 to lock

3

1 a 2 b 3 a 4 c 5 b 6 c 7 a 8 c

Vocabulary**1**

Across: still life, portrait, duet, soloist, abstract, sculptures, watercolour

Down: sonatas, chorus, landscape, score, stalls

2

1 still life 2 portrait 3 duet 4 Abstract 5 soloist 6 landscape 7 watercolour 8 chorus 9 stalls 10 sculptures 11 score

3

1 supporting 2 dressing 3 dress 4 understudy 5 backstage 6 theatregoers 7 performance 8 applause 9 audition 10 cast

4

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

5

1 sculptors 2 performance 3 playwright 4 memorable 5 inventive 6 dramatic 7 conductor 8 glorious 9 evocative

Extend your vocabulary

1

1 tap dancing 2 ensemble 3 wings 4 prompter 5 bust
6 repertoire 7 leotard 8 prop

08 Hi-tech

Grammar

The Passive

1

1 can be used 2 are usually sent 3 use 4 can be compared
5 are known 6 want 7 be noticed 8 will still remember
9 will soon be forgotten 10 should be rejected 11 to use

2

1 we were being interviewed on TV by 2 I haven't been
offered 3 you weren't chosen 4 am I going to be paid 5 It
has to be wound 6 he hadn't been trained 7 This computer
had been broken 8 new students are being given

3

1 being asked 2 being sacked 3 to be picked 4 to be shown
5 to being told 6 being forced 7 to be paid 8 being killed

4

1 was told 2 had been stopped 3 was allowed 4 be arrested
5 is taxed 6 was passed 7 be used 8 was being developed
9 be reduced 10 is sold 11 will be done 12 be taxed

5

1 were given toothpaste by 2 hadn't been invented 3 was
made by Alexander Cummins in 1775 4 had been invented
by the Chinese 5 were used 6 was invented by the Romans
7 Was one taken 8 was 9 was invented in 1880

6

1 appeared 2 were voted 3 was given 4 were invented
5 have been used 6 were removed 7 realised 8 were
reflected

Reading

1

1 E 2 D 3 B 4 C 5 A

2

1 E 2 B 3 A 4 C/E 5 D 6 B/C 7 A/D 8 D 9 B 10 E

3

1 E 2 B 3 C 4 D 5 A

4

1 set up 2 enables 3 has come up with 4 lenses 5 lack
6 up to

5

1 come up with 2 up to 3 set up 4 enables 5 lacks 6 lens

Writing

For-and-against essay

1

1 Furthermore/Moreover 2 In addition/What is more
3 Although/Even though 4 in spite of/despite

2

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

3

1 D 2 A 3 E 4 B

4

1 though 2 According 3 argument 4 Furthermore
5 superficial 6 addition 7 Moreover 8 However 9 despite
10 well 11 fact 12 Finally 13 Overall 14 opinion 15 While
16 quote

Speaking

1

1 decrease 2 sharp 3 fall 4 very 5 little 6 slight 7 increase
8 gradual 9 rise 10 more 11 small 12 majority 13 one
14 in

Vocabulary

1

1 fluid 2 lamp 3 board 4 sewing 5 tank 6 shock

2

1 groundbreaking 2 lawn mower 3 burglar alarm
4 toothpick 5 mouth-watering 6 life insurance
7 battery-powered 8 labour-saving 9 narrow-minded
10 never-ending

3

1 compensation 2 contestant 3 disagreement 4 powerful
5 starvation 6 charger 7 invention 8 storage

4

1 wash 2 potato 3 water 4 frozen 5 estate 6 alarm
7 insurance 8 false 9 clip

5

1 increase, decrease 2 sharply, steadily 3 majority, minority
4 doubled, halved 5 dramatic, significantly

Extend your vocabulary

1

1 far-fetched 2 wheel clamp 3 dressing table 4 hard facts
5 loose change 6 oven gloves 7 house-trained 8 rear-view
mirror

09 No regrets

Grammar

Conditionals

1

1 aren't 2 don't 3 hadn't 4 would 5 would have 6 were
7 won't

2

1 wouldn't break in 2 wouldn't have broken in 3 wouldn't
have been 4 wouldn't be 5 snows 6 snowed

3

1 what would you do 2 if it wasn't so expensive 3 would
you give it to me 4 If someone had attacked 5 if/when you
decide to go out

4

1 arrive 2 were 3 hadn't forgotten, have won 4 doesn't
work 5 didn't spend 6 had been 7 borrow 8 have done
9 had studied, would have passed 10 won't go

5

1 would have stolen 2 you won't do well 3 wasn't so
expensive 4 unless I get 5 she wouldn't be 6 don't tell the
workers 7 I had realised 8 I had some 9 unless I lose
10 wouldn't have stolen

6

1 d 2 a 3 c 4 b 5 b 6 c 7 b 8 b 9 a 10 a

Listening**1**

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

2

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

31 earning 2 off 3 left over 4 belong 5 had chosen 6 it
7 take**Speaking****1**

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

2

1 It's none of my business, I know, but 2 I don't want to interfere 3 while we're on the subject 4 Would you mind if I made a suggestion? 5 I think it might be even better if 6 Perhaps, what you should do is

Grammar**Expressing dissatisfaction and regret****1**

1 had lived 2 was 3 was able to 4 hadn't had 5 have been

2

1 don't 2 can't 3 is 4 didn't 5 didn't 6 do 7 won't

3

1 I'd better phone the bank. 2 I wish my friend wouldn't bite his nails. 3 I wish I could speak confidently in public. 4 I shouldn't have resigned from my job. 5 I don't believe it. We're having a party in one hour. You could have done something to help.

