

AMERICAN EMPOWER

TEACHER'S BOOK
WITH DIGITAL PACK

B1+

INTERMEDIATE

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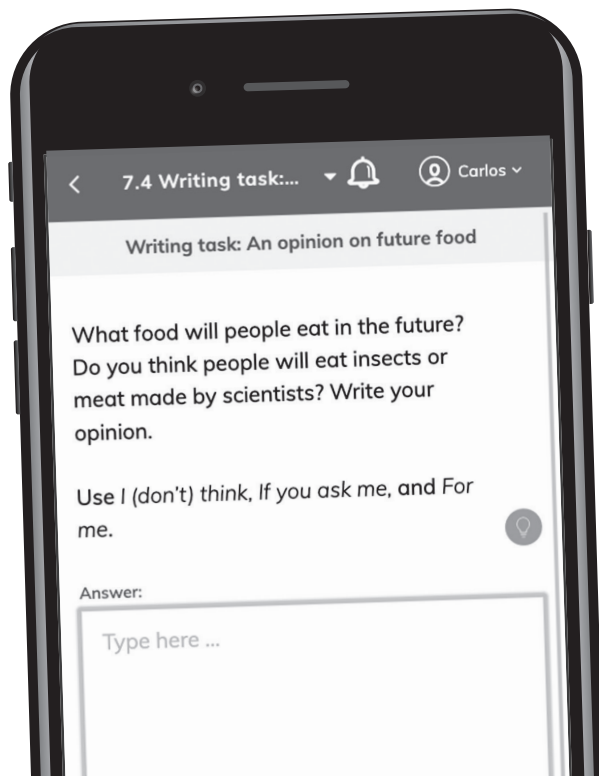
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

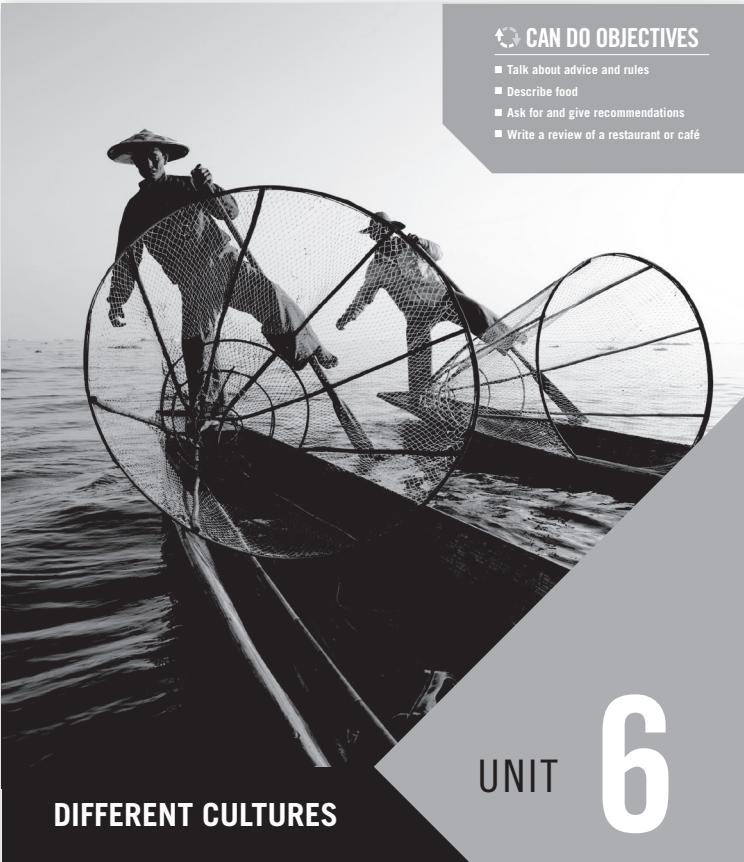
American Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you'll love.

Assessment you

can trust.





CAN DO OBJECTIVES

- Talk about advice and rules
- Describe food
- Ask for and give recommendations
- Write a review of a restaurant or café

UNIT 6

DIFFERENT CULTURES

GETTING STARTED

a Look at the photo. Ask and answer the questions.

- 1 In which part of the world do you think the photo was taken?
- 2 What job are the men doing?
- 3 How is this similar to or different from the same job in your culture?
- 4 Are there any jobs in your country that still use traditional methods? Give details.

b Have you met people from different cultures? If you have, what did you have in common? How were you different? If you haven't, what do you think they would find interesting or surprising about your country's culture?

67

Better Learning with *American Empower*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

Learner engagement

1 Content that informs and motivates

Insights

Sustained motivation is key to successful language learning and skills development.

Content

Clear learning goals, thought-provoking images, texts, and speaking activities, plus video content to arouse curiosity.

Results

Content that surprises, entertains, and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

6A YOU SHOULD WEAR GOOD WALKING SHOES

Learn to talk about advice and rules

- Modals of obligation
- Compound nouns

1 SPEAKING AND READING

a Discuss the questions.

- What do you think the phrase “culture shock” means?
- What difficulties might culture shock cause?
- Think of a country you would like to visit. How do you think it would be different from your own country? Think about the words in the box.

food people customs getting around cities and streets

CULTURE SHOCK? THERE'S AN APP TO DEAL WITH THAT

Many travel apps and guidebooks can help you to book a cheap homestay or an expensive hotel with a swimming pool, and they can tell you where to go windsurfing or what restaurants serve the best seafood. But what if you want information on how to greet people politely in Tokyo, how much to tip a taxi driver in Madrid, or where to meet local people in Rio de Janeiro? Well, a new app for your cell phone can now do all that for you.

The app is called CultureMee, and it not only gives straightforward travel advice, but it also provides **insights** into the culture of the country you're visiting. It was set up by an Irish couple, John and Dee Lee, and has quickly grown in popularity. Thousands of people are already using the app, which now covers locations all over the world. It has also won several international awards.

The idea for the app came to them while they were on vacation in East Africa a few years ago. They had guidebooks that told them about places to visit, but they found it difficult to find out about what kind of plug they needed for their hair dryer or exactly what vaccinations they needed.

They realized that it would be very useful to have an app that could give people this kind of basic travel advice. They also wanted to help people understand the culture of any country they might visit, so this became an **integral** part of the app's content.

The couple decided not to take the conventional **approach** to culture, which is already a feature of standard guidebooks, but rather to focus on the everyday lives of people in the country. There are plenty of apps available that can help you book vacations and places to stay, and that give you information about tourist sights and museums. However, John and Dee felt that most travel apps didn't focus on ordinary people, so they decided to put this **at the heart** of what CultureMee does.

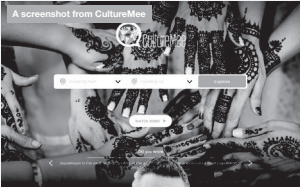
CultureMee offers a wide range of cultural content, including background information about the country and its history, details on contemporary culture, and advice on dealing with “culture shock.” Users can access videos, produced by the couple themselves, that **supplement** the core content of the app. Many of these give tips on how to engage with local people and how to behave in an appropriate way. They are based on interviews with people who have visited the country, and who can talk **with authority** about it from a visitor's point of view. There are also interviews with local people who provide insights into how they view their own culture.

So, imagine that someone from the U.S. wants to travel to Brazil. They can select the appropriate culture video and hear a Brazilian talking about Brazilian culture. They can also watch a video of a non-Brazilian person talking about how to get along with Brazilians and understand their culture.

An essential aim of John and Dee's project is to create an online community of people who are interested in travel and culture. As the app becomes more popular, they hope this community will continue to **augment** it with their own stories and viewpoints.

***augment** (v) to increase the size or value of something by adding to it

A screenshot from CultureMee



John and Dee Lee, founders of CultureMee



c Read the article again. Decide if the sentences are true (T) or false (F). Find phrases in the text that tell you the answer.

- The new app only gives cultural advice, not practical travel advice.
- CultureMee has already been successful.
- John and Dee's guidebook on East Africa didn't tell them everything they needed to know.
- John and Dee decided to interview ordinary people who know about a country.
- All the interviews are with people who come from the country they talk about.
- They would like people who use the app to contribute to it and improve it.

d What do the words in **bold** mean in the context of the article? Choose a or b.

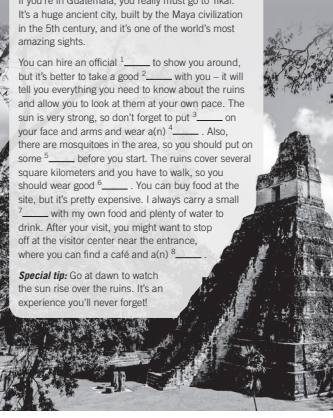
- insights**
a knowledge of something
b suggested places to visit
- integral**
a additional, extra
b central, essential
- approach**
a information about
b way of looking at
- at the heart of**
a feeling strongly about something
b central to something
- supplement**
a add to something
b use instead of something
- with authority**
a knowledgeable about something
b having permission to talk about something

The Ruins of Tikal: Insider Tips

If you're in Guatemala, you really must go to Tikal. It's a huge ancient city, built by the Maya civilization in the 5th century, and it's one of the world's most amazing sights.

You can hire an official ¹ _____ to show you around, but it's better to take a good ² _____ with you – it will tell you everything you need to know about the ruins and allow you to look at them at your own pace. The sun is very strong, so don't forget to put ³ _____ on your face and arms and wear a(n) ⁴ _____. Also, there are mosquitoes in the area, so you should put on some ⁵ _____ before you start. The ruins cover several square kilometers and you have to walk, so you should wear good ⁶ _____. You can buy food at the site, but it's pretty expensive. I always carry a small ⁷ _____ with my own food and plenty of water to drink. After your visit, you might want to stop off at the visitor center near the entrance, where you can find a café and a(n) ⁸ _____.

Special tip: Go at dawn to watch the sun rise over the ruins. It's an experience you'll never forget!



d Read the travel tips for Tikal in Guatemala. Complete the text with compound nouns from 2c.

e Communication 6A Student A: Go to p. 130. Student B: Go to p. 132.

2 VOCABULARY Compound nouns

a Read the information below about compound nouns, then **underline** the compound nouns in the title and introduction to the article on p. 68.

Compound nouns combine two words. We write some compound nouns as one word (e.g., *lunchtime*) and others as two words (e.g., *living room*). They are usually formed by:

- noun + noun (e.g., *newspaper*)
- verb + -ing + noun (e.g., *washing machine*)
- noun + verb + -ing (e.g., *ice skating*)

b Pronunciation Listen to the compound nouns from the article. Which part is stressed – the first or the second word? Practice saying the words.

c Complete the compound nouns with the words in the box.

book screen insect pack shop baseball tour walking

- _____ guide
- sun _____
- souvenir _____
- _____ cap
- back _____
- guide _____
- _____ shoes
- _____ repellent

3 LISTENING

a Look at the photos and the information about Kim, Will, and Daniel. What cultural differences do you think they noticed when they lived overseas? Compare your ideas with other students.



Kim from Canada went to live in Ecuador.



Will from the U.S. worked for a company in Nigeria.



Daniel from Brazil went to live in the U.S.

2 Personalized and relevant

Insights

Language learners benefit from frequent opportunities to personalize their responses.

Content

Personalization tasks in every unit make the target language more meaningful to the individual learner.

Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

“There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical, and modern.”

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

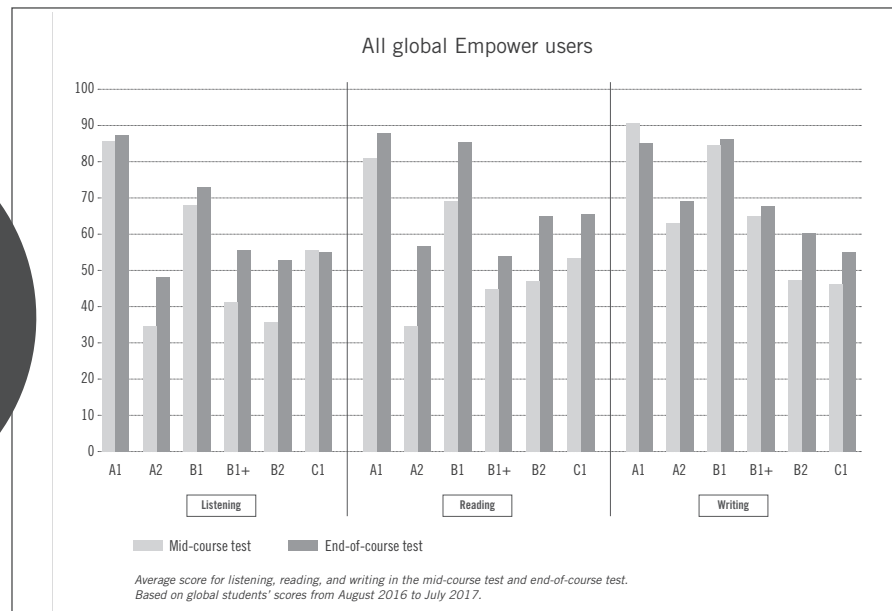
Content

End-of-unit tests, mid- and end-of-course competency tests, and personalized CEFR test report forms provide reliable information on progress with language skills.

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global *Empower* students' scores over one year.



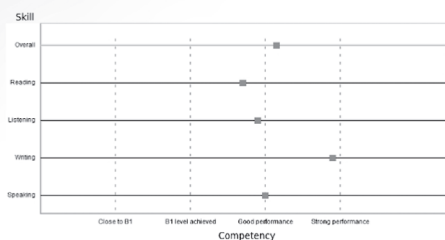
Cambridge English Empower B1+ intermediate

Competency test
CEFR report

Student Name:
Report Date: 17 March, 2017

You are now at the level to prepare for Cambridge English: PET

End of course report



Please note:
The Mid course test report is replaced by the End of course test report.
The Reading, Listening and Writing sections are automatically scored. The score for the Speaking section is entered by your teacher.

CAMBRIDGE
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Cambridge Assessment
English

“We started using the tests provided with Empower and our students started showing better results from this point until now.”

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights

Schools and colleges need to show that they are evaluating the effectiveness of their language programs.

Content

Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey, and the UK, to provide evidence of positive impact and progress.

Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with *Empower*.

Manageable learning

1 Mobile friendly

Insights

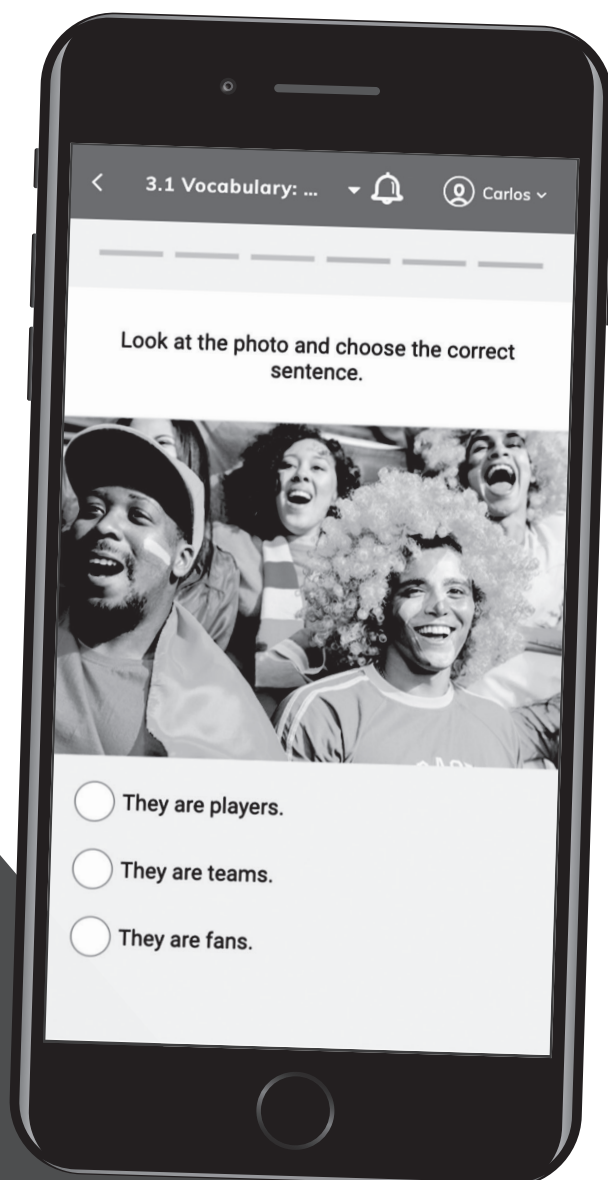
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

American Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

Results

Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



“I had been studying English for 10 years before university, and I didn't succeed. But now with Empower I know my level of English has changed.”

Nikita, Empower Student,
ITMO University, Saint
Petersburg, Russia

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the Empower course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

It is essential that learners are offered frequent and manageable opportunities to practice the language they have been focusing on.

Content

Throughout the *American Empower Student's Book*, learners are offered a wide variety of practice activities, plenty of controlled practice, and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

6D

SKILLS FOR WRITING

It's definitely worth a visit

Learn to write a review of a restaurant or café

Positive and negative language; Adverbs

1

SPEAKING AND LISTENING

a

Look at situations 1–3. Where would you go for these occasions? Choose from the locations in the box.

1 to meet friends for a chat and a cup of coffee

2 a birthday or an anniversary

3 a party at the end of the semester or the end of a language course

a café a cheap restaurant an expensive restaurant

a venue with music or dancing (e.g., a club)

b

Compare your ideas. Do you agree?

c

Listen to Jeff, Fabio, and Carla. Which place in photos 1–3 is each of them talking about?

d

Listen again and answer the questions.

1 Why doesn't Jeff like the atmosphere at expensive restaurants?

2 What does he say about the food?

3 Does Fabio go to cafés alone, or with friends, or both?

4 Why does he like sidewalk cafés?

5 What does Carla do before she starts dancing?

6 What kind of music does her favorite place play?

e

Think of one place to go out that you really like and one that you don't really like. Write notes about their good and bad points.

f

Discuss your places. Do you agree with your partner's descriptions? Why / Why not?

2

READING

a

Read the four reviews of a café on p. 77. The first reviewer gave it five stars (= excellent). How many stars do you think the other reviewers gave it?

b

Read reviews a–d again. Underline any words or phrases that are used to describe the things below.

1 the atmosphere

2 the kind of food and drinks they serve

3 the quality of the food

4 the service

5 the value

6 the location

3

WRITING SKILLS

Positive and negative language; Adverbs

a

Add adjectives or phrases from the reviews above to the chart.

Positive	Fairly positive
delicious	friendly enough

Fairly negative	Negative
a little noisy	awful

b

Compare your answers. Did you choose the same adjectives and phrases?

c

Compare the two sentences. They are both negative, but they are not exactly the same. In which sentence is the writer trying not to sound too negative?

1 The portions weren't very generous.

2 The portions were absolutely tiny.

d

Which of these sentences are slightly negative? Which are very negative?

1 It was extremely disappointing.

2 The bread wasn't very fresh.

3 The sauce was completely tasteless.

4 My soup wasn't really hot enough.

5 The portions were fairly small.

6 The service was awful.

4

WRITING

Two reviews

a

Choose two places you know (restaurants, cafés, or venues with music). Think of one place you like a lot and one place you don't really like. Write notes about the points below.

• general atmosphere

• what they serve

• friendliness

• location

• quality of food

• prices

• how busy it is

• service

• value for the money

b

Compare your ideas with a partner.

c

Write two reviews, one for each place.

d

Work in pairs. Read your partner's reviews. Check that your partner has done the things below.

1 covered all the points in 4a

2 used appropriate adjectives and phrases

3 used adverbs appropriately

e

Show your reviews to other students. Do you agree with your partner's descriptions? Why / Why not?

UNIT 6

a

"Very highly recommended. Would go back again."

★★★★★

I came here on my birthday. The coffee and cakes were delicious, and there was a relaxing atmosphere, with plenty of space. The staff were very friendly and gave us free birthday drinks. I can definitely recommend this café, and I'll be going back.

b

"Visited twice in 3 days!"

★★★★★

We had wonderful food here. The fish was very fresh, and they had delicious salads. It's also a great place to just sit and relax. The second time we went, we just ordered coffee, and the waiters were friendly and left us alone. We stayed for three hours! It's right in the center of town, so it's a little noisy, but it's a convenient place to meet and fairly easy to get to. It's definitely worth a visit!

c

"Completely overrated."

★★★★★

We had seen good reviews of this café, but it was extremely disappointing. The service was awful – we waited for 30 minutes before anyone even noticed we were there. We ordered pasta, but it was overcooked and the sauce was completely tasteless. My soup was tasty, but it was half cold and I had to send it back. The waiters were friendly enough, but they were so slow.

d

"A nice place to meet friends"

★★★★★

This is a bright, friendly café, and they also serve good food, although the portions aren't very generous and it's a little overpriced. I usually go there for some coffee. It has a fairly pleasant atmosphere, and the service is always reasonably friendly to drink with friends, but it might be better to eat somewhere else.

76







77



2 Beyond the classroom

“There are plenty of opportunities for personalization.”

Elena Pro,
Teacher, EOI
de San Fernando
de Henares,
Spain

Insights

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

Content

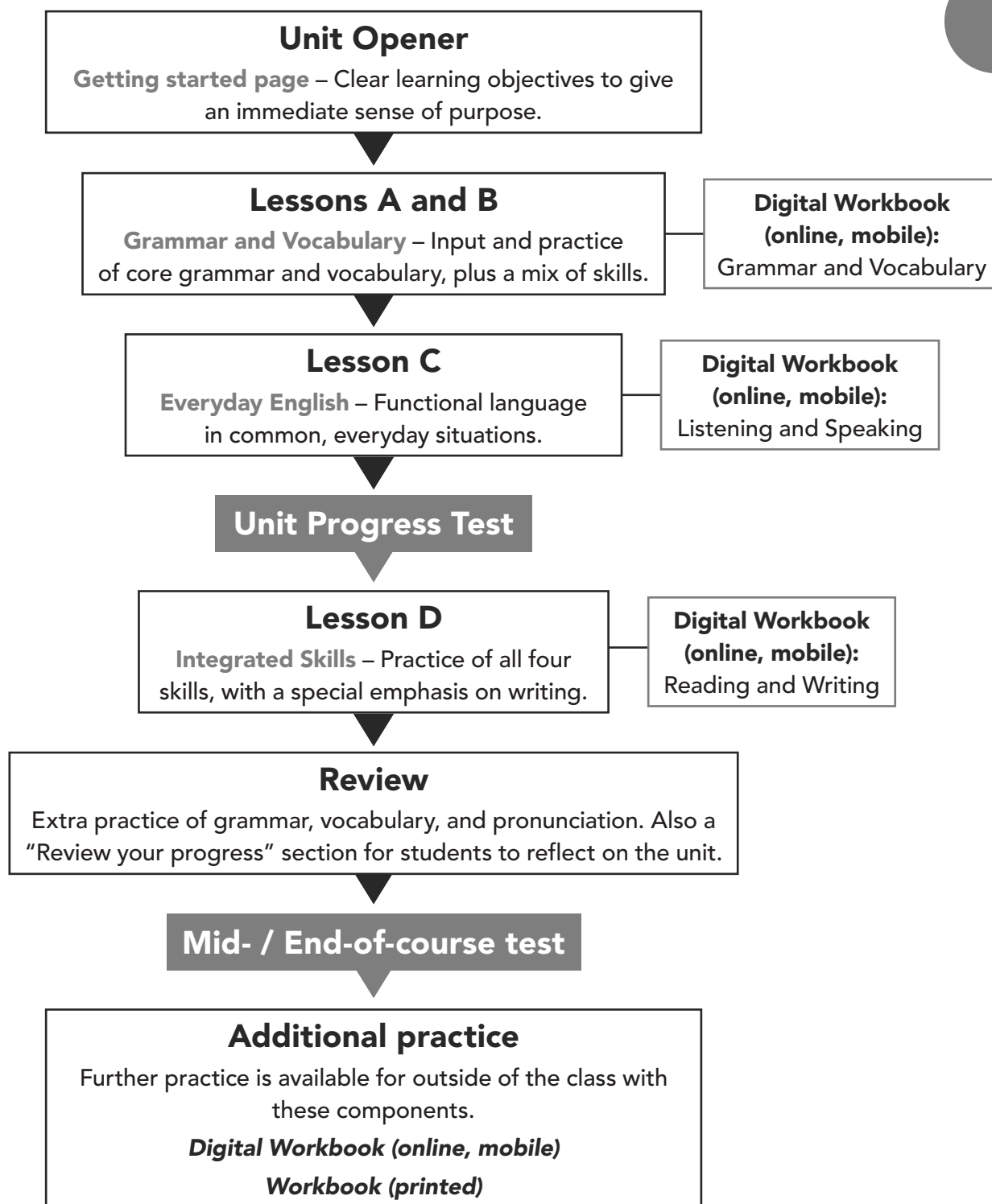
American Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

viii

Unit overview



Components

Resources – Available on [cambridgeone.org](https://www.cambridgeone.org)

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Audio• Video• Unit Progress Tests (Print)• Unit Progress Tests (Online) | <ul style="list-style-type: none">• Mid- and end-of-course assessment (Print)• Mid- and end-of-course assessment (Online) | <ul style="list-style-type: none">• Digital Workbook (Online)• Photocopiable Grammar, Vocabulary, and Pronunciation worksheets |
|--|--|---|

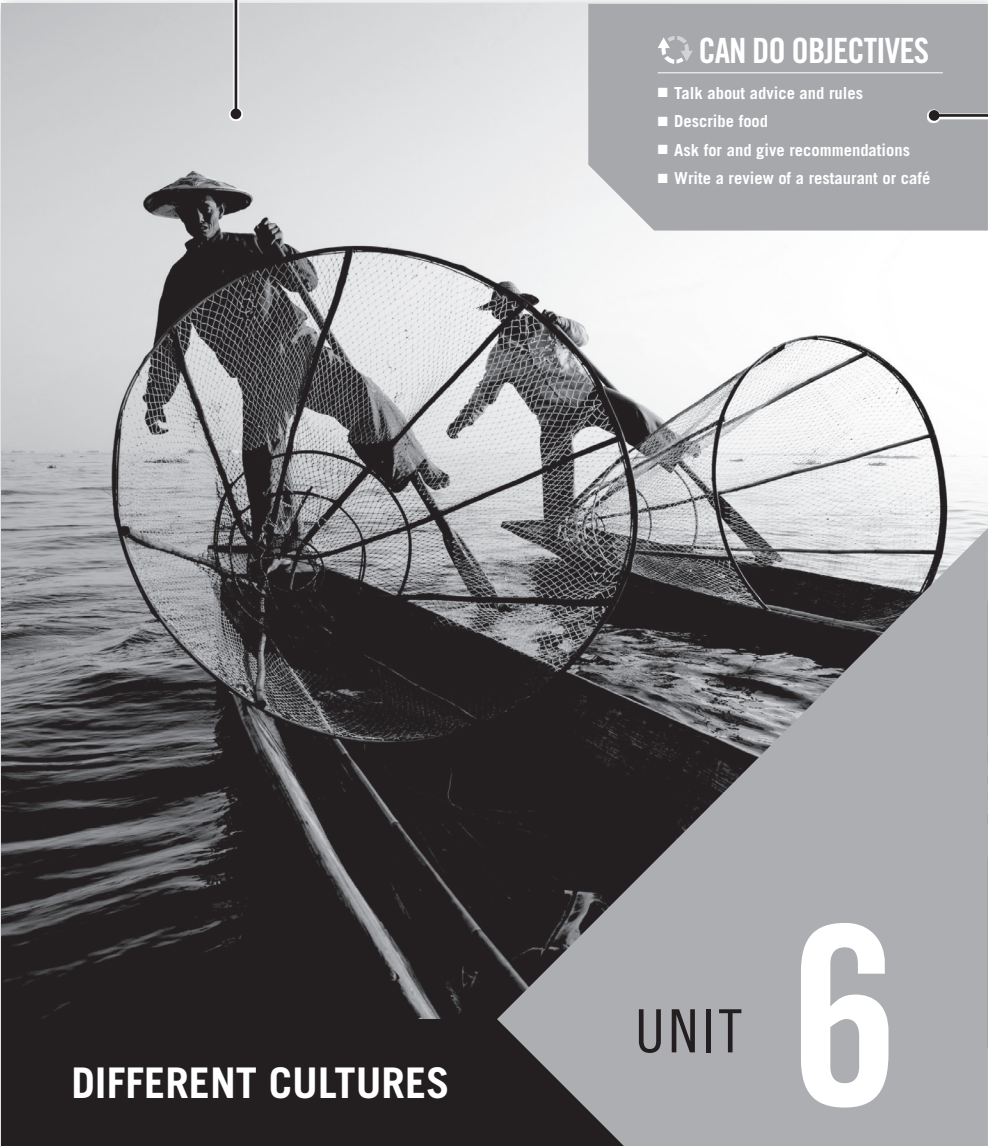
Getting Started

Striking and unusual images arouse curiosity.

Clear learning objectives give an immediate sense of purpose.

CAN DO OBJECTIVES

- Talk about advice and rules
- Describe food
- Ask for and give recommendations
- Write a review of a restaurant or café



UNIT 6

GETTING STARTED

- a  Look at the photo. Ask and answer the questions.
- 1 In which part of the world do you think the photo was taken?
 - 2 What job are the men doing?
 - 3 How is this similar to or different from the same job in your culture?
 - 4 Are there any jobs in your country that still use traditional methods? Give details.
- b  Have you met people from different cultures? If you have, what did you have in common? How were you different? If you haven't, what do you think they would find interesting or surprising about your country's culture?

Activities promote emotional engagement and a personal response.

Lessons A and B

Grammar and Vocabulary and a mix of skills

“Teach off the page”

A straightforward approach and clear lesson flow help to minimize preparation time.

Clear goals

Each lesson starts with a clear, practical, and achievable learning goal, creating an immediate sense of purpose.

6A YOU SHOULD WEAR GOOD WALKING SHOES

Learn to talk about advice and rules

- 6 Modals of obligation
- V Compound nouns

1 SPEAKING AND READING

a Discuss the questions.

- 1 What do you think the phrase “culture shock” means? What difficulties might culture shock cause?
- 2 Think of a country you would like to visit. How do you think it would be different from your own country? Think about the words in the box.

food people customs getting around cities and streets

b Quickly read the article about CultureMee, an app for tourists traveling to other countries. Which of the things below does the app provide?

- 1 “insider tips” about the culture
- 2 information about main tourist sites
- 3 a history of the country
- 4 detailed descriptions of famous buildings
- 5 lists of recommended hotels and restaurants
- 6 tips about how to behave in the country
- 7 information about local attitudes and customs

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of apps available that can help you book vacations and places to stay, and that give you information about tourist sights and museums. However, John and Dee felt that most travel apps didn’t focus on ordinary people, so they decided to put this **at the heart of** what CultureMee does.

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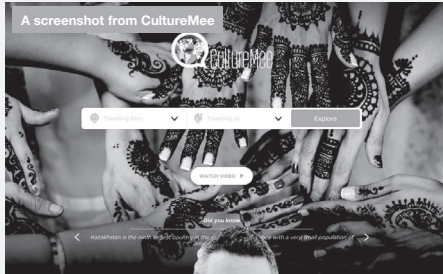
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***augment** (v) to increase the size or value of something by adding to it

A screenshot from CultureMee



John and Dee Lee, founders of CultureMee

Manageable learning

The syllabus is informed by English Profile and the Cambridge English Corpus. Students will learn the most relevant and useful language at the most appropriate point in their learning journey. The target language is benchmarked to the CEFR.

UNIT 6

b 06.02 Listen to Kim, Will, and Daniel. Which of these topics do they talk about? One topic is not mentioned.

talking to people being on time children
making eye contact getting up early going to bed

c 06.02 Listen again and write notes in the chart. Then compare with a partner.

Country	Cultural difference	Example(s)	Comments they make about it
Ecuador			
Nigeria			
U.S.			

d Think about the three cultural differences in the chart. Have you ever been in similar situations? What happened?

4 GRAMMAR Modals of obligation

a Complete these sentences from the interviews with the words in the box. You will use some of the words more than once.

can can't have to don't have to must
must not should shouldn't

Kim

- 1 If a meeting starts at 10 o'clock, you _____ be there at 10:00. You _____ come maybe fifteen or twenty minutes later, and that's fine.
- 2 They expect me to come on time, and they always say, "You _____ be late. You _____ come on time."

Will

- 3 If you're talking to someone you don't know well, you _____ look right at them.
- 4 In the U.S., you _____ definitely look the other person in the eye when you talk.

Daniel

- 5 At a certain time, maybe 7:00 or 8:00, all the children _____ go to bed.
- 6 In Brazil, children _____ usually stay up as long as they want. ... They _____ go to bed at a fixed time.
- 7 I think children _____ join in the life of the family, and it's a pity if they _____ be part of it.

b 06.03 Listen and check your answers.

c Now go to Grammar Focus 6A on p. 154.

d Complete these rules about transportation in your country. Use the modals in the box.

must have to need to don't have to don't need to
must not should shouldn't can can't

Buses

- 1 You _____ buy a ticket in advance.
- 2 You _____ buy a ticket on the bus.

Walking and cycling

- 3 You _____ use a crosswalk when you want to cross the street.
- 4 You _____ wear a bike helmet.
- 5 You _____ ride a bike on the sidewalk.
You _____ use bike lanes.

Cars

- 6 Passengers _____ wear a seat belt.
- 7 You _____ drive with your lights on during the day.

Taxis

- 8 You _____ stop taxis in the street.
- 9 You _____ book taxis in advance.
- 10 You _____ give taxi drivers a tip.

e A foreign visitor is coming to live in your country for six months. Prepare to give them some advice. Use the ideas in the box and your own ideas to make a list of rules and tips.

roads, sidewalks, and bike lanes public transportation
eating and drinking going out at night clothes
talking to people who are older than you language
parks and public spaces

You shouldn't eat or drink when walking in the street.
You should always give your seat to an older passenger on the bus.

f Take turns reading your rules and tips aloud. Discuss the questions.

- 1 Which rules and tips are about safety?
- 2 Which are about being polite to people?
- 3 Which rules and tips are the most important?

5 SPEAKING

a Work with a partner. Think about a foreign culture you both know something about. How is it different from your culture? Think about these topics and write brief notes.

children meals time men and women
older people greetings how people dress

b Work in groups. Tell your group about the differences in the culture you chose. Ask the other students questions about the culture they chose. Do you agree with them?

Rich in practice

Clear signposts to Grammar Focus and Vocabulary Focus sections offer extra support and practice.

Regular speaking activities

Frequent speaking stages get students talking throughout the lesson.

6B

IT'S TASTIER THAN I EXPECTED

1 VOCABULARY Describing food

a Look at photos a-e and discuss the questions.

- Which food would you most like to eat?
- What country do you think each dish comes from?
- What ingredients does each dish contain?
- Which of the dishes could a vegetarian eat?

b Match descriptions 1-5 with photos a-e.

- tasty Moroccan meatballs cooked in a tomato sauce, served with couscous and fresh herbs
- creamy Mexican avocado and tomato dip with crunchy tortilla chips
- whitefish cooked in a spicy Thai sauce with hot green chilies
- Japanese noodles with vegetables in a light soup served with an egg
- a slice of rich Austrian chocolate cake with a bitter orange filling

c Which adjectives in 1b could you use to describe a salad, a bowl of soup, or a curry dish?

d Now go to Vocabulary Focus 6B on p. 137.

e **05:08** Pronunciation Listen and repeat these words. Pay attention to the pronunciation of the letters *sh* and *ch*.

/ʃ/	/tʃ/
fresh	chocolate
mash	chip
ship	rich
shape	crunchy

f A visitor has come to your town. You're going to give advice about where to eat and what typical dishes to try.

Student A: Give the visitor advice.

Student B: You are the visitor. Listen and ask further questions.

g Now change roles and have a second conversation.

2 LISTENING

a Look at the photo on the right and discuss the questions.

- Do you have vending machines in your country? What do they sell?
- How often do you use them? What do you usually buy?

b Listen to part of a radio show about vending machines in Japan.

- What types of food and drink are mentioned?
- What are the advantages for customers of vending machines over buying things from a store?
- What does the reporter think of the hot meal?

c Would you buy hot food from a vending machine? Why / Why not?

Learn to describe food

- Comparatives and superlatives
- Describing food



Learner engagement

Engaging images and texts motivate students to respond personally. This makes learning more memorable and gives learners ownership of the language.

Traveling and Eating Around the World



Hawker Centers – Street Food, but Not on the Streets

May 14th

Singapore is famous for its street food, but it's been illegal to sell cooked food in the streets for many years. So, if you're looking for Singapore's famous street food, hawker centers are the places to go. These are indoor food courts with stalls that sell freshly cooked food. You choose your hawker stall according to what kind of cuisine you want – Thai, Malay, Chinese, Indian, Japanese, or Korean.

I went to the Golden Mile Food Center – it was amazing to see so many different food stalls under one roof. *Sup tulang*, a Malay-Indian dish of beef bones in a red spicy sauce, looked very tasty. But in the end I wanted something lighter, so I chose *oyam buah keluak*, a Parakanan (Chinese-Malay) dish. It's chicken with Indonesian black nuts, served with steamed rice. A good choice – one of the most unusual dishes I've ever tasted.

Little India, Big Appetite

May 15th

This part of Singapore was full of the sights and smells of India. I ate *thosai* – crispy Indian pancakes made from rice and lentils. They were served with rich and spicy dips and vegetable curry. The meal was light and fresh – delicious!

Still full from my Indian lunch, I explored the Arab Quarter. There was plenty of great food available, but sadly I wasn't hungry! I'll have to come back to Singapore. I didn't have a chance to explore Chinatown either.

By the evening I was hungry again, so I tried some of the barbecued food at Lau Pa Sat, an old market. I went for Malaysian chicken *sotey*, pieces of chicken on sticks served with spicy peanut sauce. Absolutely delicious!

e Read the blog again and answer the questions.

- What two habits show that the people in Singapore love food?
- What did the blog writer eat with her fish head curry?
- Why can't you buy cooked food on the street in Singapore?
- Why didn't she have *sup tulang* at the Golden Mile Food Center?
- Why didn't she eat anything in the Arab Quarter?
- Which area of Singapore did she not go to?

f Imagine you are visiting Singapore. Where will you go? What will you eat?

I'd really like to go to a big hawker center, so we can see all the different options.

5 SPEAKING

a You are going to talk about a special meal. Write notes about one of these meals. Use the ideas in the box to help you plan what to say.

- the most special meal you've ever made
- the most delicious meal you've ever eaten
- a meal you'll never forget

where? when? who with? ingredients? how was the food cooked? taste, smell, color?

b Take turns describing your meals. Then talk about which of the meals sounds the most delicious.

The most delicious meal I've ever eaten was in a little restaurant near my grandparents' house. I ate ...

Spoken outcome

Each A and B lesson ends with a practical spoken outcome, so learners can use language immediately.

Lesson C

Prepares learners for effective real-world spoken communication

Everyday English

Thorough coverage of functional language for common everyday situations helps learners to communicate effectively in the real world.

Comprehensive approach to speaking skills

A unique combination of language input, pronunciation, and speaking strategies offers a comprehensive approach to speaking skills.

6C

EVERYDAY ENGLISH

Well, what would you recommend?

Learn to ask for and give recommendations

Sounding interested

Asking for and giving recommendations

1 LISTENING

a

Discuss the questions.

1 Which of these do you think is the best birthday present? Why?

flowers

dinner at a restaurant

a homemade meal

a book

an expensive gift (e.g., jewelry)

2 Have you ever given these things to anyone?

b

Michael and his sister Vanessa are shopping for a gift for Michael's wife, Julia. What do you think Vanessa might recommend? Look at the examples in 1a and add some new ideas of your own.

c

Listen to Part 1. Does Vanessa mention your ideas?

d

Listen again. Are the sentences true (T) or false (F)?

1 Michael knows what to get Julia.

2 Michael thinks a book is a good idea.

3 Vanessa thinks Michael should get Julia something that matches her style.

4 Vanessa thinks Michael should let Julia choose something.

e

Do you agree with Vanessa's advice? What should Michael get Julia?

2 USEFUL LANGUAGE Asking for and giving recommendations

a

Look at the phrases in bold below. Which ones are asking for recommendations? Which are giving recommendations?

1 Do you think that's a good idea?

2 If I were you, I'd go with jewelry.

3 It's probably worth thinking this through a little more.

4 Well, what would you recommend?

5 It's much better to buy something that's her style.

6 You can't go wrong with these earrings.

b

Complete the conversations with the correct form of the verbs in parentheses. Look back at the phrases in 2a to help you.

1

MICHAEL

She loves books! Well, what 1 _____? (you/ recommend)

VANESSA

Books are great, but do you think that's enough? I mean, that sounds kind of boring. It's probably worth 2 _____ this through a little more. (think)

2

A

Uh, she likes to play games with me sometimes, but I just don't know. What do you suggest?

B

Well, if I were you, I 3 _____ with jewelry. A necklace, or a pair of earrings. Look, these are gorgeous. (go)

A

Really? They're so ... plain. I think that pair with spikes looks cooler.

B

I ... guess they're cool, but it's much better 4 _____ something that's her style. (buy)

3 CONVERSATION SKILLS

Expressing surprise

a

Do you think Julia will like the gift Vanessa helped Michael to choose? Will she be surprised? Why / Why not?

b

Listen to Part 2 and check your answers to 3a.

c

Listen to Part 2 again and complete the sentences.

1 MICHAEL

I hope you like it.

JULIA

Earrings! _____!

2 JULIA

Wow, these are gorgeous!

MICHAEL

_____? You like them?

3 JULIA

I was sure you were just going to get me a book. And that would have been fine, but these earrings, _____!

MICHAEL

A book? You're _____!

d

Take turns saying the sentences below and answering by expressing surprise.

1 I'm getting married.

2 I passed all my exams.

3 That coat costs \$300.

4 I lost my phone yesterday.

4 PRONUNCIATION

Sounding interested

a

Listen to this extract. Is the intonation flat or not? Underline the correct word in the rule.

JULIA

I love them! They're exactly my style! How did you know?

Sometimes, intonation is more important than the words we use. If we use varied / flat intonation, we may sound as if we're bored, or don't care about the subject.

b

Listen to exchanges 1–3. Which of the B speakers sounds bored?

1 A I got a new job.

B Wow. That's incredible.

2 A I just bought some new shoes.

B That's amazing.

3 A We lost the game last night.

B That's terrible.

c

Practice saying the exchanges in 4b. Try to sound interested.

5 SPEAKING

Communication 6C

Student A: Read the instructions below. Student B: Go to p. 130.

Student A

1 You have been offered an amazing job. The salary is very high, and it is a great opportunity. The problem is that you need to move to Berlin next month! Tell your partner your news and ask for some recommendations about what to do.

2 Listen to your partner's surprising news and give some recommendations.

I got an offer for a new job. It's in Berlin!

No way! That's great.

Do you think I should take it?

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

Unit Progress Test

Learners are now ready to do the Unit Progress Test, developed by Cambridge Assessment English.

Spoken outcome

Each C lesson ends with a practical spoken outcome.

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Lesson D
Integrated skills with a special focus on writing

Skills for writing

The D lessons are highly communicative and cover all four skills, with a special focus on writing. They also recycle and consolidate the core language from the A, B, and C lessons.

Receptive skills development

Clearly staged tasks practice and develop listening and reading skills while supporting learners' understanding of texts.

6D

SKILLS FOR WRITING
It's definitely worth a visit

Learn to write a review of a restaurant or café

Positive and negative language; Adverbs

1 SPEAKING AND LISTENING

a Look at situations 1–3. Where would you go for these occasions? Choose from the locations in the box.

- 1 to meet friends for a chat and a cup of coffee
- 2 a birthday or an anniversary
- 3 a party at the end of the semester or the end of a language course

a café a cheap restaurant an expensive restaurant
a venue with music or dancing (e.g., a club)

b Compare your ideas. Do you agree?

c Listen to Jeff, Fabio, and Carla. Which place in photos 1–3 is each of them talking about?

d Listen again and answer the questions.

- 1 Why doesn't Jeff like the atmosphere at expensive restaurants?
- 2 What does he say about the food?
- 3 Does Fabio go to cafés alone, or with friends, or both?
- 4 Why does he like sidewalk cafés?
- 5 What does Carla do before she starts dancing?
- 6 What kind of music does her favorite place play?

e Think of one place to go out that you really like and one that you don't really like. Write notes about their good and bad points.

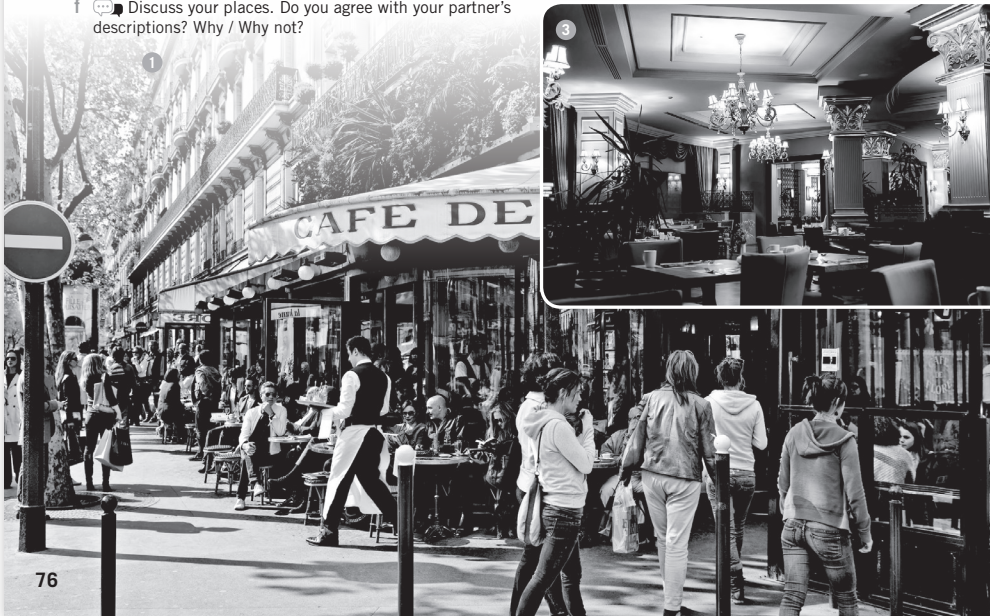
f Discuss your places. Do you agree with your partner's descriptions? Why / Why not?

2 READING

a Read the four reviews of a café on p. 77. The first reviewer gave it five stars (= excellent). How many stars do you think the other reviewers gave it?

b Read reviews a–d again. Underline any words or phrases that are used to describe the things below.

- | | |
|--|----------------|
| 1 the atmosphere | 4 the service |
| 2 the kind of food and drinks they serve | 5 the value |
| 3 the quality of the food | 6 the location |



Comprehensive approach to writing skills
A clear focus on key aspects of writing helps develop effective real-world writingskills.

Personal response
Clear model texts on which students can base their own writing are provided.

UNIT 6

a

"Very highly recommended. Would go back again." ★★★★★

I came here on my birthday. The coffee and cakes were delicious, and there was a relaxing atmosphere, with plenty of space. The staff were very friendly and gave us free birthday drinks. I can definitely recommend this café, and I'll be going back.

b

"Visited twice in 3 days!" ★★★★★

We had wonderful food here. The fish was very fresh, and they had delicious salads. It's also a great place to just sit and relax. The second time we went, we just ordered coffee, and the waiters were friendly and left us alone. We stayed for three hours! It's right in the center of town, so it's a little noisy, but it's a convenient place to meet and fairly easy to get to. It's definitely worth a visit!

c

"Completely overrated." ★★★★★

We had seen good reviews of this café, but it was extremely disappointing. The service was awful – we waited for 30 minutes before anyone even noticed we were there. We ordered pasta, but it was overcooked and the sauce was completely tasteless. My soup was tasty, but it was half cold and I had to send it back. The waiters were friendly enough, but they were so slow.

d

"A nice place to meet friends" ★★★★★

This is a bright, friendly café, and they also serve good food, although the portions aren't very generous and it's a little overpriced. I usually go there for some coffee. It has a fairly pleasant atmosphere, and the service is always reasonably friendly and relaxed. I'd recommend it as a place to get something to drink with friends, but it might be better to eat somewhere else.

Positive

Fairly positive

Fairly negative

Negative

delicious	friendly enough
a little noisy	awful

b

Compare your answers. Did you choose the same adjectives and phrases?

c

Compare the two sentences. They are both negative, but they are not exactly the same. In which sentence is the writer trying not to sound too negative?

1 The portions weren't **very** generous.

2 The portions were **absolutely** tiny.

d

Which of these sentences are slightly negative? Which are very negative?

1 It was extremely disappointing.

2 The bread wasn't very fresh.

3 The sauce was completely tasteless.

4 My soup wasn't really hot enough.

5 The portions were fairly small.

6 The service was awful.

e

Do we use these adverbs to make adjectives or phrases stronger or weaker?

a little absolutely completely extremely fairly not really

not very slightly barely really reasonably deeply

f

Change the strong comments in the sentences in 3d so that they sound weaker. Change the weaker comments so that they sound stronger.

1 It was a little disappointing.

2 The bread was really old.

4

WRITING Two reviews

a

Choose two places you know (restaurants, cafés, or venues with music). Think of one place you like a lot and one place you don't really like. Write notes about the points below.

- general atmosphere
- location
- how busy it is
- what they serve
- quality of food
- service
- friendliness
- prices
- value for the money

b

Compare your ideas with a partner.

c

Write two reviews, one for each place.

d

Work in pairs. Read your partner's reviews. Check that your partner has done the things below.

1 covered all the points in 4a

2 used appropriate adjectives and phrases

3 used adverbs appropriately

e

Show your reviews to other students. Do you agree with your partner's descriptions? Why / Why not?

Staged for success
Careful staging and scaffolding generate successful outcomes.

Personal response
Frequent opportunities for personal response make learning more memorable.

Written outcome
Each D lesson ends with a practical written outcome, so learners can put new language into practice right away.

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Review and Extension

Extra practice of grammar and vocabulary is provided.

UNIT 6

Review and extension

1 GRAMMAR

a Read the text and underline the best words.

Essaouira is a wonderful place to visit. You ¹ *must / should / can* enjoy walking through the streets, shopping at the market, or tasting local food. It's often windy in Essaouira, so you ² *don't have to / should / have to* bring warm clothes. The wind means that the beach isn't good for sunbathing, but you ³ *ought to / shouldn't / must* go kite-surfing – it's really exciting! If you like history, you ⁴ *don't have to / have to / should* explore the old part of town. There are a lot of market stalls here. If you want to buy something, discuss the price with the vendor. You certainly ⁵ *shouldn't / ought to / must* pay the first price you hear!

Many people here speak English, Spanish, or French, so you ⁶ *don't have to / should / must not* learn Arabic, although you ⁷ *should / must / have to* probably learn a few useful phrases. You ⁸ *can't / don't have to / must not* stay in expensive hotels; there are other options, including riads, which are hotels that feel like family homes.

b Complete the sentences with the correct form of the words in parentheses. Add any extra words you need.

- 1 A burger in my country is _____. (slightly cheap) a burger here.
- 2 Indonesia is _____. (a little hot) Jamaica.
- 3 On average, trains in Japan are _____. (much fast) trains in India.
- 4 Thai food is _____. (by far spicy) I've ever eaten.
- 5 Traveling on this subway isn't _____. (nearly expensive) traveling on the New York subway.

2 VOCABULARY

a Complete each pair of sentences with compound nouns made from the words in the boxes.

air lot conditioner parking

1 There isn't a space here for the car. We'll need to find another _____.

2 A It's so hot! B I'll turn the _____ on.

hour public rush transportation

3 Let's go at ten o'clock, when _____ is over.

4 Should we drive or use _____?

jam light traffic traffic

5 Sorry I'm late. I got stuck in a _____.

6 Wait for the _____ to change from red to green.

bike vending lane machine

7 That car shouldn't be in the _____!

8 I'd like a cold drink. Is there a _____ near here?

b Complete the sentences with words for describing food.

- 1 I'm not hungry. Can I have something _____, like a salad?
- 2 I love _____ foods like chocolate and cake!
- 3 This hasn't been cooked properly. Look! The vegetables are still _____.
- 4 This juice is really _____. There's too much lemon in it.

3 WORDPOWER go

a Match questions 1–5 with responses a–e.

- 1 ☐ Where does that path **go**?
- 2 ☐ How did your trip **go**?
- 3 ☐ This is my new dress. Do these shoes **go** with it?
- 4 ☐ Where's the milk?
- 5 ☐ Was there food at the party?

- a Really well. I met some very nice people.
- b No, they're the wrong color.
- c To the beach, I think.
- d Yes, but when I got there it was all **gone**.
- e It **went** bad. I threw it away.

b Match the phrases with **go** in 3a with these descriptions.

We can use:

- **go** to mean *disappear* a.
- **go** (*with*) to mean *look similar / look good together* ____.
- **go** to mean *go toward* ____.
- **go** + adverb to describe how things happen (e.g., *go badly*) ____.
- **go** + adjective to describe a change (e.g., *go gray*) ____.

c Complete each sentence with the correct form of **go** and a word or phrase from the box, if necessary.

around really well with my eyes bad

- 1 I had a job interview yesterday. It _____. I got the job!
- 2 When I turned to speak to Fred, he had already _____.
- 3 The road _____ the lake. It's a nice drive.
- 4 The store clerk said the scarf _____.
- 5 Milk that is not refrigerated will eventually _____.

d 😊 Look at what the people are saying. Think of two things that each person might be talking about.

1 It went very well, thanks.

2 It went completely white.

3 It goes very well with cheese.

4 Oh, no! It's gone bad!

5 It goes over the river.

6 It's gone. Good!

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...

talk about advice and rules ☐

describe food ☐

ask for and give recommendations ☐

write a review of a restaurant or café. ☐

Wordpower

Vocabulary extension recycles the vocabulary.

Real-world video

Engaging video documentaries provide students with further opportunities to explore the themes of the unit.

Review Your Progress

helps students reflect on their success.

Each unit links to additional sections at the back of the book for more grammar, vocabulary, and speaking practice.

Grammar Focus

Provides an explanation of the grammar presented in the unit, along with exercises for students to practice.

GRAMMAR FOCUS

1A Subject and object questions

Most questions in English need an auxiliary verb (e.g., do, be, have, or a modal verb) before the subject. Follow this pattern for Yes/No and object questions.

Question word	Auxiliary verb or be	Subject	Main verb	
	Can	I	borrow	your pen?
	Do	you	have	much homework?
Why	were	you	late?	
Who	are	you	waiting	for?
How many people	have	you	invited	to the party?

1B Simple present and present continuous

1C States and actions

The present continuous is not normally used to describe:

- mental states: know, agree, understand, believe, etc.
- likes and preferences: like, want, love, hate, need, prefer, etc.
- other states: be, own, belong, forget, hear, seem, depend, etc.

1D Special cases

Some verbs (e.g., think, see, have) can be used as states or actions, with different meanings:

State: *I think you're wrong.* (= my opinion)
Action: *I'm thinking about my birthday.* (= a mental process)
State: *I see what you mean.* (= I understand)
Action: *I'm seeing the doctor tomorrow.* (= I'm meeting him/her)
State: *I have a car/a sister.* (= possession, relationship, etc.)
Action: *I'm having a party/dinner.*

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State: *I have a car/a sister.* (= possession, relationship, etc.)
Action: *I'm having a party/dinner.*

Communication Plus

Provides a series of communication activities for each unit, providing additional opportunities for students to practice their speaking.

VOCABULARY FOCUS

1A Communication

1B Grammar

1C Speaking and Listening

The incorrect statement is number 4: Whales never sleep because they need to breathe.

In fact, whales do sleep. They appear to let the two sides of their brain take turns sleeping. One side of their brain always stays awake so they remember to breathe.

Now go back to p. 64.

1A Communication

1B Grammar

1C Speaking and Listening

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American Empower Methodology

A Learner-Centered Approach

American Empower, with its unique mix of learning and assessment, places students and their needs at the center of the learning process. This learner-centered approach also applies to the course methodology – the Student’s Book and the additional resources provide a range of classroom materials that motivate learners, address their language needs, and facilitate the development of their skills. This wide range of materials also means different learning preferences are catered to in each unit of the course. It provides teachers with flexibility with different learner groups.

Meeting the Needs of Learners at Different Levels

Supporting the Teacher

American Empower also supports the teacher with classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between students and teachers. *American Empower*:

- 1 encourages learner engagement
- 2 delivers manageable learning
- 3 is rich in practice
- 4 provides a comprehensive approach to productive skills.

Measurable Progress

American Empower includes a uniquely reliable assessment package developed by test experts at Cambridge Assessment English. This allows teachers and learners to measure progress and determine learners’ strengths and needs. Not only do learners feel more motivated when they can see they are making progress, but they are then able to target and address specific learning needs.

Key Methodological Principles

1 Learner engagement

Getting Started

Each unit begins with a Getting Started page, designed to engage students from the very start of the unit – leading to greater motivation and more successful learning. It does this in the following ways:

- Striking images take an unusual perspective on the theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- Speaking activities prompt a personal response – exploring beyond the surface of the image – while providing a cognitive and linguistic challenge for the student and a diagnostic opportunity for the teacher.

Remarkable texts, audio, and video

Throughout the course, learners encounter a range of **reading texts**, along with **audio and video**. The texts have been carefully selected to appeal to learners from a variety of cultural backgrounds. The topics will inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy, and provoke an emotional response. The texts, audio, and video in *American Empower* provide learners with new insights and perspectives on a variety of topics. By using a varied range of spoken and written contexts, students are consistently motivated to engage with the target grammar and vocabulary.

Frequent opportunities for personal and critical response

There are frequent opportunities to contribute personal views, experiences, and knowledge when discussing each lesson’s themes. Every lesson includes regular activities that encourage learners to respond personally to the content of the texts and images. These include **personalization** tasks which make the target language in every unit meaningful to the individual learner. Many activities also involve some kind of critical response to the content of texts. This helps develop students’ critical thinking skills as well as gives them further speaking practice.

Independent learning

In order to make progress, learners must build their language knowledge and their ability to use this knowledge in an active way. Reading and listening widely in English will help students to progress faster, as will the development of good study skills. In *American Empower*, **Learning Tips** support learners both in and outside the classroom. These features accompany the texts and audio and encourage learners to notice and systematically note useful language. The Teacher’s Notes for each lesson include **Homework activities** which encourage students to put the Learning Tips into practice in their independent learning and motivate further reading and listening outside the classroom.



2 Manageable learning

A second core principle that informs *American Empower* is a recognition of the importance of manageable learning. This offers students (and their teachers) reassurance that the material is suitable for the level being taught: the language syllabus avoids overly complex language at any given level, and the reading, listening, and video materials are carefully chosen to be accessible while consistently acknowledging learners' linguistic competencies and challenging them. *American Empower* classroom materials reflect the concept of manageable learning in the following ways:

1 Syllabus planning and the selection of language

A key element in making learning material appropriate is the selection of target language. In *American Empower*, two powerful Cambridge English resources – the Cambridge Corpus and English Profile – have been used to inform the development of the course syllabus and the writing of the material. This means that learners using *American Empower* are presented with target language that includes:

Grammar

- a logically sequenced progression of grammar items and activities that focus clearly on both meaning and form
- systematic recycling of grammar within units and across each level
- a fresh approach to familiar language – accompanied by Cambridge Corpus-informed Tips, with notes on usage and typical errors – helps learners improve usage and tackle habitual mistakes

Vocabulary

- lexical sets that make vocabulary memorable and easier to learn
- an appropriate lexical load for each lesson so learners are not overwhelmed by too many vocabulary items
- activities that clarify different meanings of vocabulary
- Wordpower activities that aim to develop learners' vocabulary range.

Each level is carefully designed to offer measurable progress through the core syllabus while students develop toward each level's competency as independent individual learners.

2 Lesson flow

Teaching and learning are also made manageable through the careful staging and sequencing of activities, ensuring that each individual learner will be challenged and engaged while working together as a class. Every lesson is comprised of several sections, each with a clear focus on language and/or skills. Each section builds on the next, and activities within sections do likewise. Every section of language input ends in an output task, offering learners the opportunity to personalize the target language. At the end of each lesson, there is a substantial, freer speaking and/or writing activity that motivates learners to use new language in context.

3 Task and activity design

Tasks and activities have been designed to give students an appropriate balance between freedom and support. As an overall principle, the methodology throughout *American Empower* anticipates and mitigates potential problems that learners might encounter with language and tasks. While this clearly supports students, it also supports teachers because there are likely to be fewer unexpected challenges during the course of a lesson, which means that necessary preparation time is reduced to a minimum.

Students at all levels need to increase their language knowledge and their ability to use spoken and written language in a variety of situations. However, learners' needs can vary according to level. For example, at lower levels, students often need more encouragement to use language in an active way so they can put their language knowledge into immediate use. Conversely, at higher levels, learners need to be more accurate in the way they use language in order to refine their message and convey their ideas with more complexity and subtlety. *American Empower* responds to these varying needs in the following ways as the course progresses from level A1 to C1:

- **Topics, tasks, and texts with an appropriate level of cognitive and linguistic challenge at each level** motivate learners by providing new challenges.
- **Multiple communicative opportunities** in every lesson either encourage fluency or allow students to refine their message using a wider range of language.
- **Varied and stimulating texts** motivate learners to develop their reading and listening skills so that a wider range of texts becomes accessible as the course progresses.
- **Listening and video materials** expose students to a wide variety of voices and natural, colloquial speech, while giving a strong focus on the language that students need to produce themselves.
- **Learning Tips** support learners in developing a broad vocabulary both in and outside the classroom.

3 Rich in practice

It is essential that learners be offered frequent opportunities to practice the language they have been focusing on – they need to activate the language they have studied in a meaningful way within an appropriate context. *American Empower* is rich in practice activities and provides students and teachers with a wide variety of tasks that help learners to become confident users of new language.

Student's Book

Throughout each *American Empower* Student's Book, learners are presented with a wide variety of practice activities, appropriate to the stage of the lesson and real-world use of the language.

- There are frequent opportunities for spoken and written practice. Activities are clearly contextualized and carefully staged and scaffolded. Extended spoken and written practice is provided in the final activity in each lesson.
- Grammar Focus and Vocabulary Focus pages at the back of the Student's Book offer more opportunities for practicing the grammar and vocabulary, helping to consolidate learning.
- Review and Extension activities at the end of each unit provide more opportunities for both written and spoken practice of the target language.

Teacher's Book

- Many learners find practice activities that involve an element of fun to be particularly motivating. Such activities – seven per unit – are provided in the photocopiable activities in Cambridge One, providing fun, communicative practice of grammar, vocabulary, and pronunciation.
- The main teacher's notes also provide ideas for extra activities at various stages of the lesson.

Other components

- The Workbook provides practice of the target input in each A, B, and C lesson.
- The Digital Workbook component offers practice activities that can be completed on a mobile device or computer.
- Through Cambridge One, *American Empower* provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom.