4

1 could 2 have 3 wish 4 better 5 only 6 studied 7 would 8 if 9 known 10 had 11 lost 12 could 13 would 14 seen

Vocabulary**1**

1 borrow 2 hidden costs 3 invest 4 owes 5 lend 6 transfer 7 waste 8 cash 9 deposit slip

2

1 forge 2 scam 3 password 4 identity 5 masquerading 6 defraud 7 embezzle 8 con 9 theft

3

1 confidence 2 violinist 3 careless 4 disappointment 5 enforcement 6 kidnappers 7 impersonating 8 forgery 9 management

4

1 b 2 c 3 b 4 a 5 c

5

1 price 2 run 3 took 4 degree 5 release 6 take

Extend your vocabulary**1**

1 earn, charge 2 take out 3 make 4 enter 5 open, close 6 raise, lower

2

1 enter 2 charge 3 take out 4 make 5 made 6 raise 7 open

10 No place like home**Grammar****Relative clauses****1**

1 H 2 D 3 G 4 B 5 E 6 I 7 C 8 A

2

1 D 2 ND 3 D 4 ND 5 ND 6 ND 7 D 8 ND

3

1 a 2 b 3 a 4 a

4

1 who/that 2 whose 3 where 4 (which/that) 5 where 6 (which/that) 7 which 8 which 9 whom 10 whose

5

- 1 St Paul's Cathedral, which is one of the most famous buildings in London, is surrounded by modern office blocks.
- 2 The Royal Mile is a street in Edinburgh, which is the capital of Scotland.
- 3 The Brontë Sisters, whose house in Haworth is a popular tourist attraction, were famous writers.
- 4 The best hotel in Scarborough is The Grand, which was built in 1867.
- 5 Hadrian's Wall, which was built by the Romans in Northumberland, is named after the Emperor Hadrian.
- 6 My roommate's father, who is called Dan, is a singer.
- 7 There are six houses in our street, all of which were built in Victorian times.

61 of 2 ~~which~~ who 3 ~~who~~ whose 4 line correct 5 ~~which~~ what 6 ~~to~~ 7 comma after *writers* should be removed 8 ~~which~~ whose 9 ~~that~~ who 10 ~~he~~**7**

- 1 They are the boys (that/who) we played football with.
- 2 This is the house (that/which) we lived in until last year.
- 3 This is my uncle (that/who) we inherited the house from.
- 4 This is the place (that/which) we are trying to get to.
- 5 This is the table (that/which) I left the papers on.
- 6 This is the hat (that/which) a rabbit will jump out of.

Reading**1**

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

2

1 C 2 E 3 H 4 F 5 A 6 G 7 B

3

1 recession 2 purify 3 renovating 4 economic boom 5 bullet-proof 6 rumours 7 revealed 8 fortune

4

1 economic boom 2 rumours 3 renovate 4 bullet-proof 5 purify 6 revealed 7 recession 8 fortune

Listening**1**

1 c 2 d 3 a 4 d

2

1 G 2 C 3 B 4 C 5 G 6 C 7 C 8 C 9 G

3

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

Speaking

1
1 a 2 b 3 a 4 b 5 a, b

2
1 you should have 2 about time you 3 you'd better
4 You could have 5 I wish you wouldn't
6 You shouldn't have 7 you'd better not

Writing

Description of an event

1
1 D 2 A 3 C 4 B

2
1 Ideal Homes Exhibition 2 London 3 his/her parents
4 'ideal food' and 'ideal gadgets'

3
1 up-to-date 2 as well as 3 In the end 4 on my own

4
a 3 b 1 c 2

5
1 a 2 c 3 b 4 a 5 c 6 b 7 a 8 c

Vocabulary

1
1 cutlery 2 ornaments 3 kettle 4 shed

2
1 studio flat 2 apartment block 3 basement 4 study
5 utility room

3
1 draughty 2 isolated 3 cramped 4 bustling 5 stuffy

4
1 conventional 2 inconceivable 3 unthinkable 4 peaceful
5 location 6 leafy 7 picturesque 8 innovative 9 tiresome

5
1 run-down 2 bumped into 3 give me a hand 4 vibrant
nightlife 5 aside from 6 do up 7 keep an eye on

6
1 residence 2 block 3 fitted 4 table 5 machines 6 tumble
7 toasties 8 alarm

Extend your vocabulary

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

11 Solve it!

Grammar

Past modals

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

2
a 1
b 3, 4, 6
c 2, 5

3
1 can't have been stolen 2 may have been found
3 might have been robbed 4 door can't have been left open
5 must have been asked to come

4
1 must have been waiting 2 can't have been waiting 3 may
have been meeting 4 may have been doing 5 could have
been chatting 6 can't have been chatting

5
1 might not have been stolen 2 may have taken the car
3 can't have known who the murderer was 4 can't have
been lying 5 needn't have taken my boots, we didn't go
walking 6 may (not) have succeeded without our help

6
1 must have died 2 couldn't have hidden 3 could still be
4 could have killed 5 didn't need to kill 6 could have raised
7 could have been eaten 8 might have gone 9 may have
drowned

7
1 b 2 c 3 a 4 d 5 c 6 b 7 b

Grammar

Impersonal report structures

1
1 was thought, were 2 were claimed, to have been made
3 was said, to be/to have been 4 is claimed, are 5 are
reported to be 6 is expected, will be caught

2
1 is said that this film is of a 'Bigfoot'; is said to be of
a 'Bigfoot'
2 was claimed by the Ancient Greeks that a lost city of
Atlantis existed; was said by the Ancient Greeks to have
existed
3 is thought that the Pyramids were built by aliens; are
thought to have been built by aliens
4 is claimed that Robin Hood was really an ordinary thief; is
claimed to have (really) been an ordinary thief
5 is believed that a lost treasure is hidden in the castle of
Rennes-le-Chateau; is believed to be hidden in the castle
of Rennes-le-Chateau
6 is known that some stones in Stonehenge came from
Wales; are known to have come from Wales

Listening

1
1 D 2 B 3 C 4 F 5 A

2
1 b 2 c 3 b 4 a 5 a

Speaking

1
1 could work 2 hitch 3 where, now 4 Moving 5 Let's, shall

2
1 few pitfalls 2 leave that for 3 back, point 4 would work
5 get round them 6 seem, getting very far

Vocabulary

1
1 battleships 2 crossword 3 hangman 4 jigsaw 5 Sudoku
6 spot, difference

2
1 cannot make head or tail of 2 lose the thread of it 3 Off
the top of my head 4 It's on the tip of my tongue 5 my mind
went blank 6 took a wild stab at it

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

4

1 c 2 c 3 a 4 b 5 b 6 c 7 a 8 b

5

1 footprints 2 get-away 3 ransom 4 speeding
5 surrendered/surrenders**Extend your vocabulary**

1

1 done 2 laughing 3 square 4 day 5 green 6 cake 7 tea

12 Media 2.0**Grammar****Quantifiers**

1

1 a incorrect b correct c incorrect
2 a incorrect b correct c correct d correct
3 a correct b incorrect c incorrect d incorrect
4 a correct b correct c incorrect d correct

2

1 some/little 2 little 3 few 4 lot 5 any 6 no 7 All 8 None
9 whole

3

1 Most 2 isn't 3 little 4 whole 5 is 6 little 7 Most
8 anything 9 very 10 All

4

1 a great deal to 2 are hardly any 3 have never read
anything/haven't read anything 4 few people think
5 almost no money

5

1 Quite 2 most 3 number 4 anyone 5 majority 6 very
7 few 8 of 9 quite 10 no

6

1 b 2 b 3 a 4 c 5 a 6 c 7 d 8 c 9 b 10 c

Reading

1

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

2

1 F 2 NI 3 F 4 T 5 F 6 T 7 NI 8 F

3

1 financial 2 innovative 3 unreliable 4 powerful
5 successful 6 Unfortunately 7 memorable 8 achievements

4

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

5

1 released 2 flashdrive 3 editing 4 soundtrack 5 flashbacks
6 ahead of their time 7 profit**Speaking**

1

1 c 2 c 3 a 4 b 5 c 6 a

2

1 others 2 choice 3 Personally 4 reason 5 is 6 either
7 together 8 both 9 whereas 10 Neither 11 opinion
12 none**Writing****Formal letter**

1

1 whole 2 Furthermore 3 instance 4 However 5 Generally
6 large 7 addition 8 While 9 same 10 Inevitably
11 therefore 12 opinion

2

1 On the whole, Generally speaking, By and large
2 Furthermore, In addition 3 However, While 4 Therefore
5 For instance, In the same way 6 Inevitably, In my opinion

3

1 begin 2 While 3 spite 4 Secondly 5 Generally 6 example
7 as 8 addition 9 same 10 Personally 11 although
12 because**Vocabulary**

1

1 free press 2 gossip column 3 reporter 4 lead
5 horoscopes 6 classified ads 7 summary

2

1 continuity 2 acoustics 3 footage 4 location 5 remake
6 director 7 buff

3

1 ~~break~~ check 2 ~~word~~ trace 3 ~~trial~~ court 4 ~~end~~ top
5 ~~leading~~ driving

4

1 blood 2 crew 3 interest 4 happened 5 pretty 6 intrigued
7 expertise 8 scandal

5

1 thunderous 2 belongings 3 engagement 4 passionate
5 meaningless 6 reflection 7 privacy 8 refreshments
9 surroundings**Extend your vocabulary**

1

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

Workbook Tapescripts

Unit 1, Track 3, Speaking

Example: You're telling me!

- 1 You've got a point there.
- 2 I don't entirely agree with that.
- 3 I'm not totally convinced.
- 4 I have to admit you've got a point.
- 5 Yes, I suppose so.
- 6 That's exactly what I think.
- 7 Come on!
- 8 I hear what you're saying but ...
- 9 True, I'd never thought of that.
- 10 Absolutely!
- 11 Frankly, that's rubbish!
- 12 That's a valid point.
- 13 So, what's wrong with that?

Unit 1, Track 4, Speaking

Example:

A: I love ginger hair.

B: So do I. It looks great.

1

A: I'll go parachuting if you come too.

B: OK, fair enough.

2

A: He doesn't look good. He's just a fashion-victim.

B: Spot on. Those trousers are awful!

3

A: I don't like scruffy people.

B: Neither do I. They look terrible.

4

A: I don't think Anne and Phil are well-matched.

B: You may be right but let's hope they are.

5

A: Nose studs are very unfashionable.

B: To be honest I don't think that's true.

6

A: I need to lose weight.

B: Me too. I can't get my trousers on.

Unit 2, Track 5, Listening

Miss Shaw: Good morning, can I help you?

Miss Kelly: Yes, I'm here for the interview with Miss Davies.

Miss Shaw: Can I have your name please?

Miss Kelly: Linda, Linda Kelly.

Miss Shaw: Ah, yes. One minute, please. Do take a seat. Miss Davies, Miss Kelly to see you.

Miss Davies: Please send her in.

Unit 2, Track 6, Listening

Miss Davies: Good morning, Miss Kelly. Please sit down. Your CV looks fine, 10 GCSE's at 16 and then you left school. Why didn't you stay on to do A levels?

Miss Kelly: My family couldn't afford it and the job at Asda came along. I liked that, filling the shelves and telling people where the milk was, that sort of thing.

Miss Davies: Right. By the way, where did you see our advert?

Miss Kelly: In the *Observer*. I get it every week. It's good to know what's going on in the town.

Miss Davies: Now, as a customer services officer, you would be expected to interact with our customers in a variety of ways. Could you tell me which forms of communication you use in your own life and the advantages and disadvantages of each.

Miss Kelly: Phew. Well, I suppose the obvious distinction to make is between spoken and written communication. So, if we start with spoken. Obviously face to face. The advantages, of course, are immediacy, you get a reaction straight away and even if the other person doesn't respond immediately, you can see a reaction in their face or body language. I'd say that, yes, this is my most effective form of communication. People say I come across as being very honest and sympathetic.

Miss Davies: Really?

Miss Kelly: Yes, well, er ... Telephoning I find more difficult because of the lack of visual clues from the other person. Obviously for a dishonest person it's good because you can't see their facial expression but I'm not so keen and I've only ever tried video conferencing once, on a business skills course at the comprehensive I went to. I guess you get used to it but I found it very strange.

Miss Davies: Why was that?

Miss Kelly: There was a delay of a few seconds between you speaking and the other person hearing you so the reaction you expect to see isn't there. You could say the most outrageous thing and, for a few seconds the other person would sit there with a passive look on their face. It's quite unnerving, really.

Miss Davies: What about writing?

Miss Kelly: I generally use email nowadays. I like receiving letters, handwritten ones. They seem very personal and you can tell things from the handwriting.

Miss Davies: Such as?

Miss Kelly: Well, how carefully people wrote it. You can see that something was written in a hurry – there are crossings out and the writing is a mess. I think a type written letter is the least personal. You just know that it's been copied and sent to loads of other people and seeing your name handwritten at the top makes it seem even more fake.

Miss Davies: Interesting.

Miss Kelly: Emails are more honest, I think. You know when people are sending a bulk mail – they usually apologise for it. 'I'll write to you individually next time' they often say.