4 A comprehensive approach to productive skills

Most learners study English because they want to use the language in some way. This means that speaking and writing – the productive skills – are more often a priority for learners. *American Empower* is systematic and comprehensive in its approach to developing both speaking and writing skills.

Speaking

The **C lesson** in each unit – Everyday English – takes a comprehensive approach to speaking skills, and particularly in developing learners to become flexible and effective users of spoken language for social and professional purposes. The target language is clearly contextualized by means of engaging audio that will be relevant and familiar to adult learners.

These Everyday English lessons focus on two key elements of spoken language:

- Useful and conversational language – focusing on functional language and speaking strategies that are most relevant to learners' needs
- Pronunciation – focusing on intelligibility and the characteristics of natural speech, from individual sounds to extended utterances, developing learners' ability to express meaning by varying intonation and stress

This comprehensive approach ensures that speaking skills are actively and appropriately developed, not just practiced.

Writing

In the *American Empower* Student's Book, learners receive guidance and practice in writing a wide range of text types. Writing lessons are not "heads-down." Instead, and in keeping with the overall course methodology, they are highly communicative, mixed-skills lessons with a special focus on writing. In *American Empower*, writing is dealt with in the following ways:

- **Writing is fully integrated into listening, reading, and speaking** – as it is in real life – and is not practiced in isolation.
- **There is an explicit focus on key linguistic features of written language** that encourage students to express themselves with greater clarity and accuracy.
- **A process writing methodology** is embedded in the instructions for writing activities, and learners are often encouraged to self-correct and seek peer feedback.
- **Communicative outcomes** – writing lessons lead to a final, communicative task, ensuring that learners are always writing for a purpose.

Assessment

Learning Oriented Assessment

What is Learning Oriented Assessment (LOA)?

Teachers are naturally interested in their students' progress. Every time they step into the classroom, teachers note if a learner is struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still can't produce it in a practice activity. This is often an intuitive and spontaneous process. By the end of a course or a cycle of learning, the teacher will know far more about a learner's ability than an end-of-course test alone can show.

An LOA approach to teaching and learning brings together this ongoing informal evaluation with a more formal or structured assessment, such as end-of-unit or end-of-course tests. LOA is an approach that allows the teacher to pull together all this information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. A range of insights into students and their progress feeds into total assessment of the learner. It also allows the teacher to use all of this information not just to produce a report on a learner's level of competence, but to plan and inform future learning.

How does *American Empower* support LOA?

American Empower supports LOA both informally and formally, and both in and outside the classroom:

1 Assessment that informs teaching and learning

- Reliable tests for both formative and summative assessment (Unit Progress Tests and skills-based Competency Tests)
- A clear record of learner performance through Cambridge One

2 LOA classroom support

- Clear learning objectives and activities that build toward those objectives
- Activities that offer opportunities for learner reflection and peer feedback
- A range of tips for teachers on how to incorporate LOA techniques, including informal assessment, into their lessons as part of normal classroom practice

1 Assessment that informs teaching and learning

American Empower offers two types of tests written and developed by teams of Cambridge Assessment English exam writers. The tests in the course have been piloted, involving thousands of candidates across all tests and levels, to ensure that test items are appropriate to the level.

Cambridge Assessment English tests are underpinned by research and evaluation and by continuous monitoring and statistical analysis of performance of test questions.

American Empower tests are designed around the following essential principles:

- **Validity** – tests of real-world English and the language covered in the Student's Book
- **Reliability** – tasks are consistent and fair
- **Impact** – tests have a positive effect on teaching and learning, in and outside the classroom
- **Practicality** – tests are user-friendly and practical for teachers and students.

Unit Progress Tests

The course provides an online Unit Progress Test at the end of every unit that tests the target grammar, vocabulary, and functional language from the unit. The teacher and learner are provided with a score for each language area that has been tested, identifying the areas of mastery and where the learner has encountered difficulties and needs more support. Paper-based versions of the tests are also available.

Competency Tests

American Empower offers mid-course and end-of-course Competency Tests. These skills-based tests cover Reading, Writing, and Listening and Speaking and are calibrated to the Common European Framework of Reference (CEFR). They provide teachers and students with a digital record of achievement which indicates the students’ performance in all language skills within the relevant course level.

Cambridge One provides teachers and students with a clear and comprehensive record of each learner’s progress during the course, helping teachers and learners to recognize achievement and identify further learning needs. Cambridge One helps teachers to systematically collect and record evidence of learning and performance, and in doing so demonstrates to teachers and students how much progress has been made over time. Paper-based versions of the tests are also available.

2 LOA classroom support

Clear objectives

An LOA approach encourages learners to reflect and self-assess. In order to do this, learning objectives must be clear. In *American Empower*, each unit begins with a set of “can do” objectives so that learners feel an immediate sense of purpose. Each lesson starts with a clear “Learn to ...” goal, and the activities all contribute toward that, leading to a significant practical outcome at the close of the lesson. At the end of each unit, there is a Review Your Progress feature that encourages learners to reflect on their success, relative to the “can do” objectives at the start of the unit. Within the lessons, there are also opportunities for reflection, collaborative learning, and peer feedback.

LOA classroom tips for teachers

In a typical lesson, teachers are likely to use some or perhaps all of the following teaching techniques:

- **monitor** learners during learner-centered stages of the lesson
- **elicit** information and language
- **concept check** new language
- **drill** new vocabulary or grammar
- encourage learners to **review and reflect** after they’ve worked on a task.

The chart below summarizes core and LOA-specific aims for each of the above techniques. All of these familiar teaching techniques are a natural fit for the kind of methodology that informally supports LOA. An LOA approach will emphasize those parts of a teacher’s thinking that involve forming evaluations or judgments about learners’ performance (and therefore what to do next to better assist the learner). The “LOA teacher” is constantly thinking things like:

- *Have they understood that word?*
- *How well are they pronouncing that phrase?*
- *Were they able to use that language in a freer activity?*
- *How many answers did they get right?*
- *How well did they understand that listening text?*
- *How many errors did I hear?*
- *What does that mean for the next step in the learning process?*

The *American Empower* Teacher’s Book provides tips on how to use a number of these techniques within each lesson. This will help teachers to consider their learners with more of an evaluative eye. Of course, it also helps learners if teachers share their assessment with them and ensure they get plenty of feedback. It’s important that teachers make sure feedback is well balanced so that learners know what they are doing well in and what needs a little more work.

Teaching techniques					
	monitoring	eliciting	concept checking	drilling	providing feedback
Core aims	• checking learners are on task • checking learners’ progress • making yourself available to learners who are having problems	• checking what learners know about a topic in order to generate interest	• checking that learners understand the use and meaning of new language	• providing highly controlled practice of new language	• finding out what ideas learners generated when working on a task • praising learners’ performance of a task • indicating where improvement can be made
LOA aims	• listening to learners’ oral language, and checking learners’ written language, in order to: » diagnose potential needs » check if they can use new language correctly in context	• finding out if learners already know a vocabulary or grammar item • adapting the lesson to take into account students’ individual starting points and interests	• checking what could be a potential problem with the use and meaning of new language for your learners • anticipating and preparing for challenges in understanding new language, both for the whole class and for individuals	• checking that learners have consolidated the form of new language • checking intelligible pronunciation of new language	• asking learners how well they feel they performed a task • giving feedback to learners on specific language strengths and needs • fostering ‘learning how to learn’ skills

LOA and learner motivation

The teaching and learning materials in *American Empower* ensure learners maintain motivation throughout the course. In addition, teachers can further amplify learner motivation by adopting LOA approaches in their lessons. Here are some core LOA motivation ideas:

- **Make learning aims explicit to learners** – teachers should point out the “can do” objectives and tell students how they will help their language development.
- **Modify learning objectives** on the basis of learner feedback – after learners complete an activity, teachers can get feedback on how they thought it went and respond to their suggestions (for example, learners may wish to repeat the activity because they feel they could do it better the second time).
- **Judge when to give feedback on learner language** – different learner groups and different activities require different types of feedback. Sometimes a teacher can give language feedback as learners are speaking, and sometimes it’s better to wait until they have finished the activity; teachers should consider the most appropriate approach for each activity.
- **Balance developmental feedback with praise** – it’s important to acknowledge what learners do well and praise their efforts, so teachers should give balanced feedback, but they should also make sure praise is targeted and not too general, otherwise it may sound insincere.

LOA and capturing learner language

One of the biggest challenges for teachers during the course of a lesson is being able to tune into learner language. This is particularly difficult with larger classes, when students are all speaking at the same time in pair or group work. If teachers want to adopt an LOA approach and capture language samples from a range of learners, they can consider some of the following techniques:

- **Listen only for the target language** that has just been taught and whether students are using it accurately – don’t worry about the other mistakes learners might make.
- **Target specific learners for each activity** – sometimes it’s not possible to listen to all learners for every activity, so if there are three speaking activities during the course of the lesson, the teacher can aim to tune into a different third of the class for each activity. By the end of the lesson, the teacher will have listened to all of the learners.
- **Ask learners to complete the speaking activities** located in each unit of the Digital Workbook – they can record their responses using a smartphone and submit the recordings in Cambridge One. The teacher can then give written feedback – it’s not very different from giving feedback on written work that students have submitted.

Documentary videos

Expose your students to English via authentic, real-world contexts.

These high-interest supplementary Empower videos are thematically linked to the topics and language of each unit.

Each video comes with a downloadable and printable video worksheet.

Teachers can use the video and worksheet at any point in a unit.



Available on
[cambridgeone.org](https://www.cambridgeone.org)



eBooks

The *American Empower* eBook includes all of the content from the print Student's Book, and can also be used to:



Listen to audio



Highlight text



Make notes



American Empower and the CEFR, English Profile

The CEFR and English Vocabulary Profile

The *American Empower* course syllabus is informed by English Profile and the Cambridge English Corpus and is carefully benchmarked to the Common European Framework of Reference (CEFR). This ensures that students encounter the most relevant and useful language at the right point in their learning.

The Cambridge English Corpus is a multi-billion word collection of texts taken from a huge variety of sources, including newspapers, the Internet, books, magazines, radio, schools, universities, the workplace, and even everyday conversation – and is constantly being updated.

Our language research features in most of our materials. In particular, we use it to:

- ensure that the language taught in our courses is natural, accurate, and up-to-date
- select the most useful, common words and phrases for a topic or level
- focus on certain groups of learners and see what they find easy or hard
- analyze spoken language so that we can teach effective speaking and listening strategies.

English Vocabulary Profile offers reliable information about which words (and which meanings of those words) and phrases are known and used by learners at each level of the CEFR.

For more information on English Profile and the Cambridge English Corpus, please use these links:

<http://www.englishprofile.org>

<https://languageresearch.cambridge.org/cambridge-english-corpus>

The CEFR is a standard guideline to recognize a learner’s level of language fluency. Each level of *American Empower* is carefully mapped to the appropriate CEFR level in accordance with English Vocabulary Profile, guaranteeing that students encounter the right language at the right level.

Empower	CEFR Level
Starter	A1
Elementary	A2
Pre-Intermediate	B1
Intermediate	B1+
Upper Intermediate	B2
Advanced	C1

Resources – How to access

To access the online resources, go to cambridgeone.org and register.

Resource	For Teachers	For Students	
	Teacher’s Book with Digital Pack	Student’s Book with eBook	Student’s Book with Digital Pack
Class Audio	cambridgeone.org	cambridgeone.org	cambridgeone.org
Class Video	cambridgeone.org	cambridgeone.org	cambridgeone.org
Video Activity Sheets	cambridgeone.org	cambridgeone.org	cambridgeone.org
Video Teaching Notes / Answer Keys	cambridgeone.org		
Digital Workbook	cambridgeone.org		cambridgeone.org
End-of-unit assessment (Online version)	A Unit Progress Test for every unit (automatically marked) covers grammar, vocabulary, and functional language. cambridgeone.org		A Unit Progress Test for every unit (automatically marked) covers grammar, vocabulary, and functional language. cambridgeone.org
Mid- and end-of-course assessment (Online version)	Mid-course and end-of-course competency tests cover all four skills and generate a CEFR report which reliably benchmarks learners to the target level. cambridgeone.org		Mid-course and end-of-course competency tests cover all four skills and generate a CEFR report, which reliably benchmarks learners to the target level. cambridgeone.org
End-of-unit assessment (Print version)	Unit Progress Tests with Teacher’s answer key for every unit which covers grammar, vocabulary, and functional language. cambridgeone.org	Please ask your teacher for further information.	Please ask your teacher for further information.
Mid- and end-of-course assessment (Print version)	Mid-course and end-of-course competency Tests with Teacher’s answer key for every unit which covers grammar, vocabulary, and functional language. cambridgeone.org	Please ask your teacher for further information.	Please ask your teacher for further information.
Workbook audio	cambridgeone.org	cambridgeone.org	cambridgeone.org
Workbook answers	In Workbook with Answers or cambridgeone.org		
Photocopiables	cambridgeone.org		
Presentation Plus	Displays all Student’s Book material, plays all Class Audio and Video, shows answer keys and more. For access, contact your local Cambridge representative.		
Teaching with <i>American Empower</i>	An introduction to the <i>American Empower</i> online assessment and practice materials, via a short teacher training course. For access, contact your local Cambridge representative.		

American Empower components

The following *American Empower* components are available for 6 levels (A1–C1):

- Student’s Book with eBook
 - Student’s Book with Digital Pack
 - Full Contact with eBook
 - Full Contact A with eBook
 - Full Contact B with eBook
 - Full Contact with Digital Pack
 - Full Contact A with Digital Pack
 - Full Contact B with Digital Pack
- Student’s Book A with eBook
 - Student’s Book B with eBook
 - Student’s Book A with Digital Pack
 - Student’s Book B with Digital Pack
 - Teacher’s Book with Digital Pack
 - Presentation Plus

Find out more:
cambridge.org/americanempower

Introduction to the Cambridge Life Competencies Framework (CLCF)

How can teachers prepare their students to succeed in a world that is rapidly changing? They need to help students develop transferable skills, to work with people from around the world, to think creatively, to analyze sources critically, and communicate their views effectively. How can they teach these skills alongside language? In response to these questions, Cambridge University Press has developed the Cambridge Life Competencies Framework. The Life Competencies are explored throughout the *American Empower* course.

The Cambridge Life Competency Framework

The Framework outlines core areas of competency that are important for development: creative thinking, critical thinking, learning to learn, communication, collaboration, social responsibilities.

Creative Thinking	Preparing for creativity	Generating ideas	Implementing ideas and solving problems	
Critical Thinking	Understanding and analysing ideas and arguments	Evaluating ideas and arguments	Solving problems and making decisions	
Learning to Learn	Developing skills and strategies for learning	Taking control of own learning	Reflecting on and evaluating own learning	
Communication	Using appropriate language and register for context	Facilitating interactions	Participating with appropriate confidence and clarity	
Collaboration	Taking personal responsibility for own contribution to a group task	Encouraging effective group interaction	Managing the sharing of tasks in a group activity	Working towards task completion
Social Responsibilities	Understanding personal responsibilities as part of a social group	Showing intercultural awareness	Understanding global issues	
Emotional Development	Identifying and understanding emotions	Managing own emotions	Empathy and relationship skills	



For more information about *American Empower* and the CLCF, scan the QR code.
Or visit cambridge.org/americanempower/clcf

STUDENT’S BOOK SCOPE AND SEQUENCE

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Talk					
Getting started Talk about communication					
1A	Talk about friendship and communication	Subject and object questions	Friendship and communication		
1B	Describe experiences in the present	Simple present and present continuous	Gradable and extreme adjectives	Sentence stress: gradable and extreme adjectives	
1C	Give and respond to opinions			Word groups	Giving and responding to opinions
1D	Write a guide				
Review and extension		More practice	WORDPOWER yourself		
Unit 2 Modern life					
Getting started Talk about the workplace					
2A	Talk about experiences of work and training	Present perfect and simple past	Work	Present perfect and simple past: I've worked / I worked	
2B	Talk about technology	Present perfect and present perfect continuous	Technology	Sentence stress: main verb / auxiliary verb	
2C	Make and respond to suggestions			Sentence stress	Making and responding to suggestions
2D	Write an email giving news				
Review and extension		More practice	WORDPOWER look		
Unit 3 Relationships					
Getting started Talk about relationships					
3A	Talk about a friendship	Narrative tenses	Relationships	Linking sounds	
3B	Talk about families	used to, usually	Multi-word verbs	Sentence stress: multi-word verbs	
3C	Tell a story			Stress in word groups	Telling a story
3D	Write about someone's life				
Review and extension		More practice	WORDPOWER have		
Unit 4 Personality					
Getting started Talk about people					
4A	Describe people and their abilities	Modals and phrases of ability	Ability	Stress with modal verbs	
4B	Describe feelings	Articles	Personality adjectives		
4C	Offer and ask for help			Intonation in question tags	Offering and asking for help
4D	Write an informal online ad				
Review and extension		More practice	WORDPOWER so and such		
Unit 5 The natural world					
Getting started Talk about endangered animals					
5A	Talk about the future	Future forms	Environmental issues	Sound and spelling: a	
5B	Talk about if and when	Present and future real conditionals	The natural world	Consonant clusters	
5C	Give reasons, results, and examples			Voiced and unvoiced consonants	Giving reasons, results, and examples
5D	Write a discussion essay				
Review and extension		More practice	WORDPOWER problem		

Listening	Reading	Speaking	Writing
Three monologues: Online friendships	Article: “But Are They Real Friends?” Article: “Can You Really Learn a Language in 22 Hours?”	Things you have done recently Learning a foreign language	
What to cook?		Giving and responding to opinions; Using <i>me too</i> / <i>me neither</i>	Unit Progress Test
Conversation: learning vocabulary	Article: “What Kind of Learner Are You?”	Ways of learning vocabulary	A guide Introducing a purpose; Referring pronouns
Radio show: likeability	Article: “Not the Best Interview I’ve Ever Had!” Article: “What’s Your Favorite App?”	Work and training experiences Interviewing classmates about technology use	
A problem		Making and responding to suggestions; Sounding sympathetic or pleased	Unit Progress Test
Conversation: life changes	An email about a new job	Life changes	An informal email Adding new information
	Article: “60 Years and 1,000 Miles: How a Word Game Brought Two Unlikely People Together” Article: “Twin Tales”	The story of a friendship Family traditions Reacting to what people say; Telling a story	Unit Progress Test
Two monologues: being a twin A mistake	An email about how great-grandparents met	A member of your family	A biography Describing time
Radio show: successful people	Article: “What Happens to Talented Children When They Grow Up?”	Becoming successful at something	
Two monologues: personality types	Article: “Why the World Needs Introverts”	Describing a person	
Asking for help		Question tags; Offering and asking for help	Unit Progress Test
Three monologues: websites	Three online ads	Using the Internet to buy and sell things	An informal online ad The language of ads
Conversation: an environmental project Interview: inventions inspired by nature Talking about possible jobs	Web page: The Whitley Fund for Nature Article: “Animals Have Adapted to Survive Everywhere”	Predictions about the future The best place to experience natural beauty Reasons, results, and examples; Giving yourself time to think	Unit Progress Test
Monologue: rescuing whales	An essay about water pollution	A quiz about whales	A discussion essay Organizing an essay; Signposting language

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Different cultures					
Getting started Talk about different cultures					
6A	Talk about advice and rules	Modals of obligation	Compound nouns	Word stress: compound nouns	
6B	Describe food	Comparatives and superlatives	Describing food	Sound and spelling: /ʃ/ and /tʃ/	
6C	Ask for and give recommendations			Sounding interested	Asking for and giving recommendations
6D	Write a review of a restaurant or café				
Review and extension More practice		WORDPOWER go			
Unit 7 House and home					
Getting started Talk about ideal houses					
7A	Describe a building	Modals of deduction	Buildings	Modal verbs: final /t/ sounds	
7B	Describe a town or city	Quantifiers	Verbs and prepositions	Sentence stress: verbs and prepositions	
7C	Make offers and ask for permission			Sounding polite	Making offers and asking for permission
7D	Write a note with useful information				
Review and extension More practice		WORDPOWER over			
Unit 8 Information					
Getting started Talk about an interesting news story					
8A	Talk about podcasts	Reported speech	Sharing information	Sound and spelling: /g/ and /k/	
8B	Talk about what other people say	Verb patterns	Reporting verbs		
8C	Generalize and be vague			Sound and spelling: /h/ and /w/	Generalizing and being vague
8D	Write an email summary of a news story				
Review and extension More practice		WORDPOWER in/on + noun			
Unit 9 Entertainment					
Getting started Talk about street entertainers					
9A	Talk about movies and TV	The passive	-ed / -ing adjectives	Sound and spelling: final -ed in adjectives	
9B	Give extra information	Defining and non-defining relative clauses	Music; Word-building (nouns)	Relative clauses: pausing; Word stress	
9C	Recommend and respond to recommendations			Showing contrast	Recommending and responding
9D	Write an article				
Review and extension More practice		WORDPOWER see, look at, watch, hear, listen to			
Unit 10 Opportunities					
Getting started Talk about different kinds of opportunities					
10A	Talk about new things it would be good to do	Present and future unreal conditionals	Sports; Adjectives and prepositions	Sentence stress: would	
10B	Talk about imagined past events	Past unreal conditionals	Expressions with do, make, and take	Sentence stress: would and have	
10C	Talk about possible problems and reassure someone			Sounding sure and unsure	Talking about possible problems and reassuring someone
10D	Write an email with advice				
Review and extension More practice		WORDPOWER Easily confused words			
Communication Plus p. 127		Vocabulary Focus p. 133		Grammar Focus p. 144	

Listening	Reading	Speaking	Writing
Three monologues: culture shock	Article: “Culture Shock? There’s an App to Deal With That”	Describing different cultures	
Radio show: vending machines in Japan	Blog: “Hungry Adventures”	Describing a special meal	
A special gift		Asking for and giving recommendations; Expressing surprise	Unit Progress Test
Three monologues: special occasions	Reviews of a café	Places to go out	Two reviews Positive and negative language; Adverbs
	Web page: “A More Personal Place to Stay”	Describing buildings	
Conversation: comparing life in a town and a city	Web page: “Five Reasons Why Small Towns Are Better Than Cities”	Talking about where you live	
Visiting a friend’s family		Making offers, requests, and asking for permission; Imagining how people feel	Unit Progress Test
Conversation: a vacation in Florida	Article: “Top Five Things to Do ... in and around Miami” A note	A recent vacation	A note with useful information Offering choices
Podcast: Pod-on-Pod	Article: “Thinking of Making a Podcast? Just Give It a Try!”	Giving opinions about podcasts	
Interview: fake reviews	Article: “The Restaurant That Wasn’t There”	Describing experiences using reporting verbs	
A job interview		Generalizing; Being vague	Unit Progress Test
Monologue: a news story	A news story	Air travel	An email about a news story Summarizing information
Conversation: movie trailers	Article: “To Binge or Not to Binge ...”	Recommending a movie or TV show	
Three monologues: musical experiences	Article: “The Three Best Music Festivals You’ve Probably Never Heard Of”	A musical experience	
Planning an evening out		Recommending and responding; Asking someone to wait	Unit Progress Test
Two monologues: live music	A blog about staying at home	Live vs. recorded music	An article about a form of entertainment Contrasting ideas; The structure of an article
Conversation: trying new activities		Taking new opportunities	
	Article: “Searching for Serendipity”	A past event that made life better	
Asking for a promotion		Talking about possible problems and reassuring someone; Changing the subject	Unit Progress Test
Monologue: volunteering	A web page about volunteering; Emails giving advice	Volunteering	An email with advice Advising a course of action

UNIT 1

TALK

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about communication and learning experiences
- talk about friendship and communication
- talk about language learning
- describe experiences in the present
- use appropriate phrases for giving and responding to opinions
- write a guide

UNIT CONTENTS

G GRAMMAR

- Subject and object questions
- Simple present and present continuous

V VOCABULARY

- Friendship and communication: *argue, complain, encourage, express feelings, face to face, get in touch, give a presentation, give opinions, greet, interact with, keep in touch, persuade, put into words, reach out, speak in public, tell a joke*
- Gradable and extreme adjectives: *awful, boiling, delicious, enormous, exhausted, fantastic, filthy, freezing, furious, important, impossible, miserable, tiny, useful, useless*
- Wordpower: *be yourself, do it yourself, enjoy yourself, help yourself (to something), hurt yourself, make yourself at home, talk to yourself, take care of yourself, teach yourself, tell yourself (something)*

P PRONUNCIATION

- Sound and spelling: /ɪ/ and /i:/
- Sentence stress: gradable and extreme adjectives
- Word groups

G COMMUNICATION SKILLS

- Talking about different forms of communication
- Describing experiences in the present
- Using appropriate phrases for giving and responding to opinions
- Using *me too / me neither*
- Writing a guide

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs or small groups. Ask them to tell each other about five different people they have talked to today, and what they talked about. Give an example of your own, e.g., *I called a friend, and we talked about going out this evening. I talked to a man at the gas station about the cost of gas.* Ask all students to share what they talked about. If appropriate, the class can vote on who the most talkative student in the class is.

- a  Ask students to look at the photo and the title of the unit, *Talk*. Give them one minute to think about their answers to questions 1–3. Organize the class into small groups and ask them to talk about the photo. You may wish to ask additional questions, e.g., *How old do you think the girls are?*

Monitor, and help as necessary. You may wish to teach vocabulary items that students need to discuss the photo, e.g., *whisper* (speak very quietly so that only the person close to you can hear you), *gesture* (move the body – especially the hands and the head – to communicate something), and *facial expression* (the movement of the face to communicate feelings). If you wish, you may give students the information from the Culture Notes.

CULTURE NOTES

The photo was taken at a school in Addis Ababa, Ethiopia.

- b  Students discuss the questions in pairs. Elicit feedback from the whole class. Then ask students whether they and their partner have similar or very different answers.

EXTRA ACTIVITY

In pairs or small groups, students talk about how much they talked at school when they were children, e.g., you could ask them how much they talked (or listened) to the teacher, and how much they were allowed to talk to their classmates.

Then, ask students to discuss how much they expect to talk in their English classes now. Do they expect to practice talking a lot with other students, or do they expect to talk mostly to the teacher? Elicit feedback from the whole class, and collate ideas on the board.

1A

WHO LIKES MY POSTS?

OPTIONAL LEAD-IN

Books closed. Write the word *COMMUNICATION* on the board in large letters. Then, to the left of it, write *with words* and to the right, *without words*.

Put students into small groups and give them two minutes to think of different ways of communicating that you could categorize as being *with* or *without* words.

You may wish to give some ideas to help them start (with: *chat, shout, whisper*; without: *clap, wave, smile, point*).

Elicit feedback from the whole class, and collate their ideas on the board. Students then work in pairs to discuss when and why people use these different ways of communicating.

1 SPEAKING AND VOCABULARY

Friendship and communication

a In pairs, students discuss the questions. Nominate a few students to tell the class how their partner answered the questions.

b Students work individually to read the sentences, and match the phrases in bold to the definitions. Encourage them to look at the words around the part in bold to help them work out the meaning from the context. If necessary, do the first sentences as a whole class. Students can check their answers in pairs. Then check the answers with the whole class.

Answers

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

c Students discuss the sentences in pairs. Encourage them to give reasons why they agree or disagree. Elicit feedback from the whole class.

d Students complete the exercises in Vocabulary Focus 1A on SB p. 133. Play the recording for students to check their answers to Exercises a and b, and do Exercise c as a class. Monitor Exercise d, and help as necessary. Elicit feedback from the whole class. Tell students to go back to SB p. 8.

Answers (Vocabulary Focus 1A SB p. 133)

b 1 don't agree 4 agree 7 agree 10 most recent
2 not happy 5 must happen 8 stop
3 good 6 arrive at 9 will not

c Suggested answers

- The people are encouraging the athletes.
- The woman is complaining about the muddy footprints.
- The neighbors are arguing. / One neighbor is complaining.
- The father is persuading the baby to eat. / The server is greeting the customers.

At the end of this lesson, students will be able to:

- use a lexical set of different kinds of communication correctly
- understand an article about how people of different generations communicate with each other
- ask subject and object questions correctly
- understand a talk about the problems that people from different generations have in communicating with each other
- talk about recent experiences of communicating with different people

EXTRA ACTIVITY

Check understanding of the vocabulary by saying the following sentences and asking the class to say which verbs can describe. Use intonation and gestures to help students guess.

I'm really not happy about this. It isn't very good! (= complain)

Come on. Everyone says it's a great movie. It'll be really good! (= persuade)

No I didn't! You should get your facts straight! (= argue)

Hi, how are you? It's nice to see you! (= greet)

Come on! Keep going! You're doing great! (= encourage)

2 READING

a Elicit the meaning of the word *generation* (all the people of about the same age within a society or a particular family). Tell students to look quickly at the article and pictures on p. 8. Ask: *What is the article about?* (the different communication styles of people from different generations).

Give students five minutes to read the article quickly. Put students into small groups to discuss their answers. Elicit feedback from the whole class.

b Students read the article again and decide if the sentences are true or false, and correct the false sentences. Check answers as a class. Encourage students to justify their answers with explanations from the article.

Answers

1 T 2 T 3 T 4 F (You can't just go online hoping to find a friend – it's not as simple as that.) 5 T

c Students discuss the question in pairs or small groups. Elicit feedback from the whole class.

3 GRAMMAR Subject and object questions

a Individually, students underline the correct words. Check answers as a class.

Answers

a subject b object

b In pairs, students answer the questions. Check answers as a class.

Answers

1 object 3 object 5 subject
2 subject 4 subject 6 object

CAREFUL!

Students often make mistakes with tenses in questions, e.g., *Are you liking it?* (Correct form = **Do you like it?**), *Do you have a good time?* (Correct form = **Are you having ...**), *Have I tell you?* (Correct form = **Have I told ...**) and *Did he passed?* (Correct form = **Did he pass ...**).

Students are also likely to forget to use *do* in simple present questions with *why*, e.g., *Why we need computers?* (Correct form = **Why do we need ...**), and have problems using *did* + verb in simple past questions, e.g., *How he knew my email address?* (Correct form = **How did he know ...**).

Other typical errors include confusing *how* and *what*, e.g., *How was the weather like?* (Correct form = **What was the weather like?**) and forgetting to use a question mark.

- c **01.03–01.04** Students read the information in Grammar Focus 1A on SB p. 144. Play the recording where indicated, and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students use the correct question forms. Tell students to go back to p. 9.

Answers (Grammar Focus 1A SB p. 145)

- a 1 Why isn't anybody listening to me?
2 Can I ask you a question?
3 Whose book did you borrow?
4 What are you worrying about?
5 Who has eaten my cake?
- b 1 What time will you be here?
2 What happened to your leg?
3 What are you listening to?
4 Which speaker gave the best presentation?
5 What's your new friend like? / How's your new friend?
- c 2 What damaged the roof? What did the fire damage?
3 Who is afraid of spiders? What is Joanna afraid of?
4 Who told them a joke about elephants? What did his brother tell them a joke about?

LOA TIP ELICITING

Write the following sentences on the board, one by one, to elicit the correct question forms. Don't put all the questions on the board at once or students may look ahead to the next sentence rather than focus on what you're asking.

- 1 *I gave David a book for his birthday.*
2 *My sister helped an old lady on the bus.*
3 *My dad lent me his car this morning.*
4 *The teacher gave Anna some extra homework.*

Point to a different word in each sentence to elicit the correct question, e.g., *I gave David a book for his birthday.* (Point to "I" to elicit the question: *Who gave David a book for his birthday?* Then point to "book" to elicit: *What did you give David for his birthday?*)

You may wish to extend this by asking students to individually write similar sentences and then, in pairs, elicit the questions from their partners.

- d Individually, students write the questions. Ask different students to read aloud the completed questions.

Answers

- 1 Who called you yesterday?
2 Who did you text just then?
3 What do you and your friends talk about?
4 What makes you and your friends laugh?
5 Which of your friends do you see every day?
6 What post last made you laugh?

- e Read the example with the class. Point out that asking follow-up questions is useful and helps people communicate better. Students do the activity in pairs. When everyone has finished, ask pairs of students across the classroom to ask each other some of the questions.

4 LISTENING

- a Put students into pairs to discuss the questions. Then discuss them briefly as a class.
- b **01.05** Elicit from students what they can see in the photos. Play the recording for students to write the names of the people next to each photo.

Answers

- 1 Alex 2 Kelly 3 Chris

Audioscript

CHRIS It all started with this online game about Vikings. Nicolas and I ended up on the same team, and after each game, there was this chat session. Well, Nicolas wrote these really funny comments about the teams and the other players, and he made me laugh. I'd write replies to his comments and he'd come back with another joke and, you know, it was a lot of fun. Then we sort of started messaging each other when we weren't gaming. Like me, Nicolas is crazy about anything to do with Vikings – like, he's read all the history and just knows so much. We've never met up because he lives in Bogotá, in Colombia, so it's not like we're neighbors or anything. And that's the other amazing thing about him. Like, he's never left Colombia, but his English is almost perfect. We've spoken online – I don't know how his English got to be so good. I have so much more in common with Nicolas than I do with the friends I see every day.

ALEX Sarah and I met on this fan website for *The Hunger Games*. We both think this is one of the most amazing series of books we've ever read. But we both really enjoy other science fiction as well. A lot of people on the fan site just wanted to talk about *The Hunger Games* and nothing else, but Sarah was like me and wanted to read other writers – like, some of the classic writers of science fiction – Frank Herbert, Ursula K. Le Guin, Philip K. Dick – people like that. So for a while we would decide together what book to read and after every chapter we'd discuss what had happened and guess what might happen next. I really enjoyed this way of reading. It kind of made it more interesting. And then I had this idea that we could set up a book club online and, you know, include a few more people. But Sarah wasn't too interested in that. I could sort of feel her pulling away. She didn't text so often and suddenly she didn't have time to read a book together – that sort of thing. That's fine. I enjoyed having an online friend, but I didn't want to just have one friend – I wanted more. In fact, now I've got a lot more – I set up the book club anyway.

KELLY I joined a discussion board called "Greenie," and I could see immediately that Joe was the guy with the best ideas. There were always a lot of comments about how bad things are and how the environment is suffering and all that. But Joe was practical and would always ask "OK, so what are we going to do about it?" and then suggest something – small and simple things, but practical things. You know, "Everyone turn off your air conditioning and open the windows – sweat it out for the planet!" I like people who do stuff and don't just talk about it. Then I worked out that Joe and I live in the same town.

So, we messaged a little and agreed to meet up. Together with some online friends and some face-to-face friends, we've set up a local action group. We got the city council to set aside some green areas, and we're raising money to buy trees to plant there. And we've set up a website to show everyone what we're doing and we're attracting more friends who want to join in. That's the thing with online friendships – sometimes they carry over into the real world and you can do some amazing things.

- c  **01.05** Play the recording again for students to listen and complete the chart. They compare answers in pairs. Check answers as a class.

Answers

	Friend's name	Common interest	Met – yes or no?	How did their friendship develop?
Chris	Nicolas	Vikings	no	online gaming, chat sessions, messaging, speaking online
Alex	Sarah	reading science fiction	no	talking on a fan website, choosing books to read and discuss together, drifting apart when Alex wanted to start an online book club
Kelly	Joe	environmental action	yes	meeting on a discussion board, messaging, meeting in person, starting a local action group

- d Put students into small groups to answer the question. Elicit feedback from the whole class. You may also wish to take a class vote on which speaker students would like most as a friend.

5 SPEAKING

- a Give students time to check the things they've done and make notes.
- b Put students into pairs. Tell them to switch books and look at the experiences their partner has checked. Give them around five minutes to write questions about these experiences. Monitor, and help as necessary, making sure the questions are correctly formed.
- c Students work in pairs and discuss their experiences. As you monitor, note down examples of correct and incorrect use of question forms and communication vocabulary. You can use your notes to give feedback at the end of the lesson or at the beginning of the next lesson. At the end of the activity, ask: *Did you mostly agree or disagree with each other? Whose statements created the most discussion?*

 FAST FINISHERS

Ask fast finishers to imagine they have done one of the things they did not check, and to tell their partner about this experience. Ask for examples of these during feedback.

 ADDITIONAL MATERIAL

Workbook 1A
Photocopiable activities: Grammar 1A, Vocabulary 1A, Pronunciation 1A

 OPTIONAL LEAD-IN

Books closed. Put students into three groups: A, B, and C. Write these three questions on the board, one for each group.

- A *How did people learn a new language 75 years ago without modern technology?*
 B *What technology do people use to learn languages today?*
 C *What new technology do you think will help people learn languages in the future?*

Make sure students can pronounce *language* /'læŋɡwɪdʒ/ and *languages* /'læŋɡwɪdʒɪz/ correctly.

Give students a few minutes to answer their question, then ask each group to share their ideas with the rest of the class. Encourage students to listen and add to each other's answers.

1 SPEAKING

- a  Tell students to look at the group of words on the right. Explain that they are all ways of saying "hello" in different languages. Ask: *Can you see your language here?* Which languages do you recognize? (Students may recognise *Guten Tag* – German, *Bonjour* – French, *Hallo* – Afrikaans/German, *Ç'kemi* – Albanian, *Ahoj* – Czech/Slovak, *BiTao* – Ukrainian, *Góðan dag* – Icelandic, *Hoi* – Frisian, *Salud* – Breton, *Bon dia* – Catalan).

In pairs, students discuss the questions. Find out which foreign languages are spoken, and how well.

- b Give students a few minutes to complete the sentence. Monitor, giving help where necessary.
- c  In small groups, students compare ideas. Ask: *Were your ideas about language learning similar or very different?* Encourage the groups to give reasons for their answer.
- d  Tell students that photos a–d show people using or learning a foreign language. Ask: *What can you see in each photo?* (a someone using a foreign language at a food truck abroad, b a grammar book, c a language-learning app, d a language classroom). In pairs, students discuss the questions. Check their pronunciation of *advantage(s)* /əd'væŋ.tɪdʒ/ and *disadvantage(s)* /,dɪs.əd'væŋ.tɪdʒ/. Nominate a few pairs to tell the class their answers.

2 READING

- a Books closed. Write the following question on the board: *Can you really learn a language in 22 hours?* Ask: *What do you think? Is it possible? How?* Tell students to look at the picture in the article on SB p. 12. Ask: *What can you see? What's the connection with language learning?*

At the end of this lesson, students will be able to:

- talk about learning a new language
- understand an article about a language-learning app
- use the simple present and present continuous correctly
- use a lexical set of gradable and extreme adjectives correctly
- talk about their experiences of learning English

Give students two minutes to scan the article and answer the comprehension questions. Explain that they will read the article again more carefully later on. Students compare their answers in pairs. Check answers as a class. If you wish, you may give students the information from the Culture Notes.

Answers

- 1 A language-learning app.
- 2 Because he's trying to learn Lingala.
- 3 Hundreds of words.

 CULTURE NOTES

Memrise.com is an online learning tool where people can learn many different languages. It combines scientific ideas about learning and memory with game-like elements.

Lingala is one of the main languages spoken in the Democratic Republic of Congo and the Republic of Congo. It has borrowed a lot of words from French, especially vocabulary connected with science and technology.

- b Give students a few minutes to read the article again and answer the multiple-choice questions. Students compare answers in pairs. Check answers as a class.

Answers

- 1 b 2 a 3 c 4 b

Refer back to the picture in the article. Were students' guesses about it correct? (It's a "mem" – a picture to help someone who's learning Lingala to remember the word *motele* for "engine" by associating an engine with the word *motel*.)

- c Individually, students match the words in **bold** in the article with their meanings. Encourage them to look at the context (the words around the vocabulary items in **bold**) to help them understand the meaning. They then compare answers in pairs. Check answers as a class.

Answers

- 1 making progress
- 2 translates
- 3 aim
- 4 memorized
- 5 challenge
- 6 fluent
- 7 remind
- 8 repeat

- d  Students discuss the question in small groups. Elicit feedback from the whole class.

💡 EXTRA ACTIVITY

Summarize the advantages and disadvantages of the app.

- advantages: it's fun; it's motivating because you want to get to the next level; you only have to do a little every day and you make progress
- disadvantages: it only teaches vocabulary; for some people, the process of using and/or creating mems would take too much time and be more confusing than just associating the word with its translation

Refer back to the title of the article. Ask: *Has the writer learned a language in 22 hours?* (He has learned a lot of vocabulary, but, as he says, "I know this won't make me a fluent speaker.") Use this as an opportunity to discuss what learning a language really means: practicing reading, writing, listening, and speaking skills, functional language/everyday expressions, pronunciation, and grammar, as well as vocabulary.

3 GRAMMAR

Simple present and present continuous

- a** In pairs, students match the three simple present sentences with their uses. Check each answer by reading out the uses and asking students to say the correct example sentences.

Answers

1 c 2 a 3 b

- b** In pairs, students match the three present continuous sentences with their uses. Check each answer by reading out the uses and asking students to say the correct example sentences.

Answers

1 b 2 a 3 c

Ask: *Does the article contain more verbs in the simple present or the present continuous?* (the simple present). Then ask: *Why?* (Because the article is mainly about language-learning in general.)

💡 EXTRA ACTIVITY

Ask students to find more examples of the present continuous in the Memrise article (*I'm using, We're trying*, etc.). Point out that the present continuous in *Next month, I'm traveling to a remote area of Central Africa* is used to talk about an arrangement in the future.

👁 CAREFUL!

The most frequent error with the simple present is the omission of the third person -s ending, e.g., *Amy know the answer* (Correct form = *Amy knows* ...). Students sometimes also inflect the verb wrongly, e.g., *I coming from France* (Correct form = *I come* ...).

Mistakes with the present continuous include using the simple present, e.g., *I wait for Rajan* (Correct form = *I'm waiting for* ...) and omitting *be*, e.g., *I going home* (Correct form = *I'm going home*).

Spelling errors in present participles are also common, e.g., *writting, studing, comming, seing, raining, shinning, enjoining* (Correct forms = *writing, studying, coming, seeing, raining, shining, enjoying*).

- c** ▶▶▶ 01.06–01.07 Students read the information in Grammar Focus 1B on SB p. 144. Play the recording where indicated, and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 13.

Answers (Grammar Focus 1B SB p. 145)

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

b 2 Does it have 9 see
3 is/s learning 10 are you thinking
4 wants 11 am/'m trying
5 always reviews 12 am/'m not making
6 still remembers 13 are you learning
7 doesn't sound 14 am/'m going
8 knows

- d** ▶▶▶ Do one or two examples with the class, and then put students into pairs. If you think they need extra support, give students time to prepare the questions on paper before they start speaking. Elicit feedback from the whole class by asking seven pairs of students to ask each other questions across the classroom.

Answers

- 1 Do you think you communicate well in your own language?
- 2 How often do you hear foreign languages where you live?
- 3 Do you think (that) you have a good memory?
- 4 What helps you (to) learn English grammar?
- 5 What are you thinking about right now?
- 6 Are you preparing for an exam at the moment?
- 7 Are more people learning languages in your country than before?

- e** ▶▶▶ Divide the class into pairs and assign A and B roles. Student As look at the picture on SB p. 127 and Student Bs look at the picture on SB p. 129. Tell them to describe their pictures and find eight differences. They should not look at each other's pictures. Monitor, and listen to their conversations and note down examples of correct and incorrect use of the simple present and continuous. Check answers as a class. Tell them to go back to SB p. 13.

Answers

- [A] The sun is shining; [B] It's raining.
[A] This week they're studying the Simple present; [B] This week they're studying the Present continuous.
[A] They're going to the Science Museum on Monday, July 9th;
[B] They're going to the Science Museum on Monday, June 9th.
[A] A man is talking to a woman on his right; [B] A man is talking to a woman on his left.
[A] A male student is thirsty (he's thinking about a glass of water);
[B] A male student is hungry (he's thinking about pizza).
[A] The teacher is wearing a blue top and a white skirt;
[B] The teacher is wearing a white top and a blue skirt.
[A] A student's phone is ringing in a bag; [B] The phone isn't ringing.
[A] A student is wearing a T-shirt that says "I [love] New York";
[B] A student is wearing a T-shirt that says "I [love] Paris."

💡 FAST FINISHERS

Ask fast finishers to write six sentences about themselves using the simple present and present continuous. Some sentences should be true, but at least two should be false. In groups, students take turns to read their sentences aloud, and the others try to guess which sentences are true.

4 VOCABULARY

Gradable and extreme adjectives

- a **01.08** Tell students that they are going to hear four people talking about their feelings and opinions. Play the recording for students to underline the correct words. Check answers as a class.

Answers

1 very 2 doesn't like 3 really 4 will

Audioscript

- | | |
|---|---|
| 1
A Are you OK, James?
B No, I'm not. I'm absolutely exhausted! I've been speaking Spanish all day! | 3
E Hey, guess what? I've just read about this girl and she's only 10, but she's fluent in several different languages.
F That's fantastic, Tony. I can only speak one language – English. |
| 2
C Hi, Linda. Are you learning Russian?
D I'm trying to, but this book's useless! It teaches you how to say "my uncle's black pants", but not how to say "hello"! | 4
G Listen, Olivier: <i>squirrel</i> .
H <i>Squi ... Squill ...</i> It's impossible! I'll never get it right!
G No, it's not impossible, just difficult. You need to practice. Try again. Listen: <i>Squirrel</i> .
H <i>Squi ... rrel ...</i>
G Good job! |

- b **01.08** Individually, students complete the sentences with the words in the box. Play the recording again for students to listen and check. Check answers as a class. Ask: *Does the speaker's voice move up and down a little or a lot in these sentences?* (a lot, because the speakers are expressing strong feelings).

Answers

1 exhausted 2 useless 3 fantastic 4 impossible

LANGUAGE NOTE

In English, we use intonation more when we want to express strong feelings and opinions. If we do not use intonation, but speak with a flat monotone, and then it might sound like we have no feelings about what we are saying.

With something like *I'm absolutely exhausted*, we would use a wider pitch range and we would also place a strong stress on *absolutely*.

- c Students read the information about gradable and extreme adjectives. Give them a few minutes to complete the sentences and compare answers in pairs. Do not check answers as a class at this point.
- d **01.09** **Pronunciation** Play the recording for students to check their answers.

Answers

1 very 3 very 5 absolutely
2 absolutely 4 absolutely 6 very

Discuss the questions as a class.

Answers

- 1 In sentences with **very**, the word **very** is stressed. In sentences with **absolutely**, both **absolutely** and the following adjective are usually stressed.
2 We usually stress extreme adjectives.

- e **01.09** Play the recording again for students to listen and repeat.

LOA TIP DRILLING

Give students very controlled practice with this drill. Encourage them to use appropriate intonation to express some feeling behind the phrases.

very tired → *absolutely exhausted*

very small → *absolutely tiny*

very difficult → *absolutely impossible*

very big → *absolutely enormous*

very cold → *absolutely freezing*

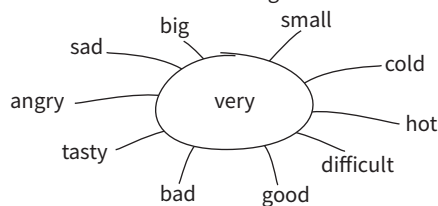
- f **01.10–01.11** Students complete the exercises in Vocabulary Focus 1B on SB p. 134. Play the recording for students to do Exercise a. After students do Exercise b play the recording for them to check their answers. Monitor Exercises c and d. Tell students to go back to SB p. 13.

Answers (Vocabulary Focus 1B SB p. 134)

- a awful terrific boiling delicious enormous filthy freezing
furios miserable tiny
- b 1 enormous 3 miserable 5 awful 7 tiny 9 filthy
2 boiling 4 terrific 6 furious 8 freezing 10 delicious
- c Students' own answers
- d **Suggested answers**
1 The traffic is awful; the driver is furious.
2 The man is freezing.
3 The pizza is enormous; it looks delicious.
4 The dog is tiny.

EXTRA ACTIVITY

Books closed. Draw this diagram on the board.



In pairs, students take turns to test each other's ability to recall the extreme adjectives, e.g., *A Very cold. B Freezing.*

5 SPEAKING

- a **...** Elicit the meaning of *native speakers* (people who speak English as their first language). Working in pairs, students use the questions to interview each other. Monitor, and help as necessary. Note down examples of correct and incorrect use of the simple present and present continuous, and gradable and extreme adjectives. Give feedback at the end of the lesson or at the beginning of the next lesson.
- b Ask students to report back to the whole class on what they learned about their partner.

+ ADDITIONAL MATERIAL

Workbook 1B

Photocopiable activities: Grammar 1B, Vocabulary 1B, Pronunciation 1B

 OPTIONAL LEAD-IN

Books closed. Write the following question on the board: *How do we meet new people?* Ask students to call out different ideas. Write their answers in a list (possible answers: in school or college, at work, through friends, through family, online, on public transportation).

Organize students into small groups to discuss the advantages and disadvantages of each way of meeting new people. Then ask each group to share one or two opinions with the rest of the class.

1 LISTENING

- a**  Pre-teach *make a good first impression (on someone)* (someone has a good opinion of you the first time they meet you) and *get to know someone* (spend time with someone and gradually learn more about him/her). Students discuss the questions in pairs. Elicit feedback from the whole class.
- b**  Tell students to look at the photo at the top of the page and answer the question.
- c**  **01.12** Play Part 1 of the recording, and check the answer as a class. Ask: *Did Kristen make a good first impression on Randi?* (no).

Answer

a flower shop; a florist

Audioscript (Part 1)

NARRATOR Part 1

KRISTEN Good morning. Beautiful Blooms Florist. Hello, Mrs. Smith. I'm sorry ... It's going to be impossible to get your flowers done this morning, but you can pick them up any time this afternoon. Yes. Yes, that's right. Thank you. See you then. Oh, hello. Sorry about that. Feel free to take a look around. Let me know if you need any help – I'm just preparing some flowers for a delivery.

RANDI I could use some help, actually. I need something for the host of a dinner party tonight.

K OK. What kinds of flowers do they like?

R Oh, I don't know. I haven't met her yet. She's the wife of a friend.

K OK, well, in my opinion, roses are always a good option.

R Uh, aren't they a little romantic?

K Yes, I know what you mean. I guess something like tulips might be better.

R Tulips are okay, but maybe a little plain.

K Well, if you ask me you can't go wrong with irises. They're my personal favorite.

R Yes, they're beautiful. Irises it is. Could I get a bouquet with a dozen?

K Sure thing! It'll take me about five minutes.

R Perfect. I'm just going to stop by the kitchen supply store next door.

At the end of this lesson, students will be able to:

- understand informal conversations in which people give and respond to opinions
- use appropriate phrases for giving and responding to opinions
- identify pauses in word groups
- use *me too* / *me neither* for agreeing with positive and negative statements
- give and respond to opinions in informal conversations

- d**  **01.12** Give students a minute to read the questions, and then play Part 1 again. Put students into pairs to compare answers. Then check as a class.

Answers

- 1 going to someone's house
- 2 they're too romantic
- 3 doesn't want
- 4 come back later

- e**  **01.13** Play Part 2 of the recording, and tell students to answer the questions. Check the answers with the whole class.

Answers

- 1 Kristen needs advice.
- 2 Yes, the advice is helpful.

- f**  **01.13** Give students a minute to read the questions, and then play Part 2 again. Put students into pairs to compare answers. Then check as a class.

Answers

- 1 Randi is a chef.
- 2 Kristen is worried about cooking for people she has never met.
- 3 Randi's advice is to make a roast chicken.
- 4 Roast chicken is their favorite meal.

Audioscript (Part 2)

NARRATOR Part 2

RANDI Wow, those look great.

KRISTEN You're all set. Did you get what you needed at the kitchen supply store?

R I found a few things for work – I have a little restaurant downtown.

K You're a chef?

R I am.

K Oh, that's great. Actually, could I ask you a question?

R Sure, go ahead.

K See, I'm a little worried. I'm cooking for some people I've never met tonight, and I don't know what kind of food they'll like.

R Yeah, I don't like cooking for people I don't know.

K Me neither. But you're a chef. You cook for people you don't know every night!

R True, but they get to order what they like.

K Yes, I suppose so. I wish I knew what my guests liked. I still have no idea.

R Well, if you ask me, I don't think you can go wrong with a simple roast chicken.

K Doesn't that seem too plain?

R Try adding some roasted onions, carrots, lemon, herbs, and spices.

K That sounds terrific.

R When it's done right, a roast chicken is my very favorite meal. I love it!

K Me too, now that I think about it. Thank you!

R Good luck tonight. And thanks for the flowers! Oh ... how much do I owe you for them?

 VOCABULARY SUPPORT

florist – a store that sells cut flowers and plants for inside the house

2 USEFUL LANGUAGE Giving and responding to opinions

- a 01.14 Play the recording for students to complete the sentences. Check answers as a class. You may wish to play the recording again for students to listen and repeat.

Answers

- | | |
|-----------|---------|
| 1 opinion | 3 think |
| 2 know | 4 ask |

- b 01.15 In pairs, students order the words in each phrase. Check answers as a class. Play the recording, and ask students to repeat them, making sure the correct words or syllables are stressed.

Answers

(stressed words/syllables are underlined)

- 1 It seems to me that
- 2 As far as I'm concerned

EXTRA ACTIVITY

Ask students to practice the more formal phrases in 2b by using them to replace the opinion phrases in 2a (*Well, as far as I'm concerned, roses are always a good option. It seems to me that something like tulips might be better, etc.*).

- c Put students into pairs to do the task. Check answers as a class.

Answers

- 1 D 2 A 3 D 4 A 5 D

LANGUAGE NOTE

Point out that each phrase in 2c has one word which is stressed more than the others.

I know what you mean, but ...

I know exactly what you mean.

I'm not so sure about that.

That's right.

I see where you're coming from, but...

- d Students work individually to check or change the sentences. Monitor, and help if necessary.
- e In small groups, students discuss their opinions from 2d. Monitor to check they are using the language of giving and responding to opinions correctly.

FAST FINISHERS

Ask fast finishers to prepare more statements of opinion for other students to agree or disagree with.

3 PRONUNCIATION Word groups

- a 01.16 Tell the class they're going to learn about when and when not to pause (stop for a short time) when speaking English. Write the two sentences from the exercise on the board. Play the recording. Check that students know where the speaker pauses (after *worried*) and mark the pause with //.

Answer

I'm really worried. // I'm cooking for some people I've never met tonight.

- b 01.17 Write the sentence on the board. Play the recording and ask: *Does the speaker pause?* Check the answer as a class.

Answer

No, the speaker doesn't pause.

- c Put students into pairs, and give them a couple of minutes to complete the task.

- d 01.18 Play the recording for students to listen and check. Check answers as a class. You may wish to put students into pairs to practice reading the conversation, focusing on when and when not to pause.

Answers

Kristen Oh, // I'm a little worried. // I'm cooking for some people I've never met tonight, and I don't know what kind of food they'll like.

Randi K Yeah, I don't like cooking for people I don't know. Me neither. // But you're a chef. // You cook for people you don't know every night!

4 CONVERSATION SKILLS

Using *me too* / *me neither*

- a 01.19 Play the recording for students to listen and underline the correct words. Check answers as a class by asking four students to read out the exchanges. Read the rules with the class.

Answers

- 1 neither 2 too

- b Put students into pairs to complete the exchanges. Check answers as a class. Ask students to practice reading the exchanges. Point out that *neither* can be pronounced in two ways: /'naɪðə/ or /'ni:ðə/.

Answers

- 1 Me too.
- 2 Me neither.
- 3 Me neither.
- 4 Me too.
- 5 Me neither.
- 6 Me too.

FAST FINISHERS

Ask fast finishers to write two more affirmative and two more negative sentences for their classmates to respond to.

5 LISTENING

- a**  **01.20** Play Part 3 of the recording for students to listen and answer the question. Elicit the answer from the class.

Answer

Yes, the dinner will be a success and the guest will enjoy the food.

- b**  **01.20** Play the recording again for students to answer the questions.

Answers

- 1 Kristen knows Randi from the flower shop.
- 2 People often think Randi is a man when they hear her name.
- 3 Randi offers to help Kristen get things ready in the kitchen.

Audioscript (Part 3)

NARRATOR Part 3

KRISTEN Hi, come on in. I'm

Kristen – wait a second, don't I know you? Yes, from the flower shop today!

RANDI What?! Oh, wow! Yes. Hi again! I'm Randi.

K Honey, Randi's here! That's funny. When my husband told me his friend "Randy" was coming for dinner, I thought he meant a man.

R I get that a lot! These are, well, for you!

K Irises – my favorite!

R It smells wonderful in here – roast chicken?

K Yes! It's almost done.

R Do you need a hand in the kitchen getting things ready?

K From a professional chef? I won't say no to that.

- c**  Students discuss the questions in pairs or small groups. Elicit feedback from the whole class.

6 SPEAKING

- a** Give students a few minutes to think of examples individually. Encourage them to use expressions from 2a and 2b for giving their opinion (*Well, in my opinion, It seems to me that, etc.*). Monitor, and help where necessary.

 LOA TIP MONITORING

Monitoring during a task like this, where students are working individually, is a good opportunity to give additional help to those students who are less confident than the rest of the class, without drawing attention to them. You can help with ideas and structuring their sentences. Be careful not to do the work for them, but ask questions to help. It is also an opportunity to stretch the more confident members of the group by encouraging them to use a range of vocabulary and structures. Make sure that every student has at least one good idea for each point before they go into the discussion phase.

- b**  Students discuss their ideas in small groups. Elicit feedback from the class. Ask: *Did you mostly agree or disagree with each other? Whose statements created the most discussion?*

Finish the lesson by asking a few students to read aloud a statement for other students to agree or disagree with.

 ADDITIONAL MATERIAL

Workbook 1C

Unit Progress Test

SKILLS FOR WRITING

Different ways of learning

OPTIONAL LEAD-IN

Books closed. Tell students they are going to do a short vocabulary quiz. Ask them to write down the answers.

- 1 *The name given to the generation born between 1945 and 1957.*
- 2 *An extreme adjective that means "very, very dirty."*
- 3 *A word that means "something difficult which tests your ability."*

Check answers as a class (1 Baby Boomers 2 filthy 3 challenge).

Students compare results in pairs. Ask: *Did anyone get all three answers correct? How did you learn these vocabulary items? Were some easier than others to remember? Why?*

Tell students they are going to think about different ways of learning vocabulary in this lesson.

At the end of this lesson, students will be able to:

- understand a conversation in which people talk about different ways of learning vocabulary
- understand an article in which different learning styles are outlined and discussed
- use phrases for introducing a purpose in writing
- use pronouns to refer to previously mentioned ideas
- write a guide about how to learn a new skill

1 SPEAKING AND LISTENING

- a**  Tell students to look at the photos in which two people, Maria and Gilberto, are learning vocabulary in different ways. In pairs, students discuss the question. Elicit feedback from the whole class.
- b**  **01.21** Play the recording for students to listen and answer the question. Find out which students are more like Maria and which are more like Gilberto.

Audioscript

- MARIA** How's your studying going? **G** As you're running?
- GILBERTO** Not so good. I think I can remember most of the grammar, but remembering vocabulary's a little harder, for me anyway. **M** Yes, as I'm running – I just say the sentences quietly to myself.
- M** Yes, there are a lot of words to remember. **G** Do you remember what the words mean?
- G** What about you? **M** Most of the time. If I forget, I check in my notebook when I get home from my run. And sometimes I play the words and write them down. I think the most important thing is to keep repeating them. I don't know why, but remembering the sounds of the words is important for me. Like, last week I learnt the word "shine" – you know, like "the sun is shining." And that "sh" sound at the beginning of the word makes me think of light that's getting brighter and brighter.
- M** For me, it is probably the opposite – I find the grammar hard to get my head around, but the vocabulary is a lot easier. I've been testing myself at home, and I'm doing OK. **G** Interesting. But I don't know if it would work for me. I need to see things written down. I need to look at the word.
- G** How do you manage to remember all the words, though? What's your secret? **M** Right – my sister's like that, too. She uses vocabulary cards. Have you tried that?
- M** Well, it's no secret! I have this kind of system for learning words that seems to make it easy ... **G** No. How does that work?
- G** OK, what? **M** She has these small cards and writes all the new words

on a card with a picture, or a definition and an example – sometimes a translation, too. It worked really well ... for a while.

G For a while? Why? What happened?

M She left all the cards on a train.

G Oh, yes. That's probably what I would do!

M I felt so sorry for her – after all that work.

G It sounds like a good idea, but it sounds like you have to be quite organized to have a card system.

M Yes, that's true.

G And, to be honest, I think I'm maybe too lazy to write all those cards and keep them with me wherever I go!

- c**  **01.21** Give students time to read the three comprehension questions. Make sure they understand the word *system* (a method or way of doing something). Play the recording again and check answers as a class. Ask: *Have you tried either of the systems that Maria and Gilberto talked about? Would you like to? Why / Why not?*

Answers

- 1 She records words on her phone, then listens to them while she's running and puts them into sentences.
- 2 She writes words on cards and adds a picture or a definition, an example and sometimes a translation, too.
- 3 No, because he needs to see things written down, but he thinks he's too lazy to write word cards.

- d** Give students a few minutes to read the descriptions. Check answers as a class.

Answers

Maria is an auditory and kinesthetic learner. Gilberto (and Maria's sister) are visual learners.

- e**  Put students into pairs for this speaking task. Ask for a show of hands from the visual learners, the auditory learners, kinesthetic learners, and those who prefer a mix of different styles.

2 READING

- a** Students read the article about learning styles quickly and answer the questions. Check answers as a class.

Answers

- 1 The article mentions Maria's idea about moving around while learning.
- 2 The article is more about remembering new information.

VOCABULARY SUPPORT

highlight (B2) – draw attention to

image (B2) – picture

podcast – an audio file that is a radio show or part of a radio show that you can download and listen to on your phone or computer

- b** Give students around five minutes to read the article again and make notes on the key study techniques for each learning style. They then check in pairs. Check answers as a class. Ask: *Which of these study techniques do you already use? Which do you think you will use in the future?*

Answers

Visual learners: study in a quiet place; think of an image in their head; draw diagrams

Auditory learners: go to lectures; read their notes aloud; use the new words when you talk to people; listen to podcasts

Kinesthetic learners: move around; touch things, take regular breaks and go for walks

3 WRITING SKILLS Introducing a purpose; referring pronouns

- a** Students work individually. Check answers as a class. Point out that we can use *to* and *in order to* when we introduce the purpose at the beginning of the sentence or at the end, but we usually use *so* when we introduce the purpose at the end of the sentence.

Answers

- 1 In order to 2 so 3 To

- b** Students work individually. Check answers as a class.

Answers

It helps to study in a quiet place so that you can concentrate.

... make a diagram to highlight different points.

In order to learn new information, you need to be doing something.

To study effectively, you need to experiment and find the most suitable method.

EXTRA ACTIVITY

Ask individual students *Why*-questions for them to answer with *so (that)* or *to*, e.g.,

Teacher: Paolo, why do you have different colored pens on your desk?

Paolo: So I can make notes in different colors.

Teacher: Marie, I saw you in the library yesterday. Why did you go there?

Marie: To do my homework.

- c** Students work individually, and then compare answers in pairs. Check answers by asking different students to read out their sentences.

Answers

- 1 I write the new words in the vocabulary notebook *to/in order to* remember them. / I write the new words in the vocabulary notebook *so (that)* I remember them.
2 *To/In order to* practice pronunciation, I record myself saying words on my phone.
3 I write grammar rules on a piece of paper *so (that)* I understand them better. / I write grammar rules on a piece of paper *to/in order to* understand them better.

- d** Students work individually. Check answers as a class. Ask: *Why are referring pronouns useful?* (because you don't have to repeat words or whole phrases).

Answers

- a ideas already mentioned
b a complete idea
c a noun

4 WRITING A guide

- a** Individually, students make notes for their guides. Monitor, and make sure everyone has a topic they feel confident enough to write about.
- b** If you're short of time, students can write their guides for homework and bring them to the next class.

FAST FINISHERS

Ask fast finishers to choose another skill they know how to do well and write a list of *Dos* and *Don'ts* for people who want to learn it. Check these when eliciting feedback and ask them to give their reasons for saying *Do* or *Don't*.

- c** Put students into pairs, and ask them to switch guides. Ask different students to say how easy they think it would be to learn their partner's skill. Mention some of the skills that the students have written about and say which you would like to learn.

LOA TIP REVIEW AND REFLECT

Give students three minutes to write down some of the new language they know now that they didn't know before they started the unit. This could be new words, phrases, structures, etc. They then compare their lists with a partner. Ask for examples during feedback.

ADDITIONAL MATERIAL

Workbook 1D

UNIT 1

Review and extension

1 GRAMMAR

- a**  Individually, students complete the questions. Check answers as a class. Put students into pairs to ask and answer the questions.

Answers

- 2 woke you up
- 3 do you talk to
- 4 did you read
- 5 has/s made you laugh
- 6 speaks to you
- 7 do you know
- 8 work best for you

EXTRA ACTIVITY

Get students to change some of the key words in the questions, e.g., *What woke you up yesterday?*
Who do you talk to once or twice a year?
What did you eat yesterday?

Then put students into different pairs so that they can ask and answer their new questions with a different partner.

- b** Students work in pairs. Ask them to find the incorrect sentences, and correct the verb forms that are wrong. Check answers as a class.

Answers

- 1 ✓
- 2 Do you agree?
- 3 I hardly ever write letters.
- 4 What are you thinking about?
- 5 ✓
- 6 ✓
- 7 Carrie isn't working this week because she's ill.
- 8 ✓

2 VOCABULARY

- a** Individually, students complete the sentences, and then compare answers in pairs. Check answers as a class by asking different students to read aloud the completed sentences.

Answers

- | | | | |
|------------|--------|------------|---------|
| 1 complain | 3 tell | 5 express | 7 speak |
| 2 keep | 4 give | 6 persuade | 8 argue |

- b** Students match the adjectives, and then compare answers in pairs. Check answers as a class.

Answers

- | | | | |
|------------|------------|-------------|------------|
| 1 enormous | 3 tiny | 5 exhausted | 7 awful |
| 2 filthy | 4 freezing | 6 furious | 8 terrific |

EXTRA ACTIVITY

In pairs, students take turns to test each other on the extreme adjectives (one student closes their book and the other reads out the gradable adjectives).

3 WORDPOWER *yourself*

- a** Tell students that *yourself* is a reflexive pronoun. Explain that they're going to learn and practice some everyday phrases with *yourself*. Individually, students match the sentence beginnings with their endings. They then check answers in pairs.

Answers

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

- b** Give students time to think about the rule, then check the answer as a class.

Answer

the same as

LANGUAGE NOTE

We can use reflexive pronouns after dependent prepositions, but not after prepositions of place:

You have to rely on yourself. (NOT ~~*You have to rely on you.*~~)

You should hold the flowers behind you! (NOT ~~*You should hold the flowers behind yourself!*~~)

- c** Individually, students underline the correct words then compare answers in pairs. Check answers as a class.

Answers

- 1 teach 2 do it 3 help 4 Be 5 at 6 tell

- d** Individually, students complete the questions. Check answers as a class.

Answers

- 1 taught yourself
- 2 take care of yourself
- 3 hurt yourself
- 4 talk to yourself
- 5 enjoying yourself

- e**  Put students into pairs to ask and answer the questions in 3d. Monitor, but don't interrupt unless students make mistakes with *yourself*. Ask different students to report back on what their partner told them.

FAST FINISHERS

Pairs who finish early can write short conversations containing phrases with *yourself*, e.g.,

A *Where are you going?*

B *Skating.*

A *Oh. Enjoy yourself! Don't hurt yourself!*

B *I'll try not to!*

They can act out their conversations to the rest of the class at the end of the lesson.

» Photocopiable activities: Wordpower 1

LOA TIP REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 2

MODERN LIFE

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about interviews, work skills, and technology
- talk about job interviews, work, and training
- talk about the use of modern technology, particularly apps
- talk about experiences and past activities
- use appropriate phrases to make and respond to suggestions
- write an email giving news

UNIT CONTENTS

G GRAMMAR

- Present perfect and simple past
- Present perfect and present perfect continuous

V VOCABULARY

- Work: *apply for, business contacts, candidate, career, employee, employer, grades, in charge of, knowledge, practical skills, problem-solving skills, résumé, team*
- Technology: *app, browse, browser, button, click on, connect to, delete, device, download, icon, install, password, press send, share, text message, turn on, turn off, upload, username*
- Wordpower: *look + adjective, look after, look around, look at, look for, look forward to, look out, look something up*

P PRONUNCIATION

- Present perfect and simple past: *I've worked / I worked*
- Sentence stress: main verb / auxiliary verb
- Sentence stress

C COMMUNICATION SKILLS

- Talking about experiences of work and training
- Talking about technology
- Using appropriate phrases for making and responding to suggestions
- Sounding sympathetic or pleased
- Writing an email giving news

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to think of a place they have worked in. If they haven't worked yet, this could be a school/college room or home office. They should tell their partner about their workplace, and find out as many differences as they can between the two places. Elicit from the class what topics they could discuss, e.g., size, equipment, number of people, atmosphere, facilities, etc. Ask the whole class to share their answers, and ask for any differences they discovered. Find out which student has worked in the most modern or most traditional workplace.

- a** Tell students to look at the photo and the title of the unit and ask them where they think the woman is. Elicit students' ideas. If you wish, give students information from the Culture Notes.

CULTURE NOTES

The photograph shows a woman sitting in an integrated lounge area inside the wall of a modern office. There has been a big move away from traditional, small, isolated office spaces in recent years to create relaxing and inspirational work environments that encourage productivity and creativity. One film company equipped their offices with table-tennis tables, and encouraged their employees to travel around the buildings on inline skates. Other companies have slides for employees to get from floor to floor, and even floors made of whiteboards where people can write their ideas. In another company, workers can use bicycles to move round the building, bring their dogs to work, and play a piano.

- b** Put students into pairs to discuss the questions. Then nominate a few pairs to share their answers as a class.

EXTRA ACTIVITY

In pairs or small groups, students design an "extreme" working environment that we might see in the future. They should imagine that they have no money limit. They should think about fun aspects as well as functional ones. Ask for ideas and descriptions during feedback, and ask the class to vote on the best design.

 OPTIONAL LEAD-IN

Books closed. Put students into small groups, and give them a few minutes to think of 4–6 questions that people are often asked at job interviews. Monitor, and help as necessary. Possible questions could include the following:

- *Why do you want this job?*
- *Why did you leave your last job?*
- *What are your best points?*
- *What are your weak points?*
- *What did you do in your last job?*
- *Have you ever made a mistake at work? How did you sort it out?*

Ask: *Which questions do you think are the easiest/most difficult to answer? Why?* Discuss the question as a class.

1 READING

- a**  Tell students to look at the photo. Ask: *What's happening? How do you think the people are feeling?* Tell students to look at the title of the article: *Not the Best Interview I've Ever Had!* Ask: *Do you think the article will be serious or funny? Why?*

Put students into pairs or small groups to discuss the questions. Check answers as a class. If any students do have “bad interview” experiences, ask one or two to be shared with the whole class.

- b** Give students two minutes to read the job interview stories and see who got the job. Check answers as a class.

Answer

Laura and Ellie got the job, but Andy and Dan didn't.

- c** Give students a few minutes to read the article again and match stories a–d with the headings. They then check in pairs. Check the answers with the whole class.

Answers

1 a 2 b 3 d 4 c

- d**  Put students into pairs to discuss the questions. Point out that they should only share stories they feel comfortable talking about.

 EXTRA ACTIVITY

Write the following questions on the board:

- *Have you ever done something wrong because you didn't understand an instruction correctly?*
- *Have you ever called someone at a bad time?*
- *Have you ever sent a message or email to the wrong person?*
- *Have you ever said that you could do something, but actually you couldn't?*

Put students into small groups to discuss the questions.

At the end of this lesson, students will be able to:

- understand a text about job interview experiences
- use a lexical set of work-related words correctly
- use the present perfect and simple past to talk about experiences or past events
- understand a discussion in which people talk about what employers want from job candidates
- talk about work and training experiences

2 VOCABULARY Work

- a** Put students into pairs to look at the photos and match them with the sentences. Check the answers with the whole class.

Answers

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

 VOCABULARY SUPPORT

practical (B2) – relating to experience, real situations, or actions, rather than ideas or imagination

- b** Individually, students match the vocabulary from 2a with the meanings. They then check their answers in pairs. Check the answers with the whole class by reading aloud the meanings and getting the students to say the words. Make sure they can pronounce the words correctly. Draw students' attention to the /ɪ/ sound in *knowledge* /'nɒlɪdʒ/ and *business* /'bɪznɪs/ and the different stress patterns in *employer* and *employee*.

Answers

1 career	4 employees	7 candidates	10 résumé
2 business contacts	5 grades	8 in charge of	
3 applied for	6 knowledge	9 employers	

- c**  Pre-teach *problem-solving* (the process of finding solutions to problems) and *attitude* (a feeling or opinion about something or someone). Individually, students read through the list and make their choices. Put students in pairs to discuss their choices. Then put them into pairs with other pairs to form bigger groups and discuss their ideas.

Check the answers with the whole class. Ask: *Which four qualities are most important?* Students may say: *It depends on the job.* If so, ask what two or three things managers would probably look for in people applying for each of these jobs: nurse, website designer, sales clerk, taxi driver, secretary.

3 GRAMMAR Present perfect and simple past

- a** Individually, students answer the question. Check the answers with the whole class.

Answers

1 present perfect	3 simple past
2 present perfect	4 simple past/present perfect

- b** Individually, students complete the rules. Check the answers with the whole class.

Answers

1 present perfect	2 present perfect	3 simple past
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CAREFUL!

Students are likely to have difficulties choosing between the present perfect and simple past, e.g., ~~I already ate~~ (Correct form = **I've already eaten** ...), and ~~He's seen the photos yesterday~~ (Correct form = **He saw** ...). Students may also use the simple present instead of the present perfect, e.g., ~~Live here since 1995~~ (Correct form = **I've lived** ...).

Another problem with the simple past is making an incorrect verb choice. Typical confusions include: *came/went*, *said/told*, *felt/fell*, *made/did*, and *got/went*, e.g., ~~He felt in the river~~ (Correct form = **He fell** ...). Also, students at this level commonly make spelling errors with past forms, e.g., ~~bought~~, ~~choosen~~, ~~cried~~, ~~complaint~~, ~~happend~~, ~~heared~~, ~~payed~~, ~~teached~~ (Correct forms = *bought*, *chose*, *cried*, *complained*, *happened*, *heard*, *paid*, *taught*).

- c **02.01 Pronunciation** Give students time to read the task. Play the recording. Check the answers with the whole class.

Answers

1 b 2 a

- d **02.02** Put students into pairs to practice saying the four sentences in 3c.

LOA TIP DRILLING

Use this prompt drill to give students some controlled practice of saying present perfect and simple past sentences. Demonstrate how the drill works by saying the prompts *apply for a job* and *never*, and asking students to repeat. Then say the full sentence: *I've just applied for a job*. Ask students to repeat. Next, just say the prompts and ask students to respond with a full sentence.

<i>never</i>	→ <i>I've never applied for a job.</i>
<i>two weeks ago</i>	→ <i>I applied for a job two weeks ago.</i>
<i>write my résumé / just</i>	→ <i>I've just written my résumé.</i>
<i>three times</i>	→ <i>I've written my résumé three times.</i>
<i>last week</i>	→ <i>I wrote my résumé last week.</i>
<i>have an interview / never</i>	→ <i>I've never had an interview.</i>
<i>yesterday</i>	→ <i>I had an interview yesterday.</i>

Repeat the prompt drill two or three times until students can produce the target sentences confidently.

- e **02.03–02.05** Students read the information in Grammar Focus 2A on SB p. 146. Play the recording where indicated, and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students choose correctly between the simple past and the present perfect. Tell students to go back to SB p. 21.

Answers (Grammar Focus 2A SB p. 147)

- | | | | |
|-------------------------|----------------------|----------------|-----------|
| a 2 haven't been | didn't go | 5 I've been | I was |
| 3 I've done it yet | I've already done it | 6 She's told | She told |
| 4 hasn't never | has never | 7 I've started | I started |
| b 2 haven't read | 9 has changed | | |
| 3 've/have had | 10 told | | |
| 4 've/have never worked | 11 was | | |
| 5 've/have worked | 12 applied | | |
| 6 've/have done | 13 emailed | | |
| 7 worked | 14 Have you accepted | | |
| 8 was | | | |

EXTRA ACTIVITY

Write these present perfect statements on the board:

- 1 Have you heard the news yet?
- 2 I've never won a competition before.
- 3 I've lost my phone!
- 4 I've installed a really good new app.

Put students into pairs, and give them a couple of minutes to think of follow-up questions to each statement. Get answers from the whole class, and write any good questions on the board (e.g., 1 What is it? Is it important? 2 What did you win? How do you feel? 3 Where did you have it last? 4 What does it do? Did you have to pay for it?)

Put students into pairs. Tell them to choose one or two of the ideas on the board and develop them into longer conversations. Nominate a few pairs to role-play their conversations for the class.

- f Individually, students complete the sentences. Check the answers with the whole class.

Answers

- | | |
|----------------------|---------------------------|
| 1 've/have never had | 5 didn't study |
| 2 forgot | 6 've/have always been |
| 3 was | 7 've/have already worked |
| 4 got | 8 knew |

- g Give students a few minutes to think about which sentences are true for them and which they need to change. Put students into pairs to discuss their answers. Monitor to see if they are using the present perfect and simple past correctly.

FAST FINISHERS

Fast finishers can prepare and ask each other questions about work and studies using *Have you ever ...?* You may wish to give them these verbs/phrases to use: *study, learn how to, fail, apply for, write, speak, make a big mistake, earn*.

4 LISTENING

- a Put students into pairs to think of reasons, then put them into small groups to compare ideas. Check the answers with the whole class.
- b **02.06** Tell students that they are going to hear the beginning of a radio interview about getting a job and give them time to read questions 1 and 2. Play the recording for students to listen and answer the questions.

Answers

- 1 Students' own answers
- 2 likeability (the ability to work well with people)

Audioscript

You have good grades and you've been to lots of interviews, but no one's offered you a job yet. Why? Is it because your knowledge and practical skills aren't right for the job? Well, according to one careers expert, Nancy Maynard, it's probably because you just don't have the "likeability factor." Likeability is the ability to work well with people. It isn't something you can learn easily at school, but employers want it, and they're quick to see it in candidates at interview. Without likeability, Maynard believes, good grades and practical skills are worth very little. In the first 18 months in a job, most of an employee's success is linked to their likeability, not to how well he

or she does the job. Likeability is much more important than other abilities, and anyone who's looking for a job should be trying their hardest to improve their own by spending time with other people. Advice for job hunters goes like this: apply for the jobs that you want, even if you don't have the right qualifications. If you get an interview, then impress the interviewers with your "soft skills." Soft skills are your personal skills – your friendly personality, your positive attitude toward work, your ability to communicate with people, and your problem-solving skills. It's simple. Or is it? Is likeability really more important than knowledge and experience? We took to the streets and asked some people for their opinions.

 VOCABULARY SUPPORT

job hunter – someone who is trying to find a job

- c  **02.06** Play the recording again for students to complete the sentences. Check the answers with the whole class. If you wish, give students information from the Culture Notes.

Answers

- | | |
|----------------|------------------|
| 1 work well | 4 qualifications |
| 2 18 months | 5 impress |
| 3 other people | |

 CULTURE NOTES

The term "soft skills" is used frequently not only in recruitment, but in schools and colleges. It is used to describe the positive personal characteristics and habits which employers often look for in people (as opposed to "hard skills" like qualifications and practical professional skills). Soft skills include qualities like confidence, honesty, flexibility, optimism, politeness, punctuality, friendliness, and the ability to see things from other people's point of view. People with good soft skills can communicate clearly, think creatively, solve problems, teach other people, and learn from other people or from their own mistakes. They can follow instructions, but can also use their initiative and take action without being told what to do.

- d  **02.07** Tell students that they are going to hear five speakers commenting on likeability and other soft skills. Give them time to read the task, and then play the recording for students to answer the questions. Check the answers with the whole class.

Answers

- 1 A 2 A 3 D 4 A 5 D

Audioscript

SPEAKER 1: People don't realize how important likeability is because employers don't like to talk about it, so they usually give other reasons for not offering someone a job. But let's be honest, if you're paying someone to do a job, you want them to work well with the people around them.

SPEAKER 2: Yes, soft skills and likeability are much more important than specific job skills – like being able to use a computer – for the employer and for yourself, too. There's no such thing as "a job for life" any more. Develop your soft skills – be good at working with other people – and you'll always be able to get work.

SPEAKER 3: I've been a doctor since I graduated from medical school. I've worked at this hospital for 18 years. My practical skills and my knowledge are all that matters. Without those, I couldn't do my job. I listen to my patients, but I certainly don't believe that I need to be charming and sociable all the time. I've never believed that.

SPEAKER 4: I'm afraid it's true and it makes me angry. I'm 23 and I haven't worked since I left college. The only way to develop soft skills is to work with people, but the only way to get work is to have soft skills. It's a no-win situation.

SPEAKER 5: When people talk like this, it makes education and hard work sound second best, and that's simply not true. Yes, you need to be able to make a good first impression, but come on, what really matters is that you can offer practical skills and experience to an organization, not just a friendly face.

- e  **02.07** Give students time to read the comprehension questions. Then play the recording again for students to listen and answer the questions.

Answers

- 1 Because employers don't like to talk about it.
- 2 You'll always be able to work.
- 3 He listens to them, but he doesn't try to be charming and sociable all the time.
- 4 You need to work with people to develop soft skills, but you can't get a job without them.
- 5 practical skills and experience.

 EXTRA ACTIVITY

Write these blanked extracts on the board:

- 1 *There's no such thing as a "_____ " any more.*
- 2 *It's a _____ situation.*
- 3 *You need to be able to make a _____ .*
- 4 *not just a _____*

Play the recording again so students can listen for the missing phrases (1 job for life 2 no-win 3 good first impression 4 friendly face).

Check that students understand what each expression means.

- 1 If someone has a "job for life" they do the same job from the start to the end of their career, often working their way up in the organization.
- 2 In a "no-win situation", it's impossible to do the right thing.
- 3 If you make a "good first impression", you present yourself well so that people like you.
- 4 A "friendly face" is someone who is smiley, cheerful, and helpful. If someone is more than just a friendly face, they have other, more important skills to offer.

- f  Put students into pairs or small groups to discuss the questions. Ask the whole class to share their ideas on the most interesting ideas their partners talked about.

5 SPEAKING

- a Ask students to look at the photo. Ask: *What do you think they're doing?* (working on a project). *Do you think they are working well as a team?* *Who do you think is in charge of the project?* Give students time to read the task and make notes on their experiences. Monitor, and help as necessary.

- b  Put students into pairs or small groups to talk about their experiences. Monitor as students work, without interrupting their fluency. Listen to their conversations, making sure they're asking each other questions, and noting how well they are using the present perfect, the simple past, and the vocabulary of work and training.

Check the answers with the whole class. Ask students to say what they learned about each other. Establish as a group whether people have had similar or very different experiences.

 ADDITIONAL MATERIAL

Workbook 2A

Photocopiable activities: Grammar 2A, Vocabulary 2A

2B

I'VE BEEN PLAYING ON MY PHONE ALL MORNING

At the end of this lesson, students will be able to:

- use a lexical set about technology correctly
- understand an article about apps
- use the present perfect and present perfect continuous to talk about experiences and past activities
- talk about being addicted to different kinds of technology

OPTIONAL LEAD-IN

Books closed. Write these topics on the board. Ask students to put them on a timeline from oldest to newest.

- cell phones/smartphones
- video games
- the World Wide Web
- DVD players

Check answers as a class (video games – 1962; cell phones – 1973; the World Wide Web – 1989; DVD players – 1994; smartphones – 1997).

Ask students to say which piece of technology they would find it hard to live without, and why.

1 VOCABULARY Technology

- a** Put students into pairs to discuss the question, then put students into small groups to compare ideas. Check the answers with the whole class.
- b** Put students into pairs to do the matching task. Check the answers with the whole class. Read aloud the definitions, and invite different students to say the answers. Point out that *text messages* are often just called *texts*, and *to text someone* is a verb.

Answers

1 e 2 c 3 d 4 b 5 a

VOCABULARY SUPPORT

device (B2) – an object or machine that has been invented for a particular purpose

- c** Give students five minutes to do this collocation task. Put them into pairs to check answers. Then go over the correct answers as a class by inviting different students to read aloud the two correct verbs in each line.

Answers

- | | | | |
|------------|-----------|----------|-----------|
| 1 turn off | 3 install | 5 delete | 7 send |
| 2 press | 4 press | 6 upload | 8 turn on |

EXTRA ACTIVITY

Books closed. Ask a few questions to check how many collocations the students can remember from the exercise.

What can you ... ?

- turn on and off (a smartphone, a computer, any electronic device)
- delete (an email, a photo)
- change (your username or password)
- share (videos, photos)
- install (apps and other programs)
- press (a button)
- click on (an icon)
- browse (the Internet)
- connect to (the Internet)
- upload and download (music, photos, videos, and other files)

- d** Give students a few minutes to prepare some sentences individually. Then put students into pairs to share their sentences and ask each other questions.
- e** Put students into small groups to discuss the questions. Check the answers with the whole class.

2 READING

- a** Tell students to read the title of the text. Ask: *What kind of text is it?* (a magazine or web article) and *What's the purpose of the article?* (to share readers' app recommendations). Give students two or three minutes to read the text quickly to find the answers to questions 1–8. Check the answers with the whole class.

Answers

- 1 Tunespotter
- 2 SkyWatch
- 3 Balloon Pop
- 4 ThingsToDo
- 5 Imagegram
- 6 Crazy Faces
- 7 StopApp
- 8 ActivityTracker

VOCABULARY SUPPORT

addictive (C1) – an activity or food that you cannot stop doing or eating once you have started

- b** Give students time to read the comprehension questions. Then give them up to 10 minutes to read the article and answer the questions. They then compare their answers in pairs.

Answers

- 1 a list of everything you've done
- 2 Type in the name of the planet.
- 3 You can make them look old-fashioned, or use brighter colors.
- 4 He wants to get to the next level – it's very addictive.
- 5 your speed, distance, and heart rate
- 6 the name of the song and the singer
- 7 It turns off other apps, which can make your phone faster.
- 8 the photos of baby faces on adult bodies

- c** Put students into small groups to discuss the questions for about five minutes.

3 GRAMMAR Present perfect and present perfect continuous

- a** Put students into pairs to discuss the questions. Check the answers with the whole class.

Answers

- 1 b, c 2 a 3 d 4 b, c

LOA TIP CONCEPT CHECKING

Use these concept-checking questions to check students' understanding of the differences between the present perfect and the present perfect continuous.

- Write this blanked sentence on the board:

I've _____ (use) SkyWatch three times this week.

Ask students which is the correct verb form to fill the blank and why: *used* or *been using* (*used* because the quantity *three times* is stated).

- Next, write this blanked sentence on the board:

Have you ever _____ (upload) a video?

Ask students which is the correct verb form to fill the blank and why: *uploaded* or *been uploading* (*uploaded* because we are asking about a past experience in someone's life).

- Now, write this sentence on the board:

People started using smartphone apps in 2008.

Ask students to change the sentence so that it begins *People have* ...

(*People have used smartphone apps since 2008. People have been using smartphone apps since 2008.* The first sentence focuses more on the action. The second sentence focuses more on the duration.)

- b** >>> **02.08** Students read the information in Grammar Focus 2B on SB p. 146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are choosing correctly between the simple and continuous forms. Tell students to go back to SB p. 25.

Answers (Grammar Focus 2B SB p. 147)

- a** 3 c 4 d 5 f 6 e
b 2 he's been cutting the grass
3 they've been trying to fix the computer
4 I've been cooking
5 it's been raining
6 they've been playing outside
c 1 she's been talking
2 I've just found
3 I've known
4 I've been working
5 I've wanted
6 They've been studying

- c** Give students a few minutes to complete the sentences. Check the answers with the whole class.

Answers

- 1 've/have owned
2 've/have never searched
3 've/have watched
4 've/have been saving up
5 've/have been thinking

CAREFUL!

Students are likely to use the simple present or past perfect instead of the present perfect, e.g., *Stamp collecting is/had been my hobby since 1979* (Correct form = *Stamp collecting has been my hobby since 1979*).

They might also use the simple present or present continuous instead of the present perfect continuous, e.g., *Our company grows/is growing since 2002* (Correct form = *Our company has been growing since 2002*).

Time expressions used with these present perfect forms can be problematic. Students at this level often use *since* instead of *for*, e.g., *We've known each other since 12 years* (Correct form = *for 12 years*), and *from* instead of *since*, e.g., *She's worked here from March* (Correct form = *since March*). Students may also replace *for* with *during* or miss it altogether, e.g., *I've lived in Miami during three years* (Correct form = *for three years*).

- d** **02.09** **Pronunciation** Give students time to read the task. Play the recording two or three times for students to complete the rule.

Answers

- main verb
don't stress

- e** **02.09** Play the recording again for students to listen and repeat the sentences.
f Give students one minute to think about which sentences are true for them and to change the sentences which aren't true. Put students into pairs to compare their sentences. Check the answer with the whole class.

FAST FINISHERS

Fast finishers can write more statements like the ones in 3c and compare them with a partner.

4 SPEAKING

- a** Ask: *What adjective did Enzo use to describe the Balloon Pop app?* (addictive). Tell students that they are going to prepare and use a questionnaire to find out who in the class is most addicted to technology. Put students into pairs to prepare their questions.
b Give students ten minutes to interview as many people as they can with their questionnaire. Monitor as students work, without interrupting their fluency. Listen to their conversations, making sure they're asking each other questions, and noting how well they are using the language from this lesson. Elicit feedback from the whole class.

+ ADDITIONAL MATERIAL

Workbook 2B

Photocopiable activities: Grammar 2B, Vocabulary 2B, Pronunciation 2B

EVERYDAY ENGLISH

Could you take it
back to the store?

OPTIONAL LEAD-IN

Books closed. Write the word *PROBLEMS* on the board and then this list:

- computers
- relationships
- cars
- the environment
- work / money

Ask students: *What kind of problems can you have with these topics? What are the solutions?* Put students into pairs to discuss the questions, and then ask all students to share their answers.

1 LISTENING

- a Put students into pairs to discuss the questions. Then discuss the questions as a class.
- b Tell students to look at the photo and ask: *What's happened?* Ask students to suggest some things that people might say in this situation, e.g., *Oh, no! I'm sorry! It was an accident! It wasn't my fault!*
- c 02.10 Play Part 1 of recording for students to check their answers.

Answer

Paula has accidentally knocked a cup of coffee over Javier's phone.

Audioscript (Part 1)

- JAVIER** Hi, is anyone sitting here? **J** Oh, no! My coffee!
- PAULA** Nope. It's all yours. **P** It's all over your phone. Here's a napkin. I'm so sorry!
- J** Thanks! Oh, aren't you Mike's colleague, Paula? I've seen you around the office. **J** Don't worry about it!
- P** Yes, that's right. It's Javier, isn't it? Let me get that chair for y - oops. **P** At least let me get you another coffee!
- J** That's OK. I've had plenty already.

- d Discuss the question as a class. Ask: *Has anything like this ever happened to your cell phone?*
- e 02.11 Play Part 2 of the recording for students to check their answers.

Audioscript (Part 2)

- PAULA** How's the phone? **J** Oh, I don't think they'll do anything. I bought it over a year ago.
- JAVIER** Not good. The screen's frozen. **P** Will your insurance cover it?
- P** Oh, no! Have you tried turning it off and on again? **J** I don't have any. It's just run out. A week ago!
- J** I was just doing that, but still nothing. **P** How annoying! I know – the other day I read about this trick for fixing phones when they get wet.
- P** What about taking the SIM card out and drying it? **P** Really?
- J** That's worth a try. Thank you. Oh, I hope I didn't lose all my contacts. I haven't saved them anywhere else. **J** They said you put the phone in a bag of rice and apparently it dries it out. You could try that.
- P** Oh no, that's terrible. Could you take it back to the store?

At the end of this lesson, students will be able to:

- understand informal conversations in which people talk about problems
- use appropriate phrases for making suggestions
- use appropriate phrases to sound sympathetic or pleased
- identify the main stress in sentences
- talk about recent problems and make appropriate suggestions

P That sounds a little weird.

J I know, but there were a lot of comments from people saying that it had worked.

P OK, I'll give it a try. What have I got to lose? It's cheaper than buying a new phone.

J If it doesn't work, I'll cover the cost to fix it. It was my fault.

J That's so nice of you.

VOCABULARY SUPPORT

insurance (B2) – an agreement in which you pay an insurance company money and they pay your costs if you damage something, have an accident, injury, etc.

trick (B2) – an effective or quick way of doing something

weird (B2) – very strange and unusual, unexpected or not natural

- f 02.11 Play Part 2 of the recording again for students to answer the questions.

Answers

- 1 F It's frozen (stuck).
- 2 T
- 3 T
- 4 F He bought it over a year ago.
- 5 F His insurance ran out a week ago.
- 6 T

2 USEFUL LANGUAGE

Making suggestions

- a Individually, students choose the correct words. Don't check answers at this point.
- b 02.11 Play Part 2 of the recording for students to check their answers.

Answers

- 1 turning
- 2 taking
- 3 take
- 4 claim
- 5 try

EXTRA ACTIVITY

Ask students to cover 2a. Tell them they have to finish sentences from the conversation. Give the beginnings and encourage them to say the ending, e.g.,

How's ... (the phone)?

Not good. The ... (screen's frozen).

Have you tried ... (turning it off and on)?

I was just doing that, but ... (still nothing).

What about ... (taking the SIM card out)?

- c Put students into pairs to complete the sentences. Then check the answers as a class by inviting four pairs of students to read aloud the four exchanges.

Answers

- 1 give
- 2 worth
- 3 weird
- 4 lose

LANGUAGE NOTE

Point out that some phrases in 2a and 2c are followed by the infinitive form of the verb, and others are followed by the *-ing* form.

+ infinitive

You / We could ...

Why don't you / we ... ?

Let's ...

Should we ... ?

+ *-ing*

Have you tried ... ?

How about ... ?

What about ... ?

- d Individually, students think of possible solutions for the problems. Monitor, and help as necessary.

LOA TIP DRILLING

Use this drill to give students controlled practice of the form and pronunciation of ways of making suggestions.

- Demonstrate by saying the prompt *You could ask James for help. How about ... ?* Then say the full suggestion with *How about ... ?* (*How about asking James for help?*). Continue by saying the other prompts and asking students to say a full suggestion.

Why don't you open it? / Have you tried ... ?

→ *Have you tried opening it?*

What about looking online? / You could ...

→ *You could look online.*

Have you tried using the rice trick? Why don't you ... ?

→ *Why don't you try using the rice trick?*

- Repeat the drill until students can say the suggestions with confidence.

- e Put students into pairs to ask for advice and make suggestions. Students take turns to be the one who has the problem and the one to offer solutions. Encourage students to use as many different ways of making suggestions as possible.

3 LISTENING

- a Put students into pairs to look at the photo and discuss the question.

- b 02.12 Play Part 3 of the recording for students to check their answers to 3a and 3b.

Answers

Yes, it does. He used the rice trick to dry it out.

Audioscript (Part 3)

JAVIER Hello.

PAULA Hi Javier, it's Paula. From the coffee shop? Where I spilled your coffee? I got your number from Mike. I hope you don't mind.

J Oh, hi Paula! How are you?

P I'm good, thanks. You?

J I'm good, and guess what? My phone's working! Obviously. That rice trick really worked.

P That's great! I'm really glad to hear that. So you don't need me to pay for repairs?

J No! But I would like to return the favor. I was wondering if you'd let me buy you dinner sometime. You know, as a thank you.

P Actually, I had the same idea, sort of. I wanted to buy you dinner to say I'm sorry.

J OK. Dinner it is, then!

P Yes, dinner it is. But I'm paying. It's the least I can do after all the trouble I caused.

J Well ... sure. That's really kind of you.

4 CONVERSATION SKILLS

Sounding sympathetic or pleased

- a 02.13 Give students one minute to read through the conversations. Then play the recording for students to complete the sentences.

Answers

- Oh, no
- that's terrible
- great, glad

- b Discuss the question as a class.

Answers

Oh, no! and *that's terrible!* sound sympathetic.

That's great! and *I'm really glad to hear that.* sound pleased.

- c Put students into pairs to do the activity. Monitor, and check that students sound sympathetic or pleased.

5 PRONUNCIATION Sentence stress

- a 02.14 Give students time to read the sentences. Play the recording twice for students to listen and underline the stressed syllables. They then check in pairs.

Answers

- Maybe you could try turning it off and on again.
- What about taking the SIM card out and drying it?
- Could you take it back to the store?
- Will your insurance cover it?

- b Ask: *Which kind of words do we stress?* (nouns, verbs, adverbs, adjectives). Then ask: *Why do we stress these words?* (because they carry the main meaning of our message).

Put students into pairs to look at the sentences. Encourage them to read the sentences aloud as they do so.

- c 02.15 Play the recording for students to check their answers. Then put students into pairs to practice saying the sentences. Elicit students' ideas, but don't check answers at this point.

Answers

- I can't find my phone!
- My computer's broken. I've lost all my work!
- I have a very annoying coworker – he complains about everything.
- I'm really worried. I have a big exam tomorrow.
- My car has been making a strange noise recently. I hope there isn't a problem.

6 SPEAKING

- a Students decide on a problem and make notes. Tell students that it can be an imaginary problem.

- b Put students into pairs to explain their problems and make suggestions for how to solve them. Go around the class and monitor, but don't interrupt their fluency. Then, ask different students to say whether they were given useful suggestions by their partner.

💡 FAST FINISHERS

Ask fast finishers to choose another problem. They should say they have done everything their partner suggests, and explain why it didn't work. Their partner should offer as many suggestions as possible for the problem. During feedback, ask students to tell the class about their conversations, and find out which students came up with the most suggestions.

⊕ ADDITIONAL MATERIAL

Workbook 2C

Photocopiable activities: Pronunciation 2C

Unit Progress Test

2D

SKILLS FOR WRITING

I'm going to look for a new job

At the end of this lesson, students will be able to:

- understand a conversation about life changes
- understand an informal email giving personal news
- add new information in writing
- write an informal email giving good news

💡 OPTIONAL LEAD-IN

Books closed. Write the following headings on the board:

☺ *good news* / ☹ *bad news*. Elicit three examples of good news that people might tell their friends and family and two examples of bad news. Write the five pieces of news on the board (e.g., ☺ *I'm going to get married.* ☹ *I lost my wallet.*) Then ask: *How would you tell this news to your friends and family?* Write these options on the board:

- in a letter
- face to face
- in an email
- in a text message
- in a phone call
- online

Put students into pairs or small groups to discuss their answers, and then ask for feedback from the different pairs/groups. Are the answers similar or very different?

Leave the “good news” ideas on the board for the writing activity later in the lesson.

Audioscript

LIN Hi, Tania. What's up?

TANIA Hi, Lin. Not much.

L Have you done that presentation yet? The one for your bosses?

T Yeah, I did it yesterday.

L How did it go?

T Well, you know, the usual thing: I presented my ideas, everyone smiled and thanked me, and then said nothing.

L So they didn't even give their opinion?

T No, but I could see they didn't like the idea. The problem with the company I work for is that they're continuing to use the same ideas and aren't thinking enough about new markets. They're not thinking enough about the mobile app market.

L Isn't that why they hired you?

T That's what I thought. I mean, I've been working there for just over a year now and they haven't said yes to any of my ideas. When they offered me the job, they said things like, “Oh yes, we're very interested in your creative thinking and your problem-solving skills”, but do they really want to use them? I get the feeling they don't.

L Yes, it's very disappointing.

T I think I've more or less decided. I'm going to look for a new job.

L Really?

T Yeah, it's getting hard to keep having a positive attitude.

L I can understand that. And I thought your app idea was a really good one.

T Thanks. So what do you think about me moving to Singapore?

L Singapore?

T Sure, I'm thinking about making a big change.

L Yeah, but coming to live in Singapore? Are you sure?

T Yeah, well, you came here to study, why can't I go there to work?

L No reason, I guess. That would be amazing!

T I want to travel more, and I'm really interested in Asian culture – I'd love to find out more about it.

L Well, yes, everyone says there are plenty of IT jobs in Hong Kong, but it's kind of a busy city. Are you sure you could handle it?

T Absolutely. It'll be fun!

L Great! Go for it, then!

1 SPEAKING AND LISTENING

- a** Give students time to read the task and decide which aspect of their life they're going to talk about. Encourage them to make notes about the details of what they would like to change and why.
- b**  Put students into pairs or small groups to discuss and compare their ideas. Encourage them to justify their ideas as far as possible.
- c**  **02.16** Ask students to look at the photo at the bottom of SB p. 29. Ask: *Where is this? Would you want to live there? Why?* Ask students to look at the photos of two friends, Tania and Lin. Tell students to listen to Tania and Lin talk about two changes Tania is thinking about making. Play the recording.

Answers

Tania is thinking about looking for a new job and moving to Singapore.

EXTRA ACTIVITY

Write these questions on the board:

- 1 What did Tania do yesterday?
- 2 Who was she talking to?
- 3 What was she talking about?
- 4 Was she happy with the response she got? Why?/Why not?
- 5 What does she think her company needs to think about?
- 6 How many of her new ideas have her company said "yes" to?
- 7 How does she feel?

Put students into pairs to see how many of the questions they can answer, and then play the first half of the recording again (up to when Lin says, "Yes, it's very disappointing").

Check answers as a class (1 Gave a presentation.

- 2 People at her company. 3 New ideas for phone apps.
4 No, because nobody said anything and she could see they didn't like her ideas. 5 New markets for their mobile apps. 6 None. 7 Disappointed).

Make sure that students understand the meaning of *market* in this business context (groups of people who buy a certain product).

- d** **02.16** Give students time to read the email. Then play the recording again. They then compare answers in pairs.

Answers

- 1 working 2 a/one year 3 creative 4 problem-solving 5 attitude 6 Chinese culture

- e** **Ask:** *Would any of you like to work abroad? If so, where? Why? For how long? If not, why not?* Discuss the questions as a class. Then give students time to read questions 1 and 2. Put students into small groups to discuss their answers. After a few minutes, nominate a few groups to share their answers with the class.

2 READING

- a** Tell students to read Tania's email quickly and answer the two questions. Check answers as a class.

Answers

- 1 good news 2 some time in the next week

- b** Give students time to read the questions. Then give them five minutes to read the email again. They then compare answers in pairs.

Answers

- 1 She did a practical test.
2 apps that can be used for making mobile payments
3 No, she'll work on new products, too.
4 Yes, it has "a good salary."
5 learn Mandarin

3 WRITING SKILLS

Adding new information

- a** Put students into pairs to choose the correct reason. Then check answers as a class.

Answer

- 2 to introduce new information

LOA TIP ELICITING

- After looking at the email and the key phrases in it, ask students how many paragraphs are in the email (five). Ask students why Tania has structured her email into different paragraphs. Elicit that doing this makes it clear that she has organised her ideas, and that each paragraph has a different function or topic.
- Elicit the function of each paragraph and build up the structure of Tania's email on the board.

Paragraph 1: Opening paragraph / "small talk" about the recent past

Paragraph 2: Main news

Paragraph 3: Information about the job

Paragraph 4: Going to live in Hong Kong

Paragraph 5: Closing paragraph / "small talk" about future plans

- Leave the paragraph structure on the board as support for the writing activity later in the lesson.

- b** Put students into pairs to complete the activity. Then check answers as a class by inviting three students up to the board to write the phrases.

Answers

- 1 You'll/will never believe this, but ...
2 And what's really fascinating is that ...
3 But the most amazing thing is that ...

- c** Individually, students put the words in order to make sentences.

Answers

- 1 You'll never believe this, but I've bought a house!
2 What's even more amazing is the location!
3 But the best thing is that it wasn't too expensive.

- d** Tell students that this next exercise focuses on how Tania introduces additional information in her emails. Put students into pairs to complete the task. Then check answers as a class.

Answers

- 1 add 2 beginning 3 -ing form 4 also

- e** Put students into pairs to decide what the words/phrases mean. Check the answers with the whole class.

Answers

- 1 except for 2 as well as 3 as well as 4 except for

LANGUAGE NOTE

Apart from and *besides* can both mean “except for” or “as well as.”

Apart from the low salary, it's a great job! (= except for)

He works until nine o'clock every day, and that's *apart from* the work he does on the weekend! (= as well as)

Besides his main job, John also writes a blog each week.
(= as well as)

Amy doesn't have any family *besides* her sister. (= except for)

You may wish to write the following examples on the board and ask students what the underlined phrases mean.

- 1 *Apart from* New York and Boston, I've also been to Chicago and Denver. (= as well as)
- 2 *Besides* the piano, I can play the guitar and the saxophone.
(= as well as)
- 3 I'm free every day, *besides* Tuesday. (= except for)

- f** Individually, students rewrite the sentences. They then compare answers in pairs.

Suggested answers

- 1 In addition to a degree in software development, I (also) have a diploma in interactive media design.
- 2 Apart from paying for a hotel when I arrive, they'll (also) pay the first month's rent on an apartment.
- 3 Besides giving me a round-trip flight now, they're (also) going to pay for another round-trip flight in the middle of my contract.

4 WRITING An informal email

- a** Tell students that they are going to write an email in which they give some news. They can choose one of the topics in the exercise, or their own idea. If you did the optional lead-in, students could choose one of the “good news” topics they listed there.

Give students time to think about all the extra details they are going to write about in their email. Encourage them to plan how many paragraphs their email will have, and how they will divide the information up between those paragraphs. Ask: *Which expressions will you use for introducing news and adding new information?* Encourage students to include friendly opening and closing paragraphs in their emails.

- b**  Before students start writing their emails, put them in pairs to compare their ideas.

FAST FINISHERS

Fast finishers can role-play giving their news on the phone or face to face. They can still use the phrases *You won't believe this, but ...*, *And the best thing is ...*, *(And) what's really exciting is ...*, as these expressions may be used in speaking as well as writing.

- c** Give students up to 20 minutes to write their emails. Monitor, and help if necessary.
- d** Students work with a partner who they haven't worked with so far in this stage of the lesson. They exchange their emails, compare their news, and assess each other's use of phrases which add information. To close the activity, nominate a few students to read aloud their response to their partner's email to the rest of the class.

Give students feedback on their written work, focusing on the structure of their emails and the way they used phrases which add information when telling their news.

+ ADDITIONAL MATERIAL

Workbook 2D

UNIT 2

Review and extension

1 GRAMMAR

- a**  Individually, students choose the best answers. Check answers as a class by asking different students to read aloud the questions.

Answers

- 1 did you want
- 2 have you been using
- 3 have you written
- 4 lost
- 5 have you known
- 6 Have you taken

- b** Individually, students complete the text. Check answers as a class.

Answers

- 1 Have you ever imagined
- 2 've/have always loved
- 3 've/have been playing
- 4 finished
- 5 worked
- 6 developed
- 7 've/have already gained
- 8 've/have been working

2 VOCABULARY

- a** Put students into pairs to complete the words. Check answers as a class by nominating a few students to read aloud the completed sentences.

Answers

- 1 employees
- 2 candidates
- 3 practical
- 4 problem-solving
- 5 career

- b** Students match the words with the definitions. Check answers as a class.

Answers

- 1 browser
- 2 username
- 3 app
- 4 icon
- 5 text message

FAST FINISHERS

Fast finishers can write down more definitions for technology-related vocabulary from the lesson, and use the definitions to test a partner.

3 WORDPOWER *look*

- a** Individually, students do the matching task. They then compare answers in pairs.

Answers

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

- b** Put students into pairs to match the phrases with the definitions. Then check answers as a class.

Answers

- 1 look for something/someone
- 2 look forward to something
- 3 look (something) up
- 4 look around (somewhere)
- 5 look + adjective
- 6 look out
- 7 look at someone/something

- c** Individually, students complete the sentences. They then compare answers in pairs.

Answers

- 1 looking at/to look at
- 2 looked around
- 3 looking for
- 4 look up
- 5 looking forward
- 6 look
- 7 look out

- d**  Put students into pairs to ask and answer the questions in 3c. Ask the class to share the most interesting things their partner talked about.

EXTRA ACTIVITY

In pairs, students write four sentences using *look* + particle, but leave a blank for the particles. They then switch with another pair and complete the blanks.

» Photocopiable activities: Wordpower 2

LOA TIP REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 3

RELATIONSHIPS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations, and exchange and convey information and opinions about family relationships and friendships
- talk about past events using narrative tenses
- talk about habits in the past
- tell stories and react to other people's stories
- use appropriate phrases for reacting to what people say
- write a short biography about someone they know

UNIT CONTENTS

G GRAMMAR

- Narrative tenses
- *used to, usually*

V VOCABULARY

- Relationships: *background, emotional support, friendship, get along well with, get to know, have in common, keep in touch, personality, relationship, relative, sense of humor, shared interests, stranger*
- Multi-word verbs: *bring someone up, cut something off, get together, get along with someone, grow apart, grow up, hang out with, mix things/people up, take after someone*
- Wordpower: *have an accident, have brothers/sisters, have brown hair, blue eyes, etc., have a bite to eat, have fun, have a look, have lunch, have no idea*

P PRONUNCIATION

- Linking sounds
- Sentence stress: multi-word verbs
- Stress in word groups

C COMMUNICATION SKILLS

- Talking about a friendship
- Talking about families
- Telling a story
- Using appropriate phrases for reacting to what people say
- Writing about someone's life

- a  Ask students to look at the photo and the title of the unit, *Relationships*. Put them into small groups, and give them a few minutes to discuss the questions. Elicit feedback from the whole class.
- b Elicit the meaning of *an old friend* (a friend you have known for a long time, not necessarily someone who is old). Also elicit the meaning of *close friend* (a friend who knows you very well and likes you a lot). Give students time to write down their answers.
- c  Put students into small groups to talk about the people they wrote about. Elicit feedback from the whole class.

EXTRA ACTIVITY

Write on the board: *A true friend is someone who ...*. Ask students to complete the sentence in their own words. They should then compare their sentences with their partner and discuss what they've written. Elicit sentences and find out whose definition the class thinks is the best and why.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Ask students to think about a trip they've recently been on with a friend. Write on the board: *Who, Where, When, Why, What*, and tell students to use these prompts to ask and answer questions about the trip with their partner. Nominate a few students to tell the class about their partner's trip. Ask how the trips might have been different with a family member instead of a friend.

SHE HAD MOVED THERE 20 YEARS EARLIER



OPTIONAL LEAD-IN

Books closed. Write the word *Friends* on the board with these phrases around it: *laugh, talk, watch sports, watch movies, watch TV, do sports, eat, listen to music, study, go on vacation, go shopping.*

Put students into pairs to ask and answer these questions: *Which of these things do you prefer doing with friends? Which ones do you prefer doing with family? Which ones do you prefer doing alone? Why?*

Nominate a few students to say whether their answers were similar to or very different from their partner's.

1 SPEAKING AND VOCABULARY

Relationships

- a** Ask students to write down the names of three people they know well. Then put them into pairs to ask and answer the questions. Elicit feedback from the whole class.
- b** Read the sentences aloud with students. Then give students five minutes to match the answers. They then compare answers in pairs. Check the answers as a whole class.

Answers

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



LANGUAGE NOTES

The schwa /ə/ sound appears in *common, stranger, relationship, get to know, support, relative, and sense of humor*. Help students to pronounce the words correctly by modeling the words for them to repeat after you. Point out that the schwa sound is common in prepositions.

- c** Give students time to complete the sentences with the words and phrases from 1b. Make sure they understand that there may be several possible answers. Then put them into pairs or small groups to discuss their ideas. Elicit feedback from the whole class.

Possible answers:

- get along (well) / have a good relationship / have a lot in common
- got to know
- come from the same background / have a lot in common
- friendship
- keep in touch

- d** Give students time to change the sentences in 1c so that they are true for them. Then put them in pairs to discuss their ideas. Elicit feedback from the whole class.

2 PRONUNCIATION Linking sounds

- a** **03.01** Tell students to read through the information in the box about linking. Play the recording for students to listen and notice the linking sounds in sentences 1–3.

At the end of this lesson, students will be able to:

- use a lexical set about relationships correctly
- link sounds in connected speech
- understand an article about a story of friendship
- understand and use narrative tenses to talk about past events
- talk about how a close friendship began

- b** Put students into pairs to identify where they think the linking sounds will be in the sentences. Elicit students' ideas, but don't check answers at this point.
- c** **03.02** Play the recording once or twice for students to listen and check their answers. Then put students into pairs to practice saying the sentences.

Answers

- I fell in love with my husband the moment I saw him.
- Kate lives in the United States, but we keep in touch online.
- My friends and I have a very silly sense of humor.
- I don't think a shared background is important.
- My relatives are all very close.

3 READING

- a** Ask students to look at the headline and the photos in the article. Elicit feedback from the whole class. Collate students' ideas on the board and leave them there for 3b. Don't say which suggestions are correct at this point.



VOCABULARY SUPPORT

retired (B2) – means someone has stopped working permanently, usually because of their age

- b** Give students five minutes to read the first part of the article to check their ideas.

Answers

- They're friends.
- They met while playing a word game online.
- They started chatting online and found out they got along well.
- They're at Rosalind's retirement village in Florida.



EXTRA ACTIVITY

Write these questions on the board and put students into pairs to answer them.

- What was Spencer's job* (rapper)
- Where did Spencer live? And Rosalind?* (New York, Florida)
- How do Spencer and Rosalind stay in contact now?* (on Facebook)

- c** Students discuss the answers to the questions in pairs before they read the article again. Give them time to answer the questions individually. Then check the answers as a whole class.

Answers

- His life got too busy, so he deleted the app. Later, he had more time so he began playing again.
- She is the mother of one of Spencer's friends. She arranged for Spencer and Rosalind to meet.
- They met for one day. It was a success because they got along well.
- The photos went viral, with over a million likes. Rosalind wasn't sure why it was such a big story; she didn't think there was anything unusual about their friendship.
- positive, open-minded, calm

- d  Give students time to read the questions, and then put them into small groups to discuss their ideas. Elicit feedback from the class.

FAST FINISHERS

Ask fast finishers to discuss any stories (including movies and books) they have heard that focus on friendships. Ask them to say what happened, who the friends were, and whether it was a happy or sad story.

4 GRAMMAR Narrative tenses

- a Individually, students underline the correct words. Check answers as a class.

Answers

- 1 first got
- 2 had moved
- 3 was looking
- 4 were telling
- 5 decided
- 6 went
- 7 had met

- b Use these two questions to check students' understanding of the past continuous and the past perfect.

Answers

- 1 past continuous, over a period of time
- 2 simple past, past perfect, before

- c In pairs, students find more examples. Elicit answers from the whole class.

Answers

Past continuous: was getting, were having, was telling, were flying
Past perfect: had been, had enjoyed, had become

LOA TIP CONCEPT CHECKING

- After looking at examples of the past continuous and past perfect, write the following sentences on the board to check students' understanding of why the different narrative tenses are used.
- Write: *We watched the movie, and then we went to a party.* Ask students which tense is used and why (the simple past, to talk about a sequence of events).
- Write: *I fell asleep while I was watching the movie.* Ask students which two tenses are used here, and why (the simple past and the past continuous, to talk about an event and the background situation around that event).
- Write: *I had read the book before I saw the movie.* Ask students which two tenses are used here, and why (the past perfect and the simple past, to say that one event happened before another event).

- d Individually, students complete the story. Check answers as a class.

Answers

- | | |
|---------------------|---------------|
| 1 met | 6 noticed |
| 2 was working | 7 was reading |
| 3 went | 8 started |
| 4 wasn't | 9 heard |
| 5 had just finished | 10 decided |

CAREFUL!

At this level, students often make mistakes with narrative tenses.

Instead of the simple past, students tend to use the simple present, past continuous, or past perfect, e.g., *We walked for a bit then we start to run* (Correct form = *then we **started***).

Where the past perfect is required, students may use the simple past, e.g., *The stores were busy because everyone came to buy new clothes* (Correct form = *because everyone **had come** ...*).

Instead of the past continuous, students may use the present continuous or the simple past, e.g., *We went to see what is happening* (Correct form = *what **was** happening*). Students may also have problems with subject/auxiliary agreement in the past continuous, e.g., *We was waiting for the bus* (Correct form = *We **were** waiting ...*).

- e  **03.03–03.05** Students read the information in Grammar Focus 3A on SB p. 148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students choose the appropriate narrative tenses. Tell students to go back to SB p. 34.

Answers (Grammar Focus 3A SB p. 149)

- | | | | |
|---|----------------------|--------------------|-----------------|
| a | 1 met | 7 offered | 13 was |
| | 2 was fixing | 8 became | 14 had injured |
| | 3 had fallen | 9 met | 15 started |
| | 4 was trying | 10 was | 16 were waiting |
| | 5 was walking | 11 had fallen | 17 arrived |
| | 6 saw | 12 had broken | 18 had become |
| b | 2 happened | 11 was lying | |
| | 3 was driving | 12 was crying | |
| | 4 saw | 13 Did you notice | |
| | 5 turned/was turning | 14 was | |
| | 6 fell | 15 had it come | |
| | 7 had pushed | 16 had fallen | |
| | 8 stopped | 17 had pushed | |
| | 9 jumped | 18 saved/had saved | |
| | 10 ran | | |

5 SPEAKING

- a Tell students they are going to prepare to tell the story of how a close friendship began. They can talk about one of their own friendships or a friendship between two other people they know. Give students time to make notes before they begin. Monitor, and help with vocabulary or any other support the students need.
- b  Put students into pairs or small groups to tell their stories. Monitor, and help without interrupting their fluency. Listen to their conversations, noting how well they are using narrative tenses and relationships vocabulary. Elicit feedback from the whole class.

ADDITIONAL MATERIAL

Workbook 3A

Photocopiable activities: Grammar 3A, Vocabulary 3A, Pronunciation 3A

OPTIONAL LEAD-IN

Books closed. Write *HABITS* on the board and then add these phrases around it: *wake up first, go to bed last, lock the door at night, take out the trash, do the dishes, cook dinner, watch TV.*

Tell students to think about their families or the people they live with at the moment. Who always does which activity? Who never does what? Give them a few minutes to talk in pairs or small groups. Then elicit feedback from the whole class on some of the habits of the people that students live with.

1 READING Family

- a** Use the photos to check students' understanding of *twins*. Put students into small groups to discuss the questions for around five minutes. Elicit feedback from the whole class.
- b** Read aloud the sentences in the quiz with students and check their understanding. Put students into pairs, and give them five minutes to choose if the sentences are true or false. Tell them not to look on p. 37. Elicit answers as a whole class. Then give students some time to check their answers on p. 37. Elicit feedback from the whole class on how many answers students got right, and whether any of the information surprised them.

Answers

1 T 2 F 3 T 4 F 5 T 6 T 7 F 8 T 9 T 10 T

- c** Give students a few minutes to quickly read the article and answer the questions. Check the answers as a whole class.

Answers

- 1 They like it.
- 2 yes

- d** Students read the article again and make notes to explain their answers. Check answers with the class.

Answers

- 1 Their mom dressed them in different clothes – they changed clothes to exchange classes and fool their teachers
- 2 They didn't talk much when they played – they knew what each other was thinking
- 3 Martina wore only black – Bianca wore flowered dresses and skirts
- 4 They didn't like to be compared – they never answered the questions honestly
- 5 Their parents didn't compare them or make them compete.

- e** Put students into pairs, and give them a few minutes to discuss the questions. Elicit answers from the whole class.

2 VOCABULARY Multi-word verbs

- a** Write the following sentence on the board: *I take after my dad a lot more. What's the multi-word verb in this sentence? What does it mean? (take after = be similar to an older member of your family).*

At the end of this lesson, students will be able to:

- understand a text about a set of twins
- understand a listening about two girls' childhood
- understand and use multi-word verbs correctly
- use *used to* and *usually* to talk about habits in the past and the present
- talk about a family tradition

Tell students that they are going to look at more multi-word verbs from the article. Put students into pairs to match the verbs with the meanings. Check answers as a class by reading out the meanings and asking a few students to say the sentence with the multi-word verb in it.

Answers

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

- b** Put students into pairs to read the five sentences and complete the rules. Then check answers as a class.

Answers

- 1 grow apart
- 2 cut off
- 3 take after

- c** **03.06 Pronunciation** Give students time to read the task, and then play the recording for students to decide which words are stressed.

Answers

- 1 up
- 2 along
- 3 neither one

Give students time to read through the rule about the pronunciation of multi-word verbs.

LOA TIP DRILLING

- Use this transformation drill with the class to give students some very controlled practice of using pronouns with multi-word verbs. Demonstrate how the drill works by saying this prompt: *I always mix up Jack and John. / them.* Then elicit the follow-up statement: *I always mix them up.*
I cut the corner off. / it
→ *I cut it off.*
They brought up my three brothers and me. / us
→ *They brought us up.*
Do you take after your mom? / her
→ *Do you take after her?*
I like hanging out with you and Anna. / you
→ *I like hanging out with you.*
- Repeat the drill two or three times until students can produce the target sentences confidently.

3 LISTENING

- a** Put students into small groups to discuss the questions. Elicit feedback from the whole class.
- b** **03.07** Play the recording for students to check the correct topics. Check answers as a class.

Answers

3, 4, and 5

Audioscript

- MARTINA** I remember in elementary school, Mom used to dress us in the same clothes.
- BIANCA** No, she didn't. We used to wear different clothes.
- M** So how did we exchange classes and fool the teachers?
- B** We used to change our clothes before class.
- M** Did we? I don't remember that. I thought our clothes were always the same.
- B** Anyway, I liked the fact that you were always there. I always had a friend – someone to talk to.
- M** Yeah, but we didn't use to talk that much.
- B** Yes, we did.
- M** No, no. We used to play together all the time, but we were quiet. Mom says so – she says it was like we knew what each other was thinking.
- B** That's very true! I mean, I usually know what you think about things.
- M** Well, yeah.
- B** Do you remember when we were in high school?
- M** Sure – I used to hate being asked the same question all the time: "Are you Bianca's twin?"
- B** That's when you started wearing black – only black, and nothing else.
- M** I looked good in black. And I remember what you used to wear.
- B** They were just dresses and skirts with flowers on them.
- M** Oh, yeah – and they were pretty bad.
- B** They weren't that bad. Anyway, I was trying to be different from you!
- M** But the thing that really annoyed me when we were growing up was when people tried to compare us.
- B** Right, like when they used to ask things like, "Are you the one who's a little slimmer?"
- M** Or "Are you the forgetful one?"
- B** I never used to answer those questions honestly.
- M** Me neither. And I usually felt that people wanted us to compete all the time.
- B** Yeah, especially with grades.
- M** Like my teacher would say, "Bianca's math grade is better than yours."
- B** And I'd get, "Martina wrote a very good essay – you could learn from her."
- M** But Mom and Dad never did that.
- B** No, never – they brought us up well.

VOCABULARY SUPPORT

fool (B2) – make someone believe something is true when it isn't

- c 03.07 Put students into pairs to discuss the information.

4 GRAMMAR *used to, usually*

- a 03.08 Play the recording for students to underline what the speakers say. Check answers as a class. You may wish to point out that in sentences 1 and 3, both options are correct, but *used to* adds more information about past situations.

Answers

- 1 used to wear 2 started 3 used to hate 4 usually 5 used to feel

CAREFUL!

Although students at this level sometimes omit the *d* in *used*, e.g., *I use to live there* (Correct form = *I used to live ...*), most errors with *used to* and *usually* relate to their meaning and use.

Students may be tempted to use *used to* when they should use the simple past or present perfect, e.g., *He used to drive to Madrid last week*. *I used to listen to music since I was a young child*. (Correct form = *He drove ... I've listened to ...*). They may also confuse *used to* with the simple present and *usually* to talk about present habits, e.g., *I used to go shopping on Saturdays with my friends* (Correct form = *I usually go shopping*).

Make sure students pronounce *used to* as /ju:stə/ (not /ju:zt tu:/).

- b Put students into pairs to complete the rules, then check answers as a class.

Answers

- 1 the simple past 2 used to 3 always, usually

- c 03.09 Students read the information in Grammar Focus 3B on SB p. 148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 37.

Answers (Grammar Focus 3B SB p. 149)

- | | | |
|-----------------------|-----------------------|------------------|
| a 2 lived | 6 used to enjoy | 10 went |
| 3 use to have | 7 live | 11 usually visit |
| 4 didn't use to go | 8 don't go | 12 used to be |
| 5 used to have | 9 don't live | |
| b 3 used to have | 7 used to spend | |
| 4 did you use to live | 8 Did you use to play | |
| 5 X | 9 X | |
| 6 didn't use to wear | 10 didn't use to be | |

EXTRA ACTIVITY

Write these activities on the board:

- go to restaurants
- watch TV
- wake up late
- go to the dentist
- go on vacation
- have a big breakfast

Put students into pairs to ask and answer questions with *How often do you ... ?* and *How often did you ... ?*

- d Tell students that they are going to prepare some sentences about past and present habits of their own families and families in their countries. Point out that this could be anything from simple daily or weekly habits, to less common events like parties and other celebrations. Students prepare their sentences individually. Monitor, and help as necessary.
- e Put students into pairs or small groups to discuss their answers. Elicit feedback from the whole class.

5 SPEAKING

- a Elicit the meaning of *tradition* (a custom or way of behaving that has existed for a long time in a group or society, e.g., national festivals, New Year, birthdays, etc.). Tell the class they are going to talk about *family traditions* – things that their family always or often does together.

Give students time to read through the questions and make notes. Monitor, and help as necessary.

- b Put students into pairs or small groups to talk together. Monitor, but don't interrupt fluency unless students make mistakes with *used to* or *usually*, or any multi-word verbs from the lesson. Elicit feedback from the whole class.

ADDITIONAL MATERIAL

Workbook 3B

Photocopiable activities: Grammar 3B, Vocabulary 3B

EVERYDAY ENGLISH

You won't believe
what I did!