Miss Davies: You can get programmes to disguise that.

Miss Kelly: Yes, I suppose so. I don't think anyone I know has got anything like that.

Miss Davies: Anything else?

Miss Kelly: Well, more and more these days, I use instant messaging. I think this could be the future of

business communication. So many companies use premium rate phone lines to squeeze even more profits out of their customers. You ring up to make a complaint and end up being put on hold for twenty minutes. It's immoral. Instant messaging is immediate, and it's cheap. The only problem is that you write quickly because you're afraid the other person will switch off if they have to wait too long so you tend to make more spelling mistakes. Well I do.

Miss Davies: Well, thank you very much, Miss Kelly. Now, as you probably know, we have vacancies in both the telesales and open office departments. From what you say, the open office would suit you better.

Miss Kelly: What exactly is the open office?

Miss Davies: That's where customers come to us in person. For all sorts of reasons. Complaints, enquiries, purchases, that sort of thing.

Miss Kelly: Oh I see. Yes, that would definitely suit me.

Miss Davies: Good. Well, I'll let you know my decision by the end of the week. Thank you for coming.

Miss Kelly: Thank you. Goodbye.

Unit 2, Track 7, Listening

1 ... 10 GCSE's at 16 and then you left school. Why didn't you stay on to do A levels?

2 ... the job at Asda came along. I liked that, filling the shelves and telling people where the milk was, that sort of thing.

3 In the *Observer*. I get it every week. It's good to know what's going on in the town.

4 You know when people are sending a bulk mail – they usually apologise for it. 'I'll write to you individually next time' they often say.

5 So many companies use premium rate phone lines to squeeze even more profits out of their customers.

Unit 2, Track 8, Speaking

Example: Are you with me?

1 Could you go over that again?

2 Do you see what I mean?

3 Do you get what I'm saying?

4 I don't know what you mean by ...

5 I don't understand what you are getting at.

6 No, that wasn't quite what I meant.

7 So are you saying ... ?

8 So in other words ...

9 Sorry, I'm not with you.

10 Sorry, you've lost me there.

11 What I meant was ...

Unit 2, Track 9, Speaking

Example:

A: You can go home now.

B: Are you saying that the lesson is over?

1

A: Can you explain 'on the job training'?

B: What I meant was that you get all your training while you work.

2

A: Put part A on part B and turn them over with part C fixed to part B with part D.

B: Sorry, you've lost me there.

3

A: The pass mark for the test is 65%. Those getting 50–65% who have worked hard all year will also pass.

B: So, if I understand you correctly, I could get 51% and still pass because I have worked hard?

4

A: The plane leaves at 5 p.m. and it will take two hours to get to the airport. We have to be there an hour before the flight but we don't want to risk being late so we should leave at 1 p.m. at the latest. Do you get what I'm saying?

B: Er ... tell me once again ... slowly.

Unit 2, Track 10, Speaking

A: Well done. So, you'll be our Southern England area guide. You look confused. Are you with me?

B: Er, I think so. I'll be showing tourists around Brighton, yes?

A: No, that wasn't quite what I meant. Southern England can be anywhere from Kent to Hampshire.

B: Wow. So, if I understand you correctly, I could be sent to anywhere in southern England?

A: Yes, that's exactly what I meant. Do you think you can do it?

B: Well, I guess I'll have to. Yes, sure.

A: Excellent. Most of the tourists we get like the historic centres.

B: So, in other words, it's more likely I'll be looking at old ships in Portsmouth than in a more modern resort.

A: That's right but I'm sure you'll be able to get to the beach in your free time.

Unit 2, Track 11, Speaking

A: Welcome to Portsmouth harbour, one of Britain's most important naval centres.

B: Excuse me, I don't know what you mean by 'naval'.

A: I mean ships that are used for fighting. Over here is HMS Victory. This was the ship Lord Nelson was killed on when he won the Battle of Trafalgar in 1805.

B: So, are you saying he won the battle but was killed at the same time?

A: Yes, I'm afraid that's exactly what I meant. He was shot just before the battle finished. And it's Nelson's statue that you can see in Trafalgar Square.

B: Sorry, I'm not with you. Is there a Trafalgar Square here in Portsmouth?

A: No, no. In London. Now, over here is ...

Unit 3, Track 13, Speaking

Example: My neighbour is always incredibly helpful.

1 We really did have a good time.

2 My brother was so excited that he woke up at 5 a.m.

3 We didn't even have time to say goodbye.

4 What's best is that she always understands how I feel.

- 5 You never ever help me when I've got problems.
- 6 It was such a difficult test that I couldn't finish it.
- 7 It's foreign languages that I'm really interested in.
- 8 What I found difficult was sharing a room.

Unit 3, Track 14, Speaking

Example: It's a really great book.

- 1 I truly do believe that school is the best time of your life.
- 2 I'll never ever be as good as you at French.
- 3 It's an absolutely amazing film. You must see it.
- 4 They were always such a happy couple. I couldn't believe it when they got divorced.
- 5 What is really annoying is that he's always using my phone.
- 6 The film was so funny that I couldn't stop laughing.
- 7 It is our ability to adapt that makes our company so successful.
- 8 You're right. He does look like our old Maths teacher.
- 9 They didn't give up even when it was obvious they wouldn't win.
- 10 What's best is that I don't have to get up early.

Unit 3, Track 15, Speaking

My annoying brother

My brother really does annoy me. What I hate is the way he never helps with the housework! He doesn't even tidy his own room. It's really messy. In fact, it's so messy that he has to do his homework in the living room because he can't use his desk. He's only fourteen, so I guess it's quite normal but it is my parents that I don't understand. They never ever tell him to help but I have to do lots of things around the house.

I do try to stay calm when I try to explain that it is unfair but sometimes I get angry. My brother and I had such a loud argument a few days ago that the neighbours came round to see what was happening.

Unit 3, Track 16, Listening

1

I was eighteen and I wasn't sure what to do. I didn't have any money to go on holiday and couldn't find a job. I had planned to go to university but my grades weren't good enough and I didn't want to return to school to retake my exams. In the end, I decided to move to a flat with a friend from school who was working in London and look for work there. My life completely changed. I had never used a washing machine before. I had never learned how to cook. I had to live without my mum! It wasn't easy.