OPTIONAL LEAD-IN

Books closed. Write these mistakes on the board:

- You send an email or text message to the wrong person.
- You put salt instead of sugar in someone's coffee.
- You arrive late for a job interview.
- You put the wrong kind of fuel in your car or motorcycle.
- You forget someone's name.
- You call someone by the wrong name.
- You fall asleep in class or during a test.

Ask students to consider which mistakes are important, and which ones don't matter much. Put them into pairs or small groups to compare opinions. Elicit answers from the whole class.

1 LISTENING

- a** Put students into pairs to discuss the questions about presents and shopping. Elicit answers from the whole class.
- b** Tell students to look at the photo and the words in the box. Put them into pairs to answer the question. Elicit students' ideas, but don't check answers at this point.
- c** Play Part 1 of the recording for students to check if their guesses were correct and what mistake Matt made.

Answers

Matt forgot to check the measurements.

Audioscript (Part 1)

- NARRATOR** Part 1
MATT Terrell!
- TERRELL** Hey, Matt!
- M** We're still meeting at 10, right?
- T** Yes, we are. We're in meeting room three, I think. I'll be there in a minute.
- M** What are you doing?
- T** I'm shopping for a car.
- M** Online? Are you planning to see it in person before you buy it?
- T** I am, but why do you ask?
- M** Well ... you won't believe what I did. It was so stupid!
- T** What?
- M** Remember I told you I wanted a desk for my home office? And I was going to buy one online?
- T** Yeah?
- M** Well, I found one. It looked perfect, exactly what I was looking for. It was a fantastic
- price, too. Way cheaper than in the store.
- T** Sounds good.
- M** Exactly, so I ordered it.
- T** Great!
- M** And it arrived on Saturday. But the funny thing is, it was really, really small.
- T** How small?
- M** It only came up to my knees!
- T** What?!
- M** It turned out I'd ordered a desk for a child.
- T** No way!
- M** Mm-hmm! I forgot to check the measurements on the website!
- T** Oh, man. Well, I'll definitely check the measurements of my car before I buy it.
- M** I don't know – you'd look good in a little toy sports car!

At the end of this lesson, students will be able to:

- understand informal conversations in which people tell stories about what happened to them
- use appropriate phrases for reacting to what people say
- use appropriate phrases when starting or finishing a story, or adding new information in a story
- identify the main stress in word groups
- tell a story about an interesting thing that happened recently

VOCABULARY SUPPORT

measure (B2) – to discover the exact size or amount of something, or to be of a particular size

measurement (B2) – the size, shape, etc. of something which you discover by measuring it

2 CONVERSATION SKILLS

Reacting to what people say

- a** Ask: *Why is it important to react to what people say?* (it shows you're interested and it keeps the conversation going).

Give students time to read the task, and then play Part 1 of the recording again. Put them into pairs to compare answers. Check answers as a class.

Answers

- 1 b
- 2 c
- 3 a
- 4 d

- b** In pairs, students do the matching task. Explain that one option is used twice. Check answers as a class.

Answers

- 1 a, c
- 2 d
- 3 b

- c** In pairs, students underline the ways to show surprise. Check answers as a class.

Answers

- Wow!
Really?

EXTRA ACTIVITY

Demonstrate to students how the voice moves more when we encourage the speaker to say more. Point out that there is a rising-falling intonation at the end of statements, and a rising intonation at the end of questions.

Sounds good. Great! What?

Now, show students that the voice moves in a similar way when we are showing surprise.

Wow! Really? No way!

Put students into pairs to practice saying the expressions.

- d Give students time to complete the sentences. Monitor, and help if necessary.
- e  In pairs, students say their sentences and react to each other. Encourage them to add a comment or question after reacting with one of the expressions, as in the example speech balloon. Elicit feedback from the whole class.

3 LISTENING

- a Ask: *What do you think Matt did when he discovered he'd ordered a desk for a child?* Write students' suggestions on the board.
- b  03.11 Play Part 2 of the recording for students to see what Matt did and whether he got a desk for his dad. Elicit the meaning of *refund* (your money back if something you've bought isn't right).

Answers

Matt called the company and they gave him a refund. Yes, he found another desk on a freecycling website.

Audioscript (Part 2)

TERRELL So, what did you do? **T** It's free?
MATT Well, I called the company to **M** Yeah, I think the owner doesn't explain, and luckily they agreed to give me a refund. have enough space for it, so he's just giving it away. All I have to do is go and pick it up.
T Really? That was nice of them. **T** Wow! That's good. And you're sure it's the right size this time?
M Yeah, it was. But anyway, I still had to find a desk. I was looking everywhere, but I couldn't find anything. In the end, my wife suggested I try one of those freecycling websites. **M** Ha-ha. Yeah, I double-checked the measurements this time.
T Freecycling? What's that? **T** I wish they gave away cars on this "freecycling" website of yours.
M It's where people get rid of stuff they don't want any more. I've never heard of it either. But there are a couple of websites for this area. I found the perfect desk straight away – and the best thing is, it's free. **M** Oh, but they do. Really! I saw a car or two on there yesterday.
T What?!

- c  03.11 Students read the sentences. Play Part 2 of the recording again. Check answers as a class. Ask the class to correct the false sentences. If you wish, give students information from the Culture Notes below.

Answers

- 1 F The company agreed to give him a refund.
- 2 T
- 3 T
- 4 F Terrell didn't know what freecycling was.
- 5 F Matt has to go and pick it up (collect it).

CULTURE NOTES

Freecycling is a service in which someone uses the Internet to advertise possessions they no longer need and that they want to pass on to other people who need them, for no money. Freecycling limits the amount of waste going to landfill, and also cuts down on the amount of new goods being manufactured. There are thousands of freecycling groups around the world listing items that are available in that area.

EXTRA ACTIVITY

Focus on the phrases *get rid of*, *double-check*, and *mix-up* by asking the following questions:

- *What do people use freecycling websites for?* (to get rid of stuff they don't want any more)
- *How does Matt know the new desk is the right size?* (He's double-checked the measurements.)
- *What's another word for "confusion" or "mistake" that Matt uses at the end of the conversation?* (mix-up)

- d  Students work in small groups to discuss the questions. Encourage them to react to what they hear. Nominate a few students to talk about their experiences to the class.

4 USEFUL LANGUAGE Telling a story

- a  03.12 Give students one minute to complete the sentences. Then play the recording for them to check. Check answers as a class.

Answers

2 funny 3 turned out 4 anyway 5 end 6 best

LANGUAGE NOTES

We often use the multi-word verb *turn out* in stories to mean "was discovered" or "was understood."

*I couldn't understand why Emma didn't say anything about my news. It **turned out** she'd never received my email. (I found out later that she hadn't received my email.)*

- b In pairs, students complete the sentences. Check answers as a class.

Answers

starting a story: You won't believe what (I did).
adding new information: The funny thing is, ... The best thing is, ...
finishing a story (or part of a story): It turned out that ..., In the end...

- c  Give students five minutes to prepare their stories individually. Then students work in small groups to tell each other their stories.

5 PRONUNCIATION

Stress in word groups

- a  03.13 Write this sentence on the board and read it aloud, marking the natural break between the word groups as you do so: *It turned out // I'd ordered a children's desk.*

Remind students that we pause between word groups to make a message clearer. Play the recording for students to mark where the speaker pauses. Check answers as a class.

Answers

- 1 The funny thing is, // it was really, really small.
- 2 In the end, // my wife suggested I try one of those // freecycling websites.
- 3 Well, // I called the company to explain, // and luckily // they agreed to give me a refund.

- b  **03.13** Ask students to read through the information in the box. Play the recording again for them to underline the stressed syllables.

Answers

- 1 The funny thing is, // it was really, really small.
- 2 In the end, // my wife suggested I try one of those // free cy cling we bs ites.
- 3 Well, // I cal led the company to ex plain, // and lu ck ily // they agreed to give me a re fund.

- c  **03.13** Play the recording again. Pause it after each sentence for the students to listen and repeat.

6 SPEAKING

- a Give students up to five minutes to prepare their stories. Monitor, and help as necessary.
- b  Students work in pairs and tell each other their stories. Put students into different pairs so they can tell their stories to someone else. Monitor, but don't interrupt fluency unless students make mistakes with stress in word groups or phrases to react to what they are hearing. Nominate a few pairs to tell their stories for the class.

LOA TIP MONITORING

As you monitor, listen for examples of good language to mention during feedback. Giving positive feedback is motivating for students. Try not to note these down with pen and paper while you're monitoring, as this can be distracting and sometimes worrying for students. If it's hard to remember what you're monitoring, return to note things down at your desk from time to time.

ADDITIONAL MATERIAL

Workbook 3C
Photocopiable activities: Pronunciation 3C
Unit Progress Test

SKILLS FOR WRITING

He wanted to see the world

OPTIONAL LEAD-IN

Books closed. Write this list on the board:

Important life events

– graduating from college/university

– marriage

– starting school

– learning to drive

– the birth of a younger brother/sister

– meeting your best friend

– going abroad for the first time

– having children

– moving house

Students work individually to decide which three events they think are the most life-changing and why.

Put students into small groups to compare their choices and explain their reasons. Encourage students to justify their answers as far as possible. Elicit feedback from the whole class.

1 SPEAKING AND LISTENING

- a** Put students into pairs to discuss the questions. Elicit feedback from the whole class. Ask: *Who knows more about their family history, you or your partner? How and when did you/your partner learn about it?*

- b** Give students time to read the question. Play the recording for students to listen and answer it.

Answer

They're talking about their grandparents.

Audioscript

BRYAN It's a shame we don't know much about our great-grandfather, isn't it? Mom used to love talking about him and Great-Grandma. She always used to tell so many interesting stories about them. But I have idea where or when they met.

SUSIE Yeah. Well, I know he was born in England.

B Who, Great-Grandpa? That's right. And he wanted to go out and see the world, didn't he? That's why he went to train as a chef – so he could get work on a ship.

S What kind of ship?

B A cruise ship. And that was before the war. Some time in the 1930s.

S Oh, right.

B He loved traveling, and working on a ship was the best way to see the world if you didn't have a lot of money back then.

S So, how did he meet Great-Grandma? She was a nurse, wasn't she? And how did they both end up in Canada?

B I ... I don't know. I guess we'll have to do some research!

- c** Tell the students to look at the black-and-white photos. Ask: *How do you think Bryan and Susie's great-grandparents met?*

Answer

They probably met on a ship they were working on.

At the end of this lesson, students will be able to:

- understand a person telling a story
- understand an email giving more information about a story
- use phrases for describing points or periods of time in a story
- write a biography of someone they know or know about

- d** Give students time to think and take notes about a family member who interests them. Point out that this person doesn't have to be someone who is still alive. Monitor, and help as necessary.
- e** Put students into pairs to talk about the family member they made notes about.

2 READING

LOA TIP ELICITING

Ask students to cover the email and the pictures on the next page. Elicit ideas about why Bryan and Susie's great-grandparents decided to live in Canada. Put their ideas on the board. When eliciting ideas like this, you can elicit directly from a strong group or indirectly (give students some thinking time in pairs first) from less confident class. Compare their ideas with the real story after reading.

- a** Students read Bryan's email to Susie and answer the question. In pairs, students discuss the answer. Check answers as a class. If you wish, give students information from the Culture Notes below.

Answers

When they visited Vancouver, they both liked the city.

CULTURE NOTES

Vancouver, on the west coast of Canada, is often listed as one of the world's most pleasant cities to live in. It is one of the country's largest cities, with a population of more than 675,000.

- b** Give students five minutes to read the email again and put the pictures on SB p. 41 in order. Students discuss the answers in pairs. Check answers as a class.

Answers

1 b 2 d 3 a 4 c 5 e

EXTRA ACTIVITY

Write these extra questions on the board and give the students five minutes to read the email again and find the answers.

- 1 *Where are their great-grandparents in picture b? (on a cruise ship going from England to Vancouver)*
- 2 *How long did their great-grandfather work on cruise ships? (for two years)*
- 3 *How did their great-grandmother feel before she started working at the hospital? (lonely)*
- 4 *Where did they get married? (in Canada)*
- 5 *Has Bryan been to the house in Vancouver where their grandparents lived? (Yes, he found it over the summer when he was on vacation.)*

3 WRITING SKILLS Describing time

- a Put students into pairs to look at the words in **bold**. Check the answer as a class.

Answer

They all describe a period of time.

- b Individually, students study the rules and choose the correct answers. They compare answers in pairs. Check answers as a class.

Answers

- 1 during
- 2 while
- 3 can't
- 4 Meanwhile
- 5 Over

LANGUAGE NOTES

We use *over* to mean *during* with time phrases like *the next few/the last few days/weeks/months/years/decades*:

*Technology has changed a lot **over** the last few decades.*

We can also use *over* with seasons (*the winter/spring/summer/fall*) or specific periods of time (*spring break*, etc.):

*I hope we can meet up a few times **over** spring break.*

We can't use *over* to mean *during* with, nouns like *movie* or *lesson*:

*Sally fell asleep **during** the movie. (NOT ~~Sally fell asleep over the movie.~~)*

- c Students work individually to choose the correct words. Check answers as a class.

Answers

- 1 from, until
- 2 during
- 3 over
- 4 while
- 5 for
- 6 Meanwhile

- d Students work individually to complete the sentences. Check answers as a class.

Answers

- 1 for
- 2 while
- 3 from
- 4 Meanwhile
- 5 until

- e Give students time to make notes about the details of four or five important events in their lives. Tell them to write complete sentences using expressions for describing time. Monitor, and help as necessary.

- f  Put students into pairs to read their sentences to each other. Monitor, and listen for correct usage of the target language from this lesson. Nominate a few pairs to perform their conversations for the class.

4 WRITING

- a Tell students that they going to write a biography of someone they know or know about. Give them time to plan their work using the questions in the book to guide them.
- b Give students up to 20 minutes to write the biography. Remind them to include words and expressions from the lesson for describing time. Monitor, and point out errors for students to self-correct.

FAST FINISHERS

Ask fast finishers to choose one key event from their biography and write two or three more details about it. Encourage them to be creative and use their imaginations to give surprising or interesting details. Check their work during the feedback session.

- c  Put students into pairs to read each other's work. Make sure they all think of a question to ask about the person their partner has written about. Give the class feedback on their written work, focusing on their use of expressions for describing time as well as their use of narrative tenses.

ADDITIONAL MATERIAL

Workbook 3D

UNIT 3

Review and extension

1 GRAMMAR

- a Individually, students do the exercise. Point out that more than one answer may be possible. They then compare in pairs. Check answers as a class.

Answers

- 1 got, was waiting, had planned
- 2 woke up, got a shock, had, had blown, had blocked/was blocking
- 3 showed, knew, had broken
- 4 sat/was sitting, realized, had worn, did not match; felt

EXTRA ACTIVITY

Ask students to think of a time they have been in a similar situation to any of those in 1a.

Give students time to think about how they will tell their stories, then put them into small groups to talk together.

When all the groups have finished, invite some students to say briefly which story was the funniest, most dramatic, etc.

- b Individually, students do the exercise. They then compare in pairs. Check answers as a class.

Answers

- 1 occasionally
- 2 gave
- 3 use
- 4 always wear
- 5 always used to walk
- 6 usually
- 7 use to
- 8 used to be

2 VOCABULARY

- a In pairs, students complete the words. Check answers as a class.

Answers

- 1 common
- 2 friendship
- 3 touch
- 4 background
- 5 along

- b Individually, students do the task. They then check answers in pairs.

Answers

- 2 cut, off
- 3 grow up
- 4 grew apart
- 5 hang out

3 WORDPOWER *have*

- a Write this blanked sentence on the board and ask what the missing verb is (*have*): *Charlotte and Megan used to ____ a lot of fights as teenagers.* Point out that *have* appears in a lot of everyday expressions. Give students five minutes to read the conversations and add the missing sentences. Check answers as a class.

Answers

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

- b Ask students to look at the chart. Remind them of an expression from earlier, *have a fight*, and ask them where it goes in the chart (under *experience*). Put students into pairs to complete the task. Check answers as a class.

Answers

eating/drinking	possession	experience	other phrases
have lunch	has three	had an	have no idea
have a bite to eat	brothers	accident	have a look
	have brown eyes and a beard		

EXTRA ACTIVITY

Remind the class how words which end in a consonant sound can link with words that begin with a vowel sound, for example *have_an_accident*. Put students into pairs to find other links in the expressions in the chart. Check answers as a class (*have_a bite to eat, have_a look*).

- c Individually, students complete the sentences. Check answers as a class by asking students to read out the questions. Make sure they are linking the expressions where appropriate (*had_a special meal, have_a look, had_an_accident, have_a good time, have_a go*).

Answers

- 1 have
- 2 had a
- 3 have a
- 4 have
- 5 had
- 6 have a

- d Put students into pairs to ask and answer the questions. Elicit feedback from the whole class.

FAST FINISHERS

Ask fast finishers to write two or three more questions using *have a/an* + a phrase from this section to ask the rest of the class during feedback.

Photocopiable activities: Wordpower 3

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 4

PERSONALITY

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations, and exchange information about people's abilities, feelings, and personality
- talk about talented people
- talk about introverts and extroverts
- use appropriate phrases to offer and ask for help
- write an informal online ad

UNIT CONTENTS

G GRAMMAR

- Modals and phrases of ability
- Articles

V VOCABULARY

- Ability: *ability, achievement, bright, confident at, determined, give up, intelligent, a positive attitude, success, successful, talented at*
- -ed/-ing adjectives: *amused, amusing, bored, boring, depressed, depressing, disappointed, disappointing, fascinated, fascinating, interested, interesting, relaxed, relaxing, satisfied, satisfying, terrified, terrifying*
- Personality adjectives: *active, lively, sensitive, shy, sociable, talkative*
- Wordpower: *so and such, and so on, or so, so far*

P PRONUNCIATION

- Stress in modal verbs
- Sound and spelling: final -ed in adjectives
- Intonation in question tags

G COMMUNICATION SKILLS

- Describing people and their abilities
- Describing feelings
- Using appropriate phrases to offer and ask for help
- Using question tags
- Writing an informal online ad

OPTIONAL LEAD-IN

Books closed. Write this blanked word on the board: _ E _ _ O _ A _ I _ _ . Ask students to take turns to guess the letters to find the title of the unit. Tell them that this is something we all have, but it is different for all of us. Give the class 10 chances to guess the word, and draw a tally mark every time they guess a wrong letter.

Put students into pairs, and ask them to tell their partners how their personalities have changed since they were children, or whether they have stayed the same. Ask them to give examples. Elicit feedback from the whole class, and find out who has changed the most since childhood.

GETTING STARTED

- a  Ask students to look at the photo and the title of the unit, *Personality*. Put students into small groups to discuss the questions. Elicit feedback from the whole class.

Suggested answers

- 1 shy, quiet, thoughtful, calm, peaceful
- 2 lively, funny, outgoing, noisy, confident

EXTRA ACTIVITY

Ask: *Do you think these children are like this all the time? Why? Why not? Do you think these two children's personalities will change much as they grow older? Why/Why not?*

Elicit feedback from the whole class.

- b  Put students into pairs to discuss the questions. Elicit feedback from the whole class on the most interesting people students talked about.

4A

I COULD SING VERY WELL WHEN I WAS YOUNGER

At the end of this lesson, students will be able to:

- use a lexical set related to ability correctly
- understand a radio show about talented people
- use modals and phrases of ability to talk about things they can and could do
- talk about personal success and what helped them be successful

OPTIONAL LEAD-IN

Books closed. Write this word snake on the board:

skiingcommunicatingwithpeoplemusiccomputingcookingridingabike

Ask two or three students to come up to the board to divide the wordsnake into words or phrases. Encourage the rest of the class to help them. Check answers as a class (skiing, communicating with people, music, computing, cooking, riding a bike).

Ask: *What are these things examples of?* (skills)

Put students into pairs and ask them to divide the skills into academic skills (connected with study and learning), life skills, and physical skills. Elicit feedback from the whole class. Suggested answers are below, but students may have different ideas:

academic skills: music, computing

life skills: communicating with people, cooking

physical skills: skiing, riding a bike

Ask the class to think of one or two more skills for each category.

1 VOCABULARY Ability

- Give students two minutes to write down what they think they are good at. Encourage them to think of reasons.
- Put students into pairs to talk about the things they are good at. Elicit feedback from the whole class.
- Ask students to look at the title of the article and the two photos. Ask: *Have you heard of Andrew Halliburton? What about Oprah Winfrey?*

Give students one minute to read the article quickly and answer the question. If you wish, you may share the information from the Culture Notes with students.

Answer

Oprah Winfrey became successful, but Andrew Halliburton didn't.

EXTRA ACTIVITY

Write these questions on the board. Ask students to read the article again and answer the questions.

- What subject is Andrew Halliburton good at?* (math)
- Why did he leave college early?* (He thought the course was too easy.)
- What did he do after college?* (He cleared tables in a fast-food restaurant.)
- What was his childhood like?* (His parents pushed him; he didn't spend enough time making friends; other children didn't like him because he was so smart – or at least that's what he thinks now.)
- What is Oprah Winfrey's most well-known job?* (She is a TV star.)
- What was her childhood like?* (Difficult; her family had no money; she did well at school.)
- Did she feel positive or negative about her future when she was young?* (positive)

CULTURE NOTES

IQ (intelligence quotient) tests measure people's cognitive ability. The average result is 100. A result over 130 is considered exceptional. Andrew Halliburton has an IQ of 145. Bill Gates and Quentin Tarantino are both reported to have IQs of 160.

- Students underline the correct words in the article. They then compare answers in pairs. Monitor to check that students are pronouncing the words correctly.

Answers

- talented
- gave up
- successful
- intelligent
- positive attitude
- determined
- success

- Put students into pairs to discuss the words and phrases. Check answers as a class.

Answers

- talented, ability, intelligent, bright
- confident, a positive attitude
- successful, achievement
- give up

LANGUAGE NOTE

We tend to use *have the ability to* for specific talents, e.g., *He has the ability to sing two notes at the same time*. For a normal singing ability, we would usually say *He can sing*, and for a very good singing ability *He is talented at singing*.

We can also use the expression *have an ability in* + noun, e.g., ... *bright kids who have a particular ability in math, music, or science*.

- Students work individually to complete the sentences. Check answers as a class.

Answers

- at
- at
- toward/about
- to
- about/in

- Give students time to complete the sentences. Point out that we use an *-ing* form of the verb after prepositions (e.g., *good at swimming*). However, we use *to* + infinitive after *need* (e.g., *you need to practice*). Monitor, and help as necessary.
- Put students into small groups to compare and discuss their sentences in 1g. Elicit feedback from the whole class on the most interesting things students talked about.

2 LISTENING



CULTURE NOTES

The listening compares two “early achievers” (Tsung Tsung and Lionel Messi) with two “late bloomers” (Vivienne Westwood and Andrea Bocelli).

- Tsung Tsung is a young classical pianist from Hong Kong who has now become famous in the U.S. and beyond.
- Lionel Messi is a soccer player from Argentina who plays for FC Barcelona and the Argentine national team.
- Vivienne Westwood is an unconventional fashion designer from Britain. In the 1970s, her style influenced the punk rock movement.
- Andrea Bocelli is an Italian singer. He is completely blind after losing his sight in a soccer accident when he was 12.

- a **04.01** Play the recording for students to listen and complete the chart. Check the answers as a class. If you wish, you may give students the information from the Culture Notes.

Answers

Name	What are they good at?	Did they always have this talent? Y/N	At what age did they become successful?
Tsung Tsung	playing the piano	Y	5
Lionel Messi	playing soccer	Y	20
Vivienne Westwood	fashion design	Y	30
Andrea Bocelli	singing	Y	41

Audioscript

PRESENTER That was Rimsky-Korsakov's *Flight of the Bumblebee*, a piece which was recently performed to a live audience on TV by a six-year-old boy called Tsung Tsung. Tsung Tsung could play the piano when he was three. When he was five, an Internet clip with him playing the piano made him famous. He said his dream was to be able to play like Mozart. Our question today is: Do we have to start young to succeed? We've all heard about kids like Tsung Tsung, bright kids who have a particular ability in, say, music, math, or science. But do they grow up to be successful adults? And if you're over 30 and you haven't achieved your goals yet, is it too late? Ed Bickley's been looking into it for us. Ed, what have you found out?

ED OK, well, clearly some talented children go on to do very well as adults. Take Lionel Messi. He started playing soccer on the street at the age of five. Soon, he was playing against much older boys – and they couldn't get the ball off him. He was so good that he was able to join the Barcelona junior team when he was 11, and he achieved international success at 20. Now he's one of the greatest players in the world!

P A real success story!

E Yes. But what's surprising is that most of these talented children when they grow up don't actually achieve much more than other adults. A recent study followed a group of talented children from 1974 until now. Less than 5% managed to become very successful adults.

P That does seem surprising.

E And now for the good news! If you haven't achieved your goals by the time you're 30, don't give up! Plenty of people have found success much later in life. British fashion designer Vivienne Westwood's first job was in teaching. She always wanted to be a designer, but her successful fashion career didn't begin until she was 30 when she started making clothes for a store in London called *Let it Rock*. Then there's Andrea Bocelli. He's been able to sing well since he was a child, but he didn't become a famous classical singer until he was 36.

At 41, his album became the most successful classical album by a solo artist of all time, with 5 million copies sold around the world.

P So to do well at something, we don't have to be good at it at a young age?

E That's right. In most cases, talent develops with experience. You need to practice, make mistakes, get frustrated, learn from your mistakes, practice more ... it's hard work. You need a lot of patience, a lot of determination. Confidence and a positive attitude help, too. Say to yourself, “I can do it!” And just maybe you will! And don't worry if your 10-year-old child can't play the piano. Maybe they'll be able to do it when they're a bit older.

P Ed, you've given us all hope! Thank you very much.

- b **04.01** Give students time to read through the sentences, and then play the recording again. Students compare answers in pairs. Check answers as a class.

Answers

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



EXTRA ACTIVITY

Ask: *Of the four people you've just heard about, whose story do you find most interesting? Why?*

Put students into small groups to discuss the question, and then elicit feedback from the whole class to get a general sense of how the students feel about the four people. You may wish to ask: *How do you think Tsung Tsung and Messi's careers will develop in the future?*

- c **...** Give students time to think about whether they agree or disagree with the statements and why. First, put students into pairs to discuss their opinions, and then put pairs with other pairs to form small groups to extend and develop the discussion. Elicit feedback from the whole class to find out whether students generally agree or disagree with each statement.

3 GRAMMAR

Modals and phrases of ability

- a Individually, students underline the words and phrases. Check answers as a class.

Answers

- be able to
- was able to
- managed to
- 's been able to
- can
- 'll be able to

- b Put students into pairs to complete the rules, and then check answers as a class.

Answers

- can
- could, was/were able to
- be able to
- will be able to
- manage to

- c **04.02** **Pronunciation** Give students time to read the first pronunciation task, and then play the recording. Make sure students can pronounce the unstressed *could* /kəd/ correctly. Get them to repeat the sentence a few times.

Answer

play

LOA TIP DRILLING

- Give students some controlled practice of the language with this substitution drill. For the first sentence, they listen and repeat. After that, they use the word you give them to change the sentence. Make sure students are stressing the sentences correctly.

I can swim. → *I can swim.*

she → *She can swim.*

could → *She could swim.*

he → *He could swim.*

couldn't → *He couldn't swim.*

swim to the island → *He couldn't swim to the island.*

was able to → *He was able to swim to the island.*

We → *We were able to swim to the island.*

managed to → *We managed to swim to the island.*

- Go over the drill once slowly, and then once or twice more at a faster pace until students are producing the sentences comfortably.

- d** **04.03** Play the recording for students to listen and decide which word is stressed the most. Ask students to repeat the sentence.

Answer

can

- e** Put students into pairs to discuss the pronunciation rules. Check answers as a class.

Answers

- don't usually
- usually

- f** Individually, students complete the sentences. They then compare answers in pairs. Check answers as a class.

Answers

- was able to / managed to
- managed to / were able to
- been able to
- could
- can't
- be able to

CAREFUL!

Students at this level make errors with the verb forms which follow these modals, e.g., *He can sang very well* or *He can to sing* (Correct form = *He can sing ...*), *They won't be able agree* (Correct form = *They won't be able to agree*).

However, most problems relate to meaning and use. Students don't use *be able to* enough when talking about an achievement on one occasion or future ability, e.g., *I could find his phone number, so I called him* (Correct form = *I was able to find ...*), *We'll can visit Sarah* (Correct form = *We'll be able to visit ...*). They overuse *be able to* when talking about general ability, e.g., *I can be able to cook Chinese food* (Correct form = *I can cook*). They may also confuse *could* and *can*, e.g., *He can walk when he was nine months old* (Correct form = *He could walk ...*).

- g** **04.04** Students read the information in Grammar Focus 4A on SB p. 150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 46.

Answers (Grammar Focus 4A SB p. 151)

- a**
- He's been able to swim
 - both
 - both
 - could, can't
 - be able to
 - be able to
 - not being able to
 - both
 - be able to
- b**
- to be able to
 - couldn't walk
 - was able to jump
 - didn't manage to
 - could all swim
 - was able to stand
 - managed to climb
 - needed to be able
 - can swim

- h** Give students five minutes to write notes on the topics. Monitor, and help as necessary.
- i** Put students into pairs to talk about the topics. Encourage students to listen carefully to each other, and to think of questions to ask at the end. Elicit feedback from the whole class.

4 SPEAKING

- a** Ask the class a few questions about the graduation photo: *What's just happened? How's he feeling?* Give students time to read through the topics and prepare what they are going to say. You may wish to give a short, personal example of your own as a model.
- b** Put students into small groups and make sure each student gets a chance to talk for a minute or so. Encourage students to listen carefully to each other and to think of questions to ask at the end. Monitor for correct usage of vocabulary to talk about ability and modals and phrases of ability. Elicit feedback from the whole class.

FAST FINISHERS

Ask fast finishers to discuss which of the points in 4a can help someone to learn English well and why. Check their ideas during class feedback. See if the rest of the class agree.

ADDITIONAL MATERIAL

Workbook 4A

Photocopiable activities: Grammar 4A, Vocabulary p 4A, Pronunciation 4A

4B

ARE YOU AN INTROVERT?

OPTIONAL LEAD-IN

Books closed. Ask students to stand up. Make sure two areas of the classroom have enough space for all the students to stand in, if necessary. Ask: *What do you like best – mornings or evenings?* Indicate a “morning” area of the class and an “evening” area of the class. Students have to make a quick decision and move to the appropriate area. They can briefly talk to the others there about why they like that option best. Ask the following questions:

Which do you like best:

... reading books or watching movies?

... staying in or going out?

... working alone or in a team?

... the city or the country?

... summer or winter?

... large or small parties?

If students can't move around the class, they work in small groups and write down their choices in secret before revealing them to the rest of the group and giving reasons for their choice.

1 SPEAKING AND READING

- Put students into pairs to discuss the questions. Elicit feedback from the whole class. Ask who thinks they are introvert and who thinks they are extrovert.
- Tell the class that they are going to do a quiz to find out if they are an introvert or an extrovert. Give students around five minutes to read and do the quiz. Once they've counted up their Yes answers, they go to SB p. 128 and read about their results.

Put students into small groups to compare their answers and tell each other whether or not they think the results describe them well.

FAST FINISHERS

Ask fast finishers to think of two more statements they could add to the quiz, one for an extrovert and one for an introvert. They can read their statements to the rest of the class during feedback and see which students would check *Yes* or *No*.

2 LISTENING

- Put students in pairs to discuss the questions. Elicit feedback from the whole class. Encourage students to justify their answers.
- Play the audio recording for students to listen and find out the number each person thinks they are on the scale. Check answers as a class.

Suggested answers

Kate: 2-3

Alex: 6

At the end of this lesson, students will be able to:

- use *-ed* and *-ing* adjectives to talk about things, people, and feelings
- understand an article about introverts
- use a lexical set of personality adjectives correctly
- use articles correctly
- talk about a time when they experienced strong feelings

Audioscript

KATE Well, my friends would probably say I'm an extrovert, because I'm pretty sociable. In social situations like a party or something I'm usually really outgoing, you know, talkative – and I like to have a lot of fun, and I usually joke around with people, and so on. I don't mind being on my own if it's not for too long, but after a time I start feeling bored – I definitely need people to talk to. But, on the other hand, I definitely have my introverted side too, you know. I think I'm basically a pretty shy person. I certainly worry a lot about what people think of me; maybe that's why I cover it up by talking a lot! And I'm really scared of speaking to an audience. I hate it if I have to give a presentation in class or give a speech; that makes me feel really nervous, feeling like everyone's looking at me. I don't like that.

ALEX Oh, I'm definitely an introvert. I'm definitely a little reserved with people I don't know well. I don't really give myself away much, except with very close friends – then I can sometimes be pretty lively and fun to be with ... people say I'm very good at telling jokes, actually! Um ... I don't enjoy parties much, I don't really know what to say to people. I'd much rather be doing something on my own, maybe reading a book or going for a long walk, or maybe just going out with a couple of friends. It probably sounds really boring – but I guess I'm basically a serious person, and I'm also pretty sensitive. I'd rather have an interesting conversation with someone, not just make small talk, and I guess maybe that puts people off sometimes.

- Play the recording again for students to listen and take notes about what Kate and Alex say. Allow them to compare their answers in pairs. Then check answers as a class.

Answers

Kate

- She enjoys them, has fun, and talks to people.
- She doesn't like being alone for too long.
- She worries about them.
- It makes her feel nervous.

Alex

- He doesn't enjoy them.
- He likes being alone (reading books, walking alone).
- He's good at telling jokes.
- He prefers serious conversations to small talk.

3 VOCABULARY Personality adjectives

- Individually, students complete the definitions. They then check in pairs.

Answers

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

- Put students into pairs to decide which adjectives could be used to describe each person. Check answers as a class.

Suggested answers:

Kate: sociable, outgoing, talkative, shy, lively

Alex: reserved, serious, sensitive

- c Students read the sentences, and decide which adjective describes each person. Then they compare their answers in pairs. You may wish to elicit the difference in meaning between *sensitive* (easily upset by the things people say or do) and *sensible* (based on or acting on good judgement and practical ideas). Check answers as a class.

Suggested answers

- | | |
|-----------------------|--------------------|
| 1 sensitive | 4 sociable, lively |
| 2 reserved, shy | 5 serious |
| 3 talkative, outgoing | |

 EXTRA ACTIVITY

Ask students to think of and write down the names of family and friends that the eight personality adjectives describe. Put students into pairs to talk about the people they listed, using the sentences in 3c as examples.

- d  Give students time to think about their answers, and then put them into pairs to share and discuss. Elicit feedback from the whole class.

4 READING

- a Put students into small groups to share what they know about the four famous people. Elicit feedback from the whole class.
- b Give students up to 10 minutes to read the article and check their ideas. Elicit feedback from the whole class. If you wish, you may share the information from the Culture Notes with the students.



CULTURE NOTES

Mahatma Gandhi helped to gain freedom for India, but he lived a peaceful life and avoided too much attention. He once said, "In a gentle way, you can shake the world."

Rosa Parks named her autobiography *Quiet Strength*. People described her as "timid and shy", but with "the courage of a lion."

Mark Zuckerberg became the world's youngest billionaire in 2008, four years after launching Facebook. He is quiet and thoughtful, and described by most people who know him as an introvert.

Angelina Jolie, an Oscar-winning actor, has visited more than 30 countries as part of her work for the UNHCR (United Nations High Commissioner for Refugees). She says she likes staying at home and describes herself as "not very social."

Vincent Van Gogh spent many hours painting alone. He is quoted as saying, "often whole days pass without my speaking to anyone."

Albert Einstein, who developed the Theory of Relativity, is quoted as saying "the monotony and solitude of a quiet life stimulates the creative mind."

- c Allow students time to read the questions, and then give them up to 10 minutes to read the article again and answer them. Tell students not to worry about the words in **bold** at this point. Put students into pairs to compare answers. Check answers as a class.

Answers

- valuing the qualities of extroverts (being active and lively, making quick decisions, and working well in a team or group) over the qualities of introverts
- by pushing together desks in classrooms and putting employees in shared offices so they can work in groups or teams
- Extroverts can communicate introverts' ideas to the world.

- d  Give students time to think about their answers, and then put them into small groups to discuss the questions. Elicit feedback from the whole class.

5 GRAMMAR Articles

- a Students do the task individually. They then compare answers in pairs. Check answers as a class.

Answers

- 1 an 2 Ø 3 a 4 Ø 5 a 6 the 7 the 8 the 9 Ø

- b Put students into pairs to complete the rules. Check answers as a class.

Answers

- 1 the
2 a/an
3 the
4 Ø



CAREFUL!

Errors with articles are very frequent at this level: students often mix them up, add them unnecessarily, or leave them out altogether.

They may use *the* or *a/an* where no article is needed, especially before time periods, e.g., ~~The last week~~, ~~I was ill~~ (Correct form = **Last week** ...) and noncount nouns, e.g., ~~We need a new software~~ (Correct form = **We need new software**). There is often confusion about nouns that have both count/specific meanings and noncount/general meanings, such as *school*, *life*, *work* and *time*, e.g., ~~When will she start the school?~~ (Correct form = **start school**).

Students may leave out *the* before *next*, *first*, and *last*, especially when talking about time, e.g., ~~We had a party on last day~~ (Correct form = ...on **the last day**). This is also true of the following words: **the movies**, **the country**, **the city**, **the same**, **the time**, **the park**.

Similarly, students often omit *a/an* after *have*, e.g., ~~If you have problem, call me!~~ (Correct form = **If you have a problem** ...). Also, before these words: **a very** (e.g., good idea), **a new** (e.g., key), **a good** (e.g., time), **a lot**, **a few**, **a big** (e.g., mistake), **a long** (e.g., time).

- c  **04.06** Students read the information in Grammar Focus 4B on SB p. 150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct articles in their answers. Tell students to go back to SB p. 49.

Answers (Grammar Focus 4B SB p. 151)

- a 2 Would you like an apple?
3 I want to buy a new shirt.
4 We had a good time at the beach.
5 They recently moved to the countryside.
6 I hope we have good weather today.
7 If you have a problem, call me.
8 I was in shock for a few days.
9 My brother is an engineer.
10 Please visit us if you have time.
- b 2 Ø 7 Ø 12 a 17 the 22 the
3 Ø 8 Ø 13 The 18 the 23 the
4 a 9 The 14 Ø 19 the 24 the
5 the 10 the 15 Ø 20 the 25 the
6 the 11 the 16 an 21 Ø 26 Ø

- d Give students up to ten minutes to write a paragraph individually. Monitor, and help with articles as needed.
- e In pairs, students read and check each other's work. Encourage them to comment on the content of their partner's writing so that they're not only focusing on the use of articles. Monitor, and point out errors for students to self-correct.

💡 EXTRA ACTIVITY

Books closed. Put students into teams. Say the quiz questions below. Teams write down the answers. Check answers as a class. Give one point for every correct answer and one point for every correct use of articles.

- 1 Which animals have black and white fur, and eat bamboo? (Ø Pandas)
- 2 In which sea or ocean are the Canary Islands? (the Atlantic Ocean)
- 3 How often is it 3 o'clock? (twice/two times a day)
- 4 Where is Manila? (the Philippines)
- 5 Who works in a clinic and looks after your teeth? (a dentist)
- 6 When you travel by taxi, who do you give the money to? (the driver)
- 7 Which river begins in the mountains north-west of Moscow and finishes in the Caspian Sea? (the Volga)
- 8 In what continent are Chad, Togo, and Malawi? (Ø Africa)

6 SPEAKING

- a Give students time to read the task and check their understanding. Give students up to 10 minutes to think about what they are going to say. Monitor, and help as needed.

🔄 LOA TIP ELICITING

Students sometimes need help to come up with ideas for a task like 6a. Before they work individually, spend a short time eliciting ideas from the whole class. Ask for examples of possible experiences for the different ideas in the box and possible feelings. Put some of these on the board to encourage less confident members of the group (or the less creative). Tell students that if they cannot think of a real example, they can invent one.

- b  Put students into small groups to talk about their experiences. Monitor, but don't interrupt fluency unless students make mistakes with articles and *-ing/-ed* adjectives.
- c  Ask each student to share about one person they talked about. Ask students to say which of the stories were the most interesting and why.

⊕ ADDITIONAL MATERIAL

Workbook 4B

Photocopiable activities: Grammar 4B, Vocabulary 4B, Pronunciation 4B

 OPTIONAL LEAD-IN

Books closed. Write *Help* on the board in a speech balloon, and put students into pairs or small groups to make a list of the kinds of help people can give and receive. After a few minutes, build up a list of ideas with the class. Write it on one side of the board so you can leave it there throughout the lesson. The list may look something like this:

- manual/physical work (e.g., lifting and carrying)
- jobs around the house (e.g., DIY)
- housework
- help with your studies
- technical help (e.g., with computers and other equipment)
- medical help (e.g., First Aid)
- emotional support
- advice about work

1 LISTENING

- a**  Put students into pairs or small groups to discuss the questions for a few minutes, and then elicit feedback from the whole class.
- b**  **04.07** Read the sentences aloud. Then play Part 1 of the audio recording for students to listen and underline the correct answers. Check answers as a class.

Answers

1 vacation 2 her website 3 as a hobby 4 take photos

Audioscript (Part 1)

- OLIVIA** Hi, Akiko, here's your croissant and coffee. What's that you're looking at? Oh, nice. Are those the photos from your vacation?
- AKIKO** Thank you. Yes. You haven't seen these photos yet, have you?
- O** No, I haven't. Oh, wow! That's a great photo. That's the hotel you stayed in, isn't it?
- A** Yes. And there's the beach. It was just a short walk from the hotel.
- O** Wow, these are really good.
- A** Thanks. I enjoyed taking them.
- O** They're amazing. Actually, can I ask a big favor? You know I'm making a new website for the bakery, don't you? Well, I need some photos for it – you know, of pastries and people sitting at tables eating them.
- A** Like me right now?
- O** Do you think you could take them?
- A** Hmm, I'm not sure. I'm not a professional photographer. It's just a hobby.
- O** But I really love your pictures. Will you do it?
- A** Well, if you're sure. OK! I'd love to.
- O** Great! How about tomorrow?
- A** Tomorrow? Uh, why not? But could I ask you a favor in return, Olivia?
- O** Yes, of course. Just name it.
- A** Could I have another croissant? These are amazing!

- c** Put students into pairs to discuss the questions. Elicit answers from the whole class.

Answers

Olivia needs some photos for her new bakery website. She loves Akiko's pictures.

At the end of this lesson, students will be able to:

- understand informal conversations in which people offer and ask for help
- use question tags correctly to check information
- use appropriate intonation in question tags
- use appropriate phrases to offer and ask for help
- maintain informal conversations in which they offer and ask for help

2 CONVERSATION SKILLS**Question tags**

- a**  **04.08** Give students time to read the task, and then play the recording for students to listen and match the question tags with the uses.

Answers

1 a 2 b

- b** Put students into pairs to complete the rules. Check answers as a class. Remind students that for simple past sentences when the main verb isn't *be*, the auxiliary is *did(n't)*.

Answers

1 b 2 a 3 d 4 c

- c** Students do the task individually. They then compare answers in pairs.

Answers

1 do you 3 haven't you 5 hasn't he
2 isn't it 4 wasn't it 6 did you

3 PRONUNCIATION**Intonation in question tags**

- a**  **04.09** Give students time to read the question. Play the recording for students to check the intonation.

Answer

The intonation goes down.

- b**  **04.10** Play the recording for students to check the intonation.

Answer

The intonation goes up.

 LOA TIP CONCEPT CHECKING

Check students' understanding of intonation in question tags. Tell them you're going to say some sentences with question tags, and that they have to tell you if you're checking something or asking a real question. Make sure you use falling intonation when checking and rising intonation when asking "real" questions.

You like swimming, don't you? (checking)

I saw you at the mall, didn't I? (question)

That man used to be an actor, didn't he? (question)

We're going to miss the bus, aren't we? (checking)

EXTRA ACTIVITY

Ask students to look again at questions 1 and 2 in 2c. Put students into pairs to read them both as if checking something they already think is true, with falling intonation.

They can then try reading sentences 3–6 as “real” questions, with rising intonation.

4 LISTENING

- a 04.11 Remind students that Olivia asked Akiko for a favor. Play Part 2 of the recording for students to choose the correct words. Check answers as a class.

Answers

1 has 2 don't agree

Audioscript (Part 2)

OLIVIA Thanks so much for agreeing to take these photos, Akiko.

AKIKO Happy to do it! Where should we start?

- o It would be nice to get some pictures of the cakes, wouldn't it?

A Absolutely.

- o Would you like me to put a slice on a plate? Or is a photo of the whole cake better?

A Let's do both. The cakes are decorated so beautifully, but everyone wants to see what's inside, don't they?

- o And I think it would be great to have some shots of people drinking coffee, don't you?

A That would be great. And then we need some pictures of you!

- o Really? You don't think that's too much, do you?

A Of course not. It's your bakery! Plus you look really good in photos.

- o Do I? We could take those last, couldn't we? So I can clean up a little? I have flour all over my hands from baking bread.

A I like the flour! Look at me – smile!

- o Wait, wait – I'm not ready! How's my hair – it's not too messy, is it?

A You look absolutely perfect – just like your cakes!

- b 04.11 Give students time to read the questions. Play Part 2 of the recording again. Allow students to check their answers in pairs. Then check answers as a class.

Answers

1 both
2 because she has flour on her hands
3 she thinks it looks perfect

- c Give students time to read through the topics and think about their ideas. Put students into small groups to tell their stories. Elicit feedback from the whole class.

5 USEFUL LANGUAGE

Offering and asking for help

- a 04.12 Give students time to read through the phrases, and then play the recording for them to complete the sentences.

Answers

1 think
2 do
3 ask
4 like

- b Put students into pairs to add the phrases to the chart. Check answers as a class, and then tell students to practice saying the complete phrases in pairs.

Answers

See 5c.

- c In pairs, students complete the chart.

Answers

Offers to help

Would you like me to ...?
Is there something I can do?
How can I help you?

Asking for help

Do you think you could ...?
Will you do it?
Could I ask you a favor ...?
Can you do something for me?
Can you give me a hand?

- d Students read the conversations, and complete them in pairs. Check answers as a class. Put students into pairs to practice reading out the conversations.

Answers

1 Would you like me to do anything? / Is there something I can do?
2 Can you give me a hand, Do you think you could
3 Could I ask you a favor? / Can you do something for me?,
Do you think you could

6 SPEAKING

- a Divide the class into pairs and assign A and B roles. Student As go to 6b. Student Bs go to SB p. 128 and read the instructions. Give students about five minutes to read their role cards and prepare what they're going to say in each conversation.
- b Students have their conversations. Monitor, but don't interrupt fluency. Listen for correct usage of phrases for asking for and offering help. Elicit feedback from the whole class.

FAST FINISHERS

Ask fast finishers to role-play another situation asking for help with something. They can think of the situation themselves, or you can give them an idea, e.g., your car is getting repaired and you'll need some lifts for two days. Ask them to repeat the role-play for the class during feedback.

ADDITIONAL MATERIAL

Workbook 4C

Unit Progress Test

SKILLS FOR WRITING

No experience needed

At the end of this lesson, students will be able to:

- understand people talking about websites they used
- understand online ads
- understand the style and language of informal ads
- write an informal online ad

OPTIONAL LEAD-IN

Books closed. Write *FOR SALE* and *WANTED* on the board and ask: *Where do you see these headings?* (written ads)

Discuss the following questions as a class:

- *What do people advertise for in “Wanted” ads?* (volunteers, furniture, companions)
- *Where do you see them?* (websites, magazines, newspapers, store windows, noticeboards)
- *Have you ever written one?*
- *Have you ever responded to one?*

Tell students they’ll be writing an informal ad at the end of the lesson.

BRAD I really needed to earn some money and I couldn’t get a full-time job. Someone told me about this website called *Short Work*, where people offer short-term jobs for a few days or a couple of weeks to people who like helping out with things or fixing things for people. I’m pretty good at things like that, and I know a little about electricity and plumbing. I found this ad for a family who had a large house and needed someone to do some basic work on it. So I went over and chatted to them, and they gave me the job. I think they could see that I was really serious about it, and I was determined to work hard. It was really good. I was only there for two weeks, but in that time, I managed to clear their garden, mend their garden fence, paint three rooms, and get their kitchen light working. So, not bad for two weeks’ work!

EXTRA ACTIVITY

Ask questions about the photos to help students predict what they will hear.

Photo a: Where do you think these people are climbing?

Photo b: How old are these children? Why do you think they’re here?

Photo c: Is this man working in his own garden or in someone else’s garden?

Elicit feedback from the whole class.

1 SPEAKING AND LISTENING

- a** Put students into small groups to discuss the questions. Elicit feedback from the whole class.
- b** **04.13** Tell the class they’re going to hear three people talking about a website they have used. Play the recording for students to decide the purpose of each website. Pre-teach *volunteer* (a person who does something, especially helping other people, willingly, and without being forced or paid to do it).

Answers

Travel Groups: to meet and make plans with people who want to travel to the same places as you
 Volunteer Community Project: to advertise volunteering jobs
 Short Work: to advertise and find temporary, short-term jobs

Audioscript

SHEENA Last year, I had some free time and some money to spend. I’d always wanted to go walking and climbing in the Himalayas, but I didn’t want to go on my own and none of my friends wanted to go. So I found a website called *Travel Groups*, where you can contact other people who want to go to the same places as you, and you can join up and go together as a group. Anyway, I found three other people to go with and we all met in Delhi in northern India and we traveled together. It worked out really well. I think websites like this are a good idea because a lot of people don’t want to travel on their own, and it works as long as everyone’s reasonably sociable. I’m very self-confident and I think I’m an extrovert, so I’m pretty good at getting on with people and making friends.

ALYA I had a few months off after college, so I looked on the Internet for volunteer work and found a really good website for last-minute volunteer jobs called the *Volunteer Community Project*. It was good because you can arrange things straight away and they pay your fares, and you get basic accommodation and food. You don’t earn money, but you don’t really spend much either. I went to London and worked there with young children from problem families. I didn’t have any experience, but that didn’t matter. They were just looking for someone who could get on with kids and understand what they need. I never realized it before, but actually it seems like I’ve got a natural talent for teaching children. So it was a really great experience and now I’ve decided to train as a school teacher.

- c** **04.13** Give students time to read through the topics. Play the recording again. Put students in pairs to compare their answers, and then check answers as a class.

Answers

- 1 She traveled with a group of people she’d found on a website.
- 2 She’s self-confident and an extrovert.
- 3 You don’t earn money when you volunteer.
- 4 She has a natural talent for teaching children.
- 5 He is good at fixing things. He knows a little about electricity and plumbing.
- 6 The family could see he was serious about the job and determined to work hard.

- d** Put students into pairs to discuss the question. Elicit feedback from the whole class.

2 READING

- a** Give students two minutes to look through the ads and complete the task. Check answers as a class.

Answers

Ad a: dates or times, money, traveling, types of people
 Ad b: dates or times, types of people, work
 Ad c: dates or times, money, types of people, work

VOCABULARY SUPPORT

domestic – (B2) belonging or relating to the home, house or family

duty – (B1) something you have to do because it is part of your job, or something that you feel is the right thing to do

plumbing – the work of connecting water and other pipes in a building

- b** Students read the ads again, and answer the questions. Put students into pairs to compare answers.

Answers

Ad a:

- 1 to North India and the Himalayas
- 2 one or two
- 3 male or female under 30, sociable and not too serious, reasonably fit, able to live cheaply

Ad b:

- 1 teaching, leading educational play groups
- 2 next month
- 3 positive and outgoing, good with young children

Ad c:

- 1 general work in the garden, painting, fixing electrical problems
- 2 none
- 3 two weeks

3 WRITING SKILLS

The language of ads

- a** Put students into pairs to match the sentences with the ads.

Answers

2 b, c 3 b 4 b, c 5 a, c 6 a

- b** Discuss the questions as a class.

Answers

a 1, 5, 6 b 2, 3, 4

- c** Individually, students identify the purpose of each section. Check answers as a class.

Answers

a 4 b 2 c 1 d 3

- d** Point out that these reduced expressions are useful in “wanted”/“looking for” ads because they communicate the advertiser’s requirements very clearly and simply.

Answers

- 1 No experience needed.
- 2 Climbing experience preferred.
- 3 Volunteer needed.
- 4 No qualifications required.

LANGUAGE NOTES

The expressions in 3d are reduced passive forms in which the verb *be* is omitted. They catch people’s attention without sounding too formal.

No experience is required. Climbing experience is preferred.

No qualifications are required.

In the case of 3, the article has also been omitted.

A volunteer is needed.

This kind of “telegraphic” (only using key words) style is often used in newspaper headlines. Reducing the number of words means larger lettering can be used: the overall effect is attention-grabbing.

- e** Put students into pairs to write sentences. Elicit feedback from the whole class.

Suggested answers

- 1 We have an urgent need for assistance.
- 2 You must have a driver’s license.
- 3 We prefer a male or female under the age of 40.
- 4 Your housing will be provided.

4 WRITING An informal online ad

- a** Tell students they are going to write an informal “wanted”/“looking for” ad. Put students into pairs and give them up to 15 minutes to choose a topic, discuss their ad, and plan it. Monitor, and help as necessary. Remind students to think about wording the ad so that it’s not too formal, and encourage them to include reduced expressions like *No experience required*. Then give a further 5–10 minutes to write the ad out in full. Even though they are working in pairs, each student should write out their own version of the final ad. Make sure they write their name on it.

LOA TIP MONITORING

As you may not get the opportunity to check the written work unless you take it in at the end of the lesson, use your monitoring time to point out errors and encourage self-correction at this stage. Focus on the points covered in the lesson, but also look out for basic grammatical, vocabulary, or punctuation mistakes, too.

- b** Students do a final check of their work using the two questions.
- c** When all the students have finished writing, they exchange their ads so that each student has a different ad to look at. Give students 10 minutes to write a reply to their new ads.

When everyone is ready, tell students to give their responses – along with the original ads – back to the ad writers. In pairs, students look at the two responses, and decide who they think sounds more suitable and why.

Give the class feedback on their written work, focusing on the level of formality they used in their ads and on how effectively they used reduced expressions.

FAST FINISHERS

Ask fast finishers to write another short reply to the same ad, but this time they should write it from the point of view of someone who is not suitable. They should give this back with their other reply to the ad writers.

ADDITIONAL MATERIAL

Workbook 4D

UNIT 4

Review and extension

1 GRAMMAR

- a** Put students into pairs to check the correct sentences. Check answers as a class.

Answers

1 a 2 both 3 both 4 b

- b** Individually, students underline the correct words. Check answers as a class.

Answers

1 a 2 Ø 3 Ø 4 The 5 Ø 6 the 7 an 8 Ø

- c**  Individually, students work to complete the questions. Check answers as a class. Put students into pairs to ask and answer the questions.

Answers

1 the 2 a, the 3 the 4 the 5 Ø 6 the 7 an

2 VOCABULARY

- a**  Individually, students choose the correct words. Check answers as a class. Give students time to think about which sentences are true for them, and then put them into pairs or small groups to compare their answers.

Answers

1 confident 2 successful 3 achieved 4 patient 5 talkative

- b** Individually, students complete the task. Check answers as a class.

Answers

1 good at 3 attitude about
2 confident, about 4 ability to

3 WORDPOWER *so and such*

- a** Individually, students do the matching task. Check answers as a class.

Answers

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

- b** Put students into pairs to complete the rules.

Answers

1 c 2 2, d 3 5, f

LANGUAGE NOTE

When we say *such a* or *such an*, the two words have a linking sound:

That was such_a good meal.

He's such_an interesting person.

When *so* is followed by a vowel sound, we often use a /w/ sound to link the words smoothly:

He's so_w interesting.

EXTRA ACTIVITY

Do this drill as a class to give controlled practice of *so* and *such* for emphasis. Encourage students to say the sentences with the stress on *so* and *such* and with a wide intonation range to express feeling.

She sings so well. / good singer → *She's such a good singer!*

He drives so badly. / bad driver → *He's such a bad driver!*

She eats so slowly. / slow eater → *She's such a slow eater!*

She's such a good singer! / so → *She sings so well.*

He's such a bad driver! / so → *He drives so badly.*

She's such a slow eater! / so → *She eats so slowly.*

- c** Individually, students match the meanings with the words. Check answers as a class.

Answers

1 so far 2 and so on 3 or so

- d** Individually, students complete the sentences. Check answers as a class.

Answers

1 so 3 so 5 so far 7 and so on
2 or so 4 such an 6 such 8 such a

- e**  Put students into pairs or small groups to think of different famous people to complete the descriptions. Elicit feedback from the whole class.

FAST FINISHERS

Ask fast finishers to write two more blanked descriptions for famous people, e.g.,

... acts so incredibly.

... is such a smart writer.

During feedback ask the class to complete the descriptions.

» Photocopiable activities: Wordpower 4

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 5

THE NATURAL WORLD

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about wildlife, the environment, and environmental issues, and exchange information and opinions
- talk about problems and solutions in relation to environmental issues
- talk about inventions and the natural world
- learn to give reasons, results, and examples
- use appropriate expressions for giving yourself time to think
- write a discussion essay

UNIT CONTENTS

G GRAMMAR

- Future forms (*will*, *be going to*, and the present continuous)
- Zero conditional and first conditional

V VOCABULARY

- Environmental issues: *climate change, conservation project, creature, damage, destroy, endangered, the environment, environmentally friendly, limit, local, natural, pollution, prevent, protect, recycle, save, species, survive, wildlife*
- The natural world (plants and animals): *branch, feather, fur, leaf, paws, petals, scales, skin, tail, web*; (geographical features): *bay, cave, coast, desert, lake, national park, ocean, rainforest, sea, stream, valley, waterfall*
- Wordpower: *be aware of a problem, cause a problem, face a problem, fix a problem, solve a problem, tackle a problem*

P PRONUNCIATION

- Sound and spelling: *a*
- Consonant clusters
- Voiced and unvoiced consonants

G COMMUNICATION SKILLS

- Talking about the future
- Talking about *if* and *when*
- Giving reasons, results, and examples
- Using appropriate phrases for giving yourself time to think
- Writing a discussion essay

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the anagram *HAKRS* on the board and tell students that this is an animal. Find out which student can solve the anagram the fastest (shark).

Put students into pairs, and ask them to write down as many other animals that live in the ocean as they can in three minutes. Stop them after three minutes and check the animals. If you are not sure whether the animal is found in the ocean, take a class vote and abide by the decision. Find out the pair with the most animals.

- a  Tell students to look at the photo and the title of the unit, *The natural world*. Give students time to think about the questions, and then put them into small groups to discuss their answers.
- b  Pre-teach *endangered* (animals or plants that may die out because so few still exist). Put students into pairs to discuss the questions. Elicit feedback from the whole class. If you wish, share the information in the Culture Notes with students.

CULTURE NOTES

This photo shows a Hammerhead shark. Hammerhead sharks live in warm tropical waters all over the world.

Although they are predators and are generally considered aggressive animals, they are not generally considered a risk to humans as they do not seek out human prey. Of course, if you scare them or make them feel at risk, they will probably hurt you in self-defense.

Hammerhead sharks have some unique characteristics, namely their wide-set eyes. These eyes help them to have wider vision than other sharks. The shape of their head is comparable to a mallet, which is how they got their name!

- c  Put students into small groups to discuss the questions. Elicit feedback from the whole class. Nominate a few students to talk about what they are doing about the environment or endangered animals.

EXTRA ACTIVITY

Ask students to write down five animals they think people probably will no longer see in the wild one hundred years from now. Students should then compare their lists with a partner and see if they agree. Ask for examples with reasons during feedback.

5A

PEOPLE WILL CARE MORE ABOUT THE ENVIRONMENT

At the end of this lesson, students will be able to:

- use a lexical set about the environment to talk about problems and solutions
- read and understand a text about a charity which supports environmental causes
- use future forms correctly
- make predictions about the future

OPTIONAL LEAD-IN

Books closed. Write these groups of words on the board:

- 1 *ape, butterfly, panda, fox* (They're all mammals except *butterfly*, which is an insect.)
- 2 *orchid, tree, camel, grass* (They're all plants except *camel*, which is an animal.)
- 3 *gorilla, snake, crocodile, turtle* (They're all reptiles except *gorilla*, which is a mammal.)
- 4 *duck, vulture, shark, penguin* (They're all birds except *shark*, which is a fish.)
- 5 *ant, bee, fly, lizard* (They're all insects except *lizard*, which is a reptile.)

Tell students to look at the groups, and decide which word is the odd one out in each. Check the meaning of all the words before students give their answers.

Students then compare answers in pairs. Check answers as a class.

1 VOCABULARY Environmental issues

- a** Tell students to look at the photo at the bottom of the page and ask: *What's the problem here? Why is it happening? What possible solutions are there?* Put students into pairs to do the matching task. Check answers as a class. You may wish to point out that the *n* in *environment* and *environmentally*, while not completely silent, isn't pronounced strongly.

Answers

- the environment
- prevent, protect, save, recycle
- damaged
- pollution, climate change
- conservation projects
- wildlife
- endangered
- environmentally friendly

- b** **05.01 Pronunciation** Read through the words in the box, and make sure students know what the vowel sound at the top of each column in the chart is. Put students into pairs to complete the chart. Encourage them to say the words aloud to each other. Play the recording for students to check their answers.

Answers

/eɪ/	/æ/	/ə/
change	glass	animals
conservation	damaged	climate
endangered	natural	
paper	plants	

- c** **05.01** Play the recording again for students to listen and repeat.
- d** Ask students to read the questions again and choose two that interest them. Put students into small groups to discuss their answers. Elicit answers from the whole class.

- e** **05.02** Students complete the exercises in Vocabulary Focus 5A on SB p. 135. Individually, students do Exercise a. In pairs, students complete Exercise b. Play the recording for students to check their answers. Monitor Exercise c. Put students into small groups to do Exercise d. Tell students to go back to SB p. 56.

Answers (Vocabulary Focus 5A SB p. 135)

- a**
- | | | | |
|-----------|-----------|-----------|--------------|
| 1 natural | 3 limit | 5 survive | 7 creature |
| 2 local | 4 species | 6 destroy | 8 endangered |
- b**
- | | | |
|--------------------|---------------------|---------|
| 1 endangered | 4 natural | 7 limit |
| 2 destroyed | 5 creatures/species | 8 local |
| 3 creature/species | 6 survive | |

2 READING

- a** Ask: *Has anyone heard of the Whitley Fund for Nature?* Give students two minutes to read the text and answer the questions. They then compare answers in pairs. Check answers as a class. If you wish, you may share the information in the Culture Notes.

Answers

- 1 They give money to environmental projects in different parts of the world.
- 2 They give up to \$50,000.
- 3 They can use it to expand their projects and become better known.

CULTURE NOTES

The Whitley Fund for Nature (WFN) has existed since 1994. Since then, it has awarded more than \$15 million to over 160 conservation projects in 70 different countries around the world.