2

I wasn't a very good student at school and I knew I didn't want to go to university. I liked my home and I got on well with my parents so I found a job and lived at home. I had different friends and a bit of money in my pocket but life hadn't changed much at all. That was until I met Ellen at a local disco. When we started going out, everything changed.

3

I was fifteen when my life changed. My boyfriend had left me so I was a bit upset. I spent most of July lying in bed and doing nothing. I wanted to leave school, leave home and get a job but I was too young. Then, one day, my friend Sandra phoned and invited me to go camping with her and two other people. It was amazing. I spent the whole two weeks sailing and returned home a completely different person.

4

When I left school, I wasn't sure what to do. I didn't have much money and I was thinking about getting a job. In the end, when I got my exam results, I realised that it would be better to continue my education. I got a place studying History at our local university so I didn't even have to leave home. It was a great decision and I loved History so much that I became a teacher of History.

5

When I was sixteen, my life changed completely. I had always hated school and was very happy to leave. Then I realised that life outside school was very different. I couldn't get a job and I didn't meet anyone. I didn't have any money so I had to stay at home. I couldn't even afford to go on holiday. It changed my life but not for the better.

Unit 4, Track 18, Speaking

What do we know about his childhood? He was one of nine children born in Limerick, Ireland. As a boy, he was an excellent rugby player and could have possibly become an international player. Maybe you're wondering why he didn't. Well, unfortunately, he became ill with tuberculosis as a teenager which destroyed that dream. His love of rugby was shown in the film, *This Sporting Life*, the story of a working class boy who was an excellent rugby player. As this story was so true to his real life, you won't be surprised to learn that he was nominated for an Oscar for his role. You may be wondering why he was chosen to play the lead role in a musical about King Arthur in 1967. He wasn't a great singer but, if you saw the film, I'm sure you would agree that he was a great person to choose for the role. And, did you know that, although not a great singer, he recorded several records in the 1960s. Why do you think he was, and still is, so popular? He was a good actor, of course, but there was more to it than that. He was always a rebel and always fought against authority, even as Professor Dumbledore! It's no surprise that he is very popular in Ireland where there has been a long history of fighting against those in power.

Unit 5, Track 19, Speaking

A: What's tofu?

B: It's a sort of cheese made from soya milk.

A: Where does it come from?

B: Some people say it was invented by a Chinese lord. Lui An, or someone like that.

A: What can you do with it?

B: Basically, anything. I mean, you can use it instead of meat, in desserts or with a salad. I've had it fried in small pieces like chicken in a fast food restaurant. You know ...

what do they call them? What's the word? It's on the tip of my tongue ...

A: Nuggets?

B: That's it. Tofu nuggets. They're delicious. I've also had a tofu peanut pie. That was in America of course. They love peanuts over there. Usually, though, I have it with a Greek salad.

A: So are you a vegetarian?

B: Well, in a way, I am. I never cook meat or eat it in restaurants but if I go to someone's house and they offer me meat, I can eat it.

Unit 5, Track 20, Speaking

A: What are you reading, Seth?

B: It's an article about strange eating habits, you know, vegetarianism and that sort of thing.

A: Vegetarianism isn't strange. I know loads of vegetarians.

B: Well, of course that's not the only thing here. There's one here, hang on a second while I find it ... It's called veganism.

A: Veganism? What's that?

B: Well, I suppose you could say that it's like an ultimate vegetarianism in a way. Vegans don't eat anything from animals at all, if you know what I mean.

A: Not really.

B: Things like cheese, milk, eggs and so on.

A: That doesn't leave much.

B: No, but fruitarianism is even worse.

A: I read about that. Wasn't Gandhi a fruitarian?

B: Yes, someone like that. Let's look it up on the Internet.

Unit 5, Track 21, Listening

1

I love chocolate and eat about three bars a day. My friend suggested I see a doctor and that I should cut down on the amount I eat. The doctor told me that my general health was excellent so why should I change? Maybe it's the chocolate that makes me healthy! I'll worry about it if it causes me any problems, not before.

2

I go to the town centre every Saturday and spend all my money on clothes. I can't afford to go on holiday or go out with my friends. It's lucky I haven't got a credit card. Imagine the debt I could get into! When I get on the bus to come home, though, I don't feel happy at all. I always feel sad and upset – until I go shopping again, of course.

3

I saw what happened to a friend of mine when she took drugs and realised how easy it was to become addicted. Now I do voluntary work with addicts and try to help them. Sometimes, they go cold turkey. I can't imagine what they are suffering when that happens. I work with them two evenings a week but I often find myself thinking about them while I'm in lessons at school. It's difficult to think about anything else.

4

I'm on a diet again. It's my fourth of the year and nothing has helped so far. Sometimes I wonder why I bother. Then, when I think that nothing will ever work, I read about another magic diet on the Internet and get all

excited again. At the moment, I'm 5kg heavier than I was last year but I'm sure that, one day, I'll manage to get down to my perfect weight.

5

This started last year, suddenly and without reason. I didn't have a difficult job or important exams. Family life was the same as always. I just started feeling stressed and unable to cope with life. I'd really like to find out what's wrong before it makes me ill. That's why I found a therapist to talk to. I've already had several meetings and I hope things will get better soon.

6

My brother got his first computer last year and became obsessed with social networking sites. My parents realised that his school work might suffer if he didn't change his behaviour so they set a time limit of one hour a day. His homework has improved a lot but he's not happy. If anyone calls him an addict or says that he's obsessed he loses his temper and starts shouting.

Unit 5, Track 22, Listening

1 I'll worry about it if it causes me any problems, not before.

2 I can't afford to go on holiday or go out with my friends.

3 I can't imagine what they are suffering when that happens.

4 Sometimes I wonder why I bother.

5 This started last year, suddenly and without reason.

6 If anyone calls him an addict or says that he's obsessed he loses his temper and starts shouting.

Unit 6, Track 24, Speaking

Colin: Well, that was Mark's choice for our special 'secret agent' film club and you have to admit that it was an excellent choice. Mark, can you tell us, first of all, why you chose it?

Mark: Well, the way I see it, most action films are really boring. I really don't see the point of meaningless car chases and explosions. There's no denying that *The Bourne Identity* is exciting but it is also intelligent and the characters are well developed. I'd like to know what you all think. Yes, Carole.

Carole: Well, to be frank, I thought it was awful. The fact of the matter is that it gives a false view of the world of spying and secret agents. As far as I can see, Hollywood thinks that people are murdering each other all over Europe but I think we'd notice if people were falling out of buildings in Paris every day! Spies these days spend their whole lives in front of computers.

Mark: Well, that might not necessarily be the case. I think you'd be surprised about what happens and how governments can keep things out of the newspapers if they want to.

Carole: Mark and his conspiracy theories again!

Steve: Whatever spies in the real world do, I think it goes without saying that films always exaggerate. This one is no exception but it was well written.

Mark: Yes and you have to bear in mind that Robert Ludlum, who wrote the novel, used to be a Marine in the United States army so he knows more about these things than we do.

Carole: But it was so unrealistic.

Colin: OK, well, let's leave it there. Thanks Mark. Now we're going to watch a very different kind of film. This is Carole's choice and it is actually a BBC series called *Tinker, Tailor, Soldier, Spy*. We're going to watch the first two parts.

Unit 6, Track 25, Speaking

Colin: What did you think of the film?

Mark: To be honest, not much. The fact of the matter is that I didn't understand it.

Carole: You have to admit that it was very well written.

Mark: Not really.

Carole: But Mark, there's no doubt that it was a more realistic view of secret agents and their work than *The Bourne Identity*.

Mark: The way I see it is that it was made for people who like mysteries. Agatha Christie fans would like this more than James Bond fans.

Colin: Thanks Mark. What about you, Steve. What did you think?

Steve: As far as I could see, it wasn't clever at all. I really don't see the point of films like this. There was no action and the special effects were non-existent. On the other hand, the acting was better than in *The Bourne Identity*.

Mark: What? Matt Damon was brilliant in that. This was old-fashioned and boring.

Carole: Well, you do have to bear in mind that it only cost a few thousand pounds to make.

Colin: Well it's good to share our opinions like this. It goes without saying that all the films are worth watching, even if they aren't what we would choose for ourselves.

Unit 7, Track 27, Listening

Ladies and Gentlemen. Welcome to our tour of Shakespeare's Globe Theatre. Before we start the tour, I'd like to tell you a little about the theatre and what you will be able to see. Firstly, this theatre is called Shakespeare's Globe. The original two were just called The Globe.

The first Globe Theatre was built in 1599 here in Southwark, on the south bank of the River Thames. That burned down in 1613 and a second Globe Theatre was built in the same place the following year. That stayed open until 1642. Over three hundred years later, it was decided to rebuild the theatre. In fact, the man who had the idea was the American film director, Sam Wanamaker, a great fan of Shakespeare's plays. That was in 1970. Most people who he talked to said it would be impossible to build a copy of the original theatre because the risk of fire in a wooden theatre would be too high. However, he didn't give up and, in 1997, Shakespeare's Globe opened with a performance of *Henry V*.

The theatre is similar in design to the second theatre as that is the one which we can see plans of. However, there are one or two differences. Most importantly, it isn't quite in the same place. The Globe was built next to the river and, as you can see, we are also next to the river. However, the river is much smaller than it was in

Shakespeare's time and the original theatre was actually about 230 metres from here. The design is very similar, although the stage in the new theatre is actually bigger than the original stage.

Not only does the theatre look the same as it did in 1614 but the experience for the audience is also very similar. The musical instruments are all from the 17th century and are all played live. There is no recorded music and no microphones. The seating is the same as it was too, although now we can have a total of 857 people watching from the seats and another 700 standing in front of the stage. In Shakespeare's time, people didn't mind crowding together and there were often twice as many people watching the plays.

On the tour, you will see an exhibition which includes special effects from Shakespeare's time. You can see how they made it look as if people were bleeding or flying. You will see beautiful, four-hundred-year-old costumes and can watch a demonstration of sword fighting and, of course, you will have the chance to walk around the theatre, stand on the stage, see the dressing rooms and imagine what it is like to be an actor or member of the audience.

Later, if you want, you can visit our shop or have something to eat or drink in our restaurant or you can buy tickets for the show this evening. The cheapest tickets are for standing which cost £5 each. That gives you the best view of the stage. For more comfort, you can buy seat tickets. Prices depend on where you sit but the best tickets cost £37.50 or £130 for a family ticket for four people.

Unit 7, Track 28, Speaking

Journalist: I am here in the middle of this great street party. As you can see, there is a lot happening all around me. Next to me, is Madam Zuzu, a fortune teller. Now, as a rule, I don't go to fortune tellers but Madam Zuzu is world famous. Apparently, she told John Kennedy not to go to Dallas in 1963. That would make her about 80 years old. Madam Zuzu, it is generally agreed that it is impossible to really see the future but people pay money to hear what you have to say.

Madame Zuzu: Yes, people tend to laugh at me but it is estimated that about 50% of the population read horoscopes or go to fortune tellers.

Journalist: Does it upset you that you are not respected?

Madame Zuzu: No. It is often the case that people who laugh at me are the same ones who come to see me later. People have a tendency to reject things at first and then start wondering. It's the same with magicians. There's a common belief that they are just illusionists and there is no real magic. On the whole that's probably true but there are one or two real magicians. I know, I've met them. The audiences don't believe they are watching magic. In their view it is a trick. As I say, generally speaking it is but sometimes ...

Journalist: Well, thank you, Madame Zuzu. Now let's go and talk to a one man band ...

Unit 8, Track 30, Speaking

In the last five years, the number of train passengers has almost halved from over four million to around two and a half million. The most significant decrease was between 2001 and 2002 when one and a half million passengers were lost. There was another sharp fall in numbers the following year but, from 2003 to 2004 the number of passengers changed very little.

In 2005, there was a slight increase in numbers, the first for seventeen years. This gradual rise in numbers continued in 2006 and more than twenty percent of the passengers lost between 2001 and 2003 have now returned to the railways.

A small majority of people interviewed said that increases in petrol prices have been the main reason for them to leave the car at home and go back to trains. About one in three people interviewed gave traffic jams and parking problems as the reason for travelling by train.

Unit 9, Track 31, Listening

Annie: What's wrong, Tom?

Tom: Hi Annie. I'm just wondering if I made the correct decision to come to university.

Annie: What? Why?