The money is invested in conservationist project leaders who are passionate about their local environment. These are local people who want to build organizations that will balance the needs of the local community as well as the environment and its wildlife. There are Whitley Award winners in every continent, working to preserve all kinds of environments – from deserts, mountain ranges, caves, and rainforests to rivers, oceans, wetlands, and coral reefs.

- b** Students look at the photos on SB p. 57 and guess what the three projects are. Elicit suggestions from the class, but don't say if they're correct at this point.
- c** Divide the class into groups of three and assign texts a, b, and c. Give students up to 10 minutes to individually read their text and answer the comprehension questions. You may wish to put students into pairs or small groups with other students reading the same text if you think they will find the reading difficult. Tell them that they don't need to read the two other texts at this stage. Monitor, and help as necessary.

Answers

Text a

- 1 Ekwoke Enang Abwe works in the Ebo Forest in Cameroon.
- 2 He grew up in Cameroon so his love for chimpanzees began at an early age.
- 3 Eleven primates including the Nigeria-Cameroon chimpanzee and gorillas, and the Goliath frog.
- 4 Yes. His project encourages local communities to be proud of the forest's biodiversity, does biological research in the forest, and provides environmental and conservation education.
- 5 He hopes they will be able to create a safe future for the Ebo forest.

Text b

- 1 Alexander Blanco works in Brazil, Ecuador, and Venezuela.
- 2 He became interested after tagging his first eagle chick.
- 3 harpy eagles
- 4 Yes. His program develops protection strategies to help local people save the harpy eagles and the land around them.
- 5 He hopes to reduce deforestation and protect the places where harpy eagles nest.

Text c

- 1 Çağan Şekercioğlu works in different parts of Turkey.
- 2 He became interested as a teenager, when a wetland area where he had played as a child was destroyed.
- 3 birds and large animals like the wolf, brown bear, and Caucasian lynx
- 4 Yes. His work has included education programs for schools.
- 5 He hopes to stop the construction of a dam that could destroy an important wetland.

VOCABULARY SUPPORT

biodiversity – the number and types of plants and animals that exist in a particular area

dam – a wall built across a river that stops the river's flow and collects the water

FAST FINISHERS

Ask fast finishers to underline any unfamiliar vocabulary in the part of the article that they read. They should use the context to try to guess the meanings. Check this during feedback.

- d  Put students into groups of three with people who read the other two texts. Students discuss the questions by sharing what they have learned from their text. Elicit feedback from the whole class.

EXTRA ACTIVITY

Use these extra reading questions to exploit the reading text further. Write the questions on the board, and tell students to look through the whole article to find the answers.

- 1 *Why is the Nigeria-Cameroon chimpanzee amazing?* (It uses tools to catch fish and open fruit.)
- 2 *Why is the Goliath frog special?* (It's the largest frog in the world.)
- 3 *What different kinds of natural environments are there in Turkey, according to the article?* (Mediterranean forests, coastal mountains, wetlands.)
- 4 *What is a "Wildlife Corridor"?* (It's an area created in order to join environments together so that animals can move between them freely and safely.)

3 LISTENING

- a  **05.03** Ask students what they can see in the photos at the top of the page. Check that they know where Costa Rica is. Tell students they're going to listen to a conversation between Masha and her friend Phil. Give students time to read the question, and then play the recording. Check the answer as a class. If you wish, you may share the information in the Culture Notes.

Answer

Masha doesn't know much about the project, only that it's something to do with looking after turtles.

Audioscript

- PHIL** Are they environmentally friendly in Costa Rica? Do they protect their rainforests and animals?
- MASHA** Well, yes they do. The government is doing a lot, but it takes a long time for forests to recover if they've already been cut down. They'll probably grow back, but not immediately.
- P** Are you going to work in the rainforests?
- M** No, no I'm not. I'll be by the sea. I'm going to work on a project that takes care of turtles.
- P** Turtles? That's very cool. But how do you take care turtles? I mean, what do you do?
- M** Well, to be honest – I don't really know! Tomorrow I'm meeting someone who has worked on the project, and she's going to tell me about the kinds of things I'm going to do.
- P** So, who else works on the project? Just people from overseas or local people too?
- M** I'm not sure about that either. Maybe I'll work with local people as well.
- P** So, you're off to save the world. I think that's great.
- M** Don't know about saving the world. But I'll definitely be able to save some turtles! And I'm going to make the most of my time in Costa Rica and learn some Spanish, too.
- P** Let me know how things go.
- M** Sure. Actually, I'm going to keep a blog, so I'll write regular updates on the blog and you can follow that.
- P** Good idea. I'm sure you'll have a great time.
- M** Yeah, so am I.

CULTURE NOTES

Costa Rica, in Central America, has a population of about 4.5 million. One fifth of this country is covered by forest: both tropical dry forest and tropical rainforest. The country has over 2,000 different kinds of trees, 9,000 species of flowering plants, 200 species of reptiles, and many kinds of mammals and insects.

- b  **05.03** Give students time to read the sentences. Play the recording again. Check answers as a class.

Answers

1 T 2 T 3 F 4 F

4 GRAMMAR Future forms

- a Put students into pairs to match the verb forms with the uses. Check answers as a class.

Answers

1 b 2 d 3 a 4 c

LOA TIP MONITORING

Give sentence starters to the class and nominate different students to complete the sentence in their own words.

1 After class, I'm going to ...

2 On the weekend, I'll probably ...

3 Next class, we'll ...

4 On Saturday afternoon, I'm ...

CAREFUL!

Students at this level sometimes have difficulty using *will* for predictions correctly, e.g., *I think you enjoy/enjoying it* (Correct form = *I think you **will**/**'ll** enjoy it*). A common problem is *will be*, with students often using the simple present instead, e.g., *Tonight, there's food, drinks, music and dancing* (Correct form = *Tonight, there **'ll be** food, drink...*).

The most common error with *be going to* is to use *will* instead, e.g., *My parents will travel around the world next year* (Correct form = *My parents **are going to** travel ...*). Students also sometimes use the simple present or continuous where *be going to* would be more appropriate.

- b** Put students into pairs to do the task. Check answers as a class.

Answers

- | | |
|---------------------------|--------------------------|
| 1 a little sure, probably | 3 a little sure, Perhaps |
| 2 very sure, definitely | 4 very sure, sure |

LANGUAGE NOTE

I'm sure ..., *definitely*, and *probably* can be used with *be going to* for future predictions that we have some degree of certainty about. Highlight the position of *probably* and *definitely* (between *be* and *going to*):

- *I'm sure you're going to have a good time.*
- *We're definitely going to win!*
- *It's probably going to rain.*

- c** Give students a minute to read Masha's blog. Individually, students choose the best phrases. Check answers as a class. Ask: *Would you like to work on the same conservation project as Masha? Why/Why not?* and find out what different students think.

Answers

- 1 I'm going
- 2 I'm going to work
- 3 It will definitely be
- 4 I'm going to work
- 5 I'm probably going to have
- 6 I'll be
- 7 I'm leaving
- 8 I'll write
- 9 I'll be

- d** **05.04-05.06** Students read the information in Grammar Focus 5A on SB p. 150. Play the recording where indicated, and ask students to listen and repeat. Students then complete the exercises. Check answers

as a class, making sure students are using the most appropriate future forms. Tell students to go back to SB p. 58.

Answers (Grammar Focus 5A SB p. 151)

- | | | | | |
|--|--|-------------------------|--------------------|--------------------|
| a 1 I'll | 2 Can | 3 I'm going to | 4 I'll | 5 I'm going to |
| b 2 should we meet | 6 'm going to have/'ll have, I'll have | 3 Are you going to cook | 7 's going to talk | 4 'm going to (go) |
| 5 'll come | 8 will/'ll like | 2 'm going to try | 8 Should I pick | 3 'll be |
| 4 Should we say | 10 I'm going to be/'ll be | 5 'm taking | 11 'll call | 6 will you be |
| 7 will probably finish/is probably going to finish | | | | |

- e** Give students time to write predictions about their partner. Monitor, and help as necessary. You may wish to write some adverbs and expressions of time and place on the board for them to add to the end of their sentences, e.g., *soon, this week, in the next few years, in this country, in this town.*
- f** Put students into pairs to discuss their predictions. Ask students to make a note of how many of their partner's predictions they agree with. Elicit feedback from the whole class.

EXTRA ACTIVITY

Write this task on the board:

Work in pairs. Plan these things:

- *a meal*
- *a day out*
- *an evening out*

Put students into pairs and encourage them to use *Should we ...?*, *Should I ...?* and *I'll ...* as they make their plans. Monitor, and listen for correct usage of the target language from this lesson. Elicit feedback from the whole class.

5 SPEAKING

- a** Give students a few minutes to read and change the sentences where necessary. Encourage students to justify their answers as far as possible. They can note down the key words and phrases they will need to use for this. Monitor, and help as necessary.
- b** Put students into small groups to compare, discuss, and justify their views. Monitor, making sure they're asking each other questions and noting how well they are using the vocabulary from the lesson and future forms. Toward the end of the activity, remind them to think about the two questions: do they generally agree with each other and are they optimistic or pessimistic about the future? Elicit feedback from the whole class.

ADDITIONAL MATERIAL

Workbook 5A

Photocopiable activities: Grammar 5A, Vocabulary 5A, Pronunciation 5A

IF NATURE CAN DO IT, WE CAN COPY IT

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give them one minute to answer these questions:

*How many man-made things (objects and materials) can you see **outside** the classroom? Make a list.*

*How many natural things (objects and materials) can you see **inside** the classroom? Make a list.*

Put students into small groups to compare their lists.

1 LISTENING

- a** In pairs or small groups, students look at photos a and b, and discuss the questions. Elicit students' ideas, but don't check answers at this point.
- b** Pre-teach *inspire* (to give someone an idea for a book, film, product, etc.). Students read the TV guide extract. Check answers as a class.

Answers

- 1 Photo a shows a plant. Photo b shows Velcro.
- 2 Velcro is used for fixing two things together, e.g., a strap on a shoe.
- 3 The design of Velcro was inspired by the plant – in particular the system it uses to move its seeds.

EXTRA ACTIVITY

Write these questions on the board.

- 1 *When was Velcro invented?* (1948)
- 2 *Who invented it?* (George de Mestral, a Swiss engineer)
- 3 *How did the plant inspire him?* (He noticed how the seeds stuck to his dog's fur.)

Put students into pairs to ask and answer the questions. Elicit feedback from the whole class.

- c** Put students into pairs or small groups to do the matching task. Elicit students' ideas, but don't check answers at this point.
- d** **05.07** Play the recording for students to listen and check their ideas.

Answers

- 1 c 2 a 3 b

Audioscript

PRESENTER I visited biologist

Andrew Parker to find out more about how the natural world has inspired everyday objects. Andrew, hello! What's this little animal you've got here?

ANDREW It's a thorny dragon lizard from the Australian desert. As you can see, it's pretty small, about 20cm long. But it's an amazing animal. You see, what I'm really interested in is teach this little creature can teach us about collecting water.

P OK.

A So, as I said, this lizard lives in the desert in Australia. And, as you know, it's an incredibly dry place. But this lizard manages to live there very successfully. And we've discovered one of the reasons for this. If the lizard puts a foot somewhere wet – even just a tiny, tiny bit wet – its skin pulls the water up and over its whole body. When the water reaches the lizard's mouth, it drinks it.

At the end of this lesson, students will be able to:

- understand a conversation from a TV show about how things from the natural world inspired inventions
- use the zero and first conditional correctly
- use a lexical set about the natural world correctly
- understand an article about how animals adapt to their environments
- talk about the best place to experience the natural beauty of their country

P That's pretty amazing!

A Yes. On the lizard's skin, well, in fact, in the skin, we discovered there's like a system of very, very small pipes. So the skin collects the water and these pipes pull it toward the lizard's mouth.

P That sounds really efficient.

A Well, right, yeah. So, you see, we want to copy that system and use it in a device that collects water. If we're successful, the device will provide water for people who live in very dry environments.

P That's fantastic. And what other ideas have we taken from nature?

A Engineers are doing a lot with robots these days. For example, there's the rescue robot. It's just like a spider because it moves on eight legs. And it can move very quickly and make itself

very small. So these rescue robots will be able to help people who are stuck in small spaces, or who are trapped in buildings, for example, if there's an earthquake.

P So they'll be able to help save lives.

A Exactly. And then we're looking at seashells, which are very strong, but, at the same time, they're very light – they don't weigh much at all. Scientists have discovered that seashells are made of lots of tiny blocks that fit together, but this makes them really hard to break. The plan is to copy this material to make safety equipment such as gloves and helmets.

P So this material will protect people like a shell protects a turtle.

A That's right. And again, this could help save lives.

- e** **05.07** Give students time to read the summary, and then play the recording again. Check answers as a class.

Answers

- | | | | |
|-----------|-----------|----------|-------------|
| 1 skin | 3 dry | 5 rescue | 7 strong |
| 2 collect | 4 quickly | 6 small | 8 equipment |

- f** Individually, students answer the question.

- g** Put students into small groups to compare ideas and discuss the question. Elicit feedback from the whole class. Ask students if they know of any other man-made things inspired by the natural world.

2 GRAMMAR Present and future real conditionals

- a** Put students into pairs to complete the rules. Check answers as a class. Remind students that the *if*-clause can be the second part of the sentence. In that case, we don't use a comma to separate the clauses.

Answers

- 1 future real
- 2 present real

LOA TIP CONCEPT CHECKING

Write these two blanked sentences on the board, and ask students to complete them:

- If spiders _____ (need) to get into small spaces, they _____ (can) make themselves very small.
- If you _____ (try) to break a sea shell, you _____ (find) it very difficult.

Ask concept-checking questions to confirm understanding:

- If spiders need to get into small spaces, they can make themselves very small. Is this something that's generally true, or only a future possibility? (generally true, so we use the present real)
- If you try to break a seashell, you'll find it very difficult. Is this something that's generally true, or only a future possibility? (a future possibility, so we use the future real).

- b** Give students time to complete the rules. Check answers as a class.

Answers

- 1 if 2 when

CAREFUL!

The most common student error with the future real is to use *will* or the simple past instead of the simple present in the *if*-clause, e.g., *If I'll have enough money, I'll go there with my friends.* (Correct form = *If I have ...*).

Another area of difficulty for students at this level can be the confusion between *if* and *when*, e.g., *When you need to book accommodation, you can ask us* (Correct form = *If you need to book ...*) and *If the semester finishes, I'll have to take an exam* (Correct form = *When the semester finishes, ...*).

- c** Put students into pairs to complete the text. Check answers as a class.

Answers

- 1 attach 2 make 3 try 4 fall off 5 succeed 6 will save

Ask: *So, how might sharks have the answer to biofouling?* (Natural objects don't stick to a shark's skin, so scientists are trying to develop a paint for ships which is based on the design of a shark's skin.)

- d** ▶▶▶ 05.08–05.09 Students read the information in Grammar Focus 5B on SB p. 152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct conditional forms. Tell students to go back to SB p. 60.

Answers (Grammar Focus 5B SB p. 153)

- a** 2 S 3 S 4 D 5 S 6 D

- b** 1 eat 3 I'll send 5 go 7 won't speak 9 if
2 wakes up 4 won't 6 I'm 8 calls 10 come
c 2 don't want, 'll do 6 's, 'll try
3 won't make, starts 7 won't get, don't take
4 don't finish, won't have 8 aren't, 'll leave
5 feel call

- e** ... Give students time to prepare the sentences individually. Monitor, and help as necessary. Put students into pairs to compare their sentences. Elicit feedback from the whole class.

3 READING AND VOCABULARY

The natural world

- a** Elicit the meaning of *adapt* (to change something to fit different conditions or uses). Put students into pairs to discuss the photos on SB p. 61. Check answers as a class. You may wish to point out that the *p* is silent in *ptarmigan* /'tɑ:mɪɡən/.

Answers

- polar bear
birds (ptarmigans)
fish (flatfish)
flower (bee orchid)
butterfly
spider

- b** In pairs, students say which words can be seen in the photos. Check answers as a class.

Answers

- polar bear: fur, paws
bird: feathers, tail
fish: scales, skin, tail
flower: leaf, petals
butterfly: branch, leaf (these are not part of a butterfly, but part of a tree, which the butterfly in the photo has adapted to look like)
spider: web

EXTRA ACTIVITY

Books closed. Ask students these questions to check the vocabulary.

- 1 What grows out from the main part of a tree? (branches)
- 2 What is green and grows on a plant? (leaf)
- 3 What are the colored parts of a flower? (petals)
- 4 We have hands and feet – what do cats have? (paws)
- 5 What structure does a spider make? (a web)
- 6 What do fish have on their skin? (scales)
- 7 What do birds have on their skin? (feathers)
- 8 What do dogs have on their skin? (fur)

- c** Give students five minutes to complete the article. Check answers as a class. Point out that the plural of *leaf* is *leaves*.

Answers

- 1 skin 3 paws 5 tail 7 scales 9 branch
2 fur 4 feathers 6 petals 8 leaf 10 web

- d** ▶▶▶ 05.10 Pronunciation Write *branch* on the board, and ask students to try saying the word. Ask: *Is it difficult to pronounce? Why?* (It has a lot of consonants together.) Play the recording for students to listen and practice saying the words.

- e** ... Give students time to think about their answers, and then put them into small groups to discuss the questions. Elicit feedback from the whole class.

- f** ... Students can use bilingual dictionaries to check any unknown words. Do an example as a class to demonstrate the activity, and then put students into pairs to play the game.

FAST FINISHERS

Fast finishers can continue the game by describing other plants and animals to each other.

- g**  **05.11–05.12** Students complete the exercises in Vocabulary Focus 5B on SB p. 136. Play the recordings for students to check their answers to Exercise a and Exercise b.

For Exercise c, tell students to look at the photos. Ask: *What do all the photos have in common?* (They all show plants and animals that have adapted to their environment.) Put students into pairs to talk about the plants and animals and their environment. Elicit feedback from the whole class. Then, tell students to turn to SB p. 60.

Answers (Vocabulary Focus 5B SB p. 136)

- a** 1 waterfall 3 coast 5 rainforest 7 cave
2 valley 4 stream 6 desert 8 bay
b 1 national park 2 river 3 oceans 4 rainforest 5 lake

EXTRA ACTIVITY

Write these questions on the board:

- *What natural features do you have in your country?*
- *Which ones have you visited in the last few years?*
- *Which famous lake/waterfall/rainforest/river would you like to visit? Why?*

Put students into small groups to discuss the questions. Elicit feedback from the whole class.

4 SPEAKING

- a** Tell students that they are going to give a short informal talk about the best place to experience the natural beauty of their country, including the landscape and its natural features, the plants, and the animals. Give students up to 10 minutes to prepare what they're going to say. Monitor, and help as necessary.
- b**  In pairs, students prepare and practice real present and real future sentences to include in their talks.
- c**  Put pairs with other pairs to give their talks. Encourage the listeners to think of comments and questions. Monitor, and listen for correct usage of the target language from this lesson. Elicit feedback from the whole class.

ADDITIONAL MATERIAL

Workbook 5B

Photocopiable activities: Grammar 5B, Vocabulary 5B, Pronunciation 5B

EVERYDAY ENGLISH

Why did you decide to open your own business?

OPTIONAL LEAD-IN

Books closed. Divide the class into four or five groups, and give students two minutes to make a list of as many hobbies and interests as they can think of connected to these aspects of the natural world:

- animals, birds, and fish
- rivers, seas, and lakes
- hills and mountains
- flowers, trees, and plants

After two minutes, collate their answers by telling a student from each group to come to the board and write their list. Leave the list there for the first activity of the class.

1 LISTENING

- a** Establish with the class some general categories of hobbies, e.g., art, games, music, sports, outdoor activities, etc. Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class.
- b** Read aloud the questions. Point out that Christina owns her own store. She doesn't work for someone else. Put students into pairs to discuss the questions. Elicit feedback from the whole class.
- c** **05.13** Play Part 1 of the recording for students to see if Mara and Christina mention any of their ideas.

Audioscript (Part 1)

MARA Hi, Christina.

CHRISTINA Hi, Mara. What brings you here?

M Oh, I was just passing by. And there was something I wanted to ask you about.

C OK. Well, I was just getting ready to take the dog for a walk. Do you want to come with us?

M Sure! I love dogs.

C Great! This is Charlie. Just a second, let me get his leash on ...

M Good boy, Charlie. Can I walk him?

C Of course!

M He looks so beautiful.

C Oh, that's because of my husband. He spent the morning brushing and cleaning him up.

M Well, he did a great job.

C So, what did you want to talk to me about? Something about work?

M Well, about your work, actually.

C At my store? Sure, what do you want to know?

M I'm curious – why did you decide to open your own business? And why did you choose a clothing store?

C Those are good questions. My father was a tailor and my mother

was a dressmaker. As a result, I've always loved clothing, ever since I was a little girl. So opening a clothing store seemed like the natural thing for me to do. I think it's really important that you do something you enjoy.

M Yeah, it must be nice to have a job like yours – the freedom you have, and you can be creative, and be your own boss.

C You sound like you don't enjoy your job.

M No, not at the moment. Not for a while, actually.

C Really? What's wrong with it?

M Oh, a lot of things. For instance, all I seem to do is deal with other people's problems, like issues with their pay or vacation days. And I hate being stuck inside an office all day, staring at the clock.

C That does sound depressing!

M I wish I had a job where I could be outside, work at my own pace, and be free!

C Such as?

M I'm not sure. I guess that's the problem. Any ideas?

At the end of this lesson, students will be able to:

- understand informal conversations in which people talk about decisions they have made
- use appropriate phrases for talking about reasons, results, and examples
- give themselves time to think in conversations
- pronounce voiced and unvoiced consonants
- maintain informal conversations based around decisions

- d** **05.13** Play Part 1 of the audio recording again. Put students into pairs to discuss the answers. Check answers as a class.

Answers

- 1 walk, dog 2 tailor, dressmaker 3 boss 4 problems 5 office

2 USEFUL LANGUAGE

Reasons, results, and examples

- a** Individually, students complete the sentences. Elicit students' ideas, but don't check answers at this point.
- b** **05.14** Play the recording for students to listen and check their answers.

Answers

- 1 because of
2 For instance, like
3 Such as

- c** Put students into pairs to complete the chart. Check answers as a class.

Answers

Giving reasons	Giving results	Giving examples
because	as a result	for instance
due to	so	like
since		for example
because of		such as

LANGUAGE NOTES

These words and phrases are followed by different forms:

- *because, since, so, as a result* + clause:
I went home early since/as/because there was nothing else to do at work.
I didn't have lunch so I'm really hungry. I didn't have lunch. As a result, I'm really hungry.
- *due to, because of, such as, like* + noun:
It's quiet in the office because of/due to/thanks to the management meeting.
There are lots of things we need to think about, such as/like the food and the music.
- *for example, for instance* + noun/clause (both are possible):
You need to eat more citrus fruit, for example/for instance, oranges, lemons, grapefruit ...
You should exercise more. For example/For instance you could play tennis or go jogging.

EXTRA ACTIVITY

Put students into pairs. Ask them to write down the beginnings of four sentences finishing with a word or phrase from the box. Give them an example, e.g., *I missed my train home from work yesterday. As a result ...* They should switch sentences with another pair for them to complete. If you have a confident group, they can write the sentences individually and ask their partner to finish them. Check some examples during feedback.

- d Individually, students choose the correct words/phrases. Check answers as a class.

Answers

- 1 for example
- 2 like
- 3 because of
- 4 so
- 5 such as

3 LISTENING

- a Put students into pairs to look at the three photos and decide what jobs they show. Elicit feedback from the whole class.
- b 05.15 Play Part 2 of the recording for students to check their answers.

Answers

- a a server b babysitter c dishwasher

Audioscript (Part 2)

CHRISTINA What other kinds of jobs have you had?

MARA Let me see. Before this job in finance, I was a server. But that was back in college. During high school I had a lot of jobs. For example, I was a babysitter – and a dishwasher at a restaurant. I worked in a pet store once, too.

c That's why you like dogs so much!

m Exactly.

c Charlie really likes you, too.

m He's a great dog.

c Since you like dogs so much, how about becoming a professional dog walker? You're really good at this!

m You mean owning my own business, like you?

c Sure. I could help you figure out how to get things started.

m I like that idea. What do you think, Charlie?

c Look at that tail wagging! I think he likes that idea, too.

- c Discuss the questions as a class.

Answers

- 1 Christina suggests Mara become a professional dog walker because she's so good at it.
- 2 Mara likes the idea.

- d Put students into small groups to discuss the question. Elicit feedback from the whole class.

4 CONVERSATION SKILLS

Giving yourself time to think

- a 05.16 Give students time to read the task, and then play the recording for students to complete the sentence. Tell students that Mara says this because she's giving herself time to think.

Answer

let me see

- b Individually, students complete the exchanges.

Answers

- 1 Let
- 2 sure
- 3 That's
- 4 Just
- 5 Well

- c Put students into pairs to ask and answer the questions. Monitor, and listen to their conversations, noticing how well they're using phrases to give themselves time to think.

FAST FINISHERS

Ask fast finishers to write more *Wh*-questions to ask other students. Encourage them to write the kind of questions that their partner might need time to think about. Put them into pairs to ask and answer the questions.

5 PRONUNCIATION

Voiced and unvoiced consonants

LANGUAGE NOTE

Many voiced consonants have an unvoiced "partner":

/b/ and /p/

/g/ and /k/

/d/ and /t/

/v/ and /f/, etc.

The focus in this lesson is on the voiced consonant /b/ and unvoiced consonant /p/.

- a 05.17 Give students time to read the task, and then play the recording for students to hear the sounds.

- b In pairs, students do the task and complete the rules. Check answers as a class.

Answers

- 1 /b/
- 2 /p/

- c 05.18 Give students time to look at the pairs of words, then play the recording for students to decide which words they hear. Check answers as a class by playing the audio again and pausing it after each word. Write the correct answers on the board.

Answers

- 1 bay
- 2 pie
- 3 bear
- 4 rope
- 5 pride

- d 05.19 Play the recording for students to practice saying the pairs of words in 5c.

Answers

The /b/ sounds are voiced; the /p/ sounds are not voiced.

LOA TIP DRILLING

Repetition drills can help pronunciation a lot because the more we repeat something, the more it becomes a pattern that we remember. Write the pairs of words on the board and model each pair for the class to repeat. To vary the drill, sometimes nominate an individual student to repeat the word. Students can then repeat the drill in pairs with one student pointing at a word for their partner to say:

lap/lab, plank/blank, park/bark, pump/bump, tap/tab

6 SPEAKING

»» Divide the class into pairs and assign A and B roles. Tell Student Bs to turn to SB p. 128. Give students around five minutes to read their role cards and prepare what they're going to say in each conversation. They will need to use their imagination to answer the questions about their situation, and they also need to prepare some questions to ask each other. Encourage them to think about what reasons, results, and examples they can include. Monitor, and help as necessary.

Put them into pairs to have their conversations. Monitor, and listen for correct usage of the target language from this lesson.

+ ADDITIONAL MATERIAL

Workbook 5C

Unit Progress Test

5D

SKILLS FOR WRITING

Taking care of our oceans

OPTIONAL LEAD-IN

Books closed. Write this word snake on the board:

shorebucketfloattowelwetsuitmarinenet

Tell students there are seven words in the word snake connected with the topic of water. Ask: *Can you find the seven words?*

After a minute, invite one or two students to the board to circle the words (shore, bucket, float, towel, wetsuit, marine, net).

Make sure students understand what all the words mean by telling them to turn to SB p. 64 and asking these questions:

- Which of the words can you see in the photos? (shore, wetsuit)
- Which word means “connected with the sea”? (marine)
- What can you dry yourself with? (a towel)
- What do you carry water in? (a bucket)
- What do people use to catch fish? (a net)
- What's the opposite of “float”? (sink)

1 SPEAKING AND LISTENING

- a »» Put students into small groups to discuss the question. If they need some ideas to get them going, ask: *Where do they live? How many different kinds of whales can you name? How big are they? What dangers do they face? How do they breathe? How do they communicate?*
- b »» In pairs, students do the quiz and check on SB p. 127.

At the end of this lesson, students will be able to:

- understand a live news report
- understand an essay about pollution
- organize an essay correctly
- use phrases for signposting an essay correctly
- write a discussion essay on an environmental issue

- c ▶ 05.20 Pre-teach *to come ashore* (arrive on land after being in or on the water). Students look at the photo of people on a beach. Ask: *What are they doing?* (helping whales who have come ashore and can't swim away). Play the recording for students to listen and answer the questions.

Answers

- 1 one
- 2 in a group
- 3 The whale floated when the tide came in and swam back out to sea.

Audioscript

LIZ I'm on my way to Lane Cove, where between 20 and 30 whales have come ashore and can't get back out to sea again. When I get to Lane Cove, I'm meeting Sam Collins from the Marine Life Service. I'm going to help Sam and a team of local people try to save these whales. OK, I've just arrived and talked to Sam. It's pretty cold, so I think I'll change into my wetsuit before going onto the beach to work with other people who've come here to help these whales. So far about 50 people have showed up and more are coming. If more people come, we'll have a chance of succeeding. So, I'm on the beach in a team of four people and we're taking care of just one poor whale. Sam says it's a female, and what we've done is we've covered her with wet towels, and we're pouring buckets of water over her to keep her cool. We have to be careful where we put the towels. If we cover her blowhole, she won't be able to breathe. Sam says our whale's in good condition, and he thinks she'll survive. The tide's coming in soon.

I'm going to help dig up sand around the whale to make a hole. When the water comes in, it'll fill up the hole. Better get going ...
Yes! Success! The tide came in, our whale floated again. There were about five of us. We pushed and pushed and she fought back a little, then she took off. What a great feeling! She's swimming back out to sea. I think she's going to be OK.

- d** **05.20** Pre-teach *tide* (the rise and fall of the sea that happens twice a day). Play the recording again for students to listen and complete the sentences. Check answers as a class.

Answers

1 Life 2 cold 3 wet 4 cool 5 cover 6 hole 7 push

EXTRA ACTIVITY

Ask: *Do you know what other dangers whales face?* Put students into pairs to discuss the question. Elicit feedback from the whole class. Possible ideas include the following:

- getting caught in the fishing nets of fishermen who are catching other kinds of fish (this is the biggest threat not only to whales but also to dolphins).
- whaling (people catching whales for their meat and oil).
- water or noise pollution (ships and underwater equipment create noises which interfere with the communication between whales).
- climate change is making the seas and oceans warmer; as a result, some of the species of fish that whales eat are dying out.

2 READING

- a** Students look at the essay quickly. Give students one minute to find the answer to the question. Check the answer as a class. To expand on this answer, ask: *How does Tomas, the writer, suggest we can do this?* (We should remember to take our trash away with us when we have been near water.)

Answer

All of us.

- b** Give students five minutes to read the essay again and complete the task. Check answers as a class.

Answers

1 T 2 F 3 T 4 T 5 F

- c** Discuss the question as a class.

3 WRITING SKILLS Organizing an essay; signposting language

- a** Put students into pairs to answer the question, and then check the answer as a class.

Answer

1

- b** Point out that we use signposting phrases to make the structure of an essay clear to the reader. Put students into pairs to answer the questions, and then check the answers as a class. Elicit the phrase that introduces the final paragraph (*in conclusion*). Remind students that they can use *Firstly, ...* as well as *First of all, ...* to introduce the first topic.

Answers

1 paragraph 2 It introduces a new topic. 3 Secondly; Finally

- c** Individually, students answer the questions. They then compare answers in pairs.

Answers

- 1 the reader
- 2 people in general
- 3 Tomas uses *you* to communicate directly with the reader. He uses *we* to try to suggest that most people will think like this.
- 4 I would say that

4 WRITING

- a** Tell students they are going to write an essay on an environmental issue. They can choose a topic from the box or their own idea.

If you think students need help generating ideas for their essays, put them into pairs or small groups to discuss some of the topics in the box, and see which they feel most strongly and have most ideas about.

Monitor, and help as necessary. Make sure they have made notes on each of the five paragraphs before they begin writing.

- b** Put students into pairs to compare their ideas.
- c** Allow up to 20 minutes for students to write their essays. Monitor, and point out errors for students to self-correct.

FAST FINISHERS

Fast finishers can look again at the topics in the box and write down three main points for each one. This will prepare them for when they read other students' essays at the next stage.

LOA PREPARE FOR SUCCESS!

Ask students to write down some information about the natural world that they have learned in this unit. These should be things that they didn't know about before studying the unit. They should then compare the information they have written down in pairs. Check ideas during feedback, and ask which is the most important piece of information they think they've learned and why.

- d** When all the students have finished, tell them to read each other's essays (at least three, if possible) and think about whether they agree or disagree with the other students' opinions.

Give the class feedback on their written work, focusing on the structure of their essays, the signposting phrases they used and how they communicated with the reader in the introduction and conclusion.

ADDITIONAL MATERIAL

Workbook 5D

UNIT 5

Review and extension

1 GRAMMAR

- a** Put students into pairs to choose the correct words. Check answers as a class.

Answers

- 1 touch
- 2 going to build
- 3 Should
- 4 will die out
- 5 don't
- 6 unless

- b** Individually, students complete the sentences. Check answers as a class.

Answers

- 1 'm not doing / 'm not going to do
- 2 Will you carry on / Are you going to continue, finish
- 3 's going to snow / 'll snow
- 4 is, will rain

FAST FINISHERS

Put fast finishers in pairs to talk about their plans for the rest of the day, the rest of the week, next weekend, and the rest of the year.

EXTRA ACTIVITY

Tell students to look again at sentence 4: *If the sky is red in the morning, it will rain later.* Ask: *Do people say this in your country? Do you think it's true?*

Ask students if they know any other predictions like this which are based on signs in the natural world. Make sure they use present real and future real sentences. If you know any, share them with the class, too.

2 VOCABULARY

- a** Individually, students choose the correct options. Check answers as a class.

Answers

- 1 stream
- 2 rainforest
- 3 cave
- 4 branch
- 5 scales
- 6 paws

- b** In pairs, students complete the words. Check answers as a class.

Answers

- 1 wildlife
- 2 endangered species
- 3 recycle
- 4 climate
- 5 damages
- 6 cut down

FAST FINISHERS

Ask fast finishers to look at the photos on SB p. 57 and name as many things as they can using vocabulary from the unit.

3 WORDPOWER *problem*

- a** Put students into pairs to talk about what's happening in each picture. Give them time to do the matching task, and then check answers as a class.

Answers

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

- b** Individually, students replace the words in **bold** with a form of the verbs in the box. Check answers as a class.

Answers

- 1 are aware of
- 2 facing
- 3 fixing/solving
- 4 causes
- 5 tackle
- 6 solve/fix

- c** Give students time to think about whether they agree or disagree with the sentences, then put them into pairs to discuss their opinions. Elicit feedback from the whole class.

» Photocopiable activities: Wordpower 5

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 6

DIFFERENT CULTURES

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations, and exchange information about different cultures and what it's like to experience different cultures
- talk about jobs they would like to do or think are difficult
- talk about food and preparing food
- learn to ask for and give recommendations
- use appropriate phrases to express surprise
- write a review of a restaurant, café, or venue with music

UNIT CONTENTS

G GRAMMAR

- Modals of obligation
- Comparatives and superlatives

V VOCABULARY

- Compound nouns: *air conditioner, bus driver, culture shock, bike lane, firefighter, forest fires, living conditions, pedestrian crossing, rush hour, traffic jam, traffic lights, workplace*
- Describing food: *bitter, cooked, creamy, crunchy, dried, fresh, heavy, hot, light, raw, rich, sour, spicy, sweet, tasty*
- Food preparation verbs: *add, chop, fry, heat up, mash, mix, serve, squeeze, stir*
- Wordpower: *go = disappear, go = lead to, go = match (e.g., it goes with your eyes), go = change (e.g., go gray), go well/badly, go wrong*

P PRONUNCIATION

- Word stress: compound nouns
- Sound and spelling: /ʃ/ and /tʃ/
- Sounding interested

G COMMUNICATION SKILLS

- Talking about advice and rules
- Describing food
- Asking for and giving recommendations
- Using appropriate phrases to express surprise
- Writing a review of a restaurant, café, or venue with music

- a  Students look at the photo and the title of the unit, *Different cultures*. Put students into pairs or small groups to discuss the questions for a few minutes, guessing as much as they can about the people in the photo. Elicit feedback from the whole class.

Although there are no right or wrong answers to these questions, use the discussion to bring out the themes which run through this unit (of experiencing different cultures by spending time in other countries). If you wish, read the information in the Culture Notes to students.

CULTURE NOTES

The photograph shows two Intha fisherman fishing on Inle Lake in Myanmar. Intha fisherman are known for their unique traditional fishing methods, which include rowing their boats by standing on the edge of the boat and wrapping the oar around the other leg.

- b  Students discuss the questions in pairs or small groups. Elicit feedback from the whole class.

EXTRA ACTIVITY

Ask students to tell their partners which country's culture they would like to learn more about and why. Ask for ideas during feedback.

GETTING STARTED

OPTIONAL LEAD-IN

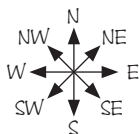
Books closed. Tell students about a traditional custom (e.g., food, festival, job, music, etc.) from your country. Describe what it is, what it involves, who it involves, and what you think about it. Then put students into pairs. If you have a class made up of different nationalities, ask them to tell their partner about a traditional custom from their country. If you have a class from the same country, ask them to choose a traditional custom and describe it to their partner without giving the name for their partner to guess. Elicit feedback from the whole class, and ask the class to vote on what sounds like the most interesting festival.

YOU SHOULD WEAR GOOD WALKING SHOES

OPTIONAL LEAD-IN

Books closed. Ask students what comes to mind when they think about the “culture” of a different country (e.g., food, language, music, religion, and other beliefs, clothing, etc.).

Draw a simple compass in the middle of the board with the abbreviated compass points marked on it.



Elicit eight places (countries, regions, or cities, near or far) that are in eight different directions from where you all are right now. Write the place names on the board at the relevant points on the compass.

Put students into small groups and ask them to talk about which (if any) of the places on the board they have visited. Ask: *What do you know about the culture in those places? Is it similar to or very different from your culture?* Students discuss the questions. Elicit feedback from the whole class.

1 SPEAKING AND READING

- a** Put students into small groups to discuss the questions for a few minutes. During the feedback stage, choose five or six of the most common differences that they mention, and write them on the board.
- b** Read the instructions, and ask students to share their ideas about what information *CultureMee* gives. Go over the list, and check students' understanding.

Students then quickly read *Culture Shock? There's an App to Deal With That*, and decide which things the app provides. Give students one or two minutes to do this before comparing their answers in pairs. Elicit feedback from the whole class.

VOCABULARY SUPPORT

straightforward (B2) – easy to understand

conventional (B2) – traditional and ordinary

- c** Give students time to read the article again, and decide if the sentences are true or false. Allow them to compare their answers in pairs. Check answers as a class.

Answers

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

- d** Go over the words in bold and their possible meanings. Ask students to locate the first word in the text, and read aloud the sentence (... *it not only gives you straightforward travel advice, but it also provides insights into the culture of the country you're visiting.*) Elicit the meaning of “insights” in this sentence (clear understanding of something). Give students time to locate each word in the text and use the words around it to decide on the meaning. Students can do this in pairs. Check answers as a class.

Answers

1 a 2 b 3 b 4 b 5 a 6 a 7 a 8 b

At the end of this lesson, students will be able to:

- talk about jobs they would like to do or think are difficult
- recognize and form compound nouns
- understand a conversation about a documentary
- use a lexical set of multi-word verbs correctly
- use modals of obligation
- give advice on living or working in a different country

2 VOCABULARY Compound nouns

- a** Give students one minute to read the rules about compound nouns. Students then underline the compound nouns in the article and check answers in pairs. Elicit feedback from the whole class, writing the compound nouns on the board.

Answers

culture shock, travel apps, guidebooks, homestay, swimming pool, windsurfing, seafood, taxi driver, cell phone

LANGUAGE NOTE

A compound noun is a single item, composed of two parts. It can be difficult to decide whether two words are an adjective + noun phrase or a compound noun. Usually, a compound noun cannot be interrupted by other items, e.g., *new country* is not a compound noun because it could be interrupted (*a new and interesting country*). Similarly, *working environment* can be interrupted (*working and living environment*).

We usually (but not always) stress the first word in compound nouns and the second word in adjective + noun phrases. Compare *a greenhouse* (compound noun = a glass building for growing plants in) and *a green house* (adjective + noun = a house painted green).

- b** **06.01 Pronunciation** Play the recording for students to listen and check. Then put students into pairs to practice saying the compound nouns.

Answer

We usually stress the first word in the compound noun.

- c** Put students into pairs to complete the exercise. Check answers as a class.

Answers

1 tour 3 shop 5 pack 7 shoes
2 screen 4 baseball 6 book 8 insect

- d** Give students two minutes to complete the text. They then compare answers in pairs.

Answers

1 tour guide 3 sunscreen 5 insect repellent 7 backpack
2 guidebook 4 baseball cap 6 walking shoes 8 souvenir shop

- e** Put students into pairs. Tell Student A to turn to p. 130 and Student B to p. 132. Tell them to take turns listening to their partner's definitions and finding the correct words in the box. Tell students to turn to SB p. 69.

Answers

Student A, p. 130 #2:

1 street map 3 bottle opener 5 sleeping bag
2 window seat 4 passport control

Student B, p. 132 #1:

1 boarding pass 3 air conditioner 5 dishwasher
2 campground 4 sightseeing tour

3 LISTENING

- a  Ask students to look at the photos and read the captions. Give them a few minutes to discuss the question. Elicit feedback from the whole class.
- b  **06.02** Play the recording for students to check the things that are mentioned.

Answers

Kim: being on time
Will: talking to people, making eye contact
Daniel: children, going to bed
Getting up early is not mentioned.

Audioscript

KIM Well, I've been living in Ecuador now for a long time, and my friends here always say that there's real time and then there's Ecuadorian time, and I think it's true in a way – there is Ecuadorian time, and it moves a bit more slowly. So if a meeting starts at 10 o'clock, you don't have to be there at 10:00. You can come maybe fifteen or twenty minutes later, and that's fine. Or if people invite you for a party at 7:00, you definitely shouldn't arrive at 7:00 'cause you'll be too early and no one will be there. You should arrive maybe half an hour or even an hour later. Some friends of mine here are from North America, and they grew up with the idea that you always have to be punctual – so they sometimes find it pretty difficult when people don't show up on time. But I really like it; it's so much more relaxed, and I think people have more time for each other, and that's really important. The funny thing is that because I'm from Canada and people know that Canadians are supposed to be punctual, they expect me to come on time and they always say, "You must not be late, you must come on time" – even though they're often late themselves. We always laugh about that.

WILL I remember when I was working in Nigeria, there were a few things I had to get used to. Like for example, if you're talking to someone you don't know well, you shouldn't look right at them or look them in the eye; instead you look down slightly. When I was first there I found that really strange. I thought, "Well, don't people like me or what?" But in fact it's a sign that you respect the other person, so I had to get used to that. Actually, it's the opposite from the U.S. In the U.S., you should definitely look the other person in the eye when you talk – people think that shows you're honest, but in West Africa people think that seems aggressive, and it's polite to look away slightly. But I have to say, I never really got used to it. I always wanted people to look at me... that's my culture, I guess!

DANIEL I've been in the U.S. for a couple of years now so everything seems pretty normal to me, but one thing I still find a little strange is attitudes toward children, especially bedtimes. Like if you're getting together in the evening and there are adults and children, at a certain time, maybe 7:00 or 8:00, all the children have to go to bed and after that it's just adults. And for me that seems really strange, because in Brazil children can usually stay up as long as they want if there's a party going on or a family get-together, you know, they don't have to go to bed at a fixed time. If they feel tired, they can just lie down for a bit. My American friends tell me it's important, that kids have to sleep because they have school the next day and so on, and I do get that. I can see it's very sensible, and their children probably learn better, but I think children should join in the life of the family – and it's a pity if they can't be part of it, you know? That seems more important to me.

- c  **06.02** Play the recording again for students to take notes about the topics in the chart. They then compare answers in pairs.

Answers

Country	Cultural difference	Example(s)	Comments they make about it
Ecuador	different sense of time	Meetings start late; you should go to a dinner party 30 minutes late or more	she enjoys it, it's more relaxed
Nigeria	making eye contact	People look down when they speak to you	polite, shows respect; he found it difficult
U.S.	children go to bed early	At a family party - children go to bed at 7:00 or 8:00	children should be part of family life

- d  Put students into small groups to discuss the questions. Elicit feedback from the whole class.

4 GRAMMAR Modals of obligation

- a Give students a few minutes to complete the interviews with the words in the box. Allow them to check their answers in pairs.
- b  **06.03** Play the audio recording for students to listen and check their answers. Check answers as a class.

Answers

- 1 don't have to, can
- 2 must not, must
- 3 shouldn't
- 4 should
- 5 have to
- 6 can, don't have to
- 7 should, can't

CAREFUL!

Students are likely to make a number of errors of form and use with modals of obligation.

Problems with form include using the wrong verb form after a modal, e.g., ~~I must to go~~ (Correct form = *I must go*). With *have to*, students may also contract the structure inappropriately, e.g., ~~I've to go to the doctor~~ (Correct form = *I have to go ...*). They also make mistakes with word order, e.g., ~~We have also to wear a uniform~~ (Correct form = *We also have to wear ...*). You may also like to point out to students that the contracted form *mustn't* isn't used in American English, although it is common in British English. Instead, *must not* should be used.

The difference between *must not* and *don't have to* can also be difficult for students at this level, e.g., ~~You don't have to eat too many sweets. They're bad for you.~~ (Correct form = *You must not eat ...*), and ~~I must not go to the store. There's enough milk~~ (Correct form = *I don't have to go ...*).

- c  **06.04–06.06** Students read the information in Grammar Focus 6A on SB p. 154. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 70.

Answers (Grammar Focus 6A SB p. 155)

- a**
- 2 needed to
 - 3 Does (Alex) have to
 - 4 must not
 - 5 didn't have to
 - 6 must
 - 7 have to /need to
 - 8 must not
- b**
- 2 don't have to pay
 - 3 shouldn't leave
 - 4 can't use
 - 5 can/should only use
- d** Give students up to five minutes to think about rules associated with travel and transportation in their country and to complete the sentences. Monitor, and help as necessary.
- If your class is multi-national, put students from different countries in groups to compare their answers. Elicit feedback from the whole class.
- e** Give students up to 10 minutes to prepare some advice and rules. Monitor, and help with vocabulary as necessary.
- f**  Put students into pairs or small groups to discuss their tips. They should listen to each other's rules carefully and then discuss questions 1–3. Elicit feedback from the whole class, and ask a student from each group to read out one or two rules connected with safety and one or two rules about being polite to people. Encourage a full class discussion about the most important rules.

5 SPEAKING

- a** Tell students to imagine they can work or study anywhere they want to in the world. It could be in a different part of their own country, or in a foreign country far away. Give students time to write notes on the topics. Monitor, and help students with any language they need.
- b**  Put students into pairs to tell each other about where they would like to go and why, and to give each other advice. Monitor, and check that students are using modals of obligation appropriately. Nominate a few pairs to perform their conversations for the class.

LOA TIP MONITORING

When students are having a paired discussion like this, it can be easy for a more dominant student to do most of the talking. As you monitor, try to redress the balance if possible by gesturing to the quieter speaker to make a contribution or by asking him/her directly, e.g., *What else should your partner think about? What sort of clothes should he/she take?*

ADDITIONAL MATERIAL

Workbook 6A

Photocopiable activities: Grammar 6A, Vocabulary 6A, Pronunciation 6A

6B

IT'S TASTIER THAN I EXPECTED

OPTIONAL LEAD-IN

Books closed. Ask students to think of the different kinds of food and drink they have had so far today. Tell them to write the names of the ingredients, rather than just the dish, e.g., *hamburger* = beef, onions, lettuce, bread, etc. They then compare lists with a partner and create a combined list of their words. Elicit a few examples and write them on the board. Check the spelling, pronunciation, and form of the words.

1 VOCABULARY Describing food

- a** Ask students to look at the five photos of food, and ask what they think is in each photo. Elicit ideas, but don't check answers at this point. Put students into pairs or small groups to discuss the four questions. Elicit feedback from the whole class.

VOCABULARY SUPPORT

dish (A2) – food prepared in a particular way as part of a meal
ingredients (B1) – food that is used with other foods in the preparation of a particular dish

vegetarian (B1) – a person who does not eat meat for health or religious reasons or because they want to avoid being cruel to animals

- b** Put students into pairs to complete this matching task. Tell them not to worry about all the vocabulary at this stage. Check answers as a class. Ask: *Has anyone changed their answers to the questions in 1a after reading the descriptions?*

Answers

1 b 2 e 3 d 4 c 5 a

- c** Give students two minutes to think about the question. They then compare answers in pairs. Check answers as a class.

Answers

a salad: tasty, fresh, light, raw, crunchy
a soup: tasty, fresh, spicy, hot, light, creamy, rich
a curry: tasty, spicy, hot, creamy, rich

- d** Students complete the exercises in Vocabulary Focus 6B on SB p. 137 and p. 138. Individually, students complete Exercise a. Play the recording for students to check their answers. Put students into pairs to complete Exercise b. Individually, students do Exercise c. Put students into small groups for Exercise d. Monitor, and help if necessary. Tell students to go back to SB p. 71.

Answers (Vocabulary Focus 6B SB pp. 137–138)

- a** 1a: cooked 1b: raw
2a: creamy 2b: crunchy
3a: sweet 3b: sour
4a: heavy 4b: light
5a: fresh 5b: dried
b Guacamole: 1 Chop 2 Mash 3 Mix 4 Squeeze 5 Serve
Meatballs in tomato sauce: 1 Chop 2 Add 3 Heat up 4 Fry 5 Stir

At the end of this lesson, students will be able to:

- use a lexical set to describe food, and talk about preparing food
- understand a radio show about using vending machines in Japan
- use comparative and superlative adjectives correctly
- read and understand a blog post about eating out in Singapore
- talk about a special meal that they have made or eaten

EXTRA ACTIVITY

Write these pairs of words on the board with the vowels underlined, and ask students to decide if the pronunciation of the vowel sounds is the same (S) or different (D).

- 1 *light* – *dried* (S)
2 *sour* – *soup* (D)
3 *creamy* – *sweet* (S)
4 *rich* – *bitter* (S)
5 *raw* – *sauce* (S)
6 *heavy* – *creamy* (D)
7 *slice* – *light* (S)
8 *tasty* – *grapes* (S)

Check answers as a class. Then ask students to practice saying the words.

- e** **06.08 Pronunciation** Play the recording for students to listen and repeat the words. Put students into pairs to practice saying the words.
- f** Write the following question on the board: *What should I eat while I'm here?* Tell the class to imagine they are giving advice to a visitor to their town. Give students time to prepare what they are going to talk about. If they can't think of an appropriate local dish, they can think of a national dish that someone from another country might not know. Monitor, and help with vocabulary if necessary.

Put students into pairs to conduct the role play. Student B is the visitor and can begin the conversation by asking: *What should I eat while I'm here?* Monitor, and note down any common errors to deal with during feedback.

- g** Students change roles for the second role play. Monitor, and point out errors for students to self-correct. Elicit feedback from the whole class, and ask a few students to say how well their partner described the dish. Would they like to eat it? Why/Why not?

2 LISTENING

- a** Ask students to look at the photo and elicit the name of the machine the woman is using (a vending machine). Put students into pairs or small groups to discuss the questions, then elicit feedback from the whole class.
- b** **06.09** Give students time to read the questions, then play the recording. Play the recording again if necessary. Check answers as a class.

Answers

- 1 coffee, bananas, snacks, (instant) noodles, curry and rice
2 It's quicker and easier.
3 It's much better than he expected.

Audioscript

PRESENTER Japan has by far the highest number of vending machines per person in the world. In fact it has 5.6 million – that's one vending machine for every 20 people. These machines sell all sorts of things, from coffee to bananas, flowers, and umbrellas. In a busy society, they play an important role. It's much cheaper for sellers to run a vending machine than a store. And customers can buy things more quickly and easily from a machine than in a store. And we're not talking here just about drinks and cold snacks. Japan also has vending machines that serve hot food, like instant noodles. Japanese students love curry and rice, it's one of the most popular meals there, and, sure enough, you can get it from a machine. The meal comes out of the machine hot and ready to eat. It's more convenient than cooking at home. But is curry and rice from a machine as good as curry and rice from a restaurant? Our reporter Luke went to central Tokyo to find out.

LUKE OK, I've just put my 300 yen into the vending machine and I'm waiting for my curry and rice to appear. Hmm, it's taking a little longer than I imagined. OK, so my meal is here. I just have to open the packet of steamed rice. Hmm ... the curry smells, well, it smells OK, like a lot of instant curries. Right, let me go and find somewhere to sit down and try it. OK, this will do. Well, this is fine. It's actually much better than I expected. What can I say? I think it might be the best vending machine meal I've ever eaten – just not the best curry I've ever eaten! For 300 yen – that's less than three dollars – I can't really complain. But I think next time I'll spend a bit more and go to a real restaurant!

VOCABULARY SUPPORT

convenient (B1) – easy to get to or use

instant (adj) (B2) – happening immediately and without delay

- c** Discuss the question as a class. Find out if anyone in the class has eaten hot food from a vending machine and what it was like. You could also ask if they eat any other kind of “instant” hot food (e.g., soups or noodles to which you add hot water).

3 GRAMMAR

Comparatives and superlatives

- a** **06.10** Put students into pairs and ask them to complete the sentences from memory. Then play the recording for them to listen and check their answers.

Answers and audioscript

- | | | |
|----------------------|------------------------|--------------------|
| 1 by far the highest | 3 as good as | 5 much better than |
| 2 much cheaper | 4 a little longer than | 6 the best |

LOA TIP CONCEPT CHECKING

Ask these questions to check understanding of the words and expressions:

Which phrase do we use to say there is no difference? (as ... as)

Which words or phrases do we use to show that there is a big difference between two things? (much, by far)

Which phrase do we use to say that there is a small difference? (a little)

CAREFUL!

Students at this level may use comparatives unnecessarily, e.g., *It's ~~very~~ cheaper* (Correct form = *It's **very cheap***) and have difficulty with word order, e.g., *We need a cupboard ~~bigger~~* (Correct form = ... *a **bigger cupboard***).

Most errors involve the use of *more*. Students may add it unnecessarily before a comparative adjective, e.g., *Life is ~~more~~ easier now* (Correct form = *Life is **easier** now*) or use *more* instead of a comparative adjective, e.g., *My town will be ~~more~~ big in 20 years' time* (Correct form = ... *will be **bigger***).

Similarly, students make errors with *most* when using superlatives. They may leave it out before long adjectives, e.g., *It's ~~the~~ beautiful city in the world* or use *more* instead of *most*, e.g., *It's ~~the more~~ beautiful city in the world* (Correct form = ... ***the most beautiful city** ...*). They may also add it unnecessarily, e.g., *She's ~~the most~~ kind person I know* (Correct form = ... ***the kindest person***).

Students also often forget to use *the* before a superlative, e.g., *It was ~~best~~ day of my life* (Correct form = ... ***the best day***).

Other errors are connected with spelling, e.g., *easier, thinner, biggest* (Correct forms = ***easier, thinner, biggest***).

- b** **06.11** Students read the information in Grammar Focus 6B on SB p. 154. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct comparative or superlative forms. Tell students to go back to SB p. 72.

Answers (Grammar Focus 6B SB p. 155)

- | | | |
|----------|------------------------------|---------------|
| a | 2 the most delicious | 6 worst |
| | 3 hotter than | 7 better than |
| | 4 slower (driver) than | 8 busiest |
| | 5 the smartest | |
| b | 2 more delicious | 6 worse than |
| | 3 as hot as | 7 as well as |
| | 4 more slowly than | 8 busier than |
| | 5 as smart as / smarter than | |
| c | 2 the, ever | 6 slightly |
| | 3 nearly, expected | 7 By, in |
| | 4 one, most | 8 just, as |
| | 5 little, than | |

- c** Write the following words on the board: *dark chocolate, milk chocolate, and white chocolate*. Point out the example sentence in the book (*Dark chocolate isn't as healthy as white chocolate*) and find out who agrees/disagrees with the statement. Elicit more sentences comparing the three kinds of chocolate from the class, and then give students five minutes to write more sentences using the ideas in the box. Monitor, and point out errors for students to self-correct.
- d** Put students into small groups to read out and compare their sentences. Elicit feedback from the whole class, and find out which sentences caused the most disagreement in each group.

4 READING

- a**  Put students into pairs to look at the photo and guess which country it shows. Elicit students' ideas, but don't check the answer at this point.
- b** Give students 30 seconds to look through the blog quickly and check the answer to 4a. Ask: *Why has the person written the blog?* (to share experiences of Singapore's food with her readers). You may wish to find out how much students know about Singapore. Ask: *Where is it? How big is it? What language(s) do people speak there?* If you wish, read the information in the Culture Notes to students.

Answer
Singapore

CULTURE NOTES

Singapore has a population of over 5 million and is located south of the Malay peninsula in south-east Asia. It consists of Singapore Island and more than 50 smaller islands.

Singapore is culturally very diverse. About 75% of the population are Chinese, with the rest being mostly Malay, Indian, and European.

- c** Give students a few minutes to read the blog again and match the dishes with the photos. They then compare answers in pairs.

Answers
1 d 2 c 3 b 4 a

- d**  Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class.
- e** Give students a few minutes to read the blog again and answer the comprehension questions. Put students into pairs to compare answers. Check answers as a class.

Answers

- 1 They eat five or six meals a day and they greet each other with the question "Have you eaten?"
- 2 a soft bread roll
- 3 It's illegal to sell cooked food in the streets in Singapore.
- 4 She wanted something lighter.
- 5 She wasn't hungry.
- 6 Chinatown

- f**  Tell students to imagine that they have two days in Singapore. Tell them to plan where and what they will eat. Give them up to five minutes to discuss their plan, and then nominate a few pairs to tell the class what they have decided and why.

5 SPEAKING

- a** Tell students that they're going to talk about a special meal they have had or made. Give them time to look at the ideas and write notes about what they're going to say. Each student should aim to speak for about a minute. Encourage students to think about how they can use adjectives to make their descriptions more effective. Monitor, and help if necessary.
- b**  Put students into groups to describe their memorable meals. Tell them to listen out for which meal sounds the most delicious. Monitor for any problems and clarify these as you check answers as a class.

Elicit feedback from the whole class on the most interesting or fun meals their partners talked about. Give the class feedback on their speaking skills, focusing mostly on their positive achievements.

FAST FINISHERS

Ask fast finishers to work in pairs and talk about:

- the first meal they ever cooked.
- the most expensive meal they've ever had.
- the longest meal they've ever had.
- a quick and easy meal they enjoy cooking.

ADDITIONAL MATERIAL

Workbook 6B

Photocopiable activities: Grammar 6B, Vocabulary 6B, Pronunciation 6B

EVERYDAY ENGLISH

Well, what would
you recommend?

OPTIONAL LEAD-IN

Books closed. Write these questions on the board:

What are the best places to visit in Tokyo?

How can I get fit?

Should I leave my job?

How can I improve my English pronunciation?

Now ask these questions:

– Imagine you need answers for these questions. What would you do?

– Imagine someone asks you for help on the topics above. Would you be able to help them?

Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class.

1 LISTENING

- a** You may wish to check that students understand the compound adjective *homemade* (made at home, not bought).

Put students into pairs or small groups to discuss these questions for a few minutes, and then elicit feedback from the whole class.

- b** Give students a few minutes to discuss the questions in pairs. Elicit feedback from the whole class.

- c** **06.12** Play Part 1 of the recording for students to check their answers.

Answers

They are looking at jewelry. They are talking about getting a birthday present for Michael's wife, Julia.

Audioscript (Part 1)

VANESSA Hi, am I late?

MICHAEL No, you're right on time.

V Great! So, are you ready to go shopping?

M Oh, yeah! You know how much I love shopping.

V Come on. It's Julia's birthday! What are you going to get her? Still looking at jewelry?

M Well, I've been thinking about that.

V Oh, no! Don't tell me you've changed your mind!

M I just don't know what kind of jewelry to get her.

V That's why I'm here. Come on.

M I was thinking of getting her a book instead.

V A book? Who buys their wife a book for her birthday?

M She loves books! Well, what would you recommend?

V Books are great, but do you think that's enough? I mean, that sounds kind of boring. It's probably worth thinking this through a little more. Don't you want to get her something special?

M Uh, yes! What about a new video game? Do you think that's a good idea?

V I'm not sure. Is it what Julia would really like?

M Uh, she likes to play games with me sometimes, but I just don't know. What do you suggest?

V Well, if I were you, I'd go with jewelry. A necklace, or a pair of earrings. Look, these are gorgeous.

At the end of this lesson, students will be able to:

- understand informal conversations in which people ask for and give recommendations
- use appropriate phrases for asking for and giving recommendations
- express surprise appropriately
- use intonation to sound interested
- ask for and give recommendations

M Really? They're so ... plain. I think that pair with spikes looks cooler.

V I ... guess they're cool, but it's much better to buy something that's her style.

M Argh, this is so hard. Do you think I should just ask her what kind of earrings she likes?

V No! That's not a good idea. I think she would rather you chose something. You can't go wrong with these earrings.

M The plain ones?

V They're not plain – they're classic. Elegant. She'll love them. Trust me.

M OK.

- d** **06.12** Give students time to read the sentences. Play Part 1 of the recording again. Students then compare answers in pairs. Check answers as a class.

Answers

1 F 2 T 3 T 4 F

- e** Put students into pairs to discuss the questions. Elicit feedback from the whole class.

2 USEFUL LANGUAGE Asking for and giving recommendations

- a** Put students into pairs to categorize the phrases, then check answers as a class. You may wish to point out that *worth* and *recommend* are followed by verb + *-ing* (e.g., *It's worth asking for help.*).

Answers

Asking for recommendations: 1, 4

Giving recommendations: 2, 3, 5, 6

- b** Individually, students complete the sentences. They then compare answers in pairs.

Answers

Conversation 1: 1 get 2 would/d ask 3 to get

Conversation 2: 1 having 2 asking 3 do 4 to contact

LOA TIP ELICITING

Tell students the (imaginary) situations or problems below, and elicit their recommendations using the phrases from 2a.

- 1 *My car keeps breaking down.*
- 2 *I can't remember English vocabulary easily.*
- 3 *I lost my wallet.*
- 4 *I don't know what to get my friends for their wedding.*
- 5 *I keep getting colds.*

3 CONVERSATION SKILLS

Expressing surprise

- a Ask: *What's happening in the photo?* Give students one minute to read the task and guess the answers. Elicit students' ideas, but don't check answers at this point.
- b 06.13 Play Part 2 of the recording for students to check their answers.

Answers

Vanessa likes Michael's gift. She's very surprised.