Tom: Well, I just got an email from a friend from school. He got a job and he's earning good money. Now he's thinking of buying a flat. I've had to borrow money to study and by the time I leave here, I'll owe the bank about £20,000. It will take years to pay my debts off.

Annie: Why don't you get a part-time job? Steve could get you one. He works in a café at weekends and in a restaurant in the evenings. Both places are always looking for people to help. He says it's hard work but he earns enough to pay for his room and food and he thinks he will even have a bit left over for the holidays.

Tom: Wow! When does he study? I spend three hours a day writing essays and another two hours reading.

Annie: Well, Steve's studying Maths. They don't have to write essays!

Tom: I'm sure they have other work to do.

Annie: Yes, I was joking. He doesn't do anything else. He doesn't belong to any clubs, he doesn't go out and he gets up at 6 a.m. every day.

Tom: Wow, my first lecture is at 10 o'clock and I usually get up at 9.30.

Annie: So, if you got up at six you would have an extra three and a half hours to study.

Tom: I don't think I could get up that early and work. I don't know what to do.

Annie: But, Tom, are you actually enjoying your course or are you regretting that too?

Tom: No, I love English. Why, are you?

Annie: Sometimes I wish I had chosen Spanish or French. The problem is that I gave them up when I was sixteen so I'm not good enough to study them now.

Tom: You could do a catch-up language course this year and then, if you pass your exams at the end of the year, you could join the regular language course next year. It's hard work but I know a couple of people who are doing a catch-up Italian course.

Annie: Oh, wow. I'll have to find out about that. I wonder if I would have enough time to do two languages. I might have to stop going to the debating club but it would be worth it.

Tom: Yes, I think I'll give up the politics club and get a job at the café. I think a weekend job would be better than an evening job. I'm sure I couldn't get up early in the middle of the week. Working at the weekend would also keep me away from the shops.

Annie: That's a good point, Tom. You do buy a lot of clothes.

Tom: I know. I can't help it. I'm a shopaholic. Listen, I must go. I've got a lecture in ten minutes.

Annie: That's a shame. I've got two hours free. I was going to go to the library but it's such a nice day, I think I'll go for a walk. Do you want to meet later?

Tom: Well, I haven't finished my essay on 18th century women writers yet but I could take an hour off at about six o'clock when the library closes.

Annie: OK, see you later.

Unit 9, Track 32, Speaking

Example: I hope you don't mind but ...

1 Perhaps, what you should do is ...

2 While we're on the subject ...

3 It's none of my business, I know, but ...

4 Would you mind if I made a suggestion?

5 I don't want to interfere, but ...

6 I think it might be even better if ...

Unit 9, Track 33, Speaking

A: Good evening. I have invited you here to give us some ideas for the next Blue Plaques to be put up in London.

B: Yes, I've got some ideas.

A: I hope you don't mind but I think I should give you our proposals first.

B: Oh, OK, sure.

A: Now, our first thought was John Kennedy.

B: It's none of my business, I know, but what's he got to do with London?

C: I don't want to interfere, I think our journalist friend is doing more than enough of that. I know that JFK was a student at the London School of Economics. And, while we're on the subject of famous Americans, why hasn't Frank Sinatra got a plaque? He made films and played concerts here. Shouldn't he have a plaque?

B: No, I don't think so. Would you mind if I made a suggestion? I think you should choose someone really connected with London. I suggest Jack the Ripper.

A: Well, that's interesting but he was a murderer. And no one knows who he was. Where would we put the plaque?

B: Well, you could put one on Whitechapel Police Station but I think it might be even better if you had several plaques, one for each murder!

A: Thank you for your suggestion, but no. Perhaps, what you should do is read the rules for Blue Plaques. The person should 'have made an outstanding contribution to human welfare or happiness'. I don't think Jack the Ripper did either of those things, do you?

Unit 10, Track 35, Listening

Father: Come on, you two. The tour starts in a few minutes. You don't want to be late.

Carole: Do we have to, dad? I really don't think it'll be much fun.

Billy: It will. I came here last year on a school trip. It was great.

Carole: It's not as if it's a castle or a palace is it? Just an old house in London.

Father: But a very important house. Sherlock Holmes' house.

Carole: There wasn't anyone called Sherlock Holmes. I know people like the books but I can't believe so many people come to visit the house where a man who didn't even exist lived. How can this house have stayed popular for so long? I can't believe I'm missing hockey for this and I don't know why you didn't want to come and watch me.

Billy: I hate hockey. Anyway, it's a museum. It's made to look like the house in the book. That's the point.

Father: Here we are. This looks like your group waiting for the guide. Please try to enjoy it. I spent a lot of money on these tickets. I'll see you when you come out again.

Unit 10, Track 36, Listening

Guide: One minute to go. I hope I remember everything. What if they don't like me? I should have stayed in my old job. Calm down, Tony. Here we go.

Good afternoon, ladies and gentlemen, girls and boys. Welcome to 221b Baker Street, home of the famous Sherlock Holmes. Today, I'm going to be showing you around his fascinating home. Holmes' home. Ha, ha.

Carole: Very funny.

Guide: Yes, well, anyway. Let's move on to the first room. The study. And anyone who has read the books will know that this is where Holmes and Watson spent most of their time waiting for clients to call. Now, if anyone would like to have their photograph taken in Holmes' armchair, you can.

Billy: Oh, yes. Great. Carole, take my photo.

Carole: Are you kidding?

Billy: No, it'll be great.

Carole: Come on then. Hold on. Smile!

Guide: Oh, that looks like a complicated camera. Would you like me to take it for you? Your little brother would be very upset if it didn't come out nicely, wouldn't he?

Carole: er ... No, it's OK. ... thanks. OK, Billy. Let the next person have a go. I've finished with you.

Guide: Now, moving on upstairs, we go to Watson's bedroom. If you look out of the window you can see a small backyard.

Billy: Oh, yes. Look, Carole!

Carole: What at? A yard, a bed, a chair. How long does this tour last?

Billy: There are some papers here. From the Hounds of the Baskervilles case. Do you want to look?

Carole: Not really. No entry. Hmm I wonder what's in here. It may be more interesting than Dr Watson's bedroom.

Guide: Where are you going?

Carole: Er ... nowhere

Guide: Were you trying to enter that room?

Carole: No, no, of course not.

Guide: Hmm. Well, I'm watching you, young lady. Now, everyone, let's move on to Mrs Hudson's room. She prepared all the meals for Holmes and Watson.

Carole: Oh what!?

Guide: Now, moving on to the 3rd floor, we have a very special exhibit. A wax model of Holmes and his deadly enemy, Professor Moriarty.

Billy: Great. Look, Carole.

Carole: Oh, why do I have to be here? Why do I have to look after my baby brother? I could be playing hockey now. It's just not fair.

Guide: Right, now to end the tour you can make your way to the gift shop where Mrs Hudson is ready to serve you. I hope you enjoyed the tour as much as I enjoyed meeting you. Thank you.

Well, really! I do my best to entertain them and be friendly and that's all the thanks I get. I don't know why I bother.

Unit 10, Track 37, Listening

1 I hope I remember everything. What if they don't like me? I should have stayed in my old job.

2 Very funny.

3 Oh, yes. Great. Carole, take my photo!

4 Would you like me to take it for you? Your little brother would be very upset if it didn't come out nicely, wouldn't he?

5 A yard, a bed, a chair. How long does this tour last?

6 Were you trying to enter that room?

7 Oh, why do I have to be here? Why do I have to look after my baby brother? I could be playing hockey now. It's just not fair.

8 Well, really! I do my best to entertain them and be friendly and that's all the thanks I get. I don't know why I bother.

Unit 10, Track 38, Speaking

Jeff: I can't do this homework. Sarah, can you help me?

Sarah: Oh, I love having a younger brother! Honestly, Jeff. I wish you'd try to do it on your own.

Jeff: But it's difficult.

Sarah: Well, you should have listened during the lesson. It's about time you realised that you're going to have to start working harder if you want to pass your exams.

Jeff: I will, I will. But, just this one last time, please.

Sarah: OK. But you'd better be telling the truth.

Jeff: I am, I am.

Sarah: Now, let's have a look. Wait a minute. You haven't even started. You could have at least tried before you asked me. Hey! Stop! Hey! I wish you wouldn't do that! I'm trying to help you and you're talking on your mobile phone. Give me that ... There. It's off.

Jeff: Hey, you shouldn't have done that! That was an important phone call.

Sarah: Listen, Jeff. If you want me to help you, fine. But you'd better not forget that it's me who's doing you a favour. Put your phone down and listen ...

Unit 11, Track 40, Listening

1

I love jigsaws and always ask for them for my birthday. It takes me ages to finish them because I only do a few pieces at a time, before I go to work, when I get home and before I go to bed. I have a special table for them. My family don't understand why I like them so much but I love doing them and everyone has learned to leave me alone when I'm doing one and not try to do it with me. As far as I'm concerned, a puzzle has to be done alone!

2

My husband bought me a book of crossword puzzles. I enjoy doing them in my spare time, especially when I'm on a train or plane going on holiday. Some people do them on the train to work but I can't concentrate as I need to be relaxed to do them. There are always one or two words that I just can't guess. In the end, I have to ask someone else to help me or just leave them and go onto the next one. My boss usually does the last few words for me.

3

I love the game of battleships, you know, where you have to find the other player's ships. It's one of the easiest games to play. All you need is a pen and paper. My brother got one for his birthday from my dad's boss. It was in a big box with lots of plastic pieces but it was the same game. Why pay £10 for a game which you can play for nothing? It's crazy. My brother doesn't even like the game. He always asks for help or gives up before he's finished.

4

I work in a very large office and it's difficult to relax. However, the last half hour is usually very quiet and there's nothing much to do. That's when we have our grand work's quiz. We have some quiz books and one person reads the questions and the others compete. No one is allowed to help anyone else even if they don't understand the question. We make a lot of noise but it's great fun and even the boss joins in although he hates losing.

5

I didn't understand Sudoku for a long time. Then, someone explained it to me and, since then, I have become addicted to the puzzles. Luckily, my newspaper has three every day; easy, medium and difficult. I also buy Sudoku books when I go on holiday abroad. The medium one takes me the same amount of time as my train journey to work. I start when I sit down and I finish just as the train arrives. Best of all, it takes my mind off all the problems and stresses I have. I'm the only person smiling as we get off the train.

Unit 11, Track 41, Speaking

A: The first thing to talk about today is what to do about young criminals and vandals in our community. The trouble is that, at the moment, they don't seem at all worried about being caught because judges often give them very light punishments. Another problem is that not enough of them are caught in the first place. I think we need more police officers on the street.

B: Which costs money.

C: Well, we could have special community volunteer police officers. They do the same job but don't get paid.

B: I can see quite a few pitfalls with that idea. I mean, people need to be able to recognise that they are officers – do they wear a uniform or carry a badge? Can they arrest people?

C: I'm sure that could easily be sorted out.

B: Yes, let's leave that for now and come back to it later. Just to go back to the point you made about harsher punishment earlier in the conversation. I don't think it would work.

A: Why not?

B: You need to look at the individual cases. It might be a first offence. It may be someone having personal problems, someone who needs help, not punishment.

A: So, what do you suggest?

B: I think the system we have now is fine. I know there are some small problems but we'll get round them somehow.

A: I disagree. These people don't need help, we do.

C: We don't seem to be getting very far, do we?

A: No, we don't. We need to think it over a bit more carefully.

Unit 12, Track 43, Speaking

Example: There are three people here. All of them want a job.

1 I can't believe that there are seven of you here and none of you have got any money.

2 You aren't smiling in any of these photos.

3 Tom and Emile look good in this photo whereas Luke and Neil don't.

4 Sam and Kate are very different characters. One is full of fun while the other is quiet and serious.

5 Sally and Brian look very good together.

6 I'd choose this book since I have enjoyed the writer's other books.

Unit 12, Track 44, Speaking

A: Here are the photos of the people we are thinking about for the part in the film. Nearly all of them are young. One is in her thirties but the others are all in their early twenties. My choice would be Emma as she has an interesting face.

B: Thank you. Personally, I'd go for someone else. The main reason I wouldn't choose Emma is that she just doesn't look right for the part. We need someone more eye-catching. Lisa isn't right either. That leaves three more. When you look at them together, you can see that these two are both very modern and fashionable whereas Katrina looks as if she is from the 1960s or 1970s. I love her hair and make-up. Neither of the other two are as interesting, although they are very attractive. In my opinion, although none of them are perfect, Katrina is definitely the best and the one we should choose.