Audioscript (Part 2)

MICHAEL Happy Birthday, Julia!
JULIA Thank you!
M I got this for you.
J Should I open it now?
M Sure! I hope you like it.
J Earrings! I don't believe it! Wow, these are gorgeous!
M Seriously? You like them?
J I love them! They're exactly my style! How did you know?
M Well ...
J I'm so impressed – you really understand my taste.
M I do? I mean, yes, I think I do.
J Can I tell you something funny? I was sure you were just going to get me a book. And that would have been fine, but these earrings, wow!
M A book? You're kidding! Come on, who buys his wife a book for her birthday?
J Yeah!

- c 06.13 Play Part 2 of the recording again. Check answers as a class. You may wish to check that students understand the meaning of *kidding* (joking). Ask students to think of other ways to express surprise, and write them on the board (*You're joking! No way! Really? What?!*, etc.). Play the audio again so students can listen to the speakers' intonation.

Answers

1 this, Should I 2 don't believe it 3 Seriously 4 wow, kidding

- d Put students into pairs to do this practice task. After a few minutes, nominate a few pairs of students sitting across the class from each other to have the mini-conversations in front of the class.

4 PRONUNCIATION

Sounding interested

- a 06.14 Give students time to read through the rule as well as the extract. You may wish to use hand gestures to make sure students understand *varied* (changing) and *flat* (staying the same). Play the recording for students to listen to the extract and complete the rule.

Answer

Julia's intonation isn't flat.

- b 06.15 Give students time to read through the exchanges. Play the recording for students to listen and decide which speaker sounds bored. Ask students to think of other adjectives they could use when sounding interested, and write them on the board (*amazing, awesome, fantastic, excellent, awful, dreadful*, etc.).

Answer

Speaker 2 sounds bored.

- c Put students into pairs to practice reading the exchanges a few times. Encourage them to sound as interested as possible.

FAST FINISHERS

Students who finish early can try saying the exchanges again, but with different adjectives (*awesome, amazing*, etc.).

5 SPEAKING

Divide the class into pairs and assign A and B roles. Tell all the Student Bs to turn to SB p. 130.

Give students time to prepare what they are going to say during the role play. Encourage them to think about how they can present their news, e.g., with introductory phrases like *Guess what?* or *I have some exciting news!* and to think about some extra details they can add. Make sure they plan how they will ask for recommendations. Remind them to sound surprised and interested when they hear their partner's news, and to listen carefully so they can give their partner some good advice. Elicit feedback from the whole class.

ADDITIONAL MATERIAL

Workbook 6C

Unit Progress Test

SKILLS FOR WRITING

It's definitely worth a visit

At the end of this lesson, students will be able to:

- understand people talking about places they go to
- read and understand reviews of a café
- use positive and negative phrases in reviews appropriately
- write a review of a place to go out to

OPTIONAL LEAD-IN

Books closed. Put students into groups and give them one minute to make a list of these things:

- a very cheap local café or restaurant
- a very expensive local café or restaurant
- a local café or restaurant where you can sit outside
- a local venue where you can hear music

Tell each group to read out their list to the rest of the class. Have the other students heard of the places? Don't start any discussion about the different places yet as there's an opportunity for this later in the lesson.

EXTRA ACTIVITY

Ask students if they can recall the words/phrases used in the listening for these things:

- the mood or feeling of a place (*atmosphere*)
- watch people walk past, for pleasure (*watch the world go by*)
- a word to describe music that's not recorded (*live*)

If necessary, play the recording again, pausing just after the vocabulary items. Write the words on the board.

1 SPEAKING AND LISTENING

- a** Give students a few minutes to read the question and consider the options.
- b** Put students into pairs or small groups to discuss these questions, and then elicit feedback from the whole class. Does everyone agree?
- c** Give students time to read the task and look at the photos. Play the recording for students to listen and decide which photo matches each speaker.

Answers

Jeff – photo 3
Fabio – photo 1
Carla – photo 2

Audioscript

JEFF I like eating out, but I don't really like expensive restaurants. It's not the money so much as the atmosphere. The waiters are often unfriendly, and you feel you have to talk quietly, or I do anyway. No one seems to be very relaxed. And the food can be good, but you don't often get much on your plate. I'd much rather go somewhere where the food's good and you don't have to pay so much.

FABIO I love going to cafés, either with friends or on my own. I sometimes take a book or a newspaper to read, or I just order a coffee and sit there. Sometimes I start talking to other people; in fact I have a good friend that I met in a café. We started talking and then found out we both liked the same kind of music. I like sidewalk cafés best. You don't have to think about anything, you can just sit and watch the world go by. It's a great way to pass time, I think, very relaxing.

CARLA I really love dancing, so I often go out with a group of friends to a club in the evening. It's such a good way to spend the evening. We usually order some food, maybe just some starters and some grilled meat and something to drink, and then we start dancing. A favorite place of mine where they have live music and we all dance Latin American dances like *salsa* or *merengue*. It's really cheap. You have to pay something to get in, but it's not much and it's always full of people, maybe 200 people all dancing. It has an amazing atmosphere.

- d** Give students time to read the comprehension questions, and then play the recording again. Students compare answers in pairs. Check answers as a class.

Answers

- 1 The waiters are often unfriendly and you feel you have to talk quietly.
- 2 It can be good but you don't often get much on your plate.
- 3 Both.
- 4 You can just sit and watch the world go by.
- 5 She orders some food and something to drink.
- 6 Latin American dance music.

- e** Ask students to think of the kind of things people judge when they go out somewhere (atmosphere, quality of food, etc.). Individually, students decide on a place they like and another place they don't like. Give students one or two minutes to make notes on each place. Monitor, and help if necessary. Encourage students to justify their opinions as far as possible.

- f** Put students into small groups to tell each other about their two places. Tell students to listen carefully – they might hear a description of a place they know. Elicit feedback, and ask: *Did anyone describe a place you know? If so, do you agree with their description? Did anyone describe a place you'd like to go to? Why would you like to go there?*

2 READING

- a** Ask: *Do you ever read reviews of cafés or restaurants? Why/Why not?* Discuss the question as a class. Give students two minutes to read the four reviews and decide how many stars each one might get. They then compare their ideas in pairs.

Suggested answers

- 4 stars – the only negative point is that it's a little noisy.
- 1 star – the only positive comment is about the waiters being friendly, but they were also very slow.
- 2 or 3 stars – there are more positive than negative comments, but overall the reviewer isn't very enthusiastic.

 VOCABULARY SUPPORT

overcooked – cooked for longer than necessary
overpriced – too expensive
overrated – when something is considered to be better or more important than it really is
tasteless (C1) – having no flavor

b Put students into pairs to find words or phrases in the reviews. Elicit feedback from the whole class.

Answers

- the atmosphere: relaxing (a); great place to sit and relax, a little noisy (b); bright, friendly; a fairly pleasant atmosphere (d)
- the kind of food and drinks they serve: coffee and cakes, free birthday drinks (a); fish, salads, coffee (b); pasta, soup (c); coffee (d)
- the quality of the food: delicious (a); wonderful, fresh, delicious (b); overcooked, completely tasteless, tasty, half cold (c); good, portions aren't very generous (d)
- the service: very friendly (a); friendly, left us alone (b); awful, friendly enough, slow (c); reasonably friendly and relaxed (d)
- value for money: a bit overpriced (d)
- the location: right in center of town, a convenient place to meet, fairly easy to get to (b)

 LANGUAGE NOTE

The prefixes *over-* and *under-* mean “too much” and “too little.” Other words containing these prefixes include *overcrowded* (too many people), *oversleep* (sleep too late), *undercooked* (not cooked enough), and *underused* (not used enough).

3 WRITING SKILLS
Positive and negative language; Adverbs

a Give students a few minutes to do the task.

positive	fairly positive
very highly recommended relaxing plenty of space very friendly wonderful fresh great place to sit and relax friendly a convenient place to meet definitely worth a visit tasty	fairly easy to get to a fairly pleasant atmosphere reasonably friendly and relaxed
fairly negative	negative
portions aren't very generous a bit overpriced	completely overrated extremely disappointing overcooked completely tasteless half cold so slow

b  Put students into pairs to compare their answers. Elicit feedback from the whole class.

c Put students into pairs to do the task, and then check the answer as a class.

Answer

- b The writer doesn't want to be too negative.

 LANGUAGE NOTE

The adverbs in this lesson are adverbs of degree. Most of them can be used before positive and negative gradable adjectives, e.g., *not very generous*, *fairly pleasant*, *a little overpriced*, *extremely disappointing*. We usually use *completely* before extreme adjectives. It often conveys a negative meaning, e.g., *My meal is completely tasteless! It was completely unacceptable.*

We can use *absolutely* before positive and negative extreme adjectives (e.g., *absolutely delicious*, *absolutely tasteless*).

d Put students into pairs to do the task. Check answers as a class.

Answers

- negative: 2, 4, 5
very negative: 1, 3, 6

e In pairs, students sort the adverbs into two groups. Elicit feedback from the whole a class.

Answers

- stronger: absolutely, completely, extremely, really, deeply
weaker: a bit, fairly, not really, not very, slightly, barely, reasonably, quite

 LANGUAGE NOTES

- You may wish to explain that *rather* is often used to mean “not as I expected” (e.g., *The portions were rather small* = they were smaller than I expected). We can also use *rather* in a positive sense (e.g., *The food was rather delicious!* = more delicious than I expected).
- Although the adjective *terrible* means “unpleasant”, the adverb *terribly* can mean “very much” if it is placed before an adjective (*The food was terribly good.*).

f Individually, students rewrite the sentences. Point out that there are several possible answers. Students compare answers in pairs. Elicit feedback from the whole class.

Suggested answers

- The sauce wasn't very tasty.
- My soup was completely cold.
- The portions were absolutely tiny.
- The service wasn't very good.

4 WRITING Two reviews

a Tell students that they are going to write two short reviews of places they know. If you did the Optional lead-in, you could remind them of some of the places they thought of then, but they don't have to write about somewhere local. Give them time to read the task and write notes individually.

b  Put students into pairs to compare their ideas.

c Give up to 20 minutes for students to write their two reviews. Monitor, and note down any common mistakes to deal with during feedback.

FAST FINISHERS

Ask fast finishers to write a short email to the manager of the place they gave a bad review to and outline what could be improved and why. They can read their emails to the class during feedback.

- d** In pairs, students read and check each other's work, checking for points 1–3.
- e**  Give students five minutes to read each other's reviews. Nominate some students to tell the rest of the class whether they've been to any of the places they read about. If so, did they agree with the review(s)? Why/Why not?

Give the class feedback on their written work, focusing on how clearly they communicated their opinions and the positive and negative language (and adverbs) they used.

LOA TIP REVIEW AND REFLECT

Put students into small groups and ask them to note down new words they've learned in this unit from these categories: compound nouns, multi-word verbs, adjectives to describe food and food preparation verbs. Ask students to prioritize the words they've noted in order of usefulness. Elicit feedback from the whole class.

ADDITIONAL MATERIAL

Workbook 6D

UNIT 6

Review and extension

1 GRAMMAR

- a** Write *Essaouira* on the board and ask if anyone knows which country it's in (Morocco). Give students two minutes to read the text and choose the best answers. Check answers as a class. You may wish to explain that *kite-surfing* is similar to wind-surfing, but with the use of a kite to catch the energy of the wind.

Answers

- | | |
|----------|-----------------|
| 1 can | 5 shouldn't |
| 2 should | 6 don't have to |
| 3 must | 7 should |
| 4 should | 8 don't have to |

- b** Individually, students complete the sentences using the words in parentheses. Check answers as a class.

Answers

- slightly cheaper than
- a little hotter than
- much faster than
- by far the spiciest
- quite as expensive as

EXTRA ACTIVITY

Write this information about Iceland onto the board:

ICELAND

- Size: 103,000km²
- Population: Around 320,000
- Latitude (how far north/south of the equator): 65° 00 North
- Climate: average winter temperature: 0° C, average summer temperature 12° C
- Average price of a burger: \$11
- Life expectancy: 82 years

Put students into pairs to compare their own country with Iceland using the points above and adjectives and adverbs like: *big, far north of the equator, cold, warm, expensive, long, more, less*.

Remind students to use *much, slightly, a little*, etc. if possible. Elicit feedback from the whole class. To finish the activity, invite some students to share some of their sentences with the class.

2 VOCABULARY

- a** Individually, students complete the sentences in pairs. Check answers as a class.

Answers

- parking lot
- air conditioner
- rush hour
- public transportation
- traffic jam
- traffic lights
- bike lane
- vending machine

EXTRA ACTIVITY

Write these two groups of words on the board. Divide the class into teams and give them one minute to form as many compound nouns as they can. Can they find all ten?

<i>TV, fire, driving, hand, driving, culture, meat, vending, food, pavement</i>	<i>balls, café, fighter, instructor, lesson, machine, market, series, shock, signals</i>
---	--

Check answers as a class (TV series, firefighter, driving instructor, hand signals, driving lesson, culture shock, meatballs, vending machine, food market, pavement café).

- b** Students complete the sentences in pairs. Check answers as a class.

Answers

- light
- sweet
- raw
- sour

3 WORDPOWER *go*

- a** Tell students that they are going to look at some different meanings and uses of the verb *go*. Individually, students do the matching task. They then compare answers in pairs. Check answers as a class by asking six pairs to read aloud an exchange each.

Answers

- c
- a
- b
- e
- f
- d

- b** Put students into pairs to match the descriptions with the example sentences. Check answers as a class.

Answers

- look similar/look good together: 3
- go toward: 1
- describe how things happen: 2
- describe a change: e

- c** Individually, students complete the sentences. They then compare answers in pairs. Check answers as a class by asking six students to read out a sentence each.

Answers

- went really well
- gone
- goes around
- goes/went with my eyes
- go bad

- d** Put students into pairs to discuss what the people might be talking about. Then put pairs with other pairs to compare answers. Elicit answers from the whole class.

FAST FINISHERS

Ask fast finishers to write two or three more sentences about different situations using different uses of *go*. They can ask the rest of the class what the sentences might refer to during feedback.

Photocopiable activities: Wordpower 6

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 7

HOUSE AND HOME

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations and exchange information about buildings, travel accommodation, and life in big cities and small towns
- talk about alternative places to stay when traveling
- talk about living in towns and cities
- make polite offers and ask for permission
- use appropriate phrases to show that you can imagine other people's feelings
- write a note with useful information

UNIT CONTENTS

G GRAMMAR

- Modals of deduction
- Quantifiers

V VOCABULARY

- Describing houses and buildings: *apartment, apartment building, attic, balcony, basement, doorbell, downstairs, (first/second) floor, front door, landing, location, lock, move house, move into, move out of, neighborhood, rent, steps, upstairs, view, window*
- Verbs and prepositions: *apologize for, argue about, believe in, belong to, care about, complain about, cope with, depend on, pay for, rely on, succeed in, think about, wait for, worry about*
- Wordpower: *over* (= finished, across/from one side to the other, more than, during, the other way up, covering)

P PRONUNCIATION

- Modal verbs: sounding the final *t* or *d*
- Sentence stress: verbs and prepositions
- Sounding polite

C COMMUNICATION SKILLS

- Describing houses and buildings
- Describing a town or city
- Making polite offers and requests, and asking for permission
- Using appropriate phrases to show that you can imagine other people's feelings
- Offering choices
- Writing a note with useful information

- a Ask students to look at the photo and the title of the unit, *House and home*. Put them into small groups and ask them to discuss the questions. Nominate a few groups to share their ideas with the rest of the class.

Although there are no right or wrong answers to these questions, use this whole-class discussion stage to bring out the themes that run through this unit: different styles of houses and other forms of accommodation.

- b Give students time to think about the questions. Put them into pairs to discuss their ideas. Elicit feedback from the whole class by asking a few students to report back on their partner's ideal home and whether they would like to live there, too.

EXTRA ACTIVITY

Write this question on the board: *Which room do you think is the most important in a house? Why?* Ask students to compare their choices in small groups. They should discuss their reasons, and find out if their views about why this room is the most important have changed since they were children and why. Ask for their answers when eliciting feedback, and find out which room is the most popular.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs, and ask them to tell their partners about the different homes they have lived in during their lives. If they have lived in the same place all their life, they should describe changes that have been made to the home. They should also tell their partner about a memory they associate with each home. Ask for examples during feedback. Find out who has lived in the most unusual home, and who has the most interesting memory.

7A

IT MIGHT BE A VACATION HOME

OPTIONAL LEAD-IN

Books closed. Write this sentence on the board: *Home is where the heart is.*

You may wish to explain that this proverb means: "Home isn't a building, but the place where the people you love are."

Ask: *Do you have a similar expression in your own language? What does it mean? Do you agree with the expression?*

1 LISTENING

- a  Tell students to look at the four photos of different homes. Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class by asking different groups to say something about each photo. Write their ideas on the board. Do the other groups agree? Add notes from what the other groups say, and leave them there for 1c.

- b  **07.01** Play the recording for students to listen and match the speakers with the photos. Check answers as a class.

Answers

1 c 2 d 3 b 4 a

Audioscript

SPEAKER 1 Well, it's very small so it can't belong to a big family, maybe a small family or an older couple who live on their own. Where is it? It's somewhere dry and sunny, so it could be Mexico, maybe, or Spain.

SPEAKER 2 There can't be much space in there, so I think it must belong to a single person or a couple. And where is it? It could be on the outskirts of any big city, I think. It might be somewhere like Tokyo, where land's expensive so you can't build big houses. It might not be a house; it might be two separate flats. No, they can't be flats, the ground floor one is too small, so it must be a house.

SPEAKER 3 You can see tall buildings outside the window, so this flat must be somewhere like Dubai or another modern city. Whoever lives there can't have children as it's much too neat. It might be someone who works a lot, or someone who doesn't spend much time there.

SPEAKER 4 It's a huge house, so a very big family must live there, or maybe two or three different families. Or it might be a vacation home because it's in the mountains. It could be in Switzerland or Austria, or perhaps Slovenia. Somewhere in Europe.

VOCABULARY SUPPORT

outskirts (B2) – the areas that form the edge of a town or city

- c  **07.01** Refer students back to their suggestions on the board for 1a. Ask: *Did you hear the speakers talking about any of the ideas on the board?* Play the recording again for students to listen and check their ideas. Then check answers as a class.

At the end of this lesson, students will be able to:

- use modals of deduction appropriately
- use a lexical set to describe houses and buildings correctly
- understand an article about alternative places to stay when traveling
- discuss homes and places to stay

You may wish to tell students that the buildings in the photos are in: a Switzerland, b Dubai, c Mexico, and d Japan.

Answers

Photo a: Switzerland, Austria or Slovenia; a big family, or two or three different families; it might be a vacation home.

Photo b: Dubai or a modern city; someone without children, someone who works a lot; someone who doesn't spend much time there.

Photo c: Mexico or Spain; a small family or an older couple.

Photo d: Tokyo, a big city; a single person or a couple.

- d Discuss the question as a class.

2 GRAMMAR Modals of deduction

- a Refer students back to the previous activity and ask: *Why did the speakers use the words "maybe" and "perhaps" when they were talking about the four houses?* (Because they weren't sure; they were making guesses.) Tell students that they are going to look at other ways of making deductions (guesses based on limited information). Put students into pairs to complete the sentences. Elicit students' ideas, but don't check answers at this point.

- b  **07.02** Play the recording again for students to check their answers.

Answers

1 can't 2 can't 3 must 4 could 5 might 6 can't 7 might

- c Students complete the task individually. Check answers as a class.

Answers

1 b 2 a 3 a 4 c

- d Discuss the question as a class. You could also point out that we often use *be* after modals of deduction, but other verbs are possible (e.g., *have*, *get*, etc.).

Answers

the infinitive without *to*

LOA TIP ELICITING

Write these sentences on the board, and elicit ways of rephrasing them using modals of deduction. Suggested answers are given below in parentheses.

1 *I'm sure that's a noisy area.* (That must be a noisy area.)

2 *It's possible that it's cheaper to live in the country.* (It might/could be cheaper to live in the country.)

3 *I'm sure that isn't my phone.* (That can't be my phone.)

4 *Maybe the teacher speaks French.* (The teacher might/could speak French.)

If you have a more confident group, ask them to give you reasons for each deduction.

CAREFUL!

The most frequent error with modals of deduction is using other modals where *must* or *might* is required. Instead of *must*, students often use *have to* or *should*, e.g., *You have to be / should be tired* (Correct form = *You **must** be tired*). Instead of *might*, students often use *can*, e.g., *I think this can be the key* (Correct form = *I think this **might** be ...*).

- e **07.03** Students read the information in Grammar Focus 7A on SB p. 156. Play the recording where indicated, and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the most appropriate modals. Tell students to go back to SB p. 80.

Answers (Grammar Focus 7A SB p. 157)

- a 2 c 3 h 4 a 5 d 6 g 7 e 8 b
b 2 must be right.
3 may/might want to sell their apartment.
4 can't be speaking Russian
5 could/may/might be the perfect person for the job.
6 may/might not know the answer.
7 can't need that coat today
8 could/may/might be building a new shopping center.

FAST FINISHERS

To focus on deductions about things happening now, ask fast finishers to think of a few famous people and imagine what they might be doing right now.

- f **07.04 Pronunciation** Give students time to read the sentences in 1g again. Then play the recording, pausing after each sentence. Elicit feedback from the whole class. Elicit that we don't pronounce the final *t* or *d* in a word when it's followed by a consonant sound. We do pronounce it when it's followed by a vowel sound.

Answers

harder

- g **07.05** Give students time to read the sentences. Then play the recording, pausing after each sentence. Check answers as a class, and then put students into pairs to practise saying the sentences.

Answers

sentences 2 and 4

- h Give students time to think about their answers, then put them into pairs to discuss the questions. Elicit feedback from the whole class.

3 VOCABULARY Buildings

- a Individually, students read the email and choose the correct words. They then compare answers in pairs. You could also to point out that we also use the expression *move house* when we move to an apartment, not only when we move to a house.

Answers

- 1 moving 6 location
2 renting 7 neighborhood
3 floor 8 balcony
4 block 9 of
5 views 10 into

- b **07.06–07.07** Students do the exercises in Vocabulary Focus 7A on SB p. 139. Individually, students do Exercises a and b. Play the recordings for students to check their answers. Put students into pairs to do Exercise c. Monitor for Exercise d, and elicit feedback from the whole class. Tell students to turn to SB p. 81.

Answers (Vocabulary Focus 7A SB p. 139)

- a 1 apartment building 4 window 7 doorbell 10 front door
2 balcony 5 first floor 8 landing 11 attic
3 first floor 6 steps 9 basement 12 lock
b 1 rent 3 neighborhood 5 location 7 floor
2 moved 4 balcony 6 attic 8 view

EXTRA ACTIVITY

Ask students some questions about the building you are in at the moment:

- What floor are we on?
- What's upstairs from here?
- What's downstairs from here?
- Does this building have a balcony?
- Does it have a basement?
- What's in the neighborhood?

4 READING

- a Tell students to imagine they're traveling on their own to a city they don't know. They'll be staying there for three nights. Where would they prefer to stay? Give students time to look at the three options, and then put them into pairs or small groups to compare their choices, giving reasons and referring to the advantages and disadvantages of each one. Elicit feedback from the whole class. Ask students to raise their hands if they'd rather stay in a hotel, and ask those students to explain why. Repeat for the other two options.
- b Pre-teach the word *host* (someone who has guests). Give students one minute to read the introduction and choose the best summary. They then compare their choice with a partner. Check answers with the class. Ask: *Has anyone used Airbnb?* If you wish, read the information in the Culture Notes to students.

Answers

Sentence 1 is the best summary.

CULTURE NOTES

Airbnb is a website that helps people who want to rent out rooms in their own homes for other people to stay in (for short stays or longer). It was founded in 2008. It has more than 6 million listings worldwide in nearly 200 countries. Most of the places listed are rooms in houses and apartments, but there are also hosts offering rooms in castles, tree houses, and on boats. The website has user reviews for every listing.

- c Before students read the next part, ask them to imagine the good and bad points of paying to stay in someone else's home. Put them into pairs or small groups to discuss their ideas, and then elicit feedback from the whole class.

Suggested answers

Good points: it's cheaper and more personal than other forms of accommodation.
Bad points: it could feel too personal, or it might not be as clean or well organized as a hotel.

d Students look at the photos. Ask: *What kind of buildings can you see?* Tell students that they are going to read what two guests, Lorena and Kumi, say about their experiences as guests in these places. Individually, students read the article and do the task. They then compare answers in pairs. Check answers as a class.

Answers

1 L 2 K 3 K 4 K 5 L



EXTRA ACTIVITY

If you think students need to spend more time processing the article before doing 4e, write these comprehension questions on the board. Give students time to read the article again and answer the questions.

- 1 How do you use a website like Airbnb if you want to find a place to stay? (You browse the profiles of places to rent.)
- 2 How much do most places cost per night? (between about \$50 and \$200)
- 3 Where is the villa? (California)
- 4 Who cooked Lorena's breakfast? (Jeff, the host)
- 5 Where is the old house? (Berlin)
- 6 Which part of the house did Kumi have? (the whole of the top floor)
- 7 What happened at mealtimes? (She ate and chatted with the hosts.)
- 8 Why was Kumi glad she could use the kitchen? (The restaurants nearby were very expensive.)

e Put students into small groups to discuss which of the two places they'd rather stay in and why. Elicit feedback from the whole class.

f Before students read the next part of the article, ask them to imagine the advantages and disadvantages of being an Airbnb host. Put them into pairs or small groups to discuss their ideas. Then elicit feedback from the whole class and write some of their ideas on the board. Leave them there for 4g.

g Give students one or two minutes to read the texts quickly to see if any of the ideas on the board are mentioned. They then compare answers in pairs. Ask: *Would you like to be an Airbnb host? Why/Why not?*

Answers

Advantages: you meet people from all over the world; you earn money.

Disadvantage: you have to do a lot of laundry and cleaning; your belongings could be damaged or stolen.

h Give students one minute to read the texts again and match the words with the definitions. Check answers as a class by reading out the definitions and asking students to say the words. Make sure they can pronounce the words correctly.

Answers

- | | | |
|-----------------|------------|---------------|
| 1 property | 3 cottage | 5 theft |
| 2 accommodation | 4 pleasure | 6 reservation |

5 SPEAKING

a Ask students to look at the photos. Explain that they are going to guess things about each building. You may wish to remind them to use modals of deduction, or wait and see whether they produce them naturally as they speak. Put students into pairs or small groups to discuss the questions. Monitor to check how well they are using modals of deduction and vocabulary from the class.

Elicit feedback from the whole class, and find out if students have the same or different ideas about each building.

b Put students into pairs for this speaking activity, in which they imagine that they can stay in one of the buildings for a few days. (If possible, mix students up so they are talking to someone they haven't just been speaking to.) Give them one or two minutes to try and agree on which house or apartment they like the best. Nominate a few pairs to share their final decisions with the rest of the class, and to say whether it was easy or difficult to agree.



FAST FINISHERS

Ask fast finishers to think about the best area to live for the following people:

- a young couple who just got married
- a college student
- a senior citizen living alone

Check their ideas during feedback.



ADDITIONAL MATERIAL

Workbook 7A

Photocopiable activities: Grammar 7A, Vocabulary 7A, Pronunciation 7A

THERE ARE PLENTY OF THINGS TO DO

At the end of this lesson, students will be able to:

- understand an informal discussion about living in towns and cities
- use a lexical set of verbs and their dependent prepositions correctly
- use quantifiers appropriately
- talk about the area where they live

OPTIONAL LEAD-IN

Books closed. Write these words on the board: *lighthouse, skyscraper, tree house, museum, cottage, hospital, chalet.*

Put students into small groups to discuss whether you usually find each building in a city or in the country.

Elicit feedback from the all class. Ask: *Which of the buildings have you been in? When? Why?*

1 LISTENING

- a** Put students into pairs or small groups to discuss the questions. Nominate a few students to share their answers with the class.
- b** Give students a few minutes to read the list and answer the questions. Put them into pairs to discuss their answers. Elicit feedback from the whole class, and find out if students have more reasons for why small towns are better than cities. Possible reasons might include: there's less crime; it's quieter; property prices are cheaper; the air is cleaner; you can see the stars at night.
- c** Put students into pairs to make a list of reasons why cities are better places to live than small towns. After a few minutes, elicit feedback by writing a list of students' reasons on the board. Leave the list on the board for 1d.
- d** **07.08** Tell students that they are going to hear two people, Tim and Kate, talking about the same topic. Does Tim mention any of the reasons on the board? Play the recording for students to listen and check. Elicit feedback from the class. Ask: *Did any of Tim's reasons surprise you?*

Answers

Tim thinks cities are better places to live than small towns because: there is so much going on; it's safer to live in a big city; it's better for the environment.

Audioscript

TIM What are you reading?

KATE Nadia just sent me the link to this list of five reasons why small towns are better than cities.

T Ha-ha!

K What are you laughing at? Small towns are better than cities.

T Yes, if you want to have nothing to do and never meet anyone new!

K Well, I loved growing up in a small town. There's a real sense of community. People care about you. It's like you belong to one big family.

T Yes, I know you liked that.

But I've always been a city boy. I love being in the center of things – there's so much going on here. Movie theaters, restaurants, museums. And there are so many more work opportunities in big cities than in small towns.

K But there's also more crime. Life's more dangerous here.

T Actually, research has shown that it's safer to live in a city.

K Really? I find that hard to believe.

T Yes, some researchers did a study in the U.S. that compared the number of accidents in cities and rural areas. And in the country there was a much higher number of accidents than in the city. Car accidents mainly, because people drive more in the country.

K That makes sense if you think about it. And hospitals are nearer, I suppose, so you get help quicker.

T Exactly. So it's actually safer to live in the city. And it's better for the environment.

K Really? How do you work that out?

T Well, you can't rely on public transportation in the country like you can in the city, so you have to drive more. It's been proven that if you live in the city, you actually have a smaller carbon footprint, especially if you live somewhere with good public transportation.

K I've definitely noticed that I walk more now I live in the city. Everything's closer, I guess. And it is nice not to have to get into the car just to go to a supermarket.

T You see? There are a lot of advantages to living in a city. You can't argue with that.

K No, I can't – there are definitely advantages. But I still miss my little hometown.

- e** **07.08** Give students time to read the statements. You may wish to pre-teach the phrase *carbon footprint* (a measurement of the amount of carbon dioxide that someone's activities produce). Play the recording again. Students compare answers in pairs. Encourage students to justify their answers as far as possible.

Answers

1 T 2 T 3 T 4 F 5 F

- f** Give students time to read the questions. Put them into pairs to discuss their ideas. After a few minutes, put pairs with other pairs to extend the discussion. Elicit feedback from the whole class. Nominate a few students to talk about the question that their group discussed the most.

2 VOCABULARY Verbs and prepositions

- a** Write this extract from the recording on the board with the preposition with a blank: *You can't argue ____ that.* Focus on the verb *argue* and ask: *What's the missing preposition? (with).*

Tell the class that they are going to learn more verb and preposition combinations. Individually, students complete the sentences then compare answers in pairs. Elicit their ideas, but don't check answers at this point.

- b** **07.09** **Pronunciation** Play the recording for students to listen and check their answers.

Answers and audioscript

1 about 2 to 3 about 4 on

LOA TIP CONCEPT CHECKING

Check that students understand the meaning of the verbs plus their dependent prepositions by asking these questions:

Who do people usually “care about” most? (friends and family – or perhaps just themselves!)

If something “belongs to” you, is it yours? (yes)

If you can “rely on” someone, do you trust them or worry about them? (trust them)

Give students time to read through the pronunciation rule. Then play the recording again for students to complete the rule.

Answers

usually, don't stress

- c  07.09 Play the recording again for students to listen and practice saying the sentences in 2a.

- d Students work in pairs to match the verbs with the prepositions. Check answers as a class.

Answers

- 1 argue
- 2 cope
- 3 5 care, complain, worry
- 6 apologize
- 7 believe
- 8 succeed
- 9 depend
- 10 apologize/belong/complain

EXTRA ACTIVITY

Write these symbols on the board:

o
oO
Oo
oOoo

Tell students that the patterns represent syllables and stress. Say each verb from exercise 2d clearly, and ask different students to come to the board and write the verbs next to the correct stress pattern. Ask the other students to help.

o care, cope, pay, think, wait
oO complain, believe, belong, depend, rely, succeed
Oo argue, worry
oOoo apologize

Put students into pairs to practice saying the verbs with their prepositions. Remind students not to stress the prepositions.

- e Give students five minutes to complete the sentences with the verbs and prepositions from 2d. They then compare answers in pairs. Check answers as a class.

Answers

- | | |
|-----------------|------------------|
| 1 depends on | 5 argued with |
| 2 cope with | 6 complain about |
| 3 succeeded in | 7 believe in |
| 4 apologize for | 8 belongs to |

- f  Give students time to look quickly through the instructions, and then ask them to add the missing prepositions. They shouldn't discuss the game topics at this point. Check the correct prepositions as a class.

Answers

- b about
- c for
- d for
- e about
- f in

Divide the class into teams to play the game. Make sure they understand that they'll win more points by writing down things that the other teams might not think of. Create a competitive atmosphere by asking the teams to give themselves a name. Set a time limit of three minutes, and encourage students to think carefully before they write down their answers. Remind them to keep their voices quiet so that other teams don't hear their ideas.

Stop the teams when the time limit is up. Check answers, and award points by reading each question and asking each team to give their answers. Teams win points for answers that no one else has. The team with the most points at the end wins.

Possible answers

- a in cash, by check, with a credit card
- b noise, cleanliness, a lack of hot water
- c I'm sorry, I apologize; please forgive me
- d check their phones, listen to music, read
- e health, money, work
- f fairies, magic, Santa Claus

3 GRAMMAR Quantifiers

- a  Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class.
- b Tell students to look at the photo of the High Line Park, New York. Invite a few students to describe what they can see in the photo. Ask: *What's unusual about it?* Then give students one or two minutes to read the article and check. Check the answer as a class. Find out if anyone in the class has been to or heard of the High Line or would like to go there. If you wish, you may like to read the Culture Notes to students.

Answer

It's on an old railway bridge, 10 meters above the street.

CULTURE NOTES

The High Line project was started in 1999, when two local residents, Joshua David and Robert Hammond, had the idea of transforming a 2.3km-long stretch of disused railway track into a park.

Six years before work on the High Line began, Paris already had its own elevated park created on reclaimed urban space. The Promenade Plantée, built in 1993, stretches for almost 5km across the city on a railway line that closed in 1969.

- c Give students a few minutes to read the article again and underline the correct words. They then compare answers in pairs.

Answers

- | | |
|---------------|------------|
| 1 a lot of | 4 too many |
| 2 many | 5 a lot of |
| 3 very little | 6 not much |

CAREFUL!

Students are likely to omit *some* and *any* before plurals and general nouns, e.g., *I'd like to ask you questions.* (Correct form = ... ask you **some** questions) or *We got there without trouble.* (Correct form = ... without **any** trouble.)

▶▶▶ 07.10–07.13 Students read the information in Grammar Focus 7B on SB p. 156. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct quantifiers. Tell students to go back to SB p. 85.

Answers (Grammar Focus 7B SB p. 157)

- a**
- | | | |
|------------|------------|---------|
| 2 a lot of | 5 enough | 8 any |
| 3 enough | 6 a lot of | 9 a few |
| 4 much | 7 a lot | 10 too |
- b**
- | | |
|-------------------------------|-------------------------|
| 2 few chairs for everyone. | 6 few people. |
| 3 none left. | 7 no money. |
| 4 lot of money. | 8 lot of time tomorrow. |
| 5 give us enough information. | |

EXTRA ACTIVITY

Write these sentences on the board, and put students into pairs to find and correct the mistakes in the underlined phrases.

- 1 There are a lot bookstores here. (a lot of)
- 2 I didn't bring plenty bags. We need more. (enough)
- 3 Nina gave me plenty advice about what to do. (plenty of)
- 4 We saw many butterflies. (a lot of)
- 5 The station is too much far to walk. (too far)
- 6 Few of people know about this place, so it's usually very quiet. (Few)
- 7 They aren't building the new school enough fast. (fast enough)
- 8 I'd like to ask you any questions, if you have time. (some)

4 SPEAKING

- a** Tell students that they are going to talk for one or two minutes about the place where they live. Give students up to five minutes to read the task and prepare what they're going to say. Monitor, and help with any vocabulary that they need.
- b** Put students into small groups. Before they begin talking, make sure they know what they need to listen for and think about. Tell students not to rush this speaking activity. Encourage each student to talk about their place for at least a minute. When everyone has spoken, the group should discuss which places would suit the teenager, the family with young children, etc. Monitor, and listen for correct usage of the target language from the lesson. Elicit feedback from the whole class.

+ ADDITIONAL MATERIAL

Workbook 7B

Photocopiable activities: Grammar 7B, Vocabulary 7B

- e** Ask students to read through the task. Demonstrate the activity by describing a place that all the students should know. Can they guess the place you're talking about? Give students five minutes to prepare what they're going to say individually. Monitor, and check that they are using quantifiers correctly. Encourage them to add some details at the end of their descriptions that will help the other students guess.
- f** Put students into pairs to read out their sentences. Monitor, and point out any errors for students to self-correct. Elicit the answers from the whole class, and ask students which descriptions they found easier/harder to guess.

EVERYDAY ENGLISH

Is there anything
we can do to help?

OPTIONAL LEAD-IN

Write this word snake of adjectives on the board:

annoyingstressfulworriedannoyedembarrassingpainfulembarrassed

Put students into pairs, and ask them to find adjectives in the word snake. Tell them to use the words to finish these sentences.

– People can feel ...

– Situations can be ...

Check answers as a class (people can feel worried, annoyed, and embarrassed; situations can be annoying, stressful, embarrassing, and painful).

Tell the class that they will need some of the adjectives later on in the class.

At the end of this lesson, students will be able to:

- understand informal conversations in which people visit other people's homes
- use appropriate phrases for making offers, requests, and asking for permission
- use phrases to show that you are trying to imagine how someone else is feeling
- use intonation to sound polite

1 LISTENING

- a** Put students into small groups, and give them a few minutes to discuss the questions about visiting people's houses. Nominate a few students to share their group's answers with the rest of the class.
- b** In the same groups, students discuss what they think is happening in the photos, and how they think the people feel. Elicit feedback from the whole class.
- c** **07.14** Pre-teach the word *allergic* (having a condition that makes a person sick or develop skin or breathing problems because they have eaten certain foods). Play Part 1 of the recording for students to see if their guesses were correct. Check answers as a class.

Audioscript (Part 1)

NARRATOR Part 1

BRADLEY Are you sure your parents don't mind my staying for spring break? I mean, they've never met me.

FAUSTO Of course not. Look, I know you're a little nervous, but you have nothing to worry about. They're always saying they'd like to meet some of my college buddies. And they enjoy having guests.

B I know, but for a whole week? What if they don't like me?

F My parents like everyone! You'll be fine, honestly.

B Do I look OK? I haven't changed clothes since I left Toronto – and that was 12 hours ago!

F Seriously? Come on, you don't have to impress anyone. Oh look, here they are now. Hi, Mom. Hi, Dad! Uh, this is Bradley.

DAVID Hello, Bradley. I'm David. It's very nice to meet you.

B Nice to meet you, too.

F And this is my mom, Alicia.

ALICIA Hello! It's great to meet you, Bradley. Fausto has told us so much about you.

B It's nice to meet you, too, Mrs. Bianchi.

A Oh, Alicia, please. Mrs. Bianchi makes me feel so old! Now, I'm sure you're hungry after such a long trip.

F I could eat.

A Fausto! I was asking your friend.

B Well, actually ... I am pretty hungry, thanks. I didn't have much to eat on the bus. Oh, I nearly forgot. I brought these flowers for you.

A Tulips! Thank you.

B Fausto said they're your favorite.

F Actually, roses are her favorite.

B Oh, I'm sorry, I must have misheard.

A Don't worry, dear, they're beautiful.

D Come in and have a seat, Bradley.

B Oh, thank you.

A Would you excuse me for a moment? I just need to check on the food.

B Of course. Is there anything we can do to help?

A Oh no, it's all under control!

B So, David. You must be excited about the soccer game this afternoon. Fausto tells me you're a big fan.

D I'm not really into soccer, to be honest.

B Oh!

F Dad's a big fan of golf.

B Oh, I see. Sorry.

A Fausto, do you think you could give me a hand in here?

F Sure.

D So, do you play golf?

B Uh, no. I don't know anything about it, really. Uh, so you're an accountant?

D An architect, actually.

B Oh! I imagine that's very interesting.

F Here's dinner.

B Oh, this looks delicious.

A It's my own recipe.

B Ooh. What's in it?

A Chicken and mushrooms.

B Oh. Uh ...

D Is something wrong?

F Bradley's a vegetarian!

B And I'm allergic to mushrooms, too. I'm so sorry.

A What? Fausto, why didn't you tell us?

F I told you last week. I can't believe you forgot!

A Oh, that's right. It must have slipped my mind. I'm really sorry, Bradley. Let me make you a salad or something.

B A salad would be great. Thanks.

- d** **07.14** Give students time to read through the sentences. Play Part 1 of the recording again. Students compare their answers in pairs. Check answers as a class.

Answers

1 T 2 F 3 T 4 F 5 T

- e** Discuss the questions as a class. You may wish to mention that Bradley hasn't been a bad guest, but he has been a little awkward and made a few mistakes. He probably hasn't made a very good impression, but he has tried to be friendly and interested in David and Alicia. He is also very polite when he is offered food that he can't eat.

EXTRA ACTIVITY

Ask students to think of a time when they were hoping to make a good impression and made some mistakes. If they can't think of one, they can recall a time when they were worried about meeting someone and how the meeting went. Put students into pairs to tell their partners about the event. Ask for examples from the whole class. Find out whose experience was the most embarrassing or most successful.

2 USEFUL LANGUAGE

Offers, requests, and asking for permission

- a Put students into pairs to match the questions and responses.
- b 07.15 Play the recording for students to listen and check their answers.

Answers

2 b 3 a 4 e 5 d

- c Discuss the phrases in **bold** as a class.

Answers

- 1 Is there anything we can do to help?; have a seat ...; Let me ...; I'll ...
- 2 Do you think you could ...?
- 3 Would you excuse me ...?

- d Put students into pairs to match the requests and responses, and then check answers as a class. You may wish to point out that *Do you mind?* means *Is it a problem?*. So we reply with *Not at all* or *No, that's fine* if we are happy about the request, e.g., *Do you mind if I leave now?* *No, that's fine*.

Answers

1 b 2 e 3 a 4 c 5 d

3 LISTENING

- a Ask the class to guess what Tom and Michael are talking about.
- b 07.16 Play Part 2 of the recording for students to see if their guesses were correct.

Answer

Bradley feels bad about it. He thinks he got everything wrong.

Audioscript (Part 2)

NARRATOR Part 2

FAUSTO Are you OK? You look a little upset.

BRADLEY I'm all right. I just feel bad about today.

F What do you mean?

B Well, I kept getting everything wrong. The flowers. Your dad's job. Golf! And I couldn't even eat the food your mom made. They must think I'm so rude.

F Oh, don't worry about that. None of it was your fault. And my parents really liked you.

B You think so?

F Yeah. They said they were happy I had such nice friends in Toronto.

B Really? Oh, that's a relief. I thought I'd made a pretty bad impression. I was thinking of getting a hotel in town.

F Don't be silly. They'll love having you stay here for spring break.

B Oh, good. Thanks.

F Anyway, the soccer match is about to kick off. Do you want to come downstairs and watch it?

B Is your dad watching, too? I feel a little embarrassed after what I said.

F Dad? No. He went out to play golf!

- c 07.16 Give students time to read the sentences. Play Part 2 of the recording again. Check the correct answers as a class.

Answers

1 F 2 F

4 CONVERSATION SKILLS Imagining how people feel

- a 07.17 Put students into pairs to complete the sentences. Play the recording for students to listen and check. Ask: *Does Bradley know how Fausto feels?* (He's guessing.)

Answers and audioscript

- 1 must
- 2 imagine

- b Give students one minute to read the exchanges and underline phrases for imagining how someone else is feeling. Check answers as a class.

Answers

- 1 You must be very tired!
- 2 I expect you're a little nervous!

- c Tell students to look at the example, and ask for some other possible responses, e.g., *You must be very busy!* Remind students of the silent *ts* in *That must be* /ðə'mʌsbɪ/. Put students into pairs to think of good responses to sentences 2–4. They then practice short conversations. Encourage them to sound like they can really imagine the other person's feelings.

Possible answers

- 2 That must be painful!
- 3 That must be annoying!
- 4 That must be interesting!

LANGUAGE NOTES

We follow *I expect/imagine you're/You must be* with adjectives that describe feelings (*excited, stressed, annoyed, nervous, etc.*), e.g., *You must be really annoyed (about that)!*

We follow *That must be* with adjectives that describe things or situations (*exciting, stressful, annoying, nerve-wracking, etc.*), e.g., *That must be really annoying!*

When imagining other people's feelings, we often use adverbs like *rather, pretty, so, very, really* and *extremely* before gradable adjectives and *absolutely* before extreme adjectives, e.g., *You must be really angry. You must be absolutely furious!*

LOA TIP DRILLING

Give students intonation practice with a substitution drill. Say the following sentence with the correct intonation:

That must be exciting!

Use these different adjectives one at a time for students to substitute: *interesting, disappointing, fun, difficult, frightening, easy, dangerous, enjoyable*, e.g.:

- *interesting* (That must be interesting!)
- *disappointing* (That must be disappointing!)

- d Give students time to prepare the plan, hobby, and problem they're going to talk about. Then put students into pairs to practice listening to each other and show empathy by practice each other's feelings.

5 PRONUNCIATION Sounding polite

- a  07.18 Tell students that they are going to hear two sentences. Each sentence will be said in two different ways. They need to listen and decide which version sounds more polite. Play the recording for students to listen and decide. Check answers as a class.

Ask: *What makes one question sound more polite than the other?* Establish that the difference lies in the intonation. In the polite versions, the voice moves up and down on the key words; whereas in the other versions, the voice doesn't move much. Play the recording again for students to listen and notice.

Answers

1 b 2 a

- b  07.19 This task gives students more practice in noticing the difference in intonation. Play the recording for students to listen and check. They then compare answers in pairs.

Answers

1 b 2 a 3 a

- c  Put students into pairs to practice saying the sentences in 5b with polite intonation. Encourage them to use appropriate facial expressions to look and sound more interested.

6 SPEAKING

- a  Divide the class into pairs and assign A and B roles. Student B looks at the instructions on p. 132. Give students about five minutes to read through their instructions and prepare what they are going to say. Then put them in pairs to role-play the two conversations. Monitor, but don't interrupt fluency unless students make mistakes in their choice of language when asking for and giving permission.

Nominate a few pairs to perform their conversations for the class. Ask Student As: *How helpful was your partner? Can you do all the things you want to do in his/her home? And how polite was he/she? Did he/she sound interested in your new job?* Ask Student Bs: *How polite was your partner? Did you get permission for everything you want to do in the office?*

 FAST FINISHERS

Ask fast finishers to write a short email to the friend or the colleague to thank them for their hospitality or their help. Students can read these out during feedback.

 ADDITIONAL MATERIAL

Workbook 7C

Photocopiable activity 7C

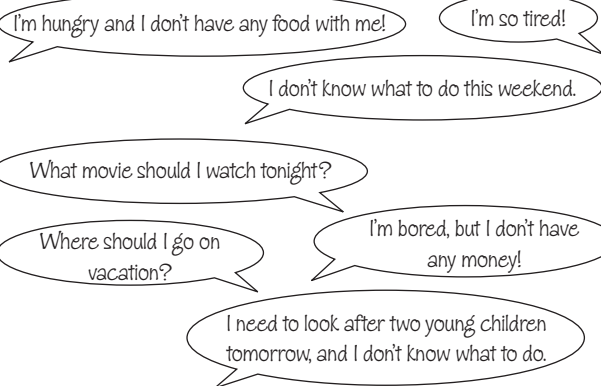
Unit Progress Test

SKILLS FOR WRITING

Make yourselves at home

OPTIONAL LEAD-IN

Books closed. Draw these speech balloons on the board:



Choose one statement and say it to the class, as though you really mean it. Ask for suggestions about what to do. Encourage students to use *You could ...* in their suggestions. Listen to students' suggestions, and choose the best one. Then put students into groups to repeat the activity with the other statements on the board.

Elicit feedback from the whole class. Ask: *Who made the most suggestions?*

1 SPEAKING

Put students into pairs to discuss the questions for a few minutes. Elicit feedback from the whole class.

2 READING AND LISTENING

Put students into small groups to discuss the questions. Elicit feedback from the whole class. If you wish, read the information in the Culture Notes to students.

CULTURE NOTES

Miami is a city on the Atlantic coast of south-eastern Florida, US. The area has a tropical monsoon climate, so it's always warm there, but with a lot of rain. The area also suffers from hurricanes and tropical storms.

Miami Beach is a smaller city near Miami. It is a popular vacation destination for American and international tourists. Its architecture is a mix of modern business blocks, art-deco houses, and old Spanish-style buildings.

Give students time to read the information. Then put them into small groups to compare and discuss their answers. Elicit feedback from the whole class. Ask: *Did you all want to do similar or very different things?*

VOCABULARY SUPPORT

wander (B2) – walk slowly

endless (B2) – never seeming to finish

swamp – (an area of) very wet, soft land

At the end of this lesson, students will be able to:

- talk about a recent vacation
- understand information about a place to go to on vacation
- understand an informal conversation about vacation plans
- understand a note in which useful information is given
- use phrases for offering choices
- write a note with useful information

07.20 Tell students that they are going to hear a woman called Rossana talking to her friend Jon about a trip she and her family are going to make to Miami. Give them time to read through the questions. Play the recording for students to listen and check. Put students into pairs to compare answers. Check answers as a class.

Answers

- 1 four
- 2 In Sue's cousin's apartment near Miami Beach
- 3 go to the beach, visit the Everglades, spend a day at Disney World, take a trip to Cape Canaveral

Audioscript

JON So you're going to Florida, Rossana. Lucky you! It must be nice and warm – not like here.

ROSSANA Yes, it's about 30°C, I think.

J I'm so jealous! Where are you staying? In a hotel?

R No, we have an apartment near Miami Beach, with a swimming pool. It actually belongs to my cousin, but she's going to Europe so she said we can use it while she's away. And her car.

J And her car? Wow, she must like you a lot!

R Well, yes, it's really generous of her. It means we're just paying for the flight. We couldn't afford it otherwise, not with the four of us.

J So, what are you going to do? Are you going to travel around?

R Well, it depends on the weather. It's hurricane season so it might be really windy. But we'll probably go to the beach for a start – we all like swimming. Then Lisa, my daughter, she's really into wildlife, so she wants to go to the Everglades and see the alligators, so we'll definitely do that. And of course we're

going to have to go to Disney World for a day. I don't really want to, but Mark – that's my son – he wants to go there, and he wants to go on all the rides.

J Oh, come on, it might be fun. You'll enjoy it.

R Maybe so.

J Sounds like you're going to be busy, anyway.

R Yeah. Oh, and my husband says we have to go to Cape Canaveral – he wants to see the Apollo space rockets, so I guess we'll spend a couple of days doing that. I don't really want to go there. It's so far away, I'm not sure I can cope with so much driving. But there's no point in arguing with him about it. Once he gets an idea in his head ...

J So, you're doing everything your family wants to do. What about you? What do you want to do?

R Me? Oh, I'd just like to relax and do nothing – sit by the pool and read a few books.

J Well, it sounds like you're going to be too busy. You won't have time for that.

R No ... probably not.

07.20 Play the recording again for students to complete the chart. They then compare answers. Check answers as a class.

	Where do they want to go?	Why do they want to go there?
Rossana's daughter	the Everglades	to see the alligators
Rossana's son	Disney World	to go on all the rides
Rossana's husband	Cape Canaveral	to see the Apollo space rockets
Rossana	by the pool	to read books and relax

EXTRA ACTIVITY

Write the following sentences on the board:

- 1 *Rossana thinks it's about 20°C in Miami.*
- 2 *Jon wouldn't like to go to Miami.*
- 3 *Rossana can use her cousin's car while they're there.*
- 4 *Rossana and her family are paying for the flight.*
- 5 *Rossana doesn't think the weather will be windy.*
- 6 *They plan to spend about two days at Cape Canaveral.*
- 7 *Rossana thinks she'll have time to read.*

Ask students to decide which sentences are true or false. Play the recording again for them to listen and check. Put students into pairs to compare answers, and then check the correct answers as a class (1 F 2 F 3 T 4 T 5 F 6 T 7 F).

- e  Discuss the question as a class.

3 READING

- a Give students a few minutes to read the note and choose the correct words. They then compare answers in pairs. Check answers as a class. Ask students to say which section contains each answer. You may wish to teach the word *fortnight* (two weeks).

Answers

- 1 during the day
- 2 just outside
- 3 far from
- 4 more than a week

- b Put students into pairs to discuss the questions. Check answers as a class.

Suggested answers

friendly phrases: Welcome; Please make yourselves at home; help yourselves; Enjoy your stay
practical phrases: Here are a few things you need to know; The best place is...; don't walk around late at night; the car's in the parking lot; it can be difficult to park

- c Give students time to read the note again and do the matching task. They then compare answers in pairs. Check answers as a class.

Answers

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

- d Ask: *How is the whole note organized – 1, 2, or 3?* Check the answer as a class. Point out that all the information is important, but Alvaro thinks Rossana will need to know about food before she starts planning trips to the beach.

Answer

Order 1

4 WRITING SKILLS Offering choices

- a Individually, students decide what the **bold** words mean. Check answers as a class. You may wish to point out that Alvaro is offering different choices, not recommending one place more than another.

Answers

1 a 2 b

- b Put students into pairs to find the other words or phrases for offering choices in the note. Check answers as a class.

Answers

Apart from that
another possibility is
Alternatively

- c Give students up to 10 minutes to complete the task. Monitor, and point out any errors for students to self-correct.

Possible answers

- 2 Alternatively, you can try the restaurants at South Beach.
- 3 Another possibility is to rent a car for a few days.
- 4 Another option is to see them by boat.

5 WRITING

A note with useful information

- a Tell students that they are going to write a note like Alvaro's. Give them time to read the task and write notes before they start writing. Give students up to 20 minutes to write their notes.

LOA TIP MONITORING

It is a good idea to have a particular focus when you monitor. As you monitor this activity, look in particular at the way the students have structured their notes and the order of the information. Encourage them to write notes that are neither too short and sharp, nor too long and detailed, and to use linking words in their sentence construction.

- b  Put students into pairs to compare their ideas.
- c In different pairs, students read and check each other's work.

+ ADDITIONAL MATERIAL

Workbook 7D

UNIT 7

Review and extension

1 GRAMMAR

- a** Give students one or two minutes to choose the correct answers. Check answers as a class. Put students into pairs to discuss whether each sentence is true or false about the building you're in at the moment.

Answers

- | | | |
|----------------|------------|--------|
| 1 too many | 3 much | 5 few |
| 2 enough light | 4 a lot of | 6 many |

💡 EXTRA ACTIVITY

Write the following quantifiers and nouns on the board:

plenty of, no, a few, a lot of, very little, some money, pens, in my bag, really good friends, in this building, beautiful parks, in this town, free time, things to worry about

Put students into pairs or small groups. Tell them to make true sentences about themselves with the words/phrases and *I have* and *There is/are*.

- b**  Put students into pairs or small groups to make deductions about the pictures. Monitor, and check that students are using modals of deduction appropriately. Elicit feedback from the whole class.

Suggested answers

- | | |
|---|--|
| 1 | a It must be a woman. / It can't be man. |
| | b It could be a man. |
| 2 | a She might be in her 30s or 40s. |
| | b He could be older than 70. |
| 3 | a She could be at work. |
| | b He might be at home. |

2 VOCABULARY

- a** Write *home swap* on the board, and elicit the meaning of *swap* (exchange). Ask students to read the text quickly to find the nationalities of the two families who swapped homes for a vacation (American and Portuguese). Give students one or two minutes to read the text again and complete the sentences. Check answers as a class. In pairs, students tell each other which of the two homes they would rather stay in for a week and why.

Answers

- 1 location 2 views 3 floor 4 block 5 neighborhood

- b** Put students into pairs to add the missing prepositions. Check answers as a class.

Answers

- 1 about 2 to 3 for 4 with 5 on 6 in 7 about

3 WORDPOWER *over*

- a** Write this blanked sentence on the board: *You can enjoy views ____ New York from the top of the Empire State Building.* Ask the class what the missing preposition is (there are three possible answers: *of, over, across*). Tell the class that they are going to look at more meanings of *over*. Individually, they match the questions with the responses. They then compare answers. Check answers as a class.

Answers

- 1 a 2 c 3 e 4 b 5 d

- b** In the same pairs, students match the meanings of *over* with the example sentences in 3a. Check answers as a class.

Answers

- 1 e 2 c 3 a 4 b 5 d

- c** Pre-teach *lifetime* (the period of time during which someone is alive). Give students one or two minutes to complete the sentences. Check answers as a class.

Answers

- | | |
|---|------------------------|
| 1 | over the world |
| 2 | over the last few days |
| 3 | over 16 |
| 4 | over a lifetime |
| 5 | over |
| 6 | over |
| 7 | over the next few days |

- d**  Put students into pairs or small groups to ask and answer the questions.

💡 FAST FINISHERS

Ask fast finishers to write three more questions with different uses of *over*. During feedback, they can ask the rest of the class their questions.

» Photocopiable activities: Wordpower 7

🔄 LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on more challenging areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 8

INFORMATION

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations, and exchange information about the news and what other people say
- talk about news and social media
- talk about shopping experiences
- summarize and comment on a news story
- use appropriate phrases for generalizing and being vague
- write an email summary

UNIT CONTENTS

G GRAMMAR

- Reported speech
- Verb patterns

V VOCABULARY

- Sharing information: *brainstorm ideas, create/make a podcast, deliver a flyer, have a chat or talk with someone, hold a meeting, post on social media, put up a poster, send a text*
- Reporting verbs: *agree to do, admit doing, advise someone to do something, invite someone to do something, offer to do, promise to do, recommend doing, refuse to do, remind someone to do something, suggest doing, threaten to do, warn someone (not) to do something*
- Wordpower: *in/on + noun: in a magazine, in capital letters, in cash, in dollars, in pencil, in print, in size (9), in stock, in the photo/picture, in the (first) paragraph, on a website, on page (4), on the label, on the radio, on the sign, on the ticket, on your phone*

P PRONUNCIATION

- Sound and spelling: /g/ and /k/
- Sound and spelling: /h/ and /w/

G COMMUNICATION SKILLS

- Talking about podcasts
- Talking about what other people say
- Using appropriate phrases for generalizing and being vague
- Writing an email summary of a news story

- a  Students look at the photo and the title of the unit, *Information*. Elicit the meaning of *headline* (the title of a news photo or story). Put them into groups to discuss the questions. Elicit feedback from the whole class. If you wish, share the information in the Cultural Notes with students.



CULTURE NOTES

The photograph shows Ryan Dzingel, an American professional ice hockey player. He plays for the Carolina Hurricanes. Ryan is from Chicago, and attended college in Ohio. He won two awards for his playing when he was in college.

- b  Give students one minute to read the question and think about the news story they want to talk about. Put them into pairs or small groups to tell each other their stories.



EXTRA ACTIVITY

In pairs, students choose two famous athletes that have been in the news recently and role-play interviews with them. First, give them some time to think of questions they would like to ask these people. Ask some pairs to repeat their role plays for the class if appropriate.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Students play “Guess the athletes.” They choose a famous athlete – someone who is known internationally (if your class is multilingual) or well known in their country (if the group is monolingual). In pairs, students take turns to ask *yes/no*-questions to guess the person. Elicit feedback from the whole class to find out the most popular athlete, and then ask which athletes have been in the news recently and why.

I REPLIED THAT I'D BEEN BORED WITH MY MUSIC

At the end of this lesson, students will be able to:

- use a lexical set about sharing information correctly
- understand an article about podcasts
- use reported speech (statements and questions) appropriately
- talk about a podcasts

OPTIONAL LEAD-IN

Books closed. Write this question on the board with the blanked options below it:

What kind of news do people share with each other?

- 1 *updates on international e_ents*
- 2 *l_c_l news*
- 3 *hu_an-i_te_est sto_ies*
- 4 *funny i_cide_ts that have happened to them*
- 5 *u_da_es on their personal lives*
- 6 *g_ss_p about friends and neighbors*

Ask students to complete as many of the blanked words as they can. Check answers as a class, making sure that students know what all the words mean (1 events 2 local 3 human-interest stories 4 incidents 5 updates 6 gossip).

Put students into pairs to talk about the kind of news they have shared with other people over the last few days, referring to the list on the board.

1 SPEAKING AND VOCABULARY Sharing information

- a** Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class.
- b** Give students time to read the sentences and complete the blanks with the verbs in the box. Make sure they understand that they need to write the verbs in the correct form. They compare answers correctly. Then check answers as a class.
- c** Tell students to think about their answers first, and then put them into pairs to share their answers. Elicit feedback from the whole class.
- d** Students complete the exercises in Vocabulary Focus 8A on SB p. 140. Individually, students do Exercises a–c. Monitor for Exercise d, and elicit feedback from the whole class. Tell students to go back to SB p. 92.

Answers

- | | | | |
|--------|----------|--------------|--------|
| 1 sent | 3 put up | 5 deliver | 7 held |
| 2 post | 4 create | 6 brainstorm | |

Answers (Vocabulary Focus 8A SB p. 140)

a

- 1 *create / make* a podcast ✓
- 2 *send / post* a text or email
- 3 *make / have* a call ✓
- 4 *put up / deliver* a poster ✓
- 5 *send / post* on social media
- 6 *have / hold* a chat or talk with someone
- 7 *deliver / send* a flyer ✓
- 8 *create / hold* a meeting
- 9 *make / brainstorm* ideas

b

<i>involve talking</i>	<i>involve writing</i>
create/make a podcast make/have a call have a chat or talk with someone hold a meeting brainstorm ideas	send a text or email post on social media
<i>involve technology</i>	<i>don't need to involve technology</i>
create/make a podcast send a text or email make/have a call post on social media	put up/deliver a poster have a chat or talk with someone deliver/send a flyer hold a meeting brainstorm ideas

c

- | | | |
|------------|-------------|-----------|
| a newsfeed | c subscribe | e updated |
| b episode | d series | f items |

2 READING

- a** Check students' understanding of *podcast*. Put them in pairs to discuss the questions. Elicit answers from the whole class.
- b** Give students about five minutes to read the article. Elicit feedback from the whole class on whether they think making podcasts sounds easy or difficult. Encourage them to use information from the article to explain their opinions.

VOCABULARY SUPPORT

overall (B2) – in general, rather than particular

- c** Tell students to read the article again, and write notes on the topics. They then compare answers in pairs. Check answers as a class.

Answers

- 1 Podcast listening in the U.S.: **more than half of all Americans have listened to a podcast**
- 2 Places where people listen: **home, car, public transportation**
- 3 Basic requirements to make a podcast: **microphone & computer**
- 4 Building your number of listeners: **takes time**
- 5 Making sure your content is good: **have an aim or purpose, plan what you say**
- 6 Talking on a podcast: **try to sound natural and like you're enjoying yourself**
- 7 Before uploading: **edit – use only relevant and interesting material**
- 8 After you've uploaded: **use social media to tell people, be reliable**

- d** Students read the article again, and find the expressions. They then compare answers in pairs.

Answers

- 2 give it a try
- 3 be happy with
- 4 deliver on your promises
- 5 gain from experience

EXTRA ACTIVITY

Put students into pairs or small groups and ask them to imagine they are going to make a podcast. Ask them to think about what the topic of their podcast would be, and what they would discuss in it. Elicit feedback from the whole class.

3 LISTENING

- a  Put students into pairs to discuss the questions. Elicit feedback from the whole class.

- b  **08.01** Give students time to read the questions. Then play the audio recording. They compare their answers in pairs, and then check answers as a class.

Answers

- 1 She was trying to make her commute more pleasant.
- 2 comedy, news, current events, baking bread, crime stories, fundraising for charities

Audioscript

INTERVIEWER Welcome to *Pod-on-Pod* – the podcast about podcasts. Today we’re talking to a fan from New York. Hey, Andrea.

ANDREA Hey!

I So, when you got in touch, you said you listened to a lot of podcasts. So how did you start?

A Well, I guess you could say that the worst part of my day used to be my commute between home and work – 45 minutes each way on the subway. And trying to make the commute more pleasant is how I got into podcasts. I mean, they’d been around for a while and I think I’d listened to a few podcasts about cooking at home on my computer. And I knew that you could download them on to your cell phone, but I had never really bothered.

I So, why did you suddenly start downloading?

A One day a couple of years ago I was bored with all my music – nothing I wanted to listen to ...

I Know the feeling.

A So anyway, I checked out the available podcasts on my way to the subway station and downloaded a half-hour comedy episode. It was really funny, and it was really difficult not to laugh out loud on the subway – people were giving me such strange looks.

I Like, who’s the crazy woman?

A Yeah. But the trip to work took no time at all.

I ‘Cause you were entertained.

A Yeah, that’s the thing ... When I got home that night, I took a really good look at the kinds of things that are available and

discovered there’s ... well ... just about anything you could want. So, each day, as I’m walking to the subway station, I listen to a news podcast – it’s easier to concentrate on the day’s news once I’m out of the house.

I Is that all you listen to in the morning?

A Well, no. After the news it, kind of depends on my mood. If I’m having one of those days when the idea of going to work isn’t a good one, then I listen to comedy to cheer me up. But other days I might listen to a current events podcast. One of my hobbies is baking bread – it’s something I love to do on weekends. There are a whole lot of podcasts on baking bread with different ideas and recipes – they’re really interesting.

I Do you listen to any podcast series?

A Oh, yeah, I love them – like some of those crime stories. And every day you’re waiting for the next episode to be uploaded. You can get really addicted to a podcast series!

I Anything else you listen to?

A Well, one other thing – podcasts can be useful for my job. I’ve worked for a charity organization for the past four years. We raise funds for the developing world. And there are also podcasts about that – different projects, different ways of raising money, things like that. I’ve picked up some really helpful ideas by listening to podcasts.

I Thanks for sharing, Andrea – and keep listening!

- c  **08.01** Read the statements with students. Then play the audio for them to mark if they are true or false. Play it a second time as necessary. Check answers as a class. Elicit the correct answers for the false statements.

Answers

- 1 T
- 2 T
- 3 F – It made it go faster.
- 4 T
- 5 F – It depends on her mood – sometimes she listens to current events or something else.
- 6 F – baking bread
- 7 T
- 8 T

- d  **08.02** **Pronunciation** Play the recording for students to listen and notice the pronunciation.

Answers

podcast /k/ ago /g/ guess /g/ commute /k/ work /k/
giving /g/ concentrate /k/ baking /k/ good /g/ organization /g/

- e Go over the rules as a class.

Answers

- 1 When we say /g/, there is a sound in the throat.
- 2 When we say /k/, there is no sound in the throat.

- f  **08.02** Play the recording again for students to listen and repeat the words in 1d.

- g  Put students into pairs to discuss the question. Elicit feedback from the whole class.

4 GRAMMAR Reported speech (statements and questions)

- a Ask students to underline the examples of reported speech. Check answers as a class by asking different students to read out the parts of the sentences that are reported speech.

Answers

The interview went well. First, the interviewer asked me how I had started listening to podcasts. I replied that I’d been bored with my music and had checked out the available podcasts on my way to the subway station. Then we talked about my podcast listening habits. I said that each day as I was walking to the subway, I listened to a news podcast. And then I mentioned all the different kinds of podcasts I listen to. He asked me if I listened to podcast serials. I told him that I loved them. I also said that podcasts could be useful for my job. I told him that I’d worked for a charity organization for the past four years and I’d picked up some really helpful ideas by listening to podcasts.

- b Put students into pairs to complete the sentences. Students compare answers in pairs.

- c  **08.03** Play the audio for students to listen and check their answers. Check answers as a class.

Answers

- 1 Interviewer: “How **did** you **start** listening to podcasts?”
- 2 “I **was** bored with my music, so I **checked** out the available podcasts on my way to the subway station,” replied Andrea.
- 3 “Each day as I **’m walking** to the subway station I **listen** to a news podcast,” said Andrea.
- 4 Interviewer: “**Do** you **listen** to any podcast series?”
- 5 “I **love** them,” Andrea replied.
- 6 “Podcasts **can be** useful for my job,” Andrea told the interviewer.
- 7 “I **’ve worked** for a charity organization for the past four years. I **’ve picked up** some really helpful ideas by listening to podcasts,” said Andrea.

- d Put students into pairs to complete and discuss the rules. Check answers as a class.

Answers

- 1 backward
- 2 normal word order
- 3 still true

- e Pair students up to write the verb tenses. Encourage them to use Exercise 1b to help them. Check answers as a class.

Answers

Simple present: simple past
Simple past: past perfect
Present continuous: past continuous
Present perfect: past perfect
can: could

 CAREFUL!

Students at this level make a number of errors involving the use of *say* and *tell* with reported statements, often confusing the two verbs, e.g., *Mary told that I was late. I said her she was wrong* (Correct form = *Mary **said** that I was late. I **told** her she was wrong*), as well as making tense errors with these verbs, e.g., *You say you would come* (Correct form = *You **said** you would come*). They may also omit the pronoun after *tell*, e.g., *He told it was broken* (Correct form = *He **told us** it ...*).

When forming reported questions, students often use *tell* instead of *ask*, e.g., *She told me if I was OK* (Correct form = *She **asked** me if I was OK*). In reported commands, students may use *say* instead of *tell*, e.g., *Someone said her to come in* (Correct form = *Someone **told** her to come in*).

- f  **08.04–08.05** Students read the information in Grammar Focus 8A on SB p. 158. Play the recording where indicated and ask students to listen and repeat. Students then do the exercises. Check answers as a class, making sure students are using the correct reported speech forms. Tell students to go back to SB p. 94.

Answers (Grammar Focus 8A SB p. 159)

- a**
- 2 didn't want to go out
 - 3 were waiting
 - 4 couldn't drive
 - 5 had lost
 - 6 might have
 - 7 would help
 - 8 had bought
- b**
- 1 your
 - 2 yesterday
 - 3 there
 - 4 he was
 - 5 you
 - 6 you liked
 - 7 you read
 - 8 I'd
 - 9 earlier
 - 10 you'd
 - 11 he was
 - 12 you'd love it

 LOA TIP DRILLING

If students need more support, give the class statements with different tenses to report. They can do this as a class, but vary the activity by nominating different students from time to time. Tell students that they should start with *You said that* or *You asked him*, e.g.:

- *Are you OK?* (You asked him if he was OK.)
- *I've read an interesting news story.* (You said that you'd read an interesting news story.)

- g Tell the class that they are going to build a story by working in pairs and following instructions in four steps. Make sure each pair has a piece of paper to write on.

Ask students to read step 1. Remind students of the different kinds of news that people share with each other (updates on their personal lives, gossip, local news, etc.). Give students time to copy the first sentence and then plan and write the next sentence.

When all the pairs are ready, tell students to pass their papers to another pair and do step 2. Monitor as students work, making sure they are using reported speech correctly and giving help where needed. Continue in the same way for steps 3 and 4.

- h  Make sure students check that the reported speech is correct. Ask each student to read their story to the class. Ask: *Which story was the funniest? Which story would you like to know more about?*

5 SPEAKING

- a**  Put students into pairs to read through the sentences and discuss whether or not they agree with them. Monitor, and help as needed.
- b**  Put students into small groups, ensuring that pairs are split between different groups. They discuss their opinions. Elicit feedback from the whole class.

 ADDITIONAL MATERIAL

Workbook 8A

Photocopiable activities: Grammar 8A, Vocabulary 8A, Pronunciation 8A

8B

SETTING UP THE WEBSITE WAS EASY

At the end of this lesson, students will be able to:

- understand an informal conversation about online reviews
- use verb patterns correctly
- use reporting verbs correctly
- talk about an experience using reporting verbs



OPTIONAL LEAD-IN

Books closed. Write the names of six things on the board:

- two shopping websites
- two big local stores
- two local cafés or restaurants

Students work individually to rate each one by giving it between one and five stars. Students then work in pairs to discuss and perhaps modify their ratings. Elicit feedback from the whole class.

1 SPEAKING AND READING

- a** Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class.
- b** Ask students to look at the photo and read the review quickly. They compare their answers in pairs. Elicit feedback from the whole class.
- c** Give students time to look at the photos, read the article again, and think about their answers to the question. Then put them into pairs to discuss their answers. Elicit feedback from the whole class.
- d** Students read the article again, and write notes to answer the questions. Check answers as a class by asking individual students to read an answer to each question.

Possible answers:

- 1 He was sitting in his garden shed.
- 2 He only gave the street, not the number.
- 3 He asked his friends to write them.
- 4 The dishes were named after feelings.
- 5 He took photos of things he found around the house.
- 6 when it became ranked No. 1 in London
- 7 microwaved meals from the local supermarket

- e** Give students a few minutes to read the comments and think about their answers. Put them into pairs or small groups to discuss their opinions. Elicit feedback from the whole class.



EXTRA ACTIVITY

Have a mini classroom debate about each of the statements in Exercise 1e. Split the class into two groups. Each group takes turns alternating between arguing for and against each statement. Encourage them to give reasons.

2 GRAMMAR Verb patterns

- a** Put students into pairs to match the *-ing* verbs with the rules. Check answers as a class by reading rules a–d and asking students to give the correct example sentence.

Answers

- 1 d 2 c 3 b 4 a

- b** Put students into pairs to match the *to* + infinitive forms with the rules. Check answers as a class by reading rules a–d and asking students to give the correct example sentence.

Answers

- 1 c 2 b 3 d 4 a



CAREFUL!

Students at this level may use the verb + *-ing* form where *to* + infinitive is required, e.g., *We've decided leaving* (Correct form = *We've decided to leave*) and vice versa, e.g., *I enjoyed to meet your brother* (Correct form = *I enjoyed meeting* ...). Another typical error is to use the infinitive for the second verb, e.g., *I like be at home* (Correct form = *I like being* ...).

- c** Students read the information in Grammar Focus 8B on SB p. 158. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct verb patterns. Tell students to go back to SB p. 96.

Answers (Grammar Focus 8B SB p. 159)

- a** 2 taking 5 sit 8 walking
3 to pick up 6 to watch 9 them to take
4 to make 7 to make 10 stay
- b** 2 to go 7 forgetting 12 turning 18 to break
3 looking 8 to ask 13 to see 17 to take
4 to find 9 to ask 14 doing
5 to see 10 to do 15 to start
6 Checking 11 helping 16 to fix

- d** Students complete the sentences by adding the verbs in the correct form and choosing an option or finishing the sentences in a way that is true for them. Read aloud the correct verb patterns for the eight sentences so students can check that their sentences are accurate.



LOA TIP CONCEPT CHECKING

Check students fully understand when we use the different verb patterns by writing sentences based on the Grammar Focus rules on p. 158 on the board with the forms underlined, and asking students why these verb patterns are used, e.g.,

– *I find it hard to remember grammar rules.* (*to* + infinitive after an adjective)

– *I don't mind waiting here for a moment.* (*-ing* after certain verbs)

Answers

- 1 shopping 3 to choose 5 spending 7 to see, to buy
2 to get 4 to write 6 hearing 8 Going

- e** Put students into groups to compare and discuss their sentences. Elicit feedback from the whole class.

3 LISTENING

- a Elicit students' understanding of "digital marketing." Ask them to give examples, if appropriate. Put students into pairs to discuss the question. Elicit feedback from the whole class.
- b 08.07 Play the interview for students to listen and check their answers to 3a. Check answers as a class.

Audioscript

PRESENTER If we're not sure where to eat, what laptop to buy, or where to stay on vacation, most of us read customer reviews. Recent research has shown that 90% of customers read online reviews and that for nearly 70% a positive review will make them more likely to buy a product. But can we trust online reviews? And how do we know if they are real or fake? We asked John Higgins, Professor of Digital Marketing at the University of Wisconsin. John, are most reviews genuine?

JOHN Well, maybe 80% of the time, yes, they are, but I wouldn't say 100%. I mean if you think about it –you're running a café or a small hotel. If you can get a lot of positive reviews, you're going to get more customers, and not only that, you're going to get more hits when people look on review sites. So you can ask customers to give you a good review ...

P Nothing wrong with that, is there?

J No, not at all ... But that may not be very effective, because customers usually promise to write a good review and then they forget all about it. And of course, you can't really persuade a customer to write a review for you – it's up to them. So what often happens is that small companies get their employees to write reviews, or friends and members of their family. Or they may even pay people to write fake reviews – this is known as "opinion spam" and, of course, that is against the law. But it certainly happens. In one study in Australia, they found websites that were offering to write 10 positive reviews for \$85, and they also found ads put out by restaurants that were trying to improve their ratings on review sites.

P What, offering money for positive reviews?

J Yes, some restaurants have said quite openly that they want to get good ratings, and they'll pay money for them.

P Incredible. But companies must be fighting that.

J Oh yes, they are. Companies like Amazon are very active in catching fake reviewers.

P But can they do anything?

J Well, they can warn them not to continue, and they can threaten to take them to court. In some cases, Amazon has actually taken fake reviewers to court, and they've had to pay a fine. And websites like TripAdvisor and Yelp have tracking systems that can filter out false reviewers.

P How does that work?

J Well, their system analyzes the information that's coming in. Then if anything's suspicious, they have a team of experts who look at it more closely. It's a bit like the way a bank checks security – and TripAdvisor claims that it works really well.

P So, we can still trust online reviews?

J I would say so, yes ... but maybe not too much! I would certainly recommend reading both the good and the bad reviews, not just the good ones. And I'd also advise people to read the review carefully to see what they really say. Do they just say, "The staff are very friendly," or do they say something more personal, like "We arrived late in the evening, but they gave us something to eat"?

P So a personal, detailed comment is more likely to be genuine?

J Yes, exactly.

- c 08.07 Play the recording again for students to listen and decide whether the statements are true or not. Encourage students to justify their answers as far as possible.

Answers

- 1 T
- 2 T
- 3 F – They usually forget.
- 4 T
- 5 F – It sometimes takes legal action.
- 6 T
- 7 F – He says it's best to read both positive and negative reviews.
- 8 T

- d Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class.

4 VOCABULARY Reporting verbs

- a Put students into pairs to complete the sentences from the interview with the verbs from the box. Monitor, and help, but don't check answers yet.
- b 08.08 Play the recording for students to listen and check their answers. Check answers as a class.

Answers

- 1 ask
- 2 promise
- 3 persuade
- 4 promise
- 5 warn
- 6 threaten
- 7 recommend
- 8 advise

- c Ask students to categorize the reporting verbs from Exercise 4a according to the headings. They do this individually, and the compare answers in pairs. Check answers as a class.

Answers

Verb + infinitive	Verb + object + infinitive	Verb + verb + -ing
offer promise threaten	ask (someone) to persuade warn advise	recommend

- d Students read the sentences and add the verbs to the chart. They compare their answers in pairs. Then check answers as a class.

Answers

- 1 verb + infinitive
- 2 verb + verb + ing
- 3 verb + infinitive
- 4 verb + infinitive
- 5 verb + verb + ing

- e Students complete the exercises in Vocabulary Focus 8B on SB p. 141. Individually, students do Exercises a and b. Monitor for Exercise c, and elicit feedback from the class. Tell students to go back to SB p. 97.

Answers (Vocabulary Focus 8B SB p. 141)

- 1 d They're in a restaurant, paying the bill.
- 2 b The man has written fake reviews on a website.
- 3 e They're in a café. He's about to sit on some dishes.
- 4 a They're at home doing laundry.
- 5 f They're on vacation, looking for a restaurant.
- 6 c They're outside the hairdresser's. She doesn't like her haircut.

FAST FINISHERS

In pairs, students take turns covering up reported sentences 1–8 and trying to re-create them just by looking at the pictures and the direct speech.

5 SPEAKING

- a** Tell students to read the task. Give them five minutes to prepare what they're going to say. Monitor, and give help if necessary. When they've chosen which experience to write about, encourage them to think what details they can add (why the situation had occurred, what happened as a result, etc.).

- b**  Put students into small groups to tell their stories. Each student should try to talk for at least a minute. The others should listen and think about whether they've been in a similar situation. Monitor to check that students are using verb patterns and reporting verbs correctly.

+ ADDITIONAL MATERIAL

Workbook 8B

Photocopiable activities: Grammar 8B, Vocabulary 8B, Pronunciation 8B

EVERYDAY ENGLISH

On the whole, I prefer
writing about current events



OPTIONAL LEAD-IN

Books closed. Put students into pairs, and give them five minutes to make a note of everything they can remember about the people in the story so far. Don't allow them to look at the Student's Book. Ask the pairs to write two questions based on their notes. Say that they should try to make them as difficult as possible. Monitor, and point out errors for students to self-correct.

As a whole class, nominate students to ask their questions. Tell the others that they should write down, not say the answers. Elicit feedback from the whole class.

1 LISTENING

- a** Put students into small groups to discuss the questions. Elicit feedback from the whole class.
- b** **08.09** Put students into pairs to look at the photo and answer the questions. Elicit that Laura is having her interview and she's probably feeling nervous.

Answers

- 1 She is going over her resume and portfolio one last time.
- 2 She's a little nervous because she really wants this position.
- 3 writing for Worldwide News, an online news organization

Audioscript Part 1

TOM Today's the big interview, right?
LAURA That's right! I'm just going over my resume and portfolio one last time.
T Do you get nervous for these kinds of things?
L Not usually, but I really want this position. Writing for an

online news organization like *WorldwideNews* is my dream job.
T I hope it goes well.
L I'm heading out – wish me luck!
T Good luck!

- c** **08.10** Play Part 2 of the recording for students to answer the questions.

Answers

- 1 She is really proud of some of the pieces.
- 2 She asks about career development and travel.

Audioscript (Part 2)

SUSANNE And finally, what kinds of stories do you enjoy writing the most? You have a couple of features about children with learning disabilities in your portfolio.
LAURA I'm really proud of those pieces, thanks. I find writing features about people can be really rewarding, especially if the story helps bring them more recognition. But I think, on the whole, I prefer writing

about current events – politics and that sort of thing. It's so satisfying when you manage to get a story that no one has written about yet – a scoop!
S Of course. Well, that's all the questions I have. Do you have any questions for me?
L Actually, yes. I do. The job description mentions opportunities for career development. Could you tell me a little more about that?

At the end of this lesson, students will be able to:

- understand informal conversations in which people share their news
- use appropriate phrases for generalizing
- use vague language appropriately
- recognize and say the sounds /h/ and /w/
- ask for and give general advice

- S** Of course. As a rule, for example, our newest political writers tend to write about either city politics or state politics first, moving up to national politics eventually. It generally takes a couple of years of writing at the local level before we'll put someone on a national story.
L OK. And there's some travel involved in the job, isn't there?
S Yes, typically our writers take turns covering stories around the country – we sent writers
- to Washington and L.A. last week. In Washington, the writer even had a private question and answer session with the President.
L That sounds fantastic.
S Well, if you have no more questions, it was very nice to meet you, Ms. Menendez.
L Thank you so much for taking the time to interview me. I'm very interested, and I hope you'll consider me.
S Thank you. We'll be in touch soon.

- d** **08.10** Play the recording again for students to complete the sentences. Put them into pairs to compare answers. Check answers as a class.

Answers

- 1 learning disabilities
- 2 current events/politics
- 3 national
- 4 country
- 5 the President

2 USEFUL LANGUAGE Generalizing

- a** **08.11** Elicit the meaning of *generalize* (say something basic which is often, but not always, true). Give students time to read the sentences, and then play the recording. You may wish to explain that *on the whole*, *generally*, *typically*, and *normally* are adverbs while *tend* is a verb followed by *to* + infinitive.

Answers

- 1 on the whole
- 2 tends to
- 3 generally
- 4 As a rule, tend to

- b** Put students into pairs to underline more phrases for generalizing. Check answers as a class.

Answers

- 1 It can be
- 2 As a rule
- 3 usually

- c** Students decide which sentences are true for them, and change any that aren't. They then compare answers in small groups.

3 CONVERSATION SKILLS Being vague

- a** Pre-teach *vague* /veɪg/ (not clear). Point out that sometimes we don't want to or we aren't able to be precise or give details, and in these cases we can use vague language. Students do the task individually. They then compare in pairs.

Answers

- 1 things
- 2 a few
- 3 sort

- b** Students work individually. Check answers as a class. Put students into pairs to practice saying the sentences.

Answers

- 1 kind
- 2 few
- 3 things

EXTRA ACTIVITY

Write these topics on the board: *weekends, clothes, breakfast, sport, evenings, sleep*.

Ask students to use the topics to write six generalized, vague statements about themselves or people in their country. Put them into pairs or small groups to compare sentences.

4 LISTENING

- a** Put students into pairs to discuss the two questions.

- b** **08.12** Play Part 3 of the recording for students to check their answers. Ask: *How does Laura feel?* (very happy, excited).

Answers

- 1 b
- 2 c

Audioscript (Part 3)

TOM So, how did it go?

LAURA Pretty well I think, on the whole. But it was much more difficult than I thought it was going to be. I was there for around two hours.

T Wow! That long?

L Yeah. There was one question I didn't know how to answer, but otherwise, yeah, I think it went pretty well.

T What was the question?

L Oh, it was something about my opinion of some famous journalists – what I thought of their style. I'm not very good at stuff like that.

T Did you find out much about the job?

L Yeah, she told me quite a lot about it. It sounds great.

There's some travel, and the atmosphere in the office seems really nice.

T When will you find out if you get the job?

L Well, they don't usually tell you during the interview, but ... hang on, I just got an email.

T Is it from *WorldwideNews*? What does it say?

L Just a second. Uh ... "Dear Ms. Menendez, we would like to inform you that ..." Yes! I got it! I got it! I'm the newest *WorldwideNews* employee!

T Wow, that's fantastic. I knew they would hire you!

L Oh, I'm so excited, I can't wait to start.

5 PRONUNCIATION

/h/ and /w/

- a** **08.14** Give students time to read the sentences, and then play the recording. Students compare answers in pairs. Check answers as a class. You may wish to point out that the letter *w* is silent when followed by *h* or *r*, e.g., *write*. Point out that the letter *h* is sometimes silent after *w*, e.g., *where, why* and *when*. It is also silent at the beginning of some words, e.g., *hour* or *honor*.

Answers

- 1 /h/
- 2 /w/
- 3 /əv/

- b** **08.15** Put students into pairs to match the words and sounds. Encourage them to say the words. Play the recording for students to listen and check.

Answers

- /h/ hotel, who
/w/ white, work
first letter silent: honest, wrap

- c** **08.16** Play the recording for students to listen and choose the words they can hear. Put students into pairs to practice saying the two different versions of each sentence. Can their partner hear which version they're saying?

Answers

- 1 heat
- 2 in white
- 3 earring
- 4 vest
- 5 ate

6 SPEAKING

- a** Ask students to read the task, and look at the example conversation in speech balloons. Give them time to write down a specific course, restaurant, and area.

Put students into pairs. Encourage them to listen carefully to each other, and to make some general comments about the course, restaurant and area they mention (or to be specific if they can). Monitor without interrupting their fluency, and observe how well they are generalizing and being vague.

Nominate a few pairs to perform their conversations for the class.

FAST FINISHERS

Ask fast finishers to choose one of the points they didn't use in the activity to ask for and give advice on. Check their advice when eliciting feedback.

+ ADDITIONAL MATERIAL

Workbook 8C

Unit Progress Test

- c** **08.13** Play the recording for students to listen and complete the sentences.

Answers

- 1 opinion
- 2 atmosphere
- 3 usually

8D

SKILLS FOR WRITING

Fortunately, everything was all right

At the end of this lesson, students will be able to:

- understand people talking about a news story
- read and understand a short news story
- summarize information
- write a summary of a news story

OPTIONAL LEAD-IN

Books closed. Write *human interest* on the board. Point out that human-interest stories are about people's experiences of personal drama. They can be sad, happy, funny, or serious. Ask students to think about the kind of themes that might appear in human-interest stories (e.g., crime, animals, illness, being a parent, coincidences, etc.) and write these on the board.

Put students into pairs to discuss the following questions:

- Do you like reading human-interest stories? Why/Why not?
- Which topics in the list interest you/don't interest you?
- Why do you think people like reading "human-interest" news stories?

Nominate a few students to share their answers with the class.

1 LISTENING AND SPEAKING

- a** Put students into pairs to talk about what's happening in the photos. Check answers as a class. You may wish to teach the words *passport control* and *security check*.

Suggested answers

- Passengers are boarding a plane.
- Passengers are going through a security check.
- A passenger is having her passport checked.

- b** Discuss the question as a class.
- c** Tell students to look at the key words from a news story. Put them into pairs to discuss their ideas about what happened.
- d** Put pairs with other pairs to compare their ideas, and then elicit feedback from the whole class. Write notes on the board from their suggestions, and leave them there for the next exercise.
- e** Play the recording for students to listen and compare what really happened with their guesses. Put students into pairs to discuss whether any of the guesses on the board were right, and what actually happened. Check the answer as a class.

Answer

An 11-year-old boy was shopping in Manchester with his mother. He left her without her noticing ("slipped away") and went to the airport where he managed to get through security and onto a plane to Rome. His mother complained to the airline.

Audioscript

People were commenting online recently about an 11-year-old boy from Manchester in England, who flew to Rome on his own. He was out shopping with his mother at a shopping center near Manchester Airport and while she was busy looking at something, he slipped away and walked into the airport. Of course he had no money or anything, he was only 11 years old, but he followed a family who was going on vacation and no one noticed him – everyone thought he was part of that family.

Incredibly, he managed to get through security. It seems that no one noticed he didn't have a boarding pass, and they even let him get on the plane. Normally, of course, they check your boarding pass when you get on, but I guess they just thought he was with the family. Anyway, they let him on and he found an empty seat somewhere. They normally count the passengers to make sure they've got the right number, but it seems either they didn't do it this time or they didn't do it properly, so the plane took off and he flew to Rome. Then, luckily, when he got to Rome, they found out he was on his own without a passport and they put him on the next flight back to Manchester.

Naturally, his mother was extremely worried about him and she complained about it. Both the airline and the airport admitted it was their fault immediately and they promised to look at their security. And they even offered her a free flight.

It's incredible that he managed to get through all the airport security controls without them noticing. But apparently, it happens often, and it's nearly always boys of about that age, between 11 and 14, who want to go on a plane.

- f** Give students time to read through the statements. Put them into pairs to compare their answers. Encourage students to justify their answers as far as possible. Elicit students' ideas, but don't check answers at this point.

- g** Play the recording again for students to check their answers to 1f.

Answers

- F The speaker read about the story online.
- F He was with his mother.
- DK
- DK
- T
- DK
- T
- F It happens often.

- h** Put students into small groups to discuss the questions. Elicit feedback from the whole class.

2 READING

- a** Ask students to look at the headline. Put them into pairs to do the task.
- b** Give students one minute to read the story to see if their guesses were correct. Check answers as a class.

Answers

- a 2 b

- c** Individually, students read the article again and do the task. They then compare answers in pairs. Ask: *How do you think Kenton's mother felt about what happened? Why?*

Answer

Both boys took a flight alone, without their parents knowing, and with no ID.

EXTRA ACTIVITY

Write these extra questions about the article on the board:

- 1 How old is Kenton? (13)
- 2 How many flights did he take? (two)
- 3 Where were the flights from and to? (from Florida to Chicago, then from Chicago to San José, in California)
- 4 Where do his parents live? (His father lives in Florida, and his mother lives in California.)
- 5 Why does Dean think Kenton flew to San José? (because he's fascinated by airplanes)
- 6 How does Dean think Kenton paid for the flight? (perhaps online, using Dean's credit card)

Ask students to read the article again and answer the questions.

3 WRITING SKILLS

Summarizing information

- a Students read the summary and answer the questions. Tell them not to worry about the highlighted sentence at this point. Ask students to compare answers in pairs. Check answers as a class.

Answers

- 1 Apparently, It seems that 2 incredible, Amazingly, Fortunately

- b  08.17 Play the recording again for students to listen. Check answers as a class. You may wish to point out that we use phrases like these to draw attention to key points and show our attitude towards them.

Answers

Of course, Incredibly, I guess, luckily, Naturally

- c Tell students to compare the sentences. Discuss the questions as a class.

Answers

- 2 Apparently, and then, who
- 3 the boy (x3), his mother (x3), California; they're changed or left out to avoid repetition
- 4 The summary flows better and isn't repetitive.

- d Individually, students complete this task. Monitor, and help if necessary, checking students' sentence construction for accuracy.

Suggested answer

I read an incredible news story about a boy who apparently flew alone from Florida to California. He was only 13, but he bought a ticket online with his father's credit card number but no one at the airport asked him any questions. He even took his father's car and parked it in the airport parking lot before he got on the plane.

- e  Put students into pairs to read each other's summaries, discuss them, and see how similar or different they are.

FAST FINISHERS

Ask fast finishers to reduce the summary even further, starting with: *Amazing story in news today ...* . Ask them to read these to the class when you elicit feedback.

4 WRITING

- a  Ask students to look at the headlines. Ask: *Does each one describe the beginning or ending of a dramatic situation?* (They all announce an ending apart from the second headline, which announces the beginning of a situation.)

Put students into pairs to choose one of the headlines or a story in the news at the moment. Give them five minutes to make up the story for the headline they chose, or note down the key facts of the real news story.

LOA TIP MONITORING

Some pairs may be quite imaginative and creative and have no problem finding ideas for a story for the headlines. Others, however, may need help. Monitor carefully to see which students need help with ideas, and encourage them by suggesting that they think about questions with *Who*, *When*, *Where*, and *Why*.

- b Explain to students that they are going to write a summary of the story in an email to a friend. The style can be fairly informal, as though they were speaking. Give students up to 20 minutes to write their summaries. Monitor, and help if necessary.
- c  Put pairs with other pairs and ask them to exchange their emails. Ask them to read and check each other's work using the four questions.
- d  Put pairs with other pairs, but this time they talk about the new stories they read. Elicit feedback from the whole class. Encourage them to use the "commenting" words in their speaking, too.

Give the class feedback on their written work, focusing on how well the key points of the news stories were organized and on the "commenting" words they used.

ADDITIONAL MATERIAL

Workbook 8D

UNIT 8

Review and extension

1 GRAMMAR

- a** Remind students of the tense-backshift rules of reported speech. Put them into pairs to do the exercise. Check answers as a class by asking four students to read aloud the completed sentences.

Answers

- | | |
|------------------------|-----------------------------|
| 1 you'd/would never go | 3 me to rewrite |
| 2 what he was going | 4 if I'd/I had ever written |

- b** Individually, students complete the sentences with reported speech so that they are the same as the previous ones. Check answers as a class.

Answers

- | | |
|---------------|-----------------|
| 1 losing | 5 to understand |
| 2 seeing | 6 to have |
| 3 to find out | 7 to pay |
| 4 getting | |

2 VOCABULARY

- a** Students complete the task individually. They then compare answers in pairs. Check answers as a class.

Answers

- | | | |
|------------|----------------|-------------------|
| 1 came out | 3 a journalist | 5 can't afford |
| 2 spread | 4 browsing | 6 current affairs |

Possible answers

- 1 podcast 2 ideas 3 chat 4 video 5 posts

FAST FINISHERS

Put students into pairs to discuss whether they can remember the meanings of the words in the box that they didn't use.

- b** Students complete the verbs individually, and then write sentences. Check answers as a class.

Answers

- 1 advise 2 warn 3 threaten 4 recommend 5 promise

3 WORDPOWER *in/on + noun*

- a** Tell students to close their books. Write these questions on the board. Ask: *What are the missing prepositions?*
- *What have you watched __ TV recently?* (on)
 - *What's __ the news at the moment?* (in)

Students open their books, read the phrases in the box, and complete the task. They then compare answers in pairs. Check answers as a class.

Answers

- 1 on 2 in 3 on 4 in 5 in

EXTRA ACTIVITY

Ask students if they think they can remember the phrases in the box. Give them a little more time to look at them, and then ask them to close their books. Ask the following questions and see if students can answer them using the phrases from the box:

- *How did you pay?* (in cash)
- *Where was the price?* (on the label)
- *How was it written?* (in capital letters)
- *Where did you see it?* (in the photo, in a magazine, on a website)

- b** Individually, students complete the sentences. They then compare answers in pairs. Check answers as a class.

Answers

- | | | | | | |
|------|------|------|------|-----------|-------|
| 1 in | 3 in | 5 on | 7 in | 9 on | 11 on |
| 2 on | 4 in | 6 on | 8 in | 10 in, in | 12 in |

- c** Put students into pairs to test each other on the phrases in 3b.

» Photocopiable activities: Wordpower p. 173

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on less confident areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 9

ENTERTAINMENT

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about movies, music, music festivals, and other forms of entertainment
- talk about famous or popular movies and TV shows
- talk about experiences related to music
- use appropriate phrases to recommend and respond to recommendations
- write an article about one form of entertainment

UNIT CONTENTS

G GRAMMAR

- The passive
- Defining and non-defining relative clauses

V VOCABULARY

- *ed / ing* adjectives: *amusing / amused, boring / bored, depressing / depressed, disappointing / disappointed, fascinating / fascinated, interesting / interested, motivating / motivated*
- Music: *album, audience, choir, DJ, festival, instrument, musician, orchestra, perform, playlist, play live, track*
- Word-building (nouns): *(-ance/-ence) intelligence, patience, performance; (-er/-or) designer, organizer, performer, writer; (-ist) artist, guitarist, pianist; (-ity) ability, charity, creativity, responsibility; (-ment) development; (-ness) fitness, happiness, sadness; (-tion) celebration, location, relaxation; (-ty) beauty, honesty, loyalty; (-ure) culture*
- Wordpower: *see, look at, watch, hear, listen to*

P PRONUNCIATION

- Auxiliary verbs in passive sentences
- Relative clauses: pausing
- Word stress
- Showing contrast

G COMMUNICATION SKILLS

- Talking about movies and TV
- Giving extra information
- Recommending and responding to recommendations
- Using appropriate phrases for asking someone to wait
- Writing an article

- a**  Tell students to look at the photo and the title of the unit, *Entertainment*. If necessary, explain what *entertainment* means (music, movies, theaters, etc.). Give students one minute to think about their answers to the questions before talking about the photo as a class.

You may also wish to teach the words *entertainer* (someone who entertains people for money), *performer* (someone who sings, dances, acts, or plays a musical instrument), and the adjective *live* /laɪv/ (not recorded).

- b**  Discuss the questions as a class.

- c**  Put students into small groups to discuss the questions for a few minutes. Elicit feedback from the whole class. Ask a few students to tell the class which they like best and why. Possible answers might include buskers (people who play music or sing in public so that other people will give them money), human statues (people who dress up and stay very still for long periods of time), jugglers, fire-eaters, clowns, etc.

EXTRA ACTIVITY

Put students into pairs or small groups, and ask them to write a short music quiz. They should write three multiple-choice questions, each with a choice of three answers. When they have finished, ask them to exchange quizzes with another pair or group to answer. Elicit feedback from the whole class, and allow pairs to ask the rest of the group their questions.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write this blanked word on the board, and ask students to guess the letters to find the word. Tell students that it is something we all need in our free time.

E _ _ E _ _ A I _ _ E _ _ (ENTERTAINMENT)

When they have guessed the word, put them into pairs and ask them to write down as many different types of entertainment as they can in two minutes. Elicit feedback from the whole class, and see which pair has found the most.

BINGE WATCHING HAS BEEN CRITICIZED BY DOCTORS

OPTIONAL LEAD-IN

Put students into pairs or small groups. Assign A and B roles. Ask Student A to write down as many kinds of TV shows in the time limit as they can, e.g., *reality TV show*, *cartoons*, *news*. Ask Student B to write down as many different kinds of movies as they can in the time limit, e.g., *thriller*, *comedy*. Allow two or three minutes, and then stop the students and elicit feedback. Put their answers on the board to check against when they do the exercises in 1b.

1 LISTENING

- a** Read the explanation of *trailers*. Give students time to read the two questions, and explain any unfamiliar vocabulary. Put students into pairs to look at the posters and discuss the questions. Elicit feedback from the whole class.
- b** **09.01** Play the recording for students to listen and answer the questions. Check answers as a class.

Answers

1 Ava 2 Lucas 3 movie companies

Audioscript

AVA I watched this true crime show last night – it was really disappointing.

LUCAS What was it called?

A It was so bad I've forgotten the name of it. Thing is – the trailer for it made it look really good.

L Yeah, that's so often the case.

A Some of those trailers really hook you in. They make TV shows and movies look a lot more interesting than they are.

L Well, they spend a lot of time and money making trailers.

A Really? I thought they just took a few scenes from movies, and kind of edited them together.

L No, it's much more technical than that. I read an article about it.

A So what do they do?

L Well, some researchers did an experiment. They used software to follow the facial expressions of a group of people who watched trailers, then these people were asked which of the movies they'd like to see. So, from the facial expressions, they could figure out whether the people were amused or

fascinated or bored, and then they used this information to predict whether people would like to see the movie or not.

A But that's just research, isn't it?

L Yeah, but it also meant movie companies could use the information to come up with a model for making really motivating trailers.

A So how does that work?

L Well, I can only tell you what I read. But the most important things are the way the trailer starts a bit slowly and then builds to some kind of climax. And if you're going to have a longer scene in the trailer, that should be at the end of it.

A So they've got it all worked out?

L Looks like it.

A It's kind of depressing – more algorithms to make us do things.

L Doesn't have to be. I mean, you can always read reviews. And I'm always interested in finding out about the latest marketing trick. That way you aren't fooled by it!

At the end of this lesson, students will be able to:

- use a lexical set to describe movies and TV shows correctly
- listen and understand an informal conversation about the use of computer-generated imagery in movies
- understand an article about TV watching habits
- use the passive correctly
- recommend a movie or TV show

- c** **09.01** Play the recording again for students to listen and answer the questions. Students compare answers in pairs. Check answers as a class.

Answers

- 1 They make movies and TV shows look more interesting than they are.
- 2 She thought movie companies just edited some scenes together to make a trailer.
- 3 They used software.
- 4 It told them whether the people were amused, fascinated, or bored by the trailer.
- 5 They used it to predict whether the people would like to see the movie or not.
- 6 They start slowly and build to a climax; if there's a longer scene, it should be at the end.
- 7 Lucas isn't worried about it because you can read reviews and learn not to be fooled by marketing tricks.

- d** Give students time to think about their answers to the questions. Put them into small groups to discuss their ideas. Elicit answers from the whole class.

2 VOCABULARY -ed / -ing adjectives

- a** Put students into pairs to underline the correct adjectives in the sentences. Check answers as a class.

Answers

- 1 disappointing 3 amused, fascinated, bored 5 depressing
- 2 interesting 4 motivating 6 interested

- b** Give students time to read the definitions and choose the correct adjective. Check answers as a class.

Answers

- 1 bored 2 boring

- c** **09.02** **Pronunciation** Play the recording for students to listen and complete the chart. Don't check the answers yet. You may wish to point out that the pronunciation of the -ed sound in these adjectives follows the same rules as the pronunciation of regular simple past endings. Then play the recording again for students to listen and repeat.

Answers

/d/	/t/	/ɪd/
amused bored	depressed	disappointed interested fascinated motivated

- d** Put students into pairs to complete the sentences. Check answers as a class.

Answers

- 1 interested 3 disappointing 5 motivated
- 2 depressing 4 amused 6 fascinating

- e Individually, students make notes on the topics. Monitor, and help as necessary.
- f  Put students into pairs. Make sure they understand how the activity works by demonstrating with an example of your own for them to guess. Monitor, and listen for correct usage of *-ing* and *-ed* adjectives. Elicit feedback from the whole class.

3 READING

- a  Put students into pairs to discuss the questions. Elicit feedback from the whole class.
- b Give students two minutes to read the article to find out the advantages and disadvantages. They then compare answers in pairs.

Answers

Advantages: a way to feel good, relax, escape from stress, get lost in a story
Disadvantages: poor fitness, weight problems, sleeping problems, psychological problems -loneliness, addictive behavior

- c  Give students time to read the text again and write notes for each category. Put students into small groups to compare their answers. Elicit feedback from the whole class.

4 GRAMMAR The passive

- a Read aloud the example sentences. Put students into pairs to go over the rules. Check answers as a class.

Answers

- 1 don't know
- 2 not obvious
- 3 not important
- 4 with
- 5 by

- b Individually, students read the sentences, and underline the passive verbs and circle the active verbs. Check answers as a class.

Answers

- 1 passive: was controlled
- 2 active: talk, ends
- 3 passive: is released
- 4 active: admitted, stay up, binge watch
- 5 passive: has been criticized
- 6 active: cause
- 7 active: say; passive: can be reduced
- 8 passive: are being made
- 9 active: are improving

- c Put students into pairs to identify the verb tenses of the passive forms. Check answers as a class.

Answers

1=3 2=8 3=1 4=5 5=7

CAREFUL!

Students at this level make errors with both the form and use of the passive.

With the simple present and simple past passive, students are likely to omit the auxiliary verb *be* or make agreement errors, e.g., ~~All the children given a present~~ (Correct form = *All the children **are** given ...*) or ~~The letter were sent yesterday~~ (Correct form = *The letter **was** sent ...*).

Students may overuse the simple past and present perfect passive where the active is required, e.g., ~~The situation was changed last year~~ (Correct form = *The situation **changed** ...*) or ~~We have been thought it was a good idea~~. (Correct form = *We **thought** ...*).

Students are also likely to make errors with future passives, using *would* instead of *will*, e.g., ~~The results would announced tomorrow~~ (Correct form = *The results **will be** announced ...*) or using the active form instead, e.g., ~~It will send to you this afternoon~~ (Correct form = *It **will be sent** to you this afternoon*).

- d  **09.03** Students read the information in Grammar Focus 9A on SB p. 160. Play the recording where indicated and ask students to listen and repeat. Students then do the exercises. Check answers as a class, making sure students are using the most appropriate passive forms. Tell students to go back to SB p. 106.

Answers (Grammar Focus 9A SB p. 161)

- a
- 3 A new bridge will be built next year.
 - 4 I was given this watch by my grandfather.
 - 5 Everybody has been told to be here on time.
 - 6 You will be laughed at if you wear that hat.
 - 7 The special effects are created by a computer program.
 - 8 Our dog is being looked after by my parents this week.
 - 9 I was offered \$1,000 for my painting.
 - 10 My car was being repaired at the time.
- b
- 3 The work won't be finished by Saturday.
 - 4 Is the movie being made in Brazil?
 - 5 Are tomatoes grown in Spain?
 - 6 The car wasn't being driven too fast.
 - 7 Were the costumes made by hand?
 - 8 The sculpture hasn't been taken to the museum.

LOA TIP CONCEPT CHECKING

Write these two sentences on the board, and ask concept questions to check students' understanding of the passive:

The new movie was made in Canada. Ask: *Do we know who made the movie?* (no) *Is it important?* (no) *What is most important about the sentence?* (Canada – the place it was filmed in)

The writer of the movie is being interviewed on TV at the moment. Ask: *Do we know who is interviewing the writer?* (no) *Can we guess?* (yes – a presenter/interviewer) *Is it important?* (no) *What is most important about the sentence?* (the interview)

- e >>> Tell students that they are going to read about video and audio streaming services. They have to choose the correct form of the verbs to complete the texts. Divide the class into pairs and assign A and B roles. Student Bs turn to SB p. 131. Give them time to read the text and circle the correct form of the verbs. Monitor, and help as necessary. Check students' answers individually.

Answers

Student A: Video streaming facts and figures

Video *has been streamed* in the U.S. since the early 1990s. It *was started* by a company called Starlight Networks. Now the largest streaming site in the world is YouTube, which *has* over a billion users worldwide. The global video streaming service *is valued* at about \$120 billion. An average U.S. viewer spends 15 hours a week watching streamed video.

Student B: Audio streaming facts and figures

Audio *has been streamed* in the U.S. since 1993. It *was started* by an organization called the Internet Underground Music Archive. Now the most popular streaming services that fans *use* are Spotify, Pandora, and Apple. The music industry worldwide *has been taken* over by digital streaming. More than 54% of music sales *come* from streaming.

- f In pairs, students take turns to share the information that they learned about video and audio streaming services.

EXTRA ACTIVITY

Students create their own movie quizzes for each other, using the following verbs and their own ideas: *was filmed, is based on, has been made, will be filmed, was banned, is going to be re-made.*

5 SPEAKING

- a Tell students that they are going to talk about a movie or TV show they like. Give students five minutes to read the questions and write notes of their answers. Monitor, and help with vocabulary as necessary.
- b Give students time to think of their reasons. If necessary, tell them to think of the music, the actors, the special effects, the plot (or story), the characters, the host, etc.
- c Put students into small groups and make sure they know what they need to do. Each student should try to talk about their favorite movie or TV show for at least one minute. When each person finishes speaking, the others in the group should give their response. Monitor to check that students are using language from this lesson appropriately.

FAST FINISHERS

Ask fast finishers to think of another movie or TV show and to write notes using the questions in 5a.

ADDITIONAL MATERIAL

Workbook 9A
Photocopiable activities: Grammar 9A, Vocabulary 9A, Pronunciation 9A

I WENT TO A CONCERT THAT CHANGED MY LIFE

OPTIONAL LEAD-IN

Books closed. Write this word snake on the board:

trumpetdrumsingingfluteviolinkeyboard silencepiano whistlingguitarcello

Put students into pairs and give them one minute to find eight musical instruments, two sounds that people make, and one other word related to sound. Check answers as a class, explaining any words that need clarifying.

- musical instruments: *trumpet, drum, flute, violin, keyboard, piano, guitar, cello*
- sounds that people make: *singing, whistling*
- other word: *silence*

Ask: *Which sounds do you like? Which don't you like?* Put students into small groups to discuss the questions. Elicit feedback from the whole class.

1 VOCABULARY Music

a Put students into pairs or small groups to talk about what's happening in the photos, using as many of the words in the box as they can. Encourage them to ask each other what any new words mean before checking in a dictionary. Elicit feedback from the whole class, and ask different students to talk about what they can see in each photo. Make sure students can pronounce *choir* /'kwaɪ.ə/, *orchestra* /'ɔːkɪ.strə/, *audience* /'ɑː.di.əns/ and *musician* /mjuː.zɪʃn/ correctly.

Possible answers

- audience, DJ, perform
- musician, guitar
- orchestra, play live, festival

b **09.04** Play the recording for students to identify the kind of music being played. Check answers as a class.

Answers

- live
- performing
- musician
- a choir

c Give students time to read the questions, and make sure they understand all the words in **bold**. Ask: *Which word means “a recorded song or piece of music”* (a track) *What is a personal collection of tracks?* (a playlist). Put students into small groups to discuss the questions. Elicit feedback from the whole class.

2 LISTENING

- a** Put students into pairs and give them one or two minutes to make lists.
- b** Put pairs with other pairs to compare their lists and answer the questions. If students don't have many ideas, build a longer list on the board as a class.

At the end of this lesson, students will be able to:

- use a lexical set about music correctly
- understand people talking about experiences they have had related to music
- use defining and non-defining relative clauses correctly
- understand an article about different music festivals
- form nouns based on a set of noun endings
- talk about an experience which involved music

c **09.05** Play the recording for students to listen and match the people with the photos.

Answers

Annie c Jeff a Erica b

Audioscript

ANNIE Well, my music experience sort of started when I was seven. It was my grandmother who started it. She gave me a CD of samba music. I loved the rhythms. I played it constantly. My mother says I was always dancing to it. Samba music is Brazilian music with African rhythms and it's very loud, very energetic. Eventually, I decided I wanted to play the music, not just listen to it, so I saved up and bought a drum. It was an *atabaque* ... it's a drum you play with your hands. I taught myself to play it. And this year, I played in my first street carnival. We were playing in the street, and people around us were dancing, and it was like my whole body was part of the rhythm. It was incredible, the best thing I've ever done! So now I've decided that I want to be a music teacher.

JEFF Yeah, well, my music experience was going to the opera. I was travelling through Italy with a group from university. We got to Verona and there was an outdoor opera festival. I wasn't really interested in opera, but my friends persuaded me to go. To be honest, it was a kind of boring at first. But then it started to get dark. It was a clear night and you could see the stars. I was sitting next to one of the people who was in my group, Laura, and it was, you know, romantic, sitting under the stars, listening to this amazing music. And, well, we've been together ever since! We even went back to Verona for our honeymoon. Although we didn't go to the opera!

ERICA Some of my friends ask why I like hip-hop, because they're into really different kinds of music – you know, more pop, R & B, kind of more romantic. But I really like hip-hop. I think it started when I was about 16. I remember I was in a car with my brother and his friend Rick. They were older than me, about 18 – and we were listening to Jay-Z, I think it was, and Rick was singing along. And I started noticing the words, how they were really different from the songs I normally listened to. They were all about the place where he grew up and the tough times he had, things like that ... really different things from the songs I knew, which were all about falling in love and stuff. And I got so interested in it and Rick, that was my brother's friend, he lent me some of his favorite albums, and I've listened to hip-hop ever since. And Rick, well we're actually married now. So I guess you could say we met through hip-hop

d **09.05** Play the recording again for students to listen and write notes.

Suggested answers

	What sort of music do they talk about?	Where was the event?	How did it change his/her life?
Annie	samba	a street carnival	She decided to be a teacher.
Jeff	opera	an outdoor opera festival in Verona, Italy	He married the person sitting next to him.
Erica	hip-hop	a car ride with her brother and his friend	She married her brother's friend.

e Put students into small groups to discuss the question. Elicit feedback from the whole class.

3 GRAMMAR Defining and non-defining relative clauses

- a** Individually, students circle the noun phrases. They then compare answers in pairs. Check answers as a class. Ask: *Are the relative clauses in these sentences defining or non-defining?* (defining – they give identifying information about the noun).

Answers

- 1 my grandmother 2 a drum 3 one of the people 4 the place
5 a friend of his 6 the words

- b** Put students into pairs to answer the questions. Check the answers as a class.

Answers

- 1 D, ND, ND, D
2 a
3 who, were
4 defining, object

CAREFUL!

When using defining relative clauses, students at this level often choose the wrong relative pronoun, using *what* instead of **that**, e.g., *Here's the information what you asked for* (Correct form = the information **that** ...).

The most frequent error with non-defining relative clauses is the omission of the comma, e.g., *We stayed at the Palace Hotel which is right next to the beach* (Correct form = the Palace Hotel, which is ...). This might be because students have difficulty distinguishing between defining and non-defining relative clauses.

Students also tend to use *that* and sometimes *what* instead of *which* in non-defining relative clauses, e.g., *I finally went to the US, that/what I had always dreamed of visiting* (Correct form = ... **which** I had always dreamed of ...).

- c** **09.06 Pronunciation** Play the recording for students to notice pausing in the sentences. Check the answer as a class. Point out that the comma in the written sentence matches the pause in the spoken sentence.

Answer

sentence 2

- d** **09.07** Students read the information in Grammar Focus 9B on SB p. 160. Play the recording where indicated and ask students to listen and repeat. Students then do the exercises. Check answers as a class, making sure students are using the correct relative clauses. Tell students to go back to SB p. 108.

Answers (Grammar Focus 9B SB p. 161)

- a** 1 who/that
2 which
3 that/which (or no relative pronoun)
4 when
5 which
6 whose
7 where
8 whose

- b** 2 *Auld Lang Syne*, which was written by the poet Robert Burns, is sung around the world on New Year's Day.
3 We're going to Cuba, where mambo music comes from.
4 The Glastonbury Festival, which is most famous as a music festival, also has theater, comedy, and circus performances.
5 My favorite singer is Beyoncé, whose album *Lemonade* was released in 2016.
6 The best day of the festival is the last day, when there's a big fireworks display.
c 2 That's the DJ who was here two weeks ago.
3 We need music that/which makes you want to dance.
4 That's the stage where we're going to perform.
5 I downloaded a new song you'll like.
6 What did you think of the music I chose?
7 What's the name of your friend whose earbuds you borrowed?
8 The song playing on the radio changed my life.
d 2 both 3 a **x** b **✓** 4 a **x** b **✓**

LOA TIP ELICITING

Give students the beginnings of sentences to elicit relative clauses. If your group is more confident, give these orally; if the group is less confident, write them on the board. Nominate different students to finish the sentences. Note that there are no correct answers and the clauses can be finished in many ways.

- 1 *That's the restaurant where ...*
2 *May 10th is when ...*
3 *The sales assistant who ...*
4 *I particularly like chicken that ...*
5 *It was my father who ...*
6 *I downloaded a song that ...*

- e** Read aloud the example with the class. Put students into pairs to play the game. Monitor, and listen for correct usage of the target language from this lesson.

FAST FINISHERS

Ask fast finishers to work in pairs and define more nouns from the lesson.

- f** Individually, students complete the sentences with defining relative clauses.

Suggested answers

- 1 which (was a special event)
2 who (was a famous musician)
3 where (there's live jazz music every night)
4 which (they no longer played)

- g** Put students into small groups to share their relative clauses and compare their answers. Elicit feedback as a whole class.

4 READING AND VOCABULARY
Word-building (nouns)

- a Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class.
- b Give students up to five minutes to read the article and choose which of the three festivals they'd like to go to most. Put them into small groups to compare their choices. Elicit feedback from the whole class, and encourage students to justify their opinions.
- c Give students five minutes to read the article again and match the comments with the festivals. Point out that they need to read each part of the article carefully to find information that supports each comment. Students compare answers in pairs. Check answers as a class.

Answers

1 F 2 F 3 R 4 C 5 R 6 C

- d Put students into pairs to complete the chart. Check answers as a class, and write them on the board. Circle the endings (suffixes) on the ends of the nouns: *-ist*, *-ty*, *-tion*, *-ity*, *-ure*, *-ment*, *-ness*, *-ian*, *-er*, and *-ance*. Point out that these are common noun endings.

Answers

1 beauty	4 creativity	7 happiness	10 performer
2 celebration	5 culture	8 musician	11 performance
3 charity	6 development	9 organizer	

LANGUAGE NOTE

Prefixes, which appear at the beginning of words, change the meaning of the word they are attached to, e.g., *un-* and *il-* mean *not* (e.g., *unhappy*, *illegal*).

Suffixes, which appear at the end of words, often indicate word class, e.g., many adverbs end in *-ly* (e.g., *slowly*), and *-ate* and *-ize* are common verb endings (e.g., *celebrate*, *organize*). In this lesson, the focus is on typical noun endings (*-ist*, *-ty*, *-tion*, etc.).

It's useful to be able to recognize what part of speech an unknown word is when trying to deduce its meaning from context.

Some noun endings like *-y*, *-ness*, *-ty*, and *-ment* are typical in abstract nouns, e.g., nouns connected with ideas and values (e.g., *beauty*, *charity*), feelings (*happiness*), personal qualities (*creativity*), and processes (*development*).

- e 09.08 **Pronunciation** Play the recording for students to listen and notice the stress patterns.

Answers

beautiful, **b**eauty
cele**b**ration, cele**b**rate
charitable, **c**harity
creat**i**ve, creat**i**ty, creat**e**
cultural, **c**ulture
devel**o**ment, devel**o**p
happy, **h**appiness
musical, **m**usician
organized, **o**rganizer, **o**rganize
per**f**ormer, per**f**ormance, per**f**orm

- f 09.08 Play the recording again. Put students into pairs to practice saying the words.

- g In pairs, students complete the pairs of words. Check answers as a class.

Answers

1 honesty
2 fitness, sadness
3 ability, responsibility
4 designer, writer
5 intelligence, patience
6 pianist, guitarist
7 location, relaxation

- h Students read the task and think about their answers. Put them into pairs to share their opinions. Elicit feedback from the whole class.

5 SPEAKING

- a Tell students that they are going to talk for about one minute on an interesting or exciting musical experience. Give students five minutes to read the task and prepare what they want to say. Monitor as students make notes. Help with vocabulary as necessary.

- b Put students into small groups and encourage each person to try to talk for at least a minute. Remind them that when they're listening to others, they should think of questions to ask at the end. Monitor for correct usage of the language from this lesson.

Elicit feedback from the whole class. Ask: *Which musical experience sounded the most interesting/exciting/romantic?*

ADDITIONAL MATERIAL

Workbook 9B

Photocopiable activities: Grammar 9B, Vocabulary 9B, Pronunciation 9B

EVERYDAY ENGLISH

It's supposed to be
really good



OPTIONAL LEAD-IN

Books closed. Think of (or invent) an evening out you had with friends. Tell the class they should try and guess what you did by asking you no more than 10 questions. Explain that they can only use *yes/no* questions. Give the class 10 chances, and make a mark every time they ask a question.

1 LISTENING

- a Put students into pairs to discuss the questions. Elicit feedback from the whole class.
- b **09.09** Give students time to read the task then play Part 1 of the recording. Check the answer as a class. Elicit or explain the meaning of *retro* in the conversation (similar to styles, fashions, etc. from the past).

Answer

They mention going to a jazz club or a classical music festival. They decide to go and hear a local band called The Snowmen.

Audioscript (Part 1)

- RENATA** So, what are you doing this weekend, Amanda?
Anything fun?
- AMANDA** Actually, yeah. Milo and I were thinking about going to hear a jazz band tomorrow night. You and Caleb should come, too!
- R** Oh, that's a great idea. Let me just text him and see if he'd like that.
- A** Tell him the band is supposed to be excellent.
- R** Where are they playing?
- A** At that new jazz club in town. They have live music every Friday, and it's supposed to be really nice. I think you'd love it.
- R** It sounds really interesting. Wait a sec, Caleb's texting me back ... Ah, sorry. He says he doesn't like jazz that much. Why don't we go to the classical music festival at the university? It's supposed to be really good.
- A** I'm not a big fan of classical music. I'm sure Milo would like it, but not me. Hang on. Milo's texting me now ... just a sec. OK, he says, "We could go hear that local band, The Snowmen. They're playing at the Empire tomorrow night. They have great reviews."
- R** Yeah, that sounds cool, but I'm not sure Caleb would be interested. What kind of music do they play?
- A** Hang on.
- R** You'd think it would be easier to find something we all like to do.
- A** I know, right? Milo says they play rock, but it's kind of retro 1980s, so Caleb should like it, right?
- R** Just a second. Let me check with him. I doubt he would be interested, though. He hasn't gone to a rock concert in about 10 years.
- A** Wow!
- R** Whoops, I'm wrong. He says, "Why not? Something different. Let's do it!"
- A** Great! I'll let Milo know.
- R** So what time does it start?
- A** Hang on a minute.
- R** Caleb says we should all wear crazy '80s outfits!
- A** No way! Tell him to wear something cool. Okay, Milo says it starts at eight, so should we meet outside at 7:30?
- R** Great. See you there.

At the end of this lesson, students will be able to:

- understand informal conversations in which people arrange an evening out
- use appropriate phrases for recommending and responding
- use stress to show contrast
- use appropriate phrases for to asking someone to wait
- discuss places to go out to

- c **09.09** Give students time to read the task then play Part 1 of the video or audio recording again. They compare answers in pairs. Check answers as a class. Ask: *What was the last thing Amanda said?* ("tell him to wear something cool"). Ask: *Why do you think he said this?* (Probably because he thinks Caleb doesn't usually wear cool or fashionable clothes.)

Answers

1 Amanda 2 Renata 3 Amanda 4 Milo 5 Caleb

2 USEFUL LANGUAGE

Recommending and responding

- a **09.09** Point out that the four friends recommended different musical events in the conversation, and the others responded to those recommendations. Play Part 1 of recording again. Students compare answers in pairs. Check answers as a class.

Answers

Phrases heard: 1, 4, 5, 6, 7, 9, 10

- b Put students into pairs to categorize the phrases. Check answers as a class. Point out that we stress *meant* and *supposed* to emphasize that we are passing on a recommendation we've heard or read about. Model the phrases. Put students into pairs to practice saying them a few times.

Answers

- 1 give a recommendation or opinion: 2, 3, 4, 6, 7, 8
- 2 respond to a recommendation: 1, 5, 9, 10

- c Give students time to look at the diagram, then put them into groups of three to have their conversations. Assign A, B, and C roles. Encourage them to repeat the conversation a few times, changing roles and replacing the activities with alternative ideas. Monitor, and help as necessary.

3 PRONUNCIATION Showing contrast

- a **09.10** Give students time to read the task. Then play the recording twice. Check the answer as a class.

Answer

classical

- b **09.11** Students read the sentences. Play the recording twice for students to decide which words are stressed.

Answers and audioscript

- 1
 - A classical music festival, supposed
 - B classical, Milo
- 2
 - A easier
 - B know, rock

EXTRA ACTIVITY

Point to some things in the room and ask questions that are obviously wrong so that students can practice correcting you, e.g.,
Is the window open? → *No, it's closed!*

Is this Kumi's bag? → *No, it's Joe's bag!*

Encourage students to use stress to make the contrast really clear. Then put students into pairs to say and respond to similar statements about things around the room.

- c Put students into pairs to practice saying the questions and replies. Monitor, and correct their pronunciation as necessary.

LOA TIP ELICITING

To practice using stress to show contrast, write these sentences on the board:

1 *We saw the movie at the movie theater.*

2 *It was filmed in Miami.*

3 *It was released in March.*

Then ask these questions, and elicit the answers and stressed words in parentheses:

1 *Did you see the movie on TV?* (No, we saw it at the movie theater.)

2 *Was it filmed in New York?* (No, it was filmed in Miami.)

3 *Was it released in June?* (No, it was released in March.)

4 CONVERSATION SKILLS

Asking someone to wait

- a **09.12** Play the recording twice for students to complete the sentences. Check answers as a class by writing the missing words on the board.

Answers

1 Hang 2 second

- b Put students into pairs to complete the table. Check answers as a class. Model the phrases so students can practice the pronunciation.

Answers

1 Hang 2 Wait 3 second 4 please 5 check

- c Discuss the question as a class.

Answer

One moment, please.

- d Students read through the diagram, and then put them into pairs to have a conversation. They should have the conversation at least twice so they can take both roles. Monitor, and help as necessary. Nominate one or two pairs to perform their conversations for the class.

5 LISTENING

- a Remind students what Amanda said at the end of the conversation about going out (“tell Caleb to wear something cool”). Put students into pairs to look at the pictures and discuss the questions. Elicit feedback from the whole class.

- b **09.13** Play Part 2 of the recording so students can check their ideas.

Answers

Caleb is wearing outfit c. Renata doesn't like his clothes.

Audioscript (Part 2)

AMANDA Hi, Renata — it's Amanda.

What's Caleb wearing tonight?

RENATA You don't want to know.

A That bad, huh? Well, Milo wants to know so he won't look out of place.

R What's Milo wearing?

A Some leather thing from the 1980s. He looks really silly. How about Caleb?

R He's wearing his jacket from high school. I think it's pretty ugly, but he insists that it's cool.

A OK. Well, Milo won't be the only one who looks out of place.

R We can sit on the other side of the theater.

- c Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class.

FAST FINISHERS

Ask fast finishers to think of other occasions when people have to think about the right clothes to wear, e.g., for a job interview, for college or university, at school, at a party, in the street, on the beach, etc. Ask for examples when eliciting feedback in 1c.

6 SPEAKING

- Ask two students to read out the example conversation (in speech balloons) to the rest of the class. Divide the class into pairs and assign A and B roles. Tell Student Bs to go to SB p. 131.

Give students time to prepare what they are going to say. Encourage them to think about how to recommend the places and events, using phrases like: *It's supposed to be really interesting*. They should also think about how they will respond to suggestions, using phrases like: *I'm not a big fan of ...*

Give students up to 10 minutes to have conversations. Monitor to check that students are making correct usage of the language from the lesson. Elicit feedback from the whole class by asking a few pairs what their final plans are.

EXTRA ACTIVITY

In pairs, students have similar conversations about real places and events in the area. Nominate two pairs to perform their conversations for the class.

ADDITIONAL MATERIAL

Workbook 9C

Unit Progress Test

SKILLS FOR WRITING

I like going out, but ...

OPTIONAL LEAD-IN

Books closed. Write these words on the board: *popcorn, switch off, lines, binge watching comfortable, darkness.*

Ask students which words are about going to the movies, watching TV, or both. Put students into pairs to compare their ideas, and then discuss the answers as a class.

You may wish to point out or elicit that you get *lines* at the movie theater, *binge watching* (watching several episodes of a TV show or several movies in one go) are connected with TV, and you can *switch off* the TV.

All the other words depend on people's personal preference, though *popcorn* and *darkness* may be strongly associated with the movies.

1 SPEAKING AND LISTENING

a Students look at the photos. Ask: *What kinds of entertainment can you see?* (a a ballet b a musical c a stand-up comedy act d a singer e an orchestra playing classical music). Ask: *Are these events live or recorded?* (live). Give students a few minutes in groups or pairs to discuss the questions, and then elicit feedback from the whole class.

b **09.14** Give students time to read the questions, then play the recording. Students compare answers in pairs. Check answers as a class.

Answers

- 1 Anna
- 2 Camila
- 3 She doesn't like going to live concerts because the musicians make mistakes and she doesn't like crowds.

Audioscript

ANNA I got two free tickets to the Kenrick Lamar concert. I mean, I couldn't believe it! Kenrick Lamar, one of the biggest hip-hop stars, for free! So I invited my friend Camila and she said "no thanks"! And I said "What? Are you crazy? It won't cost you anything." But then she tells me she doesn't like live music. She'd prefer to stay at home and listen to music on her computer. I find that very strange because, for me, music is something full of ... full of the singer's feelings, and if you can watch a singer perform, you can see what they're feeling and experience the music much more. But Camila thinks recorded music is better because you can hear everything more clearly. The quality's better, and you don't have crowds around you, and it's just easier to enjoy it. For me, it's more important to see the song come to life when the singer or band connects with the audience. And the other thing I love at the concert is the music is really loud. Anyway, Camila won't be coming with me, but a lot of other people will want to.

CAMILA My friend Anna invited me to go to the Kenrick Lamar concert next month. She managed to get hold of two free tickets – she's very lucky. She asked me to go with her, but I said no. She thinks I must be crazy, saying no to free tickets! I mean, I really like Kenrick Lamar and I have all his albums, but I just don't like going to live concerts. I really prefer listening to music at home or through headphones. In a concert, singers and musicians always make mistakes. The rhythm is a little off or play notes that are wrong or something. And you see, mistakes can be fixed in a recording. Well, that's part of it. The other thing is, but I didn't tell Anna this, I hate the crowds – there are usually so many people that you can only see the singer on the big screen. So what's the point? I know lots of friends who will want the ticket. It was very kind of Anna, to ask me but no.

At the end of this lesson, students will be able to:

- understand people talking about going out or staying in
- understand a blog about going out or staying in
- contrast ideas in an article
- organize an article correctly
- write an article about a kind of entertainment they love or hate

c Give students five minutes to write notes on the positive and negative points of live and recorded performances. Remind them of some of the different kinds of entertainment event there are, including the ones in the photos.

d Put students into small groups to discuss the question. Elicit feedback from the whole class.

2 READING

a Give students one or two minutes to read the blog and choose the best summary sentence. Check the answer as a class.

Answer

2

b Give students one or two minutes to read the blog again and answer the questions. They then compare answers in pairs. Check answers as a class.

Answers

- 1 They comment loudly on the movie or laugh loudly.
- 2 They continued being noisy after she asked them to be quiet.
- 3 She turns it off or skips through the boring parts.
- 4 It gives characters time to develop in interesting and unexpected ways.

EXTRA ACTIVITY

Write these adjectives on the board:

- 1 expensive
- 2 long
- 3 uncomfortable
- 4 sociable
- 5 funny
- 6 disappointed

Put students into pairs to find the words in the blog and what they refer to. Check answers as a class (1 expensive tickets 2 long lines 3 uncomfortable seats 4 The writer says many people think the movie theater is a good chance to go out and be sociable. 5 The annoying couple laughed loudly at things that weren't even funny. 6 The writer was disappointed with a movies she watched recently.).

Ask: *Do you prefer going to the movies or watching movies and TV at home? Why?* Discuss the question as a class.

3 WRITING SKILLS

Contrasting ideas; The structure of an article

- a Ask these questions about the blog: *Does the writer like movies?* (yes) *Does the writer like going out with friends?* (yes) *Does the writer like going out to the movies?* (no). Tell them to look at the example with *however*. Ask: *What short word means the same as “however”?* (but). Give students one or two minutes to find more examples in the blog. They then compare answers in pairs.

Answers

Although, Despite this, In spite of, While

- b Give students five minutes to complete the sentences. They then compare answers in pairs. Check answers as a class.

Answers

- 1 However
- 2 however
- 3 Although/While
- 4 Although/While
- 5 although/while
- 6 although/while
- 7 Despite / In spite of
- 8 Despite / In spite of
- 9 despite / in spite of
- 10 despite / in spite of

- c Give students time to complete the task. Remind them to refer to the rules in 3b if they're not sure about the form. Monitor, and help as necessary. Check answers as a class.

Answers

- 1 b I was given two free tickets to a jazz concert. However, I don't like that kind of music, so I'll give them away.
- 2 e Although music is something we normally listen to, it's always interesting to watch musicians perform.
- 3 c Although TV screens have gotten bigger and bigger, there's nothing like the big screen at the movie theater.
- 4 a While the beat is very important in hip-hop music, singers still have to know how to sing a tune.
- 5 f In spite of the convenience of watching a movie at home, I prefer to see movies at a theater.
- 6 d Despite my love of special effects, I still want movies to have a good story and good acting.

- d Tell students to look at paragraphs 2–4 of the blog and complete the task. Check answers as a class.

Answers

Paragraph 2 a
Paragraph 3 b
Paragraph 4 b

- e  Put students into pairs to discuss the questions about the blog. Elicit feedback from the whole class.

Answers

- 1 The beginning.
- 2 Yes – examples from her personal experience.
- 3 With questions.
- 4 No, because the purpose of the conclusion is to summarize the ideas already given and close the blog in an interesting way.

4 WRITING An article

- a Tell students that they are going to write an article about a kind of entertainment they love or hate. Give them time to read the task and write notes before they start writing. Give students up to 10 minutes to write their notes. Monitor, and help as necessary.

- b  Put students into pairs to compare their ideas.

- c Give students 10 minutes for this planning stage. Monitor, and help with vocabulary as necessary.



FAST FINISHERS

Ask fast finishers to start writing their articles. If this leads to them finishing early in the writing phase, ask them to write notes for another article about one of the other topics they didn't write about.

- d Give students up to 20 minutes for the writing stage. When all the students have finished, tell them to read each other's articles (at least three, if possible) and to say whether they agree or disagree with the other students' opinions.

Give the class feedback on their written work, focusing on the structure of their articles, and the language of contrast they used.



LOA TIP MONITORING

Monitor while students are writing, as this is a good opportunity to give individual help where needed. Encourage students to check their work for grammatical accuracy, range of vocabulary, punctuation, and spelling. Help them with this as you monitor, by giving them a particular focus depending on their ability and types of mistakes rather than showing them the errors directly. Keep in mind that less confident students may need more direct advice about what they've done wrong in order to benefit most from your help.



ADDITIONAL MATERIAL

Workbook 9D

UNIT 9

Review and extension

1 GRAMMAR

- a** Pre-teach or elicit *compose* (to write music) and *composer* (someone who writes music). Give students five minutes to read the text and choose the correct words. They then compare answers in pairs. Ask: *Which of the movies mentioned in the text have you seen? Can you remember the music? Did you like it?*

Answers

- | | |
|----------------------|---------|
| 1 that | 5 whose |
| 2 that | 6 by |
| 3 is seen | 7 which |
| 4 has been nominated | |

- b** Point out that questions 1–3 in this transformation task practice relative clauses and questions 4 and 5 practise the passive. Individually, students complete the sentences. They then compare answers in pairs.

Answers

- | | |
|-------------------|-----------------------|
| 1 book I loved | 4 are being forgotten |
| 2 where the final | 5 was being recorded |
| 3 which came out | |

EXTRA ACTIVITY

Draw a simple picture of a violin and a bow on the board, and label them *violin* and *bow*. Then write these prompts on the board:

- It / make / in 1886
- It / make / hand
- It / play / a bow
- It / play / many famous people
- Tomorrow, it / sell for a lot of money

Ask students to use the prompts to make five sentences about the violin (It was made in 1886. It was made by hand. It's played with a bow. It has been played by many famous people. Tomorrow, it will be sold for a lot of money.)

2 VOCABULARY

- a** Give students time to read the text and choose the correct words. They then compare answers in pairs. Check answers as a class.

Answers

- | | |
|----------------|--------------|
| 1 fascinating | 5 depressing |
| 2 interested | 6 motivated |
| 3 disappointed | 7 exciting |
| 4 boring | |

- b** In pairs, students complete the sentences. Check answers as a class.

Answers

- 1 celebration 2 organizers 3 beauty 4 musicians, performance

FAST FINISHERS

Give fast finishers a noun ending (*-ist, -ty, -tion, -ity, -ure, -ment, -ness, -ian, -er, -or, -ence, or -ance*), and ask them to make a list of as many words with that ending as they can.

3 WORDPOWER

see, look at, watch, hear, listen to

- a** Put students into pairs to do the matching task. Check answers as a class by asking pairs to read aloud the questions and answers.

Answers

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

- b** Put students into pairs to complete the table. Check answers as a class.

Answers

- 1 look at 2 watch 3 see 4 hear 5 listen to

- c** Students choose the correct words. Then check answers as a class. Put students into pairs to discuss the questions. Elicit feedback from the whole class.

Answers

- | | |
|-------------|----------------|
| 1 look at | 5 Listen, hear |
| 2 see | 6 heard, see |
| 3 listen to | 7 seen |
| 4 Look, see | |

EXTRA ACTIVITY

Put students into pairs. Ask them to write the first line of a story together. Tell them that they must include an example of one of these verbs: *look (at), see, watch, hear, listen (to)*. If they need a starting point, give them this start: *Yesterday evening at 8:30, I ...* Elicit feedback, and nominate some students to read aloud their stories. Take a class vote on the most original story.

Photocopiable activities: Wordpower 9

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 10

OPPORTUNITIES

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations and exchange information about sports, life-changing decisions, and choices
- talk about sports they have tried or it would be good to try
- talk about a time when something good happened to them
- talk about possible problems and reassure someone
- use appropriate phrases for changing the subject
- ask for and give advice on a course of action
- write an email with advice

UNIT CONTENTS

G GRAMMAR

- Present and future unreal conditionals
- Past unreal conditionals

V VOCABULARY

- Sport: *attack, beat, compete (for something), competitor, court, extreme sport, give something a shot, lose, miss (a ball), net, opponent, referee, score, track, training, win (a point, game, match), workout*
- Adjectives and prepositions: *afraid of, essential for, interested in, perfect for, popular with, proud of, right for, scared of, similar to, tired of, worried about*
- Expressions with *do, make, and take*: *make (a decision, a difference, a mistake, a phone call, friends, money, progress, sense, the most of something, your own luck), take (a break, a rest, a chance, a risk, action, advantage of something, an opportunity, care of someone, it easy, part in something), do (your best, your homework, research, well, badly)*
- Wordpower: Easily confused words: *borrow/lend, currently/actually, miss/lose, raise/rise, rob/steal, take/bring*

P PRONUNCIATION

- Sentence stress: *would and have*
- Sentence stress: *would*
- Sounding sure and unsure

G COMMUNICATION SKILLS

- Talking about new things you would like to do
- Talking about imagined past events
- Talking about possible problems and reassuring someone
- Using appropriate phrases for changing the subject
- Writing an email with advice

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to think about two memorable experiences they had at school or college/university – one should be memorable for positive reasons, the other should be memorable for negative reasons. You could give some examples of your own. Students tell their partners about the two experiences. Elicit feedback, and ask the class to vote on the best positive experience and the worst negative one.

- a  Tell students to look at the photo. Discuss the questions as a class. You may wish to teach the words *graduate* (noun) /'grædʒuət/ (a person who has a degree from a university or college) and *graduate* (verb) /'grædʒuət/ (to complete a university or college program of study), pointing out the difference in pronunciation. If you wish, read the information in the Culture Notes to students.

CULTURE NOTES

The photo shows students after a graduation ceremony at a university in South Africa. It is a very old tradition for students who are graduating to wear a *gown* (a special coat) and a *mortar board* (a special hat) during the ceremony. Most people do not buy or own these items, but rent them especially for the event. Different universities around the world have different graduation traditions. At Oxford University, for example, parts of the ceremony are in Latin. At Edinburgh University, each graduate is tapped on the head with a special *bonnet* (a hat). At most graduation ceremonies throughout the world, a common tradition for graduates is to throw their mortar boards into the air after graduating.

- b  Focus on the title of the unit, *Opportunities*. Pre-teach *opportunity* (an occasion or situation that makes it possible to do something that you want to do, or the possibility of doing something) and how to pronounce it /ɑː.pəˈtuː.nə.ti/. Give students time to read the questions and think about their answers. Then put them into pairs to discuss the questions. Elicit feedback from the whole class.

EXTRA ACTIVITY

Ask students to work in pairs to make a list of things they think everyone should do at some time in their lives, e.g., travel to another continent, learn another language, etc. Elicit feedback and compare lists. Find out how many students have already done the things in the lists.

 OPTIONAL LEAD-IN

Books closed. Draw a ball on the board or just write *a ball*. Put students into pairs, and give them one minute to write down as many actions that people can do with a ball in sports or games as they can think of. After a minute, elicit feedback, and find out which pair has the longest list.

Possible answers: *roll, kick, throw, catch, miss, bounce* (hit a surface and move up), *spin* (turn), *pass* (kick the ball to another player, e.g., in soccer).

1 SPEAKING

- a**  Put students into small groups to discuss the photos. Then elicit feedback from the class.

Possible answers

- 1 The ski jumper is going to land.
- 2 The tennis player is losing the match.
- 3 The surfer is riding a big wave

- b** Give students one minute to add as many sports to the lists as they can. They then compare ideas in pairs. Elicit feedback from the whole class.

Suggested answers

winter ice-skating, snowboarding
ball sports: golf, soccer, tennis, rugby, cricket, basketball, netball, baseball
water sports: swimming, windsurfing, sailing, water-skiing, diving

- c**  Put students into small groups to discuss the questions. Elicit feedback from the whole class.

2 VOCABULARY Sports

- a**  Put students into small groups to match the sentences with the pictures. Help with vocabulary as necessary. Check answers as a class.

Possible answers

- 1 snowboarding
- 2 snowboarding, volleyball, wrestling
- 3 table tennis, volleyball
- 4 snowboarding
- 5 snowboarding, wrestling, diving

 LOA TIP CONCEPT CHECKING

To check understanding of the vocabulary, ask the following questions:

Which phrase means "it exercises your whole body"? (It's a really good workout.)

Which phrase means "try"? (give it a shot)

Is jogging an extreme sport? (no)

What's the opposite of "miss the ball"? (hit or catch)

Why do people train? (to learn and practice a sport)

Do people only get "points" in sports or in other games, too? (other games, too)

At the end of this lesson, students will be able to:

- talk about different sports they have tried or it would be good to do
- use a lexical set about sports correctly
- understand an informal conversation about trying new sports
- use present and future unreal conditionals appropriately
- use a lexical set of adjectives and prepositions correctly
- talk about taking new opportunities

- b**  **10.01** Students complete the exercises in Vocabulary Focus 10A on SB p. 142. Play the recording for students to check their answers to Exercise a. For Exercise b, students work individually to choose the incorrect word. Put students into pairs to discuss the questions in Exercise c. Students work individually to write notes in Exercise d. Monitor for Exercise e and take feedback as a class. Tell students to turn to SB p. 117.

Answers (Vocabulary Focus 10A SB p. 142)

- a** 1 court 3 net 5 track
2 opponents 4 competitor 6 referee
b 1 beat 2 score 3 competitor 4 score

3 LISTENING

- a**  Put students into pairs to discuss the photos and questions. Elicit *scuba diving* (the sport of swimming underwater with special breathing equipment). Elicit feedback from the whole class.

- b**  **10.02** Give students time to read the task, and then play the recording. Students compare answers in pairs. Check answers as a class.

Answers

- 1 Gina likes scuba diving because you can see beautiful fish and the coral. Libby likes running in the Color Run because it's relaxed and not too competitive, and there's a party at the end.
- 2 They agree to run in the Color Run together.

Audioscript

LIBBY How was your vacation, Gina?

GINA Oh, it was great. Thailand was beautiful. The food was amazing. But, you know, the best part was when we went scuba diving.

L Scuba diving?

G Yeah, it was amazing! We went to this gorgeous island called Koh Tao. Everyone there told us how amazing the diving was, so we decided to give it a shot.

L Wow! So did you have to do some training before you went in the ocean?

G Yes, we took a three-day course called PADI. We did a few sessions in a classroom and in a pool, but by the second day we were already diving in the open water.

L Was it scary? I think if I went, I'd be terrified!

G I was a little worried about it at first. You imagine sharks, and running out of oxygen, and stuff like that! But I relaxed really quickly. There were so many amazing fish to see – the colors were fantastic. On the third day we went to a place called Shark Island. Luckily, the name comes from the shape of the island – it looks like a fin – not the local wildlife! The coral there was just so beautiful – all these gorgeous colors.

L It sounds perfect to me!

G It really was. If you get the chance, you should definitely go scuba diving. If you went, you would absolutely love it.

- L** OK, well, if I ever go to somewhere like Thailand, I might try it.
- G** So, how are you? What's been happening here?
- L** Not much, really. Oh, but I've just signed up for my first ever run!
- G** Wow, cool! Is it marathon?
- L** No, not quite! It's only five kilometers. I wouldn't do a full marathon – I'm not in good enough shape. This one's not a timed race, or anything. It's just for fun, really. It's called the Color Run, because every kilometer they cover you in colored powder paint. So, by the end, you're all covered in different colors.
- G** Ha-ha! That will be fun!
- L** Yes, I think so. And it'll be a lot more relaxed than a regular race – not quite so competitive, you know. It's popular with a lot of different people, not just athletes. And at the end of the race, there's a big party – with a lot more powder paint.
- G** Cool!
- L** You should do it, too! It would be more fun if there were a big group of us going. Would you like to try it?
- G** Uh, yes, I would, but I don't know. If I were in better shape, I would definitely do it.
- L** Oh, come on! It's not for a couple of months. You've got loads of time to prepare.
- G** Uh, OK, why not? Sure, I'll give it a try!

VOCABULARY SUPPORT

coral (C2) – a substance like rock, formed in the sea by groups of particular types of small animals

marathon (B2) – a running race of slightly over 26 miles (42.195 kilometers)

oxygen (B2) – a gas with no smell or color – it is needed by plants and animals to survive

- c**   **10.02** Give students time to read the task, and then play the recording again. Students compare answers in pairs. Check answers as a class. If you wish, read the information in the Culture Notes to students.

Answers

- 1 in Thailand (off an island called Koh Tao)
- 2 a three-day course
- 3 She was worried about sharks and running out of oxygen.
- 4 five kilometers
- 5 People cover the runners in powder paint every kilometer; there's a big party at the end with more paint.

CULTURE NOTES

The Color Run series was founded in the U.S. in 2011. Runners start a race in white T-shirts, and every kilometer volunteers throw brightly colored powders (made from 100% eco-friendly material) over them. The focus of these runs is on participation more than competition.

- d** Discuss the questions as a class.
- e**  Give students one or two minutes to think about the question and take notes. Tell students to find a partner who has chosen a different sport. They discuss their reasons. Elicit feedback from the whole class, and ask a few pairs to report back on what their sports have in common and how they are different. If they've never tried it, would they like to try their partner's sport? Why/Why not?

4 GRAMMAR Present and future unreal conditionals

- a** Go over the sentences and the questions as a class. Give students time to underline the words to complete the rules. Check answers as a class.

Answers

- 1 things we imagine, but are not real
- 2 If + simple past, would + base form

- b**  **10.03** **Pronunciation** Give students time to read the question. Then play the recording. Put students into pairs to compare answers. Check answers as a class.

Answers

- 1 W
- 2 S
- 3 W
- 4 W
- 5 S
- 6 W

- c**  **10.03** Play the recording again. Put students into pairs to practice saying the sentences.

CAREFUL!

The most common mistake students make with the unreal present and future conditionals is using the wrong tense in one or both of the clauses, and putting *would* + verb in the *if*-clause, e.g., *If I would see it again, I'd take a photo* (Correct form = *If I saw it again ...*) and *will* instead of *would* in the consequence clause, e.g., *If you came with me, it will be fun* (Correct form = *it would be fun*).

Another typical error is the use of *can* or *will* instead of *could* to express an imagined possibility, e.g., *If we went to the mall we can get ice cream* (Correct form = *we could get ...*).

- d**   **10.04** Students read the information in Grammar Focus 10A on SB p. 162. Play the recording where indicated and ask students to listen and repeat. Students then do the exercises. Check answers as a class, making sure students are using the appropriate conditional forms. Tell students to go back to SB p. 117.

Answers (Grammar Focus 10A SB p. 163)

- a** 2 g 3 f 4 a 5 h 6 b 7 d 8 e
- b** 2 I knew, I'd call 6 I were, I'd get
3 Would, I asked 7 would, you saw
4 didn't, would 8 treated, would
5 You'd be, didn't
- c** 2 can, stays 6 didn't drink, wouldn't be
3 could, 'd join 7 won't have, doesn't stop
4 won, 'd buy 8 lived, 'd be
5 win, won't be

- e** Remind students that we use the unreal conditional when we imagine if things were different. Go over the example about running long distances as a class so everyone understands how the exercise works. Give students five minutes to write their sentences. Monitor, and help as necessary.
- f**  Put students into pairs or small groups to compare and discuss their sentences. Elicit feedback from the whole class.

5 VOCABULARY

Adjectives and prepositions

- a** Put students into pairs to complete the sentences. Elicit students' ideas, but don't check answers at this point.
- b**  **10.05** Play the recording for students to listen and check their answers.

Answers

- 1 about
- 2 to
- 3 with

- c** Give students one or two minutes to choose the correct prepositions. They then compare answers in pairs. Check answers as a class.

Answers

1 of 2 of 3 of 4 for 5 in 6 about 7 of 8 for 9 to

- d** Individually, students do the task. They then compare their answers in pairs. Elicit feedback from the whole class.

- e** Tell students to look at the three ads for physical activities. Ask: *What's happening in each photo?*

Give students up to five minutes to read the ad and find the missing prepositions. They then compare answers in pairs. Check answers as a class. Ask: *Which of the activities in the ads would/wouldn't you like to do? Why?*

Answers

Ad a: worried about, afraid of, essential for, proud of
Ad b: interested in, popular with
Ad c: tired of, similar to

EXTRA ACTIVITY

Put students into small groups. Ask them to choose a new opportunity for people to get into shape. They should then write a short ad for it, like the ones on SB p. 118, and use as many of the adjectives + prepositions from 5c as they can. They can read their ad to the class during feedback, and the class can vote on which opportunity they would most like to take.

6 SPEAKING

- a** Tell students that they are going to talk about an imaginary opportunity. Give students about five minutes to read the task and write notes on their ideas about one of the opportunities. Monitor, and help as necessary.
- b**  Put students into pairs for the speaking stage. Tell students to listen carefully to their partner to see if they would like to do the things their partner would. Change pairs a few times to extend the activity. Monitor, and check that students are using unreal conditionals and adjective + preposition combinations. Elicit feedback from the whole class.

FAST FINISHERS

Ask fast finishers to make notes about one of the other topics in the task. If there isn't enough time for them to discuss this new topic with a partner in 6b, check while eliciting feedback and see how many other students agree.

ADDITIONAL MATERIAL

Workbook 10A

Photocopiable activities: Grammar 10A, Vocabulary 10A, Pronunciation 10A

MAKING THE MOST OF OPPORTUNITIES

OPTIONAL LEAD-IN

Books closed. Write the following expressions on the board:

- *Good luck!* (to a friend before test or another difficult situation)
- *That was lucky!* (when something bad nearly happens: e.g., you drop a glass, but someone else catches it before it hits the floor)
- *That was unlucky!* (when something bad, but not terrible, happens to a friend, e.g., you drop a glass and it breaks)
- *It was beginner's luck!* (when someone plays a game for the first time and wins or does really well)

Put students into small groups to discuss when or why people would say each expression.

Ask students if they have the same expressions in their own language.

1 SPEAKING

- a** Give students up to five minutes to write answers to the questions. Tell them that they are going to talk about their experiences. Then put students into small groups to discuss their answers. Elicit feedback from the whole class on the most interesting things their partners talked about.

2 READING

- a** Put students into pairs to look at the three groups of photos and guess what the different stories might be about. Monitor, and help with vocabulary as necessary.
- b** Put students into groups to compare ideas. Elicit feedback from the whole class.
- c** Pre-teach *biker* (a member of a group of people riding motorbicycles), *serendipity* (finding interesting or valuable things by chance), and *subscribe* (to pay money to an organization in order to receive a product or use a service regularly). Give students two or three minutes to scan the article. Elicit feedback from the whole class on which of their ideas from 2a and 2b were mentioned in the article. Use this stage to establish the basic facts of what happened in each story in relation to the photos on SB p. 119.

VOCABULARY SUPPORT

handwriting (B1) – the particular way in which someone forms letters with a pen or pencil

random (C1) – happening by chance, rather than according to a plan

At the end of this lesson, students will be able to:

- talk about a time when something good happened to them
- understand an article about experiencing good luck
- use a lexical set of expressions with *do*, *make*, and *take*
- use the past unreal conditional appropriately
- talk about a past event that made their lives better

- d** Individually, students read through the article again and complete the sentences. They then compare their answers in pairs. Check answers as a class.

Answers

1 Tom 2 Betty 3 Carla 4 Matt 5 Anna 6 Kenny

- e** Students read the questions and think about their answers. Put them into small groups to discuss the questions. Elicit feedback from the whole class.

3 VOCABULARY

Expressions with *do*, *make*, and *take*

- a** You may wish to point out that collocations with *do*, *make*, and *take* are very common, and students often make mistakes with them. Put students into pairs to choose the correct words, and then check answers as a class.

Answers

1 make 2 doing 3 taking 4 take 5 make 6 take

LANGUAGE NOTE

In collocations like these:

- *do* is often associated with longer activities (*do a job*, *do some research*, *do a hobby*)
- *make* often means “create” (*make your own luck*, *make money*, *make the most of something*)
- *take* is often associated with quick decisions and actions (*take a photo*, *take a look*, *take a chance*)

- b** Students complete the exercises in Vocabulary Focus 10B on SB p. 143. Individually, students complete the collocations in Exercise a. Monitor as students do Exercise b. Put students into pairs for Exercise c. Tell students to go back to SB p. 121.

Answers (Vocabulary Focus 10B SB p. 143)

a 1 make 3 make 5 do 7 take
2 take 4 do 6 take 8 make

4 GRAMMAR Past unreal conditionals

- a** Students underline the correct words. They then compare answers in pairs. Check answers as a class.

Answers

1 had had 2 wouldn't have been 3 wouldn't have met

- b** Put students into pairs to discuss these questions about the information in 4a, and then check answers as a class.

Answers

1 no, yes, yes 2 b 3 b

- c **10.06** Tell students to look at the pictures. Ask: *What are the people doing?* Check students' ideas. Then play the recording.

Answers

1 c 2 a 3 b 4 d

Audioscript

- | | | |
|---|---|---|
| 1 | A How did the match go? | E Yes, I know. Some people just don't look. |
| B | Oh, I lost 5-1. | F Yes. Thank you so much anyway. |
| A | Oh, no! | E That's all right. You be careful now. |
| B | Well, I wasn't playing my best. Of course, I would have won easily if I hadn't hurt my arm. | 4 |
| A | Oh, of course. | G We found out that he was lying all the time. He had a daughter living in Hong Kong, and he was sending her all the money. |
| 2 | C It's no good. I can't start the engine. | H Ah, that explains why his bank account was empty. |
| D | Oh great. This car's nothing but trouble. | G Yes exactly. I wouldn't have discovered the truth if I hadn't read her letters. I found them in a box in his attic. |
| C | I know. I wouldn't have bought it if I'd known it was in such bad condition. | H Great work. |
| D | Well, what did you expect for such a cheap price? | |
| 3 | E Careful! Are you OK? | |
| F | Yes, thank you, I'm fine. Thank you. If you hadn't pushed me, that car would have hit me! | |

- d **10.07** **Pronunciation** Give students time to read the task, and then play the recording. Check answers as a class.

Answers

- I would have won easily if I hadn't hurt my arm.
- I wouldn't have bought it if I'd known it was in such bad condition.
- If you hadn't pushed me, that car would have hit me!
- I wouldn't have discovered the truth if I hadn't read her letters.

LANGUAGE NOTE

Because we don't pronounce the *h* in *have*, the final consonant in *would* and *wouldn't* links to the vowel sound at the beginning of *have*, which is pronounced as the weak form /əv/.

- e **10.07** Play the recording again. In pairs, students practice saying the sentences.

EXTRA ACTIVITY

Tell students that you are going to give them four situations. They have to imagine that they had been in these situations and say what they would have done. Read aloud the following situations:

- John dropped his sandwich on the floor. He ate it.
- Maria fell over. Some people laughed.
- My bags were really heavy. Nobody helped me.
- I didn't know the answer.

Encourage students to use the unreal past conditional in their responses (e.g., *I wouldn't have eaten it. I wouldn't have laughed. I would have helped. I would have known the answer.*). Make sure students pronounce *would have* and *wouldn't have* correctly. Repeat the activity a few times until students can produce the sentences comfortably.

CAREFUL!

When students at this level use past unreal conditionals, they are likely to make tense errors in both of the clauses, e.g., *~~If you have been there, you had enjoyed yourself~~* (Correct form = *If you **had** been there, you **would have enjoyed** yourself*).

The *would have* clause in general is problematic for students as they often replace it with the past perfect, or *would* or *will* when imagining a different version of the past, e.g., *~~It had been better to stay at home~~* (Correct form = *It **would have been** better ...*).

- f **10.08** Students read the information in Grammar Focus 10B on SB p. 162. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the most appropriate conditional forms. Tell students to go back to SB p. 121.

Answers (Grammar Focus 10B SB p. 163)

- a 2 would 3 had 4 would, had 5 would
- b 2 hadn't gone to live in Japan, he wouldn't have met his wife.
3 could have gone to the concert if the car hadn't been broken down.
4 would have gone to see the movie if I'd known it was so good.
5 you had taken my advice, you wouldn't have gotten lost.
6 have been so successful if you hadn't helped me so much.
- c 2 wouldn't have lent → hadn't lent
3 could burned → could have burned
4 If I know → If I'd known
5 What you would have done → What would you have done
6 if he'd have → if he'd had
7 If they'd arrive → If they'd arrived

LOA TIP CONCEPT ELICITING

Give the following sentences for students to complete using the correct form of unreal past conditionals. Tell them that there is no single correct answer – they should use their imaginations. Do this as a spoken exercise to elicit the correct forms and also check pronunciation.

- If I'd studied harder at school, I ...
- I would have become a doctor if ...
- If the weather had been better last weekend, I ...
- I wouldn't have gotten wet if I ...
- If I hadn't missed the bus, I ...
- I would have gone to the party if I ...

- g Give students up to 10 minutes to write sentences. Monitor, and check that students are using past unreal conditionals correctly.
- h Put students into pairs to compare their sentences. Elicit feedback from the whole class.

5 SPEAKING

- a Tell students that they are going to tell the story of a past event that made their life better. Give them up to 10 minutes to read the task and prepare what they're going to say. Monitor, and help with vocabulary as necessary.

- b**  Put students into small groups for the speaking stage. Tell them not to rush their storytelling – each student should try to talk for at least one minute. Remind them that when they listen to others, they should think of questions to ask at the end. Monitor, and check that students are making correct usage of the language from the lesson. Ask: *Whose past event made the biggest difference to their life? Why do you think so?*

FAST FINISHERS

Ask fast finishers to tell their partners of another past event related to another topic from the list in 5a.

ADDITIONAL MATERIAL

Workbook 10B

Photocopiable activities: Grammar 10B, Vocabulary 10B, Pronunciation 10B

10C

EVERYDAY ENGLISH

You have nothing to worry about

OPTIONAL LEAD-IN

Books closed. Write these conversation topics on the board:

- sports
- food
- work and study
- funny stories
- the weather
- politics
- movies, music, and books
- future plans, worries, hopes, and dreams

Put students into pairs. Ask: *How often do you talk about each of these topics? Which have you talked about so far today?*

1 LISTENING

- a**  Put students into pairs to discuss the questions.
- b**  **10.09** Play Part 1 of the recording. Elicit students' ideas, but don't confirm answers at this point.

Audioscript (Part 1)

- | | |
|---|--|
| HARRY Thanks, Noah. So have you ...? | N I'm going to see my manager today. |
| NOAH Not yet. | H Oh! How do you feel? |
| H Right. | N A little nervous! How did you feel when you did it? |

- c**  **10.10** Play Part 2 of the recording for students to check their ideas.

Answer

Harry and Noah are talking about asking for a promotion.

At the end of this lesson, students will be able to:

- understand informal conversations in which people talk about their feelings
- use appropriate phrases for talking about possible problems and reassuring someone
- identify when speakers sound sure or unsure
- use appropriate phrases for changing the subject
- maintain informal conversations in which they talk about their feelings

Audioscript (Part 2)

- | | |
|---|---|
| HARRY How did I feel when I asked for a promotion? Uh, fine, I think. You have nothing to worry about. I'm sure it'll be OK. | N Is that a good idea? To ask for a promotion over lunch? |
| NOAH I wish I had your confidence. | H It would be a more relaxed setting than in the office. |
| H So, do you have an appointment set up with your manager? | N Hmm. I'm still worried that something will go wrong. What if she doesn't think I'm right for the job? Then I'm stuck having lunch with her after she's turned me down. |
| N No. Do you think I need an appointment? | H She's definitely not going to say no. You are perfect for the job. |
| H Absolutely! Look, why don't you meet over lunch, away from the office. | N Hmm, but what if? |
| | H All right, enough! |

2 USEFUL LANGUAGE

Talking about possible problems and reassuring someone

- a**  **10.10** Ask: *When Noah was talking about his worries, what was Harry trying to do?* (make Noah feel better by stopping him from worrying). Pre-teach *reassure*, which has the same meaning. Give students time to read the task, and then play Part 2 of the recording again. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

- 1 nothing
- 2 sure
- 3 worried
- 4 if
- 5 definitely

- b Put students into pairs to complete the chart. Check answers as a class by asking students to say all the “problem” sentences and then all the “reassuring” sentences. Underline the sentence stems in the “problem” sentences.

Answers

Talking about a problem	Reassuring someone
I'm still worried that something will go wrong. What if she doesn't think I'm right for the job?	I'm sure it'll be OK. She's definitely not going to say no.

- c Give students time to prepare their real or invented worries, and then put them into pairs to do the speaking activity. Monitor, and help if necessary. Nominate a few pairs to perform their exchanges for the class.

3 PRONUNCIATION

Sounding sure and unsure

- a 10.11 Give students time to read the extract and question, and then play the recording.

Answer

unsure

- b 10.10 Play Part 2 of the recording again, and check the answer to the question as a class.

Answer

unsure

- c 10.12 Individually, students read the sentences. Play the recording for them to decide. Play the recording again, and then check answers as a class.

Answers

- unsure
- sure
- unsure
- sure

LOA TIP DRILLING

Give students practice sounding sure or unsure by writing some questions and responses on the board:

- Will the store be open? (I think so, yes.)
- What was the lecture like? (It was OK.)
- Did you enjoy the trip? (I had a good time, yes.)
- Will you go to class tomorrow? (I think I will, yes.)

Read the first question to the class, and then reply sounding sure or unsure. The class must repeat the answer, but sound the opposite. Repeat this with the other questions and responses. The drill can be repeated by reading the question and pointing to S or U (which you have written on the board) for students to give the correct response.

4 LISTENING

- a Ask: *What's Noah going to do?* (ask his manager for a promotion) *How does he feel?* (nervous). Put students into pairs to predict what will happen next. Elicit students' answers, but don't confirm them at this point.

- b 10.13 Play Part 3 of the recording for students to check their answers. Elicit feedback from the whole class.

Answer

2

Audioscript (Part 3)

NARRATOR Thank you!

MRS. GRACE Do you know what you want? The spaghetti is amazing here.

N I don't know. Maybe just a pizza.

MG So Noah, ever since you started working at Wilson's ...

N It's been a long time now hasn't it?

MG Yes, we actually did our final interview for your position here.

N Really? I don't remember that. I thought that was somewhere else. I'm so glad I got the job though. I really love working here – at Wilson's, I mean. Not here, at this restaurant. That reminds me, though – I need to book this place for the office party next month. Let me just make a note of that before I forget.

MG So, anyway, as I was saying, you've really grown in this job ...

N Thank you! I think so, too. In fact, I think I'm ready for ...

SERVER Are you ready to order?

N Oh, we haven't even looked at the menus yet! Could you give us a couple more minutes? And do you recommend the spaghetti?

S It's our specialty. I'll come back shortly.

MG Noah, there's something I want to ask you.

N Oh yes, me too. But before I ask you, could we talk about the Fitch account? I have some ideas I think you'll really like and that could help grow the account by 20% next year. I was thinking ...

MG Listen, Noah. I'm trying to offer you a promotion!

N What? Wait. Really?! That's so funny – I was just going to ask for one.

MG You've done such good work, and I think you're ready for a bigger challenge. Are you interested?

N Hmm, could I think about it for a bit?

MG Oh, sure, of course, take a day or two and let me ...

N Okay. I'm done thinking. I will definitely take the job.

MG Wonderful!

N And I will definitely take some of that spaghetti!

- c Put students into pairs to compare answers, and then check answers as a class. Encourage students to justify their answers as far as possible.

Answers

1 F 2 T 3 T 4 F 5 F

5 CONVERSATION SKILLS

Changing the subject

- a 10.14 You may wish to explain that *changing the subject* means to change the topic, or start talking about something else. Play the recording for students to listen and complete the sentences.

Answers

- reminds
- saying

- b** Put students into pairs to discuss the questions. Check answers as a class.

Answer

Noah is starting a completely new subject. Mrs. Grace is returning to a previous subject.

- c** Discuss the question as a class.

Answer

Both phrases are ways to change the subject.

- d**  Put students into pairs to do the speaking activity. Monitor, and help if necessary. Nominate a few pairs to perform their conversations for the class.

6 SPEAKING

-   Divide the class into pairs and assign A and B roles. Tell all the Student Bs to turn to SB p. 131. Give enough time for students to read their information and write notes.

Before students start speaking, remind them of the expressions for reassuring someone and for changing the subject. Monitor, and correct students' pronunciation as appropriate, and listen for correct usage of the target language from this lesson. When students have finished, ask: *Who did most of the talking in your conversation? Did your partner reassure you about your worries?*

 FAST FINISHERS

Ask fast finishers to think of good excuses to make if you get bored with a conversation and want to end it. Ask for examples of these during feedback, and see if other students use these excuses themselves.

 ADDITIONAL MATERIAL

Workbook 6C

Unit Progress Test

10D

SKILLS FOR WRITING

I think you should go for it

 OPTIONAL LEAD-IN

Books closed. Ask students to think of as many verbs as they can that collocate with *money*.

Possible answers include: *earn money, make money, spend money, borrow money, save money, waste money, run out of money, raise money*.

1 SPEAKING AND READING

- a**  Elicit the meaning of *volunteer* (a person who does something, especially helping people, willingly and without being forced or paid to do it). Tell students to look at the ad. Put students into pairs or small groups to discuss the questions. Elicit students' ideas, but don't confirm the answers at this point.

- b** Students read the web page quickly, and check their answers to 1a. They then compare answers in pairs. Check answers as a class.

Answers

- 1 NowVolunteer is an organization that offers volunteering programs in 50 countries. Programs include working with children, helping local communities, and working on environmental projects.
- 2 Recent college graduates, to gain experience for their résumés, make new friends, and learn new skills.
- 3 Volunteers have to raise \$500 for NowVolunteer before they go.

At the end of this lesson, students will be able to:

- understand an ad asking for volunteers
- understand someone talking about their volunteering experience
- understand emails asking for advice on a course of action
- use expressions to advise a course of action
- write an email with advice

 VOCABULARY SUPPORT

raise (B2) – to cause something (e.g., money) to exist

2 LISTENING AND SPEAKING

- a** Tell students to look at the photos. Check that everyone knows where Madagascar is. Discuss the question as a class. If you wish, read the information in the Culture Notes to students.

 CULTURE NOTES

Madagascar is situated off the south-east coast of Africa in the Indian Ocean. It is the world's fourth largest island – about the same size as Kenya or France – and has many species of wildlife, most of which aren't found anywhere else in the world.

- b**  **10.15** Play the recording for students to check their ideas from 2a. Elicit feedback from the class.

Audioscript

GREG I finished training as a nurse in Wisconsin, and I was expecting to get a job in a small hospital somewhere. But then a friend told me about NowVolunteer, and I decided to apply. I'd always wanted to go to an African country and use my nursing skills to help people and here was a chance to do that, so I decided to take the opportunity while I could. I had to raise \$500 before I went, but that was really easy – I got two hospitals to sponsor me, and then I borrowed some money from the bank.

So I went to Madagascar and joined a team of people working with a local supervisor. We set up a program where we went round villages and taught basic ways to improve hygiene and to avoid catching diseases. For example, we gave instruction about how to avoid catching malaria and distributed mosquito nets to some of the homes. I think we did some good, I hope so anyway, but I also learned a huge amount from it. I was suddenly in a completely different culture, teaching people who had such a different lifestyle from my own, so I think it made a big difference to the way I see the world. And I also made some very good friends out there, both local people and the other volunteers. We had such good times together and we've kept in touch since then.

After I came back, I got accepted straight away for a job at the university hospital, which is one of the best hospitals in Wisconsin. I'm sure I wouldn't have managed to do that if I hadn't worked in Madagascar and got this practical experience.

So I'd recommend NowVolunteer to anyone. I think their programs are great.

VOCABULARY SUPPORT

distribute (B2) – to give something out to several people, or to spread or supply something

hygiene (C1) – the degree to which people keep themselves or their environment clean, especially to prevent disease

sponsor (B2) – to support a person, organization, or activity by giving money, or other help

- c** **10.15** Students listen to the recording again and complete the chart. Students compare notes in pairs. Monitor, and help as necessary. Check answers as a class by asking different students to read aloud different answers.

Suggested answers

- 1 nursing
- 2 to use nursing skills to help people in an African country
- 3 Two hospitals sponsored him, and he borrowed money from the bank.
- 4 He taught ways to improve hygiene and avoid catching diseases in Madagascar villages.
- 5 He got a job at the university hospital in Madison, Wisconsin.

- d** Put students into pairs or small groups, and give them five minutes to discuss the questions. Elicit feedback from the whole class.

LOA TIP MONITORING

When you monitor, it is often a good idea to contribute to the discussions with your own ideas, opinions, and experiences. This can help in many ways. Firstly, it can encourage students to develop their conversations. Secondly, it can help create a good rapport with your students. Thirdly, you can learn more about your students and their individual language problems. For this activity you could mention any volunteer work you have done or would like to do.

EXTRA ACTIVITY

Put students into pairs or small groups. Tell them they have to think of a worthwhile volunteering opportunity – this could be something that already exists or something completely new. They should think about where it is, what the work involves, and why it's worthwhile. Together, they write a short ad for the volunteering position. Ask students to read aloud their ads during feedback.

3 READING

- a** Individually, students read Vicky's email and answer the questions. They then compare answers in pairs.

Answers

- 1 looking after elephants in Thailand, teaching English in China
- 2 raising the money for NowVolunteer

- b** Divide the class into pairs and assign A and B roles. Tell Student As to look at SB p. 130 to read Amanda's reply and Student Bs to look at SB p. 132 to read Laura's reply. Individually, they read the information and think about the question. Tell students not to discuss anything at this point.
- c** Put students into A/B pairs to tell each other about the reply that they read and discuss who they agree with. Elicit feedback from the whole class on what they think Vicky should do and why.

4 WRITING SKILLS

Advising a course of action

- a** Tell students to look at both emails (on SB p. 130 and p. 132) to decide who uses which expression. Check answers as a class.

Answers

- 1, 4, 6, and 7 only give advice; 2, 3, and 5 also imagine what would (or wouldn't) happen

- b** Tell students to look at both emails (on SB p. 130 and p. 132) and answer the question. Then discuss the answers as a class.

Answers

Laura, b

- c** Students turn to p. 130 and find the adverbs in Amanda's email.

Answers

b, c, d

- d** Give students five minutes to rewrite the sentences. Then check answers slowly and clearly as a class.

Answers

- 1 If I were you, I'd write to them and ask where they spend the money.
- 2 Maybe it would be better to look for a job with a marketing company in Thailand.
- 3 I'm not sure it would be very interesting.
- 4 I think you'd meet a lot of interesting people.
- 5 I'm just suggesting that you look at the alternatives.

5 WRITING An email with advice

- a Tell students that they are going to write emails like Vicky's. Ask students to suggest a few possible things that people might do for a year as an alternative to their normal lifestyle or job. Encourage them to think imaginatively at this stage. Give 10 minutes for students to write an email asking for advice. Monitor, and help as necessary.
- b Put students into pairs to read each other's emails and write a reply. Encourage them to sound either careful or positive and enthusiastic. Give 15 minutes for this reading and writing stage. Monitor, and check that students are using expressions from the lesson.
- c  When students have finished, they read their partner's reply and answer the questions in the book. Elicit feedback from the whole class.

Give the class feedback on their written work, focusing on how successfully their emails advise a course of action, and how careful or positive and enthusiastic their emails sound.

FAST FINISHERS

Ask fast finishers to write a short reply to thank the sender for his/her advice and say what they plan to do. Ask students to read examples of these during feedback.

ADDITIONAL MATERIAL

Workbook 10D

UNIT 10

Review and extension

1 GRAMMAR

Tell students to read the six exchanges that practice the unreal present/future and past conditionals. Ask: *Is each exchange about the present or the past?* (1 the past 2 the present 3 the past 4 the past 5 the present 6 the past). Give students time to do the task, and then compare answers in pairs. Check answers as a class by inviting six pairs to read out the exchanges.

Answers

- 1 have scored, 'd done
- 2 would, were
- 3 hadn't missed, have met
- 4 could have
- 5 wasn't
- 6 would, hadn't

2 VOCABULARY

- a Individually, students complete the sentences. Check answers as a class.

Answers

- 1 workout 2 point 3 lose 4 net 5 beat 6 track 7 pass

💡 EXTRA ACTIVITY

Tell students that in Unit 10, they saw many examples of verb + noun collocations.

To extend the vocabulary review, ask the following questions:

- *You can score points. What else can you score?* (goals)
- *You can score points or you can ... ?* (win them, lose them)
- *You can win points. What else can you win?* (a prize, a game, a match)
- *Before someone wins a game or match, what do the players do for the prize?* (compete for it)
- *What do we call all the players in a game or match?* (the competitors)
- *What do we call the competitors we want to beat?* (your opponents)

- b Individually, students complete the questions. Check answers as a class.

Answers

- 1 do 2 takes 3 take 4 make 5 do 6 made 7 make

- c  Put students into pairs to ask and answer the questions in 2b. Elicit feedback from the whole class, and ask a few students to tell the class anything new they found out about their partner.

3 WORDPOWER

Easily confused words

- a Give students five minutes to do the exercise. They then compare answers in pairs. Check answers as a class by asking six students to read aloud a pair of matched sentences each.

Answers

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 a | 3 b | 5 b | 7 a | 9 b | 11 a |
| 2 b | 4 a | 6 a | 8 b | 10 a | 12 b |

- b Individually, students choose the correct words. Check answers as a class.

Answers

- 1 a take
b give
- 2 a not take
b not win
- 3 a move away from here
b move to here
- 4 a lift something
b go up
- 5 a take from a person or place
b take something
- 6 a at the moment
b in fact

💡 EXTRA ACTIVITY

Say the following sentences and ask students to reply, using one of the words from this section:

Can I have your dictionary for a minute? → *Can I **borrow** your dictionary?*

I can give you money. → *I can **lend** you some money.*

I can't find my phone! → *I've **lost** my phone!*

The bus went without me. → *I **missed** the bus.*

Come here with your books. → ***Bring** your books here.*

Go there with your bags. → ***Take** your bags there.*

The sun comes up every day. → *The sun **rises** every day.*

Put your arms up. → ***Raise** your arms.*

They took money from us. → *They **robbed** us.*

- c Individually, students make notes on their ideas for each topic. Monitor, and help with vocabulary as necessary.

- d  Put students into small groups to compare their answers and extend their lists. Elicit feedback from the whole class.

💡 FAST FINISHERS

Ask fast finishers to write pairs of blanked sentences to practice *miss/lose*, *actually/currently*, and *raise/rise*. Ask the class to complete the sentences during feedback.

» Photocopiable activities: Wordpower 10

🔄 LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on less confident areas by using the appropriate sections of the Workbook and the Photocopiable activities.

Ideas for pre-teaching vocabulary

Before reading and listening tasks, it's often necessary to make sure students understand a few key words. This is called "pre-teaching." There are a number of ways to do this. Here are some ideas:

Give a definition: Use a short sentence to explain the meaning of a word. If you wish, use the definitions given in the Vocabulary support boxes throughout the Teacher's Notes. You could also use a learner dictionary to find on-level definitions, e.g., *dive – to swim under water, usually with breathing equipment* (from *Cambridge Essential English Dictionary*, Second Edition).

Draw/Show a picture or object: One of the easiest ways to teach students new words is to draw a picture on the board, or show a picture on the interactive whiteboard, or on a computer or tablet. Using (or drawing) funny and/or interesting pictures is a good way to ensure students remember the new words, e.g., to teach the word *dive* you could find a picture of a diver with a big shark behind him.

Act it out: It can be useful to show the word by acting it out, instead of giving definitions which may use above-level vocabulary.

Elicit it: Elicitation allows you to check what words students may already know. Don't tell them the word you want to teach. Elicit it by asking questions or saying open-ended sentences, e.g., *What is the activity when we swim under the sea and look at fish?* or *When we swim under water and look at fish, we ... ? (dive).*

Blanked sentences: It's useful for students to see the word in a sentence to understand the context. Write a blanked sentence on the board (this can be one from the text), e.g., *Cristina _____ in the Mediterranean Sea every summer. She loves to see the beautiful fish under the water.* (dives). Allow students to guess what word goes in the blank, but don't confirm if they're right or wrong. After they read the text, they can guess again. Then confirm their answer.

Discussion questions: With more confident students you can write discussion questions containing the new words on the board. Then give students one or two example answers to these questions. Students try to guess the meaning. Give more example answers, if necessary. You may then wish to allow students to ask and answer these questions for themselves.

Pre-teaching for listening: You can use any of the above ideas, or others you may have, to teach new words before students listen. It may also be useful to model the pronunciation of the words so students are used to hearing how it sounds. This is particularly useful when a word has an unfamiliar spelling rule. If you don't want to model the word, it can be useful to write the word in IPA on the board (you can find this in all dictionaries).

Extra ideas – how to ...

Class survey

Use: to review tenses, verb patterns, verb collocations, conversational language

Dynamic: whole class

Procedure:

- Write a list of questions which practice the target language. Ideally, each student will have a different question, but if this is difficult, aim to have one question per two students.
- Photocopy the list and cut up into strips to give out. Make sure each student has a question, even if the question is the same as another student's. Alternatively, dictate each question to one (or two) student(s) in turn.
- Ask students a question as an example and elicit a response which uses the target structure. Write the response on the board.
- Set a time limit for the activity, e.g., 10 minutes. Students move around the class and ask their question to as many different other students as they can. They write down the responses in their notebooks.
- When the time is up, divide students into smaller groups and ask them to compare their most interesting responses.

Running dictation

Use: to review all kinds of vocabulary

Dynamic: whole class

Procedure:

- Choose a short text or a list of sentences/questions which you wish to review. Around six to ten sentences should be adequate, depending on how confident your students are. Choose a text of the appropriate level for your students and which does not contain unfamiliar words.
- You will need one sheet for each pair of students, plus a few extra sheets. Put the extra sheets on a far wall of the classroom or just outside the classroom door. Mark the halfway point on the text.
- Divide the class into pairs: Student A is a reader and Student B is a writer. A has to go to the text/list and memorize as much as he/she can. Encourage students to remember a few words accurately rather than try to memorize too much. Student A goes back to Student B and dictates what he/she can remember. Student A should walk over to Student B before dictating and not shout the text out! Student A is not allowed to do any writing at this stage. The dictation continues until Student A has reached the halfway point of the text.
- The students switch roles, with Student B dictating and Student A writing.
- As each pair finishes, give them a copy of the text and allow them to check their text against the original. Students should correct their mistakes. Monitor, and help students to decide whether any differences are grammatically correct or not.

Grammar auction

Use: to review a specific grammar area or general grammar

Dynamic: whole class (in teams)

Procedure:

- Prepare 10–15 sentences containing items of grammar from the unit you are currently working on or areas of grammar which you know students find problematic. Some of them should be correct and some incorrect.
- Write the sentences on the board and explain what an *auction* is (when you sell something to the person who offers the most money).
- Put students into small groups, and tell them they have \$100 and they need to buy the correct sentences. In their groups, students discuss which sentences they think are correct and decide which to buy and how much they are prepared to pay for each. Don't help or allow students to look at their notes or the Student's Book.
- Take the role of auctioneer and sell each sentence to the group which offers the most money. Keep track of how much each group has spent. Remind students that once they have spent all their money they can't buy any more sentences, so they shouldn't spend too much too soon.
- After all the sentences have been sold, go over them one at a time, revealing which are correct and which are incorrect. Ask students to correct the mistakes.
- The winning group is the one that bought the most correct sentences. If it's a draw, then the group that has the most money left wins.

Guess who?

Use: to practice question forms, simple present, present continuous, simple past, etc.

Dynamic: whole class (with optional group/pair extension)

Procedure:

- Tell students that you are thinking of a person and that they have to guess who it is by asking *Yes/No* questions.
- If you wish to practice a specific grammar area, you could tell students that this person is living (for present tenses) or dead (for past tenses). Alternatively, you can use this activity to practice question forms in general by not specifying anything about the person.
- Put students into pairs or small groups to brainstorm possible questions. Specify a total number of questions, between five and ten, for the class to try and guess who you're thinking of. Students then take turns to ask you some of the questions they thought of.
- Make sure you reply only with *yes* or *no* (NOT *Yes, he/she is*;) in order not to give away if the person is a man or a woman.
- Students win if they guess the person within the specified number of questions. The teacher wins if students can't guess the person.
- Continue the game either as a class, by asking a student to choose a person and take over from you at the front of the class, or by putting students into pairs or small groups to play.

Classroom telephone

Use: to review tenses, verb patterns, verb collocations, pronunciation, and listening skills

Dynamic: whole class

Procedure:

- You will need a list of short sentences and/or questions which practice the structures you wish to review. You will need one sheet per three students in the class.
- Divide students into groups of three. All the Student As go to one part of the classroom, all the Student Bs to another, and Student Cs to another.
- Model the activity by standing with the Student As and showing them the first sentence on the sheet. The Student As then walk to the Student Bs and whisper the sentence they have remembered. Make sure the Student Cs can't hear. The Student Bs then go to the Student Cs and repeat the sentence, and the Student Cs write down what they heard. Write the correct sentence on the board. Student Cs compare this with what they have written.
- Start the activity by showing the second item on the list to the Student As. The activity then continues as per your model. After the Student As have had two or three turns, they swap roles with the others in their group. The activity continues like this until they reach the end of the list.
- When the students have finished, give each group of three a copy of the sheet and they compare this against what they have written. The group with the fewest mistakes wins.

Sentence chains

Use: to review a specific lexical set, e.g., items to take on vacation, etc.

Dynamic: groups/pairs

Procedure:

- Before the class, decide which lexical set you're going to test students on and decide the best sentence to lead in to this. You can use: *Before I went on vacation I packed ... (my ticket, a guidebook, my clothes, a map)*. However, if you want to review a different tense as well as the target lexical set, you could amend the sentence as appropriate, e.g., *I came home from vacation, and I had spent all my money. I had ... (bought a lot of souvenirs, done a lot of sightseeing, stayed in a luxury hotel)*.
- Demonstrate the activity with the lead-in sentence and then the first item, e.g., *Before I went on vacation, I packed my ticket*. Gesture to a student to repeat your sentence and add a new verb phrase e.g., *Before I went on vacation, I packed my ticket and a guidebook*. Nominate the next student, who repeats the sentence and adds another item and so on until the list is too long to remember.
- Put students into groups of three to five to play together.
- Depending on your students, you may wish to adjust the difficulty of the activity, e.g., ask students to include the information about a list of nouns, e.g., *my plane ticket, a heavy guidebook, my beach clothes, a local map*.

Backs to the board

Use: to review a specific lexical set or general vocabulary

Dynamic: whole class (in teams)

Procedure:

- Put students into small groups of four to five. If possible, mix more confident students with less confident students so no group is noticeably quicker or slower than another.
- Tell students in each group to sit close together, leaving space between the groups so they can't easily hear one another. Tell one student in each group to sit with their back to the board and the others to sit so that they can see the board.
- Explain that you're going to write a word or phrase on the board and that the students who can see the board have to communicate the meaning to the student who can't. They can use any method to do this, drawing pictures, mime, synonyms, simple explanations, etc. However, use of their own language will mean they are disqualified.
- When the student(s) with their back to the board think they know the word, they put their hand up. Ask the first student to put their hand up to say the word and, if they are correct, award their group a point. If they aren't, the other teams continue. Any student who shouts out the answer is also disqualified.
- The winning group is the one with the most points at the end of the game.

Tennis

Use: to review specific word pairs, e.g., opposite adjectives, simple past / past participle forms, collocations

Dynamic: pairs

Procedure:

- Explain which lexical set you're going to work on, e.g., *travel collocations*. Demonstrate the activity by asking a more confident student to help you. Say the first word of the pair, e.g., *pack* and ask the student to respond with the second, e.g., *a bag*. The student continues with a different first word and you respond with the second, e.g., **A pack B a bag – stay at A home – stay in B a hotel –**, etc.
- Tell students that, just like in a real game of tennis, it's important not to pause for a long time. If one of the students pauses too long between items, they lose that round, e.g., in **A travel B abroad – make A plans – plan B ummm ahhh ... a vacation**, B would lose.
- Put students into pairs to play together. Tell them they should continue for as long as possible. If one student loses the round, they start again.

Board game

Use: to review vocabulary or grammar structures from any lesson in the Student's Book

Dynamic: small groups

Procedure:

- Before the class, decide which lexical set, or grammar structure you want to give students extra practice in, e.g., Communication vocabulary from Lesson 1A, or Simple present and continuous from Lesson 1B.
- Divide the class into groups of three or four and give each group a board game sheet and a die. (Note: The board game sheet can be downloaded from the online resources.) Explain that students take turns rolling the die and moving around the board. Whenever a student lands on a square, they must practice a grammar or vocabulary item related to the number of that square. You will write these vocabulary or grammar items on the board later. If a student lands on squares 3, 9, 15, or 19, they should go back or go forward, as indicated.
- If you are practicing vocabulary, you will need 18 lexical items. Decide on these items, and write them on the board, numbered 1–22. Note that there will be no items numbered 3, 9, 15, or 19. When a student lands on a square, they should talk for one minute, making sure that they use the lexical item when they are talking. (You can ask students to talk for less, or more, than a minute, depending on their level and confidence. You can also give students a time range, e.g., 30 seconds to one minute, if you have a class with mixed ability.)
- Alternatively, you may wish to test students' vocabulary knowledge by writing 18 blanked sentences on the board, e.g., *1 It's difficult to keep in ___ with friends when they live abroad*. When students land on that number, they must say what they think the missing word is (e.g., *touch*).
- To give further practice of grammar structures, write 18 sentences with an option for each sentence, e.g., *1 What do you think / are you thinking about right now?* As students land on that numbered square, they decide which is the best way to complete the sentence.
- Alternatively, write nine grammatically correct sentences on the board, and nine incorrect sentences (e.g., *What do you think about right now?*) on the board. When students land on a square, they must decide whether the sentence is correct or not, and if not, they correct it.
- Monitor, and help with any questions students have about correct language.
- Students play until the winner reaches the *FINISH* square.

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Screenshots are taken from Student's Book and Documentary videos.

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Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English, and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps us to produce better language teaching materials.

English Profile

This product is informed by English Vocabulary Profile, built as part of English Profile, a collaborative program designed to enhance the learning, teaching, and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge Assessment English, and its aim is to create a “profile” for English, linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org.

CALD

The Cambridge Advanced Learner's Dictionary is the world's most widely used dictionary for learners of English. Including all the words and phrases that learners are likely to come across, it also has easy-to-understand definitions and example sentences to show how the word is used in context. The Cambridge Advanced Learner's Dictionary is available online at dictionary.cambridge.org.

